

## An assessment of effective communication in school management in secondary schools in the northwest and south-west regions of Cameroon

Kimbi Moses Ndoh \*

*Department of Curriculum and Evaluation, Faculty of Education, University of Yaounde 1, Cameroon.*

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### Abstract

Schools function as complex, dynamic systems that necessitate effective communication to foster healthy, collaborative relationships among students, administration, and parents. Establishing effective communication within educational settings is essential for understanding key communication characteristics, which include both the benefits and common barriers to interaction. Successful communication relies on three critical components: trust, transparency, active listening, and cultural sensitivity. When these elements are effectively implemented, they significantly strengthen relationships and facilitate constructive conversations among stakeholders. This study explores the relationship between effective communication and school management in government bilingual secondary schools in the Northwest and Southwest regions of Cameroon. Employing contingency theory as a theoretical framework, the study utilised a quantitative approach with a correlational research design. Data were collected through a structured questionnaire and analysed using the Spearman rank correlation index with SPSS version 27. The findings validated three alternative hypotheses, revealing correlation coefficients of 75.7%, 54.3%, and 66.9%, respectively, indicating that cultural sensitivity emerged as the most significantly correlated variable. Based on these results, it is recommended that school administrators in Cameroon adopt effective communication practices, emphasizing cultural sensitivity, active listening, and feedback mechanisms, to enhance school management and foster a more conducive learning environment.

**Keywords:** Effective Communication; Cultural Sensitivity; Active Learning; Feedback Mechanism and School Management

### 1. Introduction

In contemporary educational environments, the dynamics of communication play a pivotal role in shaping the relationships that exist among students, administration, and parents. Schools function as intricate systems where effective communication serves as the foundation for fostering healthy, supportive, and constructive interactions. According to Lezotte (1991), effective communication within schools is instrumental in facilitating understanding and cooperation among various stakeholders, ultimately leading to improved educational outcomes. For communication to serve its intended purpose, several key components must be present: trust, transparency, active listening, feedback, and cultural sensitivity (Baker, 2016). Trust and transparency establish an atmosphere where individuals feel safe to express their thoughts and concerns. Active listening ensures that participants genuinely consider one another's perspectives, while constructive feedback encourages continuous improvement. Emphasizing cultural sensitivity allows schools to embrace diversity, creating an inclusive environment that recognizes and values the unique backgrounds of each stakeholder (Fisher, 2011). Furthermore, understanding and overcoming common barriers to communication, such as misunderstandings and preconceived biases—can significantly enhance relationships across the school community (Gordon & Tschannen-Moran, 2007). As highlighted by Fullan (2001), establishing effective communication is not merely about exchanging information; it is about nurturing relationships that can withstand challenging conversations, leading to collaborative problem-solving and a collective commitment to student success. The role of

\* Corresponding author: Kimbi Moses Ndoh

effective communication in schools cannot be understated. It is essential for creating a cohesive and supportive educational environment where every stakeholder feels valued and heard. By cultivating these elements, schools can enhance their ability to engage in meaningful dialogue and foster a strong sense of community.

### 1.1. Statement of the problem

There is no effective communication between teachers and administrators in secondary schools' reasons why teachers face problems in implementing school policies. The Competences Base Approach (C.B.A) is failing because of a lack of communication. This is seen as students leave schools and still lack jobs indicating that the policy was not well conceived, enabling employability to be found wanting. If there is active listening, cultural sensitivity and feedback, communication in secondary schools will be greatly enhanced and students leaving secondary schools shall find and create jobs for themselves and others.

### 1.2. Research questions

- In what ways does cultural sensitivity influence school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon?
- How does active listening influence school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon?
- How does the feedback mechanism affect school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon?

### 1.3. Research hypothesis

- There is a relationship between cultural sensitivity and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon.
- There is a relationship between active listening and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon.
- There is a link between feedback mechanisms and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon.

### 1.4. Objectives of the study

#### 1.4.1. General objectives.

It is to investigate the relationship between effective communication and school management.

#### 1.4.2. Specific objectives

- To examine the relationship between cultural sensitivity and school management in secondary schools in government bilingual secondary schools in the northwest and southwest regions of Cameroon.
- To access the influence of active listening and school management in secondary schools in government bilingual secondary schools in the northwest and southwest regions of Cameroon.
- To investigate the effects of feedback mechanism and school management in secondary schools in government bilingual secondary schools in the northwest and southwest regions of Cameroon.

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## 2. Literature a review

### 2.1. Effective communication in schools

For governance, effective administration in leadership, in education as a principal or teacher, requires excellent communication skills and willingness to engage in challenging conversation. Schools have many stakeholders, students, teachers, administrators and parents. Each of these groups has a strong role to play in the enhancement of conversation and letting in expectations of the educational system and fulfilling those expectations depends on excellent communication skills, both verbal and nonverbal (Glaze, 2014). The barriers and benefits of effective communication need to be understood in order to develop and promote the practice. Understand the message in its intended form. (Fashika, 2017). Challenging conversation includes elevated emotions, differences in points of view, and a value of at least one. Participant. (Ontario principal's councils, 2011). People communicate both directly and indirectly. Direct communication is intentional; while indirect includes expression, physical behaviour and speech patterns (Bender, 2005). Face-to-face communication is an essential component of active listening and awareness of indirect communication (Tyler, 2016). There is a gradual change in education and effective communication builds a positive

school, culture required to implement change. (Hollingsworth et al 2017). The primary relationships in most schools, apart from teacher-student relationships, are among staff, administrators and parents (Wieczorek and Manard, 2018). When implementing a new program, these stakeholders' voices disappear. Hence, the necessity for these essential components to be carefully established. Therefore, the characteristics of each stakeholder cannot be over-emphasized.

## **2.2. Benefits and barriers of effective communication.**

Communication is defined as the sharing of messages, ideas or attitudes that produce a degree of understanding between the sender and the barrier. It implies an attempt to share meaning by transmitting messages among people (Griffin, 1995). Hey, and Misket (1991) see communication as a process of transmitting information from one person to another. They further clarify that communication can be said to have taken place if it is effective. Hence, effective communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended. Therefore, effective communication requires the audience, relationship and effective communication (Safir, 2017). Staff needs to feel heard and valued to welcome changes and changes without consultation deter the chain of communication. Effective communication promotes motivation and builds staff culture, while poor communication creates dissatisfaction (Tyler, 2016). Leaders who choose to accept change are accompanied by good morals (Hollingsworth et al 2017). Leaders who choose to ignore staff feelings of apprehension will spend more time dealing with undesired behaviour (Brown, 2018). Engaging in challenging conversations by using effective communication and listening is necessary to implement changes that enable school improvement (Ontario Principal's Council, 2011).

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## **3. Some benefits of effective communication**

It enhances team member's engagement. While many organizations employ unique strategies to increase team members' engagement, they often overlook open day-to-day communication. It improves the team. Good communication is the backbone of strong bonds. Leadership should model and promote a culture of communication clear, direct, timely and kind to strengthen collaboration and peer relationships. It promotes trust when leaders set the standards for communication across the school. They form a positive example for team members. These examples encourage teamwork, fraternity, collaboration and trust. It promotes team members' loyalty, when leaders communicate thoughtfully with team members rather than observe them from a distance, team members feel appreciated and valued. This feeling stimulates a higher degree of job satisfaction and increases loyalty. It improves productivity. Engage team members with a high sense of understanding of their roles and responsibilities. Communication fuels innovation. Effective communication promotes collaboration when team members can freely share their ideas with colleagues and leadership, and innovation blooms. Effective communication resolves problems. Teams can categorically resolve their differences when good communication has taken place. It further promotes active and thoughtful listening and respectful and professional responses. It creates a better client link. Effective communication can promote good communication among teams that good habits always or often translate to successful interaction with the administration, teachers, students and parents.

An institution, workplace or any organization can render communication more effective through the following ways. Set up an online communication plan, Video conferencing, Internal messaging and chat and Discussion/ WhatsApp fora. For a school to function properly in a serene atmosphere there must be an effective communication system, which is a basic instrument used by managers, principals and head teachers to govern their schools. Effective communication can be enhanced when meetings are supposed to be scheduled, receive calls, read and answer correspondences and above all interact with people of all works of lives. Communication in the school aims at coordinating all the segments that make up a school. Another issue of effective communication is feedback. This involves the verification of the message encoded and transmitted to find out whether the message was appropriately received, recorded and understood. It is expected that when this happens feedback has taken place as a result of the communication.

According to (Gaffin, 1993), communication may involve only two people or it may flow through several different levels of the organization, taking place usually along formal reporting lines as between principals and their subordinates. Hence, for the principal to effectively discharge his duties opportunity, upward communication must come into play. This is one of the vertical communications consisting of messages coming from the subordinate to the superiors until it gets to the top of the hierarchy in any organizational set-up. In a school milieu, it can be from the teachers through the heads of departments to the principal. This type of information is usually informative rather than directive with the content of the message including requests, responses from requests from the hierarchy suggestions, complaints, and financial information that the subordinates deem, is important to the principal. This goes a long way for the principal to get to know about their problems grievances and complaints. This becomes effective only when the environment encourages subordinate participation and contribution. Conversely, upward communication needs to be serene and

condensed if it must move up to the hierarchy given that it may be harmful to the principal if not properly summarized and reviewed. Downward communication occurs when information flows from the top downward to the subordinate. That is from the teachers through the heads of the department and to the teachers and finally students. The content of these messages includes directives or for something to be done, assignment of heads responsibilities and general information that the hierarchy thinks will be of great value to the lower-level staff. (Oloh, 1998, Gaffin, 1993)

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#### 4. Contingency theory (Fred Edward Fiedler-1964)

Modern management theory building highlights the complexity of the organization as well as individual and diversity of their needs, motives, aspirations and potentials. As a result, one-time status or universal management principles are impracticable. The complexity requires intricate managerial strategies for dealing with people and organizations as against the rational economic man of classical theory and the social person view of neoclassical theory, the complex views are system theory, contingency theory, contingency theory, organizational humanism and management science.

As indicated under the system theory, today's organizations are quite complex and there cannot be one correct managerial strategy that works in all situations. The contingency approach stresses the absence of a single best way to manage and emphasizes the need for managerial strategies based on relevant facts. In other words, each manager's situation must be viewed separately, a wide range of external and internal factors must be considered and then the focus should be on the action that best fits the given situation. This approach in a way attempts to integrate the various schools of management thoughts, otherwise, it is obvious that the principles and concepts of various schools have no general and universal applicability under all conditions. The contingency approach suggests that the manager needs to develop skills that are most useful in identifying important situational factors. They are able to identify which techniques, in a particular situation, will best contribute to the attainment of management goals.

In other words, managers should develop a sort of situational sensitivity and practical selectivity. The contingency approach is mostly applied in the activities of motivation, leading and structuring the organization. The other potential areas of application include employee development and training, decisions of decentralization, establishment of communication and control systems and planning information decision systems. The implication of contingency theory on motivation is that behaviours result from individual reactions to important aspects of the environment and individuals are motivated by influences around them. The implementation of leadership is that managers must not only be kind and considerate to subordinates but also flexible leaders and act at the right time. Contingency leadership discusses the aspects of leadership situations that influence how leaders should behave. This theory says that organizations must be designed to fit their situation, particularly the organization's environment, the more flexible the structure must be.

Bureaucratic structures like that of a manufacturing organisation can be effective only in a stable, unchanging environment. An R&D organisation may find a more flexible structure to be more effective, Vroom (1983) opines that in the area of leadership, no one's best way of leadership style or behaviour is adequate to deal with complexities of the underlying processes. However, personality traits and behavioural approaches to leadership depend upon the leader's actions as well as situational behaviours. Hence all theories introduced in the recent past have been contingency which suggests that governance effectively depends upon the fit between personality, task, power, attitudes and perception (Elieshman (1973), Tannenbaum and Schmidt (1973) discussed the various factors which they believe influence a manager of principal's choice of leadership style. They postulate that school administrators (principals) often have difficulty in deciding which type of action is appropriate for handling a particular problem. This situation becomes contingent in view of many options hence the different leadership styles have to be used in different situations as they become contingent. These researchers identified three main forces: Forces on the school administrators; Forces on the subordinates and Forces on the situation Forces on the school administrators: this shows the administrator's leadership methods or behaviours in a particular situation and how they are influenced by forces operating within him or her, his or her valued system, background and experience, knowledge confidence in subordinates, leadership tendencies and security. A school administrator or principal who values individual freedom is self-confident and has trust in himself may allow subordinates a great deal of independence in carrying out their assignments.

Therefore, school administrators should always give or place confidence in their subordinates so as to enable them to know that they are part of the system and engaged in helping the administrator achieve his goal as stipulated which the impact shall be felt on students positively as progress is seen in their end of year evaluation. Forces in the subordinate: subordinates have several individual characteristics behavioural patterns and expectations, that affect their personalities. According to Tannehaun and Schmidt, (1973), the principal can allow greater participation and freedom under the following conditions When the subordinates have freedom of action; When they want to achieve decision-making responsibility; When they identify with school goals When they are able to deal with the school problems

appropriately 45; When their experiences with previous administrators lead them to expect participative management. Forces in the situation: this deals with the various situations the principal has to recognize. These include the school climate; the nature of subordinates' work tasks the pressure of the time and the nature of the problem. For example, if an urgent decision must be taken emergency, the involvement of others in the decision-making process might be different. In this case, it can be very difficult to apply a participatory leadership style. Conversely, the principal should be able to examine among other alternative measures which decision to be taken on his or her subordinates that will lead to a socially good climate. Education financing: It refers to the source used and effective application of funds to solve educational problems thus, attaining the goals of education (Okumanin,2002).

## 5. Research Methodology

The study was carried out in governance bilingual secondary schools in the northern and southwest regions of Cameroon. Data was generated through teachers and students. This study involves both quantitative. A correlational relational research design was used. The quantitative approach involves the use of questionnaires to collect data from teachers and students from public secondary schools. After constructing the questionnaire, a pretesting was done. The results were computed into the SPSS version 27. Cronbach's alpha based on the 27 standardised was 0.897. this indicated that our instrument was very reliable for data collection. The rationale for adopting this approach was based on the fact that it enabled us not only to check the veracity of the data collected but also to describe the problem under observation from various angles. The accessible population of the study was made up of teachers and students of these two regions and random sampling techniques and proportionate sampling were used. The sample in the study was made up of 924 teachers and students in the secondary school 543 teachers and 381 students. These individuals had different characteristics; some were principals and trained and untrained teachers from public secondary schools. The study used descriptive statistics and the Spearman correlation rank index to test the three hypotheses developed for the study.

## 6. Data presentation and interpretation

**Table 1** sample distribution according to cultural sensitivity

	N	Mean	Std. Deviation
There is the spirit of improving relations practice in your school	543	3.2983	0.67598
Your school ensures that cultural stereotypes are avoided in your school	543	3.4015	0.64356
Your school promotes cultural differences is respected in connection with the management style	543	2.9816	0.61322
Empathy is encouraged to build trust, improving intrusiveness	543	3.1657	0.75516
The use of language is not a barrier to students	543	2.6980	0.89943
your institution has a cultural adjustment policy	543	2.8085	0.72397
Cultural diversity is promoted	543	3.1694	0.61712
Valid N (listwise)	543		

(Source: field data, 2024, 1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree)

Table 1: presents the sample distribution of the respondents' views on cultural sensitivity. In the first item, the respondents agreed (mean=3.30, STD =0.68) with the statement that there is a spirit of improving relations practice in your school. In the second item, the respondents agreed (mean=3.40, STD=0.64) with the view that Your school ensures that cultural stereotypes are avoided in your school. On the third item, Respondents agreed (mean=2.98, STD=0.61) Your school promotes cultural differences and is respected in connection with the management style. In the fourth item, Respondents agreed (mean=3.17, STD=0.76) that. The fifth item shows that the respondents agreed (mean=2.70, STD=0.90) with the notion that Empathy is encouraged to build trust, improving intrusiveness t. In the sixth item, respondents agreed (mean=0.2.81, STD=0.72) with the statement your institution has a cultural adjustment policy. In the seventh item, respondents agreed (mean=3.17, STD=0.62) that Cultural diversity is promoted. The findings show that each unit of measurement has a cutoff mean above 2.5 which is the average mean of the scale. This signifies that the respondents generally agreed that cultural sensitivity great contribution to school management in Cameroon.

Therefore, the stakeholders have to ensure effective school management in the northwest and southwest regions of Cameroon.

**Table 2** sample distribution according to active listening

	N	Mean	Std. Deviation
Your school administration assures continuous games	543	2.9742	0.74601
There exist group projects in your school frequently	543	2.9705	0.52875
Your school encourages collaborative activities	543	3.0074	0.52250
Inquiry and based learning are practised most often	543	2.6298	0.64373
Debates and discussions are highly promoted among teachers	543	2.8527	0.65173
Case study activities are practice to analyses to improve students' critical thinking	543	2.9540	0.70821
Thinking is paired and sharing is carried out.	543	2.8729	0.64033
Valid N (listwise)	543		

(Source: field data, 2024, 1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree)

Table 2: presents the sample distribution of the respondents' views on active listening. In the first item, the respondents agreed (mean=2.97, STD =0.74) with the statement that Your school administration assures continuous games. In the second item, the respondents agreed (mean=2.97, STD=0.53) with the view that there exist group projects in your school frequently. On the third item, Respondents agreed (mean=3.01, STD=0.64) Your school encourages collaborative activities. In the fourth item, Respondents agreed (mean=2.63, STD=0.64) that Inquiry and based learning is practice most often t. The fifth item shows that the respondents agreed (mean=2.85, STD=0.65) with the notion that Debates and discussions are highly promoted among teachers. In the sixth item, respondents agreed (mean=2.95, STD=0.71) with the statement that Case study activities are practised to analyses to improve students' critical thinking t. In the seventh item respondents agreed (mean=2.87, STD=0.64) that Thinking is pair and share is carried out. Based on these findings each unit of measurement has a cut-off mean above 2.5 which is the average mean of the scale. This means that the respondents generally agreed that active learning has a statistically significant influence on school management in the northwest and southwest regions of Cameroon. In this light, institutional actors have to ensure the effective implementation active learning approach which will have a corresponding effect on effective school management in Cameroon.

**Table 3** sample distribution according to a feedback mechanism

	N	Mean	Std. Deviation
Your administration encourages the spirit of positive feedback	543	2.9558	0.75985
The performances of students are often reviewed	543	2.6004	0.71137
Negative feedback is checked as a means to enhance proper supervision	543	2.7624	0.66869
Formative feedback is the most important aspect of the administration	543	2.9263	0.66412
The administration encourages summative feedback	543	2.7624	0.67144
Measures are taken to ensure clear, concise, focused and timely action ability of programmes	543	2.8508	0.76948
The institute ensures continuous assessment of pedagogic practices	543	2.9006	0.65795
Valid N (listwise)	543		

(Source: field data, 2024, 1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree)

Table 3: presents the sample distribution of the respondents' views on **the** feedback mechanism. In the first item, the respondents agreed (mean=2.96, STD =0.76) with the statement that Your administration encourages the spirit of positive feedback t. In the second item, the respondents agreed (mean=2.60, STD=0.71) with the view that the

performances of students are often reviewed. On the third item, Respondents agreed (mean=2.76, STD=0.67) Negative feedback is checked as a means to enhance proper supervision. In the fourth item, Respondents agreed (mean=2.93, STD=0.0.66) that Formative feedback is the most important aspect of the administration. The fifth item shows that the respondents agreed (mean=2,76, STD=0.67) with the notion that the administration encourages summative feedback t. In the sixth item, respondents agreed (mean=2.85, STD=0.77) with the statement Measures are taken to ensure clear, concise, focus and timely action ability of programmes. In the seventh item respondents agreed (mean=2.90, STD=0.66) that the institute ensures continuous assessment of pedagogic practices. The results revealed that each unit of measurement has a cutoff mean above 2.5 which is the average mean of the scale. The implications imply that the respondents generally agreed that feedback entertains a significant relationship with effective school management in Cameroon secondary education.

**Table 4** sample distribution according to school management.

	N	Mean	Std. Deviation
1)Student management is at its best in the school milieu	543	3.1123	0.76615
2)The facilities put at the disposal of the school such as infrastructure, computer tables and other equipment are well-managed	543	2.8398	0.59991
3)The administration takes proper care of teachers in terms of motivation, pedagogy, and financial resources	543	2.7440	0.60657
4)The school management ensures effective planning	543	2.7348	0.68161
5)There is efficiency in resource management	543	2.6390	0.84963
6) Their availability of qualified human resources	543	2.9669	0.70502
Valid N (listwise)	543		

(Source: field data, 2024, 1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree)

Table 4: presents the sample distribution of the respondents' views on. In the first item, the respondents agreed (mean=3.11, STD =0.77) with the statement that Student management is at its best in the school milieu. In the second item, the respondents agreed (mean=2.84, STD=0.60) with the view that the facilities put at the disposal of the school such as infrastructure, computed tables and other equipment are well managed. On the third item, Respondents agreed (mean=2.74, STD=0.61) The administration takes proper care of teachers in terms of motivation, pedagogy, and financial resources. In the fourth item, Respondents agreed (mean=2,73, STD=0.68) that school management ensures effective planning. The fifth item shows that the respondents agreed (mean=2.64, STD=0.85) with the notion that resource management is efficient. In the sixth item, respondents agreed (mean=2.97, STD=0.71) with the statement The availability of qualified human resources. Based on these findings each unit of measurement has a cut-off mean above 2.5 which is the average mean of the scale. This signifies that the respondents agreed that the different measures contribute to effective school management in Cameroon bilingual secondary schools.

### 6.1. Hypothesis testing

- **Ha<sub>3</sub>**: There is a relationship between cultural sensitivity and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon.
- **Ha<sub>1</sub>**: There is a relationship between active listening and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon.
- **Ha<sub>2</sub>**: There is a link between feedback mechanism and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon.

**Table 5** Correlations

			Effective school management	Cultural Sensitivity	Active listening	Feedback Mechanisms
Spearman's rho	Effective school management	Correlation Coefficient				
		Sig. (2-tailed)				
		N	543			
	Cultural Sensitivity	Correlation Coefficient	0.757**			
		Sig. (2-tailed)	0.000			
		N	543	543		
	Active listening	Correlation Coefficient	0.608**	0.534**		
		Sig. (2-tailed)	0.000	0.000		
		N	543	543	543	
	Feedback Mechanisms	Correlation Coefficient	0.669**	0.640**	0.707**	
		Sig. (2-tailed)	0.000	0.000	0.000	
		N	543	543	543	
**. Correlation is significant at the 0.01 level (2-tailed).						

Table 5: discloses the correlation between cultural sensitivity and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon. The results highlighted that PV 0.00 is less than 0.005 which is the alpha and standard error margin. This means that there is statistical significance between cultural sensitivity and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon. The correlation coefficient is 0.757. This signifies that cultural sensitivity effectiveness has an influence on school management at 75.7%. In this way, the Pearson correlation coefficient indicated that any amelioration in the unit of measurement in cultural sensitivity leads to a corresponding in an e increase in school management at 75.7%. Therefore, school administrators and other stakeholders in development must engage in ameliorating cultural sensitivity as a means of fostering sustainable school management in bilingual secondary schools in Cameroon.

More so, table 5: equally revealed that there is a correlation between active listening and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon. The results highlighted that PV 0.00 is less than 0.005 which is the alpha and standard error margin. This means that there is statistical significance between active listening and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon. The correlation coefficient is 0.543. This implies that active listening has a significant contribution to school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon at 54.3%. In this way, the Pearson correlation coefficient indicated that any amelioration in the unit of measurement in active listening led to a corresponding in an e increase in school management at 54.3%. Therefore, institutional management has to mainstream these active listening practices as a means of improving effective school management.

Furthermore, table 5: indicates that there is a correlation between *feedback mechanism and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon*. The results highlighted that PV 0.00 is less than 0.005 which is the alpha and standard error margin. This means that there is statistical significance between *feedback mechanism and school management in government bilingual secondary schools in the northwest and southwest regions of Cameroon*. The correlation coefficient is 0.669. This means that *the feedback mechanism* has an



influence on school management at 66.9%. In this way, the Pearson correlation coefficient indicated that any amelioration in the unit of measurement in the human development index and quality education leads a corresponding in an improvement in feedback *mechanism that* will have corresponding effects on school management in Cameroon at 66.9%. Therefore, the government and other stakeholders in development must engage in ameliorating *feedback mechanisms* as a strategy to enhance sustainable school management in Cameroon secondary schools.

## 7. Discussion of findings

### 7.1. Cultural Sensitivity is an indispensable indication of effective communication that significantly impacts School Management in Secondary Schools in Cameroon.

The relationship between effective communication and school management is significant. Alternately, looking at the Spearman rank correlation index indicates that the bond is positive and strong. The results reveal that effective communication influences school management. Communication is effective in school governance and ensures that all stakeholders are informed, engaged and involved in the decision-making process. Effective communication helps create a supportive and transparent environment within schools, leading to better collaboration and ultimately improving student outcomes, improving relations practice in your school, the school ensures that cultural stereotypes are avoided in your school, the school promoting cultural differences are respected in connection with the management style, Empathy is encouraged to build trust, improving intrusiveness institution have cultural adjustment policy and Cultural diversity is promoted. This signifies that the respondents generally agreed that cultural sensitivity great contribution to school management in Cameroon. Therefore, the stakeholders have to ensure effective school management in the northwest and southwest regions of Cameroon. The research results are in accordance with the work of the following authors. In the research by Errida, 2021 for example stated that constant and effective organizational communication is the key to turning an organization into success. The study also suggests the need for regular monitoring and evaluation of communications. However, Errida, 2021 does not mention organizational communication management. The effectiveness of communication within organizations including educational institutions is very important. Organizational goals can be achieved only when there is effective communication. Organizational communication management is urgently needed for preventive purposes (prevention of conflicts), during conflicts and after conflicts itself (Siregar, 2021). Conflicts will become an opportunity and strength for an organization when an organization has good management, including schools as educational organizations.

### 7.2. Active Listening as Communication Strategy Influences School Management in Secondary Cameroon.

Effective school communication changes the landscape of school management as interaction between teachers' administrators and facilitators pedagogic activities for learners and the school environment. (Ayu, 2022) Arake 1993, observes that institutional grapevine has long frustrated school administrators who use this method of communication as diminishing their influence as they lose control of the information flow. But this network satisfies many information needs of the staff and should be seen as part of the organization and management property rather than as something to be ignored. It seems appropriate to conclude with the words of Skillmaker (2014) who postulated that both formal and informal communication are vital and are needed for the smooth management of the school for its success. School administration assures continuous games. There exist group projects in your school frequently. The school encourages collaborative activities. Inquiry and based learning are practised most often Debates and discussions are highly promoted among teachers. Case study activities are practice analyses to improve students' critical thinking. Thinking is paired and sharing is carried out. This means that the respondents generally agreed that active learning has a statistically significant influence on school management in the Northwest and southwest regions of Cameroon. In this light, institutional actors have to ensure the effective implementation active learning approach which will have a corresponding effect on effective school management in Cameroon.

### 7.3. Feedback Mechanism is a communication evaluation tool for effective School Management in Secondary Schools in Cameroon.

Poor job performances among staff, poor academic performance among students, delayed duplication of duties, and hindrance to the achievement of school goals were all steered as results of poor communication in the school by the respondents to support this friendship, Ndum, 2013 postulates that breakdown in communication and its process can lead to many managerial problems in the school. Your administration encourages the spirit of positive feedback. The performances of students are often reviewed. Negative feedback is checked as a means to enhance proper supervision. Formative feedback is the most important aspect of the administration. The notion that the administration encourages summative feedback. Measures are taken to ensure clear, concise, focused and timely action ability of programmes. The institute ensures continuous assessment of pedagogic practices. The implications imply that the respondents generally agreed that feedback entertains a significant relationship with effective school management in Cameroon secondary

education. Therefore, effective communication requires the audience, relationship and effective communication (Safir, 2017). Staff needs to feel heard and valued to welcome changes and changes without consultation deter the chain of communication. Effective communication promotes motivation and builds staff culture, while poor communication creates dissatisfaction (Tyler, 2016). Leaders who choose to accept change are accompanied by good morals (Hollingsworth et al 2017). Leaders who choose to ignore staff feelings of apprehension will spend more time dealing with undesired behaviour (Brown, 2018).

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## 8. Conclusion

To conclude, Communication is a tool for effective school management and leadership of institutions. Effective communication would lead to effective collaboration which would significantly enhance the attainment of institutional objectives. This means that effective communication within the school system could positively influence key processes such as the procurement process, the teaching and learning processes, the administrative process, the evaluation process and many more. Lack of communication implies that the school administration is mostly using the autocratic style of leadership which is not appropriate for school management. Vertical and horizontal communication seems to be posing a problem in the sense that proper communication channels are not created and respected. The most effective communication clearly informs others and actively listens to them at the same time. They can accept input both verbal and nonverbal; while inclusively expressing their thoughts and opinions regardless of the communication style, effective communication involves a connection with others. It involves understanding and speaking to its needs and then responding to real-time feedback. It means having the conversation that workers or teachers want to have. Respondents further agreed that administrators have established communication with external public authorities. This type of collaboration appears to be political as it has little or nothing to contribute to the effectiveness of pedagogic processes within the school system leading to inappropriate implementation of school policies such as the Competences Based Approach that have left students jobless after undergoing secondary education. Therefore adopting, cultural sensitivity, active listening and feedback mechanisms as effective communication strategies will create a conducive working environment for teaching, and it will also enhance effective school management in Cameroon secondary schools.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

The author declares that there is no conflict of interest regarding the conduct, analysis, and publication of this research. This study was carried out independently and was not influenced by any financial, institutional, or personal relationships that could be perceived as potential conflicts. All data were collected and analyzed objectively, with a commitment to academic integrity and ethical standards.

### *Statement of informed consent*

All participants involved in this research were fully informed about the purpose, procedures, and scope of the study titled "An Assessment of Effective Communication in School Management in Secondary Schools in the northwest and southwest regions of Cameroon." Participation was entirely voluntary, and participants were assured of their right to withdraw at any time without penalty. Before data collection, each participant provided verbal and/or written consent after being informed about their rights to privacy, confidentiality, and anonymity. The information gathered was used strictly for academic purposes and was treated with the utmost confidentiality. No identifiable personal data were included in the analysis or presentation of findings. This research adhered to the ethical standards outlined by The University of Yaounde 1 and followed all applicable national and institutional guidelines for research involving human participants.

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