

Job Description and Administrative Output in Teacher Training Colleges in the North West Region of Cameroon

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ABSTRACT

This study had as main purpose to examine effect of job description on the output of school administrators in Teacher Training Colleges (TTCs). Specifically, it was to find out administrators' knowledge on their job description; how job description of other administrators affects the output of their Principals; effects job description of other school administrators on their output; and the challenges faced by administrators in implementing their job description. The descriptive survey design was used on a sample of 48 school administrators selected from a total population of 92. The simple random sampling technique was used to select schools and accidental sampling technique used to select the 48 administrative staff. A self-constructed 20-item questionnaire (closed ended) was used as the main instrument for data collection with a 4-item interview guide. Data was analyzed using descriptive statistics and results presented in the form frequency and percentages while Spearman rho was used to verify the hypotheses. It was found that administrators' in TTCs have an average knowledge on their job description; the Job description of other administrators significantly affects the output of the Principal; the execution of job description by other school administrators has a significant effect on their output; and administrators in TTCs face very few challenges in implementing their job description including conflict of interest and Role confusion by collaborators on lucrative functions and poor control by the principal. Based on these, the researchers recommended amongst others that the government and school proprietors should formulate effective job descriptions which would include job specification, job qualification, working condition and responsibilities of every administrator.

Keywords: Job Description, administrative output, Teacher Training Colleges, Cameroon

INTRODUCTION

Schools in Cameroon during the pre-colonial and colonial eras were responding only to the needs of evangelization and colonialism rather than education for national development. By the late 19th century therefore, the earliest kind of teacher education appeared in the training of men to teach the doctrines of various religions (Agbor & Wemba, 2017). The formal training of teachers in Cameroon is a relatively new phenomenon that dates back to about 80 years (Fonkeng, 2005). Alfred Saker (in 1885) and the Roman Catholic Mission (in 1907) respectively provided such training in Douala. The first training college; Foulassi, was opened in 1925 near Sangmelima in the Dja-et Lobo by the Presbyterian American Mission with the objective to train teachers for the primary schools and for evangelisation.

For the English Speaking Cameroon, a Teacher training college (TTC) for girls was opened in Kumba by the St Franciscan Missionaries in 1949, awarding a Grade III and later Grade II certificates (Agbor & Wemba, 2017). In addition, another training college was opened in Mutengene for both men and women. Fonkeng (2005) affirms that the Presbyterian Church had three teacher training colleges opened since 1966, only Presbyterian Teacher Training College (PTTC) Mbengwi opened in 1981 for the training of Grade II teachers now exists. The Baptist Mission through the support of the German Development Service opened a teacher training college for Grade I and II Teacher Certificates with boarding facilities in Ndop in 1985. Other than these, the German Development Service through the financial support of the Protestant (Agbor&Wemba, 2017)

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For the French Speaking Cameroon, by 1956 there were only four private teacher training colleges in the whole territory, the first of which had been opened at Nkongsamba (Fonkeng, 2005). Between 1957 /1958 the Lutheran Evangelical Church opened a college whose objective was to train teachers. Other strategies for training were adopted by the mission, leading since 1975 to the opening of a center in Ngaoundere for the retraining of teachers. Other prospective teachers of the Lutheran schools were trained as private teachers in the then Government Teacher Training Colleges for all levels of the school systems as far back as 1972. Some of the teachers were trained in Senegal and France. The reflection of Protestant education in Francophone Africa in 1988 led to the creation in 1989, of a school development network (Reseau Ecole Development) known by the acronym, RED.

Today, teacher training colleges abound in Cameroon. They are found in each of the 48 divisions in Cameroon. Each of these Teacher Training Colleges respects the language of origin as inherited from the colonial masters. That is, all the teacher training colleges found in the North West and South West regions and purely Anglo-Saxon in nature while those in the other 8 regions of the country are purely of the French nature. However, at each regional headquarter, there exists a Bilingual Teacher Training College. It is worth nothing also that there exists private Teacher Training Colleges that operate as regular and evening schools.

The duties of school administrators may vary depending on the size and type of school they work in. School administrators are hired to oversee the day-to-day functions in the school. They manage routine activities, lay out future visions, and provide instructional leadership. They may direct programming, hire and supervise staff, manage budgets, and make decisions that affect the academic community.

Therefore, budgets, logistics, schedules, disciplinary actions, evaluations, and public relations fall under the scope of educational administrators but they must ensure that their school follows regulations set by local, regional and state authorities (Bruens, 2020).

According to decree No 80/115 of 9th June 1980, spelling out the status of TTCs and the resolutions of the "Conseil de Direction Commun des ENIEG et des ENIET" of 23rd and 24th April, 2012, there are 4 major

administrators in teacher training colleges. These include Principal, Vice-Principal, Chief of Service for Administrative and Financial Affairs (CSAFA), Chief of Service for Studies and In-Service Training (CSSIS), Senior Discipline Masters(SDM). The CSAFA has two chiefs of bureau under him namely Chief of bureau for Administrative Affairs (CBFA) and Chief of Bureau for Budget and Materials (CBBM). Also, the CSSIS has two chiefs of Bureau. That is, Chief of Bureau for Studies and In-service Training (CBSIT) and the Chief of Bureau for Research and Documentation (CBRD). This makes a total of 8 administrative staff with different functions.

According to Ngirwa (2005), a job can be defined as unit of work comprising related tasks that have been grouped together for purposes of assigning them to a person or group of persons for performance. Job description is a written statement of the content of any particular job and it can be distinguished from a person's specification, which describes not the content of the job, but the attribute, which allow individual or group of staffs to work efficiently according to what they ought to do (Barry, 2003).

To Armstrong (2010) job descriptions should be based on the job analysis and should be as brief and formal as possible. Their content could be described under the headings of job title, main purpose of job, main activities, tasks or duties. This is one document that has become the basic building blocks for enterprise wide talent management processes such as recruitment, succession planning, coaching, training and development, compensation, legal aspect, performance appraisal and performance evaluation or job modeling (Ramadhan, 2014). According to the above author, a job description is usually developed by conducting job analysis, which includes examining the tasks and sequences of tasks necessary to perform the job. The analysis considers the areas of knowledge and skills needed for the job. A job usually includes several roles. The job might be broadened to form a person specification or may be known as Terms of Reference. The person/job specification can be presented as a stand- alone document though in practice, it is usually included within the job description.

According to Krishnam & Sweta (2017), managers are requested to writes job description and established the standard of performance, because identification and classification of work

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enables managers to concentrate on important activities, avoiding unnecessary duplications, overlapping and wastage of effort.

From the above definitions, we realize that Job description is a written statement of what the job holder does. It also describes the job to the new applicants, it guides new employees who enter to the system about what they are expected to perform and for cross checking whether the actual activities of the employees match with their describe duties.

A job description is a guide for the incumbents to follow as it provides them with a list of duties that they should do, the responsibilities that need to be undertaken' and what the organization expects from the employee. It should represents the minimum activities that the staff is committed to perform. So, every organization in order to avoid repetition of the work and overlapping of duties should design good structure that will achieve organization's objectives and goals. The school is not left behind. A well-developed job description is needed to clear all the obstacle that the administrators and their collaborators will faced while performing their tasks and duties.

Job descriptions are based on objective information obtained through job analysis, an understanding of the competences and skills required to accomplish needed tasks, and the needs of the organization to increase productivity in work (Ramadhan, 2014). A positive job description provides an opportunity to clearly communicate to company direction and they tell the employee where he or she fits inside of the big picture of the institution. Effective job descriptions will help to align employee direction. Alignment of the people to employee with specific goals, vision, and mission spells success for the organization.

Moreover, job description is helpful in framing questions to be asked in the selection interviews, it helps during the orientation or induction process and in placement of new employees on job positions or when transferring or promoting coworker.

Job description as a check-list which is useful in performance appraisal, helps individual employees to have their own self-appraisal and self-development. Job description also, helps managers to prevent misunderstandings which could otherwise mar the performance of the organization. By using effective job description

managers can decide when a worker is due for promotion on the basis of his or her job performance or when his or her experience can best be utilized elsewhere (Ramadhan, 2014). According to Krishnam & Sweta (2017), poor job description and ineffective job description is considered as the critical challenge.

Our Teacher Training Colleges have witnessed an increase in conflict amongst collaborators and at the same time poor management of resources and personnel. Administrators are seen infringing in the duties of others and still maintain their positions. This has become glaring during the last 3 years of intensive crisis that has pushed many teachers and administrators out of their workplace. Inspectors, Supervisors and principals are hardly present to do effective control. This has actually led to a generally poor output in terms of monitoring and control (Wemba, 2020). It was against this backdrop that the researchers sought to find out the effects of job description on the output of administrators in TTCs.

OBJECTIVES OF THE STUDY

The main objective of the study was to find out the effect of job description on the output of school administrators. Specifically, the study sought to:

- To find out administrators' knowledge on their job description
- To find out how job description of other administrators affects the output of their Principal
- To examine the effects job description of other school administrators on their output
- To find out the challenges faced by administrators in implementing their job description

RESEARCH QUESTIONS

The following questions were posed to guide the study:

- What is the level of administrators' knowledge on their job description?
- How does job description of other administrators affects the output of their Principals?
- In what ways does job description of other school administrators effect their output?

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- What are the challenges faced by administrators in implementing their job description?

HYPOTHESES

Ho₁: The Job description of administrators does not significantly affect the output of their Principals?

Ha₁: The Job description of administrators significantly affects the output of their Principals?

Ho₂: The Job description of other administrators has no significant effect on the output of their Principals?

Ha₂: The Job description of other administrators has a significant effects on the output of their Principals?

METHODOLOGY

The study was a descriptive survey as it intended to collect data from some administrators considered as representatives of all administrator of TTCs in the North West

Region. The choice of the North West Region was due to the fact that the researchers have taught in many of these TTCs and have equally trained some of the administrators in these schools. The sample was made up of 48 administrative staff selected from a total population of 192. These included both private and Government TTCs were sampled. Administrators selected included Principals, Vice principals, CSAFA, CSSIS, SDM, CBFA, CBBM, CBSIT and CBRD. The simple random sampling technique was used to select schools and accidental sampling technique used to select administrators. A self-constructed 20-item questionnaire (closed ended) was used as the main instrument for data collection with a 4-item interview guide. With the help of the Statistical Package for Social Sciences, the data was analyzed using descriptive statistics and results presented in the form frequency and percentages while Spearman rho was used to verify the hypotheses. This was chosen because we intended not only to assess the association but also to provide the strength of the linear association between the two variables.

FINDINGS

Administrators' in Ttcs have an Average Knowledge on their Job Description

Table1. School Administrators' responses on their level of knowledge on their job description

S/N	ITEM	SA		A		D		SD		Total
		Freq	%	Freq	%	Freq	%	Freq	%	
1.	I have broad knowledge on the job specifications of all administrators in my school	8	16.7	9	18.8	11	22.9	20	41.7	48
2.	I am aware of all the duties and responsibilities of my office	15	31.3	15	31.3	10	20.8	8	16.7	48
3.	I can bring out a clear cut difference between my functions and those of my collaborators	10	20.8	15	31.3	15	31.3	8	16.7	48
4.	I can identify when my collaborator infringes on my job description	15	31.3	15	31.3	10	20.8	8	16.7	48
5.	I can identify when I infringe on my collaborators job description	13	27.1	17	35.4	10	20.8	8	16.7	48
	Total	61	127.2	71	148.1	56	116.6	52	108.5	240
	Mean	12.2	25.44	14.2	29.62	11.2	23.32	10.4	21.7	48

Form the above analysis of data, we realised that out of the 48 respondents 8 strongly agreed that they have a broad knowledge on the job specifications of all administrators in their school giving 16.7%, 9 of the respondents agreed the view point with a percentage of 18.8, 11 respondents disagreed giving a percentage of 29.9 while, 20 respondents strongly disagreed scoring the highest percentage of 41.7. In item two, 15 out of 48 respondents strongly agree that they are aware of all duties and

responsibilities of their offices giving 31.3%, 15 also agreed the concept with a percentage of 31.3, 10 respondents disagreed giving a percentage of 20.8 while, 8 respondents strongly disagreed. From item 3, out of the 48 respondents 10 strongly agreed that they can bring out a clear cut differences between their functions and those of other collaborators scoring a percentage of 20.8, 15 correspondents agreed giving a percentage of 31.3 while, 15 (31.3%) refused the assertion and 8 respondents

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strongly disagree leaving a percentage of 16.7. In item 4, 15 respondents strongly accepted that they can identify when collaborators infringes on my job description with a percentage of 31.3, 15 also agreed giving 31.3% while, 10 refused the concept scoring a 20.8% and 8 strongly disagreed the fact giving a percentage of 16.7. The last item was to identify when teachers infringes on collaborators job description where 13 respondents strongly agreed giving 27.1%, 17 agreed with a percentage of 35.4 while, 10 disagreed leaving a percentage of 20.8 and 8 strongly disagreed with a percentage of 16.7.

It was found that school administrators in TTCs had an average knowledge of their job description and that of their collaborators. During the interview, 70% of the administrators admitted that they do not have the regulatory circular that specifies their job description while 92% could not cite the text. This finding was in line with [Erich, David & Robert](#) (2018), who assert that employees who do not have a clear understanding of how their jobs fit into the overall work picture of their organization are more likely to exhibit carelessness and the inability to make clear distinctions on which

aspects of their job are most important. The above authors further assert that that management needs to clarify work roles and provide training to minimize the differences and impact the quality of decisions based upon factors important to the organization. Understanding of a good job description will greatly affect the school's performance. Administrators fatigue arises in the work because work will feel complicated due to employees not understanding the description of their position ([Risqi, Elisabet & Hamdani](#), 2019).

The Job Description of Other Administrators Significantly Affects the Output of the Principal

The findings revealed that that the principal's output was affected by the job specification of collaborators depending on how they mastered and implemented it. During interviews, principals affirmed that when there is orderliness and respect for sphere of influence by other collaborators, they (Principals) find their job very easy. This was also revealed in their responses from the questionnaire as analysed in tables 2 and 3 below:

Table 2. The effect of job description of other school administrators on the Principal's output

S/N	ITEM	SA		A		D		SD		Total
		Freq	%	Freq	%	Freq	%	Freq	%	
1.	When collaborators do their specified jobs, the principal has little or no work to do	20	41.7	10	20.8	10	20.8	8	16.7	48
2.	The job of the principal is made easier when other administrators do their required jobs	25	52	11	22.9	0	0	12	25	48
3.	The principal's output is increased when there is orderliness in terms of functions of various collaborators	25	52	11	22.9	0	0	12	25	48
4.	When there is conflict of functions, the principals output is affected negatively	17	35.4	13	27.1	10	20.8	8	16.7	48
5.	Principals who supervise the job performance of their collaborators will always have an effective output	13	27.1	17	35.4	10	20.8	8	16.7	48
	Total	100	208.2	62	129.1	30	62.4	48	100.1	240
	Mean	20	41.64	12.4	25.82	6	12.48	9.6	20.02	48

From the table above, 20(41.7%) strongly agreed that collaborators do their specified jobs without any influence from the principal, 10(20.8%) disagreed, 10(20.8%) agreed the concept and 8(16.7%) strongly disagreed that collaborators do their specific jobs with the

influence of the principals; 25 out of the 48 respondents strongly agreed the job of the principals is made easier when other administrators do their required jobs giving a percentage of 52, 11(23%) agreed, 12(25%) totally disagreed; the third item shows that

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25(52%) and 11(23%) strongly agreed and agreed respectively while, 12(25%) strongly disagreed. From item 4, 17(35.4%) strongly agreed, 13(27.1%) agreed and 10(20.8%) disagreed the point while, 8(16.7%) strongly disagreed creating the impression that conflict at the job side hasn't got any effect on principals

output. From item 5, 13(27.1%) strongly agreed and 17(25.4%) agreed the fact that principals who supervise the job performance of their collaborators will always have an effective output while, 10(20.8%) disagreed and 8 (16.7%) strongly disagreed the concept.

Table3. Correlations on the effect of job description of other school administrators on the Principal's output

	Job description of other school administrators	Principal's output
Job description of other school administrators		
Principal's output	.751*	
Mean	2.215	2.265
SD	0.570	0.887

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

Table 3 measured the effect of job description of other school administrators on the Principal's output effect of Principal's output in TTCs. The above statistics shows that the correlation was significant at 0.05 level. The Correlation index stood at 0.751, indicating that the effect of job description of other school administrators on the Principal's output in TTCs is positive and strong. The null hypothesis was rejected in favour of the alternative and concluded that Job description of administrators significantly affects the output of their Principals. Based on these, it was ascertained that the more the other collaborators are conversant with and respect their job descriptions, school principals become more effective and increase their output.

This finding tied with Nduta (2014) who found out that job description influences job performance. Furthermore, Ramahdan(2014) supports this view by pointing out that a positive job description provides an opportunity to clearly communicate to company direction and they tell the employee where he or she fits inside of the big picture of the institution.

Table4. Correlations on the effect of job description of other school administrators on the their output

S/N	ITEM	SA		A		D		SD		Total
		Freq	%	Freq	%	Freq	%	Freq	%	
1.	Job description in my school is clearly delineated	7	14.6	14	29.2	17	35.4	10	20.8	48
2.	Unclear job description hinders my output and that of my collaborators	17	35.4	13	27.1	10	20.8	8	16.7	48
3.	My output is improved if the my collaborators perform their functions appropriately	10	20.8	17	35.4	13	27.1	8	16.7	48
4.	When there is conflict of functions, the my output is affected negatively	15	31.3	15	31.3	10	20.8	8	16.7	48
5.	Verbal job description leads to conflict in job performance	20	41.7	17	35.4	11	22.9	0	0	48

Effective job descriptions will help to align employee direction. This indicates that a leader cannot work alone, but requires another group of people or subordinates who are driven in such a way that the subordinates give their dedication and contribution by working effectively and efficiently, economically and productively (Risqi, Elisabet & Hamdani, 2019).

Therefore, the principal's output is increased when there is orderliness in terms of functions of various collaborators, when there is no conflict of functions and when collaborators do their specified jobs.

The Execution of Job Description by Other School Administrators has a Significant Effect on their Output

The findings revealed that the execution of job description by other school administrators in TTCs significantly affects their output. When job descriptions in schools are clearly delineated with little or no conflicts, collaborators experience and increased output as revealed in table 4 and 5 below:

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	thereby affecting output									
	Total	69	143.8	76	158.4	61	127	34	70.9	240
	Mean	13.8	28.76	15.2	31.68	12.2	25.4	6.8	14.18	48

Results from table 3 shows that 7 respondents out of 48 strongly agreed that job description in their schools are clearly delineated giving a percentage of 14.6, 14 respondents agreed with a percentage of 29.2 and 17 respondents disagreed the opinion with 35.4% while, 10 (20.8%) strongly disagree; 17 (35.4%) respondents strongly agreed that unclear job description hinders their outputs and that of collaborators, 13 agreed with a percentage of 27.1 while, 10 (28.8%) respondents disagree and 8 (16.7%) strongly disagree; 10 respondents strongly accepted that their output can improved if their collaborators perform their functions

appropriately giving a percentage of 20.8, 17 (35.4%) agreed and 13 (27.1%) disagree the view while, 8 (16.7%) strongly disagree; 15 (31.3%) of the respondents strongly agreed that conflict of functions affects output negatively, 15 (31.3%) agreed while, 10(20.8%) disagreed the concept and 8 (16.7%) strongly disagreed leaving the impression that conflict of functions do not negatively affect output; from item 5, 20(41.7%) strongly agreed that verbal job description leads to conflict in job performance, 17(35.4%) agreed while, 11(22.9%) disagreed the opinion.

Table 5. Correlations on the effect of job description of school administrators on their output

	Job description of school administrators	Administrators' output
Job description of school administrators		
Other administrators' output	.611*	
Mean	2.112	2.112
SD	0.590	0.771

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

Table 3 measured the effect of job description of other school administrators on their output in TTCs. The above analysis shows that the correlation was significant at 0.05 level. The Correlation index stood at 0.611, indicating that the effect of job description of other school administrators on the Principal's output in TTCs is positive and strong. The null hypothesis was rejected while the alternative was retained, thereby concluding that the Job description of other administrators has a significant effects on their output. Based on these, it was ascertained that the more collaborators are versed with and respect their job descriptions, the more they become effective among themselves and thus increase their output.

The findings are in congruence with Ramahdan (2014) who stated that Poorly, written job descriptions, on the other hand, add to workplace confusion, hurt communication and make people feel as if they do not know what is expected from them. Therefore, when there is a clearly delineated job description and when administrators perform their functions appropriately it increases their personal output and that of their collaborators

Administrators in Ttes Face Very Few Challenges in Implementing their Job Description

The various administrators

Table 6. Challenges faced by administrators in TTCs

S/N	ITEM	Freq	%
1.	Unclear job description	31	62
2.	Conflict of interest and Role confusion by collaborators on lucrative functions	38	79
3.	Poor control by the principal	25	52
4.	Absence of other collaborators from job site	24	50
5.	Pressure from hierarchy on other duties	35	73
	Total	61	71

Given the results from table 4, 31 (62%) out of 48 respondents affirms that school administrators give unclear job description to the subordinates which might to poor output, one can also discover that conflict of interest

and role confusion by collaborators on lucrative functions was another troublesome situation were 38 out of 48 respondents accepted that it is a major source of job dissatisfaction giving a percentage of 79, from the point of many

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respondents, poor control by the principal reduces effectiveness at work and poor output at 25 (52%), another major concern was the fact that many collaborators vehemently absent from the job site making work to be timid and boring which was confirm by 24 (50%) respondents and finally, pressure from hierarchy on other duties was a point of concern where work find it difficult handle their jobs and other duties assigned by the hierarchy with a turnout of 35 out of 48 at a rate of 73%.

The above findings tie with (Ramadhan, 2014), who found that the problems leading to poor performance among the workers are related with absence or unclear job descriptions with unspecified working conditions during recruitment process, poor involvement of workers in decision making process and underutilization of skills acquired by employees.

CONCLUSION

Job description of administrators in TTCs has a significant effect on administrative output. That is, the job description of every administrator has a positive effect on his/her output and on the output of the principal. At a significant level of 0.05, the Job description of other administrators has a significant effects on the output of their output and that of their Principals with the correlation indices of 0.611 and 0.751 respectively. This effect was found to be a strong and positive one, indicating that the more school administrators become conversant and practice their job descriptions, the more their personal output, the output of the principal and the general output of the school. That is, the job of the principal is made easier and his output is increased when there is orderliness in terms of functions of various collaborators and when there is little or no conflict of functions. Poorly, written job descriptions, on the other hand, add to workplace confusion, hurt communication and make people feel as if they do not know what is expected from them. Unclear defined job description may cause dissatisfaction which is among symptoms of an underlying employee problem that should be addressed, overlapping of job, low morale and poor performance

A major benefit of job description is that they enhance administrators' productivity and reduce role ambiguity and the effects of overlapping responsibilities in the school milieu. Lack of a job description causes collaborators to emphasize the wrong aspects of their jobs. Administrators who work without

clear direction can become confused, frustrated and demoralized. They can also feel principal is shifting work to them unfairly, further contributing to decreased morale and high turnover. Therefore, a written job description should not only include the tasks an employee is expected to perform but also a ranking of importance of each duty. Majority rated themselves during interview as having a good mastery even though there are not in possession of the circular spelling out their job descriptions.

Despite the fact that administrators recognized the benefits of job Description, most of them do not master their job descriptions and are ignorant of the regulatory texts that spell out their functions. Therefore, well developed job description is needed to clear allthe obstacle that the employee will faced while performing their tasks and duties (Royer,2009).

RECOMMENDATIONS

Based on the findings the researchers made the following recommendations:

- The government and school proprietors should formulate effective job descriptions which would include job specification, job qualification, working condition and responsibilities of every administrator.
- Principals need to attend several management courses, workshops and seminars. This would increase their competences in handling technical problems especially those touching on teachers and other school members as far as job description is concern. Similarly, they need to device ways of improving the morale of other administrators (collaborators) in order to motivate them to work tirelessly and passionately at the job side.
- School Principals should assure the inter-functioning of all the different positions and roles needed to get the job done by their collaborators in order to increase performance.
- As part of the efforts toward administrative effectiveness and excellence, the issue of punctuality needs to be observed by administrators in an educational institution. This will help enhance effectiveness and a greater job satisfaction.

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