

# **EFFECTIVENESS OF SCHOOL LEADERSHIP AND MANAGEMENT DEVELOPMENT IN CAMEROON**

**BY**

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## **Abstract**

In both developed and developing countries poor performance of head teachers is detrimental to school effectiveness, with consequent economic costs amounting to billions of dollars every year. These costs are perhaps particularly keenly felt in developing countries, where demand for a workforce that is proficient in globally relevant competencies is especially acute, but where the effective school leadership that can help to deliver this educated workforce is especially patchy. One of the contributing factors to this poor performance is a lack of structured leadership development programmes.

This study, therefore, explores the factors pertinent to effective school leadership development programmes in a resource poor education system, taking Cameroon as its example. The study combines a review of the academic literature with field document analysis evidence, structured interviews with head teachers and teachers, and a Leadership and Management Development Questionnaire (LMDQ) study. The results in particular indicate that the central educational agencies, schools and school leaders recognised the importance of ensuring that central policies and support, schools' internal policies, and their in-service development opportunities for aspiring head teachers, are closely aligned with international best practice, particularly through the establishment of a structured leadership development programme targeted at aspiring head teachers, and aimed at combining governance skills with a more global outlook.

## **Dedications**

To my parents;

Ashu James Ebot and Ashu Mary Ebot

I am very grateful for their love, faith, daily moral support in my education and throughout my life and the strength of perseverance they gave me

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I will like to thank all the schools, head teachers and teachers who have participated in this research. The time and effort they gave for meetings, completed questionnaires and took part in interviews are acknowledged and truly appreciated. Without them this research could not have generated this valuable information that contributes to the existing body of knowledge pertaining to the assessment of the effectiveness of leadership preparation and management development programmes in preparing school leaders for successful school leadership. In particular, the leadership development experience of some of the respondents have greatly extends the current knowledge relating to school leadership preparation in Cameroon and makes recommendations as to how the leadership skills of aspiring heads and head teachers in Cameroon could be better developed.

I truly appreciate the contribution of Dr. Alan Woodgett, my dedicated and sympathetic friend was very critical when proof reading my work and his constant encouragement is greatly appreciated. I will sincerely like to thank my supervisors, Dr. Tom Bisschoff and Dr. Christopher Rhodes, for their guidance and support throughout the study. I will also like to thank Dr. Nick Peim and Dr. Michele Schweisfurth for serving as internal and external examiners on my thesis.

I hope that the suggested frameworks in this research, therefore contributes to research in three specific ways: firstly, it provides for the first time a basis for leadership development in the Cameroonian educational system which has a foundation in scholarship and research (both international and local); secondly, it provides a model for potential leadership development frameworks that could be applied in other developing countries, particularly in sub-Saharan Africa, and thirdly, the research as a whole provides a methodological template which other scholars might use for developing such frameworks in the context of developing countries.

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## List of Abbreviations

BERA	British Educational Research Association
CMBE	Cameroon Ministry of Basic Education
CPD	Career Professional Development
DfES	Department for Education and Skills
DHR	Director of Human Resources
EdD	Doctor of Education (degree)
GESP	Growth and Employment Strategy Paper
ICT	Information communication Technology
LMDQ	Leadership and Management Development Questionnaire
MINEDUB	Cameroon Ministry of Basic Education
MINEDUC	Cameroon Ministry of Education
MINEJEUN	Cameroon Ministry of Youth and Civic Education
NCSL	National College for School Leaders
NIELM	National Institute for Educational Leadership and Management
NPQELM	National Professional Qualification for Education Leadership and Management
NPQH	National Professional Qualification for Head teachers
OFSTED	Office for Standards in Education
OJT	On-the-Job-Training
PhD	Doctor of Philosophy
RQ	Research Question
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United State of America



## CHAPTER ONE

### INTRODUCTION AND SETTING THE RATIONALE FOR STUDY

#### 1.1 Introduction

The last 53 years since the independence of Cameroon have seen an increasing international interest in leadership development courses and programmes for school leaders. This interest in intervening to develop leadership and management ability within schools derives in part from a developing concern in many educational systems regarding perceived leadership inadequacies amongst school leaders and in part from a belief that the quality of leadership makes a significant difference to the effectiveness of schools by deepening the knowledge, expertise and behaviours of school leaders (Brungardt, 1996; Day, 2001; Collins, 2002; Rhodes *et al.*, 2009).

As this thesis will explore more fully, this belief that schools require effective leaders if they are to provide the best possible educational opportunities is common not only in most western countries but as well in developing countries (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Hallinger, 2003; Bush, 2008; Lumby *et al.*, 2008). Indeed, a 1996 report by the Commonwealth Secretariat showed that there is broad international agreement about the need for schools and educational systems to enhance their capacity to improve the development of school leaders.

There has been a clear trend, therefore, towards the adoption of formal management and leadership training programmes for school leaders and, as Bush (2008) has

recently predicted, expenditure on school leadership development will continue to grow throughout the next decade as still more educational systems recognize the shortage of talented leaders and the requirements to broaden viewpoints in order to compete globally (Hallinger and Heck, 1999; Huber, 2011). In respect to developing countries, however, the provision of leadership education still lags far behind the demand for that education among aspiring school leaders (Bush and Jackson, 2002; Bush and Oduro, 2006; Lumby *et al.*, 2008; Bush, 2008).

It is also striking that, despite the increasing prevalence of leadership development programmes, there has been relatively little rigorous evaluation of their effectiveness in actually supporting aspiring school leaders in their transition to headship; that leadership development programmes will actually result in improved leadership skills appears to be largely taken for granted in many educational systems.

There are a variety of possible reasons as to why schools and educational systems in developing countries are not evaluating or reporting the results of their leadership and management development programmes. Firstly, the very complexity of modern educational systems, which require a complex and overlapping range of leadership and management skills, itself, makes the development of those skills, and then their consequent impact on school performance, difficult to assess in a consistent and scientifically rigorous way. Secondly, whilst it is a challenge in itself to consistently measure the interpersonal skills and the work performance of individual school leaders (Kirkpatrick, 1997, 2005), it is even more difficult to measure the impact of leadership change within schools on the effectiveness of an educational system as a

whole, since this often involves analysis at multiple levels of educational systems (Bush and Jackson, 2002; Lumby *et al.*, 2008). Evaluative studies of management and leadership development programmes, therefore, may be sparse because of the lack of an evaluation model that sufficiently measures the effect of the programmes on the performance of educational systems (Hallinger, 1992; Kirkpatrick, 1998, 2005; Collins, 2002; Patton, 1990, 2002; Hansen, 2005).

Thirdly, while tasks and challenges encountered on-the-job development is the most important source of learning, the truth is that all jobs are not developmentally equal, nor can they be expressed in an objective way, which possibly makes evaluation more difficult to assess the effectiveness of leadership preparation and management development in preparing aspiring heads for successful school leadership

(Kirkpatrick, 1997, 2005; Bush and Jackson, 2002; Patton, 1990, 2002; Collins, 2002; Hansen, 2005). For the purpose of this study the researcher followed Bush and Jackson model with a few adjustments that will be explained later.

In the context of leadership development training more generally Kirkpatrick (1997, 2005), has attempted to provide a model to evaluate the effectiveness of management and leadership training programmes. The power of Kirkpatrick's model is its simplicity (Bush and Jackson, 2002). It has been used primarily to evaluate reactions (satisfaction of stakeholders based on the situation of training, the contents and methods, etc.), learning, and expertise (cognitive learning success and increase in knowledge), as well as behaviour (transfer success in terms of an action resulting from the content of training) and the end results (school accomplishment in terms of

passing of the content of training to the educational system practice, resulting in positive organisational changes): all of which are measurements of the transfer of training to individuals. However, Kirkpatrick's model does not appear to be effective in measuring educational system performance; the effectiveness of an educational system in achieving good results as acknowledged by its strategic goals, or the realization of a return on investments (Bush and Jackson, 2002; Pont *et al.*, 2008; Lumby *et al.*, 2008).

## 1.2 Rationale for Study

The above section has shown how globalization of educational establishments has challenged schools and educational systems to rethink their strategies, structures, and the competencies necessary for school leaders. Leadership and management development programmes are increasingly prevalent because schools and educational systems in both developed and developing countries are facing a multitude of outcome-based pressures. The demands of a globalised world have placed high quality education at the forefront of national policy agendas and this has led to ever more precise and challenging national and global accreditation standards. This trend, together with a more aggressive recognition of the central role of school leaders in driving forward the national agenda into tangible educational results, has served to encourage the growth in management and leadership development programmes that are very similar in content (Hofstede, 1980; Commonwealth Secretariat, 1996; Harber and Davies, 1997; Hallinger, 2003; Bush and Jackson, 2002; Bush, 2008; Lumby *et al.*, 2008).

We have also seen, however, how the effectiveness of these programmes has not been rigorously assessed. There is no scholarly consensus as to how effectively management and leadership development programmes contribute to school leaders' knowledge, expertise and behaviours (Brungardt, 1996; Day, 2001; Collins, 2002) or to the educational system as a whole (Bush and Jackson, 2002; Jackson and Kelly, 2002; DfES, 2004; Pont *et al.*, 2008, Ontario Ministry of Education, 2012). In particular, since Lumby *et al.* (2008), no comprehensive evaluation has been published on the effectiveness of school management and leadership development study.

Such studies as there are take different approaches. Lumby *et al.*'s (2008) study offers a comparative overview, from an international perspective, of the type, content and methods of programmes designed to develop skills in school management and leadership (principally for aspirant leaders but also for new and experienced head teachers) and makes some attempt to assess the impact on school, community and educational system performance. Meanwhile Rhodes *et al.*'s (2009) research in the United Kingdom (UK) has explored the benefits and shortcomings of the National Professional Qualification for Headship (NPQH) taught element, as well as how NPQH related experiences in schools, outside schools and in non-professional life support aspirant heads to make the transition to headship.

In this context, the rationale for this research is to contribute to the current knowledge in regard to the effectiveness of school management and leadership

development programmes. A cumulative study of the outcomes of management and leadership development programmes is needed in order to identify the programme types and content areas that best enhance school leaders' knowledge, expertise and behaviours and have the most positive impact on the development of aspiring heads. The outcomes of this research have to be of theoretical attention to educational system, schools, head teachers, those aspiring to educational leadership, and researchers, as well as being of practical use to educational policy-makers.

A further aspect of the study rationale is its focus on the effectiveness of school management and leadership development programmes in Cameroon. The effectiveness of school leadership training in educational systems in the developing world is even less well understood than their effectiveness in the developed world (Bush and Jackson, 2002; Bush, 2008; Lumby *et al.*, 2008). Whereas there have been some attempts to explore the effectiveness of programmes in countries such as the UK (Earley *et al.*, 2002; Rhodes *et al.*, 2009), results from these studies cannot be easily transferred to a developing country educational system context, yet it is in the developing countries that there is, arguably, the most need for dynamic and effective school leadership in order to deliver high-quality education in challenging and resource poor conditions. As the Commonwealth Secretariat's report has stated (Commonwealth Secretariat, 1996).

This is certainly a problem in much of Africa where: without the necessary skills, many heads are overwhelmed by the task...strategies for training and supporting schools' heads are generally inadequate throughout Africa (p.418)

In Cameroon for example in-service training typically includes a variety of management development experiences, such as school leader's teacher training experience, on-the-job instructional learning programmes for both aspiring heads and head teachers; mentoring and coaching of aspiring heads in various aspects of educational management and administration (Akoulouze *et al.*, 1999). Leadership training programmes are similarly offered in annual seminars but there are no leadership standards or leader competences governing them. Also, unlike the UK's NPQH, there is no certification requirement in Cameroon and no clear set of standards, expectations or essential prior experience for the headship position.

While the variety of tasks and challenges encountered on the job are a major source of learning for aspiring head teachers, there remains a void in respect to what is known about effective methods of leadership training and the management development of school leaders in Cameroon, and about the factors that enhance aspiring head teachers' transition to headship. Researchers have noted for some time that more empirical studies are needed to enable a fuller assessment of effective management and development approaches in an African context (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Bush and Oduro, 2006; Bush, 2008; Lumby *et al.*, 2008).

This project, therefore, starts from the position that there is an inherent justification for the research in the apparent disjunction between the international trend towards formal leadership development processes and programmes for aspiring head teachers and the less structured national framework in Cameroon.

It ought to be emphasised, nevertheless, that the simple reality that leadership development in Cameroon, as in much of Africa, is less structured than in the developed world is not, in itself, evidence that this approach is less effective in preparing successful school leaders. It may be that within the broader social and economic context prevailing in Cameroon structured programmes could be more effective, or at least a more efficient use of scarce resources, than in developed countries. The Commonwealth Secretariat (1996) for example, found that formal training programmes were expensive and inadequate in that they could only cater for a tiny proportion of the total number of current or prospective head teachers. It could also be that there are cultural influences which encourage informal transfer of knowledge in preference to formal training programmes.

On the other hand, it might be that the creation of formal training programmes for school leadership, tailored to the needs and the social and economic realities of developing countries, does have the potential to address the chronic weaknesses in leadership training in Africa identified by the Commonwealth Secretariat (1996) and, more recently, by Bush (2008) and Lumby *et al.* (2008).

Assessing the various merits of formal and in-house leadership development processes and the extent to which these approaches offer both measurably positive outcomes, and whether these outcomes are delivered efficiently and in a manner that is able to be resourced in a sustainable manner above the long term within a developing economy, is, therefore, of great current importance.

This project, therefore, attempts to apply an international theoretical perspective, such as that offered by Lumby *et al.* (2008), and a rigorous data surveying and data analysis approach, such as that utilised by Bush and Jackson (2002) and Rhodes *et al.* (2009), to the Cameroonian school leadership training context. It thereby seeks, on the one hand, to develop the body of scholarly understanding of the issues facing school leadership development in Africa and, on the other hand, to inform the Cameroonian Ministry of Higher Education, and other education professionals in Cameroon, in regard to the advancement and distribution of good practice in managing models of school leadership development structures and processes. In particular, it is hoped that this research can offer a basis for the development of a professional qualification to be offered in Cameroon for aspiring school leaders.

### **1.3 Aims of the Study**

As will be explored in more detail in the ensuing sections of this study, there is a significant body of literature in relation to school leadership management development for aspiring school leaders. This research has taken place internationally but has focused very largely on the situation in the developed world. There has been much less scholarly work, however, on management and leadership development processes in Africa and, in relation to this study, in Cameroon. The lack of prior research in this specific area poses challenges for this study in that there is no established paradigm for investigating school or educational system leadership development in Cameroon and a bespoke model will therefore need to be created.

A further issue that needs to be addressed in the study's aims are the views of current aspiring heads and head teachers in Cameroon. Given the lack of literature in this precise area, the study is not envisaged as a purely literature based exercise, but aims to contribute to the process of developing a Cameroonian research base in school and educational system leadership. The task of creating a base for further research is dependent on conducting core empirical research and it is to this end that an important aim for the project is the development of a robust body of data on the views and experiences of current aspiring heads and head teachers (see for example Bush and Jackson, 2002; Lumby *et al.*, 2008; Rhodes *et al.*, 2009; Singh, 2009; for the development of this kind of data in an international and in a UK context).

Having established a method to measure management and leadership development programmes and undertaken a study to establish the views of school leaders about these processes the logical final aim for the project will be to assess the effectiveness of leadership preparation and management development in preparing aspiring heads for successful school leadership.

From this basis the aims of the study are:

- 1) To elicit the views of aspiring heads and head teachers in Cameroon on what enhanced their preparedness for headship;

- 2) To evaluate how aspiring heads and head teachers perceived their leadership and management training as a means to improve the quality of the educational services they provided;
- 3) To ascertain to what extent the management and leadership development processes in Cameroon are viewed by aspiring heads and head teachers to be effective in preparing prospective leaders to become successful senior leaders;
- 4) To develop a national leadership development framework for aspiring head teachers.

#### **1.4 Research Questions**

The above four aims translate into a range of more targeted research questions. These research questions will inform the framework of the thesis and guide the methodological approach and structure of the research study itself. These research questions are delineated below in relation to their corresponding research aim:

RQ1. To what extent are management and leadership development programmes within the Cameroonian context regarded as important for developing effective school leadership? [Aim 1]

RQ2. How do aspiring heads and head teachers in Cameroon perceive their own development opportunities, specifically in relation to their impact on enhancing:

2.1 knowledge outcomes;

2.2 expertise (behaviour) outcomes, and

2.3 educational system level outcomes? [Aim 2]

RQ3. How effective are management and leadership development processes in Cameroon in preparing prospective leaders to become effective head teachers? [Aim 3]

RQ4. What recommendations might be made to assist the improvement of current management and leadership development processes in Cameroon and the development of new leadership training programmes? [Aim 4]

## **1.5 Summary and Outline of the Research**

This thesis is divided into six chapters. Chapter one has introduced the subject area and summarised the literature that has influenced this study. It has also considered the issues associated with undertaking research of this nature and setting the rationale for study.

### ***Chapter 2: Review of the Literature***

This chapter discusses the conceptual theory and empirical research that informs this study. Literature from a range of relevant topics is synthesised in order to provide a fuller understanding of this research field.

***Chapter 3: Research Design***

This chapter presents the research design of the study in order to establish and give explanation for the research methodology taken. It includes the nature of the methodological approach, the method of data analysis and the ethical matters of this study.

***Chapter 4: Presentation of Findings***

Chapter Four details the findings and the analysis of the qualitative and quantitative data collection.

***Chapter 5: Discussion of Findings***

This chapter presents a discussion of the outcomes of study. Implications are suggested for policy and practice, as well as for research in this domain of school leadership development, linking the key findings of the study to both the research questions and existing literature.

***Chapter 6: Conclusions***

The outcomes of the study are summed up and obtainable in relation to the research questions and in the context of existing research. Just as this research work has been deliberated to build up the ideas of others researching this topic, some reflections will come to light during this research, and the chapter concludes with an outline of these.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### 2.1 Introduction

The process of leadership development is typically seen as one in which an individual's knowledge, expertise and behaviours are enhanced through informed association with recognised leadership roles and responsibilities. It is thought that these acquired competences make it possible for people to reflect and take action in new and innovative ways (Day, 2001; Collins, 2002). From this perspective, Day (2001) and Lumby *et al.* (2008), in their research into leadership development in education, identified leadership development as the purposeful building of both human and social capital (see Lumby *et al.* for more complete definition) in schools and the educational system as a whole. The primary importance of a leadership development strategy is to develop the management and leadership expertise essential to shape a perfect model of oneself (Day, 2001), to engage in healthy behaviours and identity development and to use that self-model to carry out one's job effectively in any school or educational system.

Reddy (2007), meanwhile, writing about leadership in Africa more generally, states:

Leadership development is a continuous systematic process. Structured learning activities could include a mix of topics: self-reflection and personal awareness, knowledge of political systems, confidence-building, skills in

facilitation and communication, team-building, conflict resolution, planning and analysis (p.6).

These definitions offer a starting point from which to begin to understand the theory of leadership development. This chapter explores the literature on theories of leadership and educational management and leadership, and their interaction with theories about school effectiveness. It does not claim to be an in-depth review of all the available literature surrounding effective management and leadership development. It is thematic in its nature, rather than historical, and does not purport to record a comprehensive literature set. The review of the literature will, however, enable the derivation of a theoretical base with which to analyse, discuss and contextualise the research.

As there is an under-representation of scholarship related specifically to the measurement of the effectiveness of school leadership development programmes, especially pertaining to the management and leadership development of aspiring head teachers in the African context, it was vital to draw on literature on the same from other perspectives from the rest of the world. International literature was also deemed important because Cameroon inherited two distinctive educational systems from the former colonial powers, United Kingdom (UK) and France. Both systems are still being practiced today with little adjustment and many educationalists from Cameroon still look to the UK, France and other societies to help them improve.

## 2.2 Process of Literature Search

In order to achieve a valuable coverage of straightforwardly significant literature, search criteria for this study were devised (Wallace and Poulson, 2003; Thomas, 2009). No literature prior to 1960 was reviewed and the search process concentrated initially on literature that considered effective management and leadership development programmes. This was then expanded to include literature providing models for evaluating management and leadership development in education.

Finally, having decided upon the initial research questions to focus on in the literature search, and having defined the limitations regarding the journal articles and books to consider, it was possible to carry out the search in a number of steps. These were:

- a review of relevant education leadership articles in journal and books already held in my personal collection;
- a computerised search of relevant obtainable databases;
- in addition to this, a manual search of existing literature on leadership and management development of school leaders and communication with subject specialists was also conducted to identify other possible unpublished studies

Relevant articles in journals, books, research papers based on both empirical data and on scholarship, government reports and policy documents, as well as opinion

pieces from authors that have published in the area of leadership and management development programmes for school leaders, or the evaluation of leadership and management development programmes that enhance performance, which were already held in the university library provided a foundation from which to start the search process. A review of journal articles and books in these publications that were directly associated to the main research aims gave a clear view of current research questions that try to assess the effectiveness of leadership preparation and management development in preparing aspiring heads for successful school leadership.

Further studies were located by conducting computer searches using the Library Catalogue, eLibrary, bibliographic databases such as British Education Index and ERIC, and from eJournal services such as SwetsWise and electronic library catalogues. The key words used were: *effective, impact, influence, outcomes, result that intersected leadership development, leadership and management in education, school effectiveness, leadership performance, leadership training programmes and methods, management and leadership development programmes, management programmes that enhance performance, management and leadership development programmes that enhance expertise management and leadership development programmes that enhance behaviours, management skills, management training leadership and management learning, evaluating leadership and management training*. In addition, a thorough on-line search was conducted on four websites identified to have published journal articles and books of subject experts on

management and leadership development of school leaders or the evaluation of leadership and management development in education. These sites were:

<http://www.is.bham.ac.uk>

<http://www.ncsl.org.uk>

<http://www.scholar.google.com>

<http://elibrary.bham.ac.uk>

Zetoc alert also enabled the identification of some very recent journal articles and books on leadership preparation and management development in preparing aspiring heads for successful school leadership.

A secondary manual literature search was conducted using a list of online reference sites, indexes for writers in education management and leadership studies located through the computerized search; and an article-by article search was carried out of all the volumes of relevant key journals and books allocated. A search for unpublished manuscripts, EdD and PhD theses on education leadership and management development was also conducted through internet searches and e-mail contact with all known authors.

These studies provided examples of different theoretical frameworks relating to leadership development in education. In the remainder of this chapter the results of the related literature search are interpreted in the context of the specific research questions.

## 2.3 Leadership Theory

Theories of leadership are usually one of the eight different types. While transformational and distributional leadership theories have recently emerged, most can be classified from “Great Man”, “Trait” theories, “Behavioural” theories to “Distribution theories” (see table 2.1).

**Table 2.1: From ‘Great Man’ to ‘Distribution’ Leadership**

<b>Great Man Theories</b>	The great man theory of management is one of the most primitive theories used to develop an understanding about management and leadership. The great man theory argues that competence for management is inborn—that great leaders are extraordinary people, born with natural qualities, destined to lead and not trained to become leaders. The use of the term "great men", or heroes was highly influential and intentional since, until the latter part of the 20th century, management was considered to be a notion which is first and foremost male, military and western (Tchombe, 1997).
<b>Trait Theories</b>	The trait theory of management was influential from the 1900s to the 1950s and considered that managers are born, and not made. The trait theory of management is based on the measurement of remarkable patterns of practice in an individual’s behaviour - both successful and unsuccessful - and is used to visualize management and leadership effectiveness.
<b>Behavioural Theories</b>	Behavioural management theories give attention to what managers actually do rather than on their merits. Different behavioural patterns are observed and classified as ‘management styles’. This area of managing behaviours has certainly attracted most consideration about leadership from practicing managers than leaders themselves.
<b>Situational Theories</b>	This theory, influential from the 50s to the late 60s, sought to explain leaders' abilities by looking at the influence of the situation on managers' expertise and behaviours, leading to the concept of “situational

	leadership”.
<b>Contingency Theory</b>	Contingency theory is a behavioural theory based on the claims that there is no best way to manage or lead an organisation. To comprehend what adds value to managers’ or leaders’ effectiveness, researchers used the “ <i>contingency model</i> ” in exploring the relationship between personality traits, situational variables, and manager or leader effectiveness variables.
<b>Transactional Theory</b>	Comparable to the contingency theory of management is the transactional approach which emphasises the importance of motivating and directing followers, focusing on shared benefits derived from a form of ‘contract’ through which the leader distributes such incentives as rewards or acknowledgement in return for the dedication or loyalty of the followers (Northhouse, 2001).
<b>Transformational Theory</b>	Leadership and Management studies of the 70s and 80s on one occasion focused on the individual characteristics of managers and leaders which power their effectiveness and the achievements of their organizational performance.
<b>Distributed Theory</b>	Since the 1980s management and leadership researchers have placed great importance on the call for high-quality leadership practices. The model of distributed leadership practices has been promoted, as exemplified by the National Professional Qualification (NPQH) for Headship, emphasises the role of a school leader’s and organisation performance (Harris and Spillane (2008)

Source: Adapted from Tchombe, 1997; Collins, 2002; Bolden *et al.*, 2003; Harris and Spillane, 2008.

This review explores in more detail the leadership theories that have become visible in the literature since the 1980s, specifically: transformational leadership (Burns, 1978; Bass, 1985; Collins, 2002; Lumby *et al.*, 2008); and distributed leadership (Gronn, 2000; Spillane *et al.*, 2001; Bennett *et al.*, 2002; Harris and Spillane, 2008). These leadership theories have had a particular influence on the content of leadership and management preparatory programmes.

### **2.3.1 Transformational Leadership**

The theory of “transformational leadership” initially was developed by Burns (1978) and Bass (1985, 1998) and seeks to add value on people’s philanthropic enthusiasm and personal morals to accomplish great things (McGrath, 2003).

Transformational leadership promotes knowledge, expertise development and leads to higher levels of personal morality, motivation and commitment amongst ‘followers’ to the schools’ and educational system objectives (Collins, 2002).

As the leading leadership theory of the 1980’s, transformational leadership argues that visionary leaders are responsible for the transformation (Collins, 2002) of an organisation (Bass and Aviola, 1990; Goleman, 1998; Bush and Glover, 2003; Lumby *et al.*, 2008). Collins (2002) supposed that the supremacy of transformational leadership in the 80s is the revelation of the organisation or central system in the future, and their capability to communicate, progress, provide information or services, and share that vision (Bush and Glover, 2003). These authors suggest that transformational leaders create knowledge, expertise and a recognition of goals and mission; that they stimulate support among colleagues for these goals to be achieved, and are able to persuade followers because they invent meaning within their school or the central educational system.

### 2.3.2 Distributed Leadership

Distributed leadership involves sharing leadership responsibilities across school or educational systems. There is as yet no established meaning of the expression distributed leadership (McGrath, 2003), nevertheless, drawing from Bennett *et al.* (2002) it might be said to include three distinct elements:

Firstly, distributed leadership highlights leadership as an emergent property of a group or network of interacting individuals. This contrasts with leadership as a phenomenon which arises from the individual ... Secondly, distributed leadership suggests openness of boundaries of leadership ... Thirdly, distributed leadership entails the view that varieties of expertise are distributed across the many not the few (p.89).

McGrath (2003) supports the above understanding, agreeing with the suggestion in Harris (2002) that distributed leadership:

means multiple sources of guidance and direction following the contours of expertise in an organisation, made coherent through a common culture (p. 89).

Lumby (2003) and Gronn (2002), looked into the management and leadership distribution implications of transforming the role of aspiring school leaders so as to build leadership capacity, manage resources and raise standards within and across educational organisations. McGrath (2003) conceptualises the relationship between delegation of the management tasks and responsibilities and leadership distribution, drawing from both Spillane *et al.* (2001) and Gronn (2000) and suggested:

that it is the analysis of activity that leadership can be discerned, that leadership does not exist in some Platonic abstract form but is created through the daily exercise of roles in both macro and micro tasks (Lumby, 2003, p.287).

Rather than a delegated process, the above researchers and see it as a natural collaboration that results in democratic practice, meaning that the:

location of tasks can simultaneously reflect management delegation, a division of responsibilities between individuals or teams, and also sharing of mutual responsibility that creates a distribution of leadership (Lumby, 2003, p. 287).

The above definitions suggest that “distribution leadership has normative power” (Harris and Spillane, 2008, p. 31). It may represent an alternative approach in that leadership can be *delegated, democratic and distributed* within an existing structure or culture in order to improve outcomes (McGrath, 2003; Lumby, 2003). If these researchers are right and distributed leadership is made consistent through common culture then the model of distributed leadership found in schools may grant insights into the central educational system’s culture (McGrath, 2003).

#### **2.4 The Relationship between Management and Leadership**

Bush (2008) defines management as an executive function for carrying out agreed policy. He, and Akoulouze *et al.* (1999), differentiate management from leadership, which tends to involve the invention of a vision and strategic direction, and also involves stimulating, attracting and supporting people to attain this vision (Kotter, 1999; Bush and Glover, 2003). According to Collins (2002), “management” creates plans and steadiness in the present, and involves maintenance and administration such as financial management, managing staff, and supporting their development (Kotter, 1990; Akoulouze *et al.*, 1999; Collins, 2002; McGrath, 2003). Managers are

most anxious about how things get done whereas leaders are disturbed about dedication and vision (Collins, 2002).

Collins (2002) believes, therefore, that management is carrying out the visions and transformations pioneered by leaders, and the maintenance and administration of organizational infrastructures. Apparently an employee can be a leader without being a manager, but it is more complex to visualize managers where leadership is totally absent (Collins, 2002). A resemblance does exist, however, between the thoughts of management and leadership. Both are concerned with the achievement of organisational goals, have need of working with people, and involve persuading others (Avolio, 1999; Northouse, 1997; Yukl, 1994; Collins, 2002; McGrath, 2003; Bolden *et al.*, 2003; Bush and Glover, 2003; Bush, 2008).

Yukl (1994), meanwhile, sees leaders as being oriented towards innovation, in contrast to managers who he sees as being oriented towards stability. Collins (2002), however, recognises that these distinctions are not absolute and uses the term “managerial leadership” to describe the overlap between management and leadership.

Drawing these ideas together, Bush (2008) concluded that, while management might be a more functional activity than leadership, managers in today’s organizations require leadership as well as managerial traits. In other words, whereas in a classically bureaucratic system a limited concept of management might suffice, in

most modern circumstances, and especially in education, managers must incorporate leadership traits and must, therefore, be content with change and with providing intelligence on transparency and direction (Collins, 2002). Collins, for example, indicates that organisations must embrace change as a core value. For example, the senior management team of schools or central educational agencies must reflect strategically in order to compete globally, constantly restructuring their schools to meet the challenges posed by the central educational system, to accommodate demographic changes in the workforce and to address the changing demands of society (Collins, 2002) of school children and embrace rapid technological changes (Dixon and Dixon, 2002; Weindling, 2003; DfES, 2004; Ontario Ministry of Education, 2012).

This research, therefore, uses the terminology “leadership and management development”, rather than management training as a means of reflecting the symbolic relationship between management and leadership.

## **2.5 School Effectiveness**

As we have seen previously, there has been a tendency to take for granted that leadership training necessarily leads to improved school effectiveness. There has been more in the way of research, however, on what characteristics of a school contribute to its success. Yu (2007), for example, attempts to draw together ideas about the foundations of effective schools, considering in particular the formulations

of Weber (1971), Edmonds (1979), Lockheed and Levin (1993), Heneveld (1994) and Sammons *et al.* (1995).

According to Yu (2007), Weber (1971) listed a number of characteristics for effective schools in the USA, such as powerful leadership, high achievements, and a good learning environment. Edmonds (1979), meanwhile, listed five characteristics of a successful school:

- a) strong administrative leadership;
- b) high expectations for students' achievement;
- c) an emphasis on basic skills instructions;
- d) a safe and orderly climate conducive to learning; and
- e) frequent evaluation of pupil progress (Yu, 2007, p.4).

Sammons *et al.* (1995), quoted by Yu (2007) in an Office for Standards in Education (OFSTED) commissioned literature review, focusing mainly on studies conducted in the UK, although also evaluating and contrasting with USA and Dutch studies, listed 11 interacting features for effective schools:

- a) professional leadership: firm and purposeful;
- b) shared vision and goals: unity of purpose, consistency of practice, collegiality and collaboration;
- c) a learning environment: orderly atmosphere, attractive working environment;
- d) concentration on teaching and learning: maximisation of learning time, academic emphasis, focusing on achievement;
- e) purposeful teaching: efficient organization, clarity of purpose, structured lessons, adaptive practice;
- f) high expectations: communicating expectations, providing intellectual challenge;
- g) positive reinforcement: clear and fair discipline, feedback;
- h) monitoring progress: monitoring pupil performance, evaluating school performance;
- i) pupil rights and responsibilities: raising pupil's self-esteem, control of work, positions of responsibility;

- j) home-school partnership: parent involvement in their children's learning;
- k) a learning organization: school-based staff development (Yu, 2007, p.5).

Heneveld (1994), meanwhile, according to Yu (2007) proposed a conceptual framework of school effectiveness, consisting of an interconnected set of connections between 16 factors that have some bearing on student outcomes:

- Supporting inputs including both hardware (e.g. textbooks and other learning materials, facilities) and software (e.g. support from parent, community and nation-wide education system);
- Enabling conditions such as effective leadership, capable teaching force, flexibility and autonomy, high time-in-school;
- School climate including high expectations of students, positive teacher attitudes, order and discipline, organized curriculum, rewards and incentives;
- Teaching/learning process including high learning time, variety in teaching strategies, frequent homework, student assessment and feedback (p.10)

As Heneveld suggested (according to Yu's review), however, the factors that influence school effectiveness have to be understood and embedded in their precise institutional, cultural, political and economic contexts (Harber and Davies, 1997).

Lockheed and Levin (1993), also quoted in Yu's (2007) review, argued that creating effective schools in sub-Saharan African countries requires three elements:

- necessary inputs in terms of curriculum, instructional materials, quality time for learning, and teaching practice promoting students' active learning;
- facilitating conditions: community and parent involvement, school-based professionalism in leadership, collegiality, commitment and accountability, flexibility and adapting to local needs such as curricula relevance, adjustment in level or pace, organizational and pedagogical flexibility;
- and the will to change and act (p.11).

Tchombe (1998) summarised the characteristics of effective schools in a developing country context as:

level of performance, infrastructure, teacher/pupils ratio, community involvement, financial autonomy, progress rate of students, healthy competition between male and female students and attendance. While, government tries to ensure access, its policy recognizes and protects the diverse educational heritage from the different colonial culture and educational values. It attempts to make the beneficiaries of education to be more involved in the management of education and reduce cost, encourage efficiency, transparency and quality education (p.2).

The literature reviewed here on the bases for school effectiveness in both developed and developing countries consistently places good leadership as being one element in a complex matrix of influences. That said, there is certainly also a recognition that the leadership factor is most important. Bush (2005, 2008), for example, points out that there is an increasing realisation in the 21<sup>st</sup> century that headship is an expert profession that requires particular preparation.

For all that leadership is seen as central to school effectiveness there remains little in the way of empirical research exploring direct causal relationships between leadership development programmes and enhanced school effectiveness (Bush and Jackson, 2002; Jackson and Kelley, 2002; Rhodes *et al.*, 2009). In other words, if the role and importance of the leader is accepted, it should be possible to demonstrate that more consistently developed leaders lead to more effective schools, but this kind of research has as yet not been fully implemented. The following section explores the current state of scholarship in regard to the relationship between leadership and school effectiveness.

## 2.6 Leadership and School Effectiveness

The connection between leadership and school effectiveness has been established by research in numerous parts of the world including Africa, Europe, Asia, America, Canada and Australia. This research suggests that leadership is classically one of the most significant factors in high performing schools (Sammons *et al.*, 1995; Leithwood and Jantzi, 1999; Hallinger and Heck, 1999; Bush, 2008). The terms "mission" and "goal-oriented" are over and over again used in literatures to explain this distinguish features of school leaders (Hallinger and Heck, 1999; Bush and Jackson, 2002; Bush and Glover, 2003). Bush and Jackson assert that head teachers enhance organisational performance and influence community development by developing a school mission that makes available an instructional focus for teachers and students throughout the school and their community. They also set goals reflecting specific long term aspirations as a means of helping to focus the process of school improvement. This requires trained and committed senior staff (aspiring head teachers) but they, in turn could do with the leadership of a highly efficient head teacher and the support of other senior and middle managers. As Bush (2005), drawing on Hallinger and Heck 1999, p.179, puts it:

The literature exhorts leaders in all sectors to articulate their vision, set clear goals for their organisations, and create a sense of shared mission. Our review supports the belief that formulating the school's purposes represents an important leadership function. In fact, the research shows that mission-building is the strongest and most consistent avenue of influence school leaders use to influence student achievement (p.2).

Bush, meanwhile, points out that the link between leadership and school effectiveness is fully acknowledged by England's National College for Teaching and Leadership (NCTL). The indication on school effectiveness and improvement throughout the last 15 years has time and again made known the key role of effective leadership in guaranteeing high quality learning provision and high standards. Effective leadership development of school leaders is an important element to both nonstop improvement and the transformation of the central educational system (NCTL, 2008).

A further theme in the literature characterizes head teachers as the vision controller, the "goal keeper of the dream", or the specific senior management team player who has a vision of the school purpose (Bush and Glover, 2003; Bush, 2008). Vision is more and more regarded as an essential factor of leadership and all school leaders ought to have the knowledge to create a convincing vision, one that takes both internal and external stakeholders to a new place, and the expertise and behaviours to interpret that vision into reality (Bush and Glover, 2003).

Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stake holders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision (p. 8).

Leadership is also distinguished as a course of action whereby individuals win over others to realize a shared goal or commonly considered outcomes (Sergiovanni,

1992; Avolio, 1999; Northouse, 1997; Yukl, 1994; Bolden *et al.*, 2003; Bush and Glover, 2003; Lumby *et al.*, 2008).

Bolden *et al.*'s (2003) meta-analysis of concepts of leadership, meanwhile, suggested that most definitions contribute to the notion that leadership involves a "winning over" process concerned with facilitating the performance of an individual or communal task. As we have seen earlier in this chapter, (Bolden *et al.*, 2003) developed a taxonomy of explanatory leader behaviours, which was specially made to support the development of the new National Occupational Standards in leadership and management. This taxonomy synthesises a range of material from different organisations to provide an orderly explanation of leadership expertise and behaviour for use in designing leadership development training programmes (Collins, 2002).

The literature, therefore, explains how leaders have an important role in creating the state of mind of the school. Leaders must articulate a vision, and they serve as symbols, providing a direction for their schools and thereby increasing the chances of enhanced performance and achievement.

Notwithstanding the confidence of many researchers in the sphere of school leadership as to the effectiveness of leadership in improving school performance, when researchers consider leadership theory more generally there is a degree of

doubt about the viability of leadership research and its associated theories. Bolden *et al.* (2003), for example, explained that:

leadership is a complex process and we have serious reservations over the extent to which a set of standards, qualities or competencies can ever fully capture the nature of what makes some leaders/organisations successful and others unsuccessful (p.5).

Collins (2002) further draw from Yukl (1989, p.253) to describe the status of the field of leadership as being:

in a state of ferment and confusion. Most of the theories are beset with conceptual weaknesses and lack strong empirical support. Several thousand empirical studies have been conducted on leadership effectiveness, but most of the results are contradictory and inconclusive...The confused state of the field can be attributed in large part to the disparity of approaches, the narrow focus of most researches, and the absence of broad theories that integrate findings from the different approaches (p. 17).

These doubts in relation to leadership theory generally have not, however, yet been transferred into the discourse on school leadership, and this disjunction gives weight to aim 3 of this study (as articulated in chapter one), namely, to explore whether leadership development programmes are indeed effective.

## **2.7 Leadership Performance**

Leadership performance has been defined as the individual knowledge, expertise and behaviours required to be more effective or efficient as a leader (Brungardt, 1996, Collins, 2002). Collins understood that effective leaders know how to link up their expertise and behaviours with results so as to improve performance outcomes. On a systematic scale, however, it is important to be able to understand and

measure leadership attributes in order to improve leadership quality (Brungardt, 1996; Day, 2001; Collins, 2002). This is where training programmes may be able to contribute.

Collins (2002), for example, draws a distinction between performance itself and performance drivers, where the latter may include, for example, developmental programmes for managers and leaders that sustain or increase the performance of an organisation or system as a whole (Day, 2001). The outcome of performance drivers is therefore heightened performance (Collins, 2002). For Day, leadership development enhancement programmes which focus on school leaders' learning and which are tailored to the needs of individuals and individual schools tend to have better results. Day (2001) and Collins (2002) considered that the process of developing leadership performance needs to take into account change across four levels of an organisation: the individual, organisation, community groups and the education (See Table 2.2).

**Table 2.2: Key Aspects of Changing Leadership in an Organisation**

<b>Level</b>	<b>Task</b>	<b>Examples of Potential Development Needs</b>
Individual	Bonding	Personal development needs-involves meeting conditions of self-improve. Feel supported, listened to by peers, colleagues and those more senior.
Organisation	Creating a Functioning Team	Be appreciated and valued for the level of leadership expertise in managing curriculum and pedagogic management. Need to be included in decision making and given constructive feedback on performance. Become an effective communicator.
Community	Co-ordination	Need to develop skills in partnership and collaborative activities in educational leadership. Manage conflicts as it arises and have political awareness of influences on educational practices.
System	Adaptation	Be consulted and included in broader policy making decisions pertaining to educational development practices

Source: Adapted from Day, 2001; Collins, 2002; Prati *et al.*, 2003, Pont *et al.*, 2008 and Lumby *et al.*, 2008.

## 2.8 Models of Leadership Development

If the research evidence suggests that good leadership is a critical element in enhancing individuals, schools, communities and educational system effectiveness. This section goes on to consider the evidence in relation to how such “good” leadership can be developed through innovative leadership and management training programmes.

Both Collins (2002) and Bolden (2007) conducted meta-analyses of studies of managerial training and development in an attempt to assess the relative effectiveness of different types of leadership and management training programmes. The above meta-analyses are generally considered in this research as the principal empirical support to assess the effectiveness of leadership preparation and management development in preparing aspiring heads for successful leadership (Collins, 2002). Nonetheless, Bolden (2007) believed that there is a need for further study in this area. This view was supported by Collins (2002), who stated that there is a need to collate studies of leadership and management development and to conduct analyses of the growth and nature of what is really known in this field (Bush and Jackson, 2002; Lumby *et al.*, 2008; GESP, 2010).

Bolden (2007)'s and Collins's (2002) work identifies a move from formalised leadership programmes to accommodating, experiential and personalized provision, although still not enough concentration has been focussed in the direction of

individual and organisational needs and wants (Weindling, 2003). In general, however, Bolden's and Collins research focused on the "outcomes" of leadership preparation and management development in preparing managers and leaders for successful organisational leadership, with "outcomes" being defined broadly to relate to the new trends in leadership development provision within organisations and systems, as well as appraisal and performance review. Bolden identified few instances, however, of empirical research into how leadership development programmes and management training contribute to school and educational system effectiveness.

Other research into models of leadership development includes that of Gronn (1999) and Ribbins (2003). They each analyse the leadership development literature to explore the nature of leadership development very broadly, taking in research on early upbringing and young person development, the role of recognized education, on-the job experiences, and dedicated leadership education (Day and Bakioglu, 1996; Collins, 2002). They conclude that throughout these contexts leadership and management training focuses on three areas: improving a leader's knowledge, expertise and behaviours; training accomplishment and effectiveness as a leader; and, training and education on leadership and management styles (Collins, 2002). They further indicate that there are a number of aspects that can act as possible barriers to leadership development, but their key contribution is to see leadership development as a life-long process.

To some extent, this is also the perspective of Lumby *et al.* (2008) and Bush (2008) who each argue that school management development is not a particular activity, but an arrangement of activities, often taking place over many years, and that “leadership development”, therefore, should not be mixed up with “leadership education”, which is a short-duration developmental occasion (Collins, 2002). In addition, Bush (2008) supposed that the similarity between leadership training, leadership education, leadership and management development for school leaders in most African countries was often distorted (Bush and Oduro, 2006; Lumby *et al.*, 2008).

### **2.8.1 Leadership Development Models and their Effectiveness**

Lumby *et al.*'s (2008) *International Handbook on the Preparation And Development Of School Leaders* provided a comprehensive evaluation of the current status of education leadership and management development in both developed and developing countries and summarized the established methods for building leadership expertise and behaviours for school leaders. Their analysis focuses on the processes for developing leadership in individuals and work settings and is influenced by the open model of leadership which underlies on-the-job practices.

Collins (2002) for example suggests three most important approaches that can be applicable to leadership education: individual skill development, instilling organisational morals and standards that advance leadership, and strategic

interventions that encourage dialogue and effect change throughout an organisational system (Day, 2001; Lumby *et al.*, 2008). Lumby *et al.* express a concern that many schools and educational system in both developed and developing countries instruct and develop management and leadership expertise and behaviours that may be non-operational by the time teachers reach the senior management rank as aspiring heads or head teachers, and that most schools and educational systems administer leadership development in an informal way. They recommended that tomorrow's leadership expertise and behaviours are what we must begin to train and develop in today's managers and leaders (Collins, 2002).

A theme throughout this literature review is how the conceptualisation of leadership has become broader and has increasingly emphasised interactional and interpersonal elements. Together, these trends have tended to shift the emphasis in leadership development models away from stand-alone formal training programmes and towards more interactional and on-going development.

Concepts such as on-the-job training, 360-degree feedback and in-service-training (Collins, 2002) are increasingly important if we see leadership as an emergent property of an organized human system which arises from the interaction of roles and people in the day after day life of an organisation or system to some degree than as a pattern of accountability set down by and emanating from the so-called leader. There is, therefore, an increasing opportunity for leadership development to take place at all levels, from newly qualified teachers, through to middle managers and those with senior roles short of headship. This focus on continual leadership

development has resulted in further insights into the conceptualisation of structures for, and cultures of, leadership in schools.

### **2.8.2 On-The-Job Training**

DfES (2004) and Ontario Ministry of Education (2012) both provided for this research a strategic framework, in a UK and Canadian context, which can be adapted for developing future school leaders. For Collins (2002) effective leaders of the future will be those who have the capability to be taught from their experiences and remain open to continuous learning opportunities. One model of continuous learning is “on-the-job training” (OJT) (Bush and Oduro, 2006). OJT uses more knowledgeable and skilled head teachers to support the development of less competent and accomplished teachers (Akoulouze *et al.*, 1999; Brundrett, 2002; Weindling, 2003; Bush and Oduro, 2006). OJT takes numerous formats and can be complemented by classroom training (Encyclopaedia of Management, 2009). Built-in within OJT are the job-instruction technique, succession planning, apprenticeships, mentoring and coaching.

Collins (2002) argued that establishing a context which encourages the development of talent can turn out to be a foundation of competitive advantage, and that the development of future leaders is itself a leadership role. A related online journal article from the Encyclopaedia of Management (2009) noted that:

formal OJT programs are typically conducted by employees who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills. Since conducting one-on-one training is not a skill most people develop on their own, *train-the-trainer* training is required for OJT trainers. In addition to training the trainers, formal OJT programs should carefully develop a sequence of learning events for trainees. The formalized instructional process that is most commonly used is called the job-instruction technique (p.4).

Collins (2002), meanwhile, described how job experiences, such as on-the-job-training, job performance management and 360-degree feedback programmes, coaching or mentoring and career planning have all emerged as powerful sources of learning for aspiring school leaders. A universal characteristic of such on-the-job learning attributes is the degree of context they offer aspiring school leaders (Weindling, 2003).

Collins (2002) argued in her study that on-the-job experiences force managers and leaders to be taught new skills related to their daily practices, to learn to take action when risks (are) high, to learn to work with a diverse range of people, organisations under demanding circumstances, and to learn to deal with an exhausting workload. For these reasons Collins (2002) supposed that on-the-job training provides the opportunity for successful managers and leaders to make the most of their leadership knowledge, expertise and behaviours development potential (Brungardt, 1996; Day and Bakioglu, 1996; Holman, 2000; Day, 2001). On the other hand, these scholars have suggested that on-the-job development, while widely acknowledged as of great importance, has not received the kind of research consideration that allows practitioners fully recognise its significance (Collins, 2002).

Collins (2002) also draws from Jacobs and Jones (1995) to provide a comprehensive guide to support the design, delivery and evaluation of well thought-out on-the-job training. These scholars take the position that if OJT is structured, rather than unstructured, there is a significant increase in its effectiveness and efficiency. Collins' (2002) review of Jacob and Jones research considered a five step system involving: preparation of the trainee, presenting the training, requiring responses, providing feedback and evaluating performance. Collins (2002) portrayed structured OJT as a key element within a culture in which stakeholders are encouraged to take part in on-going learning activities, but not at the expense of failing to recall that learning and performance management go hand in hand. Collins' work supports, therefore, the idea that the combination of learning and work experience is a very influential and visionary approach but cautioned that such a system needs to be evaluated objectively in terms of its contribution to school or educational system's performance and goals (Harber and Davies, 1997; Hofstede, 1980; Holman, 2000).

### ***2.8.3 360-Degree Feedback***

Many schools and educational systems have embraced 360-degree feedback is a process of accomplishing educational objectives and enhancing both teachers and aspiring heads performance. This feedback procedure involves gathering perceptions about a person's knowledge or expertise and the influence of that behaviour from the person's line manager, performance review, fellow team

members, colleagues and external stakeholders (McBer, 1999; Collins, 2002; Simkins *et al.*, 2009). Usually, its most important objective is to evaluate training and development requirements and to make available competence-linked information for succession planning. Collins (2002) suggests, however, that 360-degree feedback has turned out to be a means of improving employee performance.

The use of 360-degree feedback and multi-rater evaluation of employee performance are key components of organisational leadership development (McBer, 1999; Collins, 2002; Bush, 2008; Simkins *et al.*, 2009). Collins (2002) has argued that 360-degree feedback is an important component of any learning process but she has shown that while many organisations and systems have deliberately structured feedback processes, they do not consider the complete scope of required outcomes or build systems to support their results. Feedback improves performance because it can result in increased self-awareness and additional exchange of ideas among leaders and managers (Collins, 2002).

#### **2.8.4 In-Service-Training**

In-service-training is also a powerful source of leadership development. The most common method of in-service-training programme makes use of more knowledgeable and skilled leaders to train less skilled and experienced managers (Encyclopaedia of Management, 2009). Akoulouze *et al.* (1999) believed that in-service-training is the most important procedure for the development of leadership

and management skills. Collins (2002) argues that in-service training tasks place managers into novel situations with new responsibilities where they have to invent change and develop relationships (Brundrett, 2002; Bush and Oduro, 2006). Included within in-service-training are job-instruction techniques, apprenticeships, succession planning, mentoring and coaching. Formal in-service-training programmes are naturally carried out by leaders or managers who can successfully make use of one-on-one instructional techniques and who have outstanding technical knowledge and skills.

According to Collins (2002), most development of effective leaders and managers takes place on the job rather than in classrooms, seminars and MBA programmes. Additional literature regarding in-service-training (which will be cited in the leadership development section below) indicated that cooperative sharing of knowledge, expertise and understanding serves to generate much richer and more sustainable prospects for transformation than can be offered by remote schools (Pont *et al.*, 2008; Lumby *et al.*, 2008).

Both Weindling (2003) and Lumby *et al.* (2008) have elaborated how the above examples of leadership development strategies must align with the characteristics of the school and educational system within which the leadership development is taking place. Hence, leadership development for school leaders can be effective in driving educational system change but it needs to be 'of the suitable kind, to be both on-the-job based and programme-based and to take into account school and

educational system culture (Hofstede, 1980; Commonwealth Secretariat, 1996; Harber and Davies, 1997; DfES, 2004; Ontario Ministry of Education). Weindling (2003) and Lumby *et al.* (2008) also characterised leadership development as consisting of two main kinds: one with a focus on the local context in which change is needed and the other with a focus on more general overall development needed for a particular professional group. It was concluded that the former appears to be more effective than the latter in achieving educational system change.

Leadership development that emphasises team development derives from 'dispersed leadership' or 'distributed leadership' theories in which it is assumed that leadership takes place at all levels of a school and educational system and with a greater emphasis on teamwork (Gronn, 2000; Spillane *et al.*, 2001; Lumby, 2003; Weindling, 2003; Lumby *et al.*, 2008). It is argued that leadership development which focuses more on work-based learning, on the individual and the work team and on processes as opposed to content tends to result in more effective and sustainable leadership learning, i.e. learning that will be more likely to be transferred into leadership practice (Lewis & Murphy 2008, Bush *et al.*, 2007). Lumby *et al.* (2008), however, point to the tension in leadership development literature between the idea that leadership is a group of components, of which the individual leader is just one unit, and the idea that leadership development necessarily involves the personal and professional development of individual leaders.

## 2.9 Leadership and Management Learning Theories

There has been extensive research on effective learning approaches since the 1950s. The literature on effective learning suggests a number of taxonomies which Bolden (2007) and Weindling (2003) propose might be refined into three interacting categories focusing on the 'value of engaging participants in collaborative decision-making', 'identifying and meeting participants' leadership development needs' and 'modelling valued behaviours and providing different learning experiences'. Bolden (2007), meanwhile, categorises a variety of learning methods that might be appropriate to leadership learning as summarised in table 2.3 below:

**Table 2.3: Contemporary Models of Management Education**

<b>Academic liberalism</b>	Assumes that management education should be primarily concerned with the pursuit of objective knowledge about management. It thus seeks to disseminate generic principles and theories that can be applied in a relatively scientific and rational manner. From this perspective the aim of management development should be to create the 'management scientist', capable of analysis and the application of theoretical principles. Primary teaching methods would include lectures, seminars, case studies and experimentation.
<b>Experiential liberalism</b>	Shares many of the same assumptions as academic liberalism but argues for a more practical approach, grounded in managerial experience rather than theory. The principle aim of this approach is to create the ' <i>reflective practitioner</i> ' equipped with appropriate practical skills and knowledge and the ability to adapt to and learn from the situation. Primary teaching methods would include group work, action learning and self development.
<b>Experiential vocationalism</b>	Arises from economic and organisational concerns to argue that the main role of management education is to provide managers with the relevant skills and knowledge required by organisations. The principle of this approach is to create the ' <i>competent manager</i> ' equipped with the necessary interpersonal and technical competencies required by organisations. Primary teaching methods would include competence based approaches such as the National Occupational Standards in Management and Leadership.
<b>Experiential/critical</b>	Seeks to "emancipate managers <i>and</i> other employees in the organisation from oppression and alienation" (Holman, 2000). To this extent, it shares much in common with experiential liberalism although it demands a more critical level of reflection that enables people to become reflexive about their own knowledge and actions and to formulate practical, non-instrumental and emancipative forms of action. The principle of this approach is, therefore, to create the ' <i>critical practitioner</i> ' able to challenge and develop new modes of action. Primary teaching methods would include approaches incorporating critical action learning and critical reflection.

Source: Adapted from Bolden (2007, p.4)

For Bolden, building on the reflective learning ideas exemplified by the work of Kolb and his learning cycle (Kolb, 1984), experiential liberalism and experiential/critical advances are probably the most effective methods in developing school leadership skills. Bolden points out, however, that experiential pedagogies take a lengthy approach to advancing learning and development for the reason that they build upon 'natural' learning at work, but they are effective because of their ability to tackle the complicated and non-mechanistic nature of genuine management practice.

There has been extensive use of experiential learning along with reflection in leadership development as learning in general has become more active than passive (Weindling, 2003; NCTL, 2005, 2007). In an endeavour to advance the links connecting research, theory and school training, experimental leadership development programmes make the most of mentoring and coaching, learning journals and portfolios (Weindling, 2003). Collaborative leadership learning, communities of practice and networked learning are up-and-coming innovations that are gaining trustworthiness in terms of leadership development learning (Day, 2001; Weindling, 2003; Lumby *et al.*, 2008; NCTL, 2008). Increasingly, e-learning is being used to smooth the process of communication (Weindling, 2003). Evaluations have also been used intermittently by head teachers, but this is a developing tendency (Weindling, 2003).

For example, Weindling (2003) has shown that mentoring and coaching is a well-liked and constructive form of support for aspiring or new head teachers. Coaching is

also used effectively to explain a process focused on specific skill-development, whereas mentoring is longer-term and covers up a wide range of professional support.

Whereas several approaches are used, the most ordinary form of mentoring is for an experienced and knowledgeable head teacher to work one-to-one with an aspiring head for at least a year (Weindling, 2003). Weindling's research indicates that the mentoring process moves through a sequence of stages from practical advice at the initial stage to a deeper consideration of the role of the head teacher at later stages in the process. The work of Weindling provides evidence that aspiring head teachers very much appreciated the support they received through mentoring, which reduced loneliness, and enhanced their self-confidence and expertise. Benefits were two-way, with mentors obtaining a new point of view on subjects in their own learning environment.

Weindling (2003) quoting Moon (1999), meanwhile, offers a thorough account of *learning journals* and *portfolios* and lists 18 purposes for which they may be used. Weindling considered that both aspiring heads and head teachers use portfolios or journals for diverse purposes such as: to record indication for improvement; a way of organising their opinions about their work progress; a record of their accomplishments; and, as a collection of work samples.

Weindling (2003) also argues that Wenger (1998) and Wenger *et al.* (2002) have had a considerable influence on leadership development programmes as they attempt to establish what the most favourable conditions are for the facilitation of learning communities. Weindling goes on to describe how many leadership programmes are now run in *cohorts or groups as a learning community* which meets regularly over a period of time.

Wenger stresses the social nature of learning and defines a community of practice as “a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis (p.20).

Weindling’s (2003) study reports numerous advantages to working in collaborative partnership rather than as individuals, for example:

In the learning community individuals are intricately interwoven into groups and groups are reflections of individuals. Individuals are supported, affirmed, and inspired in groups; they are transformed. In turn, individuals transform groups through their collective efforts and commitment to a meaningful purpose. Groups empower individuals; individuals empower groups. It is the reciprocal process known as community (p.21).

Weindling (2003) explained that cohorts, group meetings, seminars, workshops and learning communities are each focused on transformational leadership principles and on developing a “leadership stage”, a procedure which is defined as:

The way school leaders develop their assumptions or beliefs that deal with the way children and youth grow, with the purposes of schooling, with the nurture of learning, with pedagogy or teaching, with educational programmes, and with school climate (p.21).

Weindling (2003) continues to describe that

communities of practice are everywhere and they are not new. But, as Wenger points out, not all communities are communities of practice and not all practice gives rise to a community. The terms community and practice refer to a very specific type of social structure with a very specific purpose (p.20)

The use of learning communities for leadership development is fully set out in Weindling (2003) who supposes that the leadership learning voyage takes the cohort in the course of five ascending developmental stages:

- Support – where a comfortable and helpful climate assists them
- Security – where they begin to feel confident in themselves and one another
- Friendship – where they join with others by their own choice
- Acquisition of knowledge – where the learning becomes meaningful and they practice the skills they need as leaders
- Definition and preliminary realisation of each member's personal dream (p.21).

*E-Learning* is another feature of this kind of collaborative learning approach. Weindling (2003) review of Dixon and Dixon (2002), for example, described the use of an e-learning leadership portfolio, while the NCTL's *Leading from the Middle* programme uses a 'Virtual School', which make available a reproduction of school-based evaluations and their consequences. E-learning is a substitute to classroom-based training, and it can add up to a number of advantages (Encyclopaedia of Management, 2009). Weindling's (2003) and the Encyclopaedia of Management, (2009) evaluation suggested that a virtual learning community can allow school leaders:

- to gain knowledge of management and leadership at their own pace thereby reducing any dullness or nervousness that may occur;
- to create and swap over insights into school practice, discover and contribute knowledge, expertise for school improvement and progress their ICT skills;
- reduce the cost of training, chiefly by reducing expenditures connected with travel to a training site;
- Make available a safe means for learning dangerous tasks through the use of computer simulations;
- increase access to and the instructional consistency of training to learners in many locations throughout the world.

It is evident that there is a strong preference in the literature for a broadly experiential approach to school leadership learning; with an emphasis on reflection supported by a variety of learning tools, such as portfolios and mentors, while aiming for the development of leaders who are both self-critical and able to reflect and identify new ways of working in a continual process of self and organisational improvement. This corresponds closely with the trend we have already seen in the structure of leadership development programmes which encourage reflection and provide opportunities to permit school leaders to reflect on their experiences both of their training and of their employment circumstances (Encyclopaedia of Management, 2009).

## 2.10 Evaluation of Leadership and Management Development Learning

This section considers how leadership and management development learning models have been evaluated. Bolden *et al.* (2003) indicates that a lot of questions remain about the comparative effectiveness of a variety of training methods in improving learning or skill attainment (Collins, 2002). Part of the problem is that few organisations make use of inclusive evaluation strategies for management training and education (Collins, 2002). Today's system leaders identify the influence that evaluation has on the organisation, but they do not often think of evaluation as a necessary part of their own learning strategy (Collins, 2002).

Collins (2001) believes that 'evaluation' of programmes is at the heart of the most significant current issues in the field of managers' and leaders' development. She also considers that many organisations or systems with large training budgets do not have an inclusive method to tie their training investment to bottom-line results, and calls for the development of a leaders' performance management system that truly reveals the value of the investment in managers' development initiatives.

Bush (2008) also argues that leadership and management programmes should be linked to schools' and educational systems' missions, strategies and goals, so that they produce results that are valued by individual school leaders, their school, community and educational system. On the other hand, Collins (2002) contended that most organisations were unenthusiastic to change since they believed that

evaluation and measurement were too complex or too expensive. Collins (2002) also believed that evaluation, as it is currently conceptualized, practised and researched, is not able or sufficient to respond to the many questions trainers and managers have regarding the effectiveness of organizations' training and development efforts.

Collins (2002) further describes training evaluation as the methodological collection of data concerning the victory of training programmes, arguing that such evaluation is usually conducted in such a way as to answer one of two questions: whether training objectives were attained, or whether activities or set objectives resulted in improved performance of the individual on the job. Evaluation also makes it possible for trainers continuously to keep an eye on their programmes and to recognise areas for programme enhancement.

According to Patton (2002) and Hansen (2005), evaluation is the primary tool for connecting an individual leader's performance to that of the organisation or system (Collins, 2002; Pont *et al.*, 2008). Collins (2002) further contended that it is only in the course of evaluation that performance can be supervised, managed and enhanced. The quantification and measurement of expertise and behaviours are essential if schools and educational systems are to be able to advance their operation and the performance of their leaders (Brundgardt, 1996; Collins, 2002).

Collins (2002) understood that effective measurement has got to be an essential element of the management process and offers managers an inclusive framework

through which to interpret an organisation or system's strategic objectives into a consistent set of performance measures. She illustrated three core issues that have appeared from existing research. First, the reality that the fact that people learn something in a leadership and management task or responsibilities does not indicate they will add new knowledge to their organisation. Second, a favourable organisational climate is of great importance when knowledge is shared over the long term in order to avoid regression into old behaviours. Third, researchers, trainers and managers critique training activities in terms of their own personal standards, and the information they acquire is not necessarily used for similar reasons.

According to Collins (2002), the challenge is enormous because, for the evaluation process to be carrying such a great weight, it must reflect the objectives of the management development effort and the system's culture. As Collins points out, Kirkpatrick's four-level evaluation model has been used to evaluate leadership programmes for forty years, and remains the most powerful and dominant evaluation approach in the midst of practitioners (Kirkpatrick, 1987, 1998, 2005). The model's straightforwardness is interesting to practitioners, but is also a liability (Collins, 2002). A weakness of the Kirkpatrick's model is that it does not fully recognize all constructs underlying the observable fact of importance. For the reason that all elements are not current in the four-level model, it is doubtful whether the model can function collectively (Collins, 2002). The misplaced elements and relationships

prohibit making precise reports about system states, developing suggestions and hypotheses, and establishing predictions (Collins, 2002).

This review has indicated that more research into the evaluation of leadership development needs to be conducted. Collins (2002) points the way towards this by suggesting that evaluation theory should be combined with performance-based management development theory to fashion an appropriate system for the measurement of individual managers or senior leaders, in organisations, community and the educational system as a whole.

This review also indicates that Collins' (2002) study utilizes the measurement of individual learning outcomes to point towards performance at an individual, organisational, community and system level, but that there is little research to affirm clearly that learning at the individual level transforms to enhanced system performance.

### **2.11 Trends in Management and Leadership Development Learning**

The discussion in this chapter has thus far focused on theory. The remainder of the chapter will steadily shift the focus to a consideration of practical 'outcomes' with the emphasis on an international perspective in order to complete the grounding for understanding the full context of this particular study, in so far as it will be set in a non-UK context. Outcomes are defined generally to connect to the results of

changes in leadership style in top management, organisational leaders' contentment, and the delivery of effective services (Hallinger, 1992; Tchombe, 1997; Collins, 2002; West and Jackson, 2002; Huber and West, 2002; Murphy, 2002; Bolden *et al.*, 2003; Leithwood and Steinbach, 2003).

Throughout the world, the leadership and management development of school leaders is experiencing transformation. This has affected leadership development programmes and this part of the review look at these changes and identifies a number of trends (Bush and Jackson, 2002; Weindling, 2003).

Huber and West (2002), Slavikova *et al.* (2003) and Dering *et al.* (2005) have each described the French system of educational leadership development. School leaders in France, prior to taking up a position as a head teacher first have to go through twenty weeks of practical training experience at a school as well as undertaking a theory programme (Slavikova *et al.*, 2003). This theory programme consists of gaining an in-depth understanding of school administration and management (Dering *et al.*, 2005). According to Collins (2002) the image of organisational leaders as experts in administration, strategic leadership and team management skills were the most distinctive modifications in the content of leadership and management development programmes. Huber and West (2002) suggest that the French system puts an emphasis on experiential methods and course-based learning opportunities. They contrast the programme in France, with its strongly experiential focus, to

programmes in other countries, such as the USA, Australia, Germany and Hong Kong which are substantially course based.

In England, meanwhile, a key entry qualification into headship is the National Professional Qualification for Headship (NPQH) (Hallinger, 1992; Pont *et al.*, 2008; Bush and Jackson, 2002; Lumby *et al.*, 2008; Bush, 2008; Rhodes *et al.*, 2009) which is underpinned by a set of National Standards for Head Teachers (DfES, 2004). Even more markedly than in France, the emphasis in the NPQH is on experiential learning, with only around one day of direct face-to-face learning in a programme normally expected to take between six and 15 months to complete. The overwhelming emphasis, therefore, is on learning within the context of one's own school, although there is also a nine day placement in a third party school.

Rhodes *et al.* (2009) have conducted a detailed assessment of head teachers' experience of the NPQH and have argued that some aspirant heads are overwhelmed by "*deeply rooted perceptions of the difficulties associated with headship*" (p.449) and that the NPQH does not provide sufficient confidence building, networking and contact with incumbent heads to address these perceptual concerns.

This highlights one of the potential underlying issues with an experiential learning approach, especially in the context of an essentially isolating experience, such as headship. Namely, that one's own experience needs context and motivation through contact with others going through the same experience. The establishment of

effective mentoring systems and learning communities therefore becomes more important the more experientially focused the learning approach is.

Moving to consider a broadly non-European context, Bush and Jackson (2002) draw on comparative visits to 15 leadership centres in seven countries (Singapore, Canada, Australia, Hong New Zealand, Kong China, Sweden and USA) in order to offer a perspective of the type, content and scope of programmes designed to develop skills in school leadership (principally for aspirant leaders but also for new and experienced head teachers) (Bush, 2005). Their research tended to confirm that

the *content* of educational leadership programmes has considerable similarities in different countries, leading to a hypothesis that there is an international curriculum for school leadership preparation” (Bush and Jackson, 2002, p. 420-421).

They identify the following universal elements:

leadership, including vision, mission and transformational leadership, give prominence to issues of learning and teaching, often described as instructional leadership, and incorporate consideration of the main task areas of administration or management, such as human resources and professional development; finance, curriculum and external relations (Bush and Jackson, 2002, p. 421).

Weindling (2003) identifies that learning designs involved the use of mentoring and coaching, reflection, action research, internship techniques, feedback systems, study groups, networks, experienced school leaders acting as mentors, consultants and the use of Information Communication Technology (ICT). In nearly all the development establishments, the programme content had moved to learning-

focused, transformational and ethical models of leadership (Bush and Jackson, 2002; Bolden *et al.*, 2003; Weindling, 2003).

It is interesting to note that the main components of Bush and Jackson's (2002) postulated "international curriculum" are also evident in the content of the NPQH training in a developing country, Malaysia, (as described by Singh, 2009). This shows that the international perceptions on school management and leadership development can extend beyond the context of the developed world.

In America, school leadership development is characterised by an increasing use of formal standards, influenced by the work of (Murphy, 2002; Jackson and Kelley, 2002; Weindling, 2003).

Their use is spreading and currently about 35 of the 50 states are at different stages of development and utilisation of the standards (Weindling, 2003, p.12).

Weindling (2003) anticipating Leithwood and Steinbach (2003), point out the comparison in such standards across the UK, USA, Australia and New Zealand, whilst suggesting that:

standards are being used for certification as a principal, for principal evaluation and for professional development programmes. National headteacher standards have also been introduced in England and other parts of the UK. The development and use of performance standards appears to be a world-wide trend, which is not without its critics (p.12).

Weindling (2003) argues that in-service chances are frequently disorganized, underfunded and inadequate in both capacity and content. Whilst he criticizes the content

of in-service programmes he does note, however, that they are more diverse in their approach than pre-service curricula and tend to be more powerfully connected to the leaders' knowledge and expertise. Weindling supports the practice of the participation of practitioners in planning, mentoring and delivering training programmes and suggests that this has had a beneficial effect. He identified other developments that are less positive, however; one example being centralized mandated approaches that do not take the specific context of the organisation manager's leaders into account.

Overall, it is evident that the trends in leadership development training tend towards ongoing, supportive training and development and away from formal stand-alone one-size-fits-all programmes. Weindling (2003) drawing from West and Jackson (2002) produced the following table which helpfully describes the current trends in leadership development.

**Table 2.4: Leadership Development Trends**

Key Trends	From	To
The Programme	Prescribed course Standard Theoretical	Study programme and real issues Customised Theory and context
The Time-frame	One-off event	A journey with ongoing support
The Mode	Lecturing/listening Conceptual	Participatory, interactive and applied Experiential and conceptual
The Focus	Individuals	Individuals within a group and for a purpose
The Consultant	Supplier	Partner, co-designer, facilitator, and coach

Source: Adapted from Weindling (2003, p.8).

## 2.12 School Leadership In-Service Training in Cameroon

The preceding sections of this chapter have tried to set out some of the elements of a 'classical' view of leadership. They have shown how commentators have differentiated *transformational leadership and distributed leadership* and how, as a consequence, new approaches to leadership development have emerged – such as on-the-job training, 360-degree feedback and in-service-training (Collins, 2002; Weindling, 2003). Leadership has been shown to be a complicated enterprise, and as up-to-date studies emphasise, vision, communication and teamwork are significant characteristics of leadership development (Day, 2001; Collins, 2002; Weindling, 2003; Bush and Glover, 2003; Lumby *et al.*, 2008). We have also

considered the trends in how leadership development is implemented through different specific training approaches both in a theoretical and in a practical and international context. This literature review will now conclude with an assessment of the literature in relation to school leadership and management in the developing world, specifically in Cameroon, which will be the main focus of the thesis.

The literature indicates that, Cameroon, like many other African countries, has no formalized procedures for preparing and developing school leaders. Most educational systems in Africa seem to work on the belief that a successful classroom teacher essentially makes an effective school administrator (Oduro, 2003; Bush and Oduro, 2006). As a consequence, heads are frequently appointed on the foundation of a successful record as teachers, on the assumption that this offers a sufficient starting point for school leadership (Oduro, 2003, Bush, 2005; Bush and Oduro, 2006; Lumby *et al.*, 2008). The selection and recruitment of head teachers is, therefore, mostly based on a teacher's seniority in rank and teaching experience (Oduro, 2003; Bush and Oduro, 2006).

The Commonwealth Secretariat (1996) and Bush and Jackson (2002), whilst they stress the importance of school leaders in Africa, also point to the difficulties of managing schools and educational systems in such a difficult context. Bush and Oduro (2006) note that little is known about school leadership in developing countries and are critical of the current inadequate arrangements and resources to support the development of aspiring heads. Despite the importance of school

leadership, the means by which most school leaders in developing countries like Cameroon are trained, selected and inducted are ill-suited to the development of effective and efficient school managers (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Oplatka, 2004; Bush and Oduro, 2006; Bush, 2008; Lumby *et al.*, 2008).

There is little evidence about the quality of school leader's informal training in Cameroon. One of the few sources is Akoulouze *et al.*'s (1999) guide for primary head teachers which provides a detailed in-service training resource for head teachers. The guide gives pragmatic advice in relation to several aspects of in-service-training, notably:

- pedagogical management
- functions of head teachers
- management of teaching and learning
- human resource management
- resource management
- personnel management
- financial management
- learning and assessment
- school relationship management
- learning development
- the school within its environment
- performance management

- self-development of leaders
- health and safety
- research in education
- leadership in education

The authors highlighted how skills in the management of physical facilities and financial management need to be improved, especially in the context that the central education authority has devolved a significant proportion of such tasks to the school level, including budgeting, fund-raising and fee setting (MINEDUB, 2001; Bush and Oduro, 2006; MINEDUC, 2011).

To begin to appreciate how the school leadership and management development models and concepts that are espoused in the Western context may be applied or adapted in a country such as Cameroon it is essential to comprehend the full social context of education provision and how this impacts on the way school leaders can be trained to become effective. To this end, this section will follow the model adopted by Bush and Oduro (2006) work of Harber and Davies (1997), who provide a comprehensive account of the educational context in developing countries and who, in so doing, focus on six dimensions:

- 1) demographic;
- 2) economic;
- 3) resource;
- 4) culture;

5) violence;

6) health

### **2.12.1 Demographic Context**

Population growth is high in Cameroon with one consequence being that some schools, in both the Anglophone and Francophone areas of the country, have been split in two, in order to cope with the rapidly expanding school-age population.

The Cameroon Ministry of Basic Education (2010) statistical year book identified that, in 2008/2009, the school age population at the primary level (5-12 years) was about 3,350,662. In 2009/2010, 3,510, 396 pupils were enrolled in public/private and faith primary schools. Primary education in some African countries like Cameroon offers children with essential writing, reading and mathematics skills alongside a basic understanding of such subjects as English, geography, history, religion, social science, natural science and the arts (Akoulouze *et al.*, 1999). Take up of primary education is not uniform, however: in some areas, such as the northern part of the country, many young girls have to leave school early due to the heavy burden of domestic chores or due to early marriages (GESP, 2010).

### **2.12.2 Economic Context**

Economic difficulties are significant for school leadership in most African countries. The increase in school attendance is due to a variety of economic factors (Cameroon Ministry of Basic Education, 2010). High population growth has tended to highlight the inadequate state funding of education and this leads to parents having to send their children to fee paying (private and faith) schools, which for many are unaffordable (MINEDUB, 2001). Also, because of limited opportunities for school places in government schools, and high unemployment, education is often seen as not being worthwhile for career purposes and parents do not therefore send their children to school, especially in the northern part of the country (GESP, 2010; MINEDUC, 2011).

Teachers in both Anglophone and Francophone regions in Cameroon are paid irregularly or have to wait months for their salaries; this adversely affects school leaders' performance due to low morale and motivation, as well as leading to a tendency to seek alternative or additional employment (Tchombe, 1998; Bush and Oduro, 2006). Lumby *et al.* (2008) described how in this context the school leaders' role as the 'leading professional in curriculum implementation and supervision is seriously affected' (p378).

### **2.12.3 Resource Context**

Tchombe (1997) considered that the Cameroonian education system faces wholesale systemic decay, and, certainly, low levels of expenditure on human and material resources have many consequences, not least an inadequate focus on leadership development. Harber and Davies (1997) described that, in many African countries, children have few textbooks or other classroom resources, whilst there is a lack of housing for teachers, a lack of maintenance of school buildings, as well as insufficient classroom provision with consequent overcrowding. The Cameroon Ministry of Basic Education (2010) confirmed that in Cameroonian schools, 20% of classrooms are temporary or improvised structures and that there are insufficient numbers of teachers. This has led to a teacher – pupil ratio of 1 to 63, a ratio that the Cameroon Ministry of Basic Education planned to reduce to 1 to 47 by 2015

Bush and Oduro (2006) explained that in most African countries, the majority of schools in rural areas do not have water, latrines and electricity. Schools often have to function with unqualified or under-qualified teachers or head teachers. In regard to schooling in Africa, Bush and Oduro (2006) report that most schools in urban areas lack the basic educational resources that can make teaching and learning efficient and constructive. Teachers and head teachers are paid low salaries, which often results in low morale and motivation, as well as a tendency to seek alternative or additional employment. Typically, teachers and head teachers do not regard teaching as a profession because of poor means of communication. The situation

affects teaching negatively and has resulted in high levels of unreported absenteeism which, in turn, has negative implications for productivity (Harber and Davies, 1997; Lumby *et al.*, 2008; Bush, 2008).

#### **2.12.4 Cultural Context**

In the developing world, the values and beliefs of traditional cultures often influence school leadership (Bush and Oduro, 2006). Clashes of values and beliefs also regularly exist due to ethnic and cultural differences between groups of staff and students in schools (Tchombe, 1997, 1998; Hofstede, 1980; Harber and Davies, 1997). Lumby *et al.* (2008) elaborated how in some African countries, the location of institutions and the dominant cultural underpinnings influence the leadership style and performance of the school leaders. One example relates to how extensive corruption and nepotism in mainstream culture in turn affects school leaders (Bush and Oduro, 2006). Bush and Oduro note that the management of schools in most African countries is influenced by a cultural orientation towards the exercise of authority and power, as well as the value ascribed to both tribal heritage and old age.

#### **2.12.5 Violence Context**

Lumby *et al.* (2008) show how many developing countries, particularly African countries, have been overwhelmed by slavery, colonisation, war and violence and how children are often directly affected by these issues. In Cameroon, the structure

of the education system, especially regarding teacher education for primary, secondary and higher education are similar in the Anglophone and Francophone regions to that found in Britain and France respectively (Tchombe, 1997; Republic of Cameroon, 2005). Bilingualism and the harmonisation of these two different educational systems has been identified as a crucial axis around which a variety of reform accomplishments in the content, pedagogy and management of education in Cameroon have been undertaken (Tchombe, 1997; Republic of Cameroon, 1998).

### **2.12.6 Health Context**

Many African families live in absolute poverty. Because income is low, children and teachers are living with hunger and children cannot learn effectively if they are weak from hunger (Bush and Oduro, 2006). Millions of children and teachers also suffer from killer diseases such as malaria and HIV/AIDS and from debilitating conditions arising from the living environment (e.g. diarrhoea) (Bush and Oduro, 2006). These put many school-going individuals and their families in a vulnerable position in which it is difficult to prioritise and value education. In such cases, schools head teachers have to link up with relevant charities, concerned government agencies and local community initiatives in support of the affected learners.

This overview gives a hint of the demanding context within which school leaders have to exercise leadership and engage in leadership development and in-service training (Bush and Oduro, 2006). Lumby *et al.* (2008) described how the lack of deliberately planned programmes for leadership preparation and the development for

school leaders in most African countries, worsened by the lack of financial resources, makes the situation desperate (Bush and Oduro, 2006).

The situation is immensely challenging for many school leaders who have no empowering knowledge and skills beyond what was acquired in pre-service teacher education programmes, which renders many of them insecure. They also seldom receive appropriate preparation for the demanding role of being a school leader and have to make deliberate efforts to update themselves through individual initiatives and experiences on-the-job (Bush and Oduro, 2006).

Although there has been a strong worldwide emphasis on leadership preparation through formal development and training it is evident that implementing a leadership and management development programme in Cameroon faces considerable practical challenges. It is the intention of this study to report findings from school leaders' views on the current situation in respect to leadership development in Cameroonian schools and to consider how effective programmes might be encouraged within this particularly challenging environment. It is the aim of the researcher to support the design and development of leadership development programmes that will match up to the genuine learning needs of both aspiring heads and head teachers.

## 2.13 Conclusion

Overall this literature review has indicated that there is a clear trend towards the establishment of formal leadership training programmes, and a further trend within these programmes towards more interactive, reflective and experiential learning approaches, there is a less firm understanding of how leadership learning translates into measurable performance improvement. Enquiries into the influence of leadership and management development on individual aspiring head teachers, or on the performance of schools and educational systems more generally, are obviously entirely lacking in the contemporary literature. Further research is essential to find out what kind of leadership expertise and behaviours influence school leaders, schools or educational system performance, and the circumstances underneath which these performances may be most effectively enhanced. Given the ever-increasing investment in management and leadership development this is a disturbing void in the research.

A further issue arising out of the literature is whether and, if so, how, best practice in relation to leadership development in the developed world can be implemented in the particularly challenging context of a developing world country, such as Cameroon. We have seen how, while there is a developing international consensus in respect to the content, structure and approach to school leadership development programmes, the demographic, economic, resource, violence, health and cultural context in countries such as Cameroon calls into question whether this consensus can in fact

be implemented. Set against this challenge, however, is that in a resource poor context, and one in which schools often have to operate in relative isolation from support from the wider educational system, and in which teachers themselves lack a sense of self-worth and often, even, the ability to sustain themselves through their profession, dynamic and effective leadership is an even more important quality for school effectiveness than it is in most developed countries.

It is with regard, therefore, to these two core issues identified by this literature review that the remainder of this study will seek to focus on the evaluation of the effectiveness of school leadership development approaches in Cameroon with a view to suggesting how more formal programmes, more closely aligned to the international consensus, might in practice be introduced and supported within the particular country context.

## CHAPTER THREE

### RESEARCH DESIGN OF THE STUDY

#### 3.1 Introduction

In this chapter, the qualitative mixed methods research designs which underpin this study will be critically evaluated and justified. The chapter falls into three distinct parts. Firstly, the chapter locates and justifies the research strategy employed in this study. Secondly, the chapter will then articulate and justify the particular methodological approaches that will be used, assessing their overall strengths and weaknesses. Thirdly, the chapter will then set out the precise research design and the methods of data analysis used, as well as providing a description of the management of the project taking into account issues such as ethics, validity and reliability.

#### 3.2 Research Strategy

An objectivist research approach is characterised by methods designed to test laws which explain in some universal way the reality being researched. In the case of this study the research is concerned not with universal laws, but with understanding the way in which the individual system leaders at the Cameroon Ministry of Basic Education, schools and school leaders creates, modifies and interprets leadership preparation and management development in preparing aspiring heads for successful school leadership.

Ideas of leadership and the development of school leaders are not, it is suggested, a product of universally accepted laws but are cultural constructs. Even if some ideas of leadership are widely applicable we cannot say that they are universally and inevitably so, whereas we can say that many facets of leadership have changed both over time and across cultures. A leadership type that is effective in one context, therefore, may not, depending upon the attitudes prevalent in the culture, be equally successful in another context. The idea that leadership is a cultural construct is implicit in the literature we traced in the preceding chapter. The “great man” theory was a construct of a particular cultural and historical moment, just as modern collaborative theories of leadership are themselves products of modern democratic and egalitarian societies. For all of these reasons leadership has to be understood within a broadly subjective approach which seeks to interpret the experiences and perceptions shared by the people who form the society within which the research takes place.

### **3.3 Methodological Approaches**

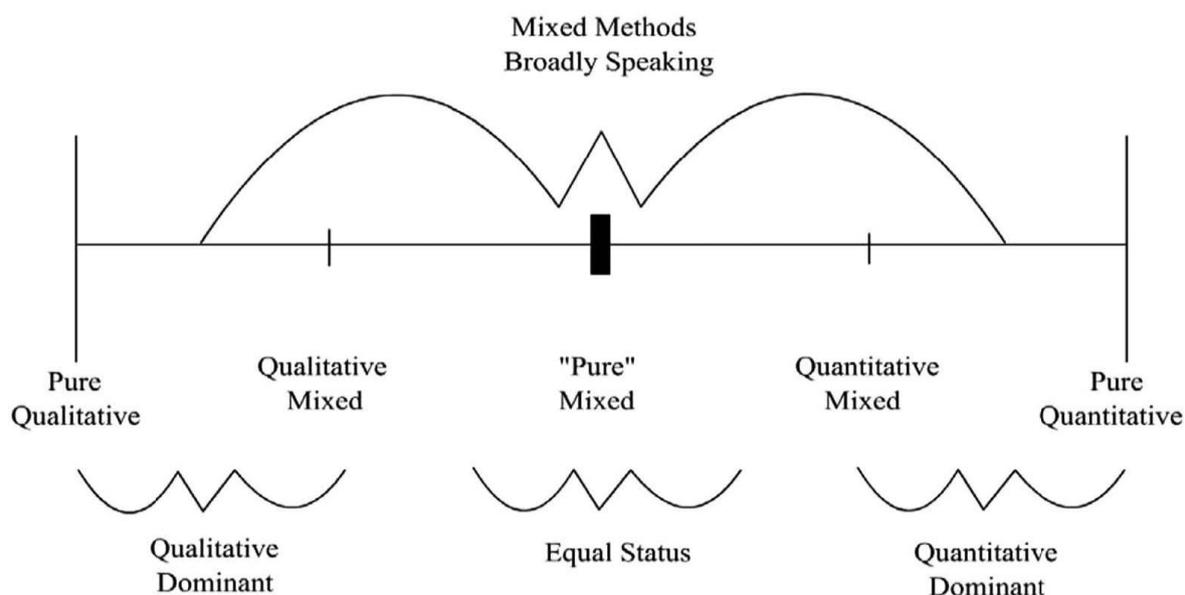
Finally in this section let us turn to methodology. It is primarily for this reason that this study uses qualitative mixed methods design of leadership and management development programmes in Cameroon to seek local perceptions of the effectiveness of these programmes in preparing aspiring head teachers for successful school leadership. The qualitative mixed method research design integrated Leadership and Management Development Questionnaire (LMDQ), field document analysis and interviews in order to concentrate on the research questions

posed in as comprehensive and appropriate a way as possible. This section explores in more detail the reasoning behind these methodological choices.

Nwokah *et al.* (2009), drawing on Cooper and Schindler (2002), define methodology as the overall approach to the research process. In contrast to ontology and epistemology, methodology concerns the techniques and procedures through which knowledge of the phenomenon is acquired (Cohen *et al.* 2003; Cohen *et al.* 2007). In the field of educational leadership and management development most work has been broadly qualitative in its methodology. Thus, Bush and Jackson (2002) essentially followed qualitative methods. Some scholars in this field, however, have combined qualitative and quantitative methods (so called, mixed methods research). The work of Rhodes *et al.* (2009) falls into this qualitative mixed methods category. Indeed, Johnson *et al.* (2007)'s suggests that qualitative mixed methods research designs can be greatly improved when they use a combination of qualitative and quantitative research methods.

Johnson *et al.* (2007) also points out that educational research is especially well suited to the mixing of quantitative and qualitative approaches to research questions. They also postulates definable sub-types based on the relative proportions of quantitative and qualitative methods in the research, as illustrated in figure 3.1.

**Figure 3.1: Graphic of the Three Major Research Paradigms, Including Subtypes of Mixed Methods Research**



Source: Adapted from Johnson *et al.* 2007, p. 124.

Cohen *et al.* (2003) argue that the most adept researchers have a working knowledge of multiple research traditions and methodological approaches and are not limited by their original preference for one particular tradition (Nwokah *et al.* 2009; Chambers, 2009). They are, therefore, able to select an approach, or a combination of approaches, that best fits the nature of the problem or situation that they encounter. Some researchers, however, remain deeply married to one particular approach, through political and philosophical conviction. Johnson *et al.* (2007) suggest three possible reasons why this is the case: (1) doubts that live in excess of the legality or possibility of merging positivist and interpretive approaches; (2) Weakness had been identified from the close communication between many scholars' value structure systems and their single methodology paradigm; and (3) practical anxiety over possible conflicting results from multiple methods. Johnson *et al.* go on to insist that what left's a need for further research discussion within the

education community, on issues such as: 'Which approaches can be combined usefully', 'Under what circumstances?', 'How (in the research cycle)?' and 'What questions?'

Following Johnson *et al.*'s classification, the current study could be labelled as qualitative mixed methods research using both qualitative and quantitative methods and adopting a broadly subjective approach. Nwokah *et al.* (2009) assert that this position on the research spectrum "would fit qualitative or mixed methods researchers who consider it is significant to include quantitative data and approaches into their otherwise qualitative research projects" (p. 124). However, Mason (2002) cautioned against the identification of such research as being genuinely mixed method studies because, she argues, the use of a small element of quantitative method does not necessarily turn a study into mixed method research (Denscombe, 2003; Singh, 2009). This study, therefore, is perhaps best categorised as being essentially qualitative research which also uses some quantitative methods in order to pursue a better understanding of certain aspects of the phenomenon being studied.

The ensuing section will explore the strengths and weaknesses of different aspects of this qualitative mixed methods study design combining, as it does, elements of survey research and field document analysis methods within a single research design.

### **3.3.1 Survey Methods: Strengths and Weaknesses**

The survey approach refers to a group of methods which aim to test hypotheses through quantitative analysis, identifying numerical differences between variables using a large base of data. Survey approaches require that the subject of interest is agreeable to the survey approach, thereby precluding entirely exploratory studies (Earley *et al.*, 2002; Rhodes *et al.*, 2009, Singh, 2009). In a project such as this, data is collected through methods such as structured self-completion of a person-to-person LMDQ, standardised tests of attainment, or leadership performance and attitude scales from published statistics. These data are then analyzed using statistical techniques. Through these analyses generalizations and predictions can be made about the population as a whole (Earley *et al.*, 2002; Wallace and Poulson 2003; Denscombe, 2003).

Often, however, the quantitative approach provides only a "snapshot" of the circumstance as a convincing central theme in time, yielding little information on the essential meaning of the data (Gable, 1994). Moreover, some variables of interest to a researcher may not be measurable by this method. Indeed, Yin (1994, 2009) expresses the view that strict adherence to quantitative methods together with highly simplified testing and totally overlook of qualitative subjects, context and situational complexity, smacks of little more than 'mathematical masturbation' (Gable, 1994, p4). While fieldwork and related methods can provide important insights and discoveries during leadership and management development research, fieldwork is a poor method for subjectively verifying hypotheses. Stogdill (1963) suggests that typical survey research is well-built in areas where field methods of data collection

are weak. Surveys can precisely record the mean scores, recognize maximum and minimum outcomes, and set down associations between variables in a sample. Yin (2009) and Stogdill (1963) highlight the relatively superior 'deductibility' of the survey method over field methods. They observe that "without the quantitative data, the observer could only put together logical speculations about his area of ignorance in the effort to reduce bias". They further assert that surveys may also contribute to greater confidence in the ability to generalise from the results.

Yet, for a survey to succeed in clarifying causal relationships, or even in providing descriptive statistics, it has got to hold all the correct questions asked in the right way. Both Yin and Stogdill suggest that the "stripping of context" buys an illusion of "objectivity" at the asking price of a deeper understanding of what is occurring. Indeed, the very process of deciding what are the "right" questions and what are the "right ways" of asking those questions in any given context must itself be recognised as being a subjective act, in some sense. Surveys are also inflexible to discoveries made during the data collection process. Once the work is underway, there is little one can do upon understanding that some crucial item was omitted from the survey, or upon discovering that a question is ambiguous or is being misunderstood by respondents.

Essentially, therefore, with a survey methodology, the researcher should have a very good idea of the answer before starting collecting data. Thus, traditional quantitative surveys usually serve as a methodology of verification rather than one of discovery.

Although a reasonably large scale survey methodology produced interesting results in Earley *et al.* (2002) and Rhodes *et al.*'s (2009) study, the survey approach can equally well be applied to a small-scale qualitative-mixed research project in order to describe some particular characteristic or range of characteristics of a given population and to provide a snapshot of the phenomena under investigation at a given point in time using empirical data (Gable, 1994, Yin, 2009). In this research, combined with the medium of field document analysis and interviews, a survey is ideally suited to revealing experienced-based learning. Evidence of research using this methodology for similar purposes can be seen in many of the existing works in the education literature, such as Rhodes *et al.* (2009).

### **3.3.2 Field Document Analysis: Strengths and Weaknesses**

Field document analysis attempts to collect different sources together, synthesising and analysing them critically. The approach that will be adopted is that used by Wolcott (1973) and Bolden *et al.* (2003) in combining field approaches to gathering data. Sources are usually written but may include visual or recorded materials of what the researcher wants to understand stakeholders development needs and to build a picture based on these ideas with interview approaches that involve the initial evaluation of primary and secondary documents such as statistical data and policy documents from the Cameroon Ministry of Basic Education and thirteen schools in different provinces and regions in Cameroon.

To achieve this, field document analysis attempts to create new understanding or perspectives by applying a qualitative, critical knowledge in the course of looking

closely at stakeholder's words, actions and records (Maykut and Morehouse, 1994) in context. Field document analysis is essentially, therefore, a qualitative research method. It relies on a subjective judgement of what sources are important and, thence, on the interpretation of a scholar in respect to the significance of the documents and the analyses derived from them. Overall, this proposed study therefore follows Bolden *et al.* (2003) and Yu (2007).

Nwokah *et al.* (2009) and Yin (2009) make a distinction between the interpretive and positivist approaches to research. Nwokah *et al.* (2009) observe that the positivist approach makes the claim that its methods are that of natural science and are merely beyond doubt scientific ones, while the interpretive approach put together the counterclaim that the study of stakeholders and their organisations give a call for methods that are on the whole far-off to those of natural science. As argued earlier in this chapter, the study of leadership is the study of just such a socially informed phenomena in which, it may be suggested that an approach which privileges the viewpoints of participants and which attempts to understand the culturally and socially informed opinions of other scholars must play a significant role.

The weakness of field document analysis as a method is that it is highly dependent on the process of selection by the researcher. Relevant material may be unintentionally omitted and the researcher may also be influenced, directly or indirectly, by their own perspectives, opinions and prejudices to either omit material that others might consider relevant or to come to interpretations that others might not consider defensible (Maykut and Morehouse, 1994). In addition, a researcher's

own skills and weaknesses can influence field document analysis. For example, the inability to access material in certain languages could affect the research outcomes.

Systematic approaches to policy and literature searches can help to minimise some of these weaknesses but, fundamentally, it has to be accepted that just as the interpretative nature of documentary analysis is a strength in affording the opportunity to offer culturally relevant conclusions to phenomena that are principally culturally informed, so too this very strength carries with it both the risk of error and the inevitability that the research will be superseded as society and culture changes.

### **3.4 Research Methods of the Design**

The research questions for this study, as detailed in chapter one, determine the purpose of the study and establish the framework for the methodological approach. The research design, therefore, flows from these initial research questions and, as also seen in chapter one, a qualitative mixed method design has been chosen comprising elements of surveys and field document analysis. As we have seen in this chapter, qualitative mixed methods research offers a comprehensive, contextual, examination of particular events resulting in the telling of a story that is fuller in detail than in purely scientific statistical analysis.

The selection of a specific type of qualitative mixed methods design is a fundamental decision in respect to how the aims of the study will be met. Johnson *et al.* (2007) uses different terms to describe a variety of qualitative mixed method designs. Qualitative mixed method research can be based on *single-* or *multiple-case* design;

and these in turn can be *exploratory*, *descriptive*, or *explanatory* (Yin, 2003). Qualitative mixed method designs examine several cases in order to understand the similarities and differences between cases. Each of these represents an in-depth study of the phenomenon of a particular 'case' in its natural context, including the point of views of the respondents.

Yin (2003) and Johnson *et al.* (2007) asserts that the logic underlying qualitative mixed method research designs is that each case must be cautiously selected so that it either:

- (a) predicts similar results (literal replication) or, (b) produces contrasting results but for predictable reasons (theoretical replication) (Yin, 2003, p. 47).

The research questions in this study (as detailed in chapter 1) are the "theoretical propositions" which the qualitative mixed method research seeks to test through a combination of explanatory and exploratory types of research questions aiming for theoretical rather than literal replication of the results of this thesis.

The research questions form the basis for the design phase of the research in which the researcher determines the criteria and the approaches to be used. In qualitative mixed method designs careful selection of cases, research tools and data collection methods that are appropriate to addressing the theoretical proposition(s) have a significant influence on the eventual validity of the study. Figure 3.2 outlines the fundamental qualitative mixed method design against which decisions about the research tools and data collection methods were reached.

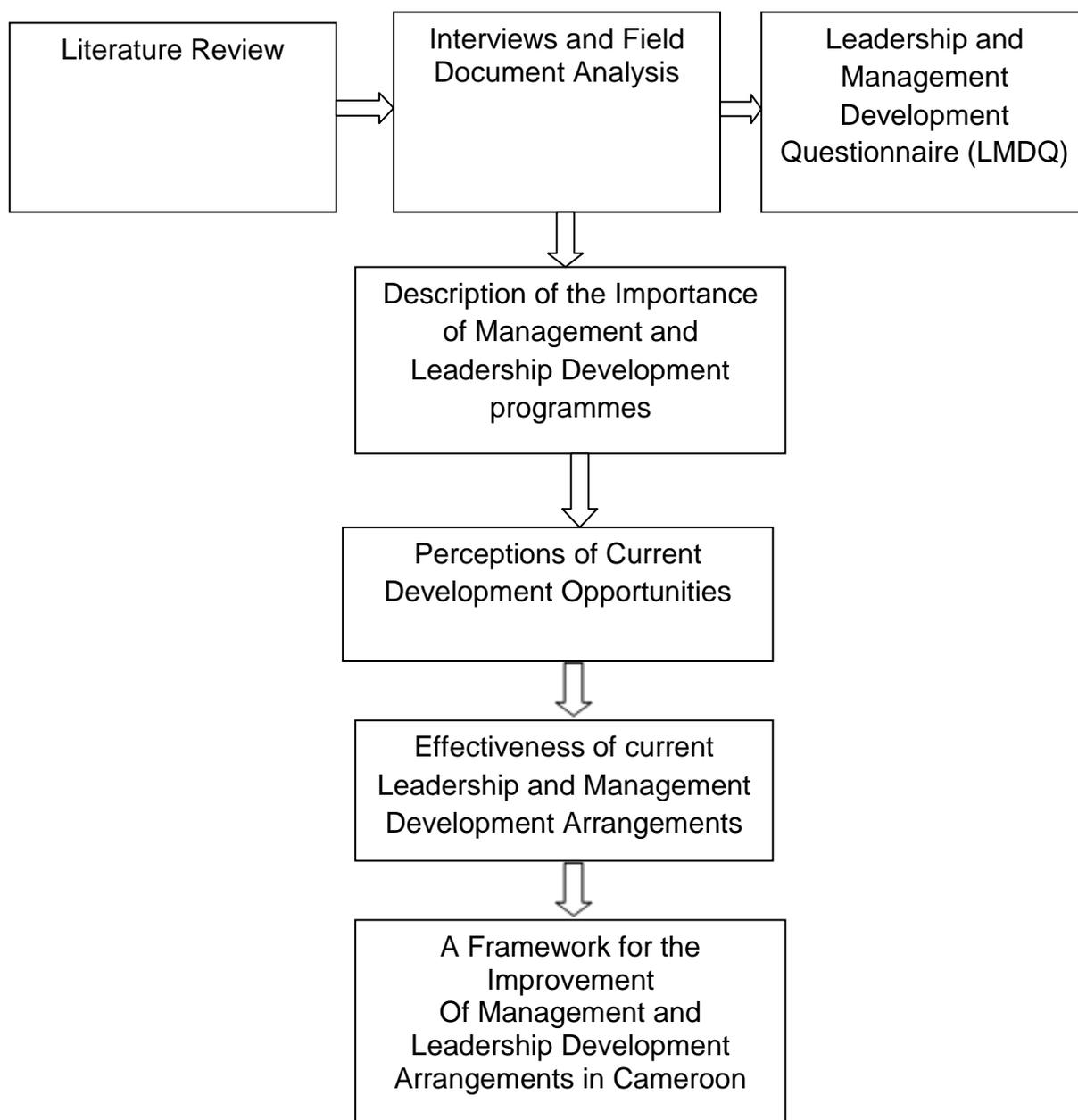
**Figure 3.2: Study Design**

Figure 3.2 shows how the study reviewed relevant literature pertaining to leadership and management development programmes and how these were integrated with a LMDQ (quantitative) study, field document analysis and interviews (qualitative

evidence) to ultimately provide the material to enable the researcher to answer the research questions of the study.

### **3.5 Leadership and Management Development Questionnaire (LMDQ)**

Research question one aimed to bring together evaluative data concerning the compulsory leadership and management training programmes in Cameroon that enhance prospect leaders to become effective school leaders will utilize the LMDQ, which is a self-assessment form, completed by both aspiring heads and head teachers, documenting perceptions of leadership and management development attainments (see Appendix 13). For the collection of data I have employed a paper self-administered LMDQ in the form of checklist, semi-structured interviews and field document analysis. The LMDQ is an effective tool for aspiring head teacher's self-evaluation and development.

#### ***3.5.1 Leadership and Management Development Questionnaire (LMDQ) Design***

A person-to-person LMDQ with closed-ended questions was designed in order to establish valid and reliable data with which to describe teachers, aspiring head teachers' and head teachers leadership and management development in regard to their preparedness for headship (refer to Appendix 7).

This research method was adopted since it represents an efficient method of obtaining data from a reasonably large population. The main aim of the LMDQ was to establish data that could be probed in more detail during the course of the follow-up interviews. The LMDQ was, consequently, a starting point rather than an end in

itself. There were two major sections of questions in the LMDQ and considerable attention was paid to designing the sequence of questions so as to make it easy for respondents to understand the flow of questions.

Section one comprised five questions on respondents' demographic data and background information, whilst section two comprised a further thirty questions identifying areas of study in school leadership and management development programmes and asking for responses rating the extent to which these areas of study contributed to respondents' own perception of their leadership and management development.

This second section of the LMDQ (adapted from Akoulouze *et al.*, 1999; Rhodes *et al.*, 2009; Singh, 2009) utilised a 5-point Likert scale in which respondents were asked to tick the box that on the whole precisely mirrored their judgement for each of thirty statements (option: 1= Strongly Disagree and 5 = Strongly Agree). This approach required teachers and head teachers to reflect on each of the areas of leadership and management development programmes and how much respondents had benefited from their informal on the job training. The questions were devised making sure that a number of specific issues such as the necessity to keep away from using 'leading' questions, keeping the questions brief and simple, the need to keep away from asking the same question twice in a diverse fashion, and not creating any unnecessary assumptions in the questions (Denscombe, 2003).

The LMDQ was also pilot-tested with two senior lecturers at the university of Birmingham, as well as head teachers and teachers in Cameroon, in request to

acquire feedback on the subject of clarity, content validity and ease of completion. The amended version of the LMDQ, based on expert opinion and pilot testing, was administered to 190 school leaders in Cameroon. The researcher ensured on the LMDQ participant information guide (see Appendix 5) that the aim of the project was clearly articulated and that all answers were anonymous and confidential.

### ***3.5.2 The LMDQ Inclusion Criteria and Sampling Process***

'Opportunity' or, as it is sometimes called, 'convenience' (Cohen, Manion and Morrison, 2003, p.102), sampling was employed for the LMDQ. Extensive communication with staff from the Cameroon Minister of Basic Education enabled the researcher to obtain a research permit (see Appendix 9) to visit primary and nursery schools in selected regions in Cameroon to encourage broader participation. This also enabled the utilisation of school meetings with both aspiring heads and head teachers. Age, job role, experience in role and type of school were not be taken into account in the analysis since the researcher considered that, due to the nature of the research topic, school leaders' responses to the 30 units of study in leadership and management development programmes in preparing them for their headship were far more important. Indeed, it was also felt that if age, job role, experience in role and type of school were taken into consideration in the selection of the sample, then they also must be taken into account when analyzing the data and this would ultimately widen the overall focus research project. However, Table 3.1 shows the cross section of respondents' gender, age, experience in role and type of school.

**Table 3.1 LMDQ Returns**

Job Role	Gender		Age			Experience in Role			Type of School		
	Male	Female	Under 30yrs	30yrs-45 yrs	45yrs+	Under 5 yrs	5 Yrs-15 yrs	15yrs +	State	Private	Faith
Aspiring Heads	48% (69)	52% (74)	28% (40)	58% (83)	14% (20)	36% (52)	56% (80)	8% (11)	37% (53)	47% (67)	16% (23)
Head Teachers	49% (23)	51% (24)	15% (7)	55% (26)	30% (14)	34% (16)	53% (25)	13% (6)	49% (23)	45% (21)	6% (3)

Table 3.1 shows that a total of 190 completed LMDQ were received comprising a random national sample of 143 aspiring head teachers (75%) and 47 head teachers (25%) at primary school level. The majority of the respondents were female (52%). 57% of the respondents were in the 30-45 age bracket, and there was little difference between aspiring and actual head teachers in this age distribution (58% compared to 55%). Amongst younger age groups, however, the proportion of aspiring head teachers was greater than the proportion of actual heads, whereas among older age groups the proportion of aspiring head teachers was less than the proportion of actual heads. 36% of the sample had been aspiring school leaders for under five years; 55% of the sample had been school leaders for between 5 and 15 years and 9% had been school leaders for more than 15 years. Nearly 40% of the school leaders worked in state schools, 46 per cent worked in private schools and 14 per cent worked in a faith school setting.

The initial identification of schools in which suitable participants were likely to be found was through data provided by the Cameroon Ministry of Basic Education (see Appendix 10 and research permit - Appendix 9). The size of the sample for the

questionnaire was determined by the degree of accurateness required for the sample and the degree of difference in the population in respect to the key features of concentration. Based on the majority current figures obtainable to the researcher at the point in time of sampling, the total sampling frame from which the sample was drawn exceeded 250 primary school leaders listed on the Cameroon Ministry of Basic Education register. This was only a fraction of the total number of registered primary school teachers on the Cameroon Ministry of Basic Education register, which were almost 18,398 (6,364 male and 12,034 female) (Cameroon Ministry of Basic Education, 2010). It was considered that a sample size of 250 would be required to enable understating of the development of aspiring heads. To allow for non-responses and the potential problem of over representation of the largest subset and underneath representation of the lesser subsets, it was determined that an actual sample of 190 school leaders was randomly generated from the Cameroon Ministry of Basic Education register.

Once target schools had been identified and contacted, participants were invited on a voluntary basis with a view to maintaining the overall diversity of the participant cohort. Following consent from the Cameroon Ministry of Basic Education (see Appendix 9), and with their support to contact regional educational delegates in each province in Cameroon, the researcher contacted the head teachers of the randomly targeted schools in the first instance, and, given the subject matter of the research it was anticipated that the head teacher, in most cases, would also be a participant in the research. The head teacher, however, was invited to advertise the research within his or her school and support the researcher in identifying further participants within the school (aiming for an average of 3-5 participants in total from each

school). In particular, the researcher sought respondents from a cross-section of the school leadership team, taking in aspiring leaders across a range of school functions and levels. It was also planned that if the number returned from the initial LMDQ was deemed to be insufficient then a smaller second round of LMDQ would be sent out. In practice, the study achieved a return rate of 76%, however, which was deemed to be sufficient to meet the objectives of the project.

### ***3.5.3 Leadership and Management Development Questionnaire (LMDQ) Data Analysis***

Prior to analysing the data, completed LMDQs were checked to ensure that respondents had complied with instructions for completing each LMDQ. Each respondent was allocated a unique code that identified their gender, age, job role, experience and type of school. Each unit of study on the LMDQ was given a unique serial number for identification and entered into an excel spreadsheet.

The extent to which the aims of the leadership development programmes were met was assessed in order to gain an indication of informal on the job training outcomes. Participants' views regarding the leadership and management development programmes, and further opportunities for headship development, were analysed with the use of mostly descriptive methods (frequencies and mean). To increase confidence in research claims, differences in teachers and head teachers' views according to personal features (such as job role, gender, age, experience in role and type of school) were also analysed.

Descriptive statistics were used to identify any emerging differences between the main variables and key issues that emerged from the analysis for each of the research question were followed-up in the interview part of the study. The leadership and management learning attainments data were analysed in order to evaluate the extent to which:

- School leaders were able to achieve leadership and management development targets.
- The LMDQ is an effective tool for aspiring head teacher's self-evaluation and development.

For the analysis of the LMDQ data, Rhodes *et al.*'s (2009) Rating Scale Model, which applies to Likert scale surveys, was used to analyse the data regarding the usefulness of the 30 units of study in the context of respondent informal on the job training. In the Likert scale, each unit of study was accompanied by a five-position scale and the respondent had to mark a response for each item on the provided continuum in order to show its perceived degree of usefulness. Rhodes *et al.*'s model involved transforming the count of the endorsements of the ordered Likert categories into several interval scales. Thus Rhodes *et al.*'s model of Likert scale analysis offered a thorough mathematical opinion to additional innovative approaches of rating scale analysis that require mainly summarizing results in the form of means scores interpretations.

Whether leadership and management development was sufficiently challenging was also explored using comparisons with the data that was collected in interviews and field document analysis.

A typical finding of evaluation studies is that, as well as the overall effect of the training programmes and leadership performances and attainments, there are variances in impact between different settings and participants. To be able to explain these variances data was collected on leadership training processes occurring in 13 schools in Cameroon. Providing recommendations for possible programme developments also required the collection of qualitative data to allow the in depth study of the needs of aspiring heads and their schools.

#### ***3.5.4 Ethical Issues in the Leadership and Management Development Questionnaire (LMDQ)***

As part of the commitment to confidentiality a participant information sheet (see Appendix 5) within the LMDQ stated that all the questionnaires were to be returned directly to the researcher, that all the responses would be treated in the utmost confidence, and that no school leader or their school would be named in the thesis or subsequent publications.

## 3.6 Field Document Analysis

### 3.6.1 *Field Document Analysis and Interview Design*

The field document analysis-based research was designed around the literature review, as described in chapter two. The basis of understanding provided by this background research then informed the identification of further documents from within the particular country context of the study. In particular, the Cameroon Ministry of Basic Education was identified as a resource through which to acquire background information about the educational system and general attitudes to and strategies for leadership development. In addition, information acquired through the Ministry of Basic Education enabled the identification of target educational establishments for the qualitative mixed research and a sample of school leaders; together with analyses of attainment and value added data.

These field documents enabled the selection of 13 schools judged by the Cameroon Ministry of Basic Education and others to be outstandingly well managed and led. The field documents collected from these schools included: a log of field document analysis (see Appendix 10) detailing strategic objectives and plans, statements of school vision, values and mission statements and documents describing school leadership development initiatives. The researcher also kept a log of field document analysis was kept in each meeting with staffs at the Cameroon Ministry of Basic Education and school leaders. By providing logs and summaries of meetings with system school leaders, it aims to document and tell stories as it is in the Cameroonian context (Wolcott, 1973; Harber and Davies, 1997). This fulfilled one objective of the study that is to collect and assess the effectiveness of leadership

preparation and management development in preparing aspiring heads for successful school leadership in Cameroon.

### **3.6.2 Field Document Analysis Process**

Content analysis was employed throughout the study. Bolden *et al.* (2003) and Yu (2007) recognize content analysis as a research method for the objective, logical, and quantitative explanation of the noticeable content of communication. Although content analysis can be quantitative in nature (Neuendorf, 2002) it also can be employed to join together themes and patterns of meaning.

From the content of this data, categories were developed for further interpretation. In addition, a steady comparative method was utilized to evaluate and contrast the results from the field document analysis, as detailed in Appendix 10, and the semi-structured interview questions (refer to Interview Schedule in Appendix 4, question 1). So, for example, selected quotations from system leaders provided a deeper insight into the key findings of the research question and the statistical findings for each of the 30 items in the LMDQ (refer to LMDQ in Appendix 7).

Each of these data-collection efforts was undertaken in order to obtain a wide range of opinions and perspectives in order to establish how effectively the leadership and management training programmes in Cameroon prepared prospective school leaders.

To develop both internal and external validity, the specific analytical technique of pattern coding was adopted. When all collected data was available in textual format, data could be methodologically analyzed. In pattern coding, aspiring heads and head teachers' words were compared with the researcher's interpretation within theoretical conceptual frameworks. Wherever possible, however, a wide range of quotations from field document analysis, semi-structured interviews with aspiring heads and head teachers were used. Field document analysis derived from the Cameroon Ministry of Basic Education and schools are presented thematically using emergent themes which are dealt with individually in turn using relevant codes e.g. CMBEMYUtt77-Utt88 or SIMUtt311-Utt318. The first part of the code identifies the organisation or school the meeting took place and the town which the quote was taken. Thus CMBEMYUtt77-Utt88 (see Appendix 10) refers to field document analysis from the Cameroon Ministry of Basic Education (CMBE), meeting (M) in Yaounde (Y), Utterance 77 to Utterance Utt88 and SIMUtt311-Utt318 (see Appendix 10) refers to field document analysis from School I meeting (M), Utterance 311 to Utterance 318 in the field document analysis.

### **3.6.3 Ethical Issues in the Documental Analysis**

The British Educational Research Association (BERA) guidelines (2004), and the University of Birmingham ethical guidelines provided the framework for the research activity undertaken in relation to this research project. For example, in accordance with the BERA and the University of Birmingham ethical guidelines, permission (see Appendix 1) was sought, from the Cameroon Ministry of Basic Education body which approves and oversees any research done both by citizens of Cameroon and non-

citizens from foreign organisations and institutions (see Appendix 9). The British Educational Research Association (BERA, 2004) guidelines were adhered to in order to ensure respect for each person, knowledge, democratic principles, the excellence of educational research and intellectual openness.

### **3.7 Interviews**

The interview data collection contributed to each of the four research questions that address the effectiveness of school leadership preparation and management development in preparing aspiring heads for successful school leadership in Cameroon.

#### **3.7.1 Interview Design and Process**

The interview element of the research design represented the key part of the study. The purpose of the interviews was to learn about aspiring heads' perspectives of leadership and management development (Patton, 2002, Hansen, 2005). The interviews were informed by the Leadership and Management Development Questionnaire (LMDQ) and represented a discrete aspect of the study addressed from a qualitative (interpretivist) perspective.

Cohen *et al.* (2000) consider interviews as: an intersection of point of views connecting two or more individuals on a

topic of mutual interest (that) sees the centrality of human interaction for knowledge production and emphasis the social situatedness of research data (p. 267).

Meanwhile, Cohen *et al.* (2000) refers to interviews as conversations with a purpose. Holstein and Gubrium (1995) asserted that an interview is 'active' in the sense that all interviews are "reality-constructing, meaning-making occasions, whether recognised or not" (p. 4).

Denscombe (2003) suggests that interviews are appropriate for research when the desired outcome is depth rather than breadth for a particular issue. He further asserts that the justification for choosing the interview method is likely to reference, amongst other things, data based on experiences, perceptions and feelings, as well as data based on privileged information.

A typology of interviews can be represented on a continuum that runs from highly structured to entirely unstructured. The nature and sensitivity of the data collected here meant that from an early stage it was evident that semi-structured interviews would be necessary, because the use of open-ended questions made it more likely that the data obtained would "challenge the prevailing paradigm or ... shed light on something previous researchers have missed altogether" (Patton, 2002).

Patton (2002) proposes the use of a semi-structured approach encouraging relatively open-ended responses in qualitative-mixed evaluation studies since these are seen as being the best way to capture the understanding of the respondents. For this reason this study encouraged an open-ended responses approach through a semi-structured interview format, since this combination was felt to provide access to the most in-depth and nuanced understanding of the respondents' perceptions regarding their experience of leadership and management development

programmes. The study also adopted the self-reported evidence approach which was successfully used by Rhodes *et al.* (2009) in their initial study of the impact of the NCTL.

The 'participant information interview guide approach' was used to put the interview questions in order for ease of analysis (Patton, 2002; Denscombe, 2003). An interview guide lists the questions or issues that the researcher aims to explore in the course of the interview. Patton (2002) asserts that one advantage of an interview guide is that it helps the researcher to make best use of the limited time available in an interview situation. Furthermore, the guide makes the interviewing process more systematic and inclusive by setting the limits in advance the issues to be explored. Whilst an interview guide provides an element of structure it is not so rigid as to prevent interviewees from developing ideas and "speaking" more widely on issues raised by the interviewer" (Denscombe, 2003, p. 167). Each interview was scheduled to last 45 minutes and all were transcribed. The interview questions were based on issues identified from the literature. They were formulated around the following questions, based on the research questions (RQ) in chapter 1:

Q1: Tell me about your overall view of the leadership and management training programmes in Cameroon in preparing you as an effective primary school leader supporting school effectiveness?

Q2: What are the key strengths of your leadership and management training programmes that enhanced your performance as an effective primary school leader

**Probe:**

- What about the particular areas of studies that enhance a primary school leaders' knowledge;
- What particular areas of studies enhanced your expertise/behaviours as an effective primary school leader?
- What do you perceive as the weakness of the Cameroon educational system in supporting aspiring head teachers to become effective leaders, with reference to your own leadership development?

Q3: In your view, how does your training relate to specific contextual factors associated to your school?

Q4: Can you tell me how your leadership and management skills have improved from the time you graduated to the time you assumed headship in the following context

**Probe:**

- Please specify specific management and leadership learning you have received in school, outside school and outside the professional setting?

Q5: What have you learned about leadership and management from your colleagues in respect to its relevance for your headship (professional and non-professional sources)?

Q6: If you could give any advice to the Cameroon Ministry of Higher Education about school leadership and management development, what suggestions can you

recommend to further improve the leadership and management training skills of Cameroon aspiring head teachers?

A copy of the proposed participant information interview guide (see Appendix 2), Interview concern form (see Appendix 3) and interview schedule is appended as Appendix 4. The participant information interview guide and interview schedule was piloted to two primary school head teachers and two aspiring heads in Cameroon and verification of the instrument was also sought from two senior university lecturers who were involved in this research project.

### **3.7.2 Interview Selection**

Thirteen well-managed and led primary schools were selected in different geographical and social settings across English and French Cameroon, based on the following purposive sampling criteria:

- 1) Excellent learners' achievements: Selection was based on data provided by the Cameroon Ministry of Basic Education.
- 2) High quality school leadership: In order to be able to study high quality leadership development practices, the researcher selected providers with high leadership grades on statutory inspections.
- 3) Locality of school: Selection was based on the number of well managed and led schools located in different geographical and social setting in English and French Cameroon provinces.

A detailed breakdown of the sample is given in Table 3.2. The samples were considered to be information-rich cases which provided in-depth information on the

perceived effectiveness of leadership and management training supporting aspiring head teachers' transition to headship.

**Table 3.2: Interview Sample**

Province/City	School	Aspiring Head		Head Teacher		Total	
		Target	Actual	Target	Actual	Target	Actual
<b>South West Province</b>							
<b>Limbe</b>							
	School A	1	0	1	2	2	2
	School B	1	0	1	1	2	1
	School C	1	0	1	2	2	2
	School D	1	1	1	1	2	2
<b>Buea</b>							
	School E	1	1	1	0	2	1
	School F	1	1	1	1	2	2
	School G	1	2	1	2	2	4
<b>Central Province</b>							
<b>Yaounde</b>							
	School H	1	1	1	1	2	2
	School I	1	1	1	1	2	2
	School J	1	1	1	1	2	2
<b>North West Province</b>							
<b>Bamenda</b>							
	School K	1	0	1	2	2	2
	School L	1	1	1	1	2	2
	School M	1	1	1	0	2	1

As detailed in Table 3.2 the face-to-face semi-structured interviews were conducted at 13 schools in three major provinces in Cameroon (Southwest Province (Limbe and Buea), Northwest Province (Bamenda) and Central Province (Yaounde) (see

Appendix 8) and comprised of a total of 25 participants (11 aspiring head teachers and 14 head teachers).

The interviews were designed to capture respondents' perceptions of their leadership and management learning from the time they graduated to the time they assumed their leadership position. This meant that it was important that respondents provided information on the additional support that they had received and which they considered useful for their progress towards headship (from both professional and non-professional sources) and also to provide recommendations to further improve the leadership and management training skills of prospective head teachers in Cameroon.

The eligibility criteria for inclusion in interviews was that respondents should be a primary school leader, be employed directly by the state, by a private voluntary body or faith institution, and be working in a primary school as an aspiring head or head teacher. The interviewees were as diverse as practicable: females and males, various ages, job role, level of experience and so on. All those interviewed had previously completed the questionnaire. The researcher was not acquainted with any of the respondents personally and the participants were contacted to ensure their consent to participate in the study.

### **3.7.3 Interview Structure**

Pre-interview material was sent to all interviewees, detailing the time and place of the interview, together with a copy of the Leadership and Management Development

Questionnaire materials for them to complete and bring to the interview. In order to achieve consistency, an interview schedule (Appendix 4) was used detailing the structure of the interviews. In practice, however, the interview centred around the individual responses to each of the questionnaire questions, but also reflected both the individual themes identified during the literature review and/or the data from the questionnaires.

Indeed, the decision to use semi-structured interviews (in order to allow the interviewee as much freedom to express their views as possible) meant that in each interview there was a degree of freedom to explore the answers given by the interviewees. This meant that the interviews covered the intended themes but also developed in different directions. It was felt that this was necessary in order to improve the richness of the data gained from the interview process.

The standardized, open-ended approach provided the opportunity to adhere to a strict script, and there was no flexibility in the wording or order of questions. The standardized, open-ended questions were asked to all interviewees; this approach facilitated faster interviews that could be more easily analysed and compared, as Patton (2002) and Denscombe (2003) described.

Like the conversational interview, the guided interview with open-ended questions requires an interviewer who is reasonably qualified and skilful, since he or she needs to understand when to probe for additional in-depth responses or guide the discussion making sure that all subject matter on the strict script are covered. A possible drawback that was noted was that sticking to the outlined topics prevented

full discussion of other important topics that might be raised by the respondent. Also, while this format is more systematic than the conversational interview it was still difficult to compare or analyse data because different interviewees responded differently to the same questions.

When employing the general interview guide approach for interviewing, a basic checklist was provided to each respondent to make sure that all relevant topics were covered, as Patton (2002) and Yin (2009) suggest. The participant information guide definitely provided a good structure for the topics covered and it did not really appear to make the respondent feel uneasy while being asked the questions. The interviewer was still free to explore, probe and ask questions as issues arose that were deemed interesting. In other words, the decision about which issue to pursue in greater depth lay with the interviewer, based on the participants' prior responses. For this reason, Patton's (2002) and Yin's (2002) concept of a general interview guide approach was useful as it allowed for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study.

The standardized, open-ended approach used in these interviews is even now measured a qualitative interview to a certain extent than a quantitative interview for the reason that the responses are open-ended. This is the most structured and well organized of the qualitative interviewing techniques and can be useful for reducing bias when it is important to be able to compare the responses of different respondents. While this interviewing method may be the best choice for analysing data, the major drawback is that the interviewer has slight flexibility to take action to

the specific worries of the individual, and there is no assurance that the questions asked tap into the subjects that are important to this particular respondent.

The 25 interviews were conducted on a one-to-one basis with each lasting approximately 45 minutes. The interviews were conducted mainly through appointments secured during the school day and were largely sited in the interviewees' office where he/she could speak freely. The interviews were recorded using a Handy Recorder H4n and then transcribed. Participants had an opportunity to view the final transcript to check the accuracy of what had been recorded.

For the interpretation of the interviews alphabetical codes were assigned to each school (A-M) as a descriptor for where the interviews were collected; respondents were not referred to using their real names but were assigned an alpha-numerical code based on their job role (e.g. HAH2 or IHT1) so as to maintain anonymity as (Chambers, 2009) described.

The second part of the code identifies the relevant part of the interview transcript from which the quote was taken. Thus Transcript HAH2Utt23 (see Appendix 11) refers to School H, Aspiring Head 2, Utterance 23 and Transcript IHT1Utt67 (see Appendix12) refers to School I, Head Teacher 1, Utterance 67 in the interview transcript.

### **3.7.4 Interview Data Analysis**

Qualitative data from the transcripts were then analysed manually by decoding the responses into the themes questioned and any others which emerged. This was done manually on grounds of convenience, following Miles and Huberman (1994) and Silverman (2000). This strategy allows me to check hypotheses as they emerge from data analysis and thereby to refine data collection strategies as the study progresses. Analysis included evaluation of policy documents, which were meant to annotate the field document analysis processes in order to give a richer meaning to the spoken words of the respondents. Bolden *et al.* (2003) demonstrate how leadership and management interventions can be evaluated using this kind of content analytic framework (Neuendorf, 2002). The responses were compared systematically in order to look for any commonalities, remarkable differences and recurring patterns. This strategy allowed the researcher to check out hypotheses as they emerged from data analysis and therefore to process data collection strategies as the study move forwards.

Using mixed approaches to gather data on school leaders' leadership and management development enables the researcher to validate the effectiveness of leadership and management development interventions using observations from a sub-sample of school leaders. This mixing of data is a unique aspect of the proposed research design. By mixing the datasets, the researcher will be able to present a healthier understanding of the setback than if either dataset had been used alone.

### **3.7.5 Ethical Issues in the Interviews**

Another important foundation of research ethics is the idea of informed consent for *personal* and *sensitive* data (as defined by the Data Protection Act, 1998). Interviewees were therefore provided with a summary of the research and its purpose and a description of how the interviews would be conducted, recorded and transcribed (see Appendix 2). They were also provided with a description of the opportunities to verify their input into the research an explanation of who might see the raw data from the research (the researcher, supervisor and examiners) and a guarantee of personal confidentiality beyond these individuals. Each interviewee was also offered the right to withdraw at any time during the interview and within a stipulated time thereafter. With this information, having been made available, interviewees were then asked to sign an informed consent form (Appendix 3).

As it happened, all of those interviewed were very positive and none asked to withdraw at any part of the interview process, or subsequently.

All data recordings (voice and text) were stored without names, using unique numbers as identifiers for analysis purposes. As no personal data were to be retained on an electronic data base, or in hard copy, there were no implications under the Data Protection Act 1998 for data collection, analysis or thesis preparation.

### 3.8 Issues of Validity and Reliability

Since validity and reliability are vital issues for any research, it is important to explain how they have been addressed in the design of the study.

Kirk and Miller (1986), whilst accepting that concepts of validity and reliability were originally developed in the context of quantitative studies, argue that they remain applicable to qualitative and mixed research. Since reliability and validity are rooted in a positivist perspective, however, they have to be redefined for use in an interpretive framework. For Maxwell (1992) and Carmines and Zeller (1979) such a redefinition suggests that in qualitative investigation, “validity” signifies the extent to which a study precisely reflects or assesses the exact concept that the investigator is trying to measure, while “reliability” is alarmed with the correctness of the actual measuring instrument or procedure.

In the context of this study various strategies were used to attempt to ensure that it provided a valid picture of the topic of enquiry. At the initial exploratory stage the researcher undertook a process of construct validity checking in order to ensure agreement between theoretical concepts and the specific measuring procedures that were to be employed (following Carmines and Zeller, 1979). Construct validity is alarmed with developing appropriate operational measures of the concepts being studied. This issue was addressed in a number of ways:

- 1) By specifying as clearly as possible the research aims and questions prior to designing the research instruments;
- 2) By considering approaches used in similar studies;

3) By drawing on design advice from research colleagues.

To verify whether this research has construct validity, three further steps were followed. First, the theoretical relationships were specified. Second, the empirical relationships between the measures of the concepts were examined. Third, the empirical evidence was interpreted in terms of how it illuminates the construct validity of the exact measure being tested (Carmines and Zeller, 1979).

Content validity was then verified through the choice of field documents and the design of interviews and the LMDQ. This process ensured that the main issues relating to the leadership development of school leaders in Cameroon were included in the data collection instruments. Content validity was assessed by asking school leaders and researchers with experience in the field of enquiry to evaluate them. By adopting this approach it was hoped to maximise the capture of accurate and relevant information whilst minimising the extent to which that data was influenced by the interests and preconceptions of the researcher.

Another important strategy was the use of triangulation. This is described by Hammersley and Atkinson (1989) as the use of two or more methods of data collection (evaluative multiple methods) in the study as "*the major means of validating some aspect of human behaviour.*"

In this study triangulation involved the cross-checking of responses from a random selection of primary and secondary documents, and policies from the Cameroonian Ministry of Basic Education with data from the 13 schools. Respondent triangulation

was also used, whereby different respondents were invited to answer the same questions on the LMDQ and interviews with aspiring heads and head teachers.

As Hammersley and Atkinson (1989, p. 199) suggest:

what is involved in triangulation is not the combination of different kinds of data *per se*, but rather an attempt to relate different sorts of data in such a way as to counteract various possible threats to the validity of our analysis (p.199).

In accepting Hammersley and Atkinson's view it is clear that in trying to establish a valid and accurate picture of the leadership development of primary school leaders in Cameroon, there is a need to cross check the perspectives given in the field documents with those given by interviewees in the LMDQ. Using different sources of data clearly enables the researcher to confirm data from a particular source by comparing them with results from another source. If the findings are mutually consistent, this increases the researcher's confidence that a valid picture has been achieved, and *vice versa*. In the case of this research, however, the fundamental aim was to consider the views of a reasonably large number of aspiring school leaders, and, as such, there are inevitably multiple perspectives. Where the data from the questionnaires and interviews suggest a particular aspect of the leadership and management learning of aspiring school leaders was an issue, then further questions in pursuit of validity were asked.

Although the term 'Reliability' is a concept most often used for testing or evaluating quantitative research, the idea can be used in all kinds of research. Reliability is whether the research instruments are neutral in their effect, and would measure similar result when used on other occasions with the same 'objects' (Carmines and

Zeller, 1979; Denscombe, 2003). Without the agreement of independent observers able to imitate research procedures, or the capability to use research tools and events that produce coherent measurements, the investigators would be not capable to draw satisfactory conclusions, formulate theories, or make claims about the generalisation of their research (Carmines and Zeller, 1979).

In the case of qualitative mixed research using multiple methods, which has as its integral part the researcher's self, the key question in terms of reliability might be argued to be whether the same results and conclusions would be arrived at had another researcher conducted the research or the same researcher had undertaken it at another time. This kind of reliability, according to Denscombe (2003), can be demonstrated if the aims of the research and its basic premises, the conduct of the research, and the reasoning behind key decisions, are provided explicitly in the study.

Reliability of the research instruments has been enhanced by using internal consistency reliability to examine the extent to which the LMDQ and interviews assess the same leadership and management learning skills and performance of both aspiring heads and head teachers (Carmines and Zeller, 1979; Stenbacka, 2001). This is a measure of the precision of the measuring instruments used in a study which will reveal the extent to which items on the qualitative (field document analysis and interviews and quantitative (LMDQ) focus precisely on the issue in questions - in this case on the leadership development of Cameroon school leaders (Stenbacka, 2001).

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Introduction

This chapter presents the main findings of the research. It begins by analysing the findings of the Leadership and Management Development Questionnaire (LMDQ) – the main quantitative tool used in this study. This analysis will help to identify some of the issues to be explored through the qualitative methods later in the chapter.

The main part of the chapter, then, is divided into themes relating to the research questions, as follows:

- Views on the Importance of Management and Leadership Development Programmes
- Perceptions of Current Development Opportunities
- Effectiveness of Current Management and Leadership Development Arrangements
- A Framework for the Improvement of Management and Leadership Development Arrangements.

The last of these sections also serves to provide an overall summary of the findings presented in the chapter, identifying the emerging issues which will be taken up in chapters five and six.

## 4.2 Leadership and Management Development Questionnaire Findings

This section provides statistical information derived from the data collected in the LMDQ from 190 school leaders (47 head teachers and 143 aspiring head teachers). The LMDQ serves to provide background data on perceptions of leadership and management development processes which can in turn be broken down by variables related to the sample characteristics e.g. role type, gender, age, experience in role and type of school.

The 30 aspects of management and leadership covered in the LMDQ are a composite from typical areas of study in both international school leadership and management development programmes and from the Cameroonian context of in-service training for aspiring school leaders (for further details of how these areas of study were compiled refer to Appendix 7).

The following table (Table 4.1) illustrates the interpretation of the level of agreement in respect to each of the 30 leadership development aspects, according to the mean of the scores assigned by respondents on the 5-point Likert scale.

**Table 4.1: Mean Score Interpretation**

Mean Score	Interpretation – Level of Agreement
1.00-1.49	Strongly disagree
1.5-2.49	Disagree
2.5-3.49	Neutral
3.5-4.49	Agree
4.5+	Strongly Agree

#### 4.2.1 Aspiring Heads and Head Teachers: Background Factors

Findings from the LMDQ (by mean score in descending order) are presented separately to enable some comparisons to be made between aspiring heads and head teachers' assessment of each aspect of leadership development (see Appendices 13 and 14). It should be noted, however, that 75 per cent of the sample were aspiring head teachers: this will be accounted for in the analysis.

**Appendix 13** shows that aspiring heads broadly agreed that they had been prepared with respect to the 30 aspects of leadership development. Particularly strong levels of agreement were registered for curriculum and pedagogic management practices (e.g. on improving learning, improving teaching, learning and assessment) and organisational leadership practices (e.g. on health and safety, research in education, human resources management), indicating that these were seen as the most useful areas of development for their everyday roles and responsibilities as prospective head teachers.

The fact that these developmental aspects of their role were given high priority by aspiring heads might suggest that they are often mainly responsible for administrative issues with limited wider leadership responsibilities.

In the last, more discursive, section of the LMDQ, aspiring heads suggested that additional areas that could be included in their training were: leadership skills in education, professional ethics in education, moral education and human rights, and the management of extra-curricular activities.

**Appendix 14** summarises the results from the head teachers and indicates that they hold a slightly different range of views regarding the usefulness of the 30 aspects of leadership development, with curriculum and pedagogic management and emotional intelligent (e.g. on learning development) were extremely relevant to their leadership development. .

The head teachers also identified that the aspects of leadership development related to personal management (e.g. the self-development of leadership skills), organisational leadership practices (e.g. on financial management, strategic management in schools, and the introduction to public policy in Cameroon), and community management practices (e.g. on school community relationship management) were less useful in preparing them as effective head teachers. This may reflect that these form a significant part of head teachers' responsibilities and that they felt under-prepared to operate effectively in these areas.

#### 4.2.2 Gender Factors

The sample of school leaders was 48% male and 52% female, and of aspiring school leaders, 49% male and 51% female. Nationally, in Cameroon, 65% of primary school leaders are female and 35% male, although the overall gender division in the country is the same as in the sample at 49% male and 51% female.

**Appendix 15**, shows that male school leaders broadly agreed that they had been prepared with respect to the 30 aspects of leadership development. Male participants strongly agreed that the curriculum and pedagogic management aspects (e.g. on improving learning, improving teaching, learning and assessment) and the organisational management aspects (e.g. on health and safety in school) of their development were the most useful in terms of the development of their day after day roles and responsibilities as school leaders.

Male participants, however, indicated that the following organisational management areas of practices were less useful in their preparation to be effective school leaders (distributed leadership, policy creation, introduction to public policy in Cameroon and change management) and one unit of emotional intelligence (on managing interpersonal relationships).

**Appendix 16**, meanwhile, shows that female school leaders also broadly agreed that they had been prepared with respect to the 30 aspects of leadership development. The female participants, however, particularly strongly highlighted that aspects relating to the development of emotional intelligence (e.g. on managing interpersonal relationships, self-development as a leader), curriculum and pedagogic

management practices (e.g. on improving teaching and learning, learning and assessment) and their organisational management practices (e.g. on research in education) were the most useful areas of development in their everyday roles and responsibilities as school leaders.

There was little significant difference evident in the results between male and female participants, therefore, except that female participants generally afforded higher scores to the aspects of leadership development associated with emotional intelligence than did their male counterparts.

#### 4.2.3 Age Group Factors

The age groups of the total sample of aspiring head teachers and head teachers (n=190) are shown (in percentages) in Table 3.1. Of the three age groups (under 30, 30-45, over 45) aspiring heads (Ahs) n=143 (28%, 58% and 14% respectively) and head teachers (HTs) n=47 (15%, 55%, 30% respectively). The aspiring head teachers, therefore, tended to be younger than the head teachers, although the most common age range for both aspiring heads and head teachers was 30-45 years.

**Appendices 17, 18 and 19** show that respondents in all the age groups identified curriculum and pedagogic material, especially aspects relating to improving teaching and learning and learning and assessment, as particularly useful areas in their leadership development experiences. In relation to organisational management practices, however, there were some differences between the age groups with the oldest group identifying health and safety as a particularly important area for them,

the middle grouping focusing on research in education and the youngest group including research in education, health and safety, and quality management as the most useful areas in their development experiences.

These findings would seem to indicate that younger and mid-career leaders are more aware of the contribution that educational research can make to their practice but they also show, however, a relative lack of concern or engagement across all age groups with issues such as public policy, organisational management ideas such as distributed leadership or change management and core educational values such as inclusivity and community engagement.

#### **4.2.4 Experience in Role Factors**

Table 3.1 categorises the aspiring heads and head teachers by time in post (less than 5 years, 5-15 years and more than 15 years). Among aspiring heads these figures were 36%, 56% and 8%, respectively and among head teachers' 34%, 53% and 13%, respectively. Over 25% of the sample had held the position as aspiring heads *before* becoming a head teacher, with 75% serving as aspiring head teachers. Prior to taking up headship in their current schools the majority (56%) of school leaders had not been appointed as head teachers despite having served between 5 and 15 years in schools (these were likely to be primary aspiring heads). Very few aspiring heads (8%) had worked outside of the educational sector before employed as a teacher and none outside of education for more than 15 years, compare to 13% of head teachers.

**Appendices 20, 21 and 22** show that respondents with more than 15 years' experience and between 5 and 15 years' experience were satisfied that they had been prepared for leadership in all 30 of the aspects of leadership development listed in the questionnaire. Those with less than 5 years' experience agreed with respect to 29 of these aspects but were neutral with respect to 1 aspect (policy creation). Once again, aspects relating to improving teaching and learning and learning and assessment were cited as particularly useful, as were health and safety and research in education.

#### **4.2.5 Types of School Factors**

Of the questionnaire sample, just over 47% of aspiring heads and 45% of head teachers worked in private schools; 37% and 23%, respectively, in state schools and 16% and 6%, respectively, in faith schools (i.e. Catholic, Baptist, Presbyterian or Islamic).

**Appendices 23, 24 and 25** breaks down the LMDQ findings by type of school and once again show a broad unanimity of response with a general level of agreement that the 30 identified aspects of leadership development were covered in their leadership training. The curriculum and pedagogic aspects of improving teaching and learning and learning and assessment, and the organisational spheres of health and safety and research in education were again scored most highly by respondents when the results were broken down by type of school for developing their leadership qualities and school within the educational system.

The only real difference in LMDQ results by school type was that state school participants seemed to view organisational management factors (e.g. on strategic management in schools, history of education in Cameroon, policy creation, legal aspects in school management and career counselling management) more favourably than their counterparts in private and faith schools, perhaps reflecting their closer engagement with public policy demands.

### **Summary**

In many respects the results from the LMDQ, however they are broken down, present a consistent picture. Each of the 30 aspects of leadership development contained in the questionnaire is recorded as useful, to greater or lesser degrees, by respondents, however those respondents are categorised. That said, if we investigate a little deeper some interesting conclusions can be drawn. Consistently the most highly ranked leadership development aspects were those relating to teaching and learning, learning and assessment, health and safety and research in education. In this regard, both head teachers and aspiring head teachers appeared to particularly value training that they saw as developing their skills in direct teaching activities and in obvious pastoral responsibilities (e.g. health and safety responsibilities). In contrast, a range of other leadership development aspects appeared to be less highly valued. These aspects included distributed leadership, change management, policy creation, using data to raise achievement, quality management in education, financial management, career and counselling management, introduction to public policy in Cameroon and legal aspects in school management.

What is striking about these findings is that although Cameroon's school system is operating in a time of fast-changing resources, responsibilities and expectations, many current and aspiring school leaders apparently retain a relatively narrow understanding of the skills required to be an effective school leader. In this respect the findings from the LMDQ suggest that it would be worthwhile exploring through the more qualitative research tools the extent to which school leaders recognise that modern school leadership requires a much broader portfolio of skills than simply good teaching and pastoral skills, and how this broader portfolio might be developed in a context such as in Cameroon.

#### **4.3 Views on the Importance of Management and Leadership Development Programmes**

This section collates the findings from the field document analysis and interviews (formal with the sample participants but also informally with officials in the centre government) which relate to the first research question, seeking to assess the extent to which leadership and management training is considered important in a Cameroonian context. In this regard this section considers how school leadership is addressed in official field document analysis and in interviews with system leaders, and where leadership training is placed in relation to other forms of interaction between central government agencies and school leaders. This evidence is then compared with that acquired from head teachers and aspiring school leaders themselves.

### 4.3.1 Central Government Agency views on the Management and Leadership Development Programmes

The guide for head teachers produced by the Cameroon Ministry of Basic Education identifies seven main areas in the management and leadership role of a head teacher which national inspectors look out for when measuring the effectiveness of a school:

First, the degree to which the school leader is ‘effective’ and ‘efficient’ within his/her personal management role as a school leader; second, emphasis on the representative’s emotional intelligence in leading his/her school; third, the degree to which the curriculum and pedagogic functions of the head teacher is ‘effective’ and ‘efficient’; fourth, the effectiveness of managing a school; fifth, school leaders’ engagement in encouraging a developmental management culture; sixth, effectiveness in community management and how individual school leaders and schools work within the educational system (CMBEMUtt77-Utt88).

Exploring this further with the national inspectorates of primary and nursery education, it was noted that:

MINEDUB’s priority actions for the past years have been set up in the following areas: improve methods of teaching in mathematics and reading; validate the core skills, develop the curriculum guide and train inspectors to improve the educational system. Improve pedagogic quality and ensure that head teachers’ thinking relates to their context, including teachers’ mind-sets, moral issues and rules. A robust supervision process is very important (CMBEMYUtt167-Utt175); technical skills may include assessing, planning, observing, research and evaluation skills – all of which are important for head teacher development (CMBEMYUtt179-Utt182).

Likewise, in an interview with the Regional Delegate of Basic Education in Buea it was stated that:

head teachers are the guardians for both internal and external stakeholders and are expected to guarantee a culture and ethos of challenge and support where all staffs and pupils can attain success and become engaged into their own learning (CMBEMBUtt38-Utt43).

A range of other perspectives on what makes a good head teacher could also be found in the meetings with policymakers, inspectors and other representatives of central government agencies. For example, The National Inspectorates of Basic Education added that:

It is the head teacher's role to create a partnership with the PTA team members and senior colleagues at the educational system level, in developing the learning environment for staff and pupils; promoting the achievement of all learners by working in partnership with families and community members, and mobilizing community resources campaigns and incentives (CMBEMYUtt152-Utt158).

and then:

School leaders are accountable to a broad range of stakeholders, particularly pupils, parents, PTA Management Board, charities, health professionals, administrative staff, teachers, mayors and traditional and religious authorities. They are accountable for ensuring that pupils enjoy and benefit from high quality education, for encouraging communal responsibility within the whole school community and for contributing to the education service more widely (CMBEMYUtt143-Utt151).

and further:

In carrying out their roles and responsibilities as educational leaders they should promote the success of all pupils by facilitating development opportunities, communication, performance management and implementation of a vision of learning that is shared and maintained by the school communities (CMBEUtt89-Utt96).

The Director of Human Resources at the CMBE also articulates similar views:

They are responsible for inspiring school leaders with a purpose and a belief in their profession, but they need to be sensitive about cultural equity and in managing conflict; they need to encourage and empower a developmental culture for both individuals and teams, encouraging stakeholders to help focus team efforts, to develop a learning climate within schools and a safe and orderly learning environment that is adapted to the local context (CMBEMYUtt236-Utt244).

What is striking in the above evidence is that policy-makers appear to hold strong and clear views as to what is expected of head teachers and, indeed, often invest

head teachers with quite significant responsibilities for developing schools, teachers and wider communities, but there is little sense of a coherent strategy for realising these expectations in a consistent way. Indeed, the explicit (in the first quotation above) and implicit expectation (in the remaining quotations) is that these attributes of a head teacher are to form the basis for inspection regimes. In other words, head teachers' skills are almost assumed to be fully formed on appointment; there is little sense in the above quotations of an idea of progression from aspiring head, to new head to experienced head, and the role of the centre is portrayed as one of validating that head teachers are in fact effectively delivering these ideals, rather than one of providing structures to help them develop these skills. This inspection / regulation led approach to the role of the head teacher would appear to attach little importance to management and leadership development as a process applicable to head teachers.

Further exploration of the evidence can add a fine distinction to this initial impression, however. For example, the Director of Human Resources at the CMBE explained in his interview that head teachers are struggling

to develop and maintain a culture of high expectations for themselves and for others and to take suitable engagement when performance is unsatisfactory; to review their own practice, to set personal targets and to take responsibility for their own personal development; but, they can learn through their jobs to manage their own workload and that of others to have a suitable work/life balance (CMBEMYUt245-Utt252).

Whilst, on the one hand, representing a candid assessment that the ideals articulated previously regarding what constitutes the school leader's role may be difficult to attain in practice, the above quotation, on the other hand, meaning to offer

a solution in the form of a particular developmental model: that of on-the-job training. School leaders need to “set personal targets” “to take responsibility for their own personal development” and to “learn through their jobs”.

The Director of Human Resources expands on these ideas later, to say that head teachers need to be:

committed to their own continuing professional development and to manage themselves and their relationships despite the lack of a structured development programme. They should support schools in developing a professional learning community which facilitate others to achieve and develop through performance management and effective continuing professional development practice, because it is the duty of the head teacher to support all staff to attain high standards; to equip themselves with the competence to deal with the complication of the role and the range of leadership skills and performances required of them (CMBEMYUtt253-Utt264).

Again, this is candid in acknowledging the lack of a structured programme, but this lack can be corrected, in the Director’s view, by school leaders themselves working to build professional learning communities so as to support aspiring leaders within their schools in their development to leadership responsibility.

He expands on the background to this on-the-job-training assumption elsewhere in the interview:

In Cameroon head teachers are trained to become professional teachers and not specifically as head teachers, so the most part of their training deals with pedagogy. In the higher teacher training programmes they have school administration courses that enable teachers with financial management skills to support the development of their schools. Cameroon education authorities seem to have the objectives but how to achieve these efficiently in the field is challenging because they seem to lack personnel with the right skills to support the development of head teachers. I believe the government is willing to support such initiatives and they will do that at the right time. Policy documents generally give the impression that 'As a bricklayer you learn your job by doing' it; which implies that rather than learning leadership as it is known by others, school leaders in Cameroon make sense of their own leadership learning experiences, discover and cultivate leadership in themselves and in each other, not in isolation but as part of a community (CMBEMYUtt264-Utt284).

This impression of on-the-job-training as being the default understanding of leadership development in the Cameroonian educational system is further confirmed by school leaders themselves who describe a school leader as someone who:

illustrates a clear pupil-centre vision and purpose ensuring pupils reached their potential. They maximizing young people well-being and achievements was at the heart of schooling. Getting the finest or most out of stakeholders was associated to the philosophy, leadership approach and personal skills of both head teachers and aspiring heads professional development (SIMUtt311-Utt318).

In other words, we see again here that sense of head teachers managing their own development and those of others.

Taken together, then, although official policy documents place much more emphasis on inspection than on development and although they tend to assume a paradigm in which teachers are appointed based on pedagogic experience and learn other leadership skills on the job, there is an understanding, at some level, of the potential importance of more formal leadership development programmes. This understanding, however, is tempered by a lack of existing structures and a lack of resources.

This picture can be confirmed by the evidence from meetings with the National Inspectorates at the CMBE. In describing their remit, they say:

We inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages. We engage with school communities to secure equity and entitlement. We collaborate with schools in order to share expertise and bring positive benefits to schools (CMBEMYUtt124-Utt130).

In the above quotation the role of the inspectorates is portrayed as collaborative as well as regulative. At least in part, their remit is to share expertise and knowledge and this can be seen as, in some sense, an agenda that could incorporate a leadership development function. This is made slightly more explicit elsewhere in their interview:

Governance is an important agenda for MINEDUB, MINEDUC, UNESCO, UNICEF, MINEJEUN, World Bank and other charitable organisations are investing in the careers of learners, teachers and school leaders (CMBEMYUtt199-Utt201).

This same recognition of the need to invest further in the development of school leadership is evident elsewhere in the documentary and interview data. For example, the Director of Human Resources (DHR) at the Ministry of Basic Education encouraged head teachers to:

endeavour to carry out projects that support staff to develop good professional habits, while the government should aim to empower head teachers to understand the system and also encourage them to do their best in contributing to system performance (CMBEMYUtt285-Utt290).

While the General Inspectorate, discussing the CMBE road map for the year 2012, identifies its targets as:

Developing strategies which secure high standards of behaviour and attendance (CMBEMYUtt336-Utt337); taking a strategic role in the development of new and up-and-coming technologies to improve and broaden the learning experience of pupils; monitoring, evaluating and reviewing classroom practice and promotes improvement strategies (CMBEMYUtt203-Utt207).

There is some, albeit limited, evidence, therefore, of a desire among policy makers and central bodies to play a mediating and enabling role in the development of

school leadership (if this is understood broadly) and a recognition that this responds to an international interest in improving school governance and leadership. There is also, as we have seen, a sense of the varied skills required to be a school leader. This recognition of the importance of school leadership is limited, however, by a lack of consistency in the understanding of the extent to which leadership skills can be developed through on-the-job-training (there is a general assumption that they can, but this is tempered by the quotations above which suggest that further expertise and external input may be necessary). Furthermore, the importance of developing school leadership is clearly hampered by the lack of a clear strategy or framework for developing school leaders and thus for ensuring that the skills which policy-makers expect of them are actually developed, realised and delivered in practice.

#### **4.3.2 Schools and School Leaders views on the Management and Leadership Development Programmes**

These shortages appear to be recognised and keenly felt by school leaders themselves in Cameroon. Thus, representatives from School H indicated that:

The assessment of the quality of the in-service training in schools remains problematic, especially in regions dependent on divisional inspectors. It is the responsibility of the educational system to develop and maintain a structure of high expectations for self and for others and to take appropriate action when performance is unsatisfactory (SHMUtt302-Utt309).

while, in School L, school leaders argued that it is the responsibility of the educational system to develop head teachers to:

create an organisational structure which reflects the school's values, and enables the management systems, and processes to work effectively in line with legal requirements; manages the school's financial and human resources

effectively and efficiently to achieve the school's educational goals and priorities (SLMUtt347-Utt353).

Other teachers go on to say:

Most teachers in Cameroon have asserted that leadership education programmes must be prepared by the government in order to enhance the expertise of aspiring heads. Developing leadership programmes for teachers is an important first step in achieving the millennium goals which are prerequisite for human growth and the development of educational psychology (HAH2Utt23).

and two other school leaders add:

Structures are needed to support the development of school leaders in Cameroon (LAH2Utt23). My job as a head teacher has helped improve and develop my strategic leadership expertise, specific technical knowledge skills, motives and ability which are expressed in actions and behaviour of teachers towards teaching and learning (KHT1Utt18).

## Summary

To conclude this section, therefore, the evidence from Cameroon suggests a somewhat mixed picture in respect to the perceived importance of management and leadership development programmes for current and aspiring school leaders. On the one hand, there is no formal, structured leadership development programme and the dominant assumption in policy documents and among policy-makers is that head teachers learn their skills on-the-job and that the role of the central educational system agencies is to inspect and validate the delivery of central expectations for head teachers. On the other hand, there is at some level a recognition among policy-makers that they do have some role to play in sharing expertise and developing skills, and that there is a need to expand and invest in these functions, and there is

also a clear openness on the part of current and aspiring school leaders to the idea of formal management and leadership development programmes.

#### **4.4 Perceptions of Current Development Opportunities**

This section explores what the evidence collected during this research can tell us regarding the second research question, which seeks to understand how head teachers and aspiring head teachers in Cameroon perceive their own leadership development opportunities. The section will focus particularly on what can be collected from the field document analysis and interview based evidence regarding the nature of current management and leadership development processes and what school leaders in Cameroon actually do in relation to developing their leadership skills. The following section will then move on to consider the evidence regarding the effectiveness of these activities.

To begin with, we consider in more detail the perception of the central government agencies as to their role in the leadership development process, focusing particularly on the concrete actions that these agencies see themselves as engaged in to support school leaders.

#### 4.4.1 Perception of the Central Government Agencies as to their Role in the Leadership Development Process

In this regard, the meeting with the national inspectorates of primary and nursery education identified that school leaders are responsive to such support as the centre can offer:

School leaders are eager to engage in developmental projects which improve their school, and it is our internal policy to support the development and learning progress of these stakeholders through their daily practices and through external evaluation (CMBEMYUtt132-Utt136).

Meanwhile, the CMBE indicated that:

At the national level we play a pivotal role in school leaders' development. The educational system is responsible for distributing clear definitions about the critical external educational processes to regional, divisional, sub-divisional delegates and head teachers at the local level (CMBEMYUtt117-Utt122).

and:

School leaders show self-awareness of their leadership role and a genuine concern for self-improvement. Our role is to engage these stakeholders in good learning habits. Leadership can be learned through engaging aspiring heads and responding to their feedback (CMBEMYUtt159-Utt164).

While the Service Head of Nursery and Primary Education explained that the most important mission of the educational authority was to:

develop a vision and strategy that encourages transformational and distributional leadership regarding the internal and external factors that drive the decisions of the educational system (e.g. provide a safe, secure and healthy learning environment; engage stakeholders' involvement in professional development so that leaders can assign tasks to aspiring leaders that will optimize their performance and build successful organisations in effective collaboration with others (CMBEMYUtt106-Utt115).

In general terms, therefore, the central agencies see their role as being distributors of information and best practice guidance and facilitators of a supportive climate

within which school leaders can feel enabled to undertake leadership development activities. In the above quotations, at least, there is little specific sense of what these activities might be, but it is clear that the Ministry and inspecting agencies understand the need to develop school leadership skills but see school leaders themselves as being instigators of specific activities, with the central role being one of general support, sharing and facilitation. Some more detail can be added to this picture, however. In a meeting with the Secretary of the Cameroon Minister of Basic Education it was stated that:

Successful school leaders learn to work together in the setting and achieving of ambitious, challenging goals and targets that support the development of schools (CMBEMYUtt61-Utt64).

This implies an informal network of school leaders sharing best practice and this is an idea that is further implied elsewhere in the evidence. Exploring the nature of leadership support in more detail with staff from the CMBE it was discussed that:

The most effective programmes are school based, provide experience in authentic contexts, use mentors and cohort groupings and are structured to enable collaborative activity between the programmes and school, although there is as yet very limited empirical evidence to support this claim (CBMEMYUtt136-Utt141). Seminars have a large part to play in the learning development of head teachers (CMBEMYUtt95-Utt96).

The picture painted here is one of modest ministry sponsored development programmes, primarily delivered in schools themselves and, as above, focusing on sharing knowledge and best practice between existing school leaders. These early steps towards nationally structured leadership development projects are further discussed by the National Inspectorates:

To maximize human performance within schools there are plans to design a national strategy which will encourage school leaders to be innovative and to

use appropriate new technologies to achieve excellence. This funded MINEDUB project may include support strategies for educational monitoring and a framework for creating a new chain of operational supervision of school leaders (CMBEMYUtt183-Utt189).

Furthermore, the Director of Human Resources at the CMBE added:

Our policy documents tend to assume that the right personnel to support head teachers' in-service training are pedagogy advisers. That is why they have pedagogy seminars in which they learn about their role as a headmaster. Most head teachers have attended financial management training, then teaching and learning seminars that have a large part to play in the learning development of young people, assessment for learning and ICT are other important areas for head teachers' development. These seminars enable our head teachers to carry out their duties effectively (CMBEMYUTT291-UTT301).

What we begin to see in these quotations are tentative steps towards more structured intervention to support the leadership development of school leaders. This is still principally school based and school led but there are suggestions of a trend towards the development of a national policy / framework and to use international support to this end.

#### **4.4.2 Perceptions of Schools and School Leaders Role in the Leadership Development Process**

If we turn now to the evidence gathered from school leaders themselves we can see how the issues discussed above are reflected at the local level and, in particular, more detail regarding the leadership development opportunities within schools`

Thus, in school K, respondents discussed how:

The head teacher is chiefly responsible for building capability across schools and for establishing a culture of professional and personal development in

schools around the region. In fact, both the head teachers are good at identifying the development needs of aspiring heads and know how best to address their development once a structured framework is provided. Successful heads are particularly skilful at developing leadership capacity within the school by sharing accountability and distributing leadership access to senior team members (SKMUtt332-Utt341).

While in school G, school leaders considered head teachers as instrumental to leadership development, describing them as:

sympathetic leaders, avoid stereotyping or judging too quickly, and they live their lives in an open, honest way; people with strong social skills are characteristically team players. Rather than concentrate on their own achievements, they assist others to grow and stand out. They can manage difference of opinions, are outstanding communicators, and are masters at building and maintaining relationships (SGMUtt228-Utt234).

These passages triangulate the information from the central documentation suggesting that head teachers are the central figures in on-going leadership development activities. In these two schools the head teachers are instrumental in pushing forward a leadership development agenda both through identifying needs, distributing leadership responsibility and establishing informal best practice networks.

There is also substantial evidence of the mix of on-the-job training experienced by four school leaders in Cameroon. Thus, we see evidence of distributed leadership as a key aspect of leadership development as explained by five school leaders:

The on-the-job training that I have received deals with a wide range of situations, like complex human resources issues; reorganisation of staff roles; recruitment; retention and staff capability performance issues(KHT1Utt7).

On-the-job training has enabled me to develop fundraising skills to raise money for the school and carry out my administrative duties like assessing teachers' lesson plans, check their classrooms management skills and whether teaching and learning is effective; carry out peer assessments and

hold departmental meetings to update myself on strategies for the smooth running of the school (AHT1Utt18).

These meetings have frequently helped head teachers to be able to share their visions with colleagues and to understand more about health and safety issues within the school, strategic management issues in schools (AHT2Utt50). I have learnt that as an aspiring head it's important to allow colleagues to reflect on your role and your headship capabilities (IAH2Utt57). I have contacted colleagues on issues around classroom management, personnel management, human resources management, assessment for learning, liaising with parents and external stakeholder's team building (IAH2Utt55).

By joining informal groups, teachers can learn to build stronger voices, stand for their point of views, learn to put into effect leadership with their colleagues, offer a case of the diversity of contexts, content, and collaborative engagements achievable when teachers are learning outside of school (MAH1Utt45). Through these methods I believe head teachers in Cameroon have been able to share knowledge over the years. This is the way we do our own things here and these methods have been very effective for many years (DHT1Utt48).

I will continue to say leadership learning from colleagues is important, the government must support schools and the teacher unions to provide stronger leadership within and outside schools and to provide leadership training and early career and on-going professional development for Cameroonian head teachers (HHT1Utt64)

I want to believe that learning development had helped improved my expertise and behaviours as a head teacher (CHT1Utt18). The second key theme of effective instructional leadership derived from our in-service training was learning, growth, and staff development; as well as collaborative partnerships in the community (JHT1Utt22). These have helped to support my staff on instructional leadership practices, addressing aspects of the core technology of schooling including curricular content, general pedagogical practices, pedagogical content development practices (JHT1Utt25).

The paradigm that is evident in the above passages is one in which established head teachers distribute leadership responsibility in order to develop aspiring leaders, supported by informal internal feedback mechanisms. More formal skill development seminars also play a role, however, as is evident in the passages quoted below by eight school leaders:

We studied psychology, child psychology, philosophy, pedagogy, professional ethics (AHT1Utt4). I developed lots of experience in mathematics, history; French, English language, literature and general pedagogy were relevant areas of studies for my own professional development as a community leader (MAH1Utt4).

I had also to attend many seminars on financial management, performance management that were relatively important to develop my leadership skills (HHT1Utt6). Leadership seminars for head teachers in Cameroon are mostly carried out on issues around diversity in teaching and learning, health and safety matters, improving public relations are the lead policy division for head teacher training in Cameroon (HAH2Utt6).

The area of studies that I can remember is educational planning that I did at school is helping me a lot to see how to organise and manage projects (GHT4Utt18). I took a module on strategic management in school and wrote an interesting piece of work about the 'human rights of primary school children' (EAH1Utt19). Learning development, teaching and learning, research and development that enables me to enhance pupils' understanding of the 16 subjects that I teach (FAH2Utt13). In my teaching practice we had the opportunity to analyse the everyday pedagogical practices of a teacher using particular theory, and bridging the gap between the theory presented and teaching practice was very important (JHT1Utt20).

A further quite significant theme in the evidence is the role of leadership development opportunities outside of the formal school setting:

Outside the professional setting teachers and head teachers must serve as leaders for student learning. They also must be able to permit and encourage teachers to exercise leadership outside the classroom (MAH1Utt42).

This association frequently take shape in different forms like community group meetings, church meeting gathering that we discuss about many different aspects of the community (CHT2Utt37). I have similarly developed my leadership skills in my tribal or neighbour meetings. In one of my social gathering meeting I am the president, in other meetings I am the financial secretary and in other meetings the minutes secretary (AHT2Utt43). A case study of learning from tribal meetings is prefaced by a briefing on the creative and cultural leadership which can be submitted as part of my professional development (JHT1Utt66).

Collaborative action research with others from inside and outside the school (MAH1Utt49) have been organised which encourage transparent, inclusive, collaborative efforts that include greater use of distributed leadership (LAH2Utt50). I have had the opportunity to travel widely and shared vision with other schools in the country and learn how they lead their schools with other people outside the school and also to assimilate and copy good

practices on improving teaching and learning from them (BHT1Utt53). Networking also has aid this process before and within the leadership role (EAH1Utt41). Out of the school premises we equally learn because the outside world is full of diversity of different behaviours (IHT1Utt67).

We have the PTA, which is extremely important for our school community (HHT1Utt61). I have learned very much within these collaborative working practices with the PTA members, inspectorates, ministry of basic education workers; lecturers from GTTC and ENS have been extremely helpful in my professional development as a head teacher (HHT1Utt63). As regards to school leadership we have support from the school governing bodies similarly provide their own support (IHT1Utt64). Working with other external bodies and government authorities provided me with the leadership capability to work as a team in developing learning resources for my school and other learning institution (EAH1Utt33).

Leaders in other works of life, bring a wealth of knowledge and experiences from their field to some of the meetings that I attend (HHT1Utt67). In our Presbyterian head teachers meeting for example I am the secretary. In one of my tribal meetings I am also the secretary (DHT1Utt50). I am also the secretary in a meeting of men that I attend. There is another meeting that I am the president (DHT1Utt51).

In these meetings I have also developed projects with students, administrators/community leaders/politicians, potential funders to bid for resources and to encourage community learning and development (IAH2Utt61). Good leaders, for my own opinion were found to take their leadership to the community. Such a refreshing stance was to liaise in developmental projects that support learning for people in the community (HAH2Utt51).

In our community context we learn about social aspects from the people with whom one interacts – colleagues, friends and pupils (MAH1Utt52). I have supported parents, and colleagues in different meetings to enable their understanding on how to organize and manage these meetings (IAH2Utt60). Current ICT functions within none professional setting, building on learning from the leadership strategy has been very helpful for my professional development (LHT1Utt65).

Aspiration of learning is how different individuals are motivated to learn different aspects of their community. My greatest development has been providing access to learning focuses on removing the barriers to learning, physical, social, environmental, emotional and educational support of the people that I frequently associate with (DAH2Utt43).

Leadership learning in non-professional settings involves a process of recording and reflecting on learning and widening your range of transferable skills like accountability, managing projects or learning development with the support of colleagues or shared learning from networking partners

(IHT1Utt88). The leadership learning in non-professional settings provides opportunities for us to reflect on leadership styles, school climate, curriculum, assessment and much more (KHT2Utt64).

These passages serve to build up a picture of how school leaders and aspiring school leaders often fulfil dual roles as pillars of the community and it is evident that there is some considerable degree of cross-fertilisation of leadership skills between the school and the non-school environments. The role of teachers in the community in Cameroon is clearly an aspect of leadership development which needs to be factored in to any formal leadership development structure.

Finally, as was shown earlier in this section, the central authorities are now taking some steps to develop more structured leadership development opportunities for school leaders and there is some evidence from the interviews with school leaders that these are having an impact:

Inspectors visit our school frequently and provide forms for needs assessment (HHT1Utt59). There is a good filing system that I can use to contact relevant stakeholders should there be any need to 'consult with all staff: collaborating and working with colleagues and others is a very important issue that I have learnt from colleagues (JHT1Utt71).

Since our school become a practicing school we have had lots of visitors to provide professional development. We have had visitors like inspectors, the ministry of basic education, teacher training -ENS and other training institutions coming here to support the development of teachers and myself (HHT1Utt57).

In Cameroon pedagogy seminars are organised two times a year for school teachers and three times in a year for school leaders (EAH1Utt38). These seminars are organised at the national level, then it get down to the regional level, sub divisional level. We attend the seminars at the sub divisional level organised by the inspectors (GHT4Utt45). These seminars are very necessary because we share visions among head teachers and learn about different aspects in educational leadership (DHT1Utt39). These seminars host a large crowd of teachers and school leaders (GAH2Utt37). Even after our seminars we are frequently obliged to brief other head teachers in seminars before we all attend the regional seminars (KHT2Utt50). It also provides love

of learning and the skills for learning in every student and staff member (KHT1Utt41).

The content of these training programmes are very rich, especially with the new idea of ICT, we have had seminars to improve our standards on how to incorporate ICT in teaching and learning (CHT1Utt35).

Some seminars we have learnt about how creating a new leadership practice--one with a moral dimension based on purpose, values, and beliefs--can transform a school community (MAH1Utt38). Our last seminar theme was on learning development incorporating aspects of inclusion, family life, health issues on HIV and how to incorporate our diverse population in our teaching and learning activities (HHT1Utt44). I will say the seminars that we regular attend help distribute leadership, so that there is capacity across the school, and it builds networks and relationships outside the school to support learning (GAH2Utt41).

Overall, the evidence relating to perceptions of school leadership development opportunities indicates an emphasis on on-the-job-training mechanisms, which generally ties in with the findings in section 4.3. The nature of this on-the-job training is quite varied and complex, however, with some aspects that might be seen as peculiar to a Cameroonian context, or, at least, different to a Western paradigm. Distributed leadership, networking and peer support all play significant roles but their application is largely informal and ad-hoc, although there are some attempts to provide more structured opportunities for aspiring school leaders. Finally, it is clear that leadership development in the wider community is especially significant.

#### **4.5 Effectiveness of Current Leadership and Management Development Arrangements**

The preceding section has provided an insight into what opportunities are available to school leaders and aspiring school leaders in Cameroon to develop their leadership skills. The findings in 4.4 suggest that a mix of on-the-job training, out-of-school seminars and leadership development in non-school settings are each valued by school leaders as providing opportunity for development. Although there are clearly some positive dimensions to the school management and leadership structures in Cameroon the interviews with school leaders also revealed that the effectiveness of the system was compromised by a number of factors.

This section builds on the findings of 4.4 by considering in more detail the effectiveness of current management and leadership development provisions and the views of school leaders regarding weaknesses in the system.

A recurring issue highlighted by school leaders is the negative impact of poor governance on their leadership development opportunities. A number of themes are evident here, including the overall management of the educational system, financial management and the process for appointing head teachers.

#### 4.5.1. Overall Management of the Educational System

For example, in relation to the education system seven school leaders commented:

The Cameroon education policy also has a very big effect on the way teachers are developed because of limited democracy in the country. There is frequently a struggle about democracy in the country and issues are frequently imposed on school leaders (LAH2Utt18). Some may be assuming that the Cameroon educational system is not in the right state because most of the time the educational policy is not administered by us teachers in the field but those who hardly understand the teaching field (LAH2Utt10).

and:

In most cases the best rarely have the opportunity to influence or intrude and carry out services in the right manner even though they understand that it is their duty to act in the right manner (GAH1Utt65). Leadership in school cannot be effective because most schools have lots of challenges. The school leader is not in power financially. Most school working environments are not very accommodative. Most of the school policies that the education authorities impose on school leaders are not in harmony with the daily running of schools. There are frequent changes in educational policies and it is extremely hard for most educational ministries to move ahead because of these changes and that's why they are really backward (LAH2Utt27).

and also:

They should learn to develop policies, improve quality, increase efficiency and increase participation in financing the development of school leaders (JHT1Utt37). Another weakness faced by Cameroon's education system is the lack of accountability for school functioning and performance is weak because there is no code of conduct and because school curricula do not include the promotion of ethics to instil fundamental values in our future citizens (MAH2Utt22).

Even to this day the education system of Cameroon comprises many systems, the apparent weaknesses of central approaches; coupled with the rhetoric of decentralisation (JHT1Utt34)... has resulted in the administration of schools differing between the government, private and faith schools (DAH2Utt15).

They can create a new legislation today and the next day the law is no longer there (BHT1Utt34).

One way to go ahead with the innovation is for the state to harmonize school management and provide equal opportunities for all school (IHT1Utt42).

These respondents, therefore, highlight a lack of consistency in policy making and a lack of expert policy formulation, combined with a significant variety within the schooling system itself as together inhibiting the potential development of school leaders, who end up having to try to develop their skills against a backdrop of changing demands and multiple systems.

#### **4.5.2 Governance Centres on Financial Management of Schools**

A particular aspect of this concern about governance centres on financial management with a number of school leaders commenting:

Governance is a major challenge to Cameroon school leaders' development. The frequency of bad governance affects most economic transactions and hinder the delivery and quality of services rendered (SGMUtt222-Utt225).

There are two main concerns with the educational system: the inefficient management of the system and the lack of accountability regarding the allocation of resources (SEMUtt50-Utt52).

The Cameroonian education system still faces many challenges in providing a good learning environment and weaknesses in the governance and management of education in a global learning environment (IHT1Utt48). Putting into practice of what I learnt in Denmark and the refresher courses in Cameroon have also helped me to grow because of my personal contributions in developing a financial management package for schools has been very beneficially for my own professional development (JAH2Utt13).

Respondents here highlight poor financial management as having a negative impact both through a general corrosive effect of lack of accountability for financial decisions with this resulting in inefficiency and a reduced quality of service.

### 4.5.3 Lack of Transparency and clear Selection Criteria for the Appointment of Head teachers

Another significant concern mentioned by ten school leaders was a lack of transparency and clear selection criteria for the appointment of head teachers:

In Cameroon, for example, anyone is allowed to become a school leader even if they have the experience or not (EAH1Utt23).

Nepotism and favouritism are now the order of the day so far as appointments are concerned. They do not follow merit (GHT4Utt28).

While there is considerable consensus about the criteria for effective leadership, this is not reflected in actual appointments: head-teachers receive promotion on the basis of seniority in their teaching career, and must simply have been acting head teacher for a year prior to their substantive appointment and have a relevant qualification before they can be appointed as head teacher (LHT1Utt36).

Head teachers should not be recruited because they are of a particular family (FHT1Utt52).

Take for instance of appointing a grade two teacher as a head teacher. This is not a good practice when there are many grade one teachers out there and those with degrees in practicing schools are not yet head teachers (KHT2Utt72). They do not know their mental capacity but because of the ethnic group system in Cameroon you see people who are not fit to be head teachers in school and frequently they produce very poor results that do not benefit pupils or the Cameroon educational system (BHT1Utt73).

School leaders should be appointed and not nominated because in Cameroon leaders are appointed by those who are not aware of the school realities (LAH2Utt56). The government should select head teachers based on competence. They should appoint teachers who merit to be head teachers.. This should be teachers with outstanding teaching experiences who can really handle a school (HHT1Utt71). I will sincerely advise the government to tailor school headship positions in the form of climbing a recognised ladder that is known to all in the society (BHT1Utt68). There should be a career profile database for head teachers and this should be well known by the stake holders to use as a nominating tool for school leaders (LAH2Utt58). The government should appoint personnel in different regions or provinces to take care to the leadership development of teaching personnel and head teachers in their areas (CHT2Utt45).

Although the previous section highlighted many inspiring examples of good school leaders promoting distributed leadership, networking and developing a cadre of aspiring leaders, supported by centrally and locally organised best-practice seminars, it appears from the comments above that these development activities occur in spite of the system, not because of it. Many aspiring school leaders appear to be discouraged by what they see as a confused and disorganised system, with a distinct lack of transparency over the development of policy, the allocation of resources and the appointment of head teachers.

#### **4.5.4 The Extent to which Resource Challenges undermine the Potential for Effective Leadership Development**

This brings us to a further issue, namely the extent to which resource challenges undermine the potential for effective leadership development. Here there is a mixed picture:

There are limited resources for the educational system to develop and maintain effective strategies and procedures for staff induction, staff development and performance review, with resources being insufficient to ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals (CMBEMYUtt193-Utt198).

This extract of field notes gathered from staffs at the Cameroon Ministry of Basic Education highlights the problems of developing robust leadership development structures in a resource poor context. There are some more positive reports at a local level, as one aspiring head and one head teacher explained, however:

In recent years, most government schools in Cameroon have been well built by the Chinese and we are hoping that such support could be extended to build our own schools (AHT1Utt62).

There are so many great developments in these school compare to the time when I had just joined the school. We now have a library for the children to read. We now have water and a very good toilet system. There is light whereas before there was no electricity.. Every facility that we now have today has been out of my hard work (FHT1Utt37).

These signs of investment, however, are mainly focused on infrastructure projects and there seems to be little additional resource to devote to training and skills development for school leaders and aspiring school leaders.

#### **4.5.5 Lack of Structured Management and Leadership Development Programmes**

Perhaps the most common area of concern among those interviewed was related to the lack of structured management and leadership development programmes:

There have been no innovations focusing on system-wide school improvement programmes that encourage school leaders' development (MAH1Utt3).

Develop a national leadership curriculum and an assessment framework or league table.... We need to consider how to take the entire team concept to the next level through rewards and incentive management (BHT1Utt12).

The in-service training that is provided in school does not have any curriculum and the government does not have any standardized methods of evaluation for school leaders' leadership development (KHT1Utt23).

There is no specific leadership training for school leaders in Cameroon (BHT1Utt20).

The introduction of leadership and management development programmes is very much needed in accordance with the schooling legislation in Cameroon (JHT1Utt31). As I said already the government should provide a very structured training programme for teachers and school leaders. We need to ensure that programmes are designed with stakeholders in mind. (LAH1Utt35). A lack of learning resources and support for the leadership development of school leaders are really a hindrance for children learning and our own professional development (JHT1Utt36).

Although school leaders in Cameroon work hard to develop leadership abilities the above quotations reveal that there is significant unexpressed demand for a more structured and curriculum led leadership development programme for school leaders with the strong implication that the current lack of structure makes existing provision less effective.

#### **4.6 A Framework for the Improvement of Management and Leadership Development Arrangements in Cameroon**

If we combine the findings relating to the first three research questions, as set out in sections 4.3, 4.4 and 4.5, above, it can be seen, firstly, that there is a clear sense in both central government agency staffs and among school leaders themselves of what the necessary qualities of a school leader in Cameroon are; secondly, that training is assumed to be largely “on-the-job” and that there is not a clearly structured and appropriately resourced training programme for school leaders; thirdly, that there is some good leadership development practice, especially using mentoring, networking seminars and distributed leadership techniques, but also drawing on wider community experience, but, fourthly, that the effectiveness of these approaches is limited by a lack of resources, inconsistent and non-transparent policies and procedures and the lack of structured programmes.

Drawing together these strengths and weaknesses, it is possible to begin to construct a framework for improving management and leadership development

arrangements in Cameroonian schools. This framework will be further developed in the discussion chapter.

Most school leaders interviewed recognised that a prerequisite for an effective framework for the management and leadership development of school leaders was more robust central governance structures in the education system. A number of particular issues were picked out as being required in a revised governance structure as highlighted in the following selections from the interview transcripts:

In Cameroon we have colleagues in private and faith schools with different working conditions that doesn't favour them and those in Government schools seems more better off (IHT1Utt98). If you look at the welfare of faith and private school teachers have no good salary and learning resources but are achieving the best results in the country (AHT1Utt63). It's not a good idea that faith and private school teachers continue to feel isolated in their own country as they do today (AHT1Utt65). The government should increase teachers' salaries; teacher preparation and certification, ICT in schools are very important aspects (MAH1Utt57). The government should also make it possible that the salary of private school leaders should be raised to a reasonable amount. They may never wish to pay us equally like government school teachers but we hope that they one day understand that we are all Cameroonians doing the same jobs and must be treated equally (AHT1Utt61).

The government to have a centralize system that supports the recruitment, development and retention of government, faith and private head teachers (DAH2Utt45). Another important aspect is that the educational system needs to be harmonised because, no matter what each and every school does in the country they must be in line with the educational system supporting schools effectiveness (IHT1Utt97).

What we see in these selections is a desire for a more unitary educational system, in which the same standards (and the same pay and conditions) are applied equally to schools of different characters. This supplements the findings from 4.5 above, in which we saw a parallel wish for a more centralised and merit and criteria based recruitment process for head teachers.

Overall then, there appears to be a consensus that the development of leadership skills among head teachers and aspiring head teachers is dependent on a more centralised and less autonomous and ad-hoc approach to education in Cameroon. It is implicit that structured leadership development programmes need a more centralised and unified educational system to be truly effective and transformational, and that one of the underlying reasons why there has to date been no such structured programme is because the educational system itself has evolved to be too different and self-governing, making it very difficult to apply or to develop common standards and skills for school leaders.

That such common standards should exist and that they should be developed through a nationally established school management and leadership development programme is widely accepted by eight out of twenty four school leaders interviewed for this study, as evidenced by the selection of quotations below:

There should be training institutions that aim to educate and develop outstanding trained teachers into ethical leaders (KHT1Utt57).

If the government establish a school for school leadership development it will make the profession to be more appealing and interesting (IHT1Utt96).

I will strongly advise the educational system to tailor leaders' development in such a way that when people finish their advanced level education, they go and do their teacher training college. When they finish their training and are successful then they can now select those who can become a head teacher and train them to become qualified head teachers (BHT1Utt67).

In Cameroon we have the Cameroon Higher Teachers Training College Yaounde where they train teachers to become school leaders. There is also Bambilli: a resource centre to support the development of head teachers for Cameroon primary schools (KHT2Utt69).

The government could similarly encourage social learning opportunities for NGOs to provide leadership training if they are reluctant to provide such training themselves (LHT1Utt73). In the past years head teachers were usually selected from practicing schools and then send to be head teachers in

a school (GHT3Utt110). Let the practicing schools remain as model schools for head teachers in the country (GHT3Utt111).

I will say leadership in-service training courses should be organised for head teachers who will in turn take up whatever they have learned and support the development of teachers in their institutions because they too are aspiring head teachers (GHT4Utt56).

I will strongly recommend for internal seminars be held within specific schools and their community to help develop the leadership and management of teachers, aspiring heads (FAH2Utt39).

What we see in these quotations is a desire both for a separate structured leadership development programme and for more structured on-the-job and networking provision.

Drawing together all the evidence presented in this chapter, therefore, it is possible to draw up a skeletal overview of how school leaders in Cameroon would like to see leadership development structured in the future.

Firstly, the role of central agencies and policy-makers needs to be reformed.

- School system, and pay and conditions legislation revised to encourage greater conformity between the different types of school in the Cameroonian educational system.
- Greater transparency over financial decision making.
- Head teachers transparently appointed on merit, through open application procedures and through skills and criteria based approach.
- Reallocation of resources to support school leadership development activities.

- Move away from an inspection / regulation / enforcement led approach on the part of central agencies to one where the centre acts as an enabling force within the system, providing developmental structures and standards.

Secondly, a structured leadership development programme for school leaders and aspiring leaders needs to be established.

- Ideally, this should be delivered, at least in part, in a central setting (to help reinforce the conformity between schools).
- As well as pedagogic, curriculum and assessment modules particular emphasis should be placed on the following subject areas in order to address weaknesses identified in the research presented in this chapter:
  - Professional ethics
  - Moral education and human rights
  - Financial management
  - Developing a transformational agenda
  - Strategic management
  - Learning from research in education
  - Public policy in Cameroon
  - Managing extra-curricular activities
- The following areas should be recognised as areas of strength in current provision but should also be supported further through the central leadership development programme.
  - Supporting distributed leadership
  - Continuous professional development through on-the-job training

- Working with the community
- Transferring leadership experience from other contexts
- Supporting aspiring leaders

Finally, the leadership development programme should be conceived as a continuous process and not one that stops once a leadership qualification is achieved. To this end, existing practice in the following areas should be reinforced, better resourced and brought within a more defined structure of expectations.

- Continuous professional development
- Best practice seminars
- Best practice networks

The following chapters will seek to merge the evidence from these findings from Cameroon with international best practice and with evidence from research into this area more generally, in order to develop a more in-depth framework and leadership development curriculum for use in the Cameroonian educational system.

## CHAPTER 5

### DISCUSSION OF THE FINDINGS

#### 5.1 Introduction

This chapter presents the analysis and discussion of the findings identified in the preceding chapter. Having summarised the themes and described the evidence in response to my four broad research questions, I will now relate these findings to the literature reviewed and theorise what these findings can potentially contribute to the deeper understanding of the effectiveness of leadership preparation and management development in preparing aspiring heads for successful school leadership.

#### 5.2 Leadership and Management Development Programmes

The findings from the LMDQ will be discussed briefly in respect to the individual variables highlighted in the previous chapter before a more extended conclusion exploring the validity of this aspect of the study.

##### 5.2.1 Aspiring Heads and Head Teachers Background Factors

If the LMDQ results are broken down by job-role (i.e. head teachers and aspiring head teachers) it is evident that there was a clear progression in the results from the more practically orientated areas of teaching practice (curriculum and pedagogic management) to the more policy orientated areas with those that were progressively more policy orientated (organisation management), scoring progressively lower (see Appendix 13 and 14).

This tends to conform with the other evidence presented in chapter 4 regarding the prominent role of on-the-job-training as a mechanism for leadership development in Cameroonian schools. Scholarly research suggests that on-the-job-training tends to favour the development of practical skills and that, while African educational systems tend towards an on-the-job-training model, higher level organisation skills tend to suffer in this approach (Akoulouze *et al.*, 1999; Kolb, 1998; Lewis and Murphy, 2008; Brundrett, 2002; Bush and Oduro, 2006; Bush *et al.*, 2007). Similarly, Lumby *et al.* (2008) suggest that there is a need for schools and educational systems in African countries to encourage more distributional leadership and these areas of practice also scored relatively less well compared to the rest of the study units.

### **5.2.2 Gender Factors**

If the LMDQ results are analysed according to the gender of the respondents the major difference evident in the responses relates to the extent to which leadership training in Cameroon supports self-development and the management of interpersonal relationships. Female respondents consistently ranked these aspects of leadership development more highly than their male counterparts (see Appendices 15 and 16). As Earley *et al.* (2002) and Rhodes *et al.* (2009) have pointed out, understanding gender differences in respect to leadership can allow for a better understanding of school leaders' leadership development and thus enable development programmes to be better tailored to different needs. In the case of the evidence from Cameroon, it would seem that any new leadership development framework needs to take fuller account of how male school leaders understand and process the role of training in regard to enhancing their own self-development practices and enhancing their management of interpersonal relationships in a school

context. Further research needs to be conducted to understand these differences more completely.

### 5.2.3 Summary

Although the above discussion has shown that some useful insights could be gathered from the LMDQ survey, overall, the survey proved to be of limited value. In general, the results showed little distinction when analysed according to most of the analytical variables. In other words, there were relatively few significant differences in outcomes in the assessment of the 30 units of study (i.e. a relatively small range of results) and, with the exceptions discussed in the preceding two sections, there were no significant differences when the data was analysed by the other targeted factors (i.e. by age group, by experience in role and by school type).

The LMDQ was modelled on a questionnaire used in the context of a functional leadership development training programme in the UK (Rhodes *et al.* 2009) and Malaysia (Singh, 2009) – i.e. seeking feedback from participants in programmes with a defined programme of study. It may be that this format did not transfer well to the less structured leadership development context in Cameroon, where, as we have seen, there is no such structured programme (GESP, 2010). In this context, respondents may not have identified clearly with the units cited in the questionnaire and this may explain the lack of clarity or variation in the results. It may also be the case that cultural factors played apart (Harber and Davies, 1997; Bush and Oduro, 2006). The similarity in outcomes across all the possible analytical groups and the fact that units were consistently ranked highly are particularly striking aspects of the questionnaire findings and it is reasonable that this was due, in part, to a reluctance

to be seen to be critical (even though every effort was made to ensure that respondents understood that the questionnaires were anonymous). We have seen in chapter 4 that aspiring school leaders in Cameroon feel that the appointment process to become a head teacher is not a transparent one, and it may be that in such a context where advancement is dependent on an incomprehensible process there is a more powerful prevailing atmosphere of traditional values.

To the author's knowledge the survey undertaken in this study was the first attempt to apply systematic LMDQ survey methods to understand attitudes to school leadership development programmes in sub-Saharan Africa. Although some suggestive findings were brought together in relation to a greater identification with practical outcomes as opposed to organisational and policy outcomes, and in relation to gender differences, it is clear that, overall, further research is required to explore how best to conduct this kind of survey in an African educational context.

### **5.3 Views on the Importance of Management and Leadership Development Programmes**

The aim of the first research question was to understand the general context of school leadership development in Cameroon. While in the context of some developed countries this would be a task for an introductory chapter or a literature review, there has been very little prior scholarly research into school leadership development processes and structures in Cameroon and consequently it has been necessary to acquire a basis of evidence to inform both this study, and the wider scholarly community, of the current state of leadership development structures in the Cameroonian educational system. In this section of the discussion chapter, the

foundational understanding provided by the findings to the first research question are related to existing literature in order to begin the process of establishing to what extent there is a recognised or widely accepted leadership development framework in Cameroon. It is argued, therefore, that this section represents the first recent scholarly attempt to understand and present to a wider audience how the key Cameroonian stakeholders articulate the overall value attached by their education system to school leadership development, and the expectations that these stakeholders have of each other.

Ultimately, therefore, this section of the discussion provides the background to the more detailed discussion of the current nature of the school leadership development opportunities in Cameroon that follows in the next section and the discussion of the weaknesses in the system as a whole in section 5.5 that then allows the development of a proposed new leadership framework in section 5.6 (research question 4).

### **5.3.1 Central Government Agency views on the Management and Leadership Development Programmes**

Section 4.3.1 set out the findings in relation to the views of central government agencies on the importance of management and leadership development programmes. It was noted that the central agencies generally had high expectations of what school leaders could and should be achieving in their schools and that they primarily took a regulative and inspection led approach. Seven core areas of assessment were identified in the head teacher's guide (Akoulouze *et al.*, 1999; republic of Cameroon, 2005):

- How well school leaders and schools work within the educational system
- The school leader's effectiveness in community management;
- The school leader's engagement in encouraging a developmental management culture;
- The overall effectiveness of the school leader in managing their school;
- The effectiveness and efficiency of the school leader in the discharge of their curriculum and pedagogic functions;
- The school leader's emotional intelligence in leading his/her school;
- The effectiveness and efficiency of the school leader in their personnel management role as a school leader;

Each of these areas of assessment is reflected in the wider body of literature on school leadership. MINEDUC (2000) and the GESP (2010) report for example required that the central agency should be established with a robust supervision process for supporting the development of school leaders within their context, as in other developed countries (Akoulouze *et al.*, 1999; DfES, 2004; Ontario Ministry of Education, 2012). Likewise, schools working with the central agency must ensure that head teachers' thinking relates to their context, including teachers' mindsets, moral compass and rules (Harber and Davies, 1997; Bush and Oduro, 2006). Day (2001) and Lumby *et al.* (2008) highlighted a possible change in influence of

schools, and the central educational authorities have a responsibility to improve pedagogic quality. Thus, emotional intelligence (Goleman, 2011), personnel or individual school leaders' management is considered an important facet of school leadership development (Sammons *et al.*, 1995; Hallinger and Heck, 1999).

The role of the head teacher as set out in the head teacher's guide is therefore founded on well-established research findings but, as we saw in the previous chapter, there is little structured sense as to how these skills might be supported and developed by the central agencies.

Another feature of the central perspective on the head teacher's role in Cameroon, which was highlighted in section 4.3.1, was the importance of the head teacher working to develop partnerships both within the school and with the wider community, as well as using these partnerships to establish and win acceptance for a shared vision for the school.

#### ***5.3.1.1 Importance of the Head Teacher Working to Develop Partnerships both within the School and with the Wider Community***

These ideas also find support in the literature. Day (2001) and Lumby *et al.* (2008), for example, have argued that good head teachers should endeavour to promote collective responsibility within the whole school community as well as engaging actively with the education service more widely, including both internal and external stakeholders, and across multiple agencies, so as to facilitate the development, communication, implementation and stewardship of a vision of learning that is shared and supported by the school communities (see also, Lumby, 2003; Bush and

Glover, 2003; Weindling, 2003; Harris and Spillane, 2008; Bush, 2008; DfES, 2004; Ontario Ministry of Education, 2012). Lumby *et al.* (2008), in particular, promotes the notion that headship is about building a professional learning community which enables others to achieve (see also, Day, 2001; Weindling, 2003; Lumby *et al.*, 2008; GESP, 2010).

A focus on the ideas and goals needed to build professional learning communities is well worth pursuing as a means of encouraging schools and the educational system as a whole to recognize that they must work together to achieve their collective purpose of learning for all.

### **5.3.1.2 Partnership Building and Vision**

Although the Cameroonian agencies appear to subscribe to the ideas of partnership building and vision that we see in the wider literature, these expectations are not transparently included in the head teacher's guide as something that inspectors are looking out for. Although the guide does include an otherwise unclear reference to community management, this appears to refer more to community relations than to the more complex ideas articulated above. This further highlights the current weakness in the structural support offered by the central government agency to school leaders in Cameroon, namely, the lack of a clear and agreed framework for the leadership development of head teachers that all the central agencies are signed up to and which also has the agreement and support of head teachers themselves. What we see instead is a mixture of different expectations from different sources with little sense of a coherent process for establishing and developing these.

### **5.3.1.3 Structured Management and Leadership Development Programme**

Overall, it was evident in the findings presented in 4.3.1 that, in lieu of a structured management and leadership development programme, a significant responsibility is placed on school leaders in Cameroon to work to promote their own personal development. On the one hand, the importance of self-led personal development for school leaders has been noted by a number of scholars. For example, Sammons *et al.* (1995), Hallinger and Heck (1999), Bush and Jackson (2002) each believe that it is important for head teachers to be responsible for their own personal development; and to manage their own workload to allow an appropriate work-life balance.

This revision about the structure of the management and leadership development programmes reflects the evolving role of central agencies is committed to the continuing professional development of head teachers, who are accountable to support the strategic direction for aspiring heads development. It is recommended that both the central agencies and head teachers manage their own workload and that of others to allow an appropriate work/life balance. This is about helping staff combine work with their personal life. The central agencies (the different educational systems), schools and school leaders must take responsibility for their own work-life balance.

### **5.3.1.4 The Role of On-the-Job-Training**

The role of on-the-job-training is also well-recognised. Akoulouze *et al.* (1999) and the Weindling (2003), for example, argue that on-the-job training programmes must be developed to promote life-long learning activities tailored to meet the individual

needs of school leaders at various stages of their career, and these ideas are also strongly promoted in the UK's approach to head teacher development (Brundrett, 2002; NCSL, 2007, 2008; Rhodes *et al.*, 2009).

This evidence gathered suggested the importance of on-the-job-training as playing a major role in school leadership development policy and practice. The central agencies will work with the wider communities and schools to develop an education system that acknowledge the contributions of outstanding head teachers and senior colleagues who have the skills to support individuals or teams on leadership training, CPD in other schools and in the communities.

#### **5.3.1.5 Developing the Content of Head Teacher's On-the-job Programmes**

The argument for the importance of on-the-job-training is generally made from the perspective that both schools and educational systems must think strategically in order to develop the content of head teacher's on-the-job programmes so as to reflect both current research in school leadership, management, and instructional leadership and the policy led expectations for schools and education systems set by government and central agencies (Bush and Jackson, 2002; Lumby *et al.*, 2008; Bush, 2008). Thus, on-the-job training should not just happen "at random" or be an individually led experience but should have a defined content that is aligned to a wider programme of educational philosophy and courses and which should build upon these by integrating and linking them to real on the job experiences (Collins, 2002; Goleman, 1998, 2000; Brundrett, 2002; Weindling, 2003; Rhodes *et al.*, 2009). Furthermore, as both the UK's DfES (2004) and Canada's Ontario Ministry of Education (2012) acknowledge, the content for such on-the-job training for school

leaders should also be linked to the needs and standards set centrally by the state so that the educational system is continually able to deliver in a demographically and technologically rapidly changing world (Weindling, 2003).

It is evident that the central agencies and schools need to think strategically when developing and adapting the content of head teachers' on-the-job programmes. The central agencies need to ensure that the content of the on-the-job training programmes is focused on helping head teachers acquire or deepen their knowledge about school effectiveness and improvement matters.

### **5.3.2 Schools and School Leaders Views on the Management and Leadership Development Programmes**

In the preceding section we have seen that the central agencies in Cameroon have a series of expectations of head teachers but that these are not currently well supported either by a central training programme or by a framework for school leadership. The evidence gathered from school leaders themselves tends to support this conclusion. It is evident from the findings presented in 4.3.2 that school leaders in Cameroon do not currently have a high level of recognition of the expectations of central agencies and that there is a powerful call for a more structured approach to leadership development.

In this regard the main conclusions in relation to views as to the importance of leadership and management development programmes in Cameroon can be summarised and related to the literature as follows.

Firstly, there is a lack of structured training programmes and a reliance on on-the-job training to develop head teachers to meet the range of expectations placed upon them by the centre. Secondly, there does not appear to be good evidence that this on-the-job-training is itself linked in a structured way to meeting the central expectations. Thirdly, there is, however, evidence of a recognition of the need for a more structured approach both on the part of the central agencies and, especially, among school leaders and aspiring school leaders themselves.

#### ***5.3.2.1 Lack of Structured Training Programmes and a Reliance on On-the-job training to Develop Head Teachers***

Overall, the picture presented here in relation to Cameroon broadly accords with other research on school leadership development in developing countries. Thus, variously, the Commonwealth Secretariat (1996), Bush and Jackson (2002), Bush and Oduro (2006), Bush (2008), and Lumby *et al.* (2008) have noted that many developing countries lack such structured programmes.

What is encouraging in respect to Cameroon, however, is that the policy documentation does provide a reasonable basis of expectations upon which such a structured programme could be developed (even though there are clearly other “unwritten” expectations and, subject to the findings in relation to research questions 2 and 3), there appears to be a willingness on the part of all stakeholders to work towards a more structured approach to leadership development in schools. In other words, broadly, in answer to the research question, there is recognition of the importance of leadership and management development. This recognition is perhaps

in part a result of a much greater emphasis internationally on this issue. Certainly, the meetings with different staff members at the Cameroon Ministry of Basic Education highlight the emphasis placed on governance by MINEDUB, MINEDUC, UNESCO, UNICEF, MINEJEUN, the World Bank and other charitable organisation funding educational projects in African countries like Cameroon as being an issue, and this may be driving a more fundamental change in attitudes, since, while both Bush and Jackson (2002), Bush (2008) and Lumby *et al.* (2008) have argued that training has not generally been popular in developing countries because it is not linked to obvious certification and salary improvements, there is no evidence of this attitude in Cameroon. This project will therefore present documentation on the subjects and a national policy of educational goals of mass leadership development programmes is required, along with learning facilities for learner's engagement to help improve the quality of leadership and management provision for stakeholders.

If one refers to the wider literature, however, an issue that needs to be addressed is one of separation of roles. Writers such as Bennett *et al.* (2002), Harris (2002) and Spillane *et al.* (2001) stress the need for head teachers to understand the role of central agencies, inspectors and other educational authorities and vice versa.

### ***5.3.2.2 Need for a More Structured Approach both on the Part of the Central Agencies and, Especially, Among School Leaders Themselves***

As Bush and Jackson (2002) and Lumby *et al.* (2008) also contend, the responsibilities and roles of central agencies, inspectors and head teachers need to be clearly defined, with these roles mutually accepted, and the evidence suggests

that this does not currently appear to be the case in Cameroon, with the centre unclear as to whether its role is primarily collaborative and supportive or regulative, and with school leaders likewise perhaps too reliant on leadership from the centre.

The following section will now proceed to discuss in more detail the current opportunities for leadership development in Cameroon in order to establish a clear basis for understanding the strengths and weaknesses in the system (RQ3) and to build a new one (RQ4).

If one refers to the wider literature, however, an issue that needs to be addressed is one of separation of roles.

## **5.4 Perceptions of Current Development Opportunities**

### **5.4.1 Perceptions of the Central Government Agencies as to their Role in the Leadership Development Process**

There were three major findings in relation to how the central agencies saw their input into leadership development: that they saw their role as being primarily one of distributing information and generally facilitating leadership development opportunities; that they were engaged to some extent in sharing knowledge and best practice and that they were also increasingly involved in organising seminars to bring school leaders together and to expose school leaders to other professionals in a way which represents a tentative step towards the establishment of a national framework for leadership development.

#### **5.4.1.1 Distributing Information and Facilitating Leadership Development Opportunities**

Dealing with each of these in turn, Akoulouze *et al.* (1999) recognises the importance of central agencies collating and distributing information. In terms of the role of central agencies to facilitate a culture of leadership development, clearly, the approaches to this will vary between a context in which there is a centrally organised leadership development programme and one in which there is no such programme and instead a reliance on on-the-job training (such as in Cameroon). In regard to the latter scenario, Lumby (2003) and Harris and Spillane (2008) have argued that the central educational system is responsible for distributing clear definitions about leadership performance to encourage a systematic, results oriented, approach to management and leadership for high performing communities, schools, head teachers and aspiring heads at the local levels. The role of a good central educational system, as explained by DfES (2004) and Ontario Ministry of Education (2012), is to help individual stakeholders, schools and communities engage in good learning habits (Day, 2001) as well as responding to stakeholders' feedback. Lumby (2003) and Harris and Spillane (2008) have also argued that it is the duty of the educational system to provide services to support head teachers to create a shared vision and strategic plan, and Bush and Jackson (2002), Jackson and Kelley (2002), Lumby *et al.* (2008) and Bush (2008) recommend that it is the duty of a central educational system to support head teachers to create a functional team to improve performance within efficient learning communities (see also, Weindling, 2003). Bush and Oduro (2006), meanwhile, specifically in an African educational context, say that it is the centre's responsibility to encourage school leaders to build effective and efficient schools in collaboration with others.

#### **5.4.1.2 Encouraging an Informal Network of School Leaders to Share Best Practice**

The evidence gathered from the central government agencies also demonstrated that they are involved in encouraging an informal network of school leaders to share best practice. As Akoulouze *et al.* (1999) has shown, there is good evidence that effective leadership programmes are school based, and support participants to be committed to their own continuing professional development in their own context (Bush and Oduro, 2006).

While the evidence gathered supports the central agency for encouraging an informal network of school leaders to share best practice since there are small formal and informal networks already in Cameroon. Often the central agencies can help the different systems and schools to share ideas, issues and best practice of learning initiatives at all levels of the system and school communities.

#### **5.4.1.3 Engaging System Leaders in a variety of Seminars and Workshops**

The suggestions from staff at the CMBE also provided evidence that school leaders in Cameroon are engaging in a variety of seminars and workshops designed at international, national, regional and divisional level to learn about different aspects of school management and leadership. The importance of seminars and workshops for the development of school leaders has been discussed by Collins (2002) and Weindling (2003). Seminars are useful for bringing together professionals working in similar areas to pool ideas and experiences (Collins, 2002) but they also serve to

expose teachers to new ideas from educational professionals and researchers (Weindling, 2003).

This combination of a general encouragement for the sharing of best practice through informal networks and the use of seminars and workshops, if taken together with the research literature, does therefore demonstrate some real commitment to leadership development on the part of the central agencies in Cameroon that would be recognisable in an international context.

#### **5.4.2 Perceptions of Schools' and School Leaders' Roles in the Leadership Development Process**

The findings presented in chapter four setting out the perceptions of school leaders regarding their role in and opportunities for leadership development reinforce the idea that school leaders, and particularly the head teacher, play a central role in pushing forward leadership development in the Cameroonian educational system.

##### ***5.4.2.1 Head Teachers' Roles in the Leadership Development Process***

In some respects the fact that the head teacher is primarily responsible for both their own development and the development of other aspiring leaders within the school is widely recognised and supported in the literature (e.g. Akoulouze *et al.*, 1999; Rhodes *et al.*, 2009). In order to fulfil this role, however, head teachers need themselves to possess a strong understanding of the specific standards and knowledge required in their context in order to be able to direct the expertise and conduct of individuals within their schools towards the development of these

constructed norms (Weindling, 2003). Furthermore, as Lumby *et al.* (2008) and Day (2001) have rightly pointed out, head teachers leading change must learn to understand the learning development needs of aspiring heads within their schools, a point also made by Weindling (2003), who argues that head teachers must act as mentors for aspiring heads, giving individualized consideration to their needs and goals in supporting the school to build a professional learning community. Goleman (2011), meanwhile, highlighted the importance of emotional intelligence in good school leaders so that they are able to support aspiring leaders sensitively and with clear, concise and timely explanations

In many respects, what we see in 4.4.2 are examples of distributed leadership, which is now particularly prominent in the research literature as being an aspect of the head teachers' role. Lumby (2003) and Gronn (2000, 2002), considered the implications of sharing leadership across schools and the central educational system responsibilities for transforming the role of head teachers and aspiring school leaders so as to build leadership capacity, manage resources and raise standards within and across educational organisations. The above understanding has parallels with the suggestions we saw in 4.4.2 supported that school leaders shared responsibility and are required to monitor mission across the school community and focus groups with children, taking initiatives and risks, through ongoing relevant development opportunities and by working collaboratively, with the central educational systems. Similarly, both Spillane *et al.* (2001) and Gronn (2000) support the notion that at both local and national level leadership should be distributed among others in formal as well as informal leadership roles and responsibilities (McGrath, 2003). This discussion is in progress but the implication here is that most school leaders at the local level are arguing that the central system at the national

level needs to re-frame leadership practice across cities and regions in Cameroon. This implied that the central education system at the national level are required by law to share their vision and ethos across their schools are not supported by robust governance with clear policies for developing leaders and greater scope for sharing school effectiveness.

The evidence provided in chapter 4, therefore, provides some examples of very good practice with a number of respondents describing head teachers as being good at identifying the development needs of others and of being able to promote leadership development in a supportive and non-judgemental way. Indeed, the kind of good practice highlighted by Lumby *et al.* (2008), Weindling (2003) and Day (2001) can all be discerned in the evidence presented in chapter 4 and, as Bush and Odoru (2006) show, when head teachers work well in this area, the results can be inspirational and unleash real restructuring, cultural change and a turnaround in school fortunes. On the other hand, other scholars writing about the educational system in Cameroon have been sceptical, with both Akoulouze *et al.* (1999) and Tchombe (1998) arguing that head teachers routinely fail in the task of developing others because they do not have the personnel skills, emotional intelligence or leverage to alter behaviours like organisation management skills.

#### **5.4.2.2 Opportunities for On-the-Job Training Experience**

A further aspect of the findings relates to on-the-job training. Respondents revealed a strikingly wide range of opportunities for on-the-job training experience (see 4.4.2) spanning organisational skills of various kinds, teaching skills, and community engagement. The formats for this training appear to include one-to-one meetings

and peer support together with broader school meetings. Overall, many of the strategies suggested by Rhodes *et al.* (2009) in respect to on-the-job training appear to be utilised in Cameroon, and the literature from Cameroon itself also suggests that it is appropriate for central agencies to empower head teachers to provide management and leadership training (MINEDUB, 2001; Republic of Cameroon, 2005; GESP, 2010; MINEDUC, 2011).

Specifically, DfES (2004) and Ontario Ministry of Education (2012) provide a strategic framework which has been adapted for supporting on-the-job training for future school leaders. An online Encyclopaedia of Management (2009) says that peer support is a useful form of on-the-job training and the formal OJT programs in Cameroon are typically conducted by experienced head teachers who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills for building capability across schools and for establishing a culture of professional and personal development in schools around the region (Akoulouze *et al.* 1999).

Aspects of this kind of approach are apparent in the quote from school K and G in Cameroon (see 4.4.2). In fact, these school leaders are good at identifying the development needs of aspiring heads and know how best to address their development once a structured framework is provided (Day, 2001; Lumby *et al.*, 2008). Collins (2002) emphasises that management and leadership is not developed by specifically designed training programmes or organising seminars and workshops, but forces managers to be taught new skills in the context of their daily practices (Bush and Jackson, 2002; Lumby *et al.*, 2008). For these reasons Collins (2002) supposed that on-the-job training provides an opportunity for successful

managers and leaders to make the most of their leadership knowledge, expertise and behavioural development potential. Contained within OJT are the job-instruction technique, succession planning, apprenticeships, mentoring and coaching (Holman, 2000; Collins, 2002; Weindling, 2003).

#### **5.4.2.3 Seminars and Workshops**

Seminars and workshops were also shown to play a prominent role in the leadership learning opportunities provided for school leaders in Cameroon. As the school leaders HHT1 and HAH2 reported, these were mostly organised by the educational authority. Generally, such seminars are aimed at offering an authentic insight into the complexity and variety of school leadership (Holman, 2000; Weindling, 2003). Weindling contends that seminars and workshop learning within communities are each focused on transformational leadership principles and on developing school leaders' assumptions or beliefs regarding the way children develop curriculum and pedagogic management and organisational leadership skills.

Akoulouze *et al.* (1999) also explain why seminars and workshops are an important forum in which school leaders are able to share their visions and acquire the capability and the competence to govern effective schools. The use of seminars and workshops for leadership development in Cameroon is on the whole well set out by Weindling (2003), who supposes that the leadership learning voyage takes the cohort in the course of five ascending developmental stages: support, security, friendship, acquisition of knowledge, development and preliminary realisation of each member's personal dream. This can be particularly useful in developing nations

(Commonwealth Secretariat, 1996). In Cameroon, the distinctive feature of these seminars is that they draw attention to the strengths and weaknesses of participants, conceptual pluralism, the separation of leadership from management, the adaptation of the training and assessment processes and the inevitable pressure to cover content (GESP, 2010; MINEDUC, 2011). Problems with international, national, regional, divisional and local organised seminars in Cameroon, however, include funding, accounting for the different educational traditions, taking account of prior learning, the pressure on professionals' lives and on their schools, and appropriate diversity among aspiring head teachers (GESP, 2010; MINEDUC, 2011).

#### ***5.4.2.4 The Extent to which Leadership Development Opportunities for School Leaders in Cameroon Occur in Contexts Outside of School***

One of the most significant findings presented in 4.4.2 was the extent to which leadership development opportunities for school leaders in Cameroon occur in contexts outside of school. A wide range of respondents reported developing their leadership skills in diverse contexts such as community and church groups and PTA forums. In the literature, Day (2001) and Weindling (2003) outline the benefits of undertaking leadership learning in community contexts, suggesting that such learning forms part of a socially consistent activity structure that emphasizes shared authority for learning, opportunities for collaboration, and teamwork. Not only does community based learning reflect a trend towards closer collaboration between schools and the different local learning communities, but the positive effects of community structured learning experiences include enhanced feelings of group affiliation and acceptance, social and emotional support, motivation, persistence,

group learning and mutual assistance (Weindling, 2003; DfES, 2004; Lumby 2003; Ontario Ministry of Education, 2012).

Other school leaders (HHT1, IHT1 and EAH1) recommended in the findings that community group learning can help learners build group and individual knowledge, think creatively, and restructure problems from multiple perspectives. In the literature Lumby *et al.* (2008) and Weindling (2003), for example, described community group learning models as being the type of team building learning experience that is increasingly common in both developed and developing countries. Indeed, community learning does not require significant resources and is therefore particularly appropriate in a developing country context (Akoulouze *et al.*, 1999; Bush and Oduro, 2006).

The findings (HHT1 and DHT1) also support the work of Gronn (1999) and Ribbins (2003) in suggesting that learning in the community establishes a cycle of feedback in which people bring knowledge and experience from their line of work to the community meetings, while simultaneously encouraging developmental opportunities for those same people to experience leadership and thus take new leadership skills back to their workplace.

#### **5.4.2.5 Summary**

This discussion has sought to integrate the findings from Cameroon with the work of international scholars on paradigms of leadership development. It has been shown that many of the leadership development opportunities experienced by school

leaders in Cameroon have a foundation in good practice identified in the international literature. Individual learning experiences, whether they take the form of knowledge sharing, seminars, on-the-job training and mentoring, distributed leadership opportunities or learning in the community, are well-recognised modes of leadership learning internationally and would not look intrinsically out of place in the UK or in other developed countries. While there has not been much literature in relation to on-the-job training in African educational systems both Akoulouze *et al.* (1999) and Bush and Oduro (2006) discuss, in an African context, the implications of using a mix of on-the-job training, network seminars and community learning experiences in building more effective learning school communities. These methods of leadership development processes should be incorporated in the design and delivery of the leadership programmes, and should also be documented in the school or educational system policy. The outcomes of these learning processes were considered by (Weindling, 2003) as excellent experiences for sharing insights with school leaders to share a concern, a set of problems, or a passion about a topic, and to deepen their knowledge and expertise in this area by interacting on an on-going basis Wenger (1988) and Wenger *et al.* (2002).

While there is much that is good about the opportunities for leadership development practiced in Cameroon it is also evident that these opportunities are largely unstructured (although there is some structure in the seminars organised by the central agencies). Although the good practice reported by many of our respondents cannot be denied there is no assurance as to how widespread or consistent this good practice is or how much access individual respondents might have to the full range of good practice described here. Indeed, future research might wish to address this issue of the extent to which school leaders in Cameroon experience the

full range of leadership development opportunities (perhaps through a questionnaire).

## **5.5 Effectiveness of Current Leadership and Management Development**

### **Arrangements**

The third research question considers the effectiveness of current school leadership and management development arrangements in Cameroon.

The findings presented in chapter 4 section 5 highlighted five critical factors which have a negative impact on leadership development opportunities for school leaders in Cameroon:

- the overall management of the educational system
- the financial management of schools and the education system
- the lack of transparency and clear selection criteria for the appointment of head teachers
- the extent to which resource challenges undermine the potential for effective leadership development
- the lack of structured management and leadership development programmes

The consideration of these weaknesses will, together with the other findings relating to research questions 1 and 2, establish the basis of the development of a new national leadership development framework setting out how the professional development of school leaders in Cameroon should be supported by policy makers at the CMBE, schools and individual head teachers or aspiring head teachers.

### 5.5.1 Overall Management of the Educational System

A number of scholars have discussed how the overall management and governance of a central educational system might be improved (Tchombe, 1997; Akoulouze *et al.*, 1999; Lumby *et al.*, 2008; GESP, 2010). Lumby *et al.* express a concern that educational systems in both developed and developing countries should strengthen their capacity to plan, manage, monitor and deliver effective management and leadership development programmes at central, community and school level. Collins (2002) supposed that is the duty of the central system to rethink its strategies, structures, and the competencies necessary for future school leaders, as well as the capability to communicate, progress, give details, and share that vision (Bush and Glover, 2003). DfES (2004) and Ontario Ministry of Education (2012) offer a strategic framework for this research that can be adapted for developing future school leaders. Collins (2002) points the way towards this by suggesting that evaluation theory should be combined with performance-based management development theory to fashion an appropriate system for the measurement of individual managers or senior leaders, in organisations, communities and the educational system as a whole.

It is evident from the findings presented in chapter four that many of those interviewed would welcome a more centralised and uniform educational system in Cameroon with a more coherent policy in terms of supporting the transition into headship roles. Currently in Cameroon, there are no codes of conduct or curricula to support the development of head teachers and to promote good values within school

communities. This is in sharp contrast to most developed countries where numerous policy documents provide detailed guidance and stipulations for head teachers and, in so doing, highlight the role of the central educational system as a source of governance with the responsibility of developing policies to support the smooth running of schools and to make sure that educational policy meets the needs of the school learning communities (e.g. DfES, 2004; Ontario Ministry of Education, 2012; in general, Norris *et al.*, 2002). In an African context, however, the situation which this study has found in Cameroon is not unique. The works of Harber and Davies (1997) and of Bush and Oduro (2006) discuss the many dilemmas facing African educational systems, with the lack of clear policy direction from central agencies figuring prominently, along with fragmentation of the educational system.

These findings suggest, therefore, that a vital prerequisite for a more effective school leadership development process in Cameroon is the development of expertise and professionalism within the central agencies. In particular, policy in regards to the promotion of school leadership skills and the development of school leaders needs to be brought together as the exclusive remit of a national body with authority over all school types and with a clear focus on research led policies and expert advice. As we have seen, there are some clear ideas about school leadership within policy circles in Cameroon but there is no clear ownership of the task of driving forward these ideas in a coherent way and as a result there is no framework and no national position. This in turn underpins the ad hoc nature of much of what we have seen hitherto in chapters 4 and 5 (sections 4.3, 4.4, 5.3 and 5.4).

### 5.5.2 Governance Centres on Financial Management

It was identified in chapter 4 that poor financial management is a major weakness in the education system in Cameroon currently. In addition to the establishment of a body to oversee leadership development in Cameroon's schools it is clear from the comments of the respondents in this research that a further qualification for an effective leadership development programme is the promotion of a more rigorous approach to financial governance in the education system (MINEDUB, 2001; GESP, 2010). This needs to start in the central agencies so that they provide examples of good practice for schools to follow (Akoulouze *et al.*, 1999). Crucially, in the context of a leadership development framework which will apply nationally, resource allocation by MINEDUB, MINEDUC, UNESCO, UNICEF, MINEJEUN, and the World Bank needs to be transparently fair and accountable.

Tchombe (1997) considered that low levels of expenditure on human and material resources have many consequences in Cameroon, not least an inadequate focus on leadership development. A UK Department for Education (2011) report highlighted how skills in the management of physical facilities and finance management need to be improved, especially in the context that the central education agency has decentralized a lot of such tasks to the school level, including budgeting, fund-raising and fee setting. In Cameroon MINEDUB (2001) and MINEDUC (2011) encourages schools to meet the central educational system challenges so as to accommodate demographic changes in the workforce and meet up with the changing demands of effective financial management in schools.

In both the UK and in Cameroon, therefore, good financial management in schools does not "just happen", especially where such financial management is a relatively

new experience for the central agencies and school leaders to have to deal with. Despite the otherwise very large differences in the position of the educational systems, in each case, the central education agency was required to support the development of school bursars and their governing body to take responsibility for financial management.

### **5.5.3 Lack of Transparency and Clear Selection Criteria for the Appointment of Head Teachers**

Another feature of central governance in Cameroon which I have found to have a significant impact on leadership development is the appointment process for head teachers. The lack of transparency in that process is cited by many respondents as a source of concern and as demotivating (Ambassa *et al.* 2011). Oduro (2003) and Bush and Oduro (2006) note that heads in most African countries are frequently promoted on the basis of academic qualification and successful record of teaching experience. They asserted that the selection and recruitment of head teachers is mostly based on a teacher's seniority in rank and teaching experience.

To some extent, this lack of transparency is a consequence of the lack of a clear articulation of the skills expected of head teachers. Without a clear "job description" for head teachers specifying the skills they are expected to possess or to develop, there is no solid basis from which to assess the relative suitability of candidates for head teacher positions. The implementation of the recommendations that are developed in this thesis as a whole, should lead naturally to the creation of a recognised skill-set for head teachers and this should in itself go some considerable

way towards alleviating this issue of lack of transparency and clear selection processes. It must be the job of the body assigned to promote leadership development; however, to oversee the development and wide acceptance of this skill-set and to ensure that robust and transparent appointment procedures are put in place (Ambassa *et al*, 2011).

In the literature Huber and West (2002) and Dering *et al.* (2005) have each described that school leaders in France, prior to taking up a position as a head teacher first have to go through twenty weeks of practical training experience at a school as well as undertaking a theory programme (Slavikova *et al.*, 2003). In the UK, Rhodes *et al.* (2009) and many other scholars had contested that the NPQH qualification does provide sufficient confidence building, networking and contact with incumbent heads to address these perceptual concerns. In America, school leadership recruitment and development is characterised by an increasing use of formal standards, influenced by formal work experience (Murphy, 2002; Jackson and Kelley, 2002; Weindling, 2003). The literature, therefore, tends to suggest that the criteria for the selection and recruitment of school leaders have considerable similarities in different countries.

#### **5.5.4 The Extent to which Resources Challenges Undermine the Potential for Effective Leadership Development**

Bush and Oduro (2006) have shown how many educational systems in Africa suffer from serious and chronic resource challenges. Tchombe (1997) considered that the Cameroonian education system faces wholesale systemic decay, and, especially,

low levels of expenditure on staff recruitment, induction, staff development and performance review. The Commonwealth Secretariat (1996) and Bush (2008) also note a lack of deliberately planned programmes for staff selection, recruitment, induction and the development of school leaders in most African countries, a situation made more desperate by the lack of financial resources (Bush and Oduro, 2006).

This study has shown that although there has been some recent investment in the educational system in Cameroon this has mainly been focused on infrastructural projects and that, thus far, the resources devoted to supporting the development of school leaders have been very limited. A further prerequisite for a functional leadership development programme, therefore, is that it is properly funded. Training sessions and seminars require resources if they are to be rolled out on a nationwide basis.

One of the reasons why on-the-job training is the preferred form of leadership development in much of Africa is that it is perceived to put less demands on resources (Bush and Oduro, 2006). Whilst this may be true, on-the-job training should not be seen as an entirely resource free option. Indeed, one of the risks with an over-reliance on on-the-job training is that since substantial central resources are not involved there is less incentive for the centre to ensure that on-the-job training opportunities are properly structured, managed and assessed and thus they are allowed to develop in an ad hoc and localised fashion (Collins, 2002). Furthermore, on-the-job training requires resources both directly (in terms of learning materials) and indirectly (in terms of time off for the purposes of training).

In the literature Collins (2002) made recommendations of an inclusive guide to support the design, delivery, and evaluation of well thought-out on-the-job training. Collins herself proposed that there is a crucial difference in effectiveness and efficiency between structured on-the-job training and unstructured on-the-job experiences. This is further supported by the Encyclopaedia of Management (2009) which states that structured on-the-job training programmes are typically conducted by experienced head teachers who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills. They similarly recommend that trainers of formal on-the-job training programmes should carefully develop a sequence of teaching materials and events for trainees.

The outcomes of this research strongly support the contention that resources are needed to support a structured on-the-job training programme in Cameroon.

### **5.5.5 Lack of Structured Management and Leadership Development Programmes**

To summarise this section, and indeed the central point of the findings and discussion up to this point, this study has found a range of evidence to suggest that the lack of a structured leadership development programme is currently a significant weakness in terms of supporting school leaders in Cameroon. Certainly the findings presented in chapter 4 show that many current and aspiring school leaders feel that there is a definite need for such a programme.

Specifically, although it has been found that there is much good work in terms of leadership development, respondents suggest that this good work is hampered by the fact that it is not consistently and coherently delivered across the country and across the range of educational provision, and thus there is little opportunity for system wide improvement (MAH1). Indeed, as Lumby *et al.* (2008) have argued, in the absence of a centralised programme of development, the opportunity for good practice and innovation to be disseminated is much more limited. A more nationally based programme is able to allow for good practice to be disseminated directly from the centre whilst also encourage more interaction across schools, which opens new windows for mutual learning communities (Weindling, 2003; Lumby *et al.*, 2008).

Furthermore, the lack of structure currently means that there are no rewards or incentives for training (BHT1). Similarly, the lack of an agreed skills for school leaders or an agreed curriculum for their training means that it is difficult to appoint or evaluate head teachers fairly, transparently and consistently (KHT1) and that such training as does take place cannot be guaranteed to be well focused on delivering the needs of stakeholders, whether the teachers themselves, the children who “consume” their teaching or those of policy makers, who rely on schools to deliver graduates with the skills required by society (JHT1).

## **5.6 A Framework for the Improvement of Management and Leadership**

### **Development Arrangement**

#### **5.6.1 Introduction**

Thus far, this thesis has built up an argument outlining that although there are some strengths in current school leadership development opportunities in Cameroon, there is a clear need for a more structured approach: a need that is both recognised by the stakeholders involved and supported by the academic literature. This final section of the discussion now draws together the outcomes from the three previous research questions to compile a suggested framework for the leadership development of school leaders in Cameroon. This section of the discussion sets out the guiding principles for the framework and describes how each aspect is derived.

#### **5.6.2 Guiding Principles**

The previous findings and discussion has shown that there is a need, from a variety of perspectives, for a structured programme of leadership development for school leaders in Cameroon. It has been shown that whilst there is an understanding among stakeholders of the need for leadership development and that there are examples of good practice across schools in Cameroon, the systematic failings mean that this good practice is always likely to be isolated and ad hoc. A fundamental aim for the proposed framework must therefore be that it is able to perpetuate both the understanding of the importance of leadership development and the good practice that underpins leadership development throughout the educational system (i.e. in both the central agencies and in schools both geographically and structurally diverse).

The thesis has also found that regional and structural variation, poor financial management and unclear selection and appointment processes all hold back the process of developing educational leaders, but that these can be addressed by the adoption of a coherent national framework. This then forms a further aim for the proposed framework.

Finally, the framework needs to be deliverable within a resource poor context. While it is self-evident that the adoption of a more nationally structured and focused approach to leadership development is likely to require additional resource inputs to be fully effective, it must be recognised that the proposed framework cannot simply be an exact copy of a leadership development approaches from the developed world like France and the United Kingdom in which both educational systems of Cameroon are rooted. This study has indeed identified that there are some unique aspects of the current system of leadership development in Cameroon that work well with minimal resources and these needs to be encouraged more widely.

Bush and Jackson (2002) and Lumby *et al.* (2008) considered that leadership development can best be encouraged by combining four different policy approaches: introducing a specific leadership qualification for school leaders; improving the quality of leadership education; inducting newly appointed head teachers and supporting the on-going development of school leaders. This four part approach will form the basis of the framework proposed here, with the details of each part being developed in such a way as to deliver the principles outlined above.

### **5.6.3 A New Leadership Qualification for School Leaders**

#### **5.6.3.1 Central Agencies**

A new agency should be established for school leadership development tasked with having an overview of each of the four aspects of this framework.

The central agency should take into account the nature of bilingualism and, indeed, the harmonisation of the different educational systems has already been identified as a crucial axis around which various types of reform endeavours in the content, of educational leadership and management in Cameroon must be undertaken (Tchombe, 1997).

The central agency should undertake a broader policy making role pertaining to educational leadership development practices and must design, deliver and administer a new leadership qualification for school leaders. The new national professional qualification for education leadership and management will prepare prospective head school leaders for the rigours of the headship job. Leadership qualifications are increasingly characterized in both the literature and our findings as a feature of responsive head teachers, and are encouraged so as to develop further understanding in leadership practices.

Collins (2002) supposed that the central system should have the capability to communicate progress, give details, and share effective ideas and practices that expand learning with different organisations nationally and internationally. This requires that the central agencies' departmental teams are critical to the mission of school leader's development qualification. They must provide timely and accurate

information about the management and leadership development qualification to the right candidates.

### **5.6.3.2 Schools**

Schools must interpret and articulate the vision of the central agencies in their local context, providing a direction for teachers and their schools and thereby increasing the chances of enhanced performance and achievement. Selected experienced head teachers should use their previous work and life experiences to make sense of the issues faced by teachers and aspiring heads of the school. School leaders of the future will be those who have the capability to be taught from their experiences and to commit to continuous learning opportunities. It will be the responsibility of schools to nominate aspiring leaders to sit the new national professional qualification for education leadership and management. The schools and centre should work together to provide study time and on the job support for those taking the new national professional qualification for education leadership and management.

## **5.6.4 Improving the Quality of Leadership Education**

### **5.6.4.1 Central Agencies**

Create a central training institution at which a core of training is delivered and recruit experts to deliver training. The centre should encourage a research and innovation driven approach to subject matter since leadership development of school leaders has become a priority in education policy agendas internationally (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Lumby *et al.*, 2008).

Bush (2008) advised that leadership and management programmes should be linked to schools' and the central agencies' missions, strategies and goals, so that they produce results that are valued by individual school leaders, their school, community and the educational systems. This requires the central agencies to institute a structured programme of seminars rotating nationwide to support the delivery of the new national professional qualification for education leadership and management.

Bush and Jackson (2002) have recommended that schools and the centre should create structured feedback processes, since they require outcomes or build systems to support their results of these on-the-job training and nationwide seminars supporting the delivery of a new national professional qualification. Collins (2002) suggests that central agencies should utilize an evaluation theory which should be combined with performance-based management development theory to fashion an appropriate system for the measurement of individual managers or senior leaders, in organisations, community and the educational system as a whole.

#### **5.6.4.2 Schools**

Collins (2002) recommended that transformational leaders in organisations should learn to create knowledge, expertise and recognition of goals and mission (Bush and Glover, 2003); which each stimulate support among colleagues for these goals to be achieved, and are able to persuade followers because they invent meaning within their school or the central agencies.

This requires school head teachers in Cameroon to reinforce existing on-the-job training and community based training mechanisms by modelling them more directly

onto the new central leadership curriculum (so that on-the-job training etc. is delivered in a more uniform and focused way).

## 5.6.5 Induction of Newly Appointed Head teachers

### 5.6.5.1 Central Agencies

A transparent recruitment mechanism with skills measured objectively against the expectations in the leadership curriculum should be created. Bush and Oduro (2006) recommended that the selection and recruitment of head teachers should be based on academic achievements and a successful record of teaching experience essentially makes an effective school administrator.

That is why in France, prior to taking up a position, a head teacher first has to go through twenty weeks of practical training experience at a school as well as undertaking a theory programme (Slavikova *et al.* 2003). In the UK, Rhodes *et al.* (2009) and many other scholars thus contend that the NPQH training and qualification does provide sufficient confidence building, networking and contact with incumbent heads to address these perceptual concerns of induction and the appointments of head teacher (Bush and Jackson, 2002; Weindling, 2003). In America and Canada, meanwhile, which is also a bilingual country like Cameroon, school leadership development is characterised by an increasing use of formal standards. Indeed, Bush and Jackson (2002) have argued that the *content* of educational leadership programmes had considerable similarities in different countries, leading to a hypothesis that there is an international curriculum for school leadership preparation.

The induction and support of new head teachers in Cameroon would benefit from the support of the central agencies, who should design and develop a pack for induction arrangements. The second phase would be to support the development of school leaders by enabling new head teachers to shadow an experienced head teacher throughout the first year of their employment. The outcomes of this research indicate that in Cameroon faith (e.g. Baptist, Catholic, Presbyterian and Muslim) and private schools are responsible for formally inducting new head teachers. The central agencies can also support the different educational systems to design, deliver and administrate their own induction pack that is sent to new head teachers.

#### **5.6.5.2 Schools**

Prepare induction materials for new head teachers and establish and support mentoring arrangements for new head teachers with existing head teachers from the same geographic area.

Schools should seek to meet the challenges posed by the central agencies to accommodate demographic changes in the workforce and meet up with the changing demands (Collins, 2002) of school children and embrace rapid technological changes (Dixon and Dixon, 2002; Weindling, 2003).

This research supports the case that Cameroon schools of the future require a stronger and more professional nursery and primary workforce, and to drive the quality of induction and appointment of new head teachers through rigorous criteria set out by the central agencies. School head teachers are required to meet the long-term care needs of learners of the future and need to adapt quickly to social and

public policy changes. It is important for school leaders to understand that these demographics and rapid technological changes may lead to changing patterns of utilization and different demands for educational services than those seen in the past.

### **5.6.6 On-going Support**

#### **5.6.6.1 Central Agencies**

Provide learning materials tailored to leaders of varying levels of experience (including cohort group meetings, seminars, workshops and learning communities, refresher courses and CPD).

Weindling (2003) recommended school leadership learning with an emphasis on reflection supported by a variety of learning tools, such as portfolios, coaches, mentors, e-learning while aiming for the development of leaders who are both self-critical and able to reflect and identify new ways of working in a continual process of self and organisational improvement. This corresponds closely with the trend we have already seen in the structure of leadership development programmes to encourage reflection and provide opportunities to permit school leaders to reflect on their experiences both of their training and of their employment circumstances.

#### **5.6.6.2 Schools**

Schools should support on-going on-the-job training opportunities for existing school leaders. As recommended above, mentoring and coaching in which an experienced and knowledgeable head teacher works one-to-one with an aspiring head for at least a year is one such method (Weindling, 2003).

Bush and Oduro, 2006 highlighted how skills in organisational management of physical facilities and finance management need to be improved, especially in the context that the central agencies have devolved many such tasks to the school level, including budgeting, fund-raising and fee setting (Department for Education, 2011).

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

This evaluative multiple case-study has generated information that contributes to the existing body of knowledge pertaining to the assessment of the effectiveness of leadership preparation and management development programmes in preparing aspiring heads for successful school leadership. In particular, it greatly extends the current knowledge relating to school leadership preparation in Cameroon and makes recommendations as to how the leadership skills of aspiring heads and head teachers in Cameroon could be better developed. A tentative framework for the improvement of management and leadership development arrangements in Cameroon, derived from the findings of this research, is also presented. In this chapter, limitations of this study will be made explicit and areas for further research will also be explored.

#### 6.2 Contributions to Knowledge

##### 6.2.1 Leadership and Management Development Programmes

This study represents a first attempt in scholarship to employ a LMDQ methodology in a Cameroonian (and African) context – providing valuable lessons as to the benefits and flaws of this approach in this cultural context.

The outcomes of the LMDQ demonstrated relatively few significant differences in the data when it was analysed by age group, experience in role and school type factors.

Overall, although there were limitations in the use of the particular LMDQ design employed in this study (which we argue was a consequence of the cultural context) the LMDQ results do contribute to overall knowledge in that they show the need for central agencies to design, deliver and administer structures that engage school leaders into a leadership culture, and that the needs of the participants of those programmes may vary according to their experience and gender. In particular, the LMDQ showed that in Cameroon currently, most school leaders identified more with practical outcomes as opposed to organisational and policy outcomes in leadership development programmes and this suggests that consideration needs to be given to how the latter elements could be made more relevant to participants.

### **6.2.2 Views on the Importance of Management and Leadership Development Programmes**

This study has provided the first coherent and structured assessment of how Cameroon's central agencies and schools perceive the importance of leadership development, and has shown that there is an awareness of the importance of leadership development, a range of expectations regarding the role of the head teacher and some attempts to develop leaders through on-the-job training. The study has also shown, however, that these important aspects of school leadership development are not well supported by a central training programme or by a framework for leadership development. This research has shown, therefore, that there is both a need for a framework for leadership development and also a desire for such a framework at both a central and a school level in Cameroon.

Table 6.1 below sets out how the outcomes of the research in relation to overall views about the importance of management and leadership development programmes might inform the future development of practice in Cameroon, broken down by communities, central agencies, schools and school leaders.

**Table 6.1: Importance of Management and Leadership Development Programmes**

<b>Importance of Management and Leadership Development Programmes</b>	
<b>Emergent Themes</b>	<b>Core Domain of Competencies</b>
<b>1 Central Government Agency views on the Management and Leadership Development Programmes</b>	<p><b>Policy and Structural Considerations</b></p> <ul style="list-style-type: none"> <li>• Policy documentation provides a reasonable basis of expectations upon which such a structured programme could be developed</li> <li>• Stakeholders to work towards a more structured approach to leadership development in schools</li> <li>• Understand the emphasis placed on governance by MINEDUB, MINEDUC, UNESCO, UNICEF, MINEJEUN and the World Bank funded educational projects</li> <li>• Importance of leadership and management development linked to obvious certification and salary improvements</li> <li>• Presents documentation on the subjects and a national policy of educational goals of mass leadership development programmes</li> <li>• Provide learning facilities for learners engagement</li> <li>• Understand the role of the central agencies, inspectors and other educational authorities and vice versa</li> <li>• The role of the central agencies, inspectors, head</li> </ul>

teachers and other educational authorities needs to be clearly defined, with these roles mutually accepted

- The role of the centre is primarily collaborative and supportive or regulative, and with school leaders likewise perhaps too reliant on leadership from the centre

### **Developing the Content of Head Teachers' On-the-job Programmes**

- Think strategically in order to develop the content of head teachers' on-the-job programmes so as to reflect both current research in school leadership development and other policy led expectations
- On-the-job training should not just happen "at random" or be an individually led experience but should have a defined content that is aligned to a wider programme of educational philosophy and courses
- Content for such on-the-job training for school leaders should also be linked to the needs and standards set by the central educational system
- Think strategically in the development and adaptation of the content of head teachers' on-the-job programmes

## **2 Schools and School Leaders views on the Management and Leadership Development Programmes**

### **Role of the Head Teacher and the Reliance on On-the-job training to Develop Head Teachers**

#### **Role of the Head Teacher**

- School leaders to be responsible for their own personal development; and to manage their own workload to allow an appropriate work-life balance
- Committed to the continuing professional development of head teachers, who are accountable to support the strategic direction for aspiring heads development
- Manage own workload and that of others to allow an appropriate work/life balance

- Take responsibility for their own work-life balance
- Promotes collective responsibility within the whole school community
- Engages actively with the education service, including both internal and external stakeholders, and across multiple agencies
- Facilitates the development, communication, implementation and stewardship of a vision of learning that is shared and supported by the school communities
- Promotes the notion that headship is about building a professional learning community which enables others to achieve

#### **The Role of On-the-Job-Training**

- On-the-job training programmes must be developed to promote life-long learning activities tailored to meet the individual needs of school
- Importance of on-the-job-training as playing a major role in school leadership development policy and practice
- Work with the wider communities and schools to develop an education system that acknowledges the contributions of outstanding head teachers and senior colleagues who have the skills to support individuals or teams with leadership training and CPD, both in other schools and in the community

### 6.2.3 Perceptions of Current Development Opportunities

This study has provided the first in-depth insight into the nature of current leadership development opportunities in Cameroon. This insight complements the work of Bush and Oduro (2006) in surveying leadership development approaches in Africa, but is new (in Africa) in terms of its focus on a single system and its attempt to take in the entirety of that system. In particular it has collated evidence to show the central role of head teachers themselves in pushing forward leadership development in Cameroon and also the important role played by on-the-job opportunities and by seminars; it has also been able to provide a unique insight into the extent to which community and out of school development opportunities are perceived by school leaders in Cameroon as having been useful in their leadership development. In each of these areas this research has extended existing knowledge and provided a basis for scholars to explore further. The specific lessons arising out of the research contributions in this area are summarised in Table 6.2 below.

Table 6.2: Perceptions of Current Development Opportunities

Perceptions of Current Development Opportunities	
Emergent Themes	Current Development Opportunities
1	<p><b>Perceptions of the Central Government Agencies as to their Role in the Leadership Development Process</b></p> <p><b>Facilitating Leadership Development Opportunities</b></p> <ul style="list-style-type: none"> <li>• There is a culture of leadership development, but a reliance on on-the-job training</li> <li>• Stakeholders, schools and communities engage in good learning habits as well as responding to stakeholders' feedback</li> <li>• Head teachers need to be supported to improve performance within efficient learning communities</li> </ul> <p><b>Encouraging an Informal Network of School Leaders to Share Best Practice</b></p> <ul style="list-style-type: none"> <li>• Head teachers to understand that effective leadership programmes are school based, and support participants to be committed to their own continuing professional development in their own context</li> <li>• The different educational systems and schools to share ideas, issues and best practice of learning initiatives at all levels of the system and school communities</li> </ul> <p><b>Engaging System Leaders in a variety of Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>• Schools and school leaders are engaging in a variety of seminars and workshops designed at international, national, regional, divisional and local levels</li> <li>• These seminars and workshops are useful for the development of school leaders and serve to bring together professionals working in similar areas to pool ideas and experiences</li> <li>• Expose teachers to new ideas from educational</li> </ul>

professionals and researchers

- Demonstrate some real commitment to leadership development on the part of the central agencies that would be recognisable in an international context

## 2 Perceptions of Schools' and School Leaders' Roles in the Leadership Development Process

### Head teacher's Roles in the Leadership Development Process

- Responsible for both their own development and the development of other aspiring leaders within the school
- Possess a strong understanding of the specific standards and knowledge required in their context in order to be able to direct the expertise and conduct of individuals within their schools towards the development of these constructed norms
- Those leading change must learn to understand the learning development needs of aspiring heads within their schools
- Act as mentors for aspiring heads, giving individualized consideration to their needs and goals in supporting the school to build a professional learning community
- Importance of emotional intelligence in good school leaders so that they are able to support aspiring leaders sensitively and with clear, concise and timely explanations
- Importance of distributed leadership, which is now particularly prominent in the research literature as being an aspect of the head teachers' role
- Importance of sharing responsibility for transforming the role of head teachers and aspiring school leaders across schools and the central educational system
- Build leadership capacity, manage resources and raise standards within and across educational organisations
- Support the notion that at both local and national level leadership should be distributed among others in formal as well as informal leadership roles and responsibilities

- Ability to identify the development needs of others and to promote leadership development in a supportive and non-judgemental way

### **Opportunities for On-the-job training Experience**

- Facilitates a wide range of opportunities for on-the-job training spanning organisational skills of various kinds, teaching skills, and community engagement
- Demonstrates competence with different formats for on-the-job training, to include one-to-one meetings and peer support together with broader school meetings
- Identifies the development needs of aspiring heads and knows how best to address their development once a structured framework is provided
- On-the-job training provides an opportunity for successful managers and leaders to make the most of their leadership knowledge, expertise and behavioural development potential
- Contained within OJT are the job-instruction technique, succession planning, apprenticeships, mentoring and coaching

### **Seminars and Workshops**

- Seminars are aimed at offering an authentic insight into the complexity and variety of school leadership
- Seminars and workshops to be focused on transformational leadership principles
- Seminars and workshops are an important forum in which school leaders are able to share their visions and acquire the capability and the competence to govern effective schools
- Seminars draw attention to the strengths and weaknesses of participants and to conceptual pluralism
- Problems associated with international, nationally, regional, divisional and local organised seminars include funding, accounting for the different

educational traditions, taking account of prior learning

### **The Extent to which Leadership Development Opportunities for School Leaders in Cameroon occur in Contexts Outside of School**

- Development of leadership skills in diverse contexts such as community and church groups and PTA forums
- Benefits of undertaking leadership learning in community contexts, suggesting that such learning forms part of a socially consistent activity structure
- Emphasizes shared authority for learning, opportunities for collaboration, and teamwork
- Community based learning reflects a trend towards closer collaboration between schools and the different local learning communities
- Community structured learning experiences include enhanced feelings of group affiliation and acceptance, social and emotional support, motivation, persistence, group learning and mutual assistance
- Community group learning can help learners build group and individual knowledge, think creatively, and restructure problems from multiple perspectives
- Community learning does not require significant resources and is therefore particularly appropriate in a developing country context
- Learning in the community establishes a cycle of feedback in which people bring knowledge and experience from their line of work to the community meetings
- Developmental opportunities to experience leadership and thus take new leadership skills back to their workplace.

## 6.2.4 Effectiveness of Current Management and Leadership Development

### Arrangements

Although there are a few studies that have discussed the weaknesses of school leadership development in Africa, there is no recent work in this area in Cameroon and no work which has attempted to explore a single system in the depth that this study offers. This research again complements previous (broader) studies to support the contentions of these that resource challenges, poor financial management and poor educational system governance each limit the potential for leadership development in schools in an African context. Table 6.3 below summarises the particular lessons arising out of the research contributions in this area.

**Table 6.3: Effectiveness of Current Leadership and Management Training Provision in Cameroon**

Effectiveness of Current Leadership and Management Training Provision in Cameroon	
Emergent Themes	
<b>1</b>	<p><b>Overall Management of the Education System</b></p> <ul style="list-style-type: none"> <li>• Strengthen their capacity to plan, manage, monitor and deliver effective management and leadership development programmes at central, community and school level</li> <li>• Rethink strategies, structures, and the competencies necessary for future school leaders, as well as the capability to communicate, progress, give details, and share that vision</li> <li>• Design, deliver and administrate a strategic framework that can be adapted for developing future school leaders</li> <li>• Provide clear ideas about school leadership within policy circles and also establish clear ownership of the task of driving forward these ideas</li> </ul>

in a coherent way

- Establish codes of conduct or curricula to support the development of head teachers and to promote good values within school communities
- Adopt policy documents and provide detailed guidance and stipulations for head teachers
- Develop expertise and professionalism within the central agencies in respect to school leadership development processes.
- Develop policy in regards to the promotion of school leadership skills with the development of school leaders being brought together as the exclusive remit of a national body with authority over all school types and with a clear focus on research led policies and expert advice
- Develop an appropriate system for the measurement of individual managers or senior leaders, in organisations, communities and the educational system as a whole

## **2 Governance Centres on Financial Management**

- Acknowledge that poor financial management is a major weakness in the education system in Cameroon currently.
- Establish a body to oversee the development of skills in financial management for school leaders
- Establish a leadership development framework which will apply nationally
- Ensure resources from MINEDUB, MINEDUC, UNESCO, UNICEF, MINEJEUN , World Bank and other charitable organisations are allocated fairly, transparently and accountably
- Recognise that a prerequisite for an effective leadership development programme is the promotion of a more rigorous approach to financial governance in the education system
- Provide examples of good practice for schools to follow
- Establish that low levels of expenditure on human and material resources have many consequences, not least an inadequate focus on leadership development.
- Improve the skills of school bursars in regard to the management of physical facilities and finance

## **3 Lack of Transparency and Clear Selection Criteria for the Appointment of Head Teachers**

- Establish transparent and clear selection criteria for the appointment of

head teachers

- Ensure that the selection and recruitment of head teachers is mostly based on a teacher's academic qualifications and successful teaching experience and that they have been acting head teacher for a year prior to their substantive appointment
- Provide a clear "job description" for head teachers specifying the skills they are expected to possess or to develop
- Create a recognised skill-set for head teachers
- To oversee the development and wide acceptance of this skill-set
- Ensure that school leaders undergo twenty weeks of practical training experience at a school prior to taking up a position as a head teacher
- Provide a new national professional qualification for education leadership and management

#### **4 Encouraging Cost-effective On-the-job Training in a Resource Poor Environment**

- Inclusive guide to support the design, delivery and evaluation of well thought-out on-the-job training
- Structured on-the-job training programmes are typically conducted by experienced head teachers who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills
- Trainers of formal on-the-job training programmes should carefully develop a sequence of teaching materials and events for trainees

#### **5 Lack of Structured Management and Leadership Development Programmes**

- System-wide school improvement programmes that encourage the development of school leaders
- Develop a National Leadership Curriculum and an Assessment Framework or League table for the development of school leaders
- Develop good practice from the centre whilst also encouraging more interaction across schools
- Reward and incentive management
- Curriculum for on-the-job training

- Standardize methods of evaluation for school leaders' leadership development
  - Specific leadership training for school leaders and performance review
- 

### **6.2.5 A Framework for the Improvement of Management and Leadership**

#### **Development Arrangement**

The major contribution this research makes is in its provision of a comprehensive framework for leadership development tailored to the needs of Cameroon. In providing for the first time a comprehensive overview of attitudes to and provisions for school leadership development in a developing country in sub-Saharan Africa (RQ1-3) the thesis establishes a solid foundation of new knowledge upon which to base a novel framework for school leadership development (see Table 6.4 below). This framework combines the findings of an international pool of scholarship with the findings of this research so that international best practice (which Bush and Jackson (2002) and Lumby *et al.* (2008) have shown to be remarkably consistent) is integrated into a new Cameroonian model for leadership development but in such a way that the strengths of the existing system are retained, and local realities are taken account of. This framework therefore contributes to research in three specific ways: firstly, it provides for the first time a basis for leadership development in the Cameroonian educational system which has a foundation in scholarship and research (both international and local); secondly, it provides a model for potential leadership development frameworks that could be applied in other developing countries, particularly in sub-Saharan Africa, and thirdly, the research as a whole

provides a methodological template which other scholars might use for developing such frameworks in the context of developing countries.

**Table 6.4: A Framework for the Improvement of Management and Leadership Development Arrangements in Cameroon**

<b>A Framework for the Improvement of Management and Leadership Development Arrangements in Cameroon</b>	
<b>A New Leadership Qualification for School Leaders</b>	
<b>Central Agencies</b>	<b>School</b>
<b>Establishment of a new National Institute for Education Leadership and Management (NIELM) for school leadership development tasked with having an overview of each of the four aspects of this framework</b>	Interpret and articulate the vision of the central agencies
<b>Take into account the nature of bilingualism and, indeed, the harmonisation of the different educational systems in Cameroon</b>	Provide a direction for teachers and their schools and thereby increase the chances of enhanced performance and achievement
<b>Undertake a broader policy making role pertaining to educational leadership development practices</b>	Use their previous work and life experiences to make sense of the issues they face by teachers and aspiring heads of the school
<b>Design, deliver and administer a new National Professional Qualification for Education Leadership and Management (NPQELM)</b>	Have the capability to learn from their experiences and commit to continuous learning opportunities
<b>Communicate, progress, give details, and share that vision with schools nationally and internationally</b>	Nominate aspiring leaders to sit the new NPQELM
<b>Provide timely and accurate information about the NPQELM to the right candidates</b>	Work together with the centre and to provide study time and on the job support for those taking the NPQELM
<b>Improving the Quality of Leadership Education</b>	
<b>Central Agencies</b>	<b>Schools</b>
<b>Create a central training institution at which a core of training is delivered</b>	Transformational leaders in school learn to create knowledge, expertise and recognition of goals and mission

<b>Encourage a research and innovation driven approach to subject matter</b>	Stimulate support among colleagues for these goals to be achieved
<b>Link leadership and management programmes to schools' and the central agencies' missions, strategies and goals to produce results</b>	Reinforce existing on-the-job training and community based training mechanisms
<b>Recruit experts to deliver training</b>	Create their own internal structured feedback processes, and require outcomes or build systems to support their results
<b>Institute a structured programme of seminars rotating nationwide to support the delivery of the qualification</b>	
<b>Create structured feedback processes, and require outcomes or build systems to support their results</b>	
<b>Utilize an evaluation theory combined with a performance-based management development theory</b>	
<b>Fashion an appropriate system for the measurement of individual managers or senior leaders, in organisations, community and the educational system as a whole</b>	
<b>Induction of Newly Appointed Head teachers</b>	
<b>Central Agencies</b>	<b>School</b>
<b>Establish a transparent recruitment mechanism with skills measured objectively against the expectations in the leadership curriculum</b>	Prepare induction materials for new head teachers and establish and support mentoring arrangements for new head teachers with existing head teachers from the same geographic area
<b>Ensure that selection and recruitment of head teachers is based on the foundation of academic achievements and a record of successful teaching</b>	Meet the central agency's challenges, to accommodate demographic changes in the workforce, meet up the changing demands of school children and embrace rapid technological changes
<b>Ensure that head teachers undergo twenty weeks of practical training experience at a school as well as</b>	Require a stronger and more professional school workforce, and to drive the quality of induction and

<b>undertaking a theory programme before taking up appointment as a head</b>	appointment of new school leaders through rigorous criteria set out by the central agencies
<b>Ensure that school leadership development is characterised by an increasing use of formal standards</b>	
<b>Support school leaders to obtain the new NPQELM</b>	
<b>On-going Support</b>	
<b>Central Agencies</b>	<b>School</b>
<b>Provide learning materials tailored to leaders of varying levels of experience (including seminars, refresher courses and CPD)</b>	Support on-going on-the-job training opportunities for existing school leaders
<b>Recommend other school leadership learning with an emphasis on reflection supported by a variety of learning tools, such as portfolios, coaches, mentors and e-learning</b>	Make use of mentoring and coaching in which an experienced and knowledgeable head teacher works one-to-one with an aspiring head for at least a year
<b>Encourage reflection and provide opportunities to permit school leaders to reflect on their experiences both of their training and of their employment circumstances</b>	Provide future school leaders with the knowledge, expertise and behaviours of school leadership and management

### 6.3 Limitations of the Research

As with any piece of research this study has a number of limitations. One inevitable limitation lies in the choice of participants – both in terms of the mix of representatives from central agencies and the makeup of the school leader respondents. A different mix in each case could potentially influence the outcomes. Also, the research did not attempt to solicit responses from external stakeholders

(parents, children, community figures, educational experts or commentators). While to do so would have significantly complicated the methodology (beyond what could be sustained by a single researcher) the possibility that such external stakeholder input might have influenced the outcomes cannot be discounted.

Furthermore, this study did not attempt to quantify the extent of exposure to different training opportunities (e.g. the proportion of respondents who had experienced on-the-job training compared to seminars or how the total training experienced by an individual was divided between the different training options). Whilst it was possible to arrive at a qualitative assessment of mix of leadership development opportunities in Cameroon, therefore, it was not possible to give any quantitative underpinning to this assessment.

The study also did not attempt to observe current training opportunities. Such observations might have afforded new or different insights into each of RQs1-3. The reliance on interview data thus limits the findings in the sense that the researcher is recounting information at second-hand.

The LMDQ data was intended to act as a more anonymous and quantitative counterbalance to the qualitative aspects of the research. In retrospect, this did not fully succeed. The use of a model for assessing leadership development programmes that was developed in a context of a Western country with a functioning leadership development programme did not transfer seamlessly into the educational context in Cameroon. Responses to the questions did not show much differentiation, which made useful analysis very difficult. This may have been because respondents did not identify with the different categories of leadership learning (i.e. the categories chosen did not “mean” much in a Cameroonian context and in a situation where

there was no existing formal training programme that might have defined such concepts), or because of residual concerns about giving negative feedback (taking into account the findings in RQ3 which indicate that prospective school leaders are currently dependent on a non-transparent process to gain appointment as a head teacher). Overall, this means that the research findings are more dependent on the qualitative (interview) data than was first envisaged – and thus the end results are rather less “mixed method” than was first planned.

The possibility that school interviewees were also influenced by the two factors identified as potentially influencing the LMDQ cannot be discounted. Although the interview format allowed a fuller explanation of concepts that may have been opaque in the questionnaire, cultural reticence or concerns about authority may still have influenced the responses from school leaders and aspiring leaders.

#### **6.4 Suggestions for Further Research**

The final section suggests potential avenues for further research. This research project is essentially groundwork – in the sense it is trying to establish a basis of understanding about what the situation is in Cameroon in order to begin to develop a way forward. Of course, at a later stage, there will be a need for research into the details of how a Cameroonian leadership development process is implemented and what its content might be; right now though that is a very long way off; therefore the immediate future research needs are more related to clarifying outstanding issues with this “groundwork” basis of understanding, issues that have been thrown up by this research or which have not been fully addressed in this research. These include:

- Research taking account of views from other stakeholders;
- Research into the job description of head teachers in Cameroon;
- Research into the extent to which school leaders in Cameroon experience the full range of leadership development opportunities (i.e. what the proportions of current leadership development opportunities are);
- Research which seeks to observe current leadership development practices directly;
- Research into how to tailor LMDQ methodologies to contexts such as in Cameroon.

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## APPENDICES

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## Appendix 1

### Application for Field Studies

Frederick Ebot Ashu  
University of Birmingham  
School of Education  
Edgbaston, Birmingham  
B15 2TT  
United Kingdom

08 August 2011

Minister of Basic Education  
Yaoundé Cameroon

Re: Field Study

Dear xxxxxxxx

Greetings to you and your entire family, I hope this letter finds you well.

I will be visiting Cameroon to conduct my field studies sometime in early January. I will be based in Limbe and will conduct my field work with six well managed and led primary schools in the country. I am letting you to know in advance that I wish to meet you to talk about my studies and to obtain your advice. I will be able to confirm the date of my arrival in my next correspondence.

The title of my study is **Effectiveness of School Leadership and Management Development in Cameroon**. Please read the enclosed research proposal which provides an outline of the study. I will be happy to obtain permission to carry out my research with six well manage and led primary schools in the country.

I look forward to hearing from you.

Sincerely,

Frederick Ebot Ashu

## Appendix 2

### Participant Information – Interviews

#### What is this study about?

The study seeks to explore the processes of leadership and management development in schools in Cameroon. It seeks to collate the views of current and aspiring head teachers in Cameroon in regard to how they are trained and developed to become effective school leaders. It is intended that this study will provide robust information with which to inform policy for developing a national leadership framework for aspiring school leaders in Cameroon. The study is being conducted by researchers from the University of Birmingham in the United Kingdom, and is supported by the Cameroon Ministry of Basic Education and the Cameroon Ministry of National Education.

#### Why do we need interviewees and what are the benefits of taking part?

A key element of this study is gathering the views of current head teachers and other teachers who are currently seeking to develop their skills so as to become head teachers in the future. One of the ways that the study seeks to gather information is through conducting semi-structured interviews with teachers and we are therefore looking for volunteers to participate in these interviews. Those participating in the study will benefit through having the opportunity to reflect on their own professional development in a structured way, whilst also being able to contribute to the long-term improvement of school leadership training in Cameroon.

#### What is involved in the interviews?

Semi-structured interviews are interviews which are structured around a number of pre-assigned questions but in which interviewers may ask additional questions in order to explore particular points of interest that are revealed during the course of the interview. The interviewer will, however, be guided by what the participant wants to talk about and will simply ask questions to draw out details. There are no right or wrong answers and participants should feel confident to speak freely. No advanced preparation for the interview is needed.

Interviews will be conducted face-to-face or by phone, and will be recorded and transcribed. Interviewees will be invited to elect a location of their choice so that they will be able to remain private and undisturbed through the course of the interview. Interview sessions should be no longer than 45 minutes.

#### Data Confidentiality

Participants have the right to choose not to answer any question, should they wish. Participants will also receive a written transcript of the interview with the opportunity to check and amend any inaccuracies. Any changes suggested by interviewees will be reflected in the final transcript. Participants can also require that their contribution be removed from the study at any point up to one month from the date of their receipt of the written interview

transcript. Should a participant wish to withdraw their consent in this way they should do so by contacting the study researcher using the contact details provided at the end of this leaflet. In this eventuality, interview recordings and written transcripts, and any other personal data relating to the participant, will immediately be destroyed.

Once the interview has been conducted its content will be summarised into broad themes which will then be included and discussed in the final study report (thesis). Specific excerpts from interview transcripts may also be included in the final thesis and in subsequent academic papers and books. The identity of participants will always remain entirely anonymous in the final published report. In other words, participants' names and any other identifying characteristics will not be published at any point.

The interview recordings and transcripts will, however, be available for consultation by the researcher, the research supervisor (contact details below) as well as the research examiners, if required, for a period of up to ten years, after which point all interview recordings and transcripts and any other data that may be personally identifiable will be destroyed, in line with the University of Birmingham's Code of Practice for Research:

<http://www.birmingham.ac.uk/Documents/university/legal/research.pdf>

#### Contact Details

If you have any questions about this research, the interview process or how the information you have provided will be stored and used please contact the researcher using the contact details below:

<b>Researcher</b>	<b>Supervisor</b>
Frederick Ebot Ashu Doctoral Researcher, School of Education University of Birmingham Edgbaston, Birmingham B15 2TT, United Kingdom [REDACTED] [REDACTED]	Dr Tom Bisschoff Senior Lecturer School of Education Contact details [REDACTED] [REDACTED] Room 416 School of Education University of Birmingham Edgbaston, Birmingham B15 2TT, United Kingdom

## Appendix 3

### Interview Participation Consent Form

Researcher: **Frederick Ebot Ashu**

Respondent: \_\_\_\_\_

Date of interview: \_\_\_\_\_

#### Confidentiality

This information is being collected as part of a research project concerned with the processes of leadership and management development in schools in Cameroon, conducted by the School of Education at the University of Birmingham, United Kingdom. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research and statistical and audit purposes. By supplying this information you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 1998. No identifiable personal data will be published.

#### Acknowledgement

- I confirm that I have read and understand the interview participant information leaflet for this study. I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.

- I understand that my participation is voluntary and that I am free to withdraw at any point up to one month from the date of my receipt of the written interview transcript without giving any reason. Should I withdraw, my data will be removed from the study and will be destroyed.

- I understand that my personal data will be processed for the purposes detailed above, in accordance with the United Kingdom Data Protection Act 1998.

- Based upon the above, I agree to take part in this study.

Signed (Interviewer) \_\_\_\_\_

Signed (Respondent) \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4

### Interview Schedule

Q1: Tell me about your overall view of the leadership and management training programmes in Cameroon in preparing you as an effective primary school leader supporting school effectiveness?

Q2: What are the key strengths of your leadership and management training interventions that enhanced your performance as an effective primary school leader?

**Probe:**

- What about the particular areas of studies that enhance a primary school leaders' knowledge;
- What particular areas of studies that enhanced your expertise/behaviours as an effective primary school leader?
- What do you perceive as the weakness of the Cameroon educational systems supporting aspiring head teachers to become effective leaders with reference to your own leadership development?

Q3: In your view how does your training relate to specific contextual factors associated to your school?

Q4: Can you tell me how your leadership and management skills have improved from the time you graduated to the time you assumed headship in the following context

**Probe:**

- Please specify specific professional development you have received in school, outside school and outside the professional setting)?

Q5: What have you learned about leadership and management from your colleagues in respect to its relevance for your headship (professional & non-professional sources)?

Q6: If you could give any advice to the Cameroon Ministry of Higher Education about school leadership and management development, what suggestions can you recommend to further improve the leadership and management training skills of Cameroon aspiring head teachers?

## Appendix 5

### Participant Information – Questionnaires

#### What is this study about?

The study seeks to explore the processes of leadership and management development in schools in Cameroon. It seeks to collate the views of current and aspiring head teachers in Cameroon in regard to how they are trained and developed to become effective school leaders. It is intended that this study will provide robust information with which to inform policy for developing a national leadership framework for aspiring school leaders in Cameroon. The study is being conducted by researchers from the University of Birmingham in the United Kingdom, and is supported by the Cameroon Ministry of Basic Education and the Cameroon Ministry of National Education.

#### What is the purpose of these questionnaires and what are the benefits of taking part?

A key element of this study is gathering the views of current head teachers and other teachers who are currently seeking to develop their skills so as to become head teachers in the future. One of the ways that the study seeks to gather information is through seeking feedback from teachers through a questionnaire examining the perceived effectiveness of different aspects of current school leadership training. Those participating in the questionnaire will benefit through having the opportunity to reflect on what has contributed most to their own professional development, whilst also being able to contribute to the long-term improvement of school leadership training in Cameroon.

#### What is involved in the questionnaires?

The questionnaires comprise two sections. The first section gathers basic information about the participant's gender, age, job role, experience in role, and type of school. The second section comprises thirty questions which require participants to rate the effectiveness of specific leadership development interventions on a five-point scale (from "strongly agree" to "strongly disagree"). There are no right or wrong answers and no advanced preparation is needed. The questionnaire should take less than ten minutes to complete.

#### Data Confidentiality

No personally identifiable information is collected on the questionnaire and the answers provided by participants are kept anonymous and confidential at all times. Participants may complete the questionnaire at a private venue of their choice and may also choose not to answer any question, should they wish. Participants can also require that their contribution be removed from the study at any point up to one month from the date of their completion of the questionnaire. Should a participant wish to withdraw their consent in this way they should do so by contacting the study researcher using the contact details provided at the end of this leaflet. In this eventuality the completed questionnaire, and any other personal data relating to the participant, will immediately be destroyed.

Once the questionnaire has been completed its content will be summarised into broad themes which will then be included and discussed in the final study report (thesis). Overall outcomes from the questionnaires may also be included in subsequent academic papers and books. The identity of participants will always remain entirely anonymous.

Hard copies of completed questionnaires will be available for consultation by the researcher, the research supervisor (contact details below) as well as the research examiners, if required, for a period of up to ten years, after which point all documents and any other associated data will be destroyed, in line with the University of Birmingham's Code of Practice for Research:

<http://www.birmingham.ac.uk/Documents/university/legal/research.pdf>

### Contact Details

If you have any questions about this research, the questionnaire process or how the information you have provided will be stored and used please contact the researcher using the contact details below:

Researcher	Supervisor
Frederick Ebot Ashu Doctoral Researcher, School of Education University of Birmingham Edgbaston, Birmingham B15 2TT, United Kingdom [Redacted] [Redacted]	Dr Tom Bisschoff Senior Lecturer School of Education Contact details [Redacted] [Redacted] Room 416 School of Education University of Birmingham Edgbaston, Birmingham B15 2TT, United Kingdom

## Appendix 6

### Questionnaire Participation Consent Form

Researcher: **Frederick Ebot Ashu**

Participant: \_\_\_\_\_

Date of Questionnaire Completion: \_\_\_\_\_

#### Confidentiality

This information is being collected as part of a research project concerned with the processes of leadership and management development in schools in Cameroon, conducted by the School of Education at the University of Birmingham, United Kingdom. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research, and statistical and audit purposes. By supplying this information you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 1998. No identifiable personal data will be published.

#### Acknowledgement

- I confirm that I have read and understand the questionnaire participant information leaflet for this study. I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time up to one month from the date of my completion of the questionnaire. If I withdraw my data will be removed from the study and will be destroyed.
- I understand that my personal data will be processed for the purposes detailed above, in accordance with the United Kingdom Data Protection Act 1998.
- Based upon the above, I agree to take part in this study.

Signed (Researcher) \_\_\_\_\_

Signed (Participant) \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 7

### Leadership and Management Development Questionnaire (LMDQ)

This LMDQ asks you to provide some questions about your demographic data, background and leadership and management development area of studies that offered a good preparation with respect to your transition to become an effective primary school leader. The LMDQ is part of a research project being carried out at a number of primary schools in Cameroon to determine the effectiveness of school leadership and management development of aspiring heads in Cameroon. The items in the LMDQ were categorised into two main sections and should take you less than 10 min to complete.

Your answers are anonymous and confidential. The completed questionnaire will be held securely and used only for research purposes. The researcher will combine your answers with those from others in the schools to produce an overall system for Cameroon aspiring school leaders. This will help the researcher to learn about your school and help develop a national leadership framework for aspiring heads in Cameroon.

If you have any questions about the survey or have any technical problems, please contact ( [REDACTED] ) or university supervisor contact details

[REDACTED]

**Section 1**

Can you please confirm your gender, age, job role, experience in role, and type of school by ticking the relevant box(s) below:

Gender		Age			Job Role		Experience In Role			Type of School		
Male	Female	Under 30 yrs	30 yrs-45 yrs	45 yrs +	Aspiring Head	Head Teacher	Under 5 yrs	5 yrs-15 yrs	15 yrs+	State	Private	Faith
<input type="checkbox"/>												

**Section 2**

Below are 30 units of studies related to leadership and management development of head teachers? Based on your perceptions since being appointed as a primary school leader, please answer by choosing a number from 1 to 5 that shows how much you agree or disagree with how well these leadership and management development interventions prepared you to become an effective school leader supporting school effectiveness?

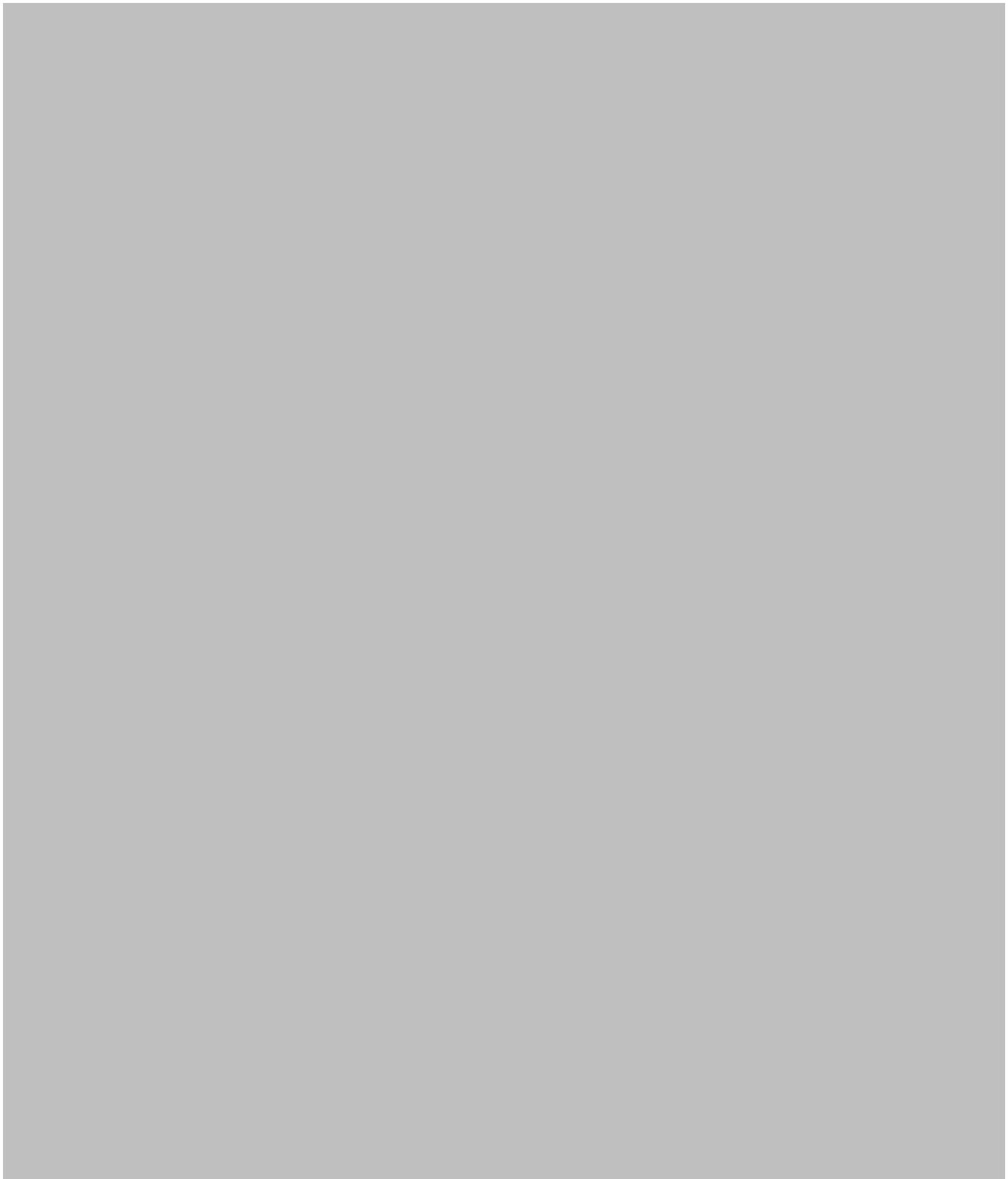
RESPONSE OPTIONS				
1	2	3	4	5
Strong Disagree	Disagree	Neutral	Agree	Strongly Agree
Scale	No.	This leadership and management development areas of studies offered a good preparation with respect to my transition to become an effective school leader		
1 2 3 4 5	A1.	Introduction to Public Policy in Cameroon		
1 2 3 4 5	A2.	History of Education in Cameroon		
1 2 3 4 5	A3.	Function of Headship in Education		
1 2 3 4 5	A4.	Sharing Vision		
1 2 3 4 5	A5.	Strategic Management		
1 2 3 4 5	A6.	Change Management		
1 2 3 4 5	A7.	Improving Teaching		
1 2 3 4 5	A8.	Improving Learning		
1 2 3 4 5	A9.	Using Data to Raise Achievements		
1 2 3 4 5	A10.	Managing Interpersonal Relationships		
1 2 3 4 5	A11.	Managing Professional Development		
1 2 3 4 5	A12.	Distribution Leadership		
1 2 3 4 5	A13.	Health and Safety in Schools		
1 2 3 4 5	A14.	Policy Creation		
1 2 3 4 5	A15.	Human Resource Management		
1 2 3 4 5	A16.	Financial Management		
1 2 3 4 5	A17.	Legal Aspects in School Management		
1 2 3 4 5	A18.	Leadership in Organisation		
1 2 3 4 5	A19.	ICT Management		
1 2 3 4 5	A20.	Accountability		
1 2 3 4 5	A21.	Quality Management in Education		
1 2 3 4 5	A22.	School Community Relationship Management		
1 2 3 4 5	A23.	Learning and Assessment		
1 2 3 4 5	A24.	Learning Development		
1 2 3 4 5	A25.	Performance Management		
1 2 3 4 5	A26.	Research in Education		
1 2 3 4 5	A27.	Working with other Agencies		
1 2 3 4 5	A28.	Career and Counselling Management		
1 2 3 4 5	A29.	Strategic Management in School		
1 2 3 4 5	A30.	Self-Development of Leaders		

Please write down below if there are any leadership and management areas of studies that are worth to mention on the current curriculum

Thank you for your honest contribution towards enabling aspiring heads to be more effective school leader



**Appendix 9**  
**Research Permit**



## Appendix 10

### Field Document Analysis Extract

#### Appendix 10: Documental Analysis-Field Notes Extract

Org.	Task	Contact	Date/Time	Event/description	Utt	Documental Analysis-Field notes
SAM	Management	Meeting with heads of School A	03/01/2012 9.00am	Interview with head teachers A1 & A2 and collected LMDQs	Utt1	The meeting with school A head teachers offer discussions about the role of head teachers in Cameroon. The both head teachers and other staffs described the rapid changing environment means the role of heads and aspiring heads is becoming increasingly complex and demanding, however, it still offers a massive opportunity to make differences to the life chances of young people which is why heads and aspiring heads must rise up to the challenges and believes they have a great job with endless equity.
					Utt2	
					Utt3	
					Utt4	
					Utt5	
					Utt6	
					Utt7	
					Utt8	
					Utt9	
					Utt10	
					Utt11	
SBM	Management	Meeting with head of School B	03/01/2012 11.00 am	Interview with head teacher B1 and collected LMDQs	Utt12	The meeting with school B members of staffs discussed about the importance of the PTA meeting largely supports the schools vision, strategic plans to support the development of pupils and staffs
					Utt13	
					Utt14	
					Utt15	
					Utt15	
CMBEML	Management	Meeting with the Regional Delegate of Primary and Nursery Education in Limbe	05/01/2012 9.00am	I meet the Delegate of Basic Education in Limbe, to discussed about the research methodology.	Utt16	The regional delegate suggested school ABCD for the research enquiries. It was noticeable in these schools and others that a head teacher is an educational leader who promotes the success of all pupils by facilitating development, communication, implementation and stewardship of a vision of learning that is shared and supported by the school community
					Utt17	
					Utt18	
					Utt19	
					Utt20	
					Utt21	
					Utt22	
					Utt23	
					Utt23	
SCM	Management/	Meeting with School C management Team	05/01/2012 13.00 pm	Interview with head teachers C1 & C2 and collected LMDQ	Utt24	It was noticeable from the meeting with school C school leaders that an excellent head teacher must support in redesigning their school — they engage in creating a productive school culture, modifying the educational system structures that undermine the work,
					Utt25	
					Utt26	
					Utt27	
					Utt28	
					Utt28	
					Utt28	
					Utt28	

					Utt29	and building collaborative processes.
SDM	Management/ head of School D	Meeting with head of School D	05/01/2012 15.00 pm	Interview with head	Utt30	Most of school D teachers lamented on the recruitment and posting of school leaders. They argued in meeting that the government distribution of civil servants and contract teachers does not benefit schools with the greatest needs.
				teachers	Utt31	
				D1 & aspiring head D2	Utt32	
				and collected LMDQ	Utt33 Utt34	
CMBEMB	Management Leadership	Meeting with the Regional Delegate of Primary and Nursery Education in Buea	06/01/2012 09.00am	I meet the Regional	Utt35	He provided contact details of School E, F and G as required. The Regional Delegates of Basic Education of Buea agreed with other colleagues that head teachers are the guardians for both internal and external stakeholders and are expected to guarantee a culture and ethos of challenge and support where all staffs and pupils' can attain success and become engaged into their own learning.
				Delegate	Utt36	
				of Basic Education,	Utt37	
				South	Utt38	
				West Province to	Utt39	
				discuss	Utt40	
				about my research	Utt41	
				methodology.	Utt42 Utt43	
SEM	Management/ aspiring head and teacehrs	Meeting with aspiring head and teacehrs	06/01/2012 11. am	Interview with aspiring	Utt44	Documents from School E and other faith and private schools highlighted on the significant differences in educational outcomes among state, private and faith schools in the country is having an overall poor performances on the educational system can be partly linked to two main concerns: the inefficient management of the system and the lack of accountability regarding the allocation of government resources..
				head E1 and collected	Utt45	
				LMDQ	Utt46	
					Utt47	
					Utt48	
					Utt49	
					Utt50	
					Utt51	
					Utt52	
				CMBEMY	Leadership & Management	
permit	Utt54					
from the Cameroon	Utt55					
Ministry of Basic	Utt56					
Education	Utt57					
and to discuss about	Utt58					
my	Utt59					
research methodology	Utt60					
with						
the Service Head of						
Service Head of						
Primary and						
Nursery Education						
and the						
Director of Human						
Resources						
	Utt61	It was emphasis in this meeting that successful				
	Utt62	school leaders learn to work				

					Ut63	together in the setting and achieving of ambitious, challenging goals and targets that support the development of schools.
					Ut64	it is learnt that good leaders frequently engage in transformational or distributed leadership practices-
					Ut65	they support the development of effective teachers and the implementation of effective schools.
					Ut66	
					Ut67	
					Ut68	
CMBEMY	Leadership Meeting	Meeting with the Service Head of General Inspectorate (CMBE)	07/01/2012 10.00 am	I met the Service Head of General Inspectorate to discussed about the purpose of my research inquiry. I explained to her the confidential nature of the research. She raised some questions during our discussions that I attempted to clarify. She provided some important documents about school leadership development	Ut69	She similarly provided a clear sense of direction for staffs to follow. She was clear about the aims and objectives of schools/research and she did involved staffs in providing directions for professional development. The head teacher study guide provided summarised that there are seven main areas in the management role of a head teacher which national inspectors look out for when measuring the effectiveness of a school: first, the degree to which the school leader is 'effective' and 'efficient' within his/her personal management role as a school leader; second, emphasis on the representative's emotional intelligence in leading his/her school; third, the degree to which the curriculum and pedagogic functions of the head teacher is 'effective or 'efficient'; fourth, the effectiveness of the managing a school; fifth, school leaders engagement in encouraging a developmental management culture; sixth, effectiveness in community management and how individual school leaders and schools work within the educational system
					Ut70	
					Ut71	
					Ut72	
					Ut73	
					Ut74	
					Ut75	
					Ut76	
					Ut77	
					Ut78	
					Ut79	
					Ut80	
					Ut81	
					Ut82	
					Ut83	
					Ut84	
					Ut85	
					Ut86	
					Ut87	
					Ut88	
					Ut89	In carrying out their roles and responsibilities as educational leaders they should promote the success of all pupils by facilitating development opportunities, communication, Performance management and implementation of a vision of learning that is shared and maintained by the school communities. Some inspectors acknowledged in the meeting that seminars have a large part to play in the
					Ut90	
					Ut91	
					Ut92	
					Ut93	
					Ut94	
					Ut95	

					Ut196	learning development of head teachers.
					Ut197	The reviews of the Cameroon Ministry of Basic Education Road Map for the year
					Ut198	2012 with Inspectors summarised how the central
					Ut199	system were required in determining and
					Ut200	defining the key strategic objectives that are vital
					Ut201	to the survival, success and growth of primary
					Ut202	education, without however imposing
					Ut203	specific assigned very wide-ranging national
					Ut204	assessment mission/goals. The most
					Ut205	important mission of the national inspectors was
					Ut206	develop a vision and strategy that encourages
					Ut207	transformational or distributed leadership
					Ut208	regarding internal and external factors that derive the
					Ut209	decisions of the educational system (e.g. Provide
					Ut210	a safe, secure and healthy learning environment,
					Ut211	engage stakeholders involvement in professional
					Ut212	development so that leaders can assign tasks to
					Ut213	aspiring leaders that will optimize their performance and
					Ut214	build successful organisations in effective
					Ut215	collaboration with others.
CMBEMY	Leadership Meeting	Meeting with the Service Head of Primary & Nursery Education (CMBE)	07/01/2012 11.00 am	I met the Service Head of Primary & Nursery Education responsible for leadership development of school leaders. I explained to him the research objectives and methodology	Ut116 Ut117 Ut118 Ut119 Ut120 Ut121 Ut122	The service head explained in a meeting that at the national level we play a pivotal role in school leaders' development. The educational system is responsible for distributing clear definitions about the critical external educational processes to regional, divisional, sub divisional delegates and head teachers at the local level.
CMBEMY	Leadership/management	Meeting with the National Inspectorates of Primary & Nursery Education	09/01/2012 10.00 am	Discussion with National Inspectorates at the CMBE about their Educational Improvement Plans for the year 2012	Ut123 Ut124 Ut125 Ut126 Ut127	The main committee of National inspectors deals with education at the national level. We inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages. We engage with school
					Ut128 Ut129	communities to secure equity and entitlement. We collaborate with schools in order

- to share expertise
- Utt130 and bring positive benefits to schools.
- Utt131 The national inspectorates understand that school leaders are eager to engage in developmental projects
- Utt132 which improve their school, and
- Utt133 it is our internal policy to support the development and learning progress of these stakeholders through their daily practices and through external evaluation. The most effective programmes are school based,
- Utt136 provide experience in authentic contexts, use mentors and cohort groupings and are structured to enable collaborative activity between the programmes and school
- Utt139 although there is as yet very limited empirical evidence to support this claims
- Utt141 The meeting with National inspectors explained that school leaders are accountable to a broad range of stakeholders, chiefly pupils, parents, PTA Management Board, charities, health professionals, administrative staff, teachers, mayors and traditional and religious authorities. They are accountable for ensuring that pupils enjoy and benefit from high quality education, for encouraging communal responsibility within the whole school community and for contributing to the education service more widely.
- Utt151
- Utt152 It is the head teacher's role to create a partnership with the PTA team members and senior colleagues at the educational system level, in developing the learning environment for staff and pupils; promoting the achievement of all learners by working in partnership with families and community members, and mobilizing community resources campaigns and incentives. In some visits school leaders show self-awareness of their leadership role and a genuine concern for self
- Utt157
- Utt158
- Utt159
- Utt160
- Utt161 development. Our role is to engage these stakeholders in good learning habits.
- Utt162 Leadership can be learned through engaging aspiring heads
- Utt163

- and responding to  
 Utt164 their feedback
- Utt165 While another important  
 discussion was to reform  
 teaching practices and to  
 Utt166 improve the quality of  
 education. MINEDUB's priority  
 Utt167 actions for the past  
 years have been set up in the  
 Utt168 following areas:  
 improve methods of teaching in  
 Utt169 mathematics and  
 reading; validate the core skills,  
 Utt170 develop the  
 curriculum guide and train  
 Utt171 inspectors to improve the  
 educational system. Improve  
 Utt172 pedagogic quality  
 and ensure that head teachers'  
 Utt173 thinking relates to  
 their context, including teachers'  
 Utt174 mind-sets, moral  
 issues and rules. A robust  
 Utt175 supervision process is  
 very important in the process of  
 Utt176 head teacher's  
 added school improvement  
 Utt177 agenda, constructivist  
 teaching, professional  
 Utt178 development of teachers  
 and school leaders/ technical  
 Utt179 skills may include  
 assessing, planning, observing,  
 Utt180 research and  
 evaluation skills-all of which are  
 Utt181 important for head  
 Utt182 teacher development
- Utt183 To maximise human  
 performance within schools there  
 are plans to design a national  
 Utt184 strategy which will enco-  
 urage school leaders to be  
 Utt185 innovative and to use appr-  
 opriate new technologies to  
 Utt186 achieve excellence. This  
 funded MINEDUB project may  
 Utt187 include support strategies  
 for educational monitoring and a  
 Utt188 framework for creating  
 a new chain of operational  
 Utt189 supervision of head teachers
- Utt190 The general inspectorates are  
 also responsible for  
 Utt191 developing strategies which  
 secure high standards  
 Utt192 of behaviour and attendance.
- Utt193 There are limited resources for  
 the educational system  
 to develop and maintain effective  
 Utt194 strategies and  
 procedures for staff induction,  
 Utt195 staff development and  
 performance review, with  
 Utt196 resources being insufficient

					Utt197	to ensure effective planning, allocation, support and evaluation of work undertaken by teams and individual.
					Utt198	
					Utt199	Educational Management and Governance is an important agenda for MINEDUB, MINEDUC, UNESCO, UNICEF<
					Utt200	MINEJEUN, World Bank and other charitable organisations are investing in the carers of learners, teachers and
					Utt201	school leaders.
					Utt201	
					Utt203	The CMBE continues taking a strategic role in the development of new and up-and-coming technologies to
					Utt204	Improve and broaden the learning experience of pupils;
					Utt205	monitoring, evaluating and reviewing classroom practice and promotes
					Utt206	improvement strategies
					Utt207	
SFM	Management/	Meeting with	20/01/2012	Interview with head teacher F1 & and aspiring head F2	Utt208	School F, teachers acknowledge this is important that
		head teacher	9.00 am	and collected LMDQ	Utt209	human, physical and financial resources be well
		and aspiring			Utt210	manage in the most effective way to achieve that
		head of school F			Utt211	direction and maximise those life chances for stakeholders
SGM	Management	Meeting with aspiring heads,	05/01/2012	Interview with aspiring head G1 and collected LMDQ	Utt212	School G documents account on the contributions
		School G and	09.00 am		Utt213	of the local PTA members. This PTA group contributes
		teachers	06/01/2012	Interview with aspiring head G2 and collected LMDQ	Utt214	significant resources (e.g. for school construction,
			11.00 am		Utt215	teachers salaries, furniture, books, computers) and
					Utt216	oversee financial management
SGM	Management	Meeting with Head Teacher G3, School G.	06/01/2012	Interview with head teacher G3 and collected LMDQ	Utt217	Documental evidence and interview with head teacher
			14.00 pm		Utt218	G3 were identifying the importance of the buildings,
					Utt219	learning resources for the school workforce to facilitate
					Utt220	teaching and learning provision
					Utt221	School G provide evidence demonstrating that
					Utt222	governance is a major challenge to Cameroon school
					Utt223	leaders development. The frequency of bad governance
					Utt224	affects most economic transactions and
					Utt225	hinders delivery and quality of services rendered.

SGM	Management	Meeting with head teacher G4, School G	20/01/2012 11.00 am	Interview with head teacher G4 and collected LMDQ	Utt226	School G teachers strongly supports parents teachers association. This school encourages parents to visit Sympathetic leaders, avoid stereotyping or judging to quickly, and they live their lives in an open, honest way; people with strong social skills are characteristically team players rather than concentrate on their own achievement, they assist others to grow and stand out. They can manage difference in opinions, are outstanding communicators, and are masters at building and maintaining relationships.
					Utt227	
					Utt228	
					Utt229	
					Utt230	
					Utt231	
					Utt232	
					Utt233	
					Utt234	
					CMBEMY	
Utt236						
Utt237						
Utt238						
Utt239						
Utt240						
Utt241						
Utt242						
Utt243						
Utt244						
Utt245						
Utt246						
Utt247						
Utt248						
Utt249						
Utt250						
Utt251						
Utt252						
Utt253						
Utt254						
Utt255						
Utt256						
Utt267						
Utt258						
Utt259						

development practice, because  
 Utt260 is the duty of the head  
 teacher to support all staff to  
 Utt261 achieve high standards;  
 to equip themselves with the  
 Utt262 competence to deal with the  
 complication of the role and the  
 Utt263 range of leadership skills  
 and performances required of  
 Utt264 them. In Cameroon Head  
 teachers are trained to become  
 Utt265 professional teachers  
 and not specifically as head  
 Utt266 teacher, so the most part  
 Utt267 of their training deals with pedagogy.  
 In the higher teacher training  
 Utt268 programmes they have  
 school administration courses  
 Utt269 that enable teacher  
 with financial management skills  
 Utt270 to support the  
 development of their schools.  
 Utt271 Cameroon education  
 authorities seems to have the  
 Utt272 objectives but how to  
 achieve these efficiently in the  
 Utt273 field is challenging  
 because they seem to lack  
 Utt274 personnel with the right  
 skills to support the development  
 Utt275 of head teachers.  
 I believe the government is  
 Utt276 willing to support such  
 initiatives and they will do that at  
 Utt277 the right time.. Policy  
 documents generally gives the  
 Utt278 impression that  
 As a bricklayer you learn your  
 Utt279 job by doing' it,  
 Utt280 which implies that rather than learning  
 leadership as it is known by  
 Utt281 others, school leaders in  
 Cameroon make sense of their  
 own leadership learning  
 Utt282 experiences,  
 discover and nurture leadership  
 Utt283 in themselves and in  
 each other, not in isolation but as  
 Utt284 part of a community.  
 The DHR had endeavour in  
 Utt285 carrying out projects that  
 support staff to develop good  
 Utt286 professional habits, while  
 the government should aim to  
 Utt287 empower head teachers  
 to understand the system and  
 Utt288 also encouraged them  
 to do their best in contributing to  
 Utt289 the system  
 performance.  
 Utt290 Our policy documents tend to  
 assume that the right  
 Utt291 personal to support head  
 teachers' in-service training  
 Utt292 are pedagogic advisers. That is  
 why they have  
 Utt293 pedagogy seminars in which  
 they learn about their role  
 Utt294 as headmaster. Most head  
 teachers have attended  
 Utt295 financial management training,  
 Utt296

						then teaching and learning seminars that have a large part to play in the learning development of young people, assessment for learning and ICT are other important areas for head teachers' development. These seminars enable our head teachers to carry out their duties effectively.
					Utt297	
					Utt298	
					Utt299	
					Utt300	
					Utt301	
SHM	Management/	Meeting with head teacher and aspiring head, School H.	11/01/2012 11.00 am	Interview with Head teacher H1 and aspiring head H2 and collected LMDQ	Utt302 Utt303 Utt304 Utt305 Utt306 Utt307 Utt308 Utt309	Identified that the assessment of the quality of the in-service training at schools remains problematic, specially in regions dependent on divisional inspectors. It is the responsibility of the educational system to develop and maintain a structure of high expectations for self and for others and to take appropriate action when performance is unsatisfactory
SIM	Management/	Meeting with head teacher and aspiring head teacher School, I.	11/01/2012 13.00 am	Interview with Head teacher I1 and aspiring head I2 and collected LMDQ	Utt310 Utt311 Utt312 Utt313 Utt314 Utt315 Utt316 Utt317 Utt318	These school leaders argued that a good school head teacher illustrates a clear pupil-centred vision and purpose ensuring pupils reached their potential. They maximising young people well-being and achievements was at the heart of schooling. Getting the finest or most out of stakeholders was associated to the philosophy, leadership approach and personal skills of both head teachers and aspiring heads professional development.
SJM	Management/	Meeting with head teacher and aspiring head, school J	12/01/2012 10.00 am	Interview with head teacher J1 and aspiring head teacher J2 and collected LMDQ	Utt319 Utt320 Utt321 Utt322 Utt323 Utt324	School J teachers complained about educational policy documents must make it a mandate to review school leaders progress and outcomes associated with the implementation of leadership development opportunities, including approved work program, budget, and annual progress report
SKM	Management/	Meeting with Head teacher and aspiring head teacher, School K.	18/01/2012 9.00 am 19/01/2012 9.00 am	Interview with head teacher K1 and aspiring head K2 and Collected LMDQ	Utt325 Utt326 Utt327 Utt328 Utt329 Utt330	Head teachers K1 & K2 manage the performance of the senior leadership team, providing coaching and support to ensure they can deliver high standards of teaching and learning. The both heads also hold into accounts and understand the local processes and procedures to monitor individual and

					Utt331	whole school performance.
					Utt332	The Head teacher is chiefly responsible for building capability across schools and for
					Utt333	establishing a culture of professional and personal
					Utt334	development in schools around the region. In fact, both
					Utt335	the head teachers are good at identifying the
					Utt336	development needs of aspiring heads and know how best to
					Utt337	address their development once a structured framework is
					Utt338	provided. Successful heads are particularly adept at
					Utt339	developing leadership capacity within the school by
					Utt340	sharing accountability and distributing leadership access to
					Utt341	senior team members.
SLM	Management/	Meeting with	18/01/2012	Interview with Head	Utt342	Head teacher L1 permitted a site
		head teacher	3.00 pm	teacher L1 and aspiring head	Utt343	tour with aspiring head L2 developed my
		and aspiring		L2.	Utt344	understanding of the modern new built school L structure and
		head teacher,		collected LMDQ	Utt345	the environment which they provide nursery and
		school L			Utt346	primary education to a diverse range of pupils. The
					Utt347	school board members have create an organisational
					Utt348	structure which reflects the school's values, and enables
					Utt349	the management systems, and processes to work
					Utt350	effectively in line with legal requirements;
					Utt351	manages the school's financial and human resources
					Utt352	effectively and efficiently to achieve the school's
					Utt353	educational goals and priorities.
SMM	Management/	Meeting with	19/01/2012	Interview with aspiring	Utt354	Discussions with aspiring head
		aspiring	1.00 pm	head,	Utt355	M1 gave feedback on policy updates, on seminars they
		head,		M1, collected LMDQ		have attended
		School M.				

## Appendix 11

### Transcript Extract – Aspiring Head (HAH2)

School	Leadership Role	Utt	Text
H	AH2	Utt1	School: School H Interviewee: Reference-HAH2 Job Role: Aspiring Headteacher (AH) Interviewer: Frederick Ebot Ashu Interview date: 11/01/1012 Transcribed by Frederick Ebot Ashu Date of transcription: 05/06/2012
H	AH2	Utt2	This is a professional conversation between Frederick Ebot Ashu, Doctoral Researcher, University of Birmingham and Mme XXXX, Aspiring head, School H I am here today with XXXX to discuss about the Effectiveness of School Leadership Development in Cameroon. I will like you XXXX to tell me your overall views about the leadership and management development programmes in Cameroon in preparing you as an effective primary school leader supporting school effectiveness?
H	AH2	Utt3	To the best of my knowledge there is no training school for head teachers in Cameroon.
H	AH2	Utt4	Consequences for in-service-training are decided upon by teaching and learning programme is also limited because is done mostly on the job
H	AH2	Utt5	Implementation of the headship in-service training for school leaders, deputy head teachers and teachers in Cameroon are mostly effective through (seminars, conferences).
H	AH2	Utt6	Leadership seminars for head teachers in Cameroon are mostly carried out on issues around diversity in teaching and learning, health and safety matters, Improving public relations are the lead policy division for head teacher training in Cameroon.
H	AH2	Utt7	<b>What are the key strengths of the leadership and management training programmes that enhanced your performance as an effective primary school leader?</b>
H	AH2	Utt8	Well the in-service training that I receive through the job help enhances my experience as a classroom teacher and equally as a practising school administrator.
H	AH2	Utt9	I am learning from my head teacher experiences as a leader and mentor determinant of how children

			develop. Working hand to hand with my head teacher has helped build up my confidence, skills and I have learned new strategies for developing learning materials that enhance learning retention and transfer of knowledge to the children.
H	AH2	Utt10	What about the particular areas of leadership and management training that you have received that enhanced your own knowledge as an effective primary school leader?
H	AH2	Utt11	Some of the leadership skills that i have gathered from my boss and some of the seminars that we have attended are relevant for performance management improvement of teachers
H	AH2	Utt12	Some of the seminars that i have attended were designed to enhance knowledge on strategic leadership helps teachers to develop the skills to understand, influence and lead the local agenda in terms of managing resources.
H	AH2	Utt13	Some other seminars that I have attended with the head teacher were aim to enhance participants' knowledge, skills and competencies in relation to the way they liaise with stake holders, leadership skills such as motivation, objective setting, performance appraisal.
H	AH2	Utt14	In school meetings we have discuss about the different policies, programmes and paradigms for their application in teaching and learning
H	AH2	Utt15	In my job most school leadership research and educational programs have focused on developing individual knowledge, skills, and self-regulation and self-motivation allow a teacher to work in collaboration with colleagues. Although in Cameroon there is no universal framework for leadership development ...
H	AH2	Utt16	As identified earlier, the main purpose of contemporary in-service training that is develop through the job is to develop staff who can lead a successful school.
H	AH2	Utt17	Through my daily experiences as a teacher shows how a teacher can enhanced assertiveness enabled effective classroom management.
H	AH2	Utt18	Leadership is about school management can equip emerging leaders with knowledge and enhanced their understanding to take on research extensively into leadership development, and has identified that the majority of increase the bottom line impact from the programme.
H	AH2	Utt19	Other core leadership skills have been learnt through

			school visits that as a leader we frequently share ideas on change management, leadership in organizational and other areas in teaching and learning.
H	AH2	Utt20	<b>So what particular areas of studies that enhanced your expertise/behaviours as an effective primary school leader?</b>
H	AH2	Utt21	Although a traditional approach of expert staff development might be sufficient for individual teacher in a healthy school environment, special education needs, counselling services are very essential in policy statements should be developed and endorsed by the leadership team.
H	AH2	Utt22	I will like to suggest that the Cameroon government develop its leadership curriculum learning materials can address those affective learning objectives in a productive and meaningful fashion while at the same time working towards the development of cognitive capacities.
H	AH2	Utt23	Most teachers in Cameroon have asserted that leadership education programs must be prepared by the government in order to enhance the expertise of aspiring heads. Developing leadership programmes for teachers is an important first step in achieving the millennium goals which are prerequisite for human growth and development of educational psychology.
H	AH2	Utt24	<b>What do you perceive as the weakness of the Cameroon educational systems supporting aspiring head teachers to become effective leaders with reference to your own leadership development?</b>
H	AH2	Utt25	I hope the Cameroon government should open a school to train head teachers
H	AH2	Utt26	The training modules offer should identify the require qualifications that (aspiring) school leaders take part in the programs. Pre-service' are used exclusively for offerings before taking over a leadership position, 'induction ... shortly after taking over, and 'in-service' or 'continuous professional development' opportunities are very important for the role of a head teacher.
H	AH2	Utt27	In most Cameroon schools Leadership is viewed situational and in association with group problems.
H	AH2	Utt28	Solutions typically involve the development of group cohesiveness, trust, goals, and evaluations. In some cases assistant head teacher may design and conduct professional development programs for teachers that address classroom management? We have had seminars on professional development for

			restructuring: teacher leadership for classroom change.
H	AH2	Utt29	These are very important daily aspects in schools. In other seminars financial management issues was the topic because the school need money frequently to run projects like ICT in schools which is very new.
<b>H</b>	<b>AH2</b>	<b>Utt30</b>	<b>In your view how does your training relate to specific contextual factors associated to your school?</b>
H	AH2	Utt31	I have frequently attended pedagogy seminars that we have learned how contextual settings could be located within teaching, school and at the system level.
H	AH2	Utt32	Highly contextual mixes with the system level will increase interest in leadership styles at school level. The school leadership characteristics styles of most schools turned out to be more situational and contextual in practices that promote training and development of aspiring head may be relevant
H	AH2	Utt33	A further problem that I have frequently experience relates to the relationship between vision, goals, activities and school.
H	AH2	Utt34	Others, sensitivity and communication skills and other contextual factors may be relevant for pupils and staff development.
H	AH2	Utt35	This inevitably means that some of the training we have received ensured that leaders at all level are very well inform about the vision and goals of their learning institution..
H	AH2	Utt36	My head teacher maintains that teachers and managers need to understand the contextual factors that impinge on training and development in these strategies may be relevant for our own professional development.
<b>H</b>	<b>AH2</b>	<b>Utt37</b>	<b>Can you tell me how your leadership and management skills have improved from the time you graduated to the time you assumed headship?</b>
H	AH2	Utt38	As we talked already there is no formal training for school leaders in Cameroon
H	AH2	Utt39	On average, the government will need to recruit a head teacher, that are teachers who have had better chances to develop their management and leadership skills and making sure that they can well manage a school.
H	AH2	Utt40	My own view is that there are a number of skills that school teachers must develop to ensure the smooth running of a school. A good head teacher must know what the teachers are going through, and be able to

			support their development needs. A good school leader must be responsible for pupils achievements, management of finance and resource management skills are very important skills that one has developed.
H	AH2	Utt41	Addition to the skills outlined above I have also developed to be independent and to have developed the skill of managing my own time and work schedules
H	AH2	Utt42	As a school teacher I have developed the skills to work with other teachers and improve the effectiveness of their teaching, manage their professional development in different areas of teaching and learning.
<b>H</b>	<b>AH2</b>	<b>Utt43</b>	<b>So what about professional development you have received in school?</b>
H	AH2	Utt44	The evidence of the job, support from head teacher, inspectors visit and the seminars proves that aspiring heads are empower they can exceed your expectations; strengthen their classroom management skills through observations that are regularly carried out in our school.
H	AH2	Utt45	As a classroom teacher I have been able to promote substantial reflection on my teaching and learning practices and analysis of leadership through situational standards of my classroom practices, personal qualities and interpersonal skills.
H	AH2	Utt46	In recent years we have had a lot of change management seminars with many new subjects in the curriculum.
H	AH2	Utt47	I would say the time served as a classroom teacher isn't enough, its having the skills and attitude that count more.
H	AH2	Utt48	In some of these seminars have helped me and others with the skills and knowledge to manage change in their schools.
H	AH2	Utt49	Apply some of the suggested techniques to your teaching. It is always interesting to encourage colleagues in school after a seminar to relate what they have learned in their daily practices
<b>H</b>	<b>AH2</b>	<b>Utt50</b>	<b>outside school</b>
H	AH2	Utt51	Good leaders, for my own opinion were found to take their leadership to the community. Such a refreshing stance was to liaise in developmental projects that support learning for people in the community.
H	AH2	Utt52	School leaders with good people skills can often be identified as developing the literacy level of members in their community.
H	AH2	Utt53	I may not have won your vote, on this question but

			strongly believe that hard leadership skills developed out of school will get you an interview, soft skills will get you a job as head teacher.
H	AH2	Utt54	In Cameroon for example, education and work experience might enable an aspiring head to become a head teacher, but without leadership ability such as communication skills, self-motivation and time management, there should be an inner entrepreneur spirit in every successful head teacher.
<b>H</b>	<b>AH2</b>	<b>Utt55</b>	<b>outside the professional setting</b>
H	AH2	Utt56	Some aspiring school leaders in Cameroon often have little choice but to rely on church training as a means of enriching their leadership skills
H	AH2	Utt57	The process of setting church budgets forms another contentious development, are frequently considered than teaching, and accepting church leadership as a ... (especially, those responsible for training other church leaders or carrying our self-evaluation, community projects, setting up school networks, IT for schools are very relevant professional development that i have received.
H	AH2	Utt58	Some of the leadership learning i have gathered out of professional context ensured that our school has clear, measurable goals for student learning.
H	AH2	Utt59	Setting clear goals for student achievement is central to effective leadership, as it guides many schools in Cameroon had ill-defined goals that were often non-educational.
<b>H</b>	<b>AH2</b>	<b>Utt60</b>	<b>What have you learned about leadership and management from your colleagues in respect to its relevance for your headship? Professional</b>
H	AH2	Utt61	I have learnt very much from colleagues and especially from my head teacher
H	AH2	Utt62	I have learnt how to make a great first impression from a human resources perspective.
H	AH2	Utt63	Non-verbal communication goes a long way. When you wear more powerful looking clothing (e.g. professional business attire when attending meetings or seminars, irrespective of where they set up offices, it is vital that our school is well arrange and clean at every time.
H	AH2	Utt64	Through my boss I have learnt different goal-setting methods, key aspects for maximizing group participation especially in our PTA meetings or extra curriculum activities meeting..
H	AH2	Utt65	In many school meetings or seminars I have attempted to present training clearly, using

			nonprofessional terminology. In this training, I found that I have leadership skills that I did not know I had before.
H	AH2	Utt66	Communicating effectively in a workshop setting has been relative important for students and their parents, government employees, teachers, and education inspectorate who support some of these meetings.
<b>H</b>	<b>AH2</b>	<b>Utt67</b>	<b>None professional settings</b>
H	AH2	Utt68	In Cameroon today our traditional views of leaders – as special people who set the direction, make the key decisions, and energise the members of their communities – are also deeply rooted in an individualist and non-systematic work environment ...
H	AH2	Utt69	Instead, in my church and other community engagement that I am attending posits that a “new view of leadership in learning organisations is strategies for fostering organizational learning, a valuable role in any works of life especially for professionals seeking leadership roles or ... professional benefits previously noted, mentoring can be a very powerful learning process
H	AH2	Utt70	Our church venues and meeting houses context encourage many professionals to express concerns, fears and aspirations in a non-supervisory organizational manner.
H	AH2	Utt71	..... For example, my church elders taught problem solving more frequently than did the school inspectors. This tenet suggests that teachers' own classrooms are powerful contexts for their learning.
<b>H</b>	<b>AH2</b>	<b>Utt72</b>	<b>If you could give any advice to the Cameroon Ministry of Higher Education about school leadership and management development, what suggestions can you recommend to further improve the leadership and management training skills of Cameroon aspiring head teachers?</b>
H	AH2	Utt73	This is a very interesting question.. The first thing I will like to suggest that they should build a school to train teachers who wants to become head teachers..
H	AH2	Utt74	In Cameroon today we are been train as teachers to teach and not as administrators to lead a school.
H	AH2	Utt75	To be a school administrator is very different from been as a classroom teacher.
H	AH2	Utt76	So it will be very important that the Cameroon government open a training institution for school administrators.
H	AH2	Utt77	End of interview.

## Appendix 12

### Transcript Extract – Head Teacher (IHT1)

School	Leadership Role	Utt	Text
I	HT1	Utt1	School: School I Interviewee: Reference-IHT1 Job Role: Head teacher (HT) Interviewer: Frederick Ebot Ashu Interview date: 11/01/2012 Transcribed by Frederick Ebot Ashu Date of transcription: 10/06/2012
I	HT1	Utt2	This is a professional conversation between Frederick Ebot Ashu, Doctoral Researcher, University of Birmingham and Mr XXXXX, Head teacher, School I . I am here today with Mr XXXXX to discuss about the Effectiveness of School Leadership Development in Cameroon. I will like you Mr XXXXX to tell me your overall views about the leadership and management development programmes in Cameroon in preparing you as an effective primary school leader supporting school effectiveness?
I	HT1	Utt3	I think as a teacher in Cameroon schooling context the headship role has not yet been consider as a profession where you come into the profession to look for money
I	HT1	Utt4	I am suggesting that the headship role may be a calling that one must be devoting his/her mind to the work and be very honest.
I	HT1	Utt5	In my daily practices as a head teacher I am developing school management experiences is not what you know but how you relate to the daily practices in our learning environment.
I	HT1	Utt6	As a practicing head teacher, i have study my school environment, the pupils, their parents and the community at large because that is what make a school.
I	HT1	Utt7	Its the duty of the head teacher and the governing body of the school should to understand the needs of the parents who frequently accompany their children to school. What future do they want their children to have because there are many parents who guide their children.. And if they send their children into a private school like us it means there are some characteristics that they want their children to develop.

I	HT1	Utt8	I believe is the head teacher responsibility to meet the needs of these parents and to see how their children learning is situated professionally as they desire.
I	HT1	Utt9	We strongly believe that education is based on morals and if head teachers of teachers within a learning environment are not morally sound it means they are not well develop to meet the learning needs of children.
I	HT1	Utt10	That is why discipline to us is an important aspect in our school mission.
I	HT1	Utt11	I will suggest that head teachers in Cameroon should be very well discipline in other for them to provide appropriate learning within their communities.
I	HT1	Utt12	<b>What are the key strengths of the leadership and management training programmes that enhanced your performance as an effective primary school leader?</b>
I	HT1	Utt13	I believe generally to succeed in life the society will expect you to be of a good example.
I	HT1	Utt14	A very good example for children in a renown quarter like Bastos that most of the parents are professionals and they bring their kids in our school to learn how to become working class citizens in the future.. Most of these parents will like a school that will lead their children go an extra mile in their learning..
I	HT1	Utt15	As a head teacher for example I have to be in school very early daily because I want my staff and pupils to copy such examples. The normal starting time for Cameroon primary schools is 8 am but I frequently endeavour to be in school as early as possible to permit a parent who wants to go to work earlier to be able to drop their children in school.
I	HT1	Utt16	The parents of our children are very happy that they can leave their children in a safe hand while they go to work. Some of the parents are assuming that If a school can respect to be with their children at very odd times that they frequently drop their children in school it means we can take care of their children..
I	HT1	Utt17	In some case when we receive a child we usually check if they are well dress, have they brought in their school requirements that they will need in the classroom. There some times when we have to remind parents about their own children learning needs and they truly cherish the responsibilities that we are embracing.
I	HT1	Utt18	What about the particular areas of leadership and management training that you have received that

			enhanced your own knowledge as an effective primary school leader?
I	HT1	Utt19	As a private school in Yaounde we do sincerely care for stake holders needs.
I	HT1	Utt20	Its just like when you came in and I was at the main entrance to receive you.. It's from such reception that you can understand that we do offer a caring learning environment that other schools in the country are not providing. Before you came in I had a phone call from XXXX that you were coming and I knew if i assign our gate keeper to receive you and the inspector, he might not know what to say and that's why i had to attend to you myself.
I	HT1	Utt21	We also sincerely empower our teachers with good values and be of good manners to stake holders..
I	HT1	Utt22	Most of my staffs are punctual and look on the hygienic environment of their classroom before the arrival of the children on a daily basis. Our teachers understand that they must prepare their lessons in advance and are very good in strategic planning. I also equally take part in teaching.
I	HT1	Utt23	I understand that effective leaders help everyone make an impact on the quality of learning in their school.
I	HT1	Utt24	Everything that applies to the head teacher leadership behaviour applies to teacher's behaviour because by sharing knowledge and expertise, training opportunities in meetings and so on with and colleagues is being able to make their role and mine more effective.
I	HT1	Utt25	<b>So what particular areas of studies that enhanced your expertise/behaviours as an effective primary school leader?</b>
I	HT1	Utt26	I strongly adhere to the moral leadership and discipline aspects of children and adults psychology.
I	HT1	Utt27	A first step is to recognize that listening to stakeholders needs is the most require skill that is essential and effective communication.
I	HT1	Utt28	To help your teaching staff implement effective behaviour management skills in questions like these are constantly on the minds of head teachers.
I	HT1	Utt29	Its important that teachers learn to get to the level of learners and they will enjoy them. For our experience as the teachers become closer to the pupils they learn more about the children who in most cases are very happy attending school.
I	HT1	Utt30	As our children are happy coming to school they

			equally are inspired to learn more and their parents and everyone is happy about their achievements.
I	HT1	Utt31	Practical development of expertise of teaching staffs is of great importance to our school.
I	HT1	Utt32	Teaching and develop your school's collective ... leadership behaviours can improve or enhance literacy skills development at primary level.
I	HT1	Utt33	We simple do not consider that those parents of our pupils are rich and pay high fees. Most of my staffs understand that their children love worth more than the salary that we do monthly received from the school governing body. We all understand that as teachers we may leave the school one day and by the time we are in other areas in the city and these kids that we have taught will always identify us as their teacher..
I	HT1	Utt34	We develop our children to understand some of these trends and some of these aspects support their own development as learners.
I	HT1	Utt35	As a private learning environment we have children of all walks of life and some are not Cameroonian.
I	HT1	Utt36	I will contribute that effective school leaders are task- and people-oriented.
I	HT1	Utt37	As the head teacher I have been able to keep subordinates on track, inspire an environment of hard work.
I	HT1	Utt38	I sincerely support teachers and pupils to improve their confidence in a number of ways.
I	HT1	Utt39	As a school leader I strongly believe that transformational leadership as a concept is important for understanding how management works in organization studies.
I	HT1	Utt40	<b>What do you perceive as the weakness of the Cameroon educational systems supporting aspiring head teachers to become effective leaders with reference to your own leadership development?</b>
I	HT1	Utt41	Yah, I will say our education system is good but must be improve..
I	HT1	Utt42	One way to go ahead with the innovation is for the state to harmonize school management and provide equal opportunities for all school.
I	HT1	Utt43	In Cameroon today the primary education is under the ministry of basic education but there is difference within government and faith schools.
I	HT1	Utt44	An important aspect like discipline is relatively weak in most public schools in the country but their head

			teachers are well paid than those in private and faith schools.
I	HT1	Utt45	Some of my pupil's parent will frequently say simple because they live in other neighbourhood and their children are attending a public school does not make us different from them.. If a parent of such nature have such thinking, I believe is our responsibilities to counsel the parent to where we are..
I	HT1	Utt46	If schools in Cameroon have the same discipline code for instance can make a difference in our children learning.
I	HT1	Utt47	Another important problem that exists in the Cameroonian education system especially in ... to the background of the prospective teachers and trainers, which are weak due to lack of learning materials to support the development of school leaders.
I	HT1	Utt48	Although Cameroon has improved its educational offerings, gender and regional settings of government, private and faith school's enrolment rate remains relatively weak and high quality teaching is necessary for the Cameroonian education system to survive in today's global society.. However, the Cameroonian education system still faces many challenges in providing good learning environment and weaknesses in the governance and management of education in a global learning environment.
I	HT1	Utt49	I will like to assume that the ministry of higher education may be critical to build the human capital that in turn builds the very ... institutions in many developing countries, and that weakness is, in turn, partly the result of the French and English systems that we have in Cameroon Schools.
I	HT1	Utt50	<b>In your view how does your training relate to specific contextual factors associated to your school?</b>
I	HT1	Utt51	Learning that I gathered in my teacher training and that provided on the job is not limited to the Cameroonian culture..
I	HT1	Utt52	I will like to say the Cameroon educational system helps to broaden our staffs and pupils understanding of many other values and cultures..
I	HT1	Utt53	If a teacher in my school for example provide a lesson about Cameroon needs to be sample because within Cameroon there are many other tribes, cultures and traditions.. In our curriculum activities we encourage teachers and pupils to carry out cultural activities of the different culture we have in school..

I	HT1	Utt54	In my school we have lots of Nigerians similarly take part is demonstrating their own values.. We encouraged that children and their parents can share different values and traditions in most of our cultural activities. In some of our cultural activities we have happily involved parents and their children to learn together. In Easter period for example the Nigerian community organised a simple fashion parade, the dressing and make up were amazing and our pupils and staff can learn about other customs. The parents of our pupils are happy that we are encouraging their children to learn about different cultures. The most important learning in some of these cultural activities is that children can learn about how other tribes in the globe dress, how they look like..
I	HT1	Utt55	Some of our pupils who have travelled to different countries have simple described their experiences in essays which ties to what we are trying to create an international learning environment.
I	HT1	Utt56	<b>Can you tell me how your leadership and management skills have improved from the time you graduated to the time you assumed headship?</b>
I	HT1	Utt57	Yah I have learnt a lot and am still learning since I left teacher training. I started my teaching career with the Cameroon Baptist Convention in Ndop, Northwest region of Cameroon..
I	HT1	Utt58	One of the most important aspect I learnt that been a leader is just a name but they should try to listen more, observe more and be able to gather information that will help you come out with a suitable vision for the wider community..
I	HT1	Utt59	I believe is people who have to say you are their leader and not you..
I	HT1	Utt60	I have always tried to let my colleagues understand that its only one leader at a time for this school.. As am the leader today and tomorrow might be any of them becoming the leader. My staff are frequently encouraged that my sitting as the head teacher of the school should be of their own comfort as well
I	HT1	Utt61	I dearly listen to my staffs and pupils and do not despise any of my stakeholders are important as my employers.
I	HT1	Utt62	As the head teacher I have gain lots of knowledge from my staffs and pupils that have helped guide the smooth running of our school. Some of the knowledge that I gained in school have been taken to enrich the

			life of my family..
I	HT1	Utt63	<b>So what about professional development you have received in school?</b>
I	HT1	Utt64	In school we have regular visits of our pedagogic inspectors visits us on a regular basis. As regards to school leadership we have support from the school governing bodies similarly provide their own support on financial managements, assessment for learning, strategic management and many other areas in organisation leadership..
I	HT1	Utt65	To an extend we appreciate the support of the pedagogy inspectors and school governors not only visits us on a regularly basis to exchange ideas; they also attend follow up meetings to inspect if we made an efforts in implementing their suggestions.. They frequently will also have meetings with the kids to understand the learning that they have received.
I	HT1	Utt66	<b>outside school and</b>
I	HT1	Utt67	Out of the school premises we equally learn because the outside world is full of diversity of different behaviours.
I	HT1	Utt68	High-quality leadership learning I will assume is critical to school improvement.
I	HT1	Utt69	There are positive and negative behaviours among people in our community. These different behaviours are of relevance because they reflect human experiences in school and what we learn.
I	HT1	Utt70	Out of school leadership learning is important that head teacher creates a new leadership practice--one with a moral dimension based on purpose, values, and beliefs--can transform a school from an organization to a community.
I	HT1	Utt71	Learning outside the classroom has long been recognised as having huge benefits for both teachers and pupils role in cross-curricular learning and should be part of the school curriculum development, communication, team work and leadership that are essential skills for lifelong learning..
I	HT1	Utt72	Learning outside the school is also about raising achievement through recreational activities with teachers and the children. It can happen at any time - in the normal school day, before and after school, during holiday's period.
I	HT1	Utt73	These aspects of leadership learning are frequently connected to the quality of leadership and management, curriculum development, teaching and learning activities may be equally different in

			supporting teachers and pupil's development. .
<b>I</b>	<b>HT1</b>	<b>Utt74</b>	<b>outside the professional setting</b>
I	HT1	Utt75	I represent my village here in Yaounde as the president provides research and strategic planning opportunities for senior managers and leaders wishing to develop themselves and it is an important area of research excellences within the school and outside professional development within their organisational/professional context.
I	HT1	Utt76	Outside of the school, the leadership experience enables me with the skills to engage in collaborative team-building and site-based management, teacher collegiality, teacher leadership, and these aspects describe the process of leadership development in the context of professional development in a formal and friendly way.
I	HT1	Utt77	What have you learned about leadership and management from your colleagues in respect to its relevance for your headship? Professional
I	HT1	Utt78	From my colleagues I have learnt a lot as i said already. As a head teacher we must use our own energetic presence to convey richer messages inside and outside of our school premises.
1	HT1	Utt79	It's not good to condemn someone without giving them the opportunity to defend themselves.
I	HT1	Utt80	The ideal leader might recognize his or her limitations and share their leadership practices with colleagues at the top management group and below.
I	HT1	Utt81	The leadership training seminars opportunities I have attended provide opportunities for head teachers to share learning with colleagues.
I	HT1	Utt82	There are head teachers and teachers— who are making significant improvements in schools and their contributions on school leadership or say human resources practices is important
I	HT1	Utt83	Colleagues can help support the need to create positive teaching and learning environments.
I	HT1	Utt84	With school colleagues am able to assess school leaders' ability to create and attend a few conferences where the issue raised, and even brought in these meeting support plans to improve their professional development..

I	HT1	Utt85	In some of these seminars that we frequently attend head teachers set out an effective learning and teaching policy, developed in all staff value these opportunities to consult with colleagues and continue to learn in that way.
I	HT1	Utt86	<b>None professional settings</b>
I	HT1	Utt87	Although you cannot usually schedule informal leadership learning, as leader or as colleague you can encourage it in the people around you.
I	HT1	Utt88	Leadership learning in none professional setting involve process of recording and reflecting on learning and ... widening your range of transferable skills like accountability, managing projects or ... learning development with the support of colleagues or shared learning from networking partners.
I	HT1	Utt89	In none professional setting I have learnt how to coach colleague using the information provided by these different groups.
I	HT1	Utt90	Enhancing the understanding, feeling and understanding of organisational policies
I	HT1	Utt91	I would say a dynamic, instructor-led experience to understand strategic leadership and network with colleagues is important.
I	HT1	Utt92	<b>If you could give any advice to the Cameroon Ministry of Higher Education about school leadership and management development, what suggestions can you recommend to further improve the leadership and management training skills of Cameroon aspiring head teachers?</b>
I	HT1	Utt93	The first advice I will suggest that the government create a learning environment to support the leadership development of Cameroon aspiring head teachers.
I	HT1	Utt94	What I have observed here in Cameroon is there are no specific training for head teachers. Teachers in Cameroon are train on the job for them to become head teachers even thou on the field as a head teacher is very challenging and demanding.
I	HT1	Utt95	There are some schools in the country that the leadership performance of their head teachers are

			very poor.. Some schools in the country today are govern by some family relatives members with little leadership experience.. I may have a school today and ask a relative without school leadership experience to manage the school which i believe is wrong..
I	HT1	Utt96	If the government establish a school for school leadership development will make the profession to be more appealing and interesting. Even those who want their relatives to manage schools could send their relatives to such schools to develop their leadership skills..
I	HT1	Utt97	Another important aspect is that the educational system needs to be harmonize because no matter what each and every school does in the country must be in line with the educational system supporting schools effectiveness..
I	HT1	Utt98	In Cameroon we have colleagues in private schools with different working conditions that doesn't favour them and those in government schools seems more better off..
I	HT1	Utt99	If you are a weak minded person its very difficult to work in a faith or private school because of the low wages for example.. If the state could harmonize the educational system I believe will support the development of our children and provide equal opportunities..
I	HT1	Utt100	This school for instance is an international school and we assist in the development of young Cameroonians which is the same job that colleagues in government schools are doing.. I do not see why they are receiving more money than us in faith or private schools when we all assist in educating Cameroonian children... We assist in educating friends of Cameroon children.
I	HT1		End of interview.

## Appendix 13

### Mean Scores of Aspiring Heads Respondents Views

Units of Studies	Aspiring Heads Respondents	Mean Scores	Mean scores Interpretations
Human Resources Management	143	4.7	Strongly Agree
Improving Learning	143	4.7	Strongly Agree
Improving Teaching	143	4.6	Strongly Agree
Health and Safety in School	143	4.5	Strongly Agree
Research in Education	143	4.5	Strongly Agree
Learning and Assessment	143	4.5	Strongly Agree
Accountability	143	4.4	Agree
Quality Management in Education	143	4.4	Agree
Learning Development	143	4.3	Agree
ICT Management	143	4.3	Agree
Sharing Vision	143	4.3	Agree
Strategic Planning	143	4.2	Agree
Financial Management	143	4.2	Agree
Self Development of Leaders	143	4.2	Agree
History of Education in Cameroon	143	4.1	Agree
Function of Headship in Education	143	4.1	Agree
Managing Interpersonal Skills	143	4.1	Agree
Managing Professional Development	143	4.1	Agree
Distribution Leadership	143	4.1	Agree
Leadership in Organisation	143	4.1	Agree
School Community Relationship Management	143	4.1	Agree
Performance Management	143	4.1	Agree
Working With other Agencies	143	4.1	Agree
Strategic Management in School	143	4.1	Agree
Career and Counselling Management	143	4	Agree
Introduction to Public Policy in Cameroon	143	3.9	Agree
Change Management	143	3.9	Agree
Using Data to Raise Achievements	143	3.9	Agree
Policy Creation	143	3.8	Agree
Legal Aspects in School Management	143	3.6	Agree

## Appendix 14

### Mean Scores of Head teachers Respondents Views

Units of Studies	Head teacher Respondents	Mean Scores	Mean scores Interpretations
Improving Learning	47	4.6	Strongly Agree
Learning and Assessment	47	4.6	Strongly Agree
Learning Development	47	4.5	Strongly Agree
Improving Teaching	47	4.5	Strongly Agree
Leadership in Organisation	47	4.4	Agree
Research in Education	47	4.4	Agree
Health and Safety in Schools	47	4.3	Agree
Accountability	47	4.3	Agree
Quality Management in Education	47	4.3	Agree
History of Education in Cameroon	47	4.2	Agree
Function of Headship in Education	47	4.2	Agree
Strategic Planning	47	4.2	Agree
Using Data to Raise Achievements	47	4.2	Agree
Managing Professional Development	47	4.2	Agree
Human Resources Management	47	4.2	Agree
Performance Management	47	4.2	Agree
Working with other Agencies	47	4.2	Agree
Change Management	47	4.1	Agree
Managing Interpersonal Relationships	47	4.1	Agree
Distribution Leadership	47	4.1	Agree
Financial Management	47	4.1	Agree
School Community Relationship Management	47	4.1	Agree
Strategic Management in School	47	4.1	Agree
Self-Development of Leaders	47	4.1	Agree
Introduction to Public Policy in Cameroon	47	4	Agree
Sharing Vision	47	4	Agree
Legal Aspects in School Management	47	4	Agree
ICT Management	47	4	Agree
Career and Counselling Management	47	4	Agree
Policy Creation	47	3.7	Agree

## Appendix 15

### Mean Scores of Male Respondents Views

Units of Studies	Male Respondents	Mean Scores	Mean Scores Interpretations
Improving Learning	92	4.7	Strongly Agree
Improving Teaching	92	4.6	Strongly Agree
Learning and Assessment	92	4.5	Strongly Agree
Health and Safety in Schools	92	4.5	Strongly Agree
Research in Education	92	4.4	Agree
Accountability	92	4.4	Agree
Quality Management in Education	92	4.4	Agree
Strategic Planning	92	4.3	Agree
Leadership in Organisation	92	4.3	Agree
Learning Development	92	4.3	Agree
Career and Counselling Management	92	4.2	Agree
Strategic Management in School	92	4.2	Agree
Self-Development of Leaders	92	4.2	Agree
ICT Management	92	4.2	Agree
Human Resources Management	92	4.2	Agree
Financial Management	92	4.2	Agree
Using Data to Raise Achievements	92	4.2	Agree
Function of Headship in Education	92	4.2	Agree
Sharing Vision	92	4.2	Agree
Managing Professional Development	92	4.2	Agree
Legal Aspects in School Management	92	4.1	Agree
School Community Relationship Management	92	4.1	Agree
Performance Management	92	4.1	Agree
Working with other Agencies	92	4.1	Agree
History of Education in Cameroon	92	4.1	Agree
Managing Interpersonal Relationships	92	4	Agree
Distribution Leadership	92	4	Agree
Policy Creation	92	4	Agree
Introduction to Public Policy in Cameroon	92	4	Agree
Change Management	92	3.9	Agree

## Appendix 16

## Mean Scores of Female Respondents Views

Units of Studies	Female Respondents	Mean Scores	Mean Scores Interpretations
Managing Interpersonal Relationships	98	4.7	Strongly Agree
Self-Development of Leader	98	4.7	Strongly Agree
Improving Learning	98	4.6	Strongly Agree
Improving Teaching	98	4.5	Strongly Agree
Learning and Assessment	98	4.5	Strongly Agree
Research in Education	98	4.5	Strongly Agree
Learning Development	98	4.4	Agree
Health and Safety in Schools	98	4.3	Agree
Accountability	98	4.3	Agree
Quality Management in Education	98	4.3	Agree
Sharing Vision	98	4.2	Agree
Managing Professional Development	98	4.2	Agree
Working with other Agencies	98	4.2	Agree
History of Education in Cameroon	98	4.1	Agree
Strategic Planning	98	4.1	Agree
Distribution Leadership	98	4.1	Agree
Financial Management	98	4.1	Agree
ICT Management	98	4.1	Agree
Performance Management	98	4.1	Agree
Strategic Management in School	98	4.1	Agree
School Community Relationship Management	98	4.1	Agree
Change Management	98	4	Agree
Function of Headship in Education	98	4	Agree
Career and Counselling Management	98	3.9	Agree
Human Resource Management	98	3.9	Agree
Legal Aspects in School Management	98	3.8	Agree
Using Data to Raise Achievements	98	3.8	Agree
Introduction to Public Policy in Cameroon	98	3.8	Agree
Leadership in Organisation	98	3.7	Agree
Policy Creation	98	3.5	Agree

## Appendix 17

## Mean Scores of Respondents less than 30 yrs of Age Views

Units of Studies	Under 30 yrs old Respondents	Mean Scores	Mean Score Interpretation
Improving Teaching	47	4.7	Strongly Agree
Improving Learning	47	4.7	Strongly Agree
Research in Education	47	4.7	Strongly Agree
Learning and Assessment	47	4.6	Strongly Agree
Health and Safety in Schools	47	4.5	Strongly Agree
Quality Management in Education	47	4.5	Strongly Agree
Learning Development	47	4.4	Agree
Financial Management	47	4.4	Agree
Working with other Agencies	47	4.3	Agree
Accountability	47	4.3	Agree
Strategic Planning	47	4.3	Agree
History of Education in Cameroon	47	4.2	Agree
Function of Headship in Education	47	4.2	Agree
Sharing Vision	47	4.2	Agree
Managing Professional Development	47	4.2	Agree
Legal Aspects in School Management	47	4.2	Agree
Leadership in Organisation	47	4.2	Agree
ICT Management	47	4.2	Agree
Career and Counselling Management	47	4.2	Agree
Strategic Management in School	47	4.2	Agree
Self-Development of Leaders	47	4.2	Agree
Managing Interpersonal Relationships	47	4.1	Agree
Human Resource Management	47	4.1	Agree
School Community Relationship Management	47	4.1	Agree
Performance Management	47	4.1	Agree
Introduction to Public Policy in Cameroon	47	4	Agree
Using Data to raise Achievements	47	4	Agree
Distribution Leadership	47	4	Agree
Change Management	47	3.8	Agree
Policy Creation	47	3.6	Agree

## Appendix 18

### Mean Scores of Respondents who are 30-45 yrs of Age Views

Units of Studies	30 yrs-45 yrs Respondents	Mean Scores	Mean Scores Interpretations
Improving Learning	109	4.6	Strongly Agree
Improving Teaching	109	4.5	Strongly Agree
Learning and Assessment	109	4.5	Strongly Agree
Research in Education	109	4.5	Strongly Agree
Accountability	109	4.3	Agree
Quality Management in Education	109	4.3	Agree
Learning Development	109	4.3	Agree
Health and Safety in Schools	109	4.3	Agree
Function of Headship in Education	109	4.2	Agree
Performance Management	109	4.2	Agree
Working with other Agencies	109	4.2	Agree
Self-Development of Leaders	109	4.2	Agree
History of Education in Cameroon	109	4.1	Agree
Sharing Vision	109	4.1	Agree
Strategic Planning	109	4.1	Agree
Managing Interpersonal Relationships	109	4.1	Agree
Managing Professional Development	109	4.1	Agree
Human Resource Management	109	4.1	Agree
Leadership in Organisation	109	4.1	Agree
ICT Management	109	4.1	Agree
School Community Relationship Management	109	4.1	Agree
Strategic Management in School	109	4.1	Agree
Distribution Leadership	109	4.1	Agree
Financial Management	109	4	Agree
Career and Counselling Management	109	4	Agree
Using Data to Raise Achievements	109	3.9	Agree
Change Management	109	3.9	Agree
Introduction to Public Policy in Cameroon	109	3.9	Agree
Legal Aspects in School Management	109	3.8	Agree
Policy Creation	109	3.8	Agree

## Appendix 19

### Mean Scores of Respondents above 45 yrs of Age Views

Units of Studies	45 yrs + Respondents	Mean Scores	Mean Scores Interpretations
Improving Teaching	34	4.7	Strongly Agree
Improving Learning	34	4.7	Strongly Agree
Health and Safety in schools	34	4.6	Strongly Agree
Accountability	34	4.5	Strongly Agree
Learning and Assessment	34	4.5	Strongly Agree
Leadership in Organisation	34	4.4	Agree
Quality Management in Education	34	4.4	Agree
Learning Development	34	4.4	Agree
Research in Education	34	4.3	Agree
Self-Development of Leaders	34	4.3	Agree
Financial Management	34	4.3	Agree
Sharing Vision	34	4.2	Agree
Using Data to Raise Achievements	34	4.2	Agree
Performance Management	34	4.2	Agree
ICT Management	34	4.2	Agree
Strategic Planning	34	4.1	Agree
Change Management	34	4.1	Agree
Managing Interpersonal Relationships	34	4.1	Agree
Managing Professional Development	34	4.1	Agree
Distribution Leadership	34	4.1	Agree
Human Resource Management	34	4.1	Agree
Strategic Management in School	34	4.1	Agree
Legal Aspects in School Management	34	4	Agree
School Community Relationship Management	34	4	Agree
Working with other Agencies	34	3.9	Agree
Career and Counselling Management	34	3.9	Agree
Introduction to Public Policy in Cameroon	34	3.9	Agree
History of Education in Cameroon	34	3.9	Agree
Function of Headship in Education	34	3.9	Agree
Policy Creation	34	3.8	Agree

## Appendix 20

### Mean Scores of Respondents with less than 5 yrs Experience Views

Units of Studies	Under 5yrs Exp. Respondents	Mean Scores	Mean Scores Interpretations
Improving Teaching	68	4.6	Strongly Agree
Improving Learning	68	4.6	Strongly Agree
Health and Safety in Schools	68	4.5	Strongly Agree
Learning and Assessments	68	4.5	Strongly Agree
Research in Education	68	4.5	Strongly Agree
Learning Development	68	4.4	Agree
Strategic Planning	68	4.3	Agree
Financial Management	68	4.3	Agree
Accountability	68	4.2	Agree
Working with other Agencies	68	4.2	Agree
Self-development of Leaders	68	4.1	Agree
School Community Relationship Management	68	4.1	Agree
ICT Management	68	4.1	Agree
Leadership in Organisation	68	4.1	Agree
Managing Interpersonal Relationship	68	4.1	Agree
Function of Headship in Education	68	4.1	Agree
History of Education in Cameroon	68	4.1	Agree
Sharing Vision	68	4	Agree
Human Resource Management	68	4	Agree
Legal Aspects in School Management	68	4	Agree
Performance Management	68	4	Agree
Career and Counselling Management	68	4	Agree
Strategic Management in School	68	4	Agree
Introduction to Public Policy in Education	68	3.9	Agree
Managing Professional Development	68	3.9	Agree
Distribution Leadership	68	3.9	Agree
Using Data to Raise Achievements	68	3.8	Agree
Quality Management in Education	68	3.7	Agree
Change Management	68	3.7	Agree
Policy Creation	68	3.3	Neutral

## Appendix 21

### Mean Scores of Respondents with 5-15 yrs Experience Views

Units of Studies	5-15 yrs Exp. Respondents	Mean Scores	Mean Scores Interpretations
Improving Learning	105	4.7	Strongly Agree
Improving Teaching	105	4.6	Strongly Agree
Learning and Assessment	105	4.5	Strongly Agree
Research in Education	105	4.5	Strongly Agree
Health and Safety in Schools	105	4.4	Agree
Accountability	105	4.4	Agree
Quality Management in Education	105	4.4	Agree
Sharing Vision	105	4.3	Agree
Strategic Planning	105	4.3	Agree
Learning Development	105	4.3	Agree
Managing Interpersonal Relationships	105	4.2	Agree
Human Resource Management	105	4.2	Agree
Leadership in Organisation	105	4.2	Agree
School Community Relationship Management	105	4.2	Agree
Working with other Agencies	105	4.2	Agree
Strategic Management in school	105	4.2	Agree
Self Development of Leader	105	4.2	Agree
History of Education in Cameroon	105	4.1	Agree
Function of Headship in Education	105	4.1	Agree
Using Data to Raise Achievements	105	4.1	Agree
ICT Management	105	4.1	Agree
Change Management	105	4.1	Agree
Managing Professional Development	105	4.1	Agree
Distribution Leadership	105	4.1	Agree
Performance Management	105	4.1	Agree
Financial Management	105	4	Agree
Career and Counselling Management	105	4	Agree
Introduction to Public Policy in Cameroon	105	3.9	Agree
Legal aspects in School Management	105	3.9	Agree
Policy Creation	105	3.8	Agree

## Appendix 22

### Mean Scores of Respondents with more than 15 yrs Experience Views

Units of Studies	15 yrs + Exp. Respondents	Mean Scores	Mean Scores Interpretations
Improving Learning	17	4.6	Strongly Agree
Improving Teaching	17	4.5	Strongly Agree
Accountability	17	4.5	Strongly Agree
Learning Development	17	4.5	Strongly Agree
Self-Development of Leaders	17	4.5	Strongly Agree
Strategic Planning	17	4.4	Agree
Leadership in Organisation	17	4.4	Agree
ICT Management	17	4.4	Agree
Quality Management in Education	17	4.4	Agree
Learning and Assessment	17	4.4	Agree
Strategic Management in Schools	17	4.4	Agree
Using Data to Raise Achievements	17	4.3	Agree
Health and Safety in Schools	17	4.3	Agree
Career and Counselling Management	17	4.3	Agree
Sharing Vision	17	4.2	Agree
Managing Professional Development	17	4.2	Agree
Financial Management	17	4.2	Agree
Legal Aspects in School Management	17	4.2	Agree
Performance Management	17	4.2	Agree
Research in Education	17	4.2	Agree
School Community Relationship Management	17	4.1	Agree
History of Education in Cameroon	17	4.1	Agree
Function of Headship in Education	17	4.1	Agree
Change Management	17	4	Agree
Managing Interpersonal Relationships	17	3.9	Agree
Distribution Leadership	17	3.9	Agree
Introduction to Public policy in Cameroon	17	3.9	Agree
Policy Creation	17	3.8	Agree
Human Resource Management	17	3.8	Agree
Working with other Agencies	17	3.6	Agree

## Appendix 23

## Mean Scores of State School Respondents Views

Units of Studies	State Schools Respondents	Mean Score	Mean Score Interpretations
Improving Learning	76	4.6	Strongly Agree
Improving Teaching	76	4.5	Strongly Agree
Health and Safety in Schools	76	4.5	Strongly Agree
Learning and Assessment	76	4.5	Strongly Agree
Research in Education	76	4.5	Strongly Agree
Accountability	76	4.4	Agree
Quality Management in Education	76	4.4	Agree
Learning Development	76	4.4	Agree
Managing Interpersonal Relationships	76	4.3	Agree
Leadership in Organisation	76	4.3	Agree
School Community Relationship Management	76	4.3	Agree
Performance Management	76	4.3	Agree
Sharing Vision	76	4.3	Agree
Managing Professional Development	76	4.2	Agree
Distribution Leadership	76	4.2	Agree
Financial Management	76	4.2	Agree
Working with other Agencies	76	4.2	Agree
Self-Development of Leaders	76	4.2	Agree
Function of Headship in Education	76	4.1	Agree
Introduction to Public Policy in Cameroon	76	4.1	Agree
Strategic Planning	76	4.1	Agree
Change Management	76	4.1	Agree
Using Data to raise Achievements	76	4.1	Agree
Human Resources Management	76	4.1	Agree
ICT Management	76	4.1	Agree
Strategic Management in School	76	4.1	Agree
History of Education in Cameroon	76	4	Agree
Policy Creation	76	3.9	Agree
Legal Aspects in School Management	76	3.8	Agree
Career and Counselling Management	76	3.8	Agree

## Appendix 24

### Mean Scores of Private School Respondents Views

Units of Studies	Private Schools Respondents	Mean Score	Mean Score Interpretations
Improving Teaching	88	4.7	Strongly Agree
Improving Learning	88	4.7	Strongly Agree
Learning and Assessment	88	4.5	Strongly Agree
Performance Management	88	4.5	Strongly Agree
Research in Education	88	4.5	Strongly Agree
Health and Safety in Schools	88	4.4	Agree
Accountability	88	4.4	Agree
Quality Management in Education	88	4.4	Agree
Learning Development	88	4.4	Agree
Strategic Planning	88	4.3	Agree
ICT Management	88	4.3	Agree
Self-Development of Leaders	88	4.3	Agree
Function of Headship in Education	88	4.2	Agree
Human Resources Management	88	4.1	Agree
Financial Management	88	4.1	Agree
Legal Aspects in School Management	88	4.1	Agree
Leadership in Organisation	88	4.1	Agree
Working with other Agencies	88	4.1	Agree
Career Counselling Management	88	4.1	Agree
Strategic Management in School	88	4.1	Agree
History of Education in Cameroon	88	4.1	Agree
Sharing Vision	88	4	Agree
Managing Interpersonal Relationships	88	4	Agree
School Community Relationship Management	88	4	Agree
Managing Professional Development	88	3.9	Agree
Distribution Leadership	88	3.9	Agree
Using Data to Raise Achievements	88	3.8	Agree
Introduction to public Policy in Cameroon	88	3.8	Agree
Change Management	88	3.7	Agree
Policy Creation	88	3.7	Agree

## Appendix 25

### Mean Scores of Faith School Respondents Views

Units of Studies	Faith Schools Respondents	Mean Score	Mean Score Interpretations
Improving Learning	26	4.8	Strongly Agree
Improving Teaching	26	4.7	Strongly Agree
Health and Safety in Schools	26	4.7	Strongly Agree
Accountability	26	4.4	Agree
Sharing Vision	26	4.3	Agree
Strategic Planning	26	4.3	Agree
Change Management	26	4.3	Agree
Distribution Leadership	26	4.3	Agree
Research in Education	26	4.3	Agree
History of Education in Cameroon	26	4.2	Agree
Using Data to Raise Achievements	26	4.2	Agree
Leadership in Organisation	26	4.2	Agree
ICT Management	26	4.2	Agree
Learning and Assessment	26	4.2	Agree
Working with other Agencies	26	4.2	Agree
Career Counselling Management	26	4.2	Agree
Function of Headship in Education	26	4.1	Agree
Managing Professional Development	26	4.1	Agree
Financial Management	26	4.1	Agree
Learning Development	26	4.1	Agree
Strategic Management in School	26	4.1	Agree
Self-Development of Leaders	26	4	Agree
Quality Management in Education	26	4	Agree
Performance Management	26	4	Agree
Human Resources Management	26	4	Agree
Introduction to Public Policy in Cameroon	26	4	Agree
Managing Interpersonal Relationships	26	3.9	Agree
School Community Relationship Management	26	3.9	Agree
Legal Aspects in School Management	26	3.9	Agree
Policy creation	26	3.7	Agree