Administrative Function of Principal as a Correlates to Teacher Training Colleges Effectiveness in Littoral Region of Cameroon

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Abstract

Purpose: This study review literature on principals' function and evaluate how principals' administrative functions correlates to effectiveness in teacher training colleges in the littoral region of Cameroon. Related literature on principals' administrative function was reviewed. This study was substantiated by Henry Fayol (1911) administrative theory and Micheal Fullan (2013) school effectiveness theory. Conceptually the work appraised to evaluate how principals' administrative functions correlates to effectiveness in teacher training colleges.

Methodology: The research design used for this study was the survey research design and the instruments used were the interview guides and the questionnaire. A sample of twelve (12) principals were interviewed and one hundred and thirty-three teachers were administered a questionnaire using the purposive random sampling technique. The variables under the study were content validated and the reliability was calculated at 0.5-0.616 all above the threshold of 0.5 data were made essentially of categorical variables and were analyzed using frequencies, simple percentages and pearson product moment correlation analysis. Chi square test of equal proportion was used to compare perception of teachers and principals of O.5CL. Based on the research questions of the study, four null hypotheses were tested at 0.05 alpha level.

Findings: The findings revealed that Γ_{xy} value is 0.012 is lower than the critical Γ_{xy} value of 0.172. Thus principals' administrative functions do not correlate effectiveness in teachers training colleges. Furthermore, correlation revealed that Γ_{xy} 0.012 is positive. This indicates that principals' administrative functions correlates effectiveness in teacher training colleges in littoral province of Cameroon. Also the correlation of 0.054 is weak positive correlation thus principals' social functions improves effectiveness in teachers training colleges. These results are therefore implying that if the government wants to improve and sustain the employability of the youths, teacher education shall be promoted.

Unique Contribution to Theory, Practice and Policy: It was therefore recommended that the government should recruit graduates of teacher training colleges immediately after graduating. The government shall provide the necessary financial resources as well as didactic materials to teacher training colleges. For principals, they should provide enough incentives and allowances to their teachers and subordinates in other to ensure quality education in teachers' institutions, for teachers, they should ensure that their learners are effectively learning since they are the guarantor of quality education. For parents, they shall encourage their children to go to teacher training colleges given the readily employability potentials. For the students, they should love teaching since it is a noble profession.

Keywords: *Principals, Administrative Functions, Teachers Training Colleges, Effectiveness*

INTRODUCTION

Administrative functions of a principal in teacher training colleges are those roles a principal demonstrates in a high level of excellence in every reality. Within education typical roles of administrators are to ensure all schools teachers are collaborating towards a common goal while improving standards and opportunities. In teacher training colleges, the principal designates administrator is important as the organization itself. The quality of this administrator is more than any single factor determines the success or failure of the organization's ability to accomplish its stated goals. He manages human and material resources in order to achieve the predetermined objectives of the organization. Factors affecting the effectiveness of principals' functions in teacher training colleges Such as their gender, their experience and their professional qualification, some these characteristics of principals are very primordial in ensuring how effective the principals' functions are to be to ensure quality education in teachers training colleges this enabling their attainment of educational goals in teachers training colleges (Ebot-Ashu, 2018; 2021; Besong, 2014). Educational administration can be defined as "the careful and systematic arrangement or organization and use of human, financial and material resources, and programmes to achieve educational goals (Mbua, 2002; Besong, 2014), or "the arrangement of human, financial and material resources and programmes availed for educational and carefully using them systematically for the achievement of educational objectives''. In this regard, the educational administrator is essentially an organizer and implementer of plans, policies and programmes meant for specific educational objectives. Consequently, in the process of implementing educational policies, the educational administrator is also engaged in planning, organizing, coordinating, controlling, evaluating and contributes to the policy formulation process (Ebot-Ashu, 2018; 2021; Besong, 2014). In other words, the administrator, whether in the Ministry of National Education or in a school is essentially an organizer and implementer of plans, policies and programmes meant for specific educational objectives.

The educational administrator may contribute, one way or another, in planning, policy making, and programme designing, yet his major role rest with the effective and efficient implementation of such plans, policies and programmes for the benefit of education viewed from this angle educational management is concerned with organization and implementation. It may be categorized under broad areas of (a) planning and policy. (b) implementation although such a categorization essentially arbitrary and broad, and though both aspect of management is closely tied, inseparable and inclusive, it is possible to separate the functions if administration from that of planning and policy-making education. For example, while the ministry of education administrators (essentially a planner and policy-maker-educational managers) is concerned with formulating general plans and policies for education, the school principal (essentially an administrator) is concerned with formulating general plans and policies for education, the school principal (essentially an administrator) is concerned with analysing and interpreting the general plans and policies for education. Furthermore, he makes specific plans for implementing these plans and policies in his own school in accordance with the specific situation in his school.

An organization, by its most basic definition, is an assembly of people working together to achieve common objectives through a division of labour. An organization provides a means of using individual strengths within a group to achieve more than can be accomplished by the aggregate efforts of group members working individually. Educational organisations are

formed to deliver goods or services to consumers in such a manner that they can improve the potential of the citizen.

Over the years academic researchers as (Ebot, 2021) have pondered several theories that attempt to explain the dynamics of business organizations, including the ways in which they make decisions, distribute power and control, resolve conflict, and promote or resist organizational change. As Jeffrey Pfeffer summarized in New Directions for Organization Theory, organizational theory studies provide "an interdisciplinary focus on a) the effect of social organizations on the behaviour and attitudes of individuals within them, b) the effects of individual characteristics and action on organization, c) the performance, success, and survival of organizations, d) the mutual effects of environments, including resource and task, political, and cultural environments on organizations and vice versa, and e) concerns with both the epistemology and methodology that undergird research on each of these topics."

LITERATURE REVIEW

This section presents a review of literature on which the study is based. It also discusses related theories and examines views on principals' administrative functions as correlates of effectiveness in teacher training colleges. It is organized under the following heading: theoretical review and conceptual review with headings and sub headings focalizing on the questions related on the administrative functions of principals as correlates of effectiveness in teachers training colleges.

Theoretical Review

Of the various organizational theories that has emerged, the most widely known are that of Fayol and Fullan prescribed blending of various theories, arguing that they embrace different organizational strategies in reaction to changes in any competitive circumstances, structural design, and experiences. According to Durumaka-Dim (2005), the end goal of any theory in administration is for the better understanding of the overall system. Furthermore, according to Ebot-Ashu (2021) and Mbua (2003), school administration can apply the various theories for efficient management.

The administrative management theory by Henry Fayol (1841-1925) was found useful for this study. According to him, administrative behaviours consist of functions of management as seen today. These five functions of management provide the big picture of how managers should spend their time. They are planning, organizing, commanding, coordinating and controlling (Ebot-Ashu, 2021; Mbua, 2003; Besong, 2014). Henry Fayol's 14 principles of management look at an organization from a top-down approach to help managers get the best from employees and run the business with ease. Let's take a look at them and understand them in detail. They are: division of work, authority, discipline, unity of command, unity of direction, collective interest over individual interest, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de Corps (Ebot-Ashu, 2021; Besong, 2014).

Michael Fullan (2013) describes the school effectiveness must have a curriculum, teaching, and learning. According to him, the practice of innovative teaching includes three elements such as a) students of the pedagogical center including an increase in learning, self-regulation and evaluation, collaboration, and communication skills. Secondly, b) learning outside the classroom including emphasizes problem solving and real-world innovation. And lastly, use of communication and information technology in achieving a learning goal.

These theories are related to our study because teacher training colleges aims at producing teachers who must be ready to solve educational problems within their classroom, also teachers graduating from teacher training colleges should be creative and also be humble by having good collaboration and communicative skills in their classroom in particular and in their society as a whole principals of teacher training colleges should be able to create an atmosphere of peace where there should be a cordial relationship among students, teachers and administrators. The principal should ensure that learners are performing well during their evaluation through constant inspection, supervision and also by making teaching and learning to be adapted to an innovating world.

Conceptual Review

The role of the principal is to provide leadership, direction and co-ordination within the school. The principal's main function focus to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school. Principals are the primary stakeholders entrusted with administrative positions in secondary schools to meet society's demands and provide quality education to stakeholders (Ebot-Ashu, 2014; 2018; 2021; Mbua, 2003; Besong, 2014). The nature of educational leader's work can advance our understanding of leadership in a number of studies have used structured observation approach to describe what managers, administrators and leaders do in their everyday jobs. This study provides detailed and vivid postures of what business managers and school administrators do in their jobs and with whom and where they spend their time.

Given the regularities in the research, Kyung Ae Chung and Cecil Miskel (1989) sum Marche the major findings.

- In both business and educational organizations managerial work is feverish and consuming school administrators work long hours at an unrelenting, physically exhausting pace.
- School leaders rely on verbal media; they spend a great deal of time walking around the building and talking to individual and groups.
- Administrative activities vary widely; hence, administrators constantly change gears and tasks.
- The work of school administrators is fragmented the pace is rapid discontinuity prevalent, and the span of concentration short.

In the overall, Ebot-Ashu (2014; 2021) descriptions of administrators' and leaders' work are similar across different countries and organizational settings administrators work primarily on their offices, their jobs are characterized by long hours and brief verbal encounters across a wide range of issues with diverse individuals and groups.

Educational Administration

Ebot (2018; 2021) and Mbua (2003) defined Educational Administration as essentially a service, or tool through which the fundamental objectives of the education process may be more fully and efficiently realized. Educational Administration concerns the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment. This process has the goal to foster the attainment of the goals of teaching and learning. In addition, Education Administration involves prudent management of resources and a high degree of accountability on the part of organizational members. Finally, education administration broadly means running of educational institutions, which involves guidance

leadership, and controlling of the efforts of individuals in the achievement of the goals of the institution (Ebot Ashu, 2018; Mbua, 2003; Besong, 2014).

In other to drive our discussions home, you will agree with me that administration in an educational organization, otherwise known as Educational Administration, aims and directing all activities towards the attainment of the goals of teaching and learning. All the people working in an education institution will have to contribute towards the accomplishment of these goals (Ebot Ashu, 2018; Mbua, 2003; Besong, 2014). Teachers and other professional staff are involved, such as parents and lay members of the community. Members of parents Teacher association (PTA), school boards, local education authorities, inspectors, Ministries of Education, and so forth are also involved. Hence, it is a concept *that* depicts the *functions* of every administrator as functional leader (head) in the execution of day-to-day activities of the school.

Educational Management

The process of dealing with or controlling things or people. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources (Ebot Ashu, 2014). The term 'management' encompasses an array of administrative and management functions undertaken to accomplish a task (Ebot Ashu, 2014; 2018; Ukeje et al, 1992; Fonkeng et al 2009; Besong, 2014; Harber. and Davies, 1997). Management is a set of principals relating to the function of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goal. In the simplest of terms, both functions involve the "orderly arrangement of resources to follow previously defined procedures and rules, the latter involving discretion in the management of resources to achieve a set of objectives. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its goals through the application of available resources, such as financial, natural, technological, and human resources. While this offers a good insight into management as an activity, a more practical definition is put forward by Ukeje et al. (1992) and Ebot-Ashu (2014; 2021) when they suggest that:

Management consists of a mass of fragmented and disjointed activities, constant interruption, pressure for immediate answers to questions or solutions to problems, and a heavy reliance on word-of-mouth messages rather than measured memoranda.

Such definition of management serves to highlight that efficient management culture is always required in complex, modern primary and secondary schools based on the best use of public funds and market accountability. They are answerable to their senior management team (SMT), customers, partners and stakeholders (Ebot-Ashu, 2018; Besong, 2014).

How Educational Management is Functions Different from Educational Administrative Functions?

Simply put, management can be understood as the skill of getting the work done from others. It is not exactly administration, which alludes to a process of effectively administering the entire organization. The most important point that differs management from the administration is that the former is concerned with directing or guiding the operations of the organization,

whereas the latter stresses on lying down the policies and establishing the objectives of organization.

Broadly speaking, management takes into account the directing and controlling functions of the organization, whereas administration is related to planning and organizing function.

Over time, the distinction between these two terms is getting blurred, as management includes planning, policy formulation, and implementation as well, thus covering the functions of administration (Ebot, 2014; 2018; 2021).

Key differences Between Management and Administration as documented by Ebot-Ashu (2014; 2021):

- Management is a systematic way of managing people and things within the organization. The administration is defined as an act of administering the whole organization by a group of people.
- Management is an activity of business and functional level, whereas administration is a high-level activity.
- While management focuses on policy implementation, policy formulation is performed by the administration.
- Functions of administration include legislation and determination. Conversely, functions of management are executive and governing.
- Administration takes all the important decisions of the organization while management makes decisions under the boundaries set by the administration.
- A group of persons who are employees of the organization is collectively known as management. On the other hand, the administration represents the owners of the organization.
- Management can be seen in a profit-making organization like business enterprises. Conversely, the administration is found in government and military offices, clubs, hospitals, religious organization and all the non-profit making enterprises.
- Management is all about plans and actions, but the administration is concerned with framing policies and setting objectives.
- Management plays an executive role in the organization, unlike the administration, whose role is decisive in nature.
- The manager looks after the management of the organization; the administrator is responsible for the administration of the organization.
- Management focuses on managing people and their work. On the other hand, the administration focuses on making the best possible utilization of the organization's resources.

Harber and Trafford (1999) reported a case study in a girls' high school in Durban, South Africa. The case study school embarked on the process of desegregation in 1991, with the end of the apartheid in sight. The desegregation of the school and the first national democratic election in 1994 set the culture for the process of the democratic management of the school. Several changes were made to the institutional structures and the organizational culture of the school, for example, an elected Students' Representative Council which met regularly and debated on every aspect of school life. The purpose of the student council was to improve communication in the school, to involve students in democratic decision making, and to develop leadership and responsibility. Non-student members of the council were from school's governing body, parents, teachers, and the community the school served. After democratic

debates, a set of basic values and rules, mission statements, and code of practices, which reflected strong support for the development of multicultural democracy, was agreed.

The qualitative data of interviews with students documented that trust in the school was much increased, and there was much less tension and frustration due to the improved communication, mutual understanding and sense of belonging and responsibility. There was much less trouble in the school, almost no physical and verbal violence between pupils and far fewer discipline problems. The stress on mutual respect and equality helped to decrease racist comments. More interracial mixing during lesson breaks. The elected student members of the council felt that they learned a lot from the experience. They felt that the experience enhanced their self-awareness and broadened their mind and skills in problem solving. The qualitative data of interviews with teachers further confirmed the significant improvement of the school life. They thought there was a much stronger collegiate ethos among staff, much better staff morale and better teacher/student relationships. The school community became more "vibrant", "caring", "supportive" and "interactive". The authors argue that the involvement of student participation in school democratic management as a lever for the process of change, and a means of improving school effectiveness.

In Tanzania, Harber (1993) examined whether school councils assisted school effectiveness. Data were collected through principally interviews, collection of documents pertaining to school councils such as constitutions and records of meetings, and short periods of observation over a period of two-and-a-half weeks in April 1992, in two secondary schools. School A was located about 35 km outside of Dar es Salaam, while school B (an all-girls school) was near to Moshi in northern Tanzania. Interviews were conducted with the head teacher, three other teachers, and two senior pupils at school A; and with two teachers and two senior pupils at School B. It was found that in both schools the advantages of having school councils outweighed the disadvantages.

In School A, the interviewees mentioned the following advantages: School Council enabled problems to be discussed before they got out of hand. In this way, it improved communication and increased understanding; It was a good way of piloting new polices; It reduced the workload on teachers, especially in their non-teaching functions, as they were helped by the pupils; Discipline problems were reduced, because of closer relationship between staff and students; It provided quite a number of pupils with experience of leadership and increased confidence and discussion skills generally.

In School B, the benefits mentioned included: having school councils train students to be self-disciplined, responsible and self-reliant. School was cleaner and better organized. The school worked more smoothly, problems were solved by discussion (having school councils) eased the work of the teacher and allowed them to concentrate more on student academic development having school councils improve communication there was a friendlier relationship all around. Similar to the Western literature, the democratic management in the two case study schools in Tanzania also demonstrated the same pattern of benefits of involving students' participation in creating smooth management and therefore better schooling environment. As Harber argues, democratic management "may well therefore not only be a way of mitigating some of the difficulties of school management in a context of severe financial stringency but it might also be a way of avoiding the risk of violent disturbances in secondary schools.

A study was carried out by Donna and Holdway (1995) on ''the challenges on the effectiveness of school and their head teachers'' in Alberta Canada. The purpose was to explore the perceptions of primary schools head teachers about challenges on their leadership effectiveness and the overall effectiveness of their schools. The design used was simple survey design with a sample of one hundred and eighteen (118) head teachers. Data was collected using a questionnaire completed by 87% of the 118 head teachers and an interview conducted with 10 head teachers. These questionnaires were divided into two sections. Section A dealing with challenges on leadership effectiveness and section B dealing with challenges on school effectiveness. Three (3) research hypotheses were formulated. The findings revealed that the most frequently listed challenges on leadership effectiveness were inadequate findings, taken dealing with problems of students and inadequate physical facilities while the most frequently listed challenges on school effectiveness were financial support by the province, financial support by the school system and in effective provincial leadership.

From the literature reviewed it was observed that much has been written on principals' administrative functions as correlates of effectiveness in teacher training colleges. An examination also revealed that, there is a difference between administration and management. The empirical studies will therefore help for the selection of research methodology and procedures to be used in the next chapter.

Factors Determining Teacher Training College Effectiveness

After reviewing the literature about school effectiveness, the following determinants of school effectiveness has been identified. School goals, Curriculum, Instructions, Assessment and evaluation, Class room management, Leadership, Community Involvement, Safe and Orderly environment, Professionalism, Student motivation, Home Environment, High Expectations, Professional Development, Social Skill, Quality Assurance and Coordination between head teacher and the staff (Ebot-Ashu, 2014; 2021; Besong, 2014). It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools' research are implemented, the proportions of students that achieve academic excellence either improve, or at the very least, remains the same (Yu, 2007; Ebot-Ashu, 2021).

What is unique about the correlate of the study is that it set of research-based characteristics of a school's climate associated with improved, better student learning. Ebot-Ashu (2014) drawing from Yu's (2007) research identified clear school mission, high expectations for success, instructional leadership, opportunity to learn and student time on task, safe and orderly environment, home-school relations, opportunity to learn and student time on task, safe and orderly environment, home-school relations. These constructs analyse the complex social organization called a school in order to cause the school as a whole to improve (Yu, 2007; Ebot Ashu, 2014).

According to Yu (2007), Weber (1971) listed several characteristics for effective schools in the USA, as powerful leadership, high achievement, and a good learning environment. Edmonds (1979), meanwhile, listed five characteristics of a successful school: Strong administrative leaderships; High expectations for students' achievement; An emphasis on basic skills instructions; A safe and orderly climate conducive to learning and Frequent evaluation of pupil progress (Yu, 2007; Ebot-Ashu, 2014; Besong, 2014).

Lockheed and Levin (1999), also quoted in Yu's (2007) review, argued that creating effective schools in sub-Sahara Africa countries requires three elements:Necessary inputs in terms of curriculum, instructional materials, quality time for learning, and teaching practice promoting students' active learning facilitating conditions: community and parent involvement, school-based professionalism in leadership, collegiality, commitment and accountability, flexibility and adapting to local needs such as curricula relevance, an adjustment in level or pace, organizational and pedagogical flexibility; and the will to change and act.

Tchombe (1998) summarized the characteristics of effective school in a developing country context as: Level of performance, infrastructure, teacher-pupils ratio, community involvement, financial autonomy, progress rate of students, healthy competition between male and female students and attendance. While the government tries to ensure access, its policy recognizes and protects the diverse educational heritage from the different colonial culture and educational values. It attempts to make the beneficiaries of education to be more involved in the management of education and reduce cost encourage efficiency, transparency and quality education. This requires trained and committed senior staff (aspiring head teachers). Still, they, in turn, could do with the leadership of a highly efficient head teacher and the support of other senior and middle managers.

Ebot-Ashu (2014; 2021) and Tchombe (1998) listed constraints in teacher training colleges in Cameroon as low enrolment at all levels of teacher education. This situation stem from poor public perception of teacher education and discrimination of graduates from government teacher training colleges. Worse still is the stigma attached to artisans and craftsmen (those skilled in using their hands) which has led to the disappearance of trade schools and teacher training colleges. Weak monitoring and evaluation: Training institutions do not track the employment destination of their graduates. Consequently, valuable feedback from past trainees on the quality of training they have received and the opportunity of their experienced-based inputs to be factored into the review of curricula and training packages are lost. Inadequate financing: It must be recognized that teacher education is expensive on a per student basis. Even though government provides subventions to teacher training colleges, is still grossly inadequate because unit costs are necessarily higher in teacher training colleges than in primary and secondary schools due to small student-to-teacher ratios, expensive training equipment and costly training materials that are wasted during practical lessons (Peretomode, 2010). Low quality training: In general, the quality of training is low, with undue emphasis on theory and certification rather than skill acquisition and proficiency testing. Inadequate instructor training, inappropriate training equipment (demonstration equipment instead of actual equipment use in the schools), poor aspiration of incoming trainees and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skill objectives. Inappropriate Methods of Assessment: Quite often industrial attachment exercises are not assessed and taken into consideration for qualification. Where this is lacking, students and staff as well as cooperating enterprises do not take the exercise seriously. Inadequate Incentives for Students: Students on attachment often require some allowances to cover their travelling and subsistence costs. These are in most cases too meager for students to value and concentrate on the attachment. Some enterprises are willing to provide places provided it will not be at cost to them. Some well-established schools have had to top-up the trainees' allowances (Peretomode, 2010).

METHODOLOGY

This section includes the design of the study, The methodological approach is highly determinant for representativeness; the area of the study, population of the study, sample and sampling technique, the instrument for data collection, the operationalization of variables, procedural rigour and research ethic (validity and reliability of instrument, administration of the instrument, ethical consideration) and method of data analysis, the reliability, validity, trustfulness and comparability of the study findings or results (Nana, 2018; Amin, 2005).

The study employs a survey design and more specifically a concurrent triangulation mixed-method approach since both instruments that is the questionnaire and the interview guide were administered during the same period as in (Creswell, 2009; Ebot-Ashu, 2014 and Donna and Holdway, 1995). The dominant approach is quantitative employing a structured questionnaire. This quantitative approach, in a concurrent triangulation mixed-method perspective, is substantiated by a qualitative study whereby the opinions of heads of colleges and teacher trainers were sought on the administrative functions of principals and how they impact the teaching and learning process in teachers training colleges in littoral region of Cameroon (Ebot-Ashu, 2014).

The integration of mixed methods approach in research increases the strength and reduces the weaknesses of either the qualitative or the quantitative methods of data collection. The suitability of the mixed approaches in research is to provide stronger evidence for conclusion through collaborated findings and as well generate more complete data, so that findings derived from an approach can be employed to enrich the insight achieved through the second (Creswell *et al.*, 2011; Ebot-Ashu, 2014).

This study was carried out in Douala is situated in the Littoral region of the country. It is the domain of the Sawa people (the coastal people). The region is limited to the north by the West Region, east, by the Centre Region, south by the South Region and the Gulf of Guinea, and west by the South West Region. Douala is the head-quarter of the Littoral Region. The Littoral region has schools of all strata in the region. These schools range from the tertiary to kindergarten to university. There are public and private secondary schools located in all the sub-divisions as well as public and private primary schools. Given the importance of technical education in the region, there are panoply of technical schools ranging from secondary to university levels or Polytechnic. These technical schools are public, confessional and lay private dotted all over the region. The region also hosts several teacher training institutions, both public and private. The heads of teacher training colleges in Littoral Region of Cameroon are principals they are the chief executive of secondary and teacher training colleges' principalship evolve from the historical perspective with the creation of secondary schools and the need of administrators to run the schools. Consequently, the principal who is an educational leader of the school is expected to provide quality education for all students, job satisfaction and motivation to the teaching and non- teaching staff (Mbua, 2003). Principals build, maintain the group, get the job well done, and help employees fell at ease, help to set and clearly define objectives and cooperatively work toward these objectives (Okerie, 1998).

Teachers were sampled conveniently whereby in each of the schools, all the teachers that were available and willing to participate in the study were administered the questionnaire until the targeted number was reached.

Table 1: Questionnaires Distribution and Return

Nº Distributed	Nº Returned	Return Rate
133	133	100%

Table 1 indicates that 133 questionnaires were distributed and all 133 were returned giving a total return rate of 100%.

Demographic Characteristics of Respondents

The demographic characteristics of the respondents were presented with respect to gender, working experience and highest qualification as shown in the table below.

Table 2: Distribution of Demographic Characteristics of Teachers

Teachers' Characteristics	Category	Frequency	Percentages
	1= Male	38	28.6
Gender	2= Female	95	71.4
	Total	**133**	**100.0**
Working experience	1= 1-5 years	8	6.0
	2= 6- 10 years	91	68.4
	3= 11 - 20 years	30	22.6
	4= 21 years above	4	3.0
	Total	**133**	**100.0**
Highest qualification	DIPEN I	8	6.0
	DIPEN II	91	68.4
	MASTERS	30	22.6
	OTHERS	4	3.0
	Total	**133**	**100.0**

Source: Researchers

The respondents consisted of 38 (28.6%) males and 95 (71.4%) females. This show that majority (71.4%) of the respondents were females. The working experience of the respondents were 1-5 years (06%), 6-10 years (68.4%), 11-20 years (22.6%) and 21 years and above (03 %). Thus majority (68.4%) of the respondents were between 6-10 years of working experience. Also, the respondents' highest qualifications were DIPEN I, 8(6.0%), DIPEN II, 91 (68.4%), Masters, 30(22.6%) and Others 4 (3.0%)

Instruments for Data Collection

The researcher made use of a questionnaire for teachers and an interview guide for principals of teacher training colleges in littoral region of Cameroon. Data Collection Process. An authorization to carry out the study was obtained from the Faculty of Education of the University of Buea in the office of the Vice-Dean in charge of research and cooperation. This authorization was presented to the heads of institution for administrative clearance. Teachers and principals were then briefed on the objective of the study, their consent sought, and they were then given the questionnaire for response while the principals were answering the interview guide.

Questionnaire for Teachers

The questionnaire was formulated by the researcher in consultation with classmates the supervisors and the main data analyst who went through item by item, through which relevant

information were gotten from the respondents. It was based on Principal administrative functions as correlate of effectiveness in Teachers' Training colleges in the Littoral Region of Cameroon. The questionnaire was used because it requires less time, less expensive and could be appropriately used to collect the desired result from the sample. Also, a questionnaire was considered to be the most effective research tool due to its ease of distributing, it is appropriate for researchers who want to get reliable data or a large scale in a systematic way (Creswell, 2003). At the beginning of the questionnaire, there is an introductory note stating the research topic and the purpose of the questionnaire. In this note, the researcher ended by thanking the respondents for the time they spared to provide responses to the questions, and promised to keep their responses confidential and use them strictly for research purposes.

The questionnaires were specially designed for teachers in training colleges in the littoral region and was made up of two sections. Section A consisted three items demanding the demographic data of the respondents and section B was made up of five sub- sections (A, B, C, D, and E). All the sections consist of close ended questions representing the concept of Principals' Administrative Functions, the four specific objectives and the dependent variable of the study which is Effectiveness in teacher training colleges. Sections A to E contained seven (07) items each that were directed towards the verification of the specific hypotheses and the answering of the specific research questions. The items were close-ended with Likert – type response options ranging from strongly agree (SA) to strongly disagree (SD). The Likert-type close-ended items were used because of the ease of responding and the short time required for responding.

Validity of the Questionnaire

According to Amin (2005), validity refers to the appropriateness of the instrument or the ability for the instrument to produce findings that are in agreement with theoretical or conceptual values. More of Logical Validity was done in this study since it is validity that is determined primarily through judgment and includes Face Validity, Content Validity and Construct Validity. Validity was checked by ascertaining theoretical and conceptual constructs.

To ensure face validity which is the kind ascertained when little or nothing is known about the research variables, the questionnaire was checked by the researchers, colleagues, the statistician and student teachers during the trial testing of the instrument for clarity and visibility. Modifications were made and items were established to have a match between content of instruments and objectives after further scrutiny.

Then the content validity index (CVI) was appreciated mathematically using the formula

$$CVI = \frac{\text{Number of judges that declared item valid}}{\text{total number of judges}}$$

The average content validity index was calculated at CVI = 0.96, which according to Amin (2005), the content validity index was acceptable at $CVI \geq 0.7$

Content validity was therefore mathematically appreciated using the content validity index (CVI) whereby the instrument for data collection was checked by the supervisors and a class mate and a statistician. To come out with the statements that an instrument is judged valid, the inter-judge coefficient of validity was computed using the following formula:

CVI = (No of judges declared item valid)/ (total No of judges)

Generally, above 0.75, CVI is satisfactory (Nana, 2018).

According to Nana (2018), CVI shall be appraised based on judges' validation of the entire instrument and not based on items. The author comes out with this explanation to justify his stance. Let us assumed and instrument with 20 items submitted to the appreciation of 3 judges. The first judge rejects 2 items, the second 1 item and the third 3 items. A total of 6 items were rejected making a $CVI_{based\ on\ items}$ of (54/60) =90.0%, far above the threshold of 75% recommended by Amin (2005).

But based on judges, $CVI_{based\ on\ jduges}$ = (0/3) =0.0%, because none of them validated the entire instrument. In fact, applied statisticians recommend that an instrument is deemed valid on a judge perspective if that judge has validated the entire instrument and by so doing takes full responsibility.

Reliability of Questionnaire

To ensure reliability of the instruments used, the researcher carried out a pilot study with 20 teachers of Teachers' colleges in Fako Division (GTTC Buea and GTTC Limbe) which consisted the target population and was not part of the sample. This instrument was pilot tested with twenty (20) teachers to ascertain the clarity of the question and the adequacy of the proposed field methods. The reliability analysis was calculated using the Cronbach's Apha Coefficient test.

A conceptual formula for Cronbach's Alpha is as follow:

$$\& = \frac{k}{k-1}\left[1 - \frac{\sum Items\ variances}{Scale\ variance}\right]$$

Where $\&$ = Cronbach's Alpha

K= number of items

The Alpha reliability coefficients ranged from 0.682 to 0.896 while this was value equally very satisfactory for the integrated value mapping (IVM) of 0.816 as indicated on the table below. These values were all above the 0.5 threshold as recommended (Amin, 2005).

Table 3: Reliability Analysis for Pilot Study

Conceptual components	Cronbach's Alpha	Variance	No of items	No of responses
Principals' administrative functions	0.708	0.042	7	7
Principals' pedagogic functions	0.846	0.026	7	7
Principals' fina ncial functions.	0.672	0.024	7	7
Principals' social functions	0.845	0.041	7	7
Effectiveness in teacher training colleges	0.828	0.044	7	7
IVM	**0.854**	**0.035**	**7**	**35**

Method of Data Analysis

The data to be derived from the research will both be quantitative and qualitative. Quantitative data is rooted from descriptive measures of central tendency, including the mean, percentages, frequency distribution, graphs, tables and diagrams will also be used to analyse some aspects of the questionnaire data.

The questionnaire was made of categorical variables and data were analyzed using counting techniques namely frequency and proportions while Multiple-Responses- Analysis was used to calculate the aggregate score for conceptual components (Nana, 2018). Conceptual indicators' scores were layered with background indicators using cross tabulations and compared among categories of background indicators and respondents using Chi-Square test of independence. Data were presented using frequency table and chart. All statistics were presented at the 95% Confidence Level (CL), Alpha =0.05.

Formula to calculate proportion:

P (%) = (n/N) x 100

Where n is the frequency or the number of count and N the total sample.

Formula to calculate MRS:

For the conceptual component A having X labeled $X_1, X_2, X_3, ...X_i$ indicators and the study having a sample size N, using a Likert Scale at three levels L1, L2 and L3, computing MRS using MRA for each of the Likert Scale level follows the steps described on the table below (Nana, 2018).

Pearson Product Moment Correlation

The most commonly used index of correlation is the Pearson Product Moment Correlation Coefficient (Index). This index measures the degree and direction of the relationship between two variables X and Y. It is a measure of the strength of linear dependence (Correlation) between two variables X and Y, giving a value between +l and -1 inclusive. The Formula is:

$$\Gamma_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where, n= Sample size (i.e. number of paired observations)

$\sum xy$= sum of cross products of x and y,

$\sum x$ and $\sum y$ are sums of x and y scores respectively,

$\sum x^2$ and $\sum y^2$ are sum of the squares of x and y scores respectively,

$(\sum x)^2$ and $(\sum y)^2$ are sums of x and y scores squared respectively.

A Pearson Product Moment Correlation Index may be used to summarize the relationship between two variables. It is important, however to inspect the Scatter plot of the two variables prior to calculating a Pearson r to make sure that the relationship is best summarized with a straight line, that is, there is a linear trend. As the correlation coefficient approaches 1.00, the relationship between the two variables observed in the scatter plot approaches a straight line, and the ability to predict one variable is based on the knowledge of another. In study, it will be used to verify independent hypotheses.

Interview Guide for Principals

An interview guide for the school administrators or principals was purposefully designed to examine their perspectives on the phenomenon under investigation. The interview guide had 10 structured open-ended items dealing with principals' administrative functions, Principals' pedagogic functions, Principals' financial functions, Principals' social functions and Effectiveness in teacher training colleges. The interview was constructed and conducted by the researcher. An audio recording device through a whatsApp SMS and voice messages and a

note taking technique were used in collecting the responses of the principals. These responses were later transcribed for analysis using thematic analysis.

Validity of the Interview Guide

The focus of validity with respect to the data collection instruments was on their content. Gay and Airasian (2000) point out that content validity requires both face validity and content validity. Whereas face validity focuses on whether the test items are relevant to measurement of the intended content area, content validity is concerned with how well the test samples the total content area being tested. The researcher constructed the interview guide and presented for scrutiny and cross checking and researchers effected and made modifications by adjusting some items, eliminating some and replacing other. The instrument was then considered valid to collect relevant information for the study. Content validity was mathematically calculated using the Content Validity Index (CVI) whereby the instrument for data collection was checked by the supervisor. To come out with the statement that an instrument is judged valid, the inter-judge coefficient of validity was computed using the following formula: $\text{CVI} = \frac{Number\ of\ judged\ declared\ items\ valid}{Total\ number\ of\ judges}$

If the CVI ≥ 0.75, then the content validity is satisfactory (Nana, 2012). In the application of this, the study used two experts as the recommended minimum number for qualitative data by ensuring that they expressed the level of relevance of constructs in soliciting the right objectives of this study. The instrument contained five sections with 10 items related to the different aspects of the functions of the principals as correlates effectiveness in teachers training colleges. The two experts were expected to express the degree of relevance of each item to the functions of principals and teacher training effectiveness.

Table 4: Validation of Instrument

Degree of relevance to outdoor education and social skills	Scale
The item is not relevant to the measured domain	1
The item is somewhat relevant to the measured domain	2
The item is quite relevant to the measured domain	3
The item is highly relevant to the measured domain	4

All items that received rating above 3 were included in the final instruments.

Reliability of Interview Guide

Seale (1999), while establishing good quality studies through reliability and validity in qualitative research, states that the "trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability. This was carried out in GTTC Buea and GTTC Limbe in Fako, which was not part of the area under study. The two principals were selected from the schools, and the interview items were asked to them with responses noted the first time. The researcher administered a retest of the same interview items with these same principals a week later. A comparison was made between the responses of the two tests. There was no deviation from the responses.

Table 5: Reliability Test for Pilot Study

S/N	Name of School	Number of principals
1	GTTC Buea	1
2	GTTC Limbe	1
	Total	2

Reliability Analysis

Generally, participants' responses are expected to follow a consistent pattern. For instance, if someone is asked if he has eaten very well and he said yes, he is generally expected to say no to the question asking him whether he is hungry or not. Cronbach Alpha Reliability coefficient enables us to ascertain whether the internal consistency of the responses was satisfactory to an acceptable level. For this assumption to be accepted, Alpha should not be less than 0.5. Cronbach's alpha (Cronbach, 1951) is a measure of reliability.

The qualitative data from the interviews were analyzed using the thematic approach whereby opinions or viewpoints were grouped under umbrella terms of key concepts/themes after reading through the transcripts from in depth interviews with principals, and identifying patterns in meaning across the data to derive themes (Miles & Huberman, 1994). Thematic analysis involves an active process of reflexivity, where a researcher's subjective experience plays a central role in meaning making from data. Thematic analysis provided a flexible approach to qualitative analysis that enables researchers to generate new insights and concepts derived from data. One of many benefits of thematic analysis is that novice researchers who are just learning how to analyze qualitative data will find thematic analysis an accessible approach.

Ethical Consideration

Since the researcher employed a concurrent triangulation mixed-method the ethical consideration was both for the questionnaire and the interview guide and involved the following.

On an informal level, the researcher will offer the participants a summary of the key points that will be discussed and checked to see whether they are accurate or whether there is anything else they would like to add. On a more formal level, the researcher will provide each participant with the transcripts of their interviews and the initial draft of the report so that they can review them and thus ensure that the interpretations being made by the researcher accurately represented their thoughts and experiences (Merriam, 1998).

Another strategy that will be used to establish credibility is triangulation or what Mertens (2010) refers to as crystallization. This involves using multiple sources of information in order to find a diversity or multiplicity of perspectives, so that a more complete picture of the phenomenon can be revealed (Mertens, 2010). In the current study multiple sources will be interviewed; students and counsellors, through interviews and life stories (essay) in order to provide as complete a description as possible. The participants will be asked to describe their experiences about adversities, resilience and perspectives for positive development. It is assumed that the participants will share their perceptions of their experiences with the researcher as they remember them, and the multiple informant format of the study will enhance the details that will be shared.

The final strategy that is used to establish credibility is progressive subjectivity. Progressive subjectivity refers to the researcher monitoring her own perceptions and beliefs as the study progresses (Mertens, 2010). The researcher has stated his own experiences and beliefs at the outset of the study and will reflect on his reactions and feelings as the study progresses to ensure that he keeps an open mind and will not just find what he wants to find.In this study access to respondents was not be a problem as they were met in their respective schools. Clearance

This section has presented the research design the population of study under which the target and accessible population was established. Then, it equally revealed the sample and sampling procedure that were used. The sample was established and a table was created to present the distribution of sample. It went further to reveal the instruments that were used for data collection. It brought out issues relating to validity and reliability of the research instrument. Then it presented proposed statistical methods of data analysis and finally the ethical considerations that will guide the execution of the study. The methodological technical requirements were respected and a mixed method design as well as a representative and diversified sample were considered to enhance to validity and reliability of findings.

Presentation of Findings

Based on Research Questions and Hypotheses

This study was designed to investigate Principals' Administrative functions as Correlates of Effectiveness of Teachers in Training Colleges in Littoral Region of Cameroon. Descriptive data analysis for the variable in the study is presented in Table 1

General Description of Data/Variables

This study was designed to investigate "Principals' Administrative functions as Correlates of Effectiveness in Teachers' Training Colleges in Littoral Region of Cameroon". Descriptive data analysis for all variables in the study are presented in Table 13

Table 6: Descriptive Statistics of the Variables Used for the Study

Variables	N	Mean	Std. Deviation
Administrative Function of principals	133	19.04	1.559
Effectiveness in teachers' training colleges	133	20.00	2.030

The scores obtained were analyzed, presented and interpreted to accept or reject each of the four null hypotheses guiding this study.

Table 7: *Distribution of Respondents According to the Principals' Administrative Functions.*

Items	Stretched				Collapse	
	SA	A	D	SD	SA/A	D/SD
The principal plans all school activities every term.	26	81	25	1	107	26
	19.55	60.90	18.80	0.75	80.45	19.55
The principal involves his subordinates in decision-making.	29	62	37	5	91	42
	21.80	46.62	27.82	3.76	68.42	31.58
The principal gives directives and commands to subordinates.	47	72	11	3	119	14
	35.34	54.14	8.27	2.26	89.47	10.53
The principal is good in controlling and coordinating all school activities.	26	65	36	6	91	42
	19.55	48.87	27.07	4.51	68.42	31.58
The principal is good in programming and communicating administrative meetings.	30	78	19	6	108	25
	22.56	58.65	14.29	4.51	81.20	18.80
The principal is always present in every administrative meeting.	46	67	20	0	113	20
	34.59	50.38	15.04	0.00	84.96	15.04
The principal is good in managing school resources.	9	69	46	9	78	55
	6.77	51.88	34.59	6.77	58.65	41.35
Multiple response set (MRS)	213	494	194	30	707	224
	22.88	53.6	20.84	3.22	75.94	24.06

Coding Reverse during Calculation of MRS

The findings from the table above reveals that majority of the respondent (80.45%) agreed that their principal plans all school activities every term whereas 19.55% disagree with the statement. With majority (80.45%) respondents agreeing with the statement, it therefore implies that the principal who is the chief executive of the institution plans all school activities every term. Also, majority of the respondents (68.42%) agreed that their principal involves his subordinates in decision-making while 31.58% disagreed with that. With the majority (68.42%) agreeing on the statement, it therefore implies that in the decision-making process, the principal who is the head of the school does involve his subordinates like the Vice principals and Discipline masters to take decision. Likewise, most of the respondents (89.47%) agreed that their principal gives directives and commands to subordinates while only 10.53 disagree with the statement. With majority (89.47%) agreeing on this statement shows that their principal gives directives and commands through the subordinates.

Furthermore, majority of the respondent (68.42%) agreed that their principal is good in controlling and coordinating all school activities while 31.58% disagreed with that statement. Also, majority of the respondent (81.20%) accepted that their principal is good in programming and communicating administrative meetings. This statement was disagreed by 18.80% of the total respondents. With respect to the statement that their principal is always present in every administrative meeting, majority of the respondents (84.96%) agreed on that while (15.04%)

of the respondent disagreed with that. To add, averagely, (58.65%) agreed that their principal is good in managing school resources whereas 41.35% disagreed with the statement.

Generally, the respondents view on the principals 'administrative functions showed that, majority of the respondents (75.94%) agreed that the principals' administrative functions correlate effectiveness in Teachers' Training Colleges in the Littoral Region of Cameroon.

Testing of Hypothesis One

Ho1: Principals' administrative function do not correlates effectiveness in teacher training colleges in the littoral region of Cameroon.

Ha1: Principals' administrative function correlates effectiveness in teacher training colleges in the Littoral region of Cameroon.

The independent variable in this hypothesis is Principals' Administrative functions, while the dependent variable is effectiveness in teachers' training colleges in the Littoral region of Cameroon

The scores of the independent variable were gotten from the responses recorded from the seven items of a four-point Likert scale questionnaire that measured the principals' administrative functions. The scores of the dependent variable were gotten from the responses recorded from the questionnaire items that measured effectiveness in teachers' training colleges in the Littoral region of Cameroon.

The statistical analysis technique used to test this hypothesis was the Pearson Product Moment Correlation analysis.

The formula using deviation from the mean method is;

$$\Gamma_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where x is the independent variable, y is the dependent variable and Γ_{xy} is the correlation coefficient for x and y. The result of the analysis is presented in Table 15 below.

Table 8: The Correlation of Principals' Administrative Functions and Effectiveness in Teachers' Training Colleges in Littoral Region of Cameroon

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Γ_{xy}	p-value
Principals' Administrative functions (X)	2532	48524			
Effectiveness in teachers' training colleges (Y)	2660	53744	50645	.012	.891

SN= 133; *p<0.05; df(n-2) =131; critical Γ_{xy} =0.172

*Correlation is significant at the 0.05 level (2-tailed).

The result of the analysis reveals that the calculated Γ_{xy} - value of 0.012 is lower than the critical Γ_{xy} - value of 0.172 at 0.05 level of significance with 131 degrees of freedom. Also, the p-value of 0.891 is higher than 0.05. With the result of this analysis, we failed to reject the null hypothesis and conclude that Principals' Administrative function do not correlates Effectiveness in teachers' Training Colleges in the Littoral Region of Cameroon.

Since Principals' Administrative function do not correlates Effectiveness in teachers' Training Colleges in the Littoral Region of Cameroon, a further exploration of the correlation revealed that the $\Gamma_{xy} = 0.012$ is positive. This indicates that as Principals' Administrative functions in the schools improves, the Effectiveness in teachers' training colleges may likely improves but the correlation is weak. The extent to which Principals' Administrative functions correlate Effectiveness in teachers' Training Colleges in the Littoral Region of Cameroon is 0.014%

Thematic Analysis

This section presents findings from data collected from 12 principals that were interviewed on the topic "The Principal administrative functions as correlate of effectiveness in teachers' training colleges in Littoral Region. The findings were presented under five major themes; Principal's administrative functions, principal's pedagogic functions, principal's financial functions, principal social functions and teacher training effectiveness. A summary of the findings was also presented.

Table 9: Thematic Analysis

Themes	Categories
1. Principals' administrative function	1) Ensuring quality education in school. 2) Ensuring quality teaching in the school
2. Teacher training effectiveness	3) Ensuring community enrolment for quality education in the school 4) Ensuring high students' and teachers' achievement

Theme 1: Principals' Administrative Function

In this first theme, participants' responses with respect to items related to principals' administrative functions. The theme had two categories, namely; 1) Ensuring quality education in school. 2) Ensuring quality teaching in the school

Ensuring Quality Education in School

The overall perceptions of the principals interviewed on how they follow up their subordinates to ensure quality education in their school is positive. Many stated the different administrative procedures they employed in order for their schools to offer quality education such as regular inspections of personnel and students, presiding over staff and class council meetings, good communication with the subordinates. Some responses in the words of the participants are presented below with the use of outlined ID.

Principal B: *"I work with the director of studies and see if what teachers are teaching is moving in line with what is recommended according to what is being asked by the Minister and I also do class visitation"*

Principal D: *"Through class councils and staff meetings, we discuss about teaching and teachers' progression form"*

Principal F: *"I supervise and inspect all the services, I look at teachers' timetable, and the logbook to take note of absenteeism or dysfunction and also how the teaching process progresses".*

Ensuring quality teaching in the school

In a similar manner, the participants interviewed on how and what is done administratively to ensure quality teaching in their schools. From the responses and findings, they checked on logbooks, feedback from the students, progression sheets and we organise internal seminars to help colleagues who have difficulties during teaching. For instance;

Principal E: "I make sure that at the beginning of the school year, teachers should be in possession of their scheme of work and individual time table for follow-up".

Principal A: "I make sure the teacher trainers are teaching what is prescribe in the recommended curriculum."

Principal C: "During class councils and staff meetings, we assess teachers on work coverage, and assiduity."

Table 10: Summary of Findings

Hypothesis	Statistical tool	Findings
Hypothesis One Ho1: Principals' administrative functions do not correlate effectiveness in teacher training colleges in the littoral Region of Cameroon.	**Pearson Product Moment Correlation**	Principals' Administrative function do not correlates Effectiveness in teachers' Training Colleges in the Littoral Region of Cameroon ($\Gamma_{xy=}$ 0.012< 0.172, p=0.891 > 0.05). An improve in Principals' Administrative functions in the schools may likely improves, Effectiveness in teachers' training colleges in the Littoral Region. The null hypothesis was retained and the alternate hypothesis rejected.

DISCUSSION, CONCLUSION AND RECOMMENDATION

This chapter dealt with an analytical discussion of the research findings. This supported and contrasted with evidences and proves from related literature and theories as presented in chapter two. This discussion was done with respect to the specific objectives of the study. Based on the research findings and work from other authors, the researcher came forth the general conclusions for the Study. The contribution to knowledge, recommendations and suggestions for further research and limitations of the study.

Research Question One: How Effective Administrative Function of Principals 'Correlates Effectiveness in Teacher Training Colleges?

Findings based on this hypothesis portrayed that the overall perceptions of the principals interviewed on how they follow up their subordinates to ensure quality education in their teacher training colleges is positive as stated by teachers, principals and literature. The different administrative procedures such as planning, organizing, commanding, coordinating, and controlling by Henri Fayol (1911) as to enable them to be more effective in achieving their schools' goals and attaining quality education in teacher training colleges (Ebot-Ashu, 2014; 2021, Mbua, 2003; Besong, 2014). Both the finding and literature agreed that effective principals encourage continual professional learning (Ebot Ashu, 2014; 2021). They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers (Mbua, 2003; Fonkeng et al, 2009; Miskel 1989; Besong, 2014). The Principals interviewed show how they follow up

their subordinates to ensure quality education in their schools by working with the director of studies to see if what teachers are teaching is moving in line with what is recommended in the official syllabuses also through class visitation, class councils, staff meetings, teacher progression projects, by supervising and inspecting all the services, regularly checking the time table the log book to see if there is any dysfunction during the teaching and learning process, and absenteeism as revealed by (Vershiyi, 2012; Fonkeng et al., 2009; Miskel, 1989; Mbua, 2003; Besong, 2014). That absenteeism, discourage late coming, students respecting the school rules and regulations had an effect on their academic performance that affect school effectiveness (Fullan, 2013; Amin, 2018; Harber and Trafford, 1999; Harber, 1993, Yu, 2007. The second category under this research question was ensuring quality teaching and learning. The principal as an administrator has four hours of teaching in a week. The principal should show the good example in term of punctuality, setting exams, teaching. This will strengthen him in his administrative procedures and will cause a safe and an orderly conducive climate to learn since he is showing good examples which will lead to high students 'achievement as said by (Yu, 2007).

Teacher Training Colleges' Effectiveness

Findings and literature portrayed that when principals organised seminars greatly improves teachers teaching skills (Holdway, 1995, Yu, 2007). Classroom visitation by principal ensures good teaching and learning and that principals should involve teachers in decision making by avoiding that they should be resilient to change. Moving in line with Yu (2007), Weber (1971) listed several characteristics for effective schools in the USA, as powerful administrative leaderships, high achievement and a good learning environment was well encouraged in the findings.

The first category here was ensuring community enrolment for quality education in the school at the end of the year. Principals informed the media and the population about graduation ceremony. The government should allow the creation of parents' teachers association (PTA) in teacher training colleges and should recruit graduates immediately after training (Tchombe, 1998, Ebot-Ashu, 2014).

The second category was ensuring students and teachers high achievement. Here the principals 'work with the director of studies to encourage teachers to finish their syllabuses on time and revised pass teacher grade one questions with the students' principals put more focus on timetable to ensure attendance. In a similar perspective (Lockheed and Levin, 1999; Weber, 1971). The finding agreed Yu's (2007) review, argued that creating effective schools in sub-Sahara Africa countries requires necessary inputs in terms of curriculum, instructional materials, quality time for learning, and teaching practice promoting students' active learning facilitating conditions: community and parent involvement, school-based professionalism in leadership, collegiality, commitment and accountability, flexibility and adapting to local needs such as curricula relevance, an adjustment in level or pace, organizational and pedagogical flexibility; and the will to change and act (Ebot-Ashu, 2014; Fonkeng et al, 2009; Mbua, 2003). The findings agreed with Ebot Ashu (2014) drawing form Tchombe (1998) summarized the characteristics of effective school in a developing country context as level of performance, infrastructure, teacher pupil's ratio, community involvement, financial autonomy, progress rate of students, healthy competition between male and female students and attendance. While the government tries to ensure access, its policy recognizes and protects the diverse educational heritage from different colonial culture and educational values. It attempts to make the

beneficiaries of education to be more involved in the management of education and reduce cost, encourage efficiency, transparency and quality education

General Conclusion

The study revealed that the potential of teacher training colleges to enhance the employability of the youths and socio-economic development is indubitable. On the other hand, the policies and pedagogical approach was generally perceived satisfactory by teachers and the principals was generally and the major loophole or hindering factors to the empowerment of teacher training colleges as to serve the goal it was deserved to serve being the poor implementation of policies and pedagogical approach set. Teachers equally complained of the fact that they do not have enough incentive and teaching aids and principals complained that practicing schools are now under the ministry of basic education whereas teacher training colleges are in the ministry of secondary education and that the government should put back in place defences in teacher training colleges and the fact that practicing schools teachers and teacher trainers from teacher training colleges do not take part in the same seminars limit. The effectiveness of teaching practice thus reducing the quality of training of student teachers during teaching practice also due to the fact that there is not direct recruitment of graduates from teacher training colleges after graduation limit the enrolment in teacher training colleges. In line with this study, the potential of teacher training colleges to foster the employability of youth and so far, socio-economic development was earlier emphasized by authors such as Adejumobi (2013), Ebot (2018; 2021), Yu (2007).

Contribution to Knowledge

Though several authors highlighted principals 'administrative functions and effectiveness in teacher training colleges. This study highlighted some salient statistics that could be peculiar to Cameroon, notably the insufficient provisions of didactic materials insufficient provision of allowances to teacher trainers. The fact that teachers are not using the same language in front of student teachers during teaching practice and due to the fact that there is not direct recruitment by the government after the graduation of laureates from teacher training colleges. The work when published would create awareness to the various stakeholders to understand that the development of the society and the economic growth can easily come by investing more on teacher education with particular emphasis placed on the equality of training that of course, should align with the socio-economic demand. This study can also be distributed to the various teacher-training colleges where the researcher's administered questionnaire and interviews data guide to the secretary of state in the ministry of secondary education in charge of teacher education. Being teacher, the researchers will drop a copy of this paper in the school library where can promote administration in teacher training colleges. From the figure below, one will understand principal's administrative function and how it can lead to teacher-training colleges' effectiveness
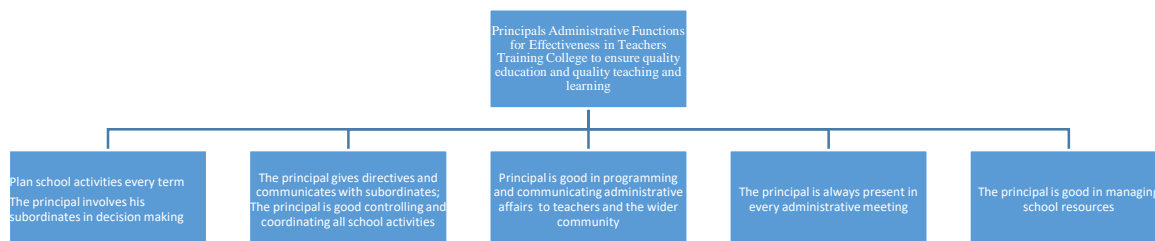
Figure 1: Diagram Depicting Principal Administrative Functions and Effectiveness in Teacher Training Colleges

Source: Researchers Contributions

Figure 2 demonstrates principals' administrative function for effectiveness in teachers training colleges in littoral province in Cameroon. The study discovered that principals' administrative functions ranged from planning, organizing, directing, coordinating, motivating, promoting and staffing. These concepts depict the functions of every administrator as functional leader (head) in the execution of day-to-day activities of the school. Among these roles include providing effective managerial skills and styles in the art and science of administering teacher training colleges effectiveness thereby: Plan school activities every term; The Principal Involves his subordinates in decision making; The principal gives directives and communicates with subordinates; The principal is good controlling and coordinating all school activities; Principal is good in programming and communicating administrative affairs to teachers and the wider community; The principal is always present in every administrative meeting; The principal is good in managing school resources.5.3. Recommendations

The following recommendations then derived from this study:

To policy makers: they should provide the necessary administrative knowhow as well as didactics materials to make sure that principals, teachers and students acquired the knowledge necessary to manage any teacher training institution in Cameroon. This study provide learning material necessary to boost the socio-economic development of the country. We are also recommending that teachers training colleges should be sent back to the ministry of basic education so as to ensure that what is taught in teacher training colleges should match with what is done in the practicing schools. We are appealing for defences should come back in teacher training colleges. We are also recommending that government should send to teacher training colleges graduates from Higher Teacher Training Colleges, especially from

department of sciences of education. So that the teaching and learning processes in teacher training colleges should move in harmony with what is going on in nursery schools, primary schools and teacher training colleges.

To the government

➤ The government should recruit graduates immediately after their training. This will encourage parents to send their children to teacher training colleges and will also make the learners to be serious with their studies.

To principals:

They should make sure that teachers in their schools are doing their job effectively. And also ensure that teaching practice is always effective in all practicing schools during teaching practice.

➤ Principals should always provide teaching aids to their teachers in order to facilitate the teaching and learning process in their school.
➤ Principals should always provide enough incentives and allowances to their teachers and subordinates in order to ensure quality education in teacher training colleges in Cameroon.
➤ To teachers should bear in mind that they are the guarantor of quality education that the success of their students rely on them and they are called to ensure that their learners are effectively learning. The researcher is of the opinion that teachers of government teacher training colleges and practicing schools' teachers should have common meetings like seminars, workshops as to improve on their skills and also correct student-teacher's presentations as to improve on their teaching skills.
➤ To parents should encourage their children to go to government teacher training colleges given the readily employability potential. This will help reducing the number of youths idling with certificates.
➤ To students: they should bear in mind that going GTTC is not a waste of time since teaching is a noble profession.

Principals' Administrative Function Correlates of Effectiveness in Teacher Training Colleges

This work when published will enable principals of teacher training colleges in both private and public teacher training colleges to understand how to administrate teacher training colleges also by understanding the following concepts: planning, organizing, commanding, coordinating and controlling will help principal of teacher training colleges to understand what they should do and this will definitely be going to make their schools to be more productive and effective

Suggestions for Further Research

The researcher suggests that:
➤ Similar research can be carried out within the Anglophone System of education.
➤ A study can be carried to find out the role of the government in the effectiveness of lay private teacher training colleges in the littoral region of Cameroon.

Limitations of the Study

➤ The researchers incurred enormous extra cost and time wastage due to availability of their respondents

- ➢ The study was carried out only in one region of the country and cannot be generalized to the entire Cameroon or nationwide.
- ➢ The researcher also faced a lot of difficulties in order to obtain data since, as some principals in the Littoral region of Cameroon were reluctant to provide relevant information's especially with items dealing with finance.
- ➢ Theories such as theory of school effectiveness by Rutter et al (1979) in Grosin (2004) school effectiveness model by Merzano (2005). School effective school by Siheerens (2015) would have been used for this study but the researcher had to limit himself just to three theories.

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