

Assessing the Influence of Control and Motivation on Teacher's Effectiveness in Some Government Secondary Schools in the Centre Region of Cameroon.

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Abstract

The study on Assessing the influence of Control and Motivation on Teacher's Effectiveness in Some Government Secondary Schools in the Centre Region of Cameroon had as general objective to investigate the extent to which control and motivation can influence teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon. The study had as main research question, what is the influence of Control and Motivation on Teachers' Effectiveness in some Government Secondary Schools in the centre Region of Cameroon? The study was guided by a general research hypothesis that stated that control and motivation do not have any statistically significant influence on teachers' effectiveness in Government Secondary Schools in the Centre Region of Cameroon. The study made use of two theoretical assumptions: Herzberg's two factor theory and McGregor's theory X and Y. Making use of a quantitative research method with a descriptive survey design, data was collected with the help of a structured questionnaire from seven selected schools. With a total of three hundred and three (303) teachers selected through the simple random technique. The data collected for this research was analysed using descriptive and inferential statistics. The hypotheses for this study were tested with the help of simple linear regression. The research findings revealed that principals' controlling functions has a significant relationship with teacher's effectiveness, while principals' motivating functions, showed no statistically significant relationship with Teacher's effectiveness. Based on the findings of the study, it was recommended that Government should introduce management courses in the curriculum of the Higher Teachers Training Colleges in the country to prepare future school administrator with the require management functions such as control, motivation, planning, coordinating, supervision... just to name these few.

Keywords: Control, Motivation, Teacher's Effectiveness, Cameroon.

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Introduction

Education is a transformational tool in every society and should be held in high esteem, and the role of principals as managers of the education system cannot be overemphasised. School principals play a decisive role in shaping how effective teachers are in the classroom. Their management functions create the conditions that either enable or hinder good teaching. As managers, principals are responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters (Titanji, 2017). Egwu, (2016) opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school so that they run smoothly. As school managers they are among the most important elements of the education system. School managers are charged with the task to provide smooth functioning of educational activities in schools, and the development of the school, guaranteeing a conducive teaching- learning environment for both teachers, and students. If the education system must achieve its national policies and goals, principals at all levels must ensure optimum management of resources - human, material, financial, and time. John, (2015) said it best: "Everything rises and falls on leadership". Whether leading a team of business professionals, a ministry group, a school, or a classroom of high school students, your ultimate success depends on your ability to influence others, and in return add value to their lives. If a principal cannot lead a school with excellent strategies, the school will not be able to attain its objectives.

In the Cameroons education orientation law number 98/004 of 14 April 1998, Teacher effectiveness is guaranteed among other factors by the principal, through his managerial functions of planning, organizing, controlling and motivating. A proper implementation of these functions can lead to a conducive working environment for the teachers to perform their duties well. Unfortunately, it is observed that some teachers still conspicuously excel in intentional absenteeism, idle time at work, persistent lateness to school, non-preparation of lesson notes, inadequate coverage of scheme of work, indecent dressing, conjuring marks for students, just to name a few, leading to the continuous drop in academic performance of students. School authorities are thus perpetually in search of strategies at getting these teachers effective at their work. This study seeks to investigate the influence of two of the principal's

managerial functions (Control and Motivation) on teachers' effectiveness. Could teachers' ineffectiveness be related to a gap in the management functions of Control and / or motivation? This is the focus of this study.

Literature Review

Principals' Management Functions

Fullan (1991) stated that the role of the principal in the management of secondary schools has become dramatically more complex, progressing from instructional leader to transformational leader. A central challenge in this century is the need to strengthen the management capacity of principals to enable them to perform effectively and efficiently, and this because there is scarcely any leadership training offered to them prior to or after they are called to assumption of the said functions. For the most part, they are appointed based on their teaching experience rather than leadership experience. Their ability to give effective leadership that can promote effective teaching can thus become a good area of academic research.

Giama & Obiechina (2019) posit that principals have many management functions (planning, organizing, staffing, directing, motivating, supervising, coordinating, controlling, and communicating) that are directly linked to teachers' effectiveness. When they carry out these functions efficiently, teachers are more motivated, better supported, and are more effective in delivering quality education, leading to improved student learning outcomes. Only principals with a good mastery of these managerial functions can navigate the challenges affecting effective teaching and learning in the 21st century and Giama & Obiechina (2019) reported that, principals need to focus on managerial functions that will encourage teachers and make them effective so that they can contribute to the global society. According to Titanji (2017), in 1997, on the occasion of the in-country workshop on the training of Head teachers, jointly sponsored by the Commonwealth and the Ministry of National Education of Cameroon, Dr. Robert Mbella Mbape (then Minister of Education) in his opening speech stressed that good school administration brings better discipline, better results, better management of scarce resources and better returns on the enormous investment that parents and the State put into the educational sector. This statement corroborates the definition of management by Nwune et al (2017), who opined that management is the arrangement of available

human and material resources for the achievement of desired goals and objectives. It is the productive use of available resources efficiently and effectively geared toward goal realization. Among the variety of management functions of the principal, this study will be laying emphasis on the control and motivation functions to find out to what extent they influence teacher's effectiveness in secondary schools.

Control Function

Control is a management function that involves setting performance standards, monitoring teachers' activities, comparing actual performance with expected standards, and correcting deviations where necessary. In schools, control ensures that teaching and learning are aligned with educational objectives and policies. Control in schools can be done in various ways:

- *Through Instructional Supervision, like Classroom observation, checking lesson plans and schemes of work. These will help improves lesson quality and teaching strategies.*
- *Through Performance Appraisal, like evaluation of teachers' punctuality, commitment, and results and this will encourage accountability and professional growth.*
- *Through Rules and Regulations, like attendance rules, code of conduct, and curriculum guidelines and these will promote discipline and consistency in teaching.*
- *Through feedback and reporting like constructive feedback after supervision as this will help teachers correct weaknesses and improve performance.*
- *Using records by monitoring continuous assessment records and attendance registers to ensure accuracy, fairness, and transparency.*

Control is essential for teachers' effectiveness when it is: supportive rather than punitive, fair and transparent, focused on improvement not fault-finding. Control must be balanced leading to improved teaching quality and better student outcomes. On the other hand, excessive supervision may reduce teacher morale, autocratic control can cause resistance and lack of control may lead to indiscipline and poor performance.

Motivation Function

The principal's motivation function refers to all actions and strategies used by him to encourage, inspire, and

sustain teachers' commitment, morale, and performance. Motivation is a core leadership function because teachers who feel valued and supported are more effective in the classroom. He can do this by providing recognition and rewards, praises good teaching and acknowledges effort, recommends teachers for promotions, awards, or incentives and celebrates achievements publicly (staff meetings, notice boards). These actions can build teachers' self-esteem and job satisfaction, encourages consistent high performance. The principal's motivational role involves recognizing teachers' efforts, creating a supportive environment, involving teachers in decision-making, supporting professional development, providing resources, and maintaining open communication. These actions enhance teachers' morale, commitment, and competence, which in turn leads to effective teaching and improved student learning.

Planning Function

The planning function of the principal has to do with settings clear school goals and academic targets, developing instructional plans, timetables, and academic calendars, plans staff development and resource use and this causes the teacher to understand the expectations and priorities, be more organized and goal-oriented and to align better with curriculum standards and school objectives.

The Organizing Function

The organizing function of the principal could be assigning teaching responsibilities and workloads, organizing departments, committees, teaching resources and providing adequate teaching materials and facilities. This could affect teachers' effectiveness by making teachers focus on teaching rather than administrative confusion, have fair workload distribution that reduce burnout and this leaves available resources to improves lesson delivery

The Supervising Function

The supervising (Instructional Supervision) function of the principal can be seen in classroom teaching observation, provision of constructive feedback and coaching, monitoring of lesson plans, teaching methods, and assessment practices. This function helps teachers improve teaching strategies, classroom management, and feedback. This helps teachers correct weaknesses and build strengths leading to more consistent teaching quality across the school.

Teachers' Effectiveness

Anderson (2000) opines that, the teacher is the dispenser of knowledge, the facilitator of learning and a model, he must be managed with caution. Teachers' effectiveness refers to a teacher's ability to: deliver lessons clearly and accurately, use appropriate teaching methods, manage the classroom effectively, assess students fairly and achieve desired learning outcomes. An effective teacher improves students' academic performance, discipline, and motivation. Teacher effectiveness according to Strong, et al. (2011), can be defined as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved students' learning outcomes. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how their students best learn concepts, content, and skills. Okolocha & Onyeneke (2013) reported that teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impact knowledge. According to Rubio (2010), effective teachers are distinguished by their dedication to the students and to the job of teaching and feel responsible for the achievement and success of the students and own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. There are many different types of teachers. For instance, among many others, there are those who walk into the classroom and some students do not even notice them; also, there are some who seem to be authentic dictators and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep copying; or even those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and/or theme were not clear, even for the teacher.

There is no doubt that most teachers in schools are effective and are committed to their students and profession and that most of them are trying their best to meet students' needs every day. The qualities of effective

teachers have been investigated by several scholars and are well known. For instance, Stronge et al (2004) reported that effective teachers are knowledgeable in their subjects, caring toward their students, fair and respectful to students; have positive attitudes toward teaching as a profession; are sociable in class; and are motivating to learners. Okpala & Ellis (2005) also reported that effective teachers are caring, encouraging, approachable, enthusiastic, respectful, knowledgeable, empathetic, passionate, and having a high sense of humour. Effective teachers can lead all students to learn, even those from poor families or who have uninvolved parents.

Unfortunately some studies like Lasagna et al (2011), posit that principals very often expect teachers to meet learners need, but they do not apply their managerial functions well, as a result some teachers become ineffective which makes it difficult for students to learn or decreases their desire to learn by a lack of enthusiasm for the subject, by a hostile or inappropriate behaviour toward the students, by a failure to maintain discipline in the class, or by unfairly preferring some students to others. The damage of an ineffective teacher lingers on (slow to disappear or die) even if the students come to have more effective teachers in the following years.

A worrying question remains, "If most teachers are effective, does it matter that a small percentage of them are ineffective?" The answer to this question is yes, it matters a lot because one ineffective teacher inhibits the learning of many students over time. Chait (2010) reported that, teachers are responsible for about 20 to 400 students each year depending on the school size, class size, and school level. From these estimates, it is plausible that an ineffective teacher can negatively affect the achievement and inhibit the learning of many students during his or her career. Based on these, this work seeks to investigate the extent to which the principals' management functions of control and motivation can influence teachers' effectiveness in government secondary schools in Cameroon.

Objective of the Study

The purpose of this study is to investigate the extent to which control and motivation can influence teachers' effectiveness in some Government Secondary Schools in Cameroon. Specifically, the study sought to:

- Examine the extent to which principals' controlling functions influence teachers' effectiveness in some

Government Secondary Schools in the Centre Region of Cameroon

- Find out the extent to which principals' motivating functions influence teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon.

Research Questions

The Main Research question of this study is: what is the influence of control and motivation on teachers' effectiveness in some Government Secondary Schools the Centre Region of Cameroon? Specifically, two questions guided the study:

- To what extent does Principals' Control function influence teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon?
- To what extent does principals' Motivating function influence teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon?

Hypothesis

H0: The Control and Motivation functions of the principal do not have any statistically significant influence on teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon.

Ha: The Control and Motivation functions of the principal do have a statistically significant influence on teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon

Research Methodology

According to Amin (2005), a research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This study

made use of a quantitative research method with a descriptive survey design, having as study area of study, seven secondary school in the Centre Region of Cameroon.

Population of the study

The population of this study was made up of all the teaching staffs of Government Secondary Schools in the Centre Region of Cameroon.

Sample

303 teachers formed the sample of the study. The sample size of the population was determined by using the Krejcie & Morgan table. A margin of error of 5% using a confidence level of 95% was applied on the total population

Sampling Techniques

The simple random technique was used to select the teachers because all the government secondary schools were qualified and had equal chances and characteristics to be used as elements for the study.

Instruments for Data Collection and Analysis

A four-point Likert scale - strongly Agree (SA), Agree(A), Disagree (D) and strongly Disagree (SD), where SA=4, A=3, D=2 and SD=1, questionnaire - both online and paper format (with positively cued statements) was used to collect data from the teachers. The data collected for this research was analysed using descriptive and inferential statistics

Findings and Discussion

The findings of the study will be presented, discussed and supported by relevant literature.

Demographic characteristics

Table 1: Sex Distribution of Respondents

Sex	Frequency	Percent
Male	143	47.2
Female	160	52.8

The table represents the sex distribution of respondents. 143 of the respondents were male while 160 were female, making a percentage of 47.2 and 52.8, respectively. This variation indicates that most of the teachers in secondary schools in the Centre region are females.

Table2: Respondents' View on the Principals' Controlling Functions

No	Item	SA		A		DA		SD			
		f	%	f	%	f	%	f	%	M	SD
1.	The principal does internal auditing periodically by checking records to ensure that school policies and procedures are respected by personnel.	80	26.4	150	49.5	61	20.1	12	4.0	2.98	.791
2.	The principal usually goes to class often even if it is just for a few minutes	73	24.1	153	50.5	51	16.8	26	8.6	2.90	.863
3.	The principal evaluates teachers from time to time to ensure teachers' effectiveness.	91	30.0	124	40.9	71	23.4	17	5.6	2.95	.871
4.	The principal always punishes absentee and late-coming teachers.	64	21.1	109	36.0	80	26.4	50	16.5	2.62	.996
5.	The principal supervises school activities at the end of each week.	55	18.2	139	45.9	79	26.1	30	9.9	2.72	.874
	Grande Mean	2.84									
	SD	.5575									

Five items on the questionnaire were designed to evaluate respondents' views on the principal's controlling functions. From the above table, all five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 75.9% (230) generally agree that the principal develops an action plan to ensure the achievement of learning goals. The principal does internal auditing periodically by checking records to ensure that school policies and procedures are respected by personnel. 74.6% (226) generally agreed that the principal usually goes to class often even if it is just for a few minutes. Item 3 on the table shows that 70.9 (215) agreed with the notion that the principal evaluates teachers from time to time to ensure teachers' effectiveness. Concerning the principal punishing absentee and late coming, 57.1% (173) conceded to it. Finally, 64.1% (194) generally agreed that the principal supervises school activities at the end of each week.

Table 3: Respondents' View on the Principals' Motivating Functions

No.	Item	SA		A		DA		SD			
		f	%	f	%	F	%	f	%	M	SD
1.	The principal offers fringe (extra) benefits to teachers who take extra work.	55	18.2	75	24.8	64	21.1	109	36.0	2.25	1.129

2.	The principal ensures reasonable pay of incentives to his staffs.	55	18.2	120	39.6	83	27.4	45	14.9	2.61	.949
3.	The principal encourages teachers to seek out professional development opportunities.	20	6.6	195	64.4	63	20.8	25	8.3	2.69	.715
4.	The principal recognizes key stress time of teachers	27	8.9	125	41.3	81	26.7	70	23.1	2.36	.935
5.	The principal usually offers gifts to hard-working teachers at the end of each year.	62	20.5	60	19.8	79	26.1	102	33.7	2.27	1.133
Grande Mean		2.44									
SD		.7231									

Five items on the questionnaire were designed to evaluate respondents' views on principals' motivating functions. From table 3, three items designed to answer this question have a mean value above the 2.5 cut-offs. It shows that 43% (130) generally agreed that the principal offers fringe (extra) benefits to teachers who take extra work. 57.8% (175) generally agreed that the principal ensures reasonable incentives to his staff. Item 3 on the table shows that 70% (215) agreed with the notion that the principal encourages teachers to seek out professional development opportunities. Concerning the principal recognizing key stress time of teachers, half of the respondents 50.0% (152) conceded to it. Finally, 40.3% (127) agreed that the principal usually offers gifts to hard working teachers at the end of each year.

Table 4: Statements Evaluating Teachers' Effectiveness

N o.	Item	SA		A		DA		SD		M	
		f	%	f	%	f	%	f	%		
1.	I am always punctual in class	142	46.9	133	43.9	26	8.6	2	.7	3.37	.668
2.	I sign in registers when I report to work and when leaving	195	64.4	72	23.8	36	11.9	0	0	3.52	.699
3.	I prepare lessons and schemes of work before teaching	170	56.1	123	40.6	8	2.6	2	.7	3.52	.586
4.	I state the objectives and student responsibilities at the beginning of the lesson.	155	51.2	146	48.2	2	.7	0	0	3.50	.514
5.	I organize and present my lessons well.	196	64.7	98	32.3	7	2.3	2	.7	3.61	.570
6.	I always explain the content of my lessons very well.	210	69.3	90	29.7	3	1.0	0	0	3.68	.487

7.	I encourage students to think independently, critically and/or analytically	136	44.9	154	50.8	13	4.3	0	0	3.41	.573
8.	I cover the contents of my course	148	48.8	142	46.9	13	4.3	0	0	3.45	.578
9.	I give appropriate and valuable assignments for a better understanding of the subject matter	143	47.2	151	49.8	8	2.6	1	.3	3.44	.566
10.	I use not too simple or too complex teaching aids suitable for the lesson and the level	121	39.9	172	56.8	10	3.3	0	0	3.37	.547
11.	I usually listen to the students' worries in class	187	61.7	113	37.3	2	.7	1	.3	3.60	.523
12.	I am always tolerant with students during my lessons	106	35.0	151	49.8	28	9.2	18	5.9	3.14	.814
13.	I always ask students questions at the end of each lesson	167	55.1	123	40.6	10	3.3	3	1.0	3.50	.614
14.	I Ensure learners have a better understanding of the lesson taught	188	62.0	106	35.0	8	2.6	1	.3	3.59	.562
15.	I accomplish my objectives at the end of the lesson	139	45.9	156	51.5	8	2.6	0	0	3.43	.547
Grande Mean		3.472									
SD		0.2941									

Fifteen items on the questionnaire were designed to evaluate statements on teachers' effectiveness. From the above table, all the fifteen items designed to measure teachers' effectiveness have a mean above the 2.5 cut-offs.

Hypotheses Testing

H₀₁: Principals' controlling functions has no statistically significant influence on teachers' effectiveness in some Government Secondary Schools in the Centre Region of Cameroon at p=.05.

Simple linear regression was equally conducted to ascertain the extent to which principals' controlling functions scores predict teachers' effectiveness scores.

Table 4 : Model Summary of Principals' Controlling Functions as a predictor of teachers' effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.349 ^a	.121	.119	.83071
a. Predictors: (Constant), PCF				

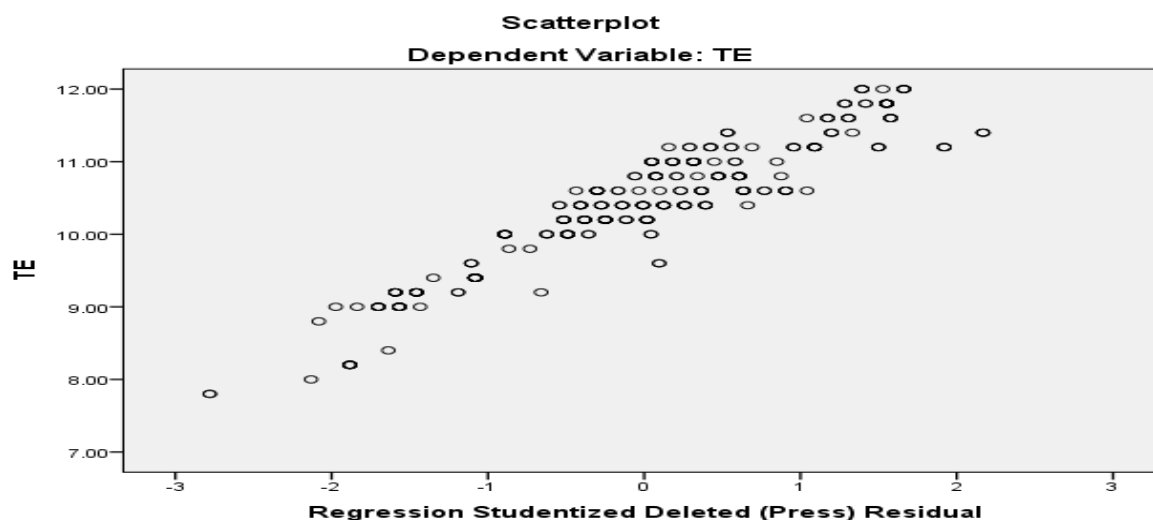


Figure 1: Scatterplot of Principals' Controlling Functions and Teachers' effectiveness scores

The scatterplot showed that there was a strong positive linear relationship between principals' controlling functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .349$. The regression model predicted 12.1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 41.613, p < .000$).

Table 5: ANOVA of Principal's Controlling Functions as a predictor of teacher effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.716	1	28.716	41.613	.000 ^b
	Residual	207.713	301	.690		
	Total	236.429	302			
a. Dependent Variable: TE						
b. Predictors: (Constant), PCF						

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of principals' controlling functions on teachers' effectiveness, in other words $R^2 = 0$, with $F(1, 301) = 41.613, p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of principals' controlling functions on teachers' effectiveness in our model.

Table 6: Coefficients of Principals' controlling Functions as a predictor of teachers' effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.858	.248		35.748	.000
	PCF	.553	.086	.349	6.451	.000

a. Dependent Variable: TE

The regression equation showed a significant relationship between Principals' controlling Functions and Teachers' effectiveness scores ($t = 6.451$, $p < 0.000$). The slope coefficient for Principals' controlling Functions was .349 so teachers' effectiveness increases by a factor of .349.

The scatterplot showed that there was a strong positive linear relationship between principals' controlling functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .349$. The regression model predicted 12.1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 41.613$, $p < .000$). The results of the verification of this hypothesis demonstrated that principals' controlling functions greatly influence teachers' effectiveness in some government secondary schools. This is where we had the greatest influence with 12.9% variance. These findings relate with the findings of a previous study that was carried out by John et al., (2021), titled Instructional leadership as a controlling function in secondary schools in Rangwe Sub County. These findings correlate Douglas McGregor's X and Y theory that prove that Principals (managers) get to hands-on and micromanage their teachers to ensure that teaching gets done properly.

There is a significant relationship between principals' controlling functions and teachers' effectiveness at 12.1% of variance and a grand mean of 2.84 which is above the standard value of 2.5. The controlling function has a higher impact on teachers' effectiveness meaning that for the teachers to be more effective, the principal should reinforce control. Therefore, we reject the null hypothesis and accept the alternative hypothesis

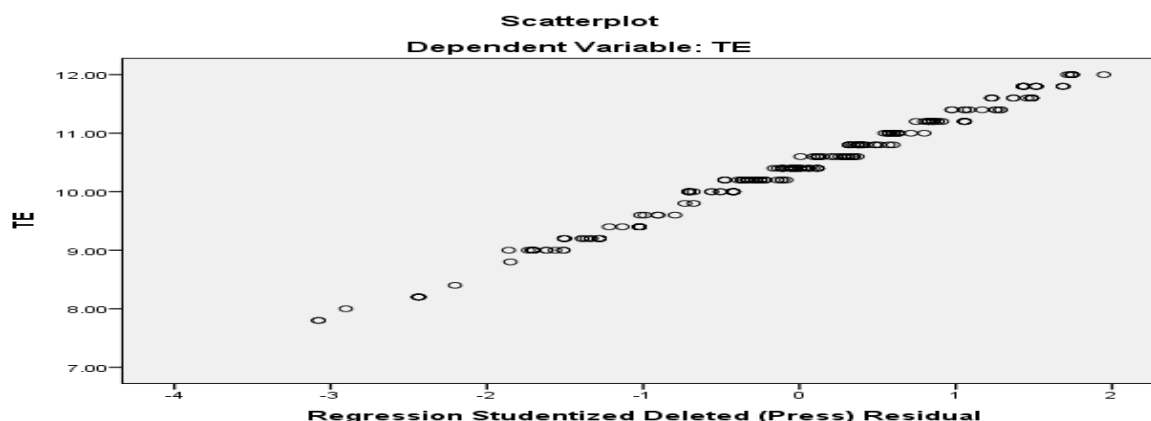
H₀₂: Principals' motivating functions has no statistically significant influence on teachers' effectiveness in some Government Secondary Schools in the Centre region of Cameroon at $p=.05$.

Simple linear regression was equally conducted to ascertain the extent to which principal's motivating functions scores predict teacher's effectiveness scores.

Table 7: Model Summary of Principals' Motivating Functions as a predictor of teachers' effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.100 ^a	.010	.007	.88180
a. Predictors: (Constant), PMF				

The scatterplot showed that there was a strong positive linear relationship between principals' motivation functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .300$. The regression model predicted only 1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 3.060$, $p < .000$).

Figure 2: Scatterplot of Principals' Motivating Functions and Teachers' effectiveness scores*Table 8: ANOVA of Principals' Motivating Functions as a predictor of teachers' effectiveness*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.380	1	2.380	3.060	.081 ^b
	Residual	234.049	301	.778		
	Total	236.429	302			
a. Dependent Variable: TE						
b. Predictors: (Constant), PMF						

ANOVA results show that, the linear regression F test has the null hypothesis that there is no statistically significant effect of principals' motivating functions on teachers' effectiveness, in other words $R^2 = 0$, with $F(1, 301) = 3.060$, $p = .081$, the test is highly non-significant, thus we keep the null hypothesis that there is no statistically significant effect of principals' motivating functions on teachers' effectiveness in our model.

The regression model predicted only 1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 3.060$, $p < .000$). This implies that there is no statistically significant relationship between principals' motivation function and teachers' effectiveness. These findings are related to those of a study titled Principal's Motivational Strategies for Improving Teacher Job Performances in Secondary Schools in Enugu East LGA (2020) by Agu Jude Chukwuemeka and Manafa Ngozi Florence in the faculty of Educational Management. These findings are also in line with Herzberg's motivation-hygiene theory (1964) in that, the motivation offered by principals is not long-

term. But if it is absent or non-existent in the schools, then dissatisfaction can set in and ineffectiveness will result.

Conclusion

From the findings it can be concluded that the controlling function of the principal has a statistically significant influence on teachers' effectiveness, while the motivational function is not.

Recommendations

Based on the findings of this research, it was recommended that Government can introduce management courses in the curriculum of training in Higher Teachers Training College in Cameroon.

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