

Table of Content

1	Introduction.....	19
1.1	Context and problem description.....	20
1.1.1	School situation in Cameroon: Shaped by colonial and missionary times	20
1.1.2	Faith-based schooling: An ambivalent context	29
1.1.3	Leadership quality	32
1.1.4	Summary of the contextual and theoretical positioning of the study	35
1.2	Research questions.....	36
1.3	Methods	37
1.4	Outline of the study.....	38
2	State of research: Protestant school profile and school leadership	40
2.1	Theoretical background of the protestant school profile	41
2.1.1	Protestant school profile: Theological perspective	42
2.1.2	Pedagogical perspective: An implicit understanding of the Protestant profile	50
2.1.3	Protestant schools and the state system.....	55
2.2	School leadership and quality school development.....	62
2.2.1	Why school leadership matters	63
2.2.2	Models of school leadership and implications for school quality.....	64
2.2.3	Challenges of school leadership	67
2.3	Leadership in Cameroon schools	69
2.4	Leadership in Protestant schools: How it looks like and what it is serving for.....	71
2.5	Why to profile none-state religious schools.....	74
2.6	Relevance of the study and the research gaps addressed.....	76
2.7	Conclusion.....	79
3	Methodology and methods	80
3.1	Methodology: Hypothesis-generating qualitative approach....	80
3.2	Data collection: Semi-structured narrative interviews	82
3.3	Sampling technique: Theoretical sampling.....	89

3.4	Data analysis: Qualitative content analysis.....	97
3.4.1	Choice of qualitative content analysis for the study at hand ..	98
3.4.2	Transcription process	99
3.4.3	Content analysis process	104
3.4.4	Data generalization: By abduction	112
3.4.5	Quality control of the findings	118
3.5	Ethical consideration	122
4	Results: Typology of leadership in Protestant secondary schools — The case of Cameroon.....	127
4.1	Portraits	127
4.2	Description of the structure of the field: Categories of the self-understanding of Protestant school leaders	167
4.3	Types of the self-understanding of Protestant school leadership	176
4.3.1	Call for superiority leadership type.....	177
4.3.2	State-conformational leadership type	188
4.3.3	Ecclesiastical leadership type	199
4.3.4	Community-participatory leadership type.....	209
4.3.5	Vocation to serve leadership type.....	222
4.3.6	Diaconal leadership type	237
4.4	Summary of result: Descriptive table of criteria and types ..	250
5	Summary of findings and discussion: The potential and conditions for the development of school leadership by grounding in the Protestant profile	254
5.1	Summary of findings: The self-understanding of Protestant school leaders in Cameroon.....	254
5.1.1	Main findings.....	256
5.1.2	Answer of the research questions and conclusion	263
5.2	Discussion of results	267
5.2.1	School leadership in the light of the Protestant theology in a post-colonial context	268
5.2.2	Theological leadership perceptions of school principals and the implications for educational quality	280
5.2.3	Leadership in protestant schools and the development	

	of the global and glocal society	291
5.2.4	State marginalization of faith-based school sector as a challenge for school leadership in the developing context ...	303
5.2.5	Conclusion	307
6	Implications of the study	309
6.1	Implications for research	309
6.2	Implications for practice	313
	References	321
	Appendices	353
	Appendix 1: Guide for semi-structured interviews	353
	Appendix 2: Anonymized interviewees.....	359
	Appendix 3: Information on interviewees	360
	Appendix 4: Code book generated from MAXQDA	361