

Is Opening a Specialised School to Train School Leaders in Cameroon an Impossibility?

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For several years now the issue of untrained school administrators has been in the corridors of education authorities. Many research reports in faculties of education and teacher training schools have recommended to government to create a specialized school for training school administrators. These wishes in the most part have not yielded fruits. This research intends to uncover why this lofty call has not taken off yet in Cameroon. The methodology used was a survey of teachers, head teachers, principals of basic and secondary schools in two divisions in two regions selected for convenience reasons. To give more validity to the findings two policy makers were part of the research. Qualitative method was used to carry out the research where a unique question was asked to all participants. The question was ‘‘ why for several years now has a school leaders training institution not been created in Cameroon despite call from many research findings and other quarters knowing the importance leadership plays in any organization ?’’.The qualitative data collected was analyzed using content analyses technique(paton 1990). The results show that policy makers rely on teachers trained in the science of education department from teacher training schools especially those who have gained some teaching experience. Participants also said a reason is that government mostly create a specialized school related to humanities if the curriculum foster government stay in power. It was recommended that legislation be passed on the issue and importance given to this school like other institutions which are household names like military schools, police schools, medical schools and the national school of administration and magistracy popularly called ENAM. It was also recommended that much focus be placed on pedagogy in term of curriculum and the teaching corps.

INTRODUCTION

In Cameroon we have all kinds of educational institutions. teacher training schools, military, police, agriculture schools and the most heralded school called national school of administration and magistracy(ENAM). Despite the importance placed on school leadership and the role school leaders play in galvanizing academic and pedagogic productivity, no effort has been done so far from opening a specialized training school for this relevant personnel rather than relying on unqualified

personnel. The fact that they are trained teachers from the department of science of education does not mean they are armed with abilities, attitudes and skills to run schools in the public and private sectors. In a school leadership study final report by Darling Hammond, I, Lapointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007) they brought out the following annotation :

“principals play a vital role in setting the direction for successful schools, but existing knowledge on the best ways to prepare and develop highly qualified candidates is sparse. What are the essential elements of good leadership? What are the features of effective pre-service and in-service leadership development programs? What governance and financial policies are needed to sustain good programs? The school leadership study: Developing successful principals is a major research effort that seeks to address these questions, commissioned by the Wallace foundation and undertaken by the Stanford educational leadership institute in conjunction with the finance project, the study examines eight exemplary pre- and in-service programs models that address key issues in developing strong leaders. Lessons from these exemplary programs may help other educational administration programs as they strive to develop and support school leaders who can shape schools into vibrant learning communities”

These researchers further insinuated that researchers, policymakers, and practitioners increasingly recognize the role of school leaders in developing high-performing schools. And further looked at various reforms movements of the past two decades regarding principals as central to the task of building schools and promote powerful teaching and learning for all students. Their research was carried out at a time when there was growing shortage of high-quality leaders in American schools.

Mashaya Jethro M., Nsinbande, H., Makondo, D, 2022 investigated how professional development of school leaders may support effective teaching and learning. their findings revealed that school leaders acquire relevant managerial skills through professional development like instructional leadership, financial, personal and organizational management. They argued that there is a need for a content-focused curriculum linked to effective teaching and learning.

BRIEF CONTEXTUAL BACKGROUND ON HOW SCHOOL LEADERS ARE GOT IN CAMEROON

According to Mbua (2003), principals and other school leaders in Cameroon are appointed from a pool of graduates with teaching qualification and experiences but without specialized preparation as educational administrators. Based on this premise we have observed and witness much irregularities in appointing school leaders in our basic and secondary schools. Teachers involve in bribery and corruption because they seek appointments. And these principals who bribe to be appointed think of nothing to add value to the educational process other than inventing strategies to recover their money spent on bribery. They put in place a machinery to collect money from admission seekers and parents during admission into various classes. The worst that these do is to transform our schools to be market places where demand and supply becomes the order of the day. Money changes hands during admission periods and has become a popular and come to stay phenomenon (old habits die hard as we say in the quarters). Hardly in recent years do we hear of a school without this malpractice.

The draft document of the sector wide approach/education 2005 demonstrate that there is no clear criterion to appoint people to posts of responsibility as many school leaders don't have the required competence to carry out their duty. The non existence of a specialized institution for the training of this type of officials in the Cameroon schools is a main cause. The document added that only student teachers of science of education in the higher teachers college (ENS) are trained for pedagogic supervision, administration and educational planning.

STATEMENT OF THE PROBLEM

For decades the Cameroonian educational system has been functioning with untrained school leaders. Some school violence it has been documented is as a result of untrained school leaders. Discipline

masters who do not know other methods of punishment apart from using the whip, school principals who do not know how to supervise learning and punish students ; the case of GBHS Etouge Ebe, in yaounde is a contemporary example where the principal locked students in a school canteen leading to a monumental violence in school with loss of property, school bursars who know only how to issue receipts for school fees payments are some issues lacking in our schools due to the absence of a well structured institution to train school leaders. Despite all government efforts through in-service training, these phenomenon still manifests in our schools leaving a gap showing that pre-service training of school leaders is imperative. Study after study has shown that the training principals typically receive in university programs and from other sources does not do nearly enough to prepare them for their roles as leaders of learning (M. Christine DeVita, president, the Wallace foundation).

RESEARCH QUESTIONS

Why is there no specialized school leaders training institution in cameroon? The subsidiary research question is: what measures can be put in place to address the issue of no specialized training school for school leaders in cameroon?

PURPOSE OF THE STUDY

The purpose of this study is to bring out information sanctioning the importance of a specialized institution that trains school administrators and also advocate what can be done to make it a reality. The findings will help policy makers and implementers understand the role and necessity of such institution for a more vibrant educational system.

LITERATURE REVIEW

In a research titled ‘‘ principals’ needs for effective management of secondary schools in meme and fako divisions of Cameroon ‘‘ Ngemunang,(2022), Says principals are the core of school leadership. The administrative machinery of secondary schools in Cameroon revolves around them. Principals have faced scrutiny in recent educational policy debates over how to manage schools effectively due to growing interest in instructional quality and instructional leadership. It was further noted that an outstanding principal is the key figure responsible for the success and growth of a school, which is largely assessed in terms of teaching and students’ learning outcomes. Fritz Ndiva Mbua (2003), stated that training opportunities and professional development should be provided to enhance their communicative, organizational, and leadership skills. School principals are suppose to be professionals and lead their schools effectively, and for this reason, professional and retraining is of utmost importance.

In another work, Mashaya et al (2022), illustrate that there is a general agreement that professional development of school leaders is a vehicle to a better school and a path to effective teaching and learning. That professional development of school leaders is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students. Actively pursuing professional development ensures that educational leaders develop their professional capacity and those of school personnel in order to expand knowledge and skills in which will also promote students’ academic success and well-being. They indicated that the term professional development does not usually mean a formal process such as a conference, seminar, workshop, collaborative learning among members of a given team or a course at a college or university, but it can also refer to informal contexts such as discussions among work colleagues, independent reading, observations of a colleagues work and through research.

Still in Ngemunang (2022), it was identified that in recent years, educational policymakers, funders and researchers have become increasingly interested in building school leadership. As interest in educational leadership has grown, so has the interest in principalship; a position that is reportedly more difficult, time-consuming, and a pivotal today than ever before. The researcher writes that a report produced by the institute for educational leadership (2000), a non-partisan research and

advocacy organization based in Washington DC, portrays principalship in a fairly typical way, ‘‘for the past century, principals were expected to comply with district –level edicts, address personnel issues, order supplies, balance program budget, keep hallways and playgrounds safe, put out fires that threaten tranquil public relations and principal still needs to do all these things’’

In their work titled ‘‘preparing school leaders for a changing world: lessons from exemplary leadership development programs’ Linda Darling –Hammond et al (2007) in a sub title written ‘‘concerns about principal development programs’’ indicated that historically, initial preparation programs for principals in the U. S. have a collection of courses covering general management principles, school laws, administrative requirements, and procedures, with little emphasis on student learning, effective teaching, professional development, curriculum, and organizational change. Relatively few programs have had strong clinical training components : experiences that allow prospective leaders to learn the many facets of their complex jobs in close collaboration with highly skilled veteran leaders. In addition, many professional development programs have been criticized as a fragmented, incoherent, not sustained, lack in rigor, and not aligned with state standards for effective administrative practice. They insinuated that principals have frequently lacked assistance in developing the skills they need to carry out the new missions demanded of them. this stands in contrast to career paths in many management jobs or in professions such as medicine, architecture, and engineering, which build in apprenticeship in the early years, along with ongoing professional development.

This work by Linda et al had a critique of the pre-service programs. That the traditional pre-service programs have come under attack for failing to adapt the curriculum to what is currently required to meet the learning needs of increasingly diverse student bodies. The knowledge bases on which programs rest are viewed as frequently outdated, segmented into discrete subject areas and inadequate to the challenges of managing schools in a diverse society in which expectations for learning are increasingly ambitious. Some critics contend that traditional coursework in principal preparation and development programs often fails to link theory with practice, is overly didactic, is out of touch with the real world complexities and demands of school leadership, and is not aligned with established theories of leadership. Often missing from the curriculum are topics related to effective teaching and learning, the design of instruction and professional development, organizational design of schools that promote teacher and student learning, or the requirements of building communities across diverse school stakeholders.

THEORITICAL BACKGROUND

Under theoretical background the researcher reviewed :

1. Great man theory (1840s): The great man theory assumes that the traits of leadership are intrinsic. That simply means that great leaders are born; they are not made. That some people are born with the necessary attributes that set them apart from others. The theory affirms that these natural traits are responsible for their assuming positions of power and authority and opines that those in power deserve to be there because of their special endowments. This theory sees great leaders as those who are destined by birth to become a leader. Furthermore, the belief was that great leaders will rise when confronted with the appropriated situation. This theory was popularized by. Thomas Carlyle, a writer and teacher. Just like him, the great man theory was inspired by the study of influential heroes. In his book ‘‘on heroes, hero-worship, and the heroic in history’’, he compared a wide array of heroes.
2. Trait theory (1930s-1940s) : The trait leadership theory believes that people are either born or are made with certain qualities that will make them excel in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values puts anyone in the shoes of a good leader. In fact, Gordon Allport,, an American psychologist, ‘‘identified almost 18 000 english personality –relevant terms’’ the trait leadership focused on analyzing mental, physical and social characteristic in order to gain more understanding of what is the characteristic or the combination of

characteristics that are common among leaders.. according to the trait theory, leaders inherit certain leadership qualities and traits that make them stand out from the crowd. These leadership abilities propel them to leadership status. The trait theory focuses on these personality traits. For instance, commitment, integrity and confidence are characteristics that are usually associated with a great leader. Ralph. M. Stogdill proposed the following traits in an effective leader :

- physical traits : which talks about energy, appearance, height, intelligence and ability to demonstrate effective leadership.
- personality traits : which talks about adaptability, aggressiveness, enthusiasm and self-confidence to be an effective leader.
- social skills : which talks about cooperativeness, interpersonal skills and administrative ability to function as an effective leader.

Behavioural(theories 1940s-1950s) : in reaction to the trait leadership theory, the behavioral theories are offering a new perspective, one that focuses on the behaviours of the leaders as opposed to their mental, physical or social characteristics. Behavioural theories of leadership implied we could train people to be leaders. A study conducted by Ohio State studies in the U. S. in the late 1940S identify what types of behaviours were most effective in leading. Nine specific behaviours were identified and measured. university of Michigans studies on leadership in the 1950s identified two sets of leadership styles that lead to greater productivity ; the employee-oriented leader who emphasise human relation, taking a personal interest in the needs of employees and accepting individual differences among them and the production oriented leader who focuses on task-oriented activities, accomplishing the groups tasks. The managerial grid model-of Robert Blake and Jane Mouton (1969)brought out bi-directional nature of leadership focused on two behavioral dimensions :

- concern for people : which focus on the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task.
- concern for production : which focuses on how a leader emphasise concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Contingency theories (situational) 1960s: the contingency leadership theory argues that there is no single way and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places; but at minimal performance when taken out of their element. According to leadership experts, White and Hodgson, "effective leadership is about striking the right balance between needs, context and behavior."great leaders focus on the needs of the followers, analyze the situation and tweak their behavior accordingly. success in leadership hinges on multiple factors such as leadership style, relationship with followers and the situation.

Transformational leadership theories (1970s) : the concepts of transformational leadership were brought to prominence by political sociologist James Macgregor Burns, in the late 1970s. Burns identified two types of leadership, transactional ; where a leader influences others by what they offer in exchange, transformational, where a leader connects with followers in such a way that it raises the level of motivation and morality.

METHODOLOGY

Instrument for data collection

The instrument design for data collection was an interview schedule since the research was mainly qualitative. Only one open ended question was in the interview schedule as follows : " please could you inform this researcher why for several decades there is no specialized institution to train school leaders despite several calls from many quarters and research reports ? Also could you help the researcher with some measures adequate to effect this lofty idea of a specialized school for school

leaders? This instrument was distributed to all participants in the basic and secondary schools including policy officers.

Sample size

The research pursued a descriptive survey of teachers, headmasters, principals and policy officers of one division of two regions conveniently selected due to the researchers feasibility and ease to work with the divisions and regions. The two regions were North and South west regions. In each division, the researcher used convenience method to select four schools, two basic and two secondary ; one private and the other public. In each school the principal and headmaster were automatically selected since each school has just one headteacher and one principal. For the basic schools, all the teachers were taken for the research since they are few and for the secondary schools five teachers were conveniently selected per school. In the South west region the division was Fako and in the North region was Benoue. In each division, the basic education delegate and secondary education delegate were participants. Same situation in the north region were the divisional delegates for basic and secondary education were participants. In the South west region the two basic schools were government primary school Bokwaongo, Buea and Zindertal bilingual nursery and primary school, Bomaka Buea. In the secondary sector, government bilingual high school Bokwaongo, Buea and Inter comprehensive high school Buea. In the North region the basic schools were Vision bilingual nursery and primary school Garoua and government primary school Kollere. In the secondary sector, the schools were Bilingual high school Garoua and Espoir bilingual college, Garoua. All these gave a total of 56 participants for the qualitative study.(See table below).

schools	teachers	Principal	headmaster	total
Government primary school bokwaongo	6	/	1	7
Zindertal bilingual nursery and primary school,bomaka	6	/	1	7
Government high school bokwaongo buea	5	1	/	6
Inter comprehensive high school, buea	5	1	/	6
Vision bilingual nursery and primary school, garoua	7	/	1	8
Government primary school kollere, garoua	7	/	1	8
Bilingual high school, garoua	5	1	/	6
Espoir bilingual college, garoua	5	1	/	6
Total = 8	46	4	4	56

In addition we have 4 policy officers making a total of sixty (60) participants.

Data collection and analysis

A pilot test was conducted by visiting two schools in the Benoue division, North Cameroon one basic and the other secondary. During this visit some revisions were made on the instrument for data collection. Data was then collected from the sample schools and from the policy officers. Content analyses method was used to analyse key words and themes as used in the responses.

Results

Response from teachers of government primary school Bokwaongo Buea, regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

The teachers were six and their response centred on the fact that government has not placed teaching and teachers in the forefront in all their governance policies. they said since a school to train school leaders does not fail in the domain of governing Cameroon, it has no bearing. Two teachers reiterated the fact that such a school need to have presidential accord if not cannot be created. Another teacher insinuated that it is because such a school to be created does not yet have pressure from the quarters that have influence in the system. On what measures can be taken to make it possible all the teachers said government will is the answer. That a political decision need to be on board if it has to work.

Response from teachers of Zindertal Bilingual Nursey and Primary School, Bomaka Buea regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

The teachers of this private primary school focused more on the fact that it is because there is a science of education in our teacher training schools and they assume that many concepts regarding school are acquired there forgetting that school leaders need lots of specialized knowledge in administration which those teacher training schools are not adapted to handle. A teacher specifically said it has reached a situation we could term ‘old habits die hard ‘. Meaning that the habit of appointing teachers from teacher training schools as school leaders has become a normalcy. Regarding measures which can be put in place to make it possible the teachers propose government change of attitude towards personnel of the school system. they all call for recognition of teaching and administrative corps like other sectors like the customs, military personnel arguing that education is the key for the development in any country not customs department or even military, police or graduates from ENAM.

Response from teachers of Government High School, Buea regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

At the level of secondary school teachers, the responses were more critical of our policy makers. out of the five respondents they said such an important school has not been created because other specialized schools like national school of administration and magistracy(ENAM), military and police schools and others protect government ideology in the field especially perpetuating continuity of government power. Since this is not the objective of a specialized school for school leaders they said cannot be favored. One teacher explained that such a specialized school to train school leaders will not encourage bribery and corruption which is also a come to stay phenomenon in Cameroon. According to that teacher, no one will bribe to go to a school leaders training school. Regarding what measures to put in place to resolve the situation, they proposed the opening of a department in our teacher training schools to train school leaders with a special status of a national training school.

Response from teachers of inter-comprehensive high school, buea regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

In this private secondary school, two teachers had a similar opinion. They said it is because educational planners have not done their job adequately. They said educational planning foresee and would have produced the curriculum of such a specialized school. no school can start without proper planning and the curriculum for the school well designed. The other teachers were of the opinion that school leaders create a powerful association to sell their usefulness and their support they can offer for the emergence of Cameroon come 2035. Regarding what measures to be taken they proposed a strong school leaders association with branch offices through out the country.

Response from teachers of vision bilingual nursery and primary, Garoua regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

Teachers in this private basic school in Garoua, were of the opinion that it is due to the absence of a political will and because such a school cannot provide a curriculum that can keep maintaining government in power. On measures which can be taken to make it possible, they advocated the restructuring of the teacher training school. that a department be opened to train school leaders.

Response from teachers of government primary school kollere, Garoua regarding why government have not succeeded to open a specialized school to train school leasers and what measures can be put in place to make it possible.

The teachers in this public primary school all said it is because government have other important schools that keep them in power and they cited ENAM as a typical example. On the measures to make it possible only one teacher proposed legislation. The teacher said if that school has to go operational is either by law or through a presidential decree.

Response from teachers of bilingual high school, Garoua regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

The teachers in this secondary school also talked on government will and determination. all the teachers said in order to open such a school there is the need for government to come back to their senses, realizing that without a well functioning school the economy is at risk. On measures to take they also proposed legislation to be passed by parliament.

Response from teachers of Espoir bilingual college, Garoua regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

Some teachers here were of the view that government have not succeeded because for so many years they have relied on teachers from teacher training schools. two others said it was because anything to do with training school personnel have not been given real attention by government. As measures to make the creation of such a school they proposed legislation just like teachers from government primary school, garoua.

Responses from school headmaster/principal regarding why government have not succeeded to open a specialized school to train school leaders and what measures can be put in place to make it possible.

The Head teacher of government primary school bokwaongo, said it is because government has a school were teachers are trained in science of education and for many years they have relied on this school. on measures which can be taken to make it possible the encouraged political will.

The headteacher of zindertal bilingual nursery and primary school bomaka, buea explained that it is due to teacher training schools not to have any strong curriculum that can perpetuate government power. As to measures which can be taken to make it a possibility, the headmaster proposed a curriculum linked with encouraging continuity of government.

The principal of government high school bokwaongo said the simple reason is that there is a school that train teachers in science of education where most of the knowledge acquired can be used to run schools. On measures to make it possible, he proposed a strong association to be formed by all school leaders in Cameroon with a visionary leadership of the association.

The principal of inter-comprehensive high school was of the view that due to the absence of political correlation of such a school it is not of government interest. He further proposed government place special importance of such a school knowing the importance of leadership even in other public institutions.

The headteacher of vision bilingual nursery and primary school, used two phrases to illustrate why government have not succeeded to open a specialized school to train school leaders : ‘absence of government will’ and ‘could be due to poor planning’. On measures which can be taken to make it possible he proposed legislation by parliament just like other teachers proposed.

The headteacher of government primary school kollere said government have not succeeded to create such a school because there have been no political pressure and the total absence of political will. Regarding measures to make it possible he talked much on structuring the school to train teachers ; that a specialized department be opened to train school leaders.

The principal of Bilingual Grammar School, Garoua said government has not succeeded because priority has not been given much to any school regarding education. He explained using comparative analyses with other specialized schools in the same country. He pointed out that even though education is a vital sector, according to government, does not have a curriculum that can continuously keep them in power. On measures which can be taken to make it possible, he advocated a presidential decree and also advocated strategic planning in the ministry of basic and secondary education.

On his part, the principal of Espoir Bilingual College, Garoua insinuated that government have not succeeded to create such a school because most specialized schools in Cameroon must have a program that indoctrinate the students to think only government stay in power. And since this type of school cannot be tailored in that direction, it is not an important school. on measures to make it possible, he proposed parliament and senate to pass a new law regarding orientation on how basic and secondary should operate in Cameroon giving special attention on training school leaders.

RESPONSES FROM POLICY OFFICERS

Responses from divisional delegate of basic/secondary education for fako division, south west region.

The divisional delegate for basic education said it is because the teacher training schools in Cameroon train teachers adequately in science of education and what they learn can be used to run schools and re-iterated that it is the reason why government keeps appointing graduates from teacher training schools with some experience in teaching. On measures to make it possible, he advocated a department be created in teacher training schools to train school leaders.

The divisional delegate for secondary education explained a similar response by the divisional delegate for basic education. That the teacher training schools are well apt with courses which graduates can use in running any school. He also proposed reviewing of the curriculum of the science of education department to gear towards training school leaders.

Responses from divisional delegate of basic/secondary education for benoue division, north region.

The divisional delegate for basic education explained that government have the interest to open a specialized school but since the teacher training schools train teachers in science of education creating another school is like wasting resources and simply proposed that adequate leadership courses be introduced in the science of education departments in our teacher training schools.

The divisional delegate for secondary education for Benoue had similar argument as his colleague in the basic sector. Proposing revitalizing all the science of education department in our teacher training institutions.

ANALYSES, DISCUSSION AND CONCLUSION.

The results clearly portray clearly the necessity of a specialized school to train school leaders in Cameroon. All participants recognized the importance of a well informed school leader. Ngemunang (2022), quoted Isaac Nwankwo, Vivian Nwogbo, and Esther Nwachukwu 2019 saying a bad school leader may render even the best program/curriculum, the most adequate resources, and the most motivated teachers and students ineffective. Ngemunang insinuated that “given the insufficient /limited financial resources currently allocated to schools in Cameroon, there should be a mechanism put in place to train and retrain school leaders to help develop the leadership skills necessary to effectively manage secondary schools”. Recurrent words and phrases used by participants in the study include “legislation be passed”, “ science of education department be restructured “, “government open specialized schools having courses that project government policies and stay in power”, “ political motives”.

Mashaya et al (2022) in their review of related literature, indicated that in most developed countries like America, England, Sweden and Australia preparation and development of school leaders is formally institutionalized with colleges offering training for principals before and after appointment and then continuously develop them for appointment. They insinuated that the preparation and development of school leaders is well structured and systematic in the sense that aspiring principals are prepared for school leadership before and after appointment to enhance performance of their duties. Preparation and development of principals in these countries is mandatory and a requirement for anybody wishing to be a school leader. In terms of restructuring, Linda darling-Hammond and Co 2007, indicated that initial preparation programs for principals in the U.S. have been a collection of courses covering general management principles, school laws, administrative requirements, and procedures, with little emphasis on student learning, effective teaching, professional development, curriculum and organizational change. Meanwhile, program in recent years encompass clinical training components : experiences that allow prospective leaders to learn the many facets of their complex jobs in close collaboration with highly skilled veteran leaders.

Ngemunang (2022), quoted Grobler (2002), saying “today’s global education landscape is rapidly changing due to many innovations in curriculum and delivery of the educational process. Grobler asserts that the role of principals has become increasingly complex and demanding requiring improved professional development programs. That principals as instructional leaders are not only expected to restructure and redefine the learning environment of schools, they are also expected to be concerned with professional training and retraining programs, practice effective communication and be actively in instructional supervision.

Concluding the above analysis in the Cameroon context, it is seen that school leaders training is epileptic through a teacher training school. There is need for a well structured and organized institution through legislation to produce school leaders versed with contemporary skills and competences to run Cameroonian basic and secondary schools.

RECOMMENDATIONS

From the above findings and discussions the following recommendations could help the fast opening of a specialized school to train school leaders in Cameroon:

1. Policy makers should review the actual causes of school violence placing a special concern for those causes linked to unprofessional behavior of school administrators or leaders.
2. School leaders are called upon to form a strong national association that will continue to appeal for the opening of a school for school leaders.
3. Our law makers who represent the population should be in the forefront so that legislation can be used to pass this lofty school to be part and parcel of cameroon educational system.
4. School leaders should continuously work hard and make our schools a giant contributor for economic growth and development, peace and national unity.

LIMITATION

The major limitation of this study was translating participants' contribution from French to English in the North region of Cameroon.

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