

Original Research Article

School Administration and Social Integration of Learners in General Education Secondary Schools in the District of Mfou Centre Region – Cameroon

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Abstract: *Objective:* To analyse the impact of the management of educational services administration on the social integration of learners in general education secondary schools in the Mfou district. *Methodology:* This is a qualitative study. Medical education research techniques were used to collect field data in four general secondary schools in the Mfou district. Using interview guides, information was gathered from administrative staff with more than two years' seniority, learners in science and literature final year classes, and former pupils likely to be integrated into society. A content analysis of the qualitative data was carried out. *Results:* This article reveals the importance of the administrative management of educational services. School administration management is an action aimed at helping an isolated or marginalised individual move towards a situation characterised by satisfactory exchanges with his or her environment and the integration of young people into the country's socio-economic system. The process of social integration or the managerial skills of a head teacher, administrative practices/techniques in general-education High Schools have an impact on the integration of young people. *Discussion:* The social integration of pupils educated in public general education schools remains problematic. Renowned for their long studies par excellence, they have remained the preserve of learners whose sole ambition is to obtain a matricule to serve in the administration. However, it was necessary to anticipate issues relating to the next generation and even the changes that society was about to undergo. *Conclusion:* Administration management does not take into account training for self-employment or the social reintegration of learners. This article establishes a link between school administration management techniques and the evaluation of their impact on the social integration of young students. In a socio-economic context marked by the difficulty of social integration of young people trained in general secondary schools, the action of school heads within the various administrations becomes an imperative.

Keywords: Administration, management, social integration, general secondary school, Mfou.

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INTRODUCTION

Article 4 of Cameroon's 1998 school orientation law stipulates that: "*the general mission of education is to train children for their intellectual, physical, civic and moral development, and for their harmonious integration into society...*". As the guarantors of a school's smooth running, head teachers have many roles to play. They are agents of change, local managers and strategic partners in the modernization of public administration. Fournier, S. and Masou, R. (2016).

Today's expectations of education are higher than ever. According to Atangana Ondoua (2011), the primary mission of a school is to ensure the training of pupils, in other words, to ensure the transmission of knowledge from the teacher to the pupils. To this end, schools have the means to achieve this mission. However, their real capacity to achieve this objective varies from one school to another. These differences are undoubtedly due to the management techniques used by managers, their level of knowledge of standards, and the

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professional qualities of their leaders. According to Resen (2003), strategic choices for education are framed by two instruments: the Millennium Development Goals (MDGs) and the Growth and Employment Strategy Paper (GESP), drawn up with the aim of achieving Cameroon's ten-year growth rate (2010-2020).

However, despite the fact that it has been seen as a priority for development for decades, the quality of education seems implacably obvious, since 250 million children, more than half of whom have been at school for at least four years, have not been able to acquire the skills they need to facilitate their integration. The facts are there, but the solutions remain complicated to put in place (UNESCO 2003).

The aim is to focus on human capital through the new education guidelines, in order to offer vocational training based on a modernised and considerably strengthened system. This will make it possible to provide students graduating from general secondary education with greater knowledge based on the skills required on the job market. In this way, the beneficiaries will be predisposed towards job creation or self-employment rather than job seekers. In view of the above, it can be said that these schemes are priorities in terms of education.

Notwithstanding the government's efforts to professionalise education in state institutions, public secondary schools in Cameroon, mainly the Lycées de l'Enseignement Général in the Mfou district, are facing many challenges. It is therefore regrettable to note that, despite the hand of association between states (CONFEMEN) to raise the banner of education as development, this project, in the light of the situations prevailing in secondary education today, remains a living witness to the non-fulfilment or partial fulfilment of the MDGs, with a low success rate leading to school drop-out and mediocre social integration. The issue here is to make a contribution in a context marked by trial and error in a sector that is very often not observed very closely. The focus is on teaching practices and methods, but not on the administrative aspect. According to Banner, J.M and Cannon, H.C. (2003), teaching is an art. Indeed, the aim of secondary education is to give all these young people a complete basic education with an identical background, as Corbo, C. (2002) points out. This presupposes specific management techniques for the various educational services that make it up.

METHODOLOGY

The study took place from 15 January 2022 to 15 March 2023 in four General Education High Schools in the commune of Mfou: Lycée classique de Mfou, Lycée bilingue de Mfou, Lycée d'Abang and Lycée de Nkolinda, mainly in 06 scientific and literary final year classes. The selection criteria were developed according to each category of informant. For learners : to be a learner in the final year of secondary school (literary or

scientific); to attend/have attended one of the secondary schools included in the field of study; to be of Cameroonian nationality; not to be repeating a year or coming from another school; to be a voluntary participant in the survey; be between 16 and 18 years of age for learners in the process of learning, and no more than 21 years of age for those who have already obtained a diploma; have a mark of between 8-20 for the current academic year; be a full teacher in a final year class; have attended training at the ENS before or after the implementation of the APC; have worked for at least two years in the same school. For administrative staff or resource persons: have been head of a school for at least two years in the same school; have at least 2 years' professional experience; know how to read and write French or English; have a position of responsibility in the administration of a school.

The actual data collection in the field was carried out using a semi-directive interview guide with 20 administrative staff with more than two years' seniority: Heads of each class, Principals, Censors, General Supervisors; 08 students (4 girls and 4 boys) in the science and literature final years; 02 former students likely to be socially integrated after their studies. The information was collected using an Android phone. The raw data collected in the field was checked for completeness to ensure that respondents were able to answer all the questions. The data was then coded using Excel 2016. Quantitative data on socio-demographic characteristics were processed using SPSS-25.0 (Statistical Package for Social Science) Windows. For the qualitative analysis, a content analysis was carried out. All responses were encoded and recorded according to the categories assigned to them.

RESULTS

Data was collected in the field in two stages: distribution of questionnaires and interviews with learners. With regard to demographic data, the dominant age group was between 40 and 50 years old, i.e. 46%. The dominant gender is female (73%) compared to male (27%). The most common diploma was PLEG (72.23%), compared with 18.18% for other professional diplomas. As for the experience of the staff, the censors, because of their commitment, expressed a percentage of 54.55% against 9.09% among the headmasters. As for seniority in post, this was in the 10-15 year bracket, representing a percentage of 46%.

The day-to-day management of a school's administration is the set of routine and repetitive tasks that enable a company to achieve its objectives (Indeed). It is an important part of the social integration process for young learners. By instilling in them basic notions of respect for others, diligence in their work and teamwork through presentations. It's a way of preparing them for life in society. It's different from school in every way. According to Indeed's career guide, administrative management has three main objectives. Making savings,

increasing productivity and ensuring the smooth running of the organisation.

The administration of a school falls within the remit of the administrative manager. He or she is responsible for all tasks relating to the administration of educational services (applying and complying with rules/legislation, distributing memos and administrative notes, etc.). The head teacher's ability to bring people together, to communicate and to manage work teams enables him or her to have a panoramic view of the whole structure and, above all, to detect any shortcomings that need to be adjusted to better achieve objectives. This calls for the qualities of a good manager. In fact, the role of the head teacher is a fruitful concept for better understanding the integration of young people trained at secondary level. Fournier, S. and Masou, R. (2016).

Clearly, the behaviour of pupils in society is a reflection of the public school, and moreover of general education, at the administrative level, which has a systemic influence on its external performance, i.e. the social integration of young people. Throughout this article, the causal link between administrative management and social integration is developed by identifying possible instruments.

In an environment where incivism dictates its law in general secondary schools, the management of educational services by administrative staff and teachers in the training of students in their care. This raises the question of the impact of this management on the social integration of young people from these educational establishments, which are the general secondary schools in the Mfou district. By virtue of their expertise, the administrators of these institutions for which they are heavily responsible have an obligation to accompany this social stratum towards success, involving all stakeholders: learners, teachers, families and even the Cameroonian state. In an environment where incivism dictates its law in general secondary schools, the management of educational services by administrative staff and teachers in the training of the pupils for whom they are responsible.

This raises questions about the impact of this management on the social integration of young people from these schools, which are the general secondary schools in the Mfou district. By virtue of their expertise, the administrators of these institutions, for which they are heavily responsible, have an obligation to help this social stratum succeed, involving all stakeholders: learners, teachers, families and even the Cameroonian state.

This article is divided into two parts. For several decades, there has been a major interest in the managerial role of head teachers in management science: the role of the head teacher in order to better understand his or her contribution to learner and teacher engagement. Attarca

and Chomienne (2011). According to UNESCO (2006), the head teacher, as the chief administrative officer, is the focal point for the management of school services. Les techniques de communication et la prise de décision au sein d'un établissement scolaire par le chef d'établissement.

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The importance of managing the administration of educational services

For some people, the concept of administrative management is the foundation of a company's (school's) operations. It can be defined as all the routine and repetitive tasks that enable a company to achieve its objectives. It can also be defined as all the functions that exist in an organisation, which seek to make decisions and develop strategies that are favourable to the organisation (<https://economy-pedia.com/11040396-administrative-address>). It is the vital phase of the business in which it is carried out. Decision-making is therefore an important part of this practice. Others, such as Zimnovitch, H. (2012) citing Fayol H., believe that there is a close link between the function of administrator and the concept of management. According to managers, administrative management becomes the backbone of a company. According to Granger, L. (2023) identifies it as "*a set of necessary and compulsory tasks and formalities, to comply with the law and with objectives*". Administrative management is therefore the synergistic action of a group in the organisation and operation of a structure with a view to achieving a common objective by carrying out certain tasks.

Administration plays a key role in the organisation and management of a school infrastructure. Whether state or private, every structure incorporates administrative management into its operating system. This involves everything from documents and memos, to establishing and organising staff schedules, decision-making, projects and other activities that fall within the remit of the administrative manager.

The educational reforms undertaken in several countries focus essentially on preparing young people to cope with change. This stage in a child's life involves education. And given the current economic climate, parents are opting for state schools where tuition fees are supposed to be within everyone's reach. And in return they expect their offspring to fit into social life by using all this training. This is why CONFEMEN says that they

need to be given the tools to meet the needs of the Millennium Development Goals (MDGs).

This situation is strategic for the future and sustainable development of any country. This socialisation of children trained in state institutions involves all the parties concerned, i.e. learners, trainers and decision-makers, who must adapt to the new methods of administrative management and put into practice the value of secondary education as presented by CONFEMEN; a real lever in the fight against poverty. This is one of the reasons why we believe that the economic, social and cultural development of any society is the result of a combination of several factors, such as capacity building, awareness raising and education as a whole, to which must be added a mastery of the principles associated with administration. (Fonkoua 2007). UNESCO (2001) recognises that quality education is one of the main Millennium Development Goals (MDGs). This is why, if administrative management is to be effective, the problems facing this activity must first be resolved. Despite its importance, the task is not easy. In Cameroon, as elsewhere, school administration is faced with operational difficulties.

Social integration of young people

The notion or concept of social integration has been the subject of a number of scientific studies. According to Vultur, M. (2003), it is "*a process enabling a person to integrate into the socio-economic system by appropriating the norms and rules of that system*". With IIDRIS, we see that: social integration is an action aimed at helping an isolated or marginal individual move towards a situation characterised by satisfactory exchanges with his or her environment. It is also the result of this action, which evaluates the nature and density of exchanges between an individual and his environment. For Loriol, M. (1999), social integration is an activity that enhances and re-evaluates the individual by taking into account differentiated pathways. Social integration is therefore about moving from a "non-productive to a productive" state. It is a means of enabling an individual to make the most of his or her intellectual and physical assets in order to escape from dependency.

Vultur (2023) has identified two different factors in the social integration of young people. Firstly, factors that favour the social integration of young people: sociological, intellectual and psychological factors. Secondly, factors that have a negative impact on this integration: school drop-out and parents' social situation.

Other research focuses on the pillars of social inclusion: education, housing and employment, the main aim of which is to enable excluded people to regain their autonomy and self-confidence through work, access to housing and the creation of social ties. (www.solidaire-info.org/domaines/ins...). For La Toupie, the aim of integration is to help an isolated or marginalised person

move towards a state where exchanges with their social environment are considered satisfactory. (www.toupie.org/Dictionnaire/Insertion).

Assessing the level of social integration is little appreciated when it comes to managing the school climate, even though a good climate in a school gives learners and teachers confidence. This enables them to be productive in their performance. And in so doing, it could influence their pedagogical and institutional actions. In the current context of schools, we humbly believe that the dilapidated state of the infrastructure available in schools (classrooms, fencing, etc.) or the lack of professionalism in the management of discipline following the banning of the whip in secondary schools, can slow down this process and have a negative influence on the integration of young people.

Lack of knowledge of responsibilities by those responsible for managing the administration

It has been observed that after the formation of the Higher General Schools, mainly in the arrondissement of Mfou, the rate of access of the pupils trained to basic social services is very low. As a result of administrative management, the young people who have attended these institutions, as well as their environment, do not fully benefit from their passage or their training, sometimes due to ignorance of the importance of education by the parties involved.

Indeed, with regard to the operation of the Higher General Schools surveyed, the administrative side remains marked by several irregularities relating to the quality of management. First of all, there is the problem of compliance with the texts in force. It is no exaggeration to say that the education authorities' ability to react to situations very often leads to a radical break in teaching methods and conditions. One of the survey respondents commented on this.

In fact, many administrative managers occupy positions of which they know nothing about their remit. As most of them have not undergone extensive training in school administration, they have not had sufficient exposure to the realities of administration before sometimes being prematurely promoted to positions of responsibility. What's more, while they were at it, they didn't equip themselves with the armada of relevant legislation. The result is a real amateurism characterised by authoritarianism, arbitrariness and multiple errors in the management of human, financial and material resources.

It was found that most of those in charge of managing the administration were not familiar with the texts and laws governing education or the schooling of young people for the benefit of the nation. The field survey also revealed other administrative management hazards that affect the social integration or socialisation of pupils educated in the Higher General Schools. These

include discipline, infrastructure, finance and teaching methods.

Discipline: mapping the capacities and actions of administrative management stakeholders

The aim is to map the capacities and actions of those involved in administrative management. In other words, the harmonious management of a school aims to achieve the objectives set by the entire educational community. Nothing serious can come from disorder. Discipline plays a predominant role in the education of pupils in state or public institutions where everything seems to be allowed, and supervisors are confronted on a daily basis with accounts of children's rights and human rights as stipulated by humanitarian organisations, to the detriment of learners' respect for the rules of the art. This situation can be analysed not only at the level of supervisors and decision-makers, but also at the level of learners.

It's no secret that today's learners use the term "discipline" in their vocabulary. You have to go to a general education secondary school to see how undisciplined this social stratum is, and how difficult it is to achieve the objectives set. One informant put it this way:

The school administration has been stripped of any power of dissuasion over the learner, with the famous human rights having finally fallen down the scale of values. From now on, the supervisor must evolve according to the learner's moods, on the basis of supposedly international conventions ratified by the hierarchy. As a result of the socio-economic context, the teacher has become the victim of multi-faceted aggression on the part of pupils and parents. Every problem has a solution, and to remedy the rampant indiscipline of learners, the State should, among other things, restore the authority of the teacher by taking dissuasive and repressive measures.

Moral education should also be reintroduced in schools. The government should also, in collaboration with religious circles, step up its efforts to raise awareness among the educational community of the sacred nature of school and the vital role of family education in shaping the future of young people. It is therefore important to identify and involve the key partners who are active in responding to indiscipline in the education sector.

Discipline in administrative management units

It is necessary, not to say imperative, to strengthen the units responsible for managing the administration in teacher training colleges, by making it compulsory for them to read the texts and laws in force in the fields of education. This will depend on the level of education concerned. At the end of their training, once they have been assigned to public institutions, they

should be in a position to put into practice what they have learned in order to call unruly pupils to order. Regular capacity-building seminars should also be organised for department heads. Last but not least, although appointments are discretionary, the hierarchy would do well to take into account seniority and previous positions held before any appointment is made to a school.

The Higher General Schools are rightly regarded as a laboratory where the competent authorities shape young learners in order to ensure their better social integration. It is an essentially technical service which, although it has an administrative organisation, is more a framework for applying a policy conceived upstream. In other words, any design initiative at this level is already subject, or rather subservient, to an outline previously drawn up by the hierarchy, which itself is very often out of step with the realities on the ground. This inevitably results in countless problems that undermine the efforts made by those working in the field to ensure the socialisation of learners. In the worst case, this situation can lead parents to put an end to their offspring's education. What's more, the government's MDG targets for education will not be met.

According to one informant,

As far as supervisory staff are concerned, the situation is not easy. Administrative staff, particularly in the public sector, have no real means of coercion over the staff placed at their disposal. Strictly speaking, the mechanisms put in place by the hierarchy are no more than routine actions that play a coordinating role. They can therefore have no influence either on their salaries or on their redeployment. The long chain of command and the slowness of the bureaucracy give rise to corruption.

So, in the face of the amateurism, carelessness and casualness of supervisory staff, the bodies responsible for redeploying staff should be brought closer to the schools. This could be done, for example, at departmental level. Useful measures and solutions should also be proposed to MINEDUB to improve the situation observed in the management of administration in Higher General Schools.

If necessary, report monthly to MINEDUB on the activities carried out and planned, the challenges, the next steps in the response to the casualness of learners as well as administrative staff and teachers, using harmonised monitoring and reporting tools; Forward the minutes of the monthly meetings to MINEDUB members for decision-making, to put at risk undisciplined supervisors who think that any action within the Higher General Schools is permitted as long as it is a public educational institution, to the detriment of the socialisation of learners.

Lack of facilities for supervisors and students

There is a pressing need for human and material resources, as well as urgently needed infrastructure to absorb all secondary school pupils into the classroom. In addition, vocational training centres need to be built to solve the problems of adolescents who are not in school or who are in school, to protect them from the risks of protection such as juvenile delinquency, forced recruitment, child labour, exploitation and abuse, gender-based violence, etc. The involvement and commitment of all those involved in education are necessary to achieve results in the field of education in the Mfou district. The learning environment is of undeniable importance in the administrative management of general education schools. However, findings from the field reveal a lack of facilities to accommodate supervisors and learners. In the opinion of informants,

Some state schools in Cameroon, mainly in the Mfou district, do not always receive material, financial or infrastructural support from the State or the Government, which is the main sponsor, once they have been officially opened.

This puts the school administration in a difficult position when faced with the exponential growth in student numbers, requiring the construction of other classrooms equipped with teaching materials adapted to each series or specialisation. In this era of professionalisation of teaching, new courses are being created year after year, requiring the use of new technology.

For better management of these schools, the administration and supervisors need to be better equipped to provide quality teaching to learners in order to prepare them for fair and appropriate social integration into society.

Statutory play areas

There's a popular saying in education: "learning is play". In educational pedagogy, play is an element that integrates the learner into social life. Being in a team, playing games, having a team spirit, putting up with and accepting failure are all important elements in the socialisation of learners after lectures. The same applies to everything that contributes to the "social creation of the student". These include computer, machine and library rooms, and school canteens, which create a certain closeness between the administration, supervisors, teachers and learners. However, the results from the field show that most of the Higher General Schools that make up our study sites are not equipped with all the tools that prepare learners for a certain future in society. This is a real bottleneck in the management of these public general education schools by head teachers, the teachers, who are joined by parents through the APEE. As one informant put it when a school doesn't have a regulation play area, when the students in that

school have to face exams and later embrace new situations in life, its leaders are at the very least embarrassed. And faced with such a situation, it is difficult, if not impossible, to count on an oversized output. All the more so as the contribution of parents to the APEE is limited by the texts of the hierarchy. In view of all the above, the role of the head teacher needs to be questioned.

Role of the head teacher

The head of a school, commonly known as the headmaster in Cameroonian secondary schools, represents the Cameroonian state or government, and has a wide range of functions. According to Chapon E. (2008), they are the "managers of their teams". According to the author, head teachers are supposed to apply the directives of the authorities. In other words, when decisions are taken upstream, at the strategic level (the State), putting them into practice at the operational level (the school) is the responsibility of the head teacher. This is why the standards should be part of the school head's scorecard. A sort of guide that they should follow in a linear fashion.

However, Chapon (2008) stresses that this should not prevent it from playing its full role, i.e. motivating staff (certificates of recognition, or even excellence bonuses, etc.), building strategies that are either elitist or, on the contrary, geared towards pupils in difficulty, or innovative and/or aimed at improving know-how. This recognises the value of support or remedial classes. In addition, the teacher is usually prepared to play a purely administrative role: dealing with staff, documents, meetings, etc. But more and more, he or she is being called upon to carry out a variety of tasks. However, according to Attarça and Chomienne (2014), they are increasingly performing functions for which they have not been prepared, such as managing schools. According to these authors, the job of head teacher has undergone some major changes over the last few decades. In order to support the problem linked to the management of Higher General Schools by head teachers, who are probably still poorly equipped, the authors take as their starting point the many changes that have occurred in the exercise of this profession (the decentralisation process, for example, understood as the autonomy granted to schools). On the other hand, changes in the environment of secondary schools (the introduction of APC and the These changes have had an impact on the way schools are run (e.g. the digitisation of teaching, ever-increasing numbers of pupils, overt violence in schools, etc.). Attarça and Chomienne (2014) refer to these changes as factors that contribute to modifying the responsibilities that head teachers have to assume. In addition to their original role as administrators, according to the authors, head teachers find themselves playing new roles.

According to UNESCO (2006), the head teacher is a link in a hierarchical chain who derives his

authority and skills from his line manager. In terms of new roles, there is that of manager, where the head teacher is responsible for managing both material and human resources. There is also the role of leader, which, unlike that of manager, implies that the players to be coordinated have a degree of autonomy in their work.

According to UNESCO (2016), leadership is seen as a process that makes it possible to influence the work objectives and strategies of a group or organisation; to influence the players, the way an organisation functions, its identity and even its culture. In short, as a leader, the headteacher has a panoramic view of the structure for which he or she is responsible. In terms of his managerial role, he is an agent of change (Fournier and Masou 2016) or a strategic partner in the modernisation of public administration (Ulrich 1997). This means that head teachers, in the performance of their duties, should sometimes don the mantle of manager in order to be able to innovate and bring about change. In order to better explain the head teacher's role as manager, Fournier and Masou (2016) take as their starting point a context marked by a series of reforms at secondary level. They note, for example, "the overhaul of curricula", which necessitates the development or, better still, the extension of the role of the C.E. For the new management requires training, evaluation, monitoring, skills, etc., which are all part and parcel of the C.E.'s role. So, in view of the many demands made on them, a change in the role of head teachers is perceptible, both from an organisational and a human point of view, in order to ensure a proper redistribution of roles.

Management of educational services

The management of educational services promotes the social integration of pupils in schools in the town of Mfou. It seemed important to present some of the opinions of the informants identified here as P1, P2, P3, P4, P5 and P6.

The teaching was really high quality. We had friends who came from other schools to ask for our notebooks. For example in philosophy or literature to supplement their lessons. Discipline was respected by both teachers and students. The general supervisors were always at the gates very early and you couldn't come in wearing strange clothes or slippers, let alone run away from school without permission. **P1**

We had a study group with the physics teacher and sometimes what happened at school was just a formality. I'll talk about the discipline, because the other things I don't know. Discipline was average, not too rigid, not too gentle either. But students were very often punished for being late. Those with marks below 08/20 were put on record to get them to work. **P2**

The lessons are given in such a way that the pupils can assimilate what they are given and not the kind of teaching that goes on without trying to

find out whether the lessons are well assimilated or not. Chores were given and many were dismissed. No one was supposed to be outside at lesson time unless they had to be. The roll was called in the classrooms at the end of each lesson by the teacher or class leader. **P3**

The management of educational services in my school is characterised by the good organisation of teachers and the lessons given, lesson times respected, regular teachers, especially in examination rooms, the involvement of parents in the life of the school through parents' meetings - the objective is the success of each pupil and teacher. **P4**

The supervisors make sure that lessons run smoothly, and they do. The teachers, even those who live in Yaoundé, always arrive on time. The only problem is that sometimes we're given homework and not everyone has books. But when I ask for a paper to be signed, I'm given something like a school certificate. Examination papers have also been filed very quickly. In short, the people who work in the administrative block work fast. Even though they arrive around 9 o'clock, we put up with it. **P5**

Discipline. Discipline was taken seriously at the Higher General Schools in Mfou. The headmaster was a lady. She herself didn't joke about discipline among students or teachers. All latecomers were whipped. They were still being whipped. Pupils who got into trouble had their parents summoned. In short, it was rigid, except for the fact that the fence wasn't up, which meant that the guards didn't have to be vigilant. **P6**

In short, in the opinion of the 6 students interviewed on the management of educational services, the schools offer educational services based on good quality teaching, school discipline and more or less open collaboration. Thus, according to the 06 participants, the teaching offered was of good quality in the Higher General Schools surveyed. With regard to discipline services and cooperation with parents, some agreed that the administration was making an effort to maintain cooperation with parents and discipline in order to facilitate teaching and learning activities, as well as the communication link between the school and the family. We can also add the proper management of pupils' administrative files, such as examination records, and the monitoring of teacher and pupil attendance.

DISCUSSION

This study is part of a series of studies aimed at improving the external performance of schools, but also at improving the efficiency of general education schools. In the dynamic management of educational services, the key role of the head teacher depends on the professionalism of school managers. In any case, it is essential to adopt new management methods based on the principles of new public management, and to train

school managers. The aim is to help young people become independent and capable of dealing with the new situations they face.

In Cameroon, according to Article 4 of the Education Orientation Law, the general mission of education is to train children for intellectual, physical, civic and moral development and harmonious integration into society, taking into account economic, socio-cultural, political and moral factors. According to Atangana O.H. (2012), more than 4% of GDP is spent on education each year. This high level of state involvement reflects the value of, and concern for, making the education sector profitable. However, this does not take into account the limitations observed in the management of the structures responsible for training and skills transfer. This raises the issue of the legitimacy of quality management of educational services within state schools.

UNESCO 2006 stresses the crucial role of the head teacher, and Cameroon's 1998 Education Orientation Act reaffirms the State's commitment to young people in the field of education in Art. 4, which states that "*the general mission of education is to train children for intellectual, physical, civic and moral fulfilment and harmonious integration into society...*". Through this study, we are also participating in the development of administrative management techniques which focus on the head teacher's ability to make decisions, to communicate in administration, to the problems encountered in the exercise of his work in order in turn to meet the expectations of the young people trained in his establishment: Quality education. In this vein, Fournier, S. (2015) stresses the importance of management focused on staff satisfaction at both individual and collective levels Fournier, S and Masou, R. (2016).

The results obtained show that the learners who felt they had opportunities for social integration were those who had already obtained their diplomas and whose parents had a good social situation. Their reference point was therefore the relationships that exist within the administration. The head teacher in his role is perceived by UNESCO 2011 as a leader, a manager. But, according to the results, he is no closer to the learners than is the guidance counsellor. This role of manager remains valid in theory. In practice, however, they are totally disinterested. Thus, our results relate to some previous research. However, although this hypothesis is confirmed, it is important to specify that administrative management and the management of educational services require knowledge of established standards. Ba, O. and Ba, M. (2013), define standards as a set of rules, guidelines, characteristics or technical specificities in the form of benchmarks, for entities of activities or their results, guaranteeing an optimal level of order in a given context. However, these results have been confirmed by Chapon (2005), who believes that this organisation encourages the compartmentalisation of absence

management, for example. While teachers are responsible for imparting knowledge, administrative managers are responsible for managing the school's human, material and financial resources.

While teachers are responsible for imparting knowledge, administrative managers are responsible for managing the school's human, material and financial resources. Chapon points out that "*non-quality and dysfunction often occur at the interfaces between functions*". Ultimately, if tasks are carried out in a team spirit, the results will be impressive and positive. This is why we conclude that the degree of commitment of teachers depends on their level of motivation. In fact, Fournier, S. (2015) in his article points out that, in the management of educational services, the motivation of teaching staff is very important. Thus, Maslow's theme of motivation finds its place in this study. All human beings, whatever their work, need to feel motivated in order to perform their tasks more effectively.

The results also support the work of Chapon E. (2008), who shows that the qualities of a head teacher are an asset in the management of an educational service. A head teacher must bring together a number of values: be a head (of a school), become a leader; work according to the principles of effective management; lead a team (pedagogical operations, developing partnerships and opening up the school; motivate staff; assume authority; identify and resolve conflicts; practice mediation; improve the climate in the school.

This work is also in line with that of authors such as Schweitzer (2005) and Horenstein (2006) cited by Fournier and Masou (2016), who have addressed the issue of teacher satisfaction, an important element in the management of educational services. In human terms, we will be talking about teachers' working conditions, which can be replaced here by conditions for student learning. These conditions are the subject of several conflicts at the Schweitzer (2005) and Horenstein (2006) cited by Fournier and Masou (2016). According to Attarça and Chomienne (2011), we are therefore obliged to call on the head teacher's managerial skills. The problem, set out in the form of a question, concerns how head teachers can have an impact on staff satisfaction in secondary education. This question raises the issue of the managerial practices implemented by head teachers and their impact on staff satisfaction.

The objectives of this study are therefore conceptually based. This is because it makes it possible to establish the presence of managerial practices and to evaluate the effects of their application on existing teachers. On a practical level, this research has a twofold objective: the first consists of observing current practices and recognising them as effective tools for individual and collective management of teachers. The second is to show the correlation between these practices and teacher satisfaction. Fournier and Masou, (2014). This approach

initiated by the authors is important because it inspires us in the construction of our problem. To resolve it, the authors will rely on a methodology based on quantitative and hypothetico-deductive research. This presents the results of a study conducted at national level.

The theoretical framework is based on the managerial role of the head teacher, which is a key concept for understanding teacher satisfaction. Herzberg (1971) sees teacher satisfaction as relating to working conditions and pay, as well as success, promotion and even autonomy. It emerges from this theoretical framework that teacher satisfaction is little developed in human resources management, yet it can influence their professional investment, which is considered to be at the heart of their profession. The concept developed here is the changing role of the head teacher. According to Bourgeault (2000), the head teacher as manager is "*the person who ensures that what needs to be done gets done*". He ensures that tasks are carried out within the administration. The theory developed here is the role tension theory developed by Kalz and Khan (1996). They support the role of the public manager according to Bartoli (2009). Surveys carried out in a number of secondary Higher General Schools. The results they arrived at seem to be similar to our own. The schools that put into practice the rules of the new public management, i.e. control, evaluation and reinforcement of performance, were those that obtained the best results.

Like these authors, we used mixed qualitative and quantitative research, which consisted of using two groups for the survey. However, unlike those authors, the number of Higher General Schools making up the study sites was considerably reduced. We took the trouble to check whether these study sites corresponded to the qualitative data collection proper, and are actually located in the commune of Mfou. In addition to the interview guide as a data collection tool, we also used a questionnaire to gather administrative staff's impressions of administrative management. The results showed that the majority of the staff in place had 10-15 years' experience in the post. The prevailing organisational style is participative, with mixed views on staff management, but unanimous on the fact that the pupil must be at the Centre of concerns if satisfactory results are to be achieved.

The work carried out by Doumba (2017) on the importance of leadership development by head teachers has also enriched our work on the themes developed. This qualitative research was carried out in schools in the Mfoundi department. The results showed that only schools in which the head teacher develops good leadership are successful. But this can be verified internally. There is no evidence that leadership style has any real influence on the external performance of a school. This qualitative study should therefore have been accompanied by a qualitative component. In order to

interview the subjects directly involved and gather their points of view.

The data collection and analysis tools varied according to the type of research. We used the questionnaire and the semi-directive interview guide to collect the data. For the analysis, we used statistical and content analysis. Our sample consisted of eleven administrative staff and six learners, both old and new, chosen on the basis of purposive sampling. In other words, individuals likely to provide answers to the questions. According to the authors, the performance of head teachers seems to take precedence over their seniority.

In order to have more solid answers, this would require direct interviews with each head teacher to ascertain his or her opinion on the question. The lack of skills means that school projects lack objectivity or are inappropriate to the learners' school environment. It is important to target the needs of the environment before drawing up a piloting plan. The schools that took part in the survey were those with good academic performance and working with companies committed to these schools. The administration of public services organises the management of educational services around a steering system that focuses on the effectiveness and efficiency of policies, measuring the degree to which the objectives set by the State are achieved. These results are also in line with the work of Pupion and Chappoz (2015). They worked on the strengthening of public policy evaluation practices focused on the management of schools as a factor for better performance. They also emphasised that this approach leads to school management being considered a key success factor in the quest for school performance. This is a hindrance to access to the position of head of school. There is no typical training school for school managers. And automatically, many schools cannot meet the selection criteria of this survey. This is why the results are not generalised.

CONCLUSION

The aim of this article was to show the impact of the management of educational services on the social integration of young people trained in the Higher General Schools. The results presented in this article are not representative of Cameroon insofar as the field survey did not even cover all the Higher General Schools in the commune of Mfou. With this in mind, the qualitative analysis should broaden the scope of the research and increase the sample to ensure that the study is fully representative. Despite the efforts made, the reforms introduced remain insufficient to make the target population operational in society in terms of employment. Administrative management is closely linked to the social integration of young people, which is one of the major objectives of the State in general and of every family. Head teachers must provide local leadership to maintain good discipline in order to optimise the social integration of young people at school,

by equipping them with the tools they need to take charge of their own lives. Head teachers must manage their schools and their students objectively, transparently and even rigorously, by strategically integrating their social environment.

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