



EFFECTS OF HEADTEACHERS' ADMINISTRATIVE PRACTICES ON TEACHERS' JOB PERFORMANCE IN YAOUNDE II SUBDIVISION

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Abstract:

This study sought to examine the effects of headteachers' administrative practices on teachers' job performance in the Yaoundé II subdivision. The objectives of the study were; to examine the effect of headteachers' supervisory practices on teachers' job performance; to determine the effect of headteachers' motivational practices on teachers' job performance and to establish the effect of headteachers' professional development practices on teachers' job performance. The study adopted the descriptive survey design. The population consisted of 480 teachers and 36 headteachers with a sample size of 214 teachers and 36 headteachers. Both the purposive and the convenient sampling techniques were used. Questionnaires and interviews were used as data collection instruments in this study. Quantitative data was analyzed using the descriptive and inferential data analysis methods while qualitative data was analyzed using the content analysis method. Descriptively, frequencies and percentages were used while simple linear regression was used to test hypotheses. Findings revealed that headteacher's supervisory practices significantly affect teachers' job performance by 21.5% ($R = .468$, $p < .01$); headteacher motivational practices affect teachers' job performance by 69.1% ($R = .832$, $p < .01$) and headteacher professional development practices affect teachers' job performance by 65% ($R = .807$, $p < .01$). Therefore, the researcher concluded that headteachers' administrative practices affect teachers' job performance in Yaoundé II subdivision. Based on these findings, we recommended among others that school management should facilitate in-service training for teachers, increase their salaries and create a friendly environment.

Keywords: administrative practices, supervision, motivation, professional development and job performance

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1. Introduction

The success and development of a primary school system depend on the quality and nature of the headteachers' administrative strategies. School leaders are essential to the success of their school, its staff, and most importantly, its pupils (Siddiquee, 2012). Ogbonnaya (2011) asserts that the headteacher is vested with the responsibility of all the administrative tasks. The success of the headteacher relies on their administrative capacities to make reasonable decisions for effective administration. The performance of teachers and pupils' academic results has been attributed to the administrative practices of school headteachers (Spillane, 2015). Thus, the headteachers play a significant role in ensuring that teachers perform their job effectively, which is reflected in the pupils' performance (Wallace Foundation, 2015). Onuma (2015) observed that, for effective management of the education system, the school headteacher is expected to have certain essential leadership and administrative skills being that he/she is the leader and administrator of the system. The background of this study will contain the following areas: historical background, conceptual background, contextual background and theoretical background.

Historically, the practice of administration is as old as humanity. It is the art and science of the systematic and careful arrangement of resources (human, materials, and funds) available to an organisation for the achievement of its objectives (Laurent, 2017). Besides, the Industrial Revolution heralded a vital concern for how best to organise human and material resources to ensure maximum profits for employers. Nevertheless, the Human Relations Movement (HRM), as a reaction to the scientific management of the Industrial Revolution, stressed how best to motivate people to harness materials for maximum productivity and individual worker satisfaction. This is a concern, earlier confined to business and industrial enterprise. Thus, the theory and practice of administration were regarded as the monopoly of the business, industrial enterprises, and later the public service. This explains the more significant popularity of such terms as "business administration" and "pupils' administration". According to Nwankwo (1982), when it fully emerged, Educational Administration was perceived as a translation of the principles and processes used in business and public administration.

This impression is fast fading with the growing realisation that all human organisations, whether they are business, industries, public, religious, educational or military, have equivalent and transferable factors and challenges which demand identical theories and strategies coupled with the fact that all human problems emanate from administration (Ebot, 2016). Administration is a determinant of the level of organisational efficiency and or successes and failures. Three critical elements to an organisation's success, according to Ebot (2016), include effective leadership, effective human resources recruitment and management, and effective development of persons, programmes and activities. The level of administrative efficiency determines whether the organisation will level off for growth, stagnate and decline, or blossom forth to achieve new heights and grow through expansion.

Conceptually, this work tackled the main concepts such as headteachers' administrative practices and teachers' job performance. A conceptual framework is a prototypical presentation where an analyst abstracts and speaks to connections between variables in the study, demonstrating relationships realistically or diagrammatically (Orodho, 2004). The conceptual framework is the method of presentation where the researcher represents the effect variables in the study and explains them diagrammatically.

Administrative practices refer to the factors and conditions put in place by the school administration to provide leadership in the institution effectively. The term 'administration'; is often used to mean 'to execute; or 'to enforce. The word administration is used both to describe the activity of implementing policy decisions and also to describe the narrower activity of regulating the day-to-day operations of a section of an organisation, such as the office. In addition, we have the use of the word to describe the very top functions in the public service, the most notable being that of the administration of a country's President.

According to Marecho (2020), supervision in education still carries the same old meaning and general concept, which means "to oversee", "to superintend", or "to guide" and "to stimulate" the activities of others, with a view of their improvement. In this work, supervision includes monitoring instruction, guiding teachers to improve the teaching and learning process, assessing pupils' learning outcomes, evaluating the goals of programs, and many others. The administrative goals of supervision here aim to manage the school facilities and resources properly. Adequate supervision is the process by which the headteacher is responsible for providing a link between individual teacher needs and organisational goals so that individuals within the school can work as a team to achieve set targets (Kerio, 2021). School headteachers are responsible for supervising teachers to ensure that school objectives are achieved through effective teaching and efficient learning. In this regard, headteachers assist teachers in refining their competencies, which is essential for better teaching of the disciplines (Heaton, 2016).

Motivation can be defined as a driving force that compels an individual to take action with a goal to achieve specific goals (Maslow, 1993). The most recent definition says that teachers' motivation is the drive that is exerted on teachers to improve their professional tasks with enthusiasm (Wilson, 2023). In this study, motivation refers to a set of words, rewards, and acknowledgements given by the headteacher to teachers to encourage them to perform well in their discharge of teaching duties, which triggers good performance of pupils. The school headteacher also plays the role of motivator. Motivation helps energise, direct and sustain positive behaviour over a long period towards particular goals. Teachers' motivation has become essential, given their responsibility to impart knowledge and skills to learners. As noted by Boma (2018), a school headteacher must not only be trained in the act of administration but must be well acquainted with the principles that guide and control administrative processes. The study concluded that the type of administrative process adopted by the headteacher influences the attitude of the staff, which can motivate them to do their best to achieve

educational goals through an effective teaching-learning process. Motivation enhances job performance (Wambua, 2012). Wambua (2012) also asserted that the headteacher is the critical person in making a change occur, which is very obligatory, and the headteachers are expected to deploy the administrative practices in adapting to this change and affecting it in the school system.

Staff development practices help in grooming teachers and achieving better teacher job performance (Nkama, 2019). This is achieved by making their tasks exciting and increasing the chances of job satisfaction and growth. To improve the overall standard of education, headteachers' professional development practices must be seriously considered. Staff development practices of headteachers respond to 4 teachers' requirements and improve supervisory competence (Yousaf, 2018). Hence, headteachers should offer professional and continuous development, including coursework, seminars, and learning chances for better teacher development.

Another essential component of quality teacher performance is the delegation of duties by the headteacher. This is the act of assigning duties to the juniors by the seniors such that the juniors take charge and have control over the environment. Masaku, Muola and Kimiti (2018) see delegation as "*accomplishing work through others*". The study concluded that the school, by its nature, is a complex organisation where delegation of duties is unavoidable; it is, therefore, essential for all school managers and administrators at whatever level, primary, primary or tertiary, to understand the concept of delegation; what determines it, its importance and how to use it effectively. Muma and Odhiambo (2019) posited that in schools where the delegation of duties is done in a professional way, dissatisfaction has gone down to normal levels, headteachers have their individual interests restored, and school performance has improved. Delegation of duties leads to the motivation of subordinates as it encourages them to give their best at work when they have authority and responsibility. They take more initiative and interest in work and are careful and cautious in their work.

Stronge (2018) states that job performance encompasses the teacher's role in teaching pupils in and outside the classroom. The key aspects of teaching involve using instructional materials and teaching methods, making professional documents, participating in co-curriculum activities and guiding the learners. Therefore, teacher job performance is the teachers' ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom (Owala *et al.*, 2021). The Ministry of Basic Education (MINEDUB) (2005) identified teachers as one of the most critical inputs to the education system. Therefore, this resource's efficient administration and utilisation remain critical to the quality of learning outcomes (Nilsen & Gustafsson, 2016). The success of any school in Cameroon is measured by the quality of grades attained in national examinations (Tambo, 2015).

Contextually, the Ministry of Basic Education (MINEDUB) (2005) identified teachers as one of the most critical inputs to the education system. Therefore, this resource's efficient administration and utilisation remain critical to the quality of learning

outcomes (Nilsen & Gustafsson, 2016). The administrative practices of supervision, motivation, professional development and delegation of duties by school heads in Cameroon started as far back as 1907, a period during which most schools were owned by the missions. Since education in Cameroon witnessed increased attention in the mid-1990s (Fonkeng, 2010), so are administrative practices. A key theme running through the reports of both the National Education Forum (MINEDUC, 1995) and the Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon, 2016) is the need to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services at the primary level. One of the strategies adopted by the government to improve and guarantee teacher performance is the appointment of Regional Pedagogic Inspectors (RPIs) for adequate supervision in the basic education ministry.

The Ministry of Basic Education, within the framework of its 2012 Road Map for the purpose of quality education for all children of school-going age and in order to meet up with the vision of an "Emerging Cameroon in 2035", lay it emphasised the function of instructional supervision, motivation and professional development of educators at each level in basic education. In this regard, supervisors are required to carry out instructional supervision to improve teachers' work performance at the central, regional, divisional, and sub-divisional levels. According to Sustainability Development Goal 4(SDG4) of Cameroon, quality education is needed, which can only be achieved if the main actors in education, like the teachers, are well-managed and given job satisfaction to trigger better and effective teaching performance. Therefore, proper discharge of administrative practices is an important activity in promoting effective teaching and learning in schools. One of the objectives of the National Development Strategy of 2023 (NDS30) indicates that citizens should be educated on skills revolution based on science, technology and innovation; this places a huge task on the shoulders of teachers who are the main implementers of the curriculum. It is focused towards the improvement of instruction and professional development of teachers (Acheson, 1987).

As enshrined in the education law in Cameroon, law N° 98/004 of 14th April 1998 to lay down guidelines of education, the teacher is the main guarantor of the quality of education who should enjoy working and living conditions and within the framework of academic frankness and in the exercise of his functions have complete freedom of thought and expression. Based on this law, the teacher needs to be motivated, supervised, delegated duty, and constantly develop his/her professional skills in order to boost his /her job performance and offer quality education. In this light, inadequate supervision, motivation, professional development, and delegation of duties to the teacher by headteachers will cause laxity among teachers in their work environment (Ligondo, 2019). Such laxity among teachers often results in pupils' poor performances during examinations. This is evident with the drop in performance of pupils in the Yaoundé II subdivision in the Government Common Entrance from 99% in 2021 to 97% in 2022(IAEB YDE II, 2022). Against this backdrop, this research sought to examine the effects of

headteachers' administrative practices on teachers' job performances in the Yaoundé II sub-division.

Theoretically, two main theories guided this study. The Path-Goal Theory was developed by Robert J. House (1971) and modified in 1996. Furthermore, the Self-Determination Theory was postulated by Edward Deci and Richard Ryan in 2000. The Path-Goal Theory states that a good leader equips subordinates with clear direction, sets high goals, gets involved in goal achievement, and supports employees. The leader clears the path for the followers to take. House believed that a leader's behaviour is dependent on the fulfilment, motivation and performance of his or her subordinates. Dixon and Hart (2010) point out that path-goal theory advocates for senior leaders possessing attributes such as having flexible behaviour, giving clear and precise instructions, providing direction, instituting a solid structure, and rewards to improve performance amongst juniors. Self-Determination Theory (SDT) is a theory of motivation that has been applied in many life domains such as health, sport, education and work. According to SDT, everyone has three key psychological needs: autonomy, competence and relatedness. When our social environments, including the places where we work, are more supportive of these psychological needs, the quality of our motivation is more autonomous. Alternatively, when our psychological needs are not well met or even thwarted through our social interactions, the quality of our motivation is more controlled.

Researchers have found through many studies that when people are more autonomously motivated, they are more likely to achieve their goals over time (Lucia (2017). Early ideas of motivation suggested that you either have it (you are motivated) or you don't (you are not motivated or unmotivated). However, more than 40 years of research have shown that motivation is much more complex than this. The quality of motivation (autonomous or controlled) is critical to both satisfaction and sustained success in achieving one's goals. Rewards, punishments and internalised pressures from others can drive motivated behaviour.

It can also be fuelled by deeply held values or interests and enjoyment of the behaviour itself. In simple terms, people can feel more pressured or controlled to behave in a certain way, or they can feel they have a choice in how to behave. For example, people can be driven by rewards, punishments, internal pressures, values, and interests. This theory is relevant to this work in that motivation is one of the things that gives teachers the zeal to work harder. Teachers will perform extremely hard when the headteacher gives the motivation, which could be monetary or non-monetary. By delegating the duty to teachers, they will feel autonomous, contributing to their job performance once they feel involved. Teachers who feel that they are part of the school in terms of goal accomplishments will sacrifice to see the goals achieved.

According to Law No. 98/004 of April 14, 1998, on the orientation of education in Cameroon, article 37 states that the teacher is the main guarantor of the quality of education in Cameroon. Unfortunately, the teachers' job performance in most Cameroonian primary schools is below expectations (Kenfack, 2017). Many teachers in Cameroon have failed to produce quality education in many areas. Yaoundé II

subdivision is not an exception. The researcher has observed how Anglophone primary school teachers in the subdivision turn to come late to school, delay syllabus coverage, are absent from school, disrespect the administrative staff, neglect the follow-up of pupils, and pay less attention to the achievement of school objectives, which is good performance of pupils. Statistics show that most of the primary schools have recorded below 75% in Government Common Entrance (GCE), especially during the final stage of interviews between 2015 and 2022, except in a few schools with 100% (IBE YDE II, 2023). Children now finish primary school, but they cannot write their names correctly, they can neither read nor write a sentence correctly, and some of them cannot solve simple mathematical problems. The poor performance of pupils is a reflection of poor teachers' job performance. The question posed is, who or what is the cause of this poor performance of teachers? Some people think it is due to the low pay package given to teachers. Some say it is because of no adequate training of teachers, while some put the blame on the government for not paying attention to the living conditions of the teachers in both public and private schools. The researcher thinks that headteachers' administrative practices can be the cause of the poor performance of teachers in this subdivision. This is because school heads are expected to provide an enabling working environment for Teachers' high productivity through administration support practices (Onuma, 2019) in the areas of supervision, motivation, professional development, and delegation of duties for maximum productivity (Pont *et al.*, 2018).

Several studies focusing on headteachers' administrative practices have been carried out. For instance, a study by Tambo (2015) evaluated the effect of school management and pupils' academic performance concerning the effectiveness of strategies being employed by school managers in primary schools in Buea municipality in Cameroon. Another study by Iroegbu and Etudor-Eyo (2020) focused on establishing the effect of headteachers' instructional supervision and teachers' effectiveness. These studies reveal both conceptual and contextual gaps. Conceptual gaps exist as these studies relate headteachers' administrative practices to pupils' academic performance, headteachers' performance, and the effectiveness of teachers' competence. Regarding contextual gaps, none of the studies focused on Yaoundé II. To fill this gap, this study investigated headteachers' administrative practices and their effects on teachers' job performance in Selected Anglophone Primary schools in the Yaoundé II subdivision.

2. Research Objectives

The main objective of this study was to examine the effects of headteachers' administrative practices on teachers' job performance in Selected Anglophone Primary schools in Yaounde II Subdivision.

The following research questions guided the study:

- 1) What is the effect of headteachers' supervisory practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision?

- 2) What is the effect of headteachers' motivational practices adopted on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision?
- 3) What is the effect of teachers' professional development practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision?

3. Methodology

This research was limited to the centre region of Cameroon, specifically the Yaoundé II sub-division of the Mfoundi division. The study adopted the descriptive survey design. This design was appropriate to this study as it enabled the researcher to analyse the various headteachers' administrative practices, thereby gaining an in-depth understanding of the research problem. Additionally, a descriptive survey design allowed the researcher to gather information for the specific study variables under review without data manipulation. The study population involved headteachers and teachers of Selected Anglophone Primary schools in Yaoundé II. In order to obtain the population for the study, the researcher contacted the inspectorate for the Yaoundé II subdivision. According to the statistics given by the inspector, there are 70 primary schools in this subdivision with 480 teachers and 70 headteachers. The sample size was made up of 214 teachers and 36 headteachers, but only 10 headteachers were accessible. To get this sample, the researcher used the sample table of Morgan and Krejcie (1970). The sample size of the schools, teachers and headteachers was selected using purposive and convenient sampling techniques. This study used primary data, which was collected using questionnaires and interview schedules. To ensure validity in this research, the questionnaire and interview guides were passed through a series of checks from friends to colleagues and to the supervisor, who is also an expert in measurement and evaluation, in order to ensure face and content validity.

Cronbach's Alpha was applied to measure the coefficient of internal consistency and, therefore, the reliability of the instrument. The reliability coefficient of all the items was 0.9, which was considered high enough for the instruments to be used in the study (Jwan, 2010). The researcher administered the questionnaire using the self-delivery method and the drop-and-pick-later technique, while the interviews were conducted using the face-to-face method. Quantitative data was analysed through descriptive and inferential statistics. The descriptive statistics included frequency counts and percentages. The Statistical Product for Service Solution (SPSS) version 21 was utilised in running the analysis. The quantitative data was presented in pie charts, bar graphs, and tables to make meaningful conclusions. Pearson product-moment correlation and simple linear regression were also used to determine the impact of administrative practices on teachers' job performance and to test the previously stated hypothesis. On the other hand, qualitative data was analysed using content analysis and was presented in continuous prose.

4. Findings

4.1 Data Analysis Based on Research Questions

4.1.1 Research Question 1: What is the effect of headteachers' supervisory practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision?

The first research question sought to examine the effects of headteachers' supervision practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision. Descriptive data was collected from teachers, and the findings are shown in Table 1 below. Six items were designed in the questionnaire to respond to this section. All seven items have a mean greater than 3.5, which is the cuff of the mean.

Table 1: Respondent's View on Headteachers' Supervision Practices

| No | Items | SA | | A | | N | | D | | SD | | Mean | Std D |
|----|---|-----|------|-----|------|----|------|----|------|----|---|--------|---------|
| | | f | % | f | % | f | % | f | % | f | % | | |
| 1 | My headteacher ensures control of teachers' supervision work plan | 172 | 80.4 | 21 | 9.8 | 0 | 0 | 21 | 9.8 | 0 | 0 | 4.6075 | .91166 |
| 2 | My headteacher monitors teachers on punctuality to school class | 128 | 59.8 | 42 | 19.6 | 0 | 0 | 44 | 20.6 | 0 | 0 | 4.1869 | 1.17988 |
| 3 | My headteacher tracks teachers on the preparation of instructional documents | 107 | 50.0 | 86 | 40.2 | 0 | 0 | 21 | 9.8 | 0 | 0 | 4.3037 | .89667 |
| 4 | My headteacher oversees teachers on matters related to curriculum and teaching methods. | 151 | 70.6 | 63 | 29.4 | 0 | 0 | 0 | 0 | 0 | 0 | 4.7056 | .45684 |
| 5 | My headteacher evaluates the outcome of instructional activities. | 64 | 29.9 | 107 | 50.0 | 22 | 10.3 | 21 | 9.8 | 0 | 0 | 4.0000 | .89338 |
| 6 | My headteacher audits reports from level heads on syllabus coverage. | 127 | 59.3 | 66 | 30.8 | 21 | 9.8 | 0 | 0 | 0 | 0 | 4.4953 | .66958 |
| | Grande Mean | | | | | | | | | | | 4.3298 | |
| | Std. Deviation | | | | | | | | | | | | .62933 |

Source: Field work, 2023.

From 1 above, it shows that only 90.3% of the teachers generally agree that their headteachers ensure control of Teachers' supervision work plan, which was supported by a mean of 4.60. 79.4% equally agreed with the notion that their headteachers monitor teachers' punctuality in school and in class. 90.2% agreed that headteachers track teachers on the preparation of instructional documents. All the respondents 100% supported the notion that headteachers oversee teachers on matters related to curriculum and teaching methods, while a total of 79.9% said that headteachers evaluate the outcome of instructional activities. Regarding syllabus coverage, 90.1% think that their headteachers audit reports from level heads on syllabus coverage. Finally, 70.1% agreed that headteachers instruct class secretaries to mark teachers who attend lessons and those who fail to.

4.1.1.1 Thematic Analysis of Qualitative Findings on Headteachers' Supervision Practices on Teachers' Job Performance

The researcher also interviewed headteachers to examine the effect of headteachers' supervision practices on teachers' job performance in Selected Anglophone Primary schools in the Yaoundé II subdivision. The responses from the interview with the headteachers supported the feedback from the teachers as they stated that they conduct various supervision practices similar to what the teachers alluded to. These supervision practices included checking/supervising work plans, monitoring teachers' punctuality in school and in class, auditing reports from level heads on syllabus coverage, tracking teachers on the preparation of instructional documents, evaluating the outcome of instructional activities, result analysis, lesson observation, oversee teaching on areas related to curriculum and teaching methods. One of the headteachers said: *"I monitor Teachers' performance, audit reports from level heads on syllabus coverage, track teachers on the preparation of instructional documents, oversee teaching on areas related to curriculum and teaching methods"*. Another one stated: *"I oversee school and class attendance, preparation of instructional documents and evaluate the outcomes of the instructional documents."* Further, another headteacher stated: *"I check on matters related to the curriculum and teaching methods"*.

These findings agree with those of Ibrahim (2014), who studied the headteacher supervisory role and how it affects the job performance of primary school teachers in Kuala Lumpur, Malaysia. The findings indicated that there is a significant effect on teachers' perception of the supervision role of the headteachers and improving teachers' job performance from various aspects of teaching practices, professional competencies and motivation. The findings also concur with Wabuko (2016), who investigated the influence of headteacher supervisory practices on teachers' job performance in public schools in Lang'ata Sub County in Nairobi County. The study revealed that a headteacher who consistently conducts lesson observation and hold model teaching sessions with teachers significantly influences teacher job performance and, hence, pupils' performance.

However, some noted that they encountered some challenges which hindered the supervision practice. This included unavailability due to tight work schedules, and poor collaboration by the teachers, whereby they failed to adhere to the recommended procedures. One headteacher in Chefferie Mbankolo said: *"I have a young family, and my wife is unwell, which has made me ineffective in conducting the supervision among teachers"*. Another headteacher stated: *"Some teachers fail to submit the required documents such as lesson plan schemes of work and attendance register on time, which makes the supervision practice difficult"*.

4.1.2 Research Question 2: What is the effect of headteachers' motivational practices adopted on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision?

The second research question sought to determine the effect of headteachers' motivation practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision. Descriptive data was collected from teachers, and the results are shown in Table 2 below. Six items were also designed in the questionnaire to respond to this section. All six items have a mean greater than 3.0, which is the cuff of the mean.

Table 2: Respondent's View on Headteachers' Motivation Practices

| No | Items | SA | | A | | N | | D | | SD | | Mean | Std D |
|----------------|--|-----|------|----|------|----|-----|----|------|----|---|--------|---------|
| | | f | % | f | % | f | % | f | % | F | % | | |
| 1 | My head teacher guides teachers in setting school targets | 171 | 79.9 | 43 | 20.1 | 0 | 0 | 0 | 0 | 0 | 0 | 4.7991 | .40164 |
| 2 | My headteacher instils good interpersonal relationships with teachers, thereby promoting a work-friendly environment | 128 | 59.8 | 86 | 40.2 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5981 | .49143 |
| 3 | My headteacher has an effective communication system with teachers, especially in times of urgent needs | 107 | 50.0 | 86 | 40.2 | 0 | 0 | 21 | 9.8 | 0 | 0 | 4.3037 | .89667 |
| 4 | My headteacher appraises teachers' performance by writing recommendation letters | 87 | 40.7 | 85 | 39.7 | 0 | 0 | 42 | 19.6 | 0 | 0 | 4.0140 | 1.09407 |
| 5 | My headteacher inspires teachers by formulating a reward system to recognize performance | 129 | 60.3 | 43 | 20.1 | 0 | 0 | 42 | 19.6 | 0 | 0 | 4.2103 | 1.16187 |
| 6 | My headteacher spurs teamwork to enhance knowledge sharing among teacher | 150 | 70.1 | 43 | 20.1 | 21 | 9.8 | 0 | 0 | 0 | 0 | 4.6028 | .66162 |
| Grande Mean | | | | | | | | | | | | 4.4213 | |
| Std. Deviation | | | | | | | | | | | | | .56863 |

Source: Field work, 2023.

Table 2 demonstrates that all (100%) of the teachers stated that their headteachers guide teachers in setting school targets. On the aspect of the headteacher instilling a good interpersonal relationship with teachers, thus promoting a work-friendly environment, 100% of the teachers stated that the practice was always conducted. Concerning the practice of the headteacher driving an effective communication system with teachers, especially in times of urgent needs, the study shows that 90.2% of teachers generally agreed while only 9.8% disagreed. On the aspect of the headteacher appraising teacher performance by writing a recommendation letter, the study demonstrates that 80.4% of teachers generally agreed, while 19.6% disagreed. Finally, 90.2% of the respondents agreed generally that headteachers spur teamwork to enhance knowledge sharing among teachers.

4.1.2.1 Thematic Analysis of Qualitative Findings on Headteachers' Motivation Practices on Teachers' Job Performance

The researcher also interviewed headteachers to determine the effect of the headteachers' motivation practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision. The responses from the interviews with the headteachers supported the feedback from the teachers as the motivation practices stated were similar to what the teachers stated. These motivation practices included ensuring

that target setting is well done, having a school reward system to recognize good performance, developing good interpersonal relationships with the teachers, encouraging teamwork and writing recommendation letters for teachers' appraisals. One of the headteachers had this to say: *"I have developed good interpersonal relationships with the teachers, formulated a good reward system to recognize teachers' performance, encourage teamwork every time and also write recommendation letters for teachers"*. Another headteacher stated: *"I involve the teachers when setting targets, ensure that there exists effective communication, and provide transport for teachers when they go out, provide nice meals for teachers, and attend to the welfare of teachers"*.

These findings are consistent with those of Good and Lavigne (2017), who conducted a study on the role of motivation in teachers' job performance in Tanzania. The study findings indicated that motivation is intrinsic or extrinsic. Other motivation practices stated included praising teachers publicly and giving them a voice, involving the teachers when setting targets, effective communication, providing transport for teachers, providing excellent meals for teachers, attending to the welfare of teachers, cultivating a friendly work environment, recognizing individual performance, and putting emphasis on in-service training of teachers. Another headteacher also alluded that: *"I provide a friendly work environment, appraise teachers and write recommendation letters as well as recognize individual performance"*. These findings align with the assertions of Aacha (2010), who indicated that satisfied teachers are more productive and influence pupils' achievement. The findings are also consistent with those of Aliwaru (2019), who sought to examine the effect of motivational practices on the performance of lecturers in Tertiary Institutions in the Arua District.

Findings showed that the provision of financial rewards as a motivation practice is positively related to lecturers' performance. Nonetheless, the headteachers also cited some challenges that made the execution of the motivation practice difficult. These challenges included poor morale by some teachers, poor conflict resolution and poor leadership styles by the headteachers and level heads. One headteacher said: *"It is difficult to motivate teachers who have a wrong attitude towards their teaching career. Some teachers choose teaching as their last resort or a stepping stone and thus lack motivation"*. Another headteacher uttered: *"Some level heads utilize authoritative leadership styles which break the social cord with their junior teachers, and thus the teachers take no heed to anything they say even if meant for good"*.

4.1.3 Research Question 3: What is the effect of headteachers' professional development practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision?

The third objective sought to establish the effect of headteachers' professional development practices on teachers' job performance in Selected Anglophone Primary schools in Yaoundé II Subdivision. Descriptive data was collected from teachers, and the results are shown in Table 9. Six items were designed in the questionnaire to respond to this section. All six items have a mean greater than 3.0, which is the cuff of the mean.

Table 3: Respondent's view on headteachers' professional development practices

| No | Items | SA | | A | | N | | D | | SD | | Mean | Std D. |
|----------------|---|-----|------|----|------|----|-----|----|------|----|---|--------|---------|
| | | f | % | f | % | f | % | f | % | f | % | | |
| 1 | My headteacher organizes in-service courses for teachers to attend | 108 | 50.5 | 42 | 19.6 | 0 | 0 | 64 | 29.9 | 0 | 0 | 3.9065 | 1.30390 |
| 2 | My headteacher directs level heads to evaluate teachers at their levels | 87 | 40.7 | 85 | 39.7 | 0 | 0 | 42 | 19.6 | 0 | 0 | 4.0140 | 1.09407 |
| 3 | My headteacher mentors teachers to improve in their profession | 129 | 60.3 | 43 | 20.1 | 0 | 0 | 42 | 19.6 | 0 | 0 | 4.2103 | 1.16187 |
| 4 | My headteacher facilitates teachers to attend training by PAREC | 150 | 70.1 | 43 | 20.1 | 0 | 0 | 21 | 9.8 | 0 | 0 | 4.6028 | .66162 |
| 5 | My headteacher facilitates teachers to train as national examiners | 129 | 60.3 | 43 | 20.1 | 0 | 0 | 42 | 19.6 | 0 | 0 | 4.2103 | 1.16187 |
| 6 | My headteacher identifies the specific areas requiring re-training for teachers | 149 | 69.6 | 44 | 20.6 | 21 | 9.8 | 0 | 0 | 0 | 0 | 4.2056 | .86928 |
| Grand Mean | | | | | | | | | | | | 4.1916 | |
| Std. Deviation | | | | | | | | | | | | | .84439 |

Source: Field work, 2023.

Table 3 depicts that 70.1% of the teachers generally agreed that their headteachers organize in-service courses for teachers to attend, while 29.9% disagreed. On the aspect of the headteacher directing level heads to evaluate teachers at their levels, the study shows that 80.4% of teachers agreed to this, while only 19.6% disagreed. It also noted that 80.4% of the teachers generally agreed that their headteachers mentor teachers to improve in their profession, while 19.6% refused. Regarding attending PAREC seminars, 90.2% of the respondents agreed that their headteachers facilitate attending training by PAREC. The same number of teachers also agree that's they attend meetings to train them as national examiners due to facilitation front ha headteachers. Finally, 100% generally agreed that their headteachers identify the specific areas requiring re-training for teachers

4.1.3.1 Thematic Analysis of Qualitative Findings on Headteachers' Professional Development Practices on Teacher Job Performance

The researcher also interviewed headteachers to establish the effect of headteachers' professional development practices on teachers' job performance in Selected Anglophone Primary schools in the Yaoundé II subdivision. The responses from the interview with the headteachers supported the feedback from the teachers as the professional development practices stated were similar to what the teachers stated. These professional development practices included encouraging teachers to train as national examiners, encouraging teachers to professional training PAREC, mentorship and coaching, organizing in-service training for teachers, encouraging teachers to attend seminars and workshops, encouraging teachers to pursue further studies and guiding teachers on where they can source funding and scholarships. One of the headteachers said: *"I encourage teachers to attend seminars and workshops, encourage teachers to pursue further studies and guide teachers on where they can source funding and scholarships"*. Another headteacher stated: *"I encourage teachers to train as examiners and also as administrators in the field of education"*.

These findings are concurrent with those of William (2010), who avers that availing the basics of the teachers' requirements certainly increases the chances of job satisfaction. Other professional development practices listed included giving level heads the authority to evaluate teachers at their levels, facilitating teacher training through cost sharing, empowering level heads, recommending more ICT training for all teachers, and identifying the specific areas requiring retraining for teachers. One of the headteachers said: *"I give level heads the authority to evaluate teachers in their respective levels, facilitate teachers training through cost sharing and have trained my teachers on ICT"*. These findings are supported by the assertions of Lieberman and Pointer Mace (2010) and Waldron and McLeskey (2010), who established that professional development constitutes the basis for improvements in teacher and school practices. Nonetheless, the headteachers also cited some challenges that made the execution of the professional development practice challenging. These challenges included poor morale by some teachers and tight schedules of the teachers. One headteacher noted: *"Some teachers have young families and barely have time for attending training and pursuing further education as at the moment their goal is keeping their job and taking care of their family"*. Another headteacher noted: *"Some teachers have a wrong attitude towards their teaching career. Some teachers choose teaching as their last resort and have no intention of upgrading their skills but rather are looking for an exit."*

5. Discussion

The study findings in research question one showed that headteachers' supervision practices and teachers' job performance have a positive and significant relationship. This is reflected by the feedback from the teachers who opined that their headteachers ensure control of teachers' supervision work plan, their headteacher monitors teachers on punctuality to school and class, their headteacher tracks teachers on the preparation of instructional documents, their headteacher oversees teachers on matters related to curriculum and teaching methods, their headteacher evaluates the outcome of instructional activities, their headteacher audits reports from level heads on syllabus coverage and that their headteacher instructs class secretaries to mark teachers who attend lessons and those who fail to. The researchers also interviewed headteachers to examine the effect of headteachers' supervision practices on teachers' job performance in Selected Anglophone Primary schools in the Yaoundé II subdivision. The responses from the interview with the headteachers supported the feedback from the teachers as they stated that they conduct various supervision practices similar to what the teachers alluded to.

These supervision practices included checking/supervising work plans, monitoring teachers' punctuality in school and class, auditing reports from level heads on syllabus coverage, tracking teachers on the preparation of instructional documents, evaluating the outcome of instructional activities, result analysis, lesson observation, oversee teaching on areas related to curriculum and teaching methods. From the above finding it shows that if the headteacher does supervision effectively, there is going to be

a significant increase in the teachers' job performance. The findings of this study are related to the works of Baker (2010), who conducted a study in the United States of America (USA) on the influence of instructional supervision on teacher retention. The study findings indicated that the nature of instructional supervision by the headteachers influenced teacher retention rates to a great extent. The study concluded that headteachers help teachers fulfil their role through adequate instructional supervision and evaluation systems that improve instruction, and overall pupil achievement.

The study's findings in research question two showed that the headteachers' motivation practices and teachers' job performance have a positive and significant relationship. The scatterplot showed that there was a strong positive linear effect of the headteachers' motivational practices and Teachers' job performance scores, which was confirmed with a Pearson's correlation coefficient. This is reflected by the feedback from the teachers who opined that their headteacher guides teachers in setting school targets, their headteacher instilled good interpersonal relationships with teachers, thereby promoting a work-friendly environment, their headteacher establishes an effective communication system with teachers, especially in time of urgent needs, their headteacher appraised teacher performance by writing recommendation letters, their headteacher encouraged teachers to participate in competitions, their headteacher inspired teachers by formulating a reward system to recognize performance, and that their headteacher spurred team work to enhance knowledge sharing among teachers. The regression results showed a significant effect of the headteachers' motivational practices and teachers' job performance scores.

The above findings indicate that if the headteachers of the various institutions can effectively carry out their motivational practices, teachers' job performance will increase. This was also supported in the headteachers' information as they stated that they ensured that target setting was well done, they had a school reward system in place to recognize good performance, they developed good interpersonal relationships with the teachers, and they encouraged teamwork and wrote recommendation letters for teachers' appraisals. Nonetheless, there were some challenges that made the execution of the motivation practice difficult. These challenges included poor morale by some teachers, poor conflict resolution and poor leadership styles by the headteachers and level heads. The findings of the current study are in line with Asim (2013), who carried out a study on the impact of motivation level on employee performance with the mediating of the training needed in Pakistan primary schools.

The study findings on research question three showed that the headteachers' professional development practices and teacher job performance have a positive and significant relationship. The scatterplot showed that there was a strong positive linear effect on headteachers' professional development and teachers' job performance scores, which was confirmed with a Pearson's correlation coefficient. This is reflected by the feedback from the teachers who retorted that their headteacher identified the specific areas requiring re-training for teachers, their headteacher organized in-service courses for teachers to attend, their headteacher directed level heads to evaluate teachers at their

levels, their headteacher mentored teachers to improve in their profession, their headteacher facilitated for teachers to attend training by PAREC, and that their headteacher facilitated teachers to train as national examiners.

Among the six questions asked, 70.1% of the teachers generally agreed that their headteachers organize in-service courses for teachers to attend, while 29.9% disagreed. The researcher also interviewed headteachers to establish the effect of headteachers' professional development practices on teachers' job performance in Selected Anglophone Primary schools in the Yaoundé II subdivision. The responses from the interview with the headteachers supported the feedback from the teachers as the professional development practices stated were similar to what the teachers stated. The findings disagree with the previous literature as seen in the studies carried by. Herrmann *et al.* (2019), who carried similar studies, evaluated the effects of a headteacher professional development program focused on instructional leadership

6. Conclusion

The study concluded that headteachers' administrative practices positively affect teachers' job performance in primary schools in Yaoundé II subdivision. Specifically, the study concluded that the various headteachers' administrative practices were the headteachers' supervision practices, headteachers' motivation practices, headteachers' professional development practices and headteachers' delegation of duties. The specific aspects of headteacher supervision practices that improved teacher job performance are supervision of teachers' work plan, monitoring teachers on punctuality to school and class, tracking teachers on the preparation of instructional documents, overseeing teachers on matters related to curriculum and teaching methods, evaluation of the outcome of instructional activities, auditing reports from level heads on syllabus coverage and instructing class secretaries to mark teachers who attend lessons and those who fail. This aspect contributed to only a 21% variation in teachers' job performance. It is because, the supervision practices are supposed to come from the external supervisors in primary education while the headteachers do just internal supervision.

The specific aspects of headteacher motivation practices that improved teacher job performance are guiding teachers in setting school targets, instilling good interpersonal relationships with teachers; hence promoting a work friendly environment, establishing an effective communication system with teachers, especially in the time of urgent needs, appraising teacher performance by writing recommendation letters, encouraging teachers to participate in competitions, inspiring teachers by formulating a reward system to recognize performance, and spurring team work to enhance knowledge sharing among teachers. This motivation aspect contributes 69% to teachers' job performance, which means, that with motivation, teachers will be very productive.

The specific aspects of headteachers' professional development practices that improved teacher job performance are identifying the specific areas requiring re-training for teachers, organizing in-service courses for teachers to attend, directing level heads to

evaluate teachers in their departments, mentoring teachers to improve in their profession, facilitating for teachers to attend training by PAREC, and facilitating teachers to train as national examiners. Professional development contributes about 65% of teachers' job performance.

7. Recommendations

The study findings led the researcher to suggest the following recommendations:

- In relation to headteachers' supervisory practices, headteachers should reinforce classroom visits and follow-ups with teachers in order to ensure that teachers cover up the program, follow up with pupils appropriately, and learn how to associate. Supervisors from the inspectorate should always visit schools to reinforce internal inspection from the school.
- In line with motivational practices, the school administration should put motivation strategies in place in order to encourage teachers to work well. Some of these strategies could be giving rewards for good performance, awards of the best teacher of the year, monthly allowances and recognition letters to deserving teachers. At one point, the pay package should be encouraging.
- In line with headteachers' professional development practices, the Ministry of Basic Education, with the help of school headteachers, should introduce capacity building programmes outside the school calendar - during the holidays and or weekends to help the teachers bond amongst them and also break the monotony of always being in school. Some of these capacity-building programs are seminars, workshops, portfolios, etc.
- Headteachers should collaborate with the teacher to ensure effective work is done. Headteachers should be hard-working but flexible in their decision-making. Teachers should be duty-conscious at work no matter the practice of the administration. Teachers should see teaching as a vocation and not a vacation.
- The head teachers should ensure that they create a friendly environment so that they have a great relationship with the teachers, boosting communication both top-down and bottom-up. This would ensure that teachers are free to raise any underlying issues and give insights to improve their relationship.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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EFFECTS OF HEADTEACHERS' ADMINISTRATIVE PRACTICES
ON TEACHERS' JOB PERFORMANCE IN YAOUNDE II SUBDIVISION

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