

Exploring Complexities and Paradoxes in Effective School and System Leadership in Cameroon

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ABSTRACT

This study reviewed literature from a comprehensive leadership development conference “Exploring Complexities and Paradoxes in Effective School and System Leadership in Cameroon. The paper, therefore, explored vividly the factors that reflect the ideas and experiences of school and system leadership development from both research and practice perspectives in Cameroon through documental analysis. Indispensable work is provided for those who wish to be up-to-date about hegemony is crucial for the study of school and educational system management and for global leadership politics though the concept is not widely contested in most developing countries like Cameroon and requires clarification. This study gives valuable new insights from recent research findings and the implications of educational policy in Cameroon as it relates to the development of school leaders. This study provides a bird’s eye view of assessment for effective leadership and draws special attention to the growing structural limitation of implementing ICT in school and the different Cameroon educational systems. The existing literature review clearly indicates that 360-degree feedback process is a significantly valuable tool for organizations, in assessing both teachers and education leaders’ performance appraisal and development purposes. These subtopics have in common an inbuilt tension between structure and agency; between the compounding centrifugal forces that seek to legitimate and institutionalise, and the internal persuasive discourse of every learner to their personal understanding of effective school and system leadership that best fit their context at a given time.

KEYWORDS: *Effective School Leadership, System Leadership, Deconstructing Hegemony, Cameroon Educational Policies, Assessment for Effective Leadership, Implementing ICT in Schools, 360-Degree Feedback Tools*

1. Introduction and Main Articulations

There could have been no better title for this comprehensive leadership development article exploring complexities and paradoxes in effective school and system leadership in Cameroon. Comprehensive’ translates to a sense of wholeness; a holistic approach in the development of effective

leadership, be it in schools or in other systems. It is more than just pulling together the countless perspectives that exist on leadership and on leadership development in literature today. In fact, a simply cursory reading on the topic of leadership and leadership development today is an endless venture.

How to cite this paper: Michael Auguste Ngantchop Tchoumbou | Frederick Ebot Ashu | Henry Koge Makole | King James Nkum | Tah Patricia Bih "Exploring Complexities and Paradoxes in Effective School and System Leadership in Cameroon" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-7 | Issue-1, February 2023, pp.1283-1301, URL: www.ijtsrd.com/papers/ijtsrd53839.pdf



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Literature abounds on theories, principles and methodologies of leadership development discourse is marketable both in universities and in training halls of enterprises and organisations. Within academic circles, more and more academic programmes are emerging with very specific and promising claims on leadership development, focusing on standards that are meaningful within the specific contexts. In leadership development discourses, cultural and indigenous perspectives are no less important today than other globalising perspectives. Critical methodologies are equally being employed to deconstruct long held assumptions about leadership development, particularly in postcolonial contexts.

By focusing on the agency of the potential or actual leader, the specific niche of this study materials gathered from a comprehensive leadership development conference are the processes and mechanisms involved in the development of effective leaders within the specific context of Cameroon. For it is from this vintage that one can begin to truly appreciate some of the enabling and disabling forces and mechanisms that cannot be overlooked in the planning and implementation of effective leadership development programmes. The empirical basis of some of the article discussions will certainly give voice to the lived experiences of leaders and potential leaders as they strive to be more effective in their roles (Ebot-Ashu, Ngantchop, Motale & Ntang, 2022). The fundamental assumption is that nothing is lost; as leaders strive to be more effective in their roles, challenges, contradictions, frustrations and even unexpected achievements cannot be undermined or smoothed over to fit pre-established discourses about leadership development (Republic of Cameroon, 2009; MINESUP, 2001; MINEDUC, 1998). This study explored the complexities and paradoxes of effective school and educational system leadership in Cameroon with which or in which they emerge. The study explored literature about the complexities and paradoxes in deconstructing hegemony, educational policies, assessment for effective leadership, implementing ICT in school and the different Cameroon educational systems, 360-degree feedback performance appraisal are crucial for school and system leadership better representing the organizational culture and strengthen their symbolic leadership practices.

Theoretical and Conceptual Frameworks

Dr. Frederick Ebot Ashu, Senior Lecturer at the Department of Educational Foundations and Administration, Faculty of Education, University of Buea and President of the Cameroon Council for Educational Leadership and Management Society indispensable presentation provided an up-to-date

about deconstructing hegemony is crucial for the study of the history of school and educational system for global leadership politics (Howson, 2009; Banik, 2016; (Schenoni, 2019; Chernow & Vallasi, 1994; Ndhlovu-Gatsheni, 2013; 2015). Yet, the application of the hegemony of the history of educational leadership in Cameroon (Ebot-Ashu, 2020a; Ebot-Ashu et al, 2022) is not widely contested in most developing countries and requires clarification. A new historical framework of cultural hegemony is necessary to account for contemporary management of schools, educational systems and for global leadership politics (Ebot-Ashu, 2020; Fonkeng, 2007; Mac Ojong, 2008). This study investigates the historical and contemporary local elements to determine if hegemonic perspectives sufficiently apply by Cameroon education leaders, schools, educational systems for global leadership politics.

Dr. (Barr) King James Nkum, Senior Lecturer/ Deputy Dean of Faculty at Taraba State University, and also the Lead Partner at Kingseal Attorneys & Solicitors gives valuable new insights from recent research findings and the implications of educational policy in Cameroon as it relates to the development of school leaders' education (see Ebot Ashu, 2020; 2021; Njeuma et al. 1999). Dr. King conceptual and critically examined the Educational Law of 1998 (MINEDUC, 1998) which lays down the rules governing the organization and functioning of private education in Cameroon; and The Higher Educational Law of 2001 which basically regulates public, faith and private higher educational institutions in contemporary Cameroon vis-à-vis the attributes of a good policy for school and system leadership development (MINESUP, 2001).

Fr. Dr. Michael Tchoumbou, Acting Dean of Catholic Studies at Catholic University Institute of Buea provides a bird's eye view of assessment for effective leadership. The well-known Assessment framework for learning we all know are the formative and summative-pedagogic and social value (Ebot-Ashu et al. 2021; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Nature of assessment has strong bearings on learning outcomes amongst student teachers and school leaders in Cameroon (Ebot-Ashu et al. 2021). Assessment also improves learning outcomes at both school and educational system level. Lecturers are encouraged to improve on quality of assessment in order to improve learning outcomes-through self-evaluation, peer learning and student-teacher tutorial (Australia Institute for Teaching and School Leadership, 2011). Tension between expected learning outcomes and the economy of learning within a specific context of

learning. Decolonizing leadership and particularly the process, the standards and the evaluations involved in promoting efficient leadership in Cameroon. Sustained by the context of discourse, learners' emerging voices create the dialogic space within which they construct their understandings of disciplinary knowledge (Ministry of Education, Republic of Ethiopia, 2013; Botswana, National Commission on Education, 1993). For it is within the dialogic space that learners, through their voices, best relate to assessment demands, to expected learning outcomes and to the social and cultural contexts of learning in Cameroon. Hence, it provides grounds for claims that Cameroonian student leaders, and generally learners in other similar contexts, are usually more independent thinkers.

Dr. Tah Patricia Bih draws special attention to the growing structural limitation of implementing ICT in school and the different Cameroon educational systems. Her presentation be the stimulus for greater inclusion of those who are directly affected in the education system with regard to implementing ICT be inspired to lead qualitative improvements in the education offered to schools, help inform the authorities about the experiences of the principals, teachers and students trailing the implementation of ICT in both schools and their educational system (Alkahtani, 2009; Oyaid, 2009; Al-Buraidi, 2006; Alkahtani, 2015; Alkahtani, 2016). Encourage researchers to study the experiences of other schools across the country with respect to structural limitations of implementing ICT. Thus, it may be quite possible that even a serious lack of resources could be manageable, with sufficient communication and discussion throughout the educational system (Alkahtani, 2016).

Dr. Henry Koge Makole, Head of Operations at Teach Connect and Adjunct Professor at the ICT University, Cameroon section will focus on 360 Tools to measure teacher and leaders, Performance Evaluation Practices in Cameroon and the complexities and paradoxes of performance evaluation and management (McBer, 1999; Collins, 2002; Bush, 2008; Simkins *et al.*, 2009; Ebot-Ashu, 2014). The existing literature clearly indicates that the 360-degree feedback process is a significantly valuable tool for organizations, in assessing both teachers and education leaders' performance appraisal and development purposes.

2. Methodology

The review of literature for this study encountered a number of essential understandings about standards that merit attention and policy analysis evidence for exploring the complexities and paradoxes in effective

school and system leadership in Cameroon. The reality is that the leadership standards (Ebot-Ashu *et al.*, 2021) and policies (MINESUP, 2001; MINEDUC, 1998; Republic of Cameroon, 2009) were never designed to be constructed using only literature and policy analysis findings. To be sure, a large portion of the standards and policies rest on the best available documental analysis of literature and policy documents governing educational leadership and administration in Cameroon (MINESUP, 2001; MINEDUC, 1998; Republic of Cameroon, 2009). At the same time, the analysis of the standards and evaluation of the different policies was predicated on the conclusion that other empirical materials need to be employed in the future for exploring the complexities and paradoxes in effective school and system leadership in Cameroon. One of the most important was the review and application of relevant literature concerning the Cameroon Professional Standards for Educational Leaders (CPSEL) (Ebot-Ashu *et al.*, 2021) and initial revision of Law No. 98/004 of 14 April 1998: To Lay down Guidelines on Education in Cameroon (MINEDUC, 1998) and Law No. 005 of April 2001 (LOHE) on the orientation of higher education in Cameroon of the creation of the Standards (MINESUP, 2001).

3. Deconstructing Hegemony

Contextualizing and deconstructing hegemony (as in the case of history of educational leadership in Cameroon opens different considerations of power for the Cameroon government relationship with educational stakeholders and international partners are distinct but not exceptional (Nsamenang, & Tchombe, 2011; Fonkeng, 2007; Ebot Ashu, 2020a; MacOjong, 2008). The study asserted however that hierarchy of power in Cameroon is only relevant in international dealings and not domestic affairs is disputed in this conference report. The Pan-African ideology may dismiss hierarchy of power opting for families or tribal equality among the Francophone and Anglophone communities instead but that has demonstrated to be the idealistic nature of the concept of hegemony in Cameroon.

Deconstructing Hegemony according to Doctor Ebot Ashu is mainly informed by the deconstructionist approach, of African postcolonial resistance as it unravels literature, history and theory, in addition to leadership and management skills of ethnic diversity in Cameroon and other African countries against the backdrop of social crises brought forth by our indigenous system, slavery and colonization (Schenoni, 2019; Chernow & Vallasi, 1994; Ndhlovu-Gatsheni, 2013; 2015). In the novels of Ngugi Wa Thiong'o and Sony Labou by Shang (2020) advised

how rewriting history had been one of the crucial tools in the reconstruction of post-colonial nations. Shang argues that deconstructing Postcolonial Scopic Regimes as a means of Subversion of Power Imaginaries. In his academic work, Ngugi wa Thiong'o and Sony Labou Tansi, argues that visual culture, usually employed in the analysis of cultural images and material iconographies in historical and media studies, can aptly be employed in textual analysis given that postcolonial novels are primarily engaged with the undoing of dominant visual regimes in different African countries (Shang, 2020). Deconstructing the civilizing process of African countries like Cameroon in this case study aims to draw our attention to the phenomenon of cultural violence against the marginalized African majority. Belachew Gebrewold (2009), argued that since most African countries like Cameroon are economically the least achieving in the world, discussions about taking seriously various African cultural richness are usually considered as useless nostalgia and romanticism.

This section attempts to deconstruct a myriad of negative hegemony images that denigrate the educational leadership of Cameroon and the different countries in the African continent as dark and seeks to place into proper context distortions of the original African creative intellect twisted by Western hegemony. This section on deconstructing hegemony strives to search for the missing African leadership, identity and morality. It lists the ideological phenomenon influencing Cameroon leadership as documented (Ebot-Ashu, 2020; Fonkeng, 2007; Mac Ojong, 2008) and offer recommendation on how the state and other African countries can manage hegemony of ethnic diversity during the different reforms period dating back from the sixteenth century, through the post-colonial eras (1960-Present) in the late nineteenth and early twentieth centuries, to current concerns about the Cameroon educational system leadership in the twenty-first century Cameroon. The argument is that these different periods has seen a new type of crisis management in which a political regime like the Cameroon People Democratic Movement (CPDM) feeds on ethnic tensions and makes political capital out of grievances of local peoples in the metropolitan areas of the highly urbanized areas like central and Littoral and South West and Northwest Regions of Cameroon. Cameroon's party system is characterized by a dominant or hegemonic ruling party, which is surrounded by an increasingly fragmented array of opposition parties.

3.1. Conceptualizing Hegemony

Hegemony is a concept with roots in Machiavellian thought and later Marxist literature. Hegemony is

defined by Gramsci as intellectual and moral leadership whose principal constituting elements are consent and persuasion (Fontana, 1993). Gramsci compares Machiavelli's metaphor of a centaur, half beast, half man, to the use of coercion and consent in the exercise of power (Fontana, 1993). In Marxist philosophy, cultural hegemony is the dominance of a culturally diverse society by the ruling class who manipulate the culture of that society beliefs and explanations, perceptions, values so that the worldview of the ruling class becomes the accepted cultural norm (Schenoni, 2019; Chernow & Vallasi, 1994; Ndhlovu-Gatsheni, 2013; 2015). Schenoni (2019) review hegemony in Ancient Greece (8th c. BC – AD 6th c.), denoted the politico-military dominance of the hegemon city-state over other city-states, wherein the dominant state is the hegemon (Chernow & Vallasi, 1994). Schenoni expanded that hegemony is the political, economic, cultural and military predominance of one state over others or say one family or tribe over others with a ruling majority of its elites as in the case of Cameroon. In the 19th century, hegemony denoted the social or cultural predominance or ascendancy; predominance by one group within a society or milieu" and "a group or regime which exerts undue influence within a society. Yilmaz (2008) added hegemony as the dominant and oppressive status of one element (system) over others. In contrast to authoritarian rule, cultural hegemony is hegemonic only if those affected by it also consent to and struggle over its common sense. In today cultural imperialism, the leader state dictates the internal politics and the societal character of the subordinate states that constitute the hegemonic sphere of influence, either by an internal, sponsored government or by an external, installed government (Schenoni, 2019; Chernow & Vallasi, 1994; Ndhlovu-Gatsheni, 2013; 2015). The term hegemonism denoted the geopolitical and the cultural predominance of one country over other countries, e.g. the hegemony of the Great Powers established with slavery and European colonialism in Africa, Asia, and Latin America (Ebot-Ashu, 2020a; 2020b). In most African countries like Cameroon, hegemony is rooted from the historical development of educational leadership dated back from the traditional (indigenous) education in the sixteenth century, through the post-colonial eras (1960- Present) in the late nineteenth and early twentieth centuries, to current concerns about the Cameroon educational system in the twenty-first century.

The indigenous system of education marked how African people did things for them self-e.g., agriculture, fishing, hunting, dancing etc. These different trades explained the African educational

development example is a practical one and not recorded or were simple ideas removed from practice. e.g., language revitalization; shift mindset of the African people in farming, construction of houses and household equipment. Ebot-Ashu (2020a) introduces the idea and the value of traditional African education through methods of teaching and learning through traditional symbols and indigenous paradigms, cultural modes of development and the unsuccessful adaptation to western systems introduced by colonial powers during missionary's and the colonist's invasion of African countries like Cameroon.

The shift from indigenous education to missionaries' participation in formal education and schooling in Cameroon started effectively with the purposes of evangelization and colonization in the first half of the nineteenth century (Ebot-Ashu, 2020; Fonkeng, 2007). The intervention of different western missionaries in education told a different story about education in Cameroon and similarly violated the rights of indigenous population in Cameroon right and privilege of Cameroonians studying African philosophies, equality and their culture is today misunderstood since the population only embrace western thoughts and philosophies. This human right violation also saw indigenous customs, traditions, and tenure systems taken away without considering the culture of the Cameroonian indigenous people. It's similarly documented during the missionary evangelization and colonial eras we realized that western forms of education undermine Cameroon traditional forms of education as primitive and outdated.

Hegemony of German administration in Cameroon dated from 1884 to 1914 did not treat education as a matter of priority for more than a decade. The Germans adopted the Quassi Assimilation as policy for the Administration of its African colonies. Peaceful and forceful methods were used expanding from the coastline to the interior to engage local citizens into education and employment (Batey, 2008; MacOjong, 2008; Ebot-Ashu, 2020a). Three German educationists were authorized to draw up a syllabus, which covers a five-year course, emphasising the teaching of the German language instead of African traditional languages. The various German governors promoted political, economic and social developments in the territory without involving Cameroonian. In the year 1914 German Administration of Cameroon came to a rather abrupt end following the outbreak of the first world war. With the defeat of Germany in Cameroon by a combined force of French and British troops. German missionaries were either sent away or escaped form harassment or torture (Ebot-Ashu, 2020a). After

Germany's defeat in 1918, the League of Nations (League), the forerunner of the United Nations, handed over most of the German colony of Kamerun to France and the rest - the western part bordering Nigeria - to Britain. The departure of the Germans left a vacuum in Cameroon educational leadership. There were problems in switching the educational system from German to English in the British occupied area and from German to French in the French occupied area.

The hegemony of French and Britain (1922-1946) ruled their respective parts of Cameroon under the supervision of the League of Nations. France used the assimilation policy to administer French Cameroon as an autonomous territory within its colonial empire called French Equatorial Africa. The French colonial administration began to exercise its authority in education as early as 1920, following the signing of the Treaty of Versailles (Ebot-Ashu, 2020a; Batey, 2008; MacOjong, 2008). The order prescribed education in French following a prescribed Government syllabus for schools will only receive financial support from the Government if they follow the syllabus (Ebot-Ashu, 2020a; MacOjong, 2008). Britain hegemonized British Southern Cameroon with indirect rule administrative policy as part of Nigeria from 1922 to 1946. French Cameroon enjoyed a more elaborate school network during the colonization period. There were no British missionary societies ready to take up the work begun by Germans as was in the case in the French sector educational policy for French Cameroon was formulated in Yaounde, educational policy in British Cameroon during the mandate was formulated not in Buea, but in Lagos and always as an appendix of educational policy for Nigeria (Ebot-Ashu, 2020a; MacOjong, 2008). British Cameroon was treated as a colony of a colony. Regulations that guided education in British Cameroon during this period was formulated as Nigerian Educational Code consists of the Administration and Management of schools, categorization of schools, registration of teachers, the opening and closing of schools (Ebot-Ashu, 2020a; Batey, 2008; MacOjong, 2008).

The hegemony in the trusteeship period in French and British Cameroon witnessed capitalism and nationalism in Cameroon. Like Algeria, Cameroon is one of the African countries that have long suffered from the devastating hegemony of French and British colonization with a major difference that of the destruction of most traces of the crimes and abuses committed by the French and British generals and their henchmen against a population deprived of defense and subsistence. The letter from the Duala King of Cameroon urging Queen Victoria of England

to take possession of German-ruled Cameroon is a typical example. Although generally reduced to one or a few sectors of the state, for example the economic, military or political sector, this technique of eroding the exclusive monopolies of the hegemonic powers finds its mark in those who experiment with it, such as Rwanda. Despite the hegemony of France and Britain, millions of Cameroonians place their hope in the framework of cultural actions and French cooperation missions in many sectors, including scientific research, higher education, education, entrepreneurship, health, etc. It is indeed by this that French and British hegemony is imposed on us.

The hegemony in post – colonial Education eras in Cameroon mark the independence and unification of the French and British Southern Cameroon. Because of Independence, educational policy in Cameroon, like in many other African countries, underwent a radical change. It began to be oriented towards meeting the needs of national independence and development in all aspects of national life. This section is based on hegemony in Cameroon educational leadership during the federation period (1960/1961-1972) three educational authorities: The Federal Government; the East Cameroon Government; and the West Cameroon Government. The two federated governments (East Cameroon Government and the West Cameroon Government controlled nursery schools, primary schools, and primary teacher training Institutions). The Federal Government controlled secondary and higher education institutions. In this era, it is confirmed that the same contentious economic rationale that Ahmadou Ahidjo used in dismantling the Federal state into a Unitary structure on 6th May 1972 is the same justification the powers that be used in fusing the English and French versions of the Cameroon educational systems in the late 90s. Irredentist clamours every 1st October bear testimony to the fact that the Unitary wounds are taking long to heal. So are the fusion wounds. Nfon V. E Mukete, the statesman lamented “on the poor implementation of bilingualism in Cameroon Tribune where most of the opportunities for Public Exams are published only in the French language thereby giving Anglophones limited chances.

After World War II, self-government was granted to Cameroon, and in 1972, a unitary republic was formed out of East and West Cameroon. A constitutional referendum was held in Cameroon on 20 May 1972 and the new constitution made the country a unitary state from 1972 - 1984, as opposed to the previous federal system, as well as giving more powers to President Ahmadou Ahidjo. It was passed

by 99.99% of voters with a 98.2% turnout. Until 1976 there were two separate education systems, French and English after independence, which did not merge seamlessly (Nsamenang, & Tchombe, 2011; Fonkeng, 2007). East Cameroon’s system was based on the French model of education, West Cameroon’s on the British model of education. Uniting the two systems was deemed a symbol of national integration between West and East Cameroon (Ebot-Ashu, 2020a; Nsamenang, & Tchombe, 2011). The two systems were merged by 1976, but studies suggest that they didn’t blend well. French was considered the main language of the country, but with the rise of English as the first commercial language in the world, the balance switched to the latter (Ebot-Ashu, 2020a; MacOjong, 2008). Local languages are generally not taught as there are too many, and choosing between them would raise further issues. In both the French and English art of the country pre-primary through primary to the secondary and tertiary has experienced remarkable expansion (Ebot-Ashu, 2020a; MacOjong, 2008; Nsamenang, & Tchombe, 2011; Fonkeng, 2007). Many areas of the country that did not have schools had primary, secondary schools and universities. Expansion in nursery schools includes government, para-state and private nursery schools. There were also programs to narrow the gender gap-uncomfortable balance in the ratio of boys to girls especially at the secondary and tertiary levels.

Education in the contemporary Republic of Cameroon (1984-Present) consists of two distinct unreformed systems inherited from the hegemony of English and the French colonial regimes. These two subsystems are expected to coexist with each jealousy keeping its values. The inspiration of the Cameroonian educational system is liberal. The Anglophone Cameroon system has nothing in common with the heavy, bureaucratize, over-centralized system set up by France has bequeathed to its former colonies (Njeuma, 2003; Ebot-Ashu, 2020a). In 1989, the Government organised a conference for harmonizing school programmes. In the same year the first national syllabus for nursery education was launched in 1989. Government created the General Certificate of Education and the Baccalaureate Examination in 1993.

As read above it can be summarizing the nature of power in either indigenous, missionary, Germans, France or Britain, Federal Republic of Cameroon, United Republic of Cameroon or the Republic of Cameroon have experienced its dynamics and contestation are yet to be intensely interrogated how teachers, school leaders, schools, educational systems are managed and lead. Ebot-Ashu (2020) teaches us that school or system leadership migrated from

indigenous philosophies to evangelization and then to colonial rule before independence. After independence the Ministry of National Education was established, and was broken down to different education ministries: Basic Education, Ministry of Secondary Education, Ministry of Higher Education and the other Ministries of Education etc. What emerges clearly is that interactions were present, and the state system in Cameroon developed to be more powerful than private and faith systems. This difference in power whereby some civilizations are national, regional, divisional and local dominant players in Cameroon, exposes different ideas in deconstructing hegemony within the different structures of education in Cameroon. This is to say that Hegemony may be a historically modern concept, but its awareness is not new in our schools, educational systems or in global leadership politics. This antagonistic perception of hegemony is shared by the likes of Ndhlovu-Gatsheni, 2013; 2015. The latter expressed how Hegemony permitted the dominant educational system values to become the norm and thus control the system. This is denoted in some context as imperialism within a given system. Whilst Marxists and the Pan-African ideology or say African freedom fighters may not single out an entity such as a state or group as the imperialist element. They too identify imperialism within schools, educational systems and global leadership politics concerning hegemony

3.2. Deconstructing the Complexities of Hegemony in Cameroon

- Domestic indigenous issues of cultural hegemony are present within Cameroon different families, tribes.
- This study intends to offer a critical deconstruction of 'Cameroonian indigenous culture must be recognized and promoted locally, nationally and internationally.
- Hegemony and Neo-Liberalism are western centric concepts that have been imposed on many African countries like Cameroon and this adoption and perpetuation of these systems in their original format is Postcolonial
- This understanding of hegemony exposed it to various uses in different fields of work or groups of people to denote power over another (others) must be frowned upon.
- Beyond this view, there are countries like Cameroon' which are either not aware or shy from the recognition and pursuance of deconstructing hegemony.
- This study purpose fits neatly into this exploration, questioning the contextual understanding and relevance of deconstructing hegemony in Cameroon, Africa and other parts of the world space.
- Colonialism as a brief disruption in history and should be limited to that time period ad not inherited as a way of life to have superiority over minorities
- Since the German, France and Britain invasion power hierarchies have influenced the hegemony of African countries like Cameroon
- This study seeks to develop new literature, theory, and history writing, in addition to ideology, lexicon, media, and politics, but also to revise existing ones that they be more inclusive of previously unconsidered spaces
- African and Cameroon history ought to be informed by a thorough understanding of the cultures” and their interactions with one another will reveal their power relations and manifestations especially among the different educational systems
- Cameroon has an Anchor state that projects public goods (to an extent) onto its region with added stabilizing support from neighboring middle powers
- Hegemony as mentioned earlier as early civilization and the historical journey describe Cameroon have more than two hundred fifty ethnic groups that make up the rich artistic and cultural heritage of Cameroon. Pygmies, Bantu, Sudanese, Arab-Berber, and others make up this extraordinary explosion of population, each bringing its traditions, its art, music.
- The different education Ministry: Basic, Secondary, Higher Education and the other Education Ministries exhibit hegemony
- The Pan African revolutionary goal to emancipate and unite Africa (African Renaissance) remains its doctrine of operation (Shang, 2020).
- Hegemony gives some a claim to leadership whilst summarily dismissing others.
- Stabilize the system by providing public goods and influencing the world about its worth
- The states perform similar tasks as Hegemons by providing public goods and a sense of economic and cultural leadership to their sub regions.
- Hegemony has an effect of buttressing the self-esteem of others which this interrogation argues reduces the competitiveness of the other as they default into relinquishment.

3.3. Deconstructing the Paradoxes of Hegemony and the Articulation of Desire and Power in Contemporary Cameroon Leadership Culture

- Hegemonic decisions institute and shape the ideological terrain in which school, educational system and global leadership politics occurs
- In Cameroon systems theory understands itself as post-foundationalist sociological theory: There is very limited foundation to social systems apart from the self-referential circle of their operations.
- Different forms of decision will structure and stabilize the terrain of schools, educational systems and global leadership politics in different ways.
- Systems or say educational systems are essentially precarious social phenomena: they have to renew themselves permanently, and there must be guarantee for success.
- A system will cease to exist if it does not succeed in producing connectivity—i.e., if it fails in guaranteeing that one operation manages to connect to another operation.
- Thus, systems are not in any way a pre given and presterilized entity.
- Operating systems are risk-filled, systems are permanently threatened with losing their connectivity, losing the continuity which allows them to link one operation to the next one.
- The improbability of social systems—and his sociological theory is interested in elaborating the social mechanisms which make it possible to deal with this improbability and which are able to reduce the permanent risk of failure.
- Inclusion into the technological world which facilitated its acceleration into the capitalist economy with the liberal banking money wiring system.

4. Educational Policy in Cameroon: Development of Educational Leaders

Dr. (Barr) King James Nkum, Senior Lecturer/Deputy Dean at Taraba State University in his presentation, provides an honest description of what it means for educational policies committed to the career of educational leaders must learn to embrace lifelong learning, hands-on experience, and inclusivity. Ebot-Ashu (2020b; 2021) shares more about three tenets in Cameroonian educational policies that educational leaders should practice critical thinking, empathy, collaboration, and flexibility in a variety of work environments, and with a variety of people, in order to engage, lead, and

effect change in a meaningful way (Ebot-Ashu et al. 2021). In Cameroon a National Forum (22 nd-27th May, 1995) which was convened to discuss educational issues proposed ways of improving the quality of education in both English and French Cameroon. The two major recommendations were the establishment of free compulsory basic education and the training of competent teachers. As read above the National forum on education were held about Law No. 98/004 of 14 April 1998, Decree No. 93/034 of 19 January 1993 and Law No. 005 of April 2001 (LOHE) of Cameroon education (see Ebot Ashu, 2020; Njeuma et al. 1999) promotes inclusive and sustainable economic growth, promote lifelong learning opportunities for all; full and productive employment and decent work for people of our nations. These major education policies identified educational leaders in this context refer to the educators' stakeholders in the educational industry, including proprietors, principals, head teacher, school management and teachers/lecturers and regulatory agencies. The basic legal framework or policy documents regulating education and educational leaders in Cameroon includes:

- a. *The Educational Law of 1998* which lays down the rules governing the organization and functioning of private education in Cameroon; and
- b. *The Higher Educational Law of 2001* which basically regulates public educational institutions.

4.1. The Law of Orientation of Education in Cameroon (1998). Law Number 98/004 of 14th April 1998: To Lay down Guidelines on Education in Cameroon

The act emphasizes inclusivity and equality of access, including provision for persons with disabilities or other special educational needs and sets out the rights of parents to send their children to a school of their choice.

- The Educational Law of 1998 is basically the law governing the ownership and management of private schools by providing for the regulation of the educational system in the country.
- Chapter IV which focuses on “Personnel and Quality of Teachers” provides under Section 15 - 17 as follows:
 - a. Administrative and pedagogic officials in private schools and training establishments shall be education professionals.
 - b. They shall be responsible for ensuring quality in the courses offered.
 - c. The teaching staff of private schools and training establishments shall be recruited from among

holders of requisite professional or academic diplomas.

- d. They shall, where necessary, be authorized by the State.
- e. Under no circumstances may any private school or training establishment operate with a quota of part-time teaching staff above 40% of the overall staff strength, otherwise it will be liable to sanction under the law, which includes sealing, taking over by the State; or closing down (Section 24).
- f. Teachers of private schools or training establishments shall be responsible for the quality of teaching they provide.
- g. They shall be entitled to continuing education, that is, training of teachers and school leaders.

The goals of education in Cameroon (*make use of the 1998 Education Law*) Inspired by the recommendation of the national forum on education law number 98/004 of 14 April 1998 organising education in Cameroon laid down the guidelines for the general legal framework of education in Cameroon (MINEDUC, 1998). It remains, so far, the main document for educational policy in Cameroon and applies mainly to nursery, primary, secondary and high schools, technical and vocational learning institutions, teacher training institutions and universities. In its general provisions section 10 states that “education shall be the top priority of the nation”. In section 3, it is also stated that “the state shall institute bilingualism (English and French) at all levels of education as a factor of national unity”. The Law further states that “the general purpose shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into the society, bearing in mind prevailing economic socio-cultural, political and moral factors (MINEDUC, 1998).

From this premises, the above law further states the specific objective of education as follows:

- Trained citizens who are firmly rooted in their culture but open to the world and respectful to the general interest and common will.
- Inculcate the major critical universal values which are dignity, honour, integrity and the sense of discipline in to pupils and students

Promote family life, promote national languages, provide an introduction to the democratic culture and practice, respect for human rights and freedom, justice and tolerance, the fight against all forms of discrimination, the love for peace and dialogue, civic responsibility and the promotion of regional and sub-regional integration.

- Cultivate the love effort and work well done, the guess for excellent and team spirit
- Develop creativity, a sense of initiative and the spirit of enterprise
- Provide physical sport, cultural training for the child and promote hygiene and health education.

4.1.1. The Complexities and Paradoxes of the Law of Orientation of Education in Cameroon (1998)

- This article raises two crucial problems faced by teachers and school leaders in Cameroon: the living and working conditions of teachers, and the quality of the training given especially to teachers and school leaders.
- The other variables important in the formation of teacher and school leaders’ self-esteem differ, although both types of self-esteem are interrelated as the level of one is predictive of the level of the other. These reviews accentuate that workload, time allocation, and self-esteem are important challenges in teacher leadership.
- Numerous studies on the topic of effective school leadership focus our attention on four key factors: Organizational Knowledge; Use of Data; Scheduling; and Positive Beliefs and High Expectations.
- The primary challenge is the imbalance between the efficiency, the pace of learning, quality, and overall learning experience in offline and online classes. There is a huge demand for lifelong learning to cope with social and technological changes.
- Social divide – There is no fair learning access in the country. Lack of resources – Large-scale shortfalls in classrooms, teachers, and other tools to sustain sound learning also make up a big issue.
- Ongoing barriers to a quality education workforce. Learning loss and widening academic gaps. Increased trauma and social-emotional need. Existing systemic inequities.

4.2. The Higher Educational Law n°2001/005 of 16 april 2001 on the Orientation of Higher Education in Cameroon

- This law is known as DECREE N° 2001/041 of 10 FEBRUARY 2001 on the organization of the Public-School Establishments and fixing the Attributions of the Heads of the School Administration.
- With particular reference to educational leaders, Section IV of this law provides for workshop

activities as part the strategies for achieving qualitative leadership in the sector.

- Generally, the higher education policy in the Cameroon context pursues a basic mission of producing, organizing and disseminating scientific, cultural, professional and ethical knowledge for development purposes.
- The implementation of the Higher Education Objectives (HEO) which predicts the attainment of Cameroon's Vision 2035 (poverty eradication) cannot be achieved without qualitative education, which is the bedrock of development, and it begins with the quality of educators.

Scholars like Njeuma et al (1999, p.10) and Ebot-Ashu (2021) have made a succinct assessment of the above reforms in higher education, creation of six universities addressed the problem of regional distribution of universities made university education more accessible to Cameroonians in underserved regions and from low-income backgrounds (Ebot Ashu, 2020a). By Decree No 92/0074 of 13 April 1992 and English-speaking University in Buea and a French speaking University in Ngoundere were created to replace the creation of the University of Buea, "conceived in the Anglo-Saxon tradition" and therefore an English-speaking university. State Universities that emerged in 1993 included: University of Yaounde 1; Central Province; University of Yaounde 11, Central Province 1 1; University of Douala: Littoral province; University of Dschang; West Province; University of Ngoundere; Adamawa Province; University of Buea: Southwest Province. After independent university learning programmes corresponded in structure and content of the French university system, limited their access to the university, increased their frustration and reduced the success rate of Anglophone students. The University of Yaounde 1, which was established as a bilingual institution (English and French), was virtually all given in French. The Faculty of Education was created at University of Buea in 1999, and has joined the Ecole Normale system in training teachers for primary and secondary schools. Today there are more than eight state universities and other private ones. The Government has also extended its network of partnership in education beyond UNESCO and a few friendly countries. Older partners for education in Cameroon include the World bank, the African development Bank, and Commonwealth and Francophonie countries supporting the educational sector.

Law No. 005 of April 2001 (LOHE) on the orientation of higher education in Cameroon objectives were designed to address the challenge of

providing quality education, granting of more academic and management autonomy to universities, the provision of more varied programmes (more professional and adapted to respond to the needs of the job market); reduce unemployment among graduates since the main university focused on classical liberal programmes compared to specialized professional and technical institutions seemed to receive more attention from an immediate development perspective (Njeuma et al., 1999; Presidency of the Republic of Cameroon, 1993; Ebot Ashu, 2020a; 2021; MINESUP, 2001). These laws have ushered in a flurry of quality assurance measures in higher education and introduced liberalism and competition in the sector University network have increased tremendously, libraries, laboratories, classrooms, teachers and other quality assurance measures are still largely lacking in many institutions. Unable to provide competitive salary and research structures, the universities find it difficult to attract highly qualified teaching staff, especially in critical science, engineering and mathematics disciplines.

Tamukong and Ngeche (2018) drawing from MINESUP (2001) provided a close look at the goals of HE, as highlighted in a nation's law/policy (Law No. 005 of 16 April 2001 to Guide Higher Education) development. For instance, the goals of HE as specified in the Cameroon National Policy on Education (Law No. 005 of 16 April 2001 to Guide Higher Education) reaffirms that the basic mission of the higher education realm stipulated in article 2, shall have the following goals:

- a. The quest for excellence in all domains of knowledge;
- b. The promotion of science, culture and social progress;
- c. Social promotion, with the participation of competent national bodies and socio-professional circles, especially as concerns the drawing-up of programmes as well as the organization of theoretical courses, practical's and internships;
- d. Assistance to development activities;
- e. The training and further training of senior staff;
- f. The deepening of ethics and national consciousness;
- g. The promotion of democracy and the development of a democratic culture;
- h. The promotion of bilingualism; In this end, the higher education realm shall;
- i. Ensure that higher education or secondary school students are informed of the organization of

studies as well as the professional openings and reorientation possibilities from one training course to another;

- j. The initial and continuous training of higher education students and other learners in the intellectual, physical and moral domains;
- k. Organise the training of trainers and researchers;
- l. Train intermediate and senior staff for scientific and technical domains;
- m. Ease innovation as well as individual and collective creativity in the domain of arts, letters, science and techniques;
- n. Promote bilingualism, culture and national languages;
- o. Contribute to the strengthening of national consciousness;
- p. Contribute to the promotion of respect for the law by disseminating a culture of respect for justice;
- q. human rights and freedom;
- r. Participate in the elimination of all forms of discrimination and shall encourage the promotion of peace and dialogue;
- s. Contribute, within the national and international scientific and cultural community, to discussions, the advancement of research and cultural exchange;
- t. Contribute to the mixing of peoples and national integration; Participate in the development and strengthening of gender equality;
- u. Contribute to the emergence of a democratic culture, as well as a culture of peace, development and tolerance.

4.2.1. Complexities and Paradoxes of the Higher Educational Law n°2001/005 of 16 April 2001 on the Orientation of Higher Education in Cameroon

- The different categories of crisis and challenges in academic leadership that include: inadequate leadership preparation and training, ineffective leadership, lack of interest and motivation, overwhelming workload, increased responsibilities and succession planning for retirement unrest matters.
- Cameroon has no comprehensive education policy on school leaders' development (except legal legislations -presidential decrees, ministerial orders and regulations).
- There is therefore the need for reform in the educational sector, which begins with legal

reform towards a more effective policy framework that meets the modern need of functional education and better welfare/training for educational leaders.

- Higher Education in the Cameroon context is assigned a basic mission of producing, Organizing and disseminating scientific, cultural, professional and ethical knowledge for development purposes.
- Higher Education Objectives Impact towards the Attainment of Cameroon's Vision 2035 with Respect to Poverty Alleviation, and National Unity and Consolidation of Democracy.

5. Assessment for Effective Leadership

Effective leadership assessment can give you an objective idea of your abilities as a business or educational leader no matter what stage you are in your career. An effective leadership assessment lets you — and your organization — know in a constructive way just what kind of leadership skills you have or deserved. An effective leadership assessment tool offers an expansive, holistic, and unparalleled view of your current and emerging leaders and provides a clear roadmap for growth and increased success (Ebot-Ashu et al. 2021). An Effective Leadership Assessment tool is designed to identify natural leaders to help employers make the right hiring decisions and select the right candidates for internal progression to leadership positions. To pass your Leadership Assessment and secure your job/promotion, you need to know exactly how to present your competencies correctly. Regardless of where you are in your career, leadership assessment can help you find your strengths and weaknesses as a business or educational leader. It is important to know more about the key areas of the National Standards for School Leadership Development in Cameroon for creating and delivering a shared, corporate strategic vision, which motivates and inspires pupils, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability (Ebot-Ashu et al. 2021; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all pupils. The best approach to measuring leadership is to evaluate a leader's performance in the three areas in which all great leaders must excel: clarity of thought, communication, judgment about people, and personal integrity, commitment. A leadership assessment evaluates different aspects of leadership: team

management, communication abilities, empathy, the ability to inspire others, the ability to give credit to the deserving, etc. A leadership test can be administered for recruitment or internal promotions

The recently updated Cameroon Professional Standards for Educational Leaders (CPSEL) identified what an educational leader must develop the ability to influence others, transparent to an extent., encourage risk-taking and innovation, value ethics and integrity, balance hard truths with optimism and do their job effectively in order to demonstrate and sustain effective leadership in today global society (Ebot-Ashu et al. 2021; Akoulouze et al, 1999; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011).The CPSEL maintain the same basic footprint of the original standards, emphasizing: Development and Implementation of a Shared Vision and core values of sustainable leadership, Mission, vision and core values of sustainable leadership, Good Governance, Ethics and Professional knowledge and interpersonal skills, Equity and Cultural Responsiveness, Curriculum, Instruction and Assessment, Community Engagement, Recruitment and Selection, School Leaders, Teachers, Students and Community Development, Professional Learning Community for School Leaders and Teachers, Financial Management, Succession Planning, School Improvement for the Future. Elements and indicator examples for each of these standards are included to further define leadership (Akoulouze et al, 1999; Ebot-Ashu et al. 2021; Ministry of Education, Republic of Ethiopia, 2013; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011).

Ebot-Ashu et al. (2021) described the Leadership Standards are “model” professional standards in that:

- a. They communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leadership Standards;
- b. They are a compass that guides the direction of practice directly as well as indirectly through the work of policy makers, professional associations and supporting institutions;
- c. They do not prescribe specific actions, encouraging those involved in educational leadership and its development to adapt their application to be most effective in particular circumstances and context;
- d. Elements of all of the leadership standards are organised into inter-related categories with

Professional Values and Personal Commitment at the heart. These elements are inherently linked to each other in the development of teachers and school leaders, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops their understanding, their practice and their professionalism (Ministry of Education, Republic of Ethiopia, 2013; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011).

5.1. The Benefits of Assessment for Effective Leadership in Cameroon Schools and Educational System

Ebot Ashu et al. (2021) citing from the International Institute for Management Development (IDM) Ranking provides more insights concerning the benefits of effective leadership assessment: Leadership assessments can guide you in creating your career goals; increase self-awareness; improve in all stages of your career; improving the leadership development plan of your career and that of your organization.

5.1.1. The Benefits of Assessment for Effective Students Leadership Learning

- When students are actively involved in effective leadership assessment, they can participate in selecting evidence (e.g., samples of their work) that best demonstrate the intended learning outcomes.
- The process of assessment develops students’ understanding of the desired outcomes and success criteria.
- Making judgments is closely linked to developing the skills of self and peer-assessment.
- This can lead to shared expectations of learning and understanding of standards between teachers and students.
- Greater student confidence in teacher judgments.
- Provides greater transparency of the assessment process.

5.1.2. The Benefits of Assessment for Effective Teachers Leadership Learning

- Lecturers are encouraged to improve on the quality of assessment in order to improve learning outcomes –through self-evaluation, peer learning and student-teacher tutorial.
- Brings together collective wisdom, resulting in greater consistency of judgment, and focused teaching.

- Provides greater confidence in teacher judgments and assurance that judgments are consistent with other professionals.
- Leads to shared expectations of learning and understanding of levels and progression of learning.
- Develops deeper understandings about content and progressions of learning.
- Improves quality of assessment.
- Alignment of expectations and judgments with curriculum expectations or progressions, and hence improved teaching and learning.
- Assurance to parents and others that interpretations of students' progress and achievement are in line with other professionals.

5.1.3. The Benefits of Assessment for Effective School Leaders and Boards of Trustees Leadership Learning

- Educational leaders use assessment to determine whether or not the goals of education are being met
- Greater confidence in teachers' judgments and assurance that judgments are consistent within and across schools.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be confidently discussed with parents, families and whānau.
- Dependable achievement information influences strategic directions, including target setting, budget allocation and professional development planning.

5.1.4. The Benefits of Assessment for Educational System Leadership

- A system of well-constructed formative and summative assessments allows students, educational leaders and schools to demonstrate their abilities and knowledge and then reflects how close they are to meeting educational goals and standards. Evidence from assessments can be directly beneficial to the educational system.
- The wide range of educational systems of a country represent the primary, secondary and tertiary Higher education sectors can work to clearly define and understand the progressions of learning at each level. It is highly recommended that teachers across the year levels are involved in moderation where applicable.

5.1. Complexities and Paradoxes of Assessment for Effective Leadership

- An ability to embrace new leadership assessment methods, routinely challenge old ones, and live with paradoxes will be the effective leader's premier trait.
- Assessments procedures that highlight the learner's role in constructing his or her unique understanding of knowledge based on the learner's dialogic voice emerging from the dialogic space within which they develop as potential leaders.
- Problematising Assessment particularly in teacher education or leadership development of school leaders in Cameroon raise some methodological questions.
- Reassessing the impact of assessment in developing effective leadership in Cameroon raises some methodological questions.
- If you currently are or aspire to work in a managerial position, a leadership assessment can help you evaluate and improve your management skills.

6. Structural Limitation of Implementing ICT in Schools

Studies have reported on the importance of using modern facilities to improve teaching and learning in schools (Alkahtani, 2009; Oyaid, 2009; Al-Buraidi, 2006; Alkahtani, 2015; Alkahtani, 2016). These studies make it clear that ICT equipment necessary for teachers and school leaders' day-to-day tasks is either not available, or the equipment is inadequate. Both Abatain (2001) and Alshowaye (2002) reported on access to, and the facilities for, Information and Communications Technology (ICT) is subpar. They found some schools were poorly equipped to deliver ICT, including operating in "rented houses", facilities which had not been built to function as schools. A number of issues arise regarding the implementation of ICT equipment into school programs, including the need to provide appropriate training, especially for teachers or school leaders, before the program starts and as required on an on-going basis (Wright and Macrow, 2006). This training needs to focus on the operation of the ICT equipment and on the curriculum in terms of content and delivery methods.

There is also the matter of ICT equipment. First, it must be available, and second, it must be in good working order. Easy access to technical support for equipment maintenance is essential in supporting both school leaders, teachers and students' leadership development. ICT equipment that functions effectively and which is well maintained cannot help

but facilitate the shift from the transmission model of learning (students, teachers and school leaders disseminate information but usually there is no further dialogue or discussion) to one of “inquiry learning”. Resolving ICT issues will not by itself result in a change from the transmission to the inquiry model - ICT availability and support alone does not comprise the sole difference (Ihmeideh, 2010) - but it can support the inquiry model equally as well as the transmission model.

In spite of the widespread reports of the benefits of computers and other technologies in transforming teaching, learning and supervision, it is often reported that a majority of teachers, learners and school leaders do not take advantage of computer access to change their teaching/learning methods and leadership. School stakeholders across many regions and countries have been found to be more likely to adopt ICT for preparing class hand-outs, preparing lessons, keeping records and sending emails (which are indeed all functions that improve school efficiency) than they are to put ICT tools into the hands of students for them to do independent research and class presentations (Gregoire et al., 1996; Becker, 1999; Cradler et al., 2002; Alshowaye, 2002; Kozma, 2003; Demetriadis et al., 2003; Bebell et al., 2004; Alkahtani, 2016). Some of this might be due to difficulties that they experience in switching to the new teaching/learning methods and supervision that accompany computer and other technologies.

The main factors are the absence of three practical logistical management strategies:

- A. A strategy of making available computers, high-quality educational software, and electronic equipment such as Smart Boards, all in good repair, and school scheduling of rooms and times to make computer use readily available. Studies generally agree that availability of the needed equipment is essential to the successful adoption of computers and other technologies in curricula and is also a major reason why their adoption is often not completely successful. Computers and computer-based equipment are expensive and also prone to crash if not properly maintained.
- B. Availability of adequate ICT training for teachers before they begin to use them in classwork and continuing after that as needed. Making personal computers available to all teachers gives them opportunities to learn computer skills through trial and error or through online lessons and also encourages students, teachers and school leaders to use computers for their own professional and personal needs. School policies that encourage informal help and collaboration in computer use

among teachers and school leaders also spread knowledge and raise confidence in using computers. Especially among teachers and school leaders who are newcomers to ICT, the time required to plan ICT-based lessons may be greater than the time needed to plan lessons without it, and thus schools should adjust their schedules to give teachers more time.

- C. The degree of encouragement and support from the principal and other teachers who take the lead in trying to raise the levels of ICT use and of enthusiasm for it. Teachers’ attitudes toward computer use may be influenced by previous attitudes; by concepts of professionalism; by the attitudes of the principal, of other teachers and of parents; and by school and national policies (Alkahtani, 2016). These factors were mentioned as difficulties following research on the introduction of ICT into schools.

Studies by Abatain (2001) and Alshowaye (2002) reported on (Alkahtani, 2016) ICT provision and facilities in schools at the beginning of the new millennium, equally important were shortages of computer equipment. Both studies emphasized the heavy workloads of teachers as they struggled to integrate computers into the curriculum, and the poor training opportunities for teachers to develop the necessary ICT skills. The ICT training programs were described as too theoretical and as focused on computer programming, rather than on developing basic computer literacy skills, which would have helped students and staff use computers as information sources and work tools. Writing in the newspaper Al-Rajih (2008) reported that there was still an excessive reliance on the use of traditional teaching methods in schools, despite the fact that modern methods could be more efficient, reduce the burden on teachers and improve student academic performance. He went on to say, “Today, teachers are encouraged to integrate technology into their personal and professional performance in order to complement the subject matter and to facilitate the teaching process”. As Albright (1999) notes: The knowledge explosion has required teachers to increase the effectiveness and efficiency of their teaching and learning, accomplishing more learning in less time; and this has been done through the use of ICT. Teachers and school leaders have found much to commend in ICT as an educational tool. First, it is a remarkable source of information for research and for class assignments. Second, technology offers the means for interpersonal communication to broaden teachers’ experience through interactive collaboration with others around the globe.

6.1. Complexities and Paradoxes of Structural Limitation of Implementing ICT in Schools

Leung et al. (2005) identified a number of factors that stood in the way of teachers and school leaders trying to use ICT in their teaching and administrative duties as school leaders. These included shortages of school computers, of computer-based equipment, of software, of computers in the home, and of classroom space. Alkahtani (2009) found that two issues seemed of particular concern to teachers: A lack of:

- A. Modern equipment and facilities in classrooms
- B. Availability and/or relevance of in-service training. For teachers and school leaders who are beginner computer users, planning ICT-based lessons may take significantly longer than planning lessons that don't use computers.

The recommendation is to adjust school schedules to give teachers more time. Making computers easily available to all teachers could give them opportunities to learn computer skills through trial and error or through online lessons. It may encourage teachers to use computers for their professional and personal needs, such as recordkeeping, producing class handouts or using e-mail (Granger et al., 2002). Such non-teaching uses of computers often precede success at integrating the new technology into the equally new teaching methods (Becker, 1999; Smerdon et al., 2000; Alshowaye, 2002; Kozma, 2003; Bebell et al., 2004; Alkahtani, 2016).

7. 360-Degree Feedback Tools to Measure the Performance of Teachers and School Leaders

360-Degree Feedback Tool is an action or process of performing a task or function. It is a systematic method of collecting perspectives and real-time feedback on employee performance from peers, direct reports, colleagues, subordinates, and superiors while maintaining the anonymity of the respondents (Ebot-Ashu, 2014; McBer, 1999; Simkins *et al.*, 2009). 360 Degree Tools provide timely and useful feedback to help individuals improve their performance for a job or task and to evaluate the factors affecting his/her success (Bush, 2008). Many schools and educational systems have embraced 360-degree feedback as a process of accomplishing educational objectives and enhancing both teachers and aspiring heads performance. This feedback procedure involves gathering perceptions about a person's knowledge or expertise and the influence of that behaviour from the person's line manager, performance review, fellow team members, colleagues and external stakeholders (Ebot-Ashu, 2014; McBer, 1999; Collins, 2002; Simkins *et al.*, 2009). Usually, its most important objective is to evaluate training and development requirements and to make available competence-

linked information for succession planning. Collins (2002) suggests, however, that 360-degree feedback has turned out to be a means of improving employee performance.

7.1.1. Advantages

- A. It provides a complete view of a teacher or leader's strengths and opportunities for growth;
- B. It creates a common leadership language and consistent feedback process across multiple leader levels.

7.1.2. Disadvantages

Exacerbates bureaucracy, Heightened political tensions, Consumes enormous numbers of hours, Being too focused on weaknesses or negativity and Workload can create lack of follow-up and support by a supervisor to empower the individual to use data to improve.

7.2. Performance/Effectiveness

The use of 360-degree feedback and multi-rater evaluation of employee performance are key components of organisational leadership development (McBer, 1999; Collins, 2002; Bush, 2008; Simkins *et al.*, 2009). Ebot-Ashu (2014) has argued that 360-degree feedback is an important component of any learning process but he has shown that while many organisations and educational systems have deliberately structured feedback processes, they do not consider the complete scope of required outcomes or build systems to support their results. Feedback improves performance because it can result in increased self-awareness and additional exchange of ideas among leaders and managers. Measurable action is considerable to comprise performance and one has to make a distinction between the behaviours and the outcomes of performance. Teacher performance is defined as the observable outcomes in the classroom - it is the set of actions, attitudes, and behaviours in the teaching-learning environment that results in achieving educational goals for students. Leadership performance effectiveness is the leader's ability to effectively influence followers and other organizational stakeholders to reach the goals of the organisation.

7.2.1. Implications of Measuring Performance

The issues of how to prepare students to compete in a global economy are primary in all educational leadership learning materials today. Teachers and school leaders are central to this agenda- they need to be qualified, committed and competent yet, we know teachers as well as principals vary greatly in their ability and dedication to promote students' achievement, intellectual growth and success. Teachers/leaders characteristics such as age, gender,

years of experience etc do not necessarily correlate with increased productivity, performance or students' achievement rates. Awareness of effective evaluation mechanisms can positively affect teacher/leadership effectiveness.

Peer coaching is a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. Peer-to-peer and coaching programmes should be institutionalised as it facilitates the sharing of tacit knowledge and work practices among members to drive high performance across the team. Provides real-time feedback on current practices and workflows. Enables collaboration and communication between teams. Improves retention and job satisfaction.

7.2.2. Performance Evaluation

Performance evaluation (also known as performance review or performance appraisal) refers to the process of systematically assessing an employee's performance. Performance appraisals can be broken down into four distinct significant types:

The 360-Degree Appraisal. The manager gathers information on the employee's performance, typically by questionnaire, from supervisors, co-workers, group members, and self-assessment.

Negotiated appraisals involve the use of a mediator during the employee evaluation. Here, the reviewer shares what the employee is doing well before sharing any criticisms. This type of evaluation is helpful for situations where the employee and manager might experience tension or disagreement.

Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.

Self-assessment is a way to learn more about yourself: what you like, what you don't like and how you tend to react to certain situations. Learning about yourself is the first step in finding a good fit of career and major. Assessments are tools to help you explore your skills, interests, values and other traits.

Student assessment is a process that helps focus attention towards what matters most in education: the learning outcomes of each student. International assessments as well as national examinations and national assessments are examples of standardized

forms of student assessment, each used for different purposes.

7.3. The Complexities and Paradoxes of Performance Evaluation and Management

- Conceptualization: What are we measuring, when, how and in what context?
- Examining the validity of the effectiveness data is quite complex and requires multiple examinations and inferences
- Examining the systems in place for the management of these data
- Potential Domains for Evaluation: Presence, Efforts, Service delivery, Student learning and progress, Knowledge and skills, Output and students' performance, Value added
- What are the performance standards of a Cameroon primary/secondary school teacher
- What are the performance standards of a Cameroon primary/secondary school leader
- What are the performance drivers for teachers and leader

7.3.1. Paradoxes

- The Measurement Paradox: The easier feedback is to gather, the harder it is to apply
- The distribution of the weighting of the different dimensions could be problematic
- The implication for the individual, team, department and school are loosely understood
- Ratings of any kind by themselves do not yield the detailed, qualitative comments and insights that can help a colleague improve performance
- Evaluations that do not point towards the next zone of improvement
- Performing Schools: Schools that are able to own, lead and manage their professional development needs; They have a clear strategic directions for quality professional learning; They have systems for teacher and leader development; They support/require teachers to engage in ongoing professional development and learning throughout their career; They develop large-scale programmes that focus on priority subject areas and are locally responsive; They encourage teachers to follow career pathways that recognize and use subject expertise and enable access to external subject experts.

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