The Administrative Process as a Determinant of Secondary School Teachers' Professional Development: The Experience of Anglophones in Upper-Nkam Division

Agbor Michael Ntui, Ph.D   *Wemba Valery
Higher Teacher Technical Training College Bambili, The University of Bamenda

Abstract
The main objective of this study was to examine the influence of secondary school administrative process on the professional development of Anglophone teachers in a francophone zone. Specifically, this work sought answers to questions such as; what influence does policy-making have on teachers' professional growth?; is there any relationship between decision-making and teachers' professional development?; how does checking/control affect teachers' professional growth?; and what impact does supervision have on teachers' professional development?. The descriptive survey research design was used. A self-constructed questionnaire was used as the main instrument for data collection, but was backed up with an interview guide. The simple random sampling (to select schools) and accidental sampling (to select teachers) techniques were used to obtain a sample of 95 teachers of the secondary schools in the Upper-Nkam Division of the Western Region of Cameroon. The data was analysed using descriptive statistics and results presented in the form frequency and percentages with the help of SPSS. The Chi-Square test of independence was used to verify the hypotheses. It was found that at a 0.05 level of significance, there is statistically significant relationship between policy-making and teachers' professional growth; decision making has a statistically significant effect on teachers' professional growth; statistically checking/control significantly affect teachers' professional growth; supervision significantly has an effect teachers' professional growth. Based on the findings, the researchers recommended amongst others that school principals should involve teachers in the policy and decision-making processes.
Keywords: Administrative Process, Teachers, Professional Development, Anglophone and Cameroon

Context and the Problem

Education which is one of the oldest human activities is equally the major concern for many societies, institutions, agencies, groups and individuals. Each of the above set out objectives and or cultures which can best be achieved in an educational institution. In every educational institution, just like any other institution, for quality objectives to be attained, a leader (principal) is required to manage, guide and control the financial, material and human resources towards a common goal. But then, the teacher, who is the '*engine''* in the educational sector has a big role to play in the achievement of these goals. So they need to grow professionally, so as to impart the required knowledge, in the right way, using the right material (Tambo, 2012). That is, to keep abreast with the modern trends in teaching and educational technology. Keeping abreast with this modern trend, depends on the leadership skills of the school administrator and the process he puts in place to manage his staff, students, materials and finances. Harbison (1973) emphasises that "a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else". This applies to the educational sector where, if the leader (principal) does not maximize the development of his staff, academic excellence, moral rectitude and technical know-how will all be a mere dream. The success or failure of an institution depends largely on the administrative behaviour of the leader who has as role, to direct and guide the affairs of the institution. It is on his shoulders that rest the tremendous responsibility of ensuring that the type of human capital that a country requires produced in an effective and efficient manner.

Therefore, the school administrator has as paramount role to use his skills of leadership in the process of school administration to ensure quality education through teachers' professional development (Mbua, 2003). This school administrative process, according to Fonkeng and Tamajong (2009) refers to policy making, decision making, organising, planning, supervision, checking/control, etc. Thus, the importance of the school administrative process in the attainment of educational objectives and development of staff cannot be overemphasized. Thus, according to the researcher, the principal, in his activities, through the above process should influence students' learning, teacher's job satisfaction and consequently teachers' professional development. The school administrative process therefore refers to those activities carried out by the principal, who is the head of the school, to ensure that the school runs smoothly while effectively and efficiently meeting up with its expectations that is, the office tasks that are required to keep a school humming along. Activities such as organization of in-service training programmes, supervision, evaluation, communication, consultation in the decision making and policy making, which greatly determines the success of the school, shall be the main concern of this study. Focusing on school administrative relations between principals and teachers, this study

examines the potential of the principal's role around instructional matters to enable teachers to grow professionally and enhance the quality of teaching and student performance. The administrative processes used included policy-making , decision-making , checking/control and supervision.

Educational policy is the nature (rules and guidelines) of the provision of education by the government (Mbua, 2003). According to him, educational policy regulates and controls the conduct of the national educational system and thus should be geared towards the special needs and aim of a nation. According to Fonkeng and Tamajong (2009) the policy and aims of educational institutions are provided through the statutes, regulations and laws by competent authorities of a nation. The rational and efficient functioning of a school must therefore be planned with the basic objectives broken down in to policies which guide the social cultural or academic destiny or vision of the school according to the needs of that particular society.

Fred and Allan (1996) define decision making as a process of choosing from alternatives. To Peretomode (1992), decision-making is the process of choosing from alternative ways of achieving an objective or providing a solution to a problem while decision-making, according to Mbua (2003) is a purposive act of choosing one way from alternatives in order to achieve a desired objective. According to Fonkeng and Tamajong (2009) the decision making process involves three phases which include the phase of problem recognition, search for solutions and choosing alternative solution.

Control implies evaluation and it is linked closely to the growth or success of an institution (Fonkeng and Tamajong (2009). According to the above authors, checking/control entails the employment of the principal's leadership position to assess the achievement of the objectives in view of the methods and procedure used. Nkeng and Mambeh (2007) define supervision as the act of examining a person(s) materials or activities with greater attention and interest, with the view of correcting, encouraging and improving the present situation for a better out put in future. Be it pedagogic or instructional, the end point of supervision is improvement, growth and success for both teachers and students.

Professional growth on the other hand is a career long process which involves individual reflection and dialogue with colleagues about professional practice (Lowden, 2005). It refers to activities to enhance professional career growth. Such activities may include individual development, continuing education, and in-service education, as well as peer collaboration, study groups, and peer coaching or mentoring (Eleonora, 2003). Here, we looked at the conditions through which teachers' acquisition and use of new knowledge, methods, materials and skills are enhanced by the school administrative process.

Shafika (2006) defines *Teacher Professional Development (TPD)* as 'a systematized, initial and continuous, coherent and modular process of professional development of educators in accordance with professional competency standards and frameworks'. Professional development through intensive training or pedagogic animation is the various forms by which education officials and teachers stimulate or inject new life in the teaching /leaning process (Nkeng and Mambeh, 2009).

According to Fonkeng (2005), education decentralisation in Cameroon has been under three sub-systems, that is, the Islamic, Anglophone and Francophone sub systems but the Islamic sub-System is not yet very official. A historical analysis of education in Cameroon is necessary since most of the crisis of education in Cameroon today trace their roots from the legacies or remnants of missionary agencies and colonial heritage. Modern schooling in Cameroon can be said to have effectively begun in the first half of the 19th century (Fonkeng, 2005). Baptist missionaries from Jamaica, working under the sponsorship of the Baptist missionary society (BMS), based in London, introduced formal education to Cameroon. Reverend Joseph Merick, who was later joined by reverend Alfred Saker, opened the first primary school in Bimbia in the south west region in 1884. From this take-off stage, formal education in Cameroon has developed into a complicated network managed by churches, the state and lay individuals.

The formal training of teachers in Cameroon is a relatively new phenomenon that dates back to about 80 years (Fonkeng, 2005). Schools in Cameroon during the pre-colonial and colonial eras were responding only to the needs of evangelisation and colonialism rather than education for national development. By the late 19th century therefore, the earliest kind of teacher education appeared in the training of men to teach the doctrines of various religions (Fonkeng, 2005). Alfred Saker (in 1885) and the Roman Catholic Mission (in 1907) respectively provided such training in Douala. The first training college; Foulassi, was opened in 1925 near Sangmelima in the Dja-et Lobo by the Presbyterian American Mission with the objective to train teachers for the primary schools and for evangelisation. For the English Speaking Cameroon, a Teacher training college for girls was opened in Kumba by the St Franciscan Missionaries in 1949, awarding a Grade III and later Grade II certificates. In addition, another training college was opened in Mutengene for both men and women.

Fonkeng (2005) affirms that the Presbyterian Church had three teacher training colleges opened since 1966, only Presbyterian Teacher Training College (PTTC) Mbengwi opened in 1981 for the training of Grade II teachers now exists. The Baptist Mission through the support of the German Development Service opened a teacher training college for Grade I and II Teacher Certificates with boarding facilities in Ndop in 1985.

Other than these, the German Development Service through the financial support of the Protestant

Association for Cooperation and Development initiated in-service training programmes for academically qualified, but pedagogically untrained teachers in the Presbyterian and Baptist secondary schools in the North West and South West provinces as from 1994/1995 academic year. The programme was to improve skills in the teaching of Mathematics, the Pure Sciences and Food and Nutrition. This initiative provides school-based in-service training opportunities for their teachers (Tambo, 2003).

For the French Speaking Cameroon, by 1956 there were only four private teacher training colleges in the whole territory, the first of which had been opened at Nkongsamba (Fonkeng, 2005). Between 1957 /1958 the Lutheran Evangelical Church opened a college whose objective was to train teachers. Other strategies for training were adopted by the mission, leading since 1975 to the opening of a center in Ngaoundere for the retraining of teachers. Other prospective teachers of the Lutheran schools were trained as private teachers in the then Government Teacher Training Colleges for all levels of the school systems as far back as 1972. Some of the teachers were trained in Senegal and France. The reflection of Protestant education in Francophone Africa in 1988 led to the creation in 1989, of a school development net work (Reseaue Ecole et Development) known by the acronym, RED. The pedagogic reform to improve teacher's skills. Teachers who could not be admitted into training institutions were encouraged to enrol for the external examinations. These examinations were taken by professionally trained teachers in order to improve on their civil service status and thus obtained financial benefits. Persons who had never been trained professionally also took these competitive examinations with a view to becoming teachers (Tambo, 2003).

With increase in school enrolment because of the demand for education at all levels in Cameroon, specific skills are needed to cope with large class size and multi-grade teaching which teacher training never addresses. Since initial training, many of these teachers have not had access to in-service training opportunities nor are teachers in higher education equipped with relevant university pedagogic skills through such in-service opportunities (Tchombe, 2000). The above author asserts that teachers needing in-service training at all levels are: Nursery (8,882), Primary (55,266), Secondary (23,682) and Teachers Educators (1,383). A total of about 87,730 teachers in Cameroon require continuing in-service training.

Providing education for a generation is good but proving them with quality education is better. Dze-Ngwa (2010) affirms that the problem that exists in the Cameroonian education system especially in elementary and secondary education is the problem of quality teaching and that of quality learning. Porter et al (2000) found that "teachers changed little in terms of the content they teach, the pedagogy they use to teach it, and their emphasis on performance goals for students.

Cameroon today concerned over the future of its secondary schools because of the quality of administration and the level of professional development and job satisfaction experienced by teachers through whom the teaching and learning process is made effective in the present day Cameroon, especially with the 2035 dreams of becoming an emergent country. Despite the modern trend and changes or reforms in education globally, the researcher has observed that in Cameroon, teachers are lagging behind as concerns variation in teaching methods and materials, research for innovations in the teaching field, assiduity and the use of ICT to facilitate the teaching learning process. Also, the younger teachers (novice) who leave training centres are not given all the necessary orientation to enable them face the realities of the profession (Tambo, 2003). That is, matching theory with practice. Teaching practice is done for a very short period of time. Within this same period, interns are expected to attend lectures and write a long essay (project). The master (elderly) teachers in the field who were trained some decades back, with the then prevailing conditions , needs, materials and methods , keep on implementing or applying these old and archaic methods and materials despite the recent innovations. The novice (younger) teachers on their part are not given the necessary opportunities and orientation to face and overcome the realities and challenges in the teaching field by their school administration. So, in all, the tendency is that teachers carry pre-packaged training into the field and go asleep. All the above are realities which indicate that teachers who are equally learners (Darling-Hammond et al, 1995) do stop learning immediately they engage in teaching. That is, they do not grow in their profession.

Therefore, the problem here is that of inadequate (or insufficient) professional development in the teaching field. Tchombe (2010) points out that the teaching core is not adequately prepared for the new trends in the education arena emerging from the different international declarations including the Millennium Development Goals, EFA goals and educating in ways that respond to market forces. Some teachers instead prefer to use one and the same lesson notes, knowledge, materials, techniques and methods for more than a decade without revision. Teachers are hardly involved in research activities. Few teachers take the initiative to further their study. The few teachers who engage themselves into pedagogic animations (in-service training) do not put it into practice due to insufficient follow up and control by the school administration. The teaching core is hardly involved in policy issues and decision making processes of the school.

It therefore constitutes a problem because this inadequate professional growth leads to inefficiency and ineffectiveness, which results to poor performance on the part of learners, indicating that the educational objectives both academic and intellectual, are not attained. If the students forgo other activities, enrol in school

and end up not achieving or performing well, they become depressed and phenomena such as repetition, drop out, delinquency arm rubbery, prostitution, drug abuse, etc., will prevail. In such a generation, there is no future for the nation because the youth of today are the leaders of tomorrow. They are expected to run the nation in the next few years and serve as a *"walking stick"* for their old, fragile and feeble parents. At the end of it all, education, which is a pre-requisite for national development and economy growth of the country (Harbison, 1973) would not have fulfilled its expectations. It is therefore worth mentioning that the lack of professional development in the teaching field constitutes a big problem as it leads to wastage of resources and paves way for a blurred future of the country. What role therefore can policy-making, decision-making, checking/control and supervision play in the professional development of these teachers so as to bring about quality education?

Objectives of the study
Specifically, the objectives of this study were to;
1. Examine the influence of policy-making on teachers' professional development.
2. Assess the relationship between decision-making and teachers' professional growth.
3. Evaluate the effects of evaluation on teachers' professional development.
4. Find out the impact of supervision on teachers' professional development

Research hypotheses
The following hypotheses were generated to guide the study;

Ho$_1$: There is statistically no significant relationship between policy-making and teachers' professional growth.

Ho$_2$: Decision making has no statistically significant effect on teachers' professional growth.

Ho$_3$: Statistically checking/control does not significantly affect teachers' professional growth.

Ho$_4$: Supervision significantly has no effect on teachers' professional development.

Methodology
The study adopted a descriptive survey research design because it intended to collect data from a few teachers considered as representatives of the entire population. The choice of Upper-Nkam Division was due to the fact that the researcher grew up, had his primary and secondary education in this division and is therefore versed with the practice of education in the area. Also, the division is a French speaking part of the country where the Anglo-Saxon system has not yet gained its ground. The sample was made up of 95 teaching staff from G.B.H.S (Government Bilingual High School) Bafang, S.P.B.C (Saint Paul's Bilingual College) Banka, G.B.S.S (Government Bilingual Secondary School) Kekem, G.B.S.S (Government Bilingual Secondary School) Moume Marche, C.P.L.A (College Prive Laic L'avenir) Moume, G.B.S.S (Government Bilingual Secondary School) Fonkuankem and G.B.S.S (Government Secondary School) Mboebo. The simple random sampling (to select schools) and accidental sampling (to select teachers) techniques were used. A self-constructed 21-item questionnaire (closed ended) was used as the main instrument for data collection with an 8-item interview guide. The data was analysed using descriptive statistics and results presented in the form frequency and percentages while the Chi-Square test of independence was used to verify the hypotheses with the help of SPSS.

Findings
Research hypothesis one
There is statistically no significant relationship between policy-making and teachers' professional growth.

In order to verify the above hypothesis, the collected data was summarised and presented in the table below;

Table 2: Summary chi square for policy making process and teachers' professional development

Policy making process		Teachers' professional development
Teachers' Participation in formulating school syllabus/schemes of work	X^2	2.65
	Sig.	.623[a]
Teachers' Participation in drawing up social schemes/programme of activity	X^2	6.855
	Sig.	.144[a]
Teachers' Opinion counts in setting, programming and administration of examinations	X^2	1.858
	Sig.	*.762[a]*
Teachers are consulted on which text book to be used in their school	X^2	17.156
	Sig.	*.002[a]*
Teachers are involved in choosing of school uniforms	X^2	1.690
	Sig.	*.793[a]*
Total	**X^2**	**30.209**
	Sig.	*2.324[a]*

    a.   4 degrees of freedom

At 4 degrees of freedom and 0.05 level of significance, the calculated value of X^2 (30.209) is far greater

than (>) the critical value of X^2 (9.49) on the Chi Square (X^2) statistical table. Hence, the null hypothesis (Ho) is rejected while the alternate hypothesis (Ha) is retained. This indicated that there is a statistically a significant relationship between policy-making and teachers' professional growth.

Research hypothesis two
Decision making has no statistically significant effect on teachers' professional growth
In order to verify the above hypothesis, the collected data was summarised and presented in the table below;
Table 3: Summary chi square for decision making process and teachers' professional development

Decision making		Teachers' professional development
The school administration considers teachers' opinions in staff meetings	X^2	5.621
	Sig.	.241[a]
Teachers take part in disciplinary councils	X^2	5.002
	Sig.	.287[a]
Teachers are consulted on decisions on social activities in their school	X^2	.409
	Sig.	.982[a]
Teachers are informed on decisions and changes on campus	X^2	8.435
	Sig.	.077[a]
Teachers are consulted/involved in formulating students' code of conduct	X^2	27.989
	Sig.	*.000*[a]
Total	$\mathbf{X^2}$	**47.456**
	Sig.	***1.587***[a]

a. 4 degrees of freedom

At 4 degrees of freedom and 0.05 level of significance, the calculated value of X^2 (**47.456**) is far greater than (>) the critical value of X^2 (09.49) on the Chi Square (X^2) statistical table. Hence, the null hypothesis (Ho) is rejected while the alternate hypothesis (Ha) is retained. This led us to conclude that statistically, decision making has a significant effect on teachers' professional growth.

Research hypothesis three
Statistically checking/control does not significantly affect teachers' professional growth
In order to verify the above hypothesis, the collected data was summarised and presented in the table below;
Table 4: Summary Chi Square for checking/control process and teachers' professional development

Checking and Control		Teachers' professional development
Administration frequently checks/controls lesson notes and teaching materials	X^2	3.842
	Sig.	.423[a]
Teachers are often evaluated on student's academic performance	X^2	5.033
	Sig.	.284[a]
Administration issues queries for none respect of datelines and service notices	X^2	.309
	Sig.	.857[a]
Teachers are often evaluated on work coverage	X^2	8.834
	Sig.	.080[a]
Administration evaluates teachers' relationship with students	X^2	1.787
	Sig.	.143[a]
Total	$\mathbf{X^2}$	*19.805*
	Sig.	*0.18*

a.   4 degrees of freedom

At 4 degrees of freedom and 0.05 level of significance, the calculated value of X^2 (*19.805*) is far greater than (>) the critical value of X^2 (09.49) on the Chi Square (X^2) statistical table. Hence, the null hypothesis (Ho) is rejected while the alternate hypothesis (Ha) is retained. This implied that statistically, checking/control has a significant effect on teachers' professional growth.

Research hypothesis four
Supervision significantly has no effect on teachers' professional development.
In order to verify the above hypothesis, the collected data was summarised and presented in the table below;

Table 5: Summary Chi Square for supervision and teachers' professional development

Supervision		Teachers' professional development
How frequent the school administration organises in-service training programmes such as refresher courses, seminars, workshops, forums, or allows for further studies?	X^2	23.413
	Sig.	.000[a]
Administration gives directives on how to search for new material and knowledge	X^2	10.849
	Sig.	.028[a]
Administration observes teachers during lessons	X^2	2.320
	Sig.	.677[a]
Teachers are drilled on how to manipulate new ICT gadgets	X^2	1.985
	Sig.	.371[a]
Teachers have established Professional development plans	X^2	2.209
	Sig.	.331[a]
Total	$\mathbf{X^2}$	**40.776**
	Sig.	**1.407**

a: 4 degree freedom

At 4 degrees of freedom and 0.05 level of significance, the calculated value of X^2 (*40.776*) is far greater than (>) the critical value of X^2 (09.49) on the Chi Square (X^2) statistical table. Hence, the null hypothesis (Ho) is rejected while the alternate hypothesis (Ha) is retained. We concluded that statistically, Supervision significantly affects teachers' professional growth.

Discussion of findings

There is a significant relationship between policy-making and teachers' professional growth

During the interview, majority (63.2%) of the teachers in the Upper-Nkam Division testified that they are seldom involved in formulation of school policies. A female teacher in one of the private schools stated "*I do not even have a copy of the students' and teachers' codes of conduct, talk less of mastering or exhibiting them…these are rules we came and met, which are never changing. Our opinions are not considered before the formulation of these rules and most of them are not current, so I just do my possible best to behave well so that my students follow suit...*" This affirmed that in the French speaking part of Cameroon, Anglophone teachers are not involved in the school policy making process. Thus they seldom grow professionally.

But our analysis in table 1 above depicted that the calculated of X^2 was far greater than the critical value of X^2 on the Chi Square (X^2) statistical table. This led us retaining that there is a statistically a significant relationship between policy-making and teachers' professional growth. That is, if teachers are involved in making school policies, they will tend to grow faster in their profession. Specifically, if they are consulted in setting up school rules and regulations, participate in formulating school syllabus/schemes of work, drawing up social schemes/programme of activity, setting, programming and administration of examinations, choosing text book and even uniforms to be used in their schools they will gain more experience and consequently grow professionally.

This means that as of now, the teacher expecting to one day handle the position of leadership as of now is not acquainted with the way school policies are analysed or formulated. If teachers are familiar with the state legislature functions and decision-making processes, then they may have greater influence on which policies are enacted and the content therein. By so doing, they grow in their profession, especially towards leadership. Fonkeng and Tamajong (2009:48) threw more light here as they assert that every teacher of the school must acquaint himself with his professional disposition, fulfil his role in the school if only the administrative machinery ensure that the teaching staff is fully committed to the aims of the school. The above authors go ahead to state that policies may be defined by the principal and his staff, then, an individual teacher follows within his classroom.

Decision making has a significant effect on teachers' professional growth

The statistical analysis of data revealed in table 2 that, there exist statistically significant effects of decision-making and teachers' professional growth. The calculated of X^2 was far greater than the critical value of X^2 on the Chi Square (X^2) statistical table. That is, when the school administration considers teachers' opinions in staff meetings, allows teachers take part in disciplinary councils, consults teachers during decisions on social activities in their school or inform teachers on decisions and changes on campus, the teachers experience professional development. This means that, the more the principal practices shared decision making (SDM), the more the staff is likely to grow in the teaching profession and vice versa. These results are contrary to those of few other findings in relation to the topic under study. For instance, Bongsisi (2011) found out that the

consultative or shared decision making has no significant effect on teachers' job satisfaction in Yaoundé VI. This means that whether or not teachers are involved in the decision making process, they can still embrace and grow in their profession with no dissatisfaction. Although, involving teachers in the decision making process will enable to grow professionally as in the case under study, teachers should not go asleep while waiting for the administration to involve them in taking major decisions of the school.

Checking/control significantly affects teachers' professional growth
Table 3 above revealed that the calculated value of X^2 (*19.805*) is far greater than (>) the critical value of X^2 (09.49) on the Chi Square (X^2) statistical table. We concluded that evaluation (checking/control) significantly affects teachers' professional growth. That is, in case the school administration frequently checks/controls lesson notes and teaching materials, often evaluates teachers on student's academic performance, issues queries for none respect of datelines and service notices, often evaluate work coverage and teachers' relationship with students, the teachers tend to grow professionally both administratively and pedagogically. This study contradicted Bollough et al (1997) who acclaimed that principals that are too controlling and principal turnover negatively affected teacher education programs and thus their development in the profession. This was affirmed by few respondents during interview as one pointed out

> *I personally do not enjoy it when the administration gives too much control and commands to me. They create lots of bottle necks in the name of checking*

On the hand, it contradicts the study ties with that of Hawley et al (1984), who in their research on effective school leadership concluded that leadership occurs when the principal provides direction, resources and support to both educators. They added that in such a situation, checking/control is indispensable. This evaluation role lies heavily on the shoulders of the school head (principal) who has as responsibility to observe, check, control, guide and build up teacher through his pedagogic, financials, managerial and instructional duties. In the Upper-Nkam Division, though almost all (95.4%) the teachers opined that checking/control fosters professional development, they pointed out that this process is poorly implanted by their school administration making them feel uncomfortable. This poor control mechanism has led to inertia, whereby teachers do not willingly complete their syllabus and do not respect deadlines and service notices.

Supervision has a significant effect on teachers' professional development
The analysis of data revealed that, there exist statistically significant effects of supervision on teachers' professional development. That is, the calculated value of X^2 (*40.776*) is far greater than (>) the critical value of X^2 (09.49) on the Chi Square (X^2) statistical table. This implied that, the more the principal provides supervision or inspection to his staff, the more the staff is likely to grow in the teaching profession and vice versa. This study ties with the assertions of Nkeng and Mambeh (2007:98) who point out that pedagogy and methods of instruction have to be monitored or followed up by the principal by exposing teachers to more challenges in the teaching field, leading to a gain in experience and finally professional development. That is, if the school principal organises in-service training programmes such as refresher courses, seminars, workshops, forums, or allows for further studies, establishes a professional development plan for teachers, gives directives on how to search for new material and knowledge, observes teachers during lessons and drills teachers on how to manipulate new ICT gadgets, the teachers will grow in their profession. This is in accordance with the   Human capital theory by Gary Becker (1994), which asserts that "education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings".

Conclusion
In Cameroon, there exists as of now, no recognised institution specialised in training of school administrators. The only means up the ladder is longevity in service, experience and expertise. Thus the "master teachers" who are mostly administrators should act as a torch light by constantly involving the "novice teacher" who are beginners in the policy making and decision making process so that the latter can gain experience, skills and consequently promotion, which according to this study is an aspect of professional development. Teachers are being held accountable as never before for student achievement, particularly with the No Child Left Behind legislation (2002). In addition, the legislation requires 'highly qualified teachers' (Bush, 2002). At this time when the teaching profession is   facing a quickly changing environment including new technology, new research about teaching and learning and new political pressures to perform, the tendency is that teachers carry pre-packaged training into the field and go asleep.

This study found out that policy making, decision making, checking/control and supervision all play a vital role in the professional development of secondary school teachers. Good policies may be formulated and good decisions arrived at, forums, seminars, workshops and other in-service training programmes may be organized for teachers' pedagogic improvement. But if the school head does not monitor, check, control, guide and ensure

the proper execution and implementation, it becomes wasted effort resources and time. Thus the teachers can only grow in their profession if they participate in decision making, formulate good policies and learn new skills and put these newly acquired skills and knowledge in to practice in the right way. For this to be done, the school administrator (the principal) has to do some follow up.

Anglophone teachers in the Francophone zones in Cameroon therefore, need the assistance of the school administration to continuously reflect on, evaluate and improve their professional knowledge and practice. They have to be engaged in professional learning both individually and collegially to support and enhance their knowledge and practice. By so doing teachers keep abreast with new knowledge, new methods of teaching, and current in the rapidly expanding society and acquaint themselves with new techniques, devices, and arrangements while preparing them for new fields and new responsibilities.

Recommendations
The following existential recommendations were made;
To the government
a.   School principals need   a continuous professional development program for themselves. Since the training given to principals when training as teachers is inadequate to prepare them for leadership roles, the Cameroon government should create a formal institution for the training of school heads.
b.   Also, teachers' status should be raised because some teachers complained that their main hindrance was low salary. This will enable them get good teaching materials, attend refresher courses and go for further studies.
c.   The government should sensitize the public of the importance and nobility of the teaching profession. This is to erase the idea of teaching being a "dumping ground" or "stepping stone"

To principals
a.   School heads should involve teachers in the policy and decision-making processes especially on matters that concern them.
b.   Principals in Francophone zones should not focus only on the francophone teachers. They should organize in-service training programmes of longer duration and ensure their practices by checking, controlling, directing and guiding their staff (both Anglophone and Francophone).
c.   They should often consult teachers and delegate power to them so as to improve on their competences and encourage creativity.

To teachers
a.   Always attend refresher courses, seminars, workshops, etc.
b.   Make it a point of duty to always accept any task or responsibility given to you by the administration.
c.   Go in for further study and research in order to be current with knowledge and practices in your subject area.

References
Amin, M., (2005), "Social science research, conception, methodology and analysis", Kampala: Makerere University Prentery.
Becker, G. S., (1993), "Human capital: A theoretical and empirical analysis with special reference to education", Chicago, IL, University of Chicago Press.
Brum, S.t (2007). "What Impact Does Training Have on Employee Commitment and Employee Turnover?". University of Rhode Island.
Bolden, R. et al (2003). "Edited Version of a Report for Chase Consulting and the Management Standards Centre". UK: Centre for Leadership Studies, University of Exeter.   http://www.leadership-studies.com   Retrieved March, 15th 2012
Combs, A.W. et al. (1974). The professional Education of Teachers. Boston, MA: Allyn & Bacon.
Crissie, M. Grove (2008). "The Importance of Values-Alignment within a Role-Hierarchy to   Foster Teacher's Motivation for Implementing Professional Development". Florida: Florida State University College of Education.
Denga, D. I. (1986). "An Introduction to Foundations of Education". Calabar: Rapid Educational Publisher.
Dixon, P. and Wilke, R. (2007). "The Influence of a Teacher Research Experience on Elementary Teachers' Thinking and Instruction". Florida: Journal of Elementary Science Education. www.coe.ilstu.edu/eafdept/currentstudents/Syllabi/072/51591072.pdf. Retrieved September, 5th 2011
Edem, D. A. (1999). "Introduction to Educational Administration in Nigeria". (3rd Edition). Ibadan: Spectrum Book Ltd.
Eleonora, V.R. (2003). "Teacher Professional Development: an International Review of Literature". UNESCO International Institute of Educational Planning.www.unesco.org/iiep. Retrieved July, 5th 2011.
Fitzsimons, P. (1997) "Human Capital Theory and Participation in Tertiary Education". In K-M. Mathews & M.

Olssen (Eds.), *Critical Perspectives on Education Policy for the 1990s and Beyond*. Palmerston North: The Dunmore Press.

Fonkeng, E. G. and Tamajong, V. E. (2009). "Secondary School Administration and Principalship". Yaounde: Press Universitaire d'Afrique.

Fonkeng, E. G. (2005). "The History of Education in Cameroon, 1844-2004". Bamenda: Meryland printers.

Fred, C. L. and Allan, C. O. (1996). "Educational Administration: Concepts and Practices". California: Wadsworth Publishing Company.

Genevieve, B. and Beverly, J. I. (2001). "The Principal Portfolio". (2nd Ed). California: Corwin Press, Inc.

Louis, J. Belle (2007). "The Role of Secondary School Principals in Motivating Teachers in the Flacq District of Mauritius". University of South Africa

Lowden, C. (2005). "Evaluating the Impact of Professional Development". The Journal of Research in Professional Learning, published by the National Staff Development Council. www.nsdc.org. Retrieved February, 15th 2012.

Mbua, F. N. (2003). "Educational Administration: Theory and Practice". Limbe: Design House Limbe.

Nkeng, P. N and Mambeh, C. T. (2007). "Curriculum Development, Supervision and Evaluation". Limbe: The Cure Series.

Tambo, L. I. (2003). "Cameroon National Education Policy Since 1995". Limbe: Design House Limbe.

Tambo, L. I. (2012) "Principles and Methods of Teaching": Application in Cameroon Schools". Limbe: Design House Limbe.

Yusuf, K.K. Nsubuga (2008). "Analysis of Leadership Styles and School Performance of Secondary Schools in Uganda". Nelson Mandela Metropolitan University. http://www.coe.uga.edu/sdpl/research/SDPLStudiesInProgress/criann02elem.html, Retrieved July, 5th 2011