MANAGEMENT GUIDE FOR A SECONDARY

EDUCATIONAL INSTITUTION

For efficient and transparent management in order to optimize performance

Dieudonné NEKAM FONKOUO

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Editafric editions

From the same author

Prayer, an art of living, 2022.

DEDICATION

To you,
for your love and support...

PREFACE

The word management is a buzzword, and surrounded by a certain aura. You only have to see the great demand to which management faculties are subject, within the university institutes which are multiplying in our country Cameroon. But very often, in people's minds, the word management only has a financial connotation. To manage is to manage money, it is to manage a budget. In institutions, occupying positions of responsibility is the subject of bitter battles where the issue is the money to manage. But in the end, since responsibility is entrusted to someone, the expected satisfaction is not always there. And for good reason, you can't manage money well when you don't know how to manage everything else. Because what is management if not, as Larousse defines it, the "action or way of managing, administering, directing, organizing something"?

Thus, management concerns all aspects of the life of an institution or group. It is a question of arranging together all the compartments of the institution and all the means at its disposal, to enable it to achieve its objectives and achieve its ends. There is therefore, in management, a dimension of forecasting (concerning the ends, goals, planning), of

organization (which concerns the methodical ordering of means, resources, to achieve the desired ends), of command (to make decisions and give directives to direct actions towards achieving objectives), coordination (to harmonize actions and the functioning of posts), monitoring and control (of actions carried out and the functioning of services), and evaluation (by analyzing the results). In short, management is the art of being like this "faithful and intelligent" servant that Christ gives us as an example, "to whom the master has entrusted the care of the people of his house, to give them food in due time" (Mt24:25).

And no area of human life is as conducive to this as the area of education. Speaking of the child Jesus, the evangelist Saint Luke relates that "He progressed and grew strong, full of wisdom" (Lk2, 40), that he progressed in wisdom and stature, and in favor with God and among men" (Luke 2:52). This is the goal of education: to make the child and young person grow, progress and strengthen in all that constitutes his humanity, to realize in him the human project that God had for him in creating him, and of which Jesus and the perfect image. We cannot achieve this without mobilizing, within an educational institution, through methodical management,

everything without which human existence cannot be accomplished.

This work, written by Father Dieudonné NÉKAM FONKOUO, priest of the diocese of Bafoussam, is therefore a valuable tool for managers of secondary establishments. Although written by a priest, this work has no theological or doctrinal connotation. It must therefore be read and judged by everyone, from a scientific point of view only, according to the canons which are those of educational sciences and management sciences. However, it is appreciable that a priest who, like the author of this work, has held responsibilities at the head of educational establishments, has produced such a work. Indeed, as Saint Thomas Aquinas states: "Grace does not make nature disappear but completes it." In other words, if eternal salvation is the raison d'être of the Church, "expert in humanity", according to the famous words of Pope Saint Paul VI, expects its children to also be experts in what concerns nature of man, such as science and technology, and this in the field of education as in all other fields of culture.

For me, who has exercised most of my ministry as a priest at the head of educational institutions, and who has written works related to teaching, it is a pleasure to preface this work

of the father Dieudonné NEKAM FONKOUO, wishing readers fruitful use.

+Paul LONTSIE-KEUNE
Bishop of Bafoussam
SUMMARY

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GENERAL INTRODUCTION

Nowadays, the way schools are managed is facing a series of changes, which clearly determine the mission and functions of managers. It is also possible to identify four different conceptions of the head of the establishment: a bureaucratic, state and administrative conception; a corporatist, professional and educational concept; a managerial conception and a politico-social conception (Barrosso, 2007). Although these conceptions are used as standard referents depending on the social context, it is obvious that the evils and challenges are the same that arise there. The major challenge therefore remains, in the midst of these challenges, to be able to transmit noble values to learners while satisfying the employees of the different structures and ensuring sustainability. It is also necessary to treat cases of deviance observed in educational establishments carefully, with a view to promoting the integral education of the learner.

To do this, the head of the school, far from being considered a primus inter pares (an intermediary between the school and the hierarchy by ensuring the defense of the interests of teachers), must be the manager who above all has the concern of the administration of resources, training and specific technical skills, and whose main objective is to ensure transparency and efficiency in the work. In other words, the head of the establishment (Principal, Principal, Director, etc.) who is the referent of the establishment is the interface of the entire school world: he works in a team with the administrative and educational staff; he answers to the parents, his hierarchy and the supervisory administration; he is less a leader than a manager-leader of the establishment, promoting his image and bringing all the players together. This new approach assumes that the head of the establishment moves from top -down and unilateral management to collaborative management in perfect synergy with various categories of partners who must be empowered, motivated, listened to and supported.

This is why the management of a school establishment requires several qualities and skills specific to the proper functioning of the structure. It is therefore appropriate for the head of the establishment to ensure the training of learners, while maintaining the acquired knowledge in the management of the

structure, on all levels. With their collaborators, they must plan, forecast, organize the implementation, coordinate and evaluate to adjust. Furthermore, he must, not only master his specifications, but also and above all train for a better understanding of managerial management tools.

In this sense, the challenges that face today the management and leadership of educational establishments can only be resolved within the framework of a vast set of managerial measures which go beyond the restricted framework of the school and of its managers. That said, the simple implementation of teaching methods by a teacher in the classroom - where the main event takes place - is not enough or at least no longer (Cayla, 1983; 2006). Indeed, the use of adequate means is a factor which makes it possible to establish procedures used in order to obtain appropriate skills and expected results.

It is within the framework of these more global challenges that we propose, in a structure of ten chapters, the different facets of transparent, effective and efficient management of an educational establishment. From taking office of the head of the establishment to leadership through the management of the establishment's project, administrative management, educational management, human resources management, accounting, tax and financial management, management of discipline, as well as

the management of cases of corruption - to name only these aspects - constitute the framework of this "Management Guide" which will strengthen the capacities of heads of secondary education establishments. This contribution, which goes beyond the academic aspect to embrace a practical approach, aims to enable educational establishments to once again become what they should be: institutions for the integral training of youth, while remaining a specific entity by the nature of their revenues and the expenses they bear.

CHAPTER ONE
THE ENTRY INTO FUNCTION OF THE HEAD OF THE ESTABLISHMENT

There is certainly supervision or the founder, but it is the head of the establishment who is responsible for managing the day-to-day functioning of the structure. It is the latter who is required to apply the instructions of the supervisory authority, make proposals regarding performance, manage staff optimally, involve parents and other stakeholders likely to help, boost the performance of learners. The head of the establishment is therefore at the center of the managerial management described here; hence his entry into office.

1.1. SERVICE PLUG

The mission of head of an establishment, like any mission, should be received in an attitude of welcome, humility, modesty and respect. To do this, to take up his position, he must contact his predecessor, under the cover of the competent authority to which he reports to continue the mission initiated by his predecessor (Chukwunonso, 2013). Courtesy and respect towards the outgoing head of establishment are of capital importance in the sense that these attitudes will allow a good

organization of the handover, and will serve as a strength for the incoming head of establishment to better lead the new mission.

1.2. CONTACTING STAFF AND OTHER AUTHORITIES

After taking up service and installation by the competent authorities, the head of the establishment must immediately get to work. There is no downtime to observe. A first task to accomplish is to take stock of the establishment in terms of infrastructure and equipment, personnel, relations with the outside world, emergencies (...), in order to have a more precise idea. concrete strengths and weaknesses of the establishment (Avry, 2021). This implies that the head of the establishment takes the time to observe things and use the establishment's key documents (Nkoa, 2020). So, if you are appointed during the holidays, the major concern will be to prepare for the start of the school year. On the other hand, if the appointment took place during the school year, we should instead strive to finish the year in the best conditions, hence a high sense of confidence in the collaborators.

During this initial phase of the mission, it is crucial for the head of the establishment to surround themselves with collaborators. Some colleagues may possess greater experience and can offer valuable advice and practical insights into the role of the head. Additionally, it is vital to identify local partners for

collaboration; a straightforward approach is to maintain openness and accessibility (Lauzon & Bégin, 2018).

Moreover, it is important to remain modest and avoid the ambition to implement sweeping changes immediately. Criticising the actions of predecessors or facilitating discussions that denigrate their contributions is counterproductive. Instead, the new head should acknowledge past merits and highlight successes. These two fundamental attitudes will position the head favourably, as colleagues will recognise that they can rely on them for encouragement and motivation.

If the incoming head seeks to criticise and undermine previous efforts, they risk appearing intolerant and self-serving. Such behaviour can lead to detrimental consequences, as employees may withhold their support and respond harshly to any missteps (Boudreault, 2018).

Generally, the more measured the criticisms of the predecessor, the greater the likelihood that proposals for improvement will be welcomed by the educational community. It is essential to cultivate positive relationships with staff, authorities, the supervisory hierarchy, unions, parents, and various associations within the establishment. It is crucial to remember that the initial

steps taken can either facilitate future collaboration or jeopardise it entirely

1.3. WORKBOOK OF AN ESTABLISHMENT HEAD

In today's rapidly evolving world, the role of the head of establishment is increasingly tasked with giving meaning to professional knowledge and effectively mobilising all necessary resources for sound management of both routine school situations and complex, unforeseen circumstances. As noted by Plante and Moisset (2004), the head of establishment is not merely a specialist but a generalist, proficient in integrating various components that define their field of practice to inform their decision-making.

When confronted with challenging situations and new, complex tasks-particularly within constrained and urgent contexts-the head of establishment must exert significant effort to mobilise a range of knowledge, skills, and interpersonal capabilities. It is essential for them to identify and prioritise these resources appropriately. They must also understand the establishment's position within its broader external environment, establishing relationships of dependence, collaboration, or mutual interest to ensure the security and development of the institution for which they are responsible (Tchaffa, 2014).

The head therefore works diligently to ensure that all areas of the establishment's activities function in accordance with

established standards, rules, and ethical guidelines. Their responsibilities can be summarised as follows:

Table 1: Head of establishment's specifications

Sur le plan administratif	- Monitoring and respecting the time table provided for in the school calendar - Construction of the pilot shirt - Construction of the various councils and monitoring of their activities - Establishment of student recruitment criteria if recruitment is up to him - Updating job descriptions for teacher recruitment Creation of the interviez and selection grid-Updating, transmission for validation, distribution and monitoring of internal regulations - Organization and holding of general meetings and archiving of reports - Planning and regular holding of administrative consultation meetings Management of administrative personnel files-Development of management documents such as the establishment project, the action plan, the acrivity schedule, the educational project, the timetable, the class and discipline advice sheet -Establishment and operation of the APEE, the general council of student delegates - Careful compliance with the schedule for sending periodic documents - Involvement in improving infrastructure and securing the school site -Implentation of the staff and student reward system - Establishment of a communication and information management system - Obtain regulatory administrative texts

Sur le plan financier et comptable	- Compliance with official texts regarding financial and accounting management (procedures Manual) - Preparation of the establishment's budget in accordance with the framework prescribed by the competent authority - Budget execution and monitoring - Implementation of financial management control rools - Monitoring the on-time payment of salaries, performance bonuses and others - Monitoring the management of APEE funds according to predefined criteria
Sur le plan des APPS	- Creation of APPS steering committees - Provision of operating funds for these activities - Archiving of action plans and activity reports - Promotion of moral, civic and Christian education - Development and monitoring of the environmental protection and sanitation plan - Mo,itoring the proper functioning of the infirmary - Supervision and monitoring of the creation and maintenance of green spaces - Promotion and encouragement of awareness through educational messages

Source: Decree No.2001/041 of February 19, 2001 Concerning the organization of educational establishment and responsibilities of those responsible for school administration.

1.4. ROLES OF THE ESTABLISHMENT HEAD

In an era strongly influenced by globalisation and continuos change, traditional bureaucratic structures and outdated

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professional identities that reduced the role of the head of establishment to merely acting as a conduit for central administration and official directives have become obsolete (Barrère, 2006).

Within a school establishment, the head actively engages on multiple fronts to foster positive relationships with parents by soliciting their opinions and involving them in school life.

They also work to encourage collaboration among teachers and other staff in the educational process, interpret and communicate the policies of supervisory authorities, organise the evaluation of student performance, and lead teaching teams to collectively improve the establishment (Plante & Moisset, 2004).

According to Nkoa (2011), the role of the head of establishment can be grouped into three categories:

1.4.1. INTERPERSONAL ROLES

The interpersonal roles are in turn subdivided into 3 other roles which are:

- *The role of symbol of the establishment*: the head of the establishment must represent his structure in all official formal and also informal occasions.

- *The role of the liaison agent*: he creates and maintains contacts with his peers and other civil and administrative authorities in order to better build the basis of the quality of the school's communications with its environment.

- *The role of leader*: he is primarily responsible for motivating teachers and the entire educational community.

1.4.2. THE ROLES RELATED TO INFORMATION:

The information roles make the head of the establishment first and foremost an active observer who seeks and receives information that can help him understand his work environment. He is then the one who disseminates information related to the fact on a regular basis. Finally, he is the spokesperson for his educational team to outsiders with the aim of defending the interests of the institution in all circumstances. To do this, it must be able to provide information in real time and with as much objectivity as possible.

1.4.3. DECISION-MAKING ROLES

In their decision-making capacity, the head of establishment acts as an entrepreneur, initiating and designing significant changes within the institution. Given the information at their disposal and the pressures they face, they are required to make

innovative decisions that enhance team efficiency and optimise student performance.

Moreover, the head serves as the regulator of their structure, navigating through involuntary situations or significant unexpected disturbances that may arise during this process. To ensure optimal performance, they must also take on the role of resource allocator, managing financial resources, personnel, timetables, teaching materials, and equipment.

These roles work in concert, but they would not be effective without the fourth crucial role: that of negotiator. This role is fundamental to participative leadership, fostering collaboration and engagement among all stakeholders.

1.5. SKILLS REQUIRED FOR AN ESTABLISHMENT HEAD

A good school administrator is someone who has a clear vision of the objectives of his or her establishment and its role, a vision supported by a personal system of integrated educational values (Plante & Moisset, 2004). Already, at the beginning of the 1980s, the American Association of Secondary School Principals, through its "Assessment Centers", had established twelve skills that assessment centers should seek to identify in future administrators (Brassard, 2002; Rebecca, 1995).

Table 2: Skills required for a headteacher

Skill	Useful Strategies and Tactics
1st skill : Problem analysis	- Make a complete and complex analysis of a situation; - Determine the most important elements of a problem; - Search for information for a greater understanding of the problem.
2nd skill : The jugement	- Arrive at a logical conclusion based on the available information; - Identify educational needs; - Establish priorities; - Critically evaluate available written information.
3rd skill : Organization	- Schedule and monitor the work of other individuals; - Use resources optimally. - Deal with extensive paperwork and diverse, competing demands.
4th skill : decision	- Decide and recognize when a decision is required; - Being able to act quickly.
5th skill : The leadership	- Involve others in solving problems; - Recognize when a group requires direction; - Interact with a group effectively; - Guide all staff towards the accomplishment of a task.

6th skill : Sensitivity	- Perceive the personal needs and concerns of Others - Resolve conflicts - Have the necessary tact when dealing with people who have different experiences. - Dealing effectively with people when involved in emotional problems. - Being able to recognize what information to communicate and to whom.
7th skill: Stress tolerance	- Ability to perform under pressure while facing opposition; - Ability to be yourself.
8th skill : The oral ability of communication	- Present orally clearly facts and ideas
9th skill : Communication in writing	- Express your ideas clearly in writing, - Being able to write appropriately for different listeners, audiences or readers: commissioners and the rest.
10th skill: A general culture	- Possess the skill that allows discussion on a variety of educational, political topics, current events. - Desire to actively participate in the life of society.
11th skill : Personal motivation	- Having the ability or need for the individual to succeed in all activities he undertakes.