Self-Centered Management Skills and Knowledge Appropriation by Students in High Schools and Private Secondary Schools of the City of Maroua

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Abstract
Knowledge in its process of appropriation necessitates on the part of the learner, the mobilization of an efficient management strategy of adapted competencies. The present article in its problematic presents the theorical perspective of Desaunay (1985) which estimates that three fundamental competences (relational, technical and affective) have to be mobilized by a learner. The methodology is the inductive-hypothetical-deductive one. The questionnaire, guided interview and observation were used to collected data from 250 students of Government bilingual high school and College Siddi Djaouro both of Maroua town (Cameroun). The Statistical Package for Social Sciences (SPSS) version 20.0 was used to analyze data. The Chi square test was also use to analyze data inferentially. From the study and the findings obtained, it could be concluded that there is a significant correlation between self-centered management of competences and the appropriateness of knowledge.
Keywords: Self-centered management, competence, appropriation, and knowledge.

INTRODUCTION

The present research aims to establish a relationship between school management skills and appropriation of knowledge of high school students. The findings of a pilot survey of hundred students of secondary schools in the city of Maroua reflected the indicators of the reality that many students have difficulties in actualizing their learning abilities. It is based on that they are more relying on mechanical memorization techniques, when they should make operational their memory strategies by understanding. Moreover, they require regularly "ready" formulas for understanding the teachers. For this, they cultivate in themselves attitudes that do not promote motivation in the act of learning. Compared to this state of psychic fact, we asked ourselves the question whether all colleges and general high schools' learners of the city of Maroua manage good academic skills and what impact could that have on their processes knowledge appropriation? In other words, how the learner could on the basis of his abilities need to acquire independently knowledge and know-how? Clearly, at what moment of learning and how could the learner detect the right skills to support the appropriation of knowledge. Our problem is in Desaunay's (1985) theoretical perspective. According to this author, a skill requires for its appropriation exploring several axes. The human individual in the act of learning generally mobilizes three skills:

Technical skill: this is the practical knowledge possessed by the learner that enables him to become involved specifically in learning. This is just as the learner's ability to coordinate various stages of learning from specific cognitive tools, reflecting the actualization in an autonomous way of abilities in many contexts of learning.

Relational skill: it is that which leads cooperation amongst learners, to push them to a mutual motivation. It is the most common, and is based on two dimensions: efficiency, that is to say the achievement of a result and satisfaction of those involved. These two dimensions are related in the sense that efficiency increases satisfaction, and usually (not always) the satisfaction increases efficiency. They are also related in that the qualities and weaknesses of a learner and impact on his/her effectiveness and satisfaction in various learning situations. The above two skills are helped by the emotional skill.

Emotional skill: it is the first foundation of all learning acts. It is the ability of the learner to be involved in what he/she does. Therefore, he/she must love learning, set goals and provide the means to achieve it knowing that intrinsic motivation is at the heart of learning

According to Desaunay (1985:), relational skills are the following:

the learner must know how to listen and talk less, to the extent that he/she has naturally two ears and one mouth, knowing to understand and accept other views, respect skills, accept differences, know how to interact with peers, learn to appreciate the result, to see and to see the good side of things, able to motivate, learn to thank and congratulate, be concerned about the long term objective, does not manipulate others, did not oppose his peers to each other, living, gay, leading, i.e. take part in other people's difficulties, know to say the truth in the face, but gently, know how to stand fairly firm, not to be trapped by clever or lazy people, contribute to the success of his peers, learn to be different from peers by his performance and managerial demotion: (devotion) this is the one that allows the learner to set goals and to choose the general means to achieve them.

Managerial competence can be divided into two: personal skills and strategic abilities. With regards to personal skills which include: the ability to realize his/her learning projects, the ability to face conflicts, the

ability to bear his/her peers outside, the ability to follow the line of learning that he/she has set, the ability to recognize his/her limits and to call on the expertise of the other. With regards to strategic capabilities, they can be: the ability to predict and anticipate, the ability to define objectives, the ability to define general means, the ability to perform analysis and synthesis.

The need to organize time is greater in the early days of schooling, especially for basic skills say in basic education: learning to structure space, to read, to calculate. However, we find that time later in the schooling process, for example, when it comes to learn a foreign language or when addressing a whole new area of mathematics, science etc. If there is much talk in schools about time and motivation if present or not in learners, we talk much less about the time to focus on the time, probably because to work the accuracy and speed of a competence sends us less to our inability to "learn in place of another." It is in time that we can talk about knowledge construction.

The arguments for complementary resources and capabilities of learning structures as well as the availability in the learning environment, justify the establishment in the learner strategies focused on cooperation. According to Afuah (2000, p.9), to develop the ability to learn *"in a cohort of learners is a relevant activity that promotes locating and sharing of resources and expertise to enable different participants to improve efficiency cognitively."* Cooperation justifies its relevance in the management process of relational skills of learners in a learning group. On this prism, cooperation becomes the group's cement and promotes complementary skills in the act of learning.

The learner viewed from this perspective, is more like a portfolio of knowledge/ restitution, but as a resource portfolio. The needs of his/her learning environment primarily do not determine the strategy of learning, but the resources and skills he/she possesses, the motivation to improve performance and to look into internal (intrinsic) one. The skills and resources are expressed through certain knowledge (know how to analyze a task, know how to plan, know how to make things, know to readjust permanently, know to become conscious...). Resources as knowledge possessed permanently or controlled by the learner in view to design and implement a required strategy contribute in the development of skills that accompany learners throughout his/her activity.

Resources can be cognitive, emotional, and relational. The mobilization of these ones in a learning activity promotes the involvement, cooperation and motivation which are elements that are necessary for the appropriation of knowledge and skills. Competencies are individual or collective ability to deploy resources in the form of combination to achieve a goal. This involves a learning which requires the combination of resources available and necessary. It means for a learner to implement the activities and processes that meet the minimum requirements of the tasks to learn and to increase the power to continue his/her activity to learn to better manage in a self-centered way his/her skills. The learner will also require implementation of basic skills. They are built and consolidated through activities that allow to achieving an advantage over others and are difficult for them to obtain or to imitate. These skills in their implementation convene a combination of tenacity, individual training, self-knowledge, awareness of his/her learning abilities and ambition. The learner must also in this learning business evaluate the strategic value of mobilized skills.

The strategic value of skills can be assessed according to the criteria of relevance, rarity / non imitability, non redeployability (meaning the same resources will be used for other things) and not the presence of substitutes.

Evaluation guide of the strategic value of competencies
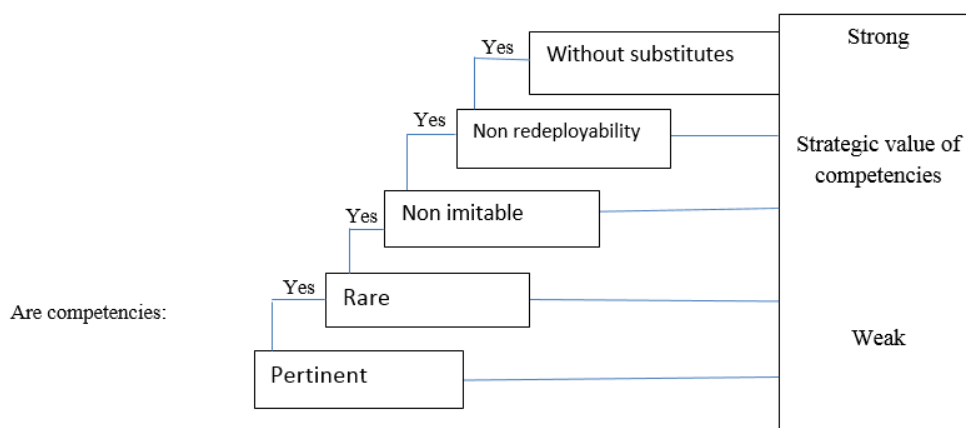
Adapted from: Puthod D. et Thévenard C.1999 in Torrès 2000, p.229

School learner's proficiency as a discrete quantitative variable is evaluated on the basis of five constitutive levels of the diagram above. The learner's status high, medium and low, is observed through his/her posture in these levels. This reflects somehow the way of his/her self-management skills. If a strategy employed

by the learner during his/her process of learning is relevant, rare, non-imitable, and not redeployed without replacement, he/she inexorably moves towards becoming a competent learner, capable of facing a group, societal competition, both in his/her academic training as well as in his/her professional life. Conversely, the learner who will present opposing attitudes will shine through incompetence and inability in the corridor leading to the large-scale appropriation of knowledge, skills and attitudes. The learner, who controls his/her posture in the process of learning, generally has to refocus after discovering the limits of his/her growth through diversification. The danger of this approach is *"the risk of strategic myopia."*

The use of existing resources and skills must not lead to ignore environmental changes that may affect the learning process and thus the value of resources (cognitive, affective and relational) available in the cognitive reservoir of the learner.

Reaching this level, a skill will not become strategic only if it matches the needs of the learner and his/her environment that are ready to capitalize on it. Then make operational the skills of a learner will come the necessity to establish a bridge between the internal analysis of his/her available resources and external analysis of learning. We must therefore mean that the learning environment analysis must be done subjectively, that is to say based on the learner's resources and skills. The objective is no longer assessing his/her cognitive potential, or the identification of a strategic position conducive to learning within his group, but "*the identification of resources and skills that will be capable of establishing an advantage in the process of learning*" Afuah (Ibid. p.9). The learner in this register must develop in him the strategic intent that assumes *"a proactive vision and offensive of learning strategy"* Afuah (Ibid. p.10).

To succeed in his/her learning activities, the learner should not adapt to his/her environment, but change it, transform it to his/her project. According to Hamel and Prahalad (1994, p.30) *"the art of the strategist is to change the rules of the game between him and his/her environment and not to comply."* So the change is no longer a constraint but a goal. In addition, the starting point of good management skills is the intention, that is to say the vision or representation that the learner makes of his/her future. The management strategy is inconceivable without intentionality. The strategic intent by Hamel and Prahalad (Ibid) is understood here as a permanent ambition that the learner possesses, and his/her collaborators staff, not directly connected to resources and timely needs of their learning environment. This means that it is a long-term ambition, an aspiration formulating what the learner wants to be in a distant horizon.

Thus according to Said Yami (2012, p. 5) *"strategic intent is an enormous dream that secures a landmark deal in a turbulent environment while creating a creative value tension and change"*. The strategic intent is the engine of change and transformation of the environment. The strategic intent is an essential feature for any learner who wants to get involved in his/her learning and to do it throughout his/her life, or at least makes it a long term. Said Yami (ibid. P.6) believes that the strategic intent produces double effects. First, a "tension effect". It is explained by a feeling of incompetence felt by the learner and a taste for innovation. He/she should think about doing an inventory of existing strategies and find ways to innovate. Second, a "lever effect" that is to say a state where the learner feels a burning desire to maximize the use of his/her core competencies and accessories. These skills become key elements that the student must use to achieve his/her vision as they provide a stable reference for the learner. This process usually results in transformation strategies designed to undermine his/her accessory foundations. The vision should lead to the extensive use of skills and a constant renewal thereof. Finally, the choice of skills depends on a vision (ambition) well before there are ways to achieve it. In addition, the learner must be able to create a unique destiny to initiate a process of learning and appropriation of missing skills, to the extent that, the best strategy of skills management is one that is given to oneself.

II- METHODOLOGY

Above all, it is important to explain the characteristics of the environment in which our subjects live. The Bilingual High School and the College SIDDI DJAOURO of Maroua welcome students from form one to upper form sixth. These learners we call in this study the "managers of competencies". Let us say that management in this context is more self-centered than hetero-centered. It means for the learner to use intra individual techniques to learn and improve his/her ways of learning and accumulating large-scale knowledge and expertise. In this work we have done, we have complied with this paradigm. However, more precisely we use students from a government high school on the one hand and a religious private school in the city of Maroua (Cameroon) on the other.

High school students are taught on the basis of secularism whereas students of the College SIDDI DJAOURO receive lessons while taking into account some religious aspects. It should be pointed out that the subjects whether they are from Maroua Bilingual High School or College SIDDI DJAOURO manage daily skills in their different learning situations. For these reasons to raise an awareness of young secondary school pupils of the value of management skills in their process of acquiring knowledge on a large scale, as newcomers to college or high school, they experience a transition (period of crisis) between primary and secondary schools. It is for

this reason that we chose to work with secondary schools pupils. It is equally necessary to mention that high school pupils are already aware of the value of management skills in their various learning activities.

SAMPLE AND SAMPLING TECHNIQUE

It is emphasized that this random sample was obtained using a probability sampling technique. A questionnaire for self-assessment consists of identification that allowed us to have identifying information on the objective facts such as age of our subjects, gender, class, etc. Based on all this, we had students of different classes of secondary (form one to form four) and we had just 100 girls and 100 boys in terms of gender.

The data collection instruments were chosen from our problems and the set objective that is to link the self-centered strategic management skills and appropriation of knowledge among high school and college pupils of the city of Maroua. There were 200 pupils of both sexes. In this sample, we note that there are 100 pupils from Bilingual High School and 100 pupils from College SIDDI DJAOURO.

INSTRUMENTS

We used a self-assessment questionnaire for learners, an interview guide for teachers (20) and an observation guide. The questionnaire for students was built on the basis of points that revolve around the use for learners' technical, relational and emotional skills. The questions are preformed and close ended. The interview guide was constructed from the same points as that of the questionnaire. However, the number of questions was reduced as compared to the number of questions in the questionnaire. The nature of the questions here is open as well as that of the observation guide.

ADMINISTRATION

The administration of the questionnaire was made during the period of 16 to 30 January 2016 and the administration and response rate was 100%. Interviews were conducted with 20 teachers that is 10 from each school. These interviews were conducted in three weeks (1 to 22 February 2016). Finally the data collection tools were validated by different pilot-surveys conducted with pupils students in the case of the questionnaire and teachers for the interview guide. The method that guided the conduct of this research is inductivo-hypothetical-deductive. In terms of data analysis, we use both quantitative and qualitative techniques (quantitative and qualitative analyses).

It should be remembered for all purposes that the objective of this study was to check if there is a linear correlation between self-centered strategic management skills and appropriation of knowledge in the learner.

III- RESULTS

The data analysis was done at three levels. First it is on the technical aspect of management skills, then the relational and finally the emotional aspect. The chi-square technique was used to analyze the data and the results are presented subsequently in the following tables.

Table 1 below shows the impact of self-centered strategic management of technical skills and appropriation of knowledge.

Table 1: Self-centered Strategic management of technical skills and appropriation of knowledge

		Knowledge Appropriation			Total
		Low	Medium	High	
Technical Skills	Yes	26	22	42	90
	No	20	24	66	110
Total		46	46	108	200

$X^2 = 6,997$ (significant at P= .05 level)

$X^2 = 6,997$ (Df=2, p= .05) > $X^2 = 5.99$ which shows the superiority of X^2 computed. We can say that self-centered strategic management of technical skills has an impact of the appropriation of knowledge in learners from high school. In addition, the contingency coefficient is 0.023, which shows the degree of significance of the relationship. In addition, students encountered during the investigation recognize very well the value of good self-centered management technical skills because most of them point out that "I know that the school will allow me to succeed in my life ". Which demonstrates an awareness of the place and role occupied by the school in the learner's future and also the intention to develop strategies to engage in the process of learning to internalize cognitive commodities available in his/her learning environment. This posture leads the learner's self-realization, self-fulfillment and self-determination.

The table 2 below shows impact of self-centered strategic management of relational skills and appropriation of knowledge.

Table 2: Self-centered Strategic management of relational skills and appropriation of knowledge

		Knowledge Appropriation			Total
		Low	Medium	High	
Relational Skills	Never	6	2	2	10
	Sometimes	32	32	44	108
	Always	6	16	60	82
Total		44	50	106	200

X^2 = 18,697 (significant at P=.05 level)

X^2= 18,697 (Df=4, p= .05) > X^2 = 9.488. There is then a relationship between self-centered strategic management of relationship skills and appropriation of knowledge. The contingency coefficient obtained was 0.39. This amply demonstrates the significance of this correlation. It would mean that the choice of skills management strategy is also based on endogenous and exogenous factors. At this level, the exogenous factors include the elements of the environment. Interpersonal relations management is an unmistakable bet for learning because according to socio-constructivists like Vygotsky and Bandura, learning occurs equally from the recognition of vicarious experience. So we could learn by observation and based on the experience of the other and in this regard the students met during the survey confirmed it well because they say: *"study groups are good, because when you do not know something, your friend helps you"*. These words reinforce the fact that the ability to cooperate among learners is an undeniable levers of any effective learning.

Table 3 below depicts the impact of self-centered strategic management of emotional skills and appropriation of knowledge.

Table 3: Self-centered Strategic management of emotional skills and appropriation of knowledge

		Knowledge Appropriation			Total
		Low	Medium	High	
Emotional Skills	Never	20	20	40	80
	Sometimes	20	24	58	102
	Always	6	6	6	18
Total		46	50	104	200

X^2= 10,44 (significant at P= .05 level)

X^2= 10,44 (Df=4, p= .05) > X^2 = 9.48. So we can say that self-centered strategic management of emotional skills is related to learner's appropriation of knowledge. The contingency coefficient is 0.318 which demonstrates the significance of this link. Reaching this level, all learning must take place in a social and emotional environment that promotes the love of what we do, because from it the learner is involved in his/her learning, develops motivation in the process of learning and mobilizes the appropriate strategies to better acquire knowledge. To this end, pupils interviewed felt that *"we are happy with what we do, because many of our teachers provide lessons well."* The challenge for these pupils is that they value more affective factors exogenous to the extent that emotional skills are from teachers and not from themselves. It is important to teach them how to create intrinsic emotional skills to enable them to put themselves firmly in the path of a conscious and relentless pursuit of knowledge and expertise.

With these results, we can state that there is a significant relationship between self-centered strategic management skills and appropriation of knowledge in school milieu.

IV-DISCUSSION OF RESULTS

Despite the relevance of the results, it is equally necessary to relativize them because the consideration of factors that influence just as the self-centered skills management and its impact on the appropriation of knowledge is equally relevant. This is the treatment of inter learners network limiting analysis to the observation of a situation (the network) in which the learner is, and in any case, already involved. It is also clear that the projection capability or learner's ambition is relatively low since the analysis is reduced to identifying resources and skills obtained or not by the learner. Moreover, the strategic options therefore concern only the definition of network boundaries: should integrate new learning partner that has the resources and expertise so the network does not have? Finally, the learning model then may no longer allow the consideration of the strategic autonomy of learning actors; which paradoxically undermines the ability of subjects to deploy the necessary skills to ownership of his/her knowledge. Despite these criticisms, self-centered strategic management skills and the appropriation of knowledge are significantly correlated. This leads to the strategic learner's autonomy and transforms him/her into an autonomous craftsman in the construction of his/her knowledge throughout his/her life.

V- CONCLUSION

The work we've carried out was to assess the correlation between self-centered strategic management skills and appropriation of knowledge in learners. The results indicate a real influence on how learners manage so

strategically and self-centered their skills on their process of knowledge appropriation. However, the extent of this influence varies with the type of learners. It therefore, appears founded to support the hypothesis of improved knowledge appropriation process according to the quality of management of academic skills.

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