



Educational Planning in Times of Crisis: Experience of the Universities of Maroua and Ngaoundere in Cameroon

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Abstract: *COVID-19 pandemic has brought African schools to a standstill with some of them shutting down entirely. This chapter seeks to examine the correlation between educational planning policy in times of crisis and quality management in the Universities of Maroua and Ngaoundere in Cameroon. We used the qualitative, descriptive, and correlational approach in the survey. The questionnaire, built as a qualitative scale (Reuchlin, 1998), was administered to 310 participants from a homogeneous sampling frame within these universities. We operationalized our general hypothesis using Crozier and Friedberg's theory of strategic analysis (1997). Finally, we investigated this hypothesis using Pearson's 1900 Kh2 test, which shows that incorporating health crisis forecasting into educational planning policy significantly enhances quality university management in the context of COVID-19 in the Universities of Maroua and Ngaoundere. It thus appears that providing a short-term strategic pedagogical program, creating a crisis management and psychological care unit in the context of COVID-19, and providing an annual emergency budget line are reasons for quality management in the Universities of Maroua and Ngaoundere.*

Keywords: *Planning, Education, University Management, COVID-19, University of Maroua, University of Ngaoundere.*

1. INTRODUCTION

Generally, African schools function with international dynamics and turbulence. Western imperialism has by no means spared the training mould of the human spirit (school) in its entirety in sub-Saharan Africa (Fozing, 2015). They carry along, labels such as: colonial legacy; training mould of the young post-colonial administration; training-employment mismatch; curriculum redesign among others. Till date, the management policy of African educational systems is still under review. In addition to these various exogenous influences, crises phenomenon of various kinds also occurs. Cameroon's educational system in particular has, since the 1990s, suffered the effects of the economic crisis stimulated by the drastic fall in raw materials on the international market.

Since 2012, there have been a series of security crises in the southern part of the country. Outrages caused by "Boko Haram" armed groups, have continuously weakened quality management factor in Cameroon's educational system. The March 25, 2019 edition of the newspaper L'œil du Sahel, reveals that within five years, 73 schools have been closed down due to security crisis. In 2016, the Anglophone crisis paralysed the South-West and North-West Regions of Cameroon. Razafindrakoto and Roubau (2018) link the crisis to corporatist claims made by lawyers on common law and teachers on certain specificities of the Anglo-Saxon system of education. According to UNESCO (2019: 12), more than 80% of schools have been closed down, of which more than 600,000 children have been affected. "At least 74 schools were destroyed, whereas students, teachers and school staff were exposed to violence, abduction and intimidation" (Chahed, 2019, p. 5).

While the security situation in the Far North, North-West and South-West Regions of Cameroon was still struggling with the various strategies to adopt for the effective management of the educational system, COVID-19 health crisis broke out. The government's response strategy to this pandemic in Cameroon on March 17, 2020, ruled on 13 measures. The third measure was the closure of all public and private training centres at the various levels of education, from kindergarten to higher education, including vocational training centres and other higher Institutes in Cameroon. In addition, school and

university competitions such as FENASSCO games and university games, were all suspended. This article focuses on the quality management of state universities in times of crisis. It aims at analysing the correlation between educational planning in times of crisis and quality management of the Universities of Maroua and Ngaoundere in the context of COVID-19 in Cameroon.

2. RESEARCH BACKGROUND AND PROBLEM STATEMENT

2.1. Background

According to UNESCO (2006), planning is a process through which future directions are first mapped out and then the means and methods are well defined to allow proper follow-up. According to Allal (2007), the field of education sees planning as a regulatory and steering tool. It is developed from a framework of action structured in a plan. In other words, it is a framework for joint action, a living framework and a working tool. For some decades now, States are responsible for the enhancement of higher education. The American, Asian dragon or part of Europe models are a few examples and many nations around the world have followed suit. Evident features of this dynamic are: reforms, decrees of creation and implementations (UNESCO, 2003). Massification, diversification, professionalization of teaching, mobility, quality assurance, funding, among other things, are the lexis of this new dynamic according to the World Declaration on Higher Education (1998), or the Bologna Process (1999).

The current dynamics of university governance in Cameroon revolves around several priority areas, notably: the training system; Bachelor Master Doctorate (BMD); training programmes; its architecture and geography. All these areas of interest are built in the current global scientific industry mind-set. The preserve of top universities in the world are; innovation, discovery, technology, technical and culture among others. The University that avoids this dynamic in the race towards excellence is on the fringe of knowledge-based economy.

A nation with a decaying or declining higher education and research system, is a country destined not only for stagnation, but also for regression. Higher education and research lead to the progress of peoples through innovation, invention and creativity.(Fame Ndongo, 2015, p. 12).

In a planned educational system which seeks to build areas of competence Balslev (2007), it is important to have inputs, procedural schemes, outputs and expect benefits. This leads to a strategic steering system and/or tool that acknowledges personal effectiveness as explains Bandura (1997), of the different stakeholders. In this regard, the strategic plan is the physical product of the strategic planning process in the field of education and contains logical guidance on how to manage the educational system within a broader development framework whose perspective is intended to be evolutionary though with limitations (UNESCO, 2006). David and Teodora (2014, p. 13) analyse planning as a tool for "making informed policy choices by requiring an assessment of the current situation, setting goals, mobilising the means to achieve them, and verifying the results achieved."

To this dynamic, Cameroon's Parliament through Law No. 005 of 16 April 2001 on the orientation of higher education, has placed higher education in a vision of excellence. The first label deals with general provisions. In its Article 2, it is stated that "the State assigns to higher education a fundamental mission of production, organisation and dissemination of scientific, cultural, professional and ethical knowledge for the development of the nation and the progress of humanity". This research perceives COVID-19 as an impediment to this vision in view of the insufficiency in planning, observed in the Universities of Maroua and Ngaoundere in Cameroon.

2.2. Problem Statement

The two major State Universities in the northern regions of Cameroon, will soon face overcrowding concerns. According to MINESUP (201), the University of Ngaoundere currently counts more than 21,302 students. In the same vein, the University of Maroua has 21,336 students. According to the first chapter inherent to the objectives of the said level of education, the orientation law stipulates in its Article 6, paragraph 1 that higher education sets itself the following objectives: to seek excellence in all areas of life; to train and perfect executives; to train middle and senior operational executives in the scientific and technical fields in response to the needs of the nation among others.

According to the 1993 University reform in Cameroon, an academic year is divided into two independent semesters. It is an annual schedule based on components related to academic, scientific, post and pre-academic activities, as seen in Decree No. 20-00836/MINESUP/SG/DCAA/DAJ/SDSAA of 8 September 2020 which sets the academic year 2020-2021 from 15 October 2020 to 31 August 2021. Between the objectives assigned to higher education and the academic calendar, there is a need for planning. The management of Cameroon's Universities as a whole, faces several difficulties such as insufficient intake capacity, lack of advanced teaching materials, mismatch between the skills required and the positions of responsibility occupied by some officials, managerial insufficiency of large groups pedagogy, poorly equipped laboratories and insufficient teaching staff MINESUP (2018).

Tableau1. 2017 Infrastructure overview of the two northern State Universities in Cameroon

Universities	Workshop Blocks		Pedagogic Blocks		Auditorium		laboratory	
	Nbr	Cap	Nbr	Cap	Nbr	Cap	Nbr	Cap
Maroua	///	///	02	2400	7	1444	4	200
Ngaoundere	2	140	77	5830	3	1900	28	582

Source: (MINSUP, 2018), data taken from the statistical yearbook for the 2018 academic year

In 2018, these two universities attained a capacity of about 42,638 students (Ibid.). The table above demonstrates the prevailing situation in terms of public higher education provision in the Universities of Maroua and Ngaoundere in Cameroon. The workshop blocks which are levers of vocational training reflect their inadequacy in meeting the expectations of the society. The Pedagogic blocks and laboratories, biotopes of experimentation for high level research, R&D in the sense of Romer 1956, remain, according to the statistics observed, very insufficient and even less efficient in terms of quality.

This situation has not ceased to embarrass the management of Cameroon University since 14 February 2020, the date COVID-19 erupted in Africa, through Egypt. In Cameroon, two of the 13 measures issued by the government in response to the pandemic, included the total closure of schools, a situation that has once again embarrassed officials in Cameroon's state universities. "Conferences, seminars, examinations, sports and cultural events, which are at the heart of school and academic life, have also been suspended or cancelled across the continent. The campuses, once crowded in this April time, have given the era of a human desert". (op cit). The set of barrier measures decreed by the World Health Organisation (WHO) has not spared the life of university and academic institutions in Cameroon.

A new lexis is then used: social distancing; wearing a mask; washing hands every time; avoiding gatherings of more than 50 people, among others. These measures are certainly effective for the WHO, but not for academic life in Cameroon. While a glaring lack of resources is observed in the Universities of Maroua and Ngaoundere as mentioned in the previous table, the only way out has been the appeal to digital education by the managers of the said Universities. On observation, only one slogan was observed within the entire educational community in Cameroon "avoid a blank year". A situation that took a different turn. A health crisis, which highlights other internal problems in the functioning of the university in Cameroon in general, and in the northern part in particular.

Pedagogic activity, under the yoke of digital education, requires inputs such as high-speed Internet connections, appropriation of ICT by teachers and students, training in the field, energy resources, etc. (Mastafi, 2015 ;Béché, 2012, 2017). In addition to the difficulty to access ICT tools, complications have been observed in placing courses online and creating interactive platforms, by some teachers. The WhatsApp application is the only recourse for others depending on the means at hand. The system of carrying out tutorials through these channels enabled us to observe that some poor students were forced to drop out because they could not afford to study through this means.

At the administrative level, it was impossible to take responsibilities of some effective measures in response to COVID-19 such as providing free masks for students, hydro-alcohol gels among others, and emergency centres. The health component cannot effectively deal with confirmed cases of COVID-19 due to the inadequacy, or even the absence, of medical centres within the said Universities. In areas where they exist, they are either under-equipped in relation to the health crisis. With no way out, the management of financial resources also suffered a blow. According to some internal observations made in the financial services, certain budget lines inherent to specific academic

activities were rather concentrated in the management of the COVID-19 crisis which took the university management model unaware. All these observations, both empirical and theoretical as explains Bachelardian, compel this research work to raise the issue of inadequacy of health crisis planning in university management, the case of Maroua and Ngaoundere Universities in Cameroon.

2.3. Research Questions

Primarily, we asked the following question:

How does educational planning in times of crisis, promote quality university management during COVID-19 in the Universities of Maroua and Ngaoundere in Cameroon?

Precisely, we formulated the following three research questions:

- 1) What is the correlation between the provision of a short-term strategic pedagogical program and quality university management during COVID-19 in Maroua and Ngaoundere?
- 2) Is there a link between the creation of a crisis management and psychological support unit, and quality university management during COVID-19 in Maroua and Ngaoundere?
- 3) Can the provision of an annual emergency budget line enhance quality university management during COVID-19 in Maroua and Ngaoundere?

2.4. Literature Review

David and Teodora (2014) analyse planning as a tool for "making informed policy choices by requiring an assessment of the current situation, setting objectives, mobilising the means to achieve them and verifying the results achieved." According to an extensive literature on the subject, Ta Ngoc. (2000); Durant (2000); Kiala (2016); UNESCO (2006), the typology in planning is based on broad patterns. They are grouped into operational or short-term planning, and long-term planning, thus strategic planning.

Long-term planning generally means the development of a plan that aims to achieve a policy or set of policies over several years. According to UNESCO (2006), it takes effect when the projection of the past and present situation is sufficient to proceed with the programming and implementation of one or more future activities. This means that, it needs certain requirements such as a stable environment. It is done at the lower level of implementation. That is, it focuses on: routine activities; which aims at a better use of available resources; efficiency in absolute stability; builds on current situations and past experience in a low-risk ground.

Strategic planning, on the other hand, is primarily long-term planning. It aims at a set of policies over several years. Unlike long-term planning, strategic planning takes place in a system where the setting is dynamic, unstable and changing. It includes the concepts of balanced, holistic, reflective or fundamental decision making (Kiala, 2016). It is relevant to senior managers. It aims at a wide range in achieving goals; best share prices; flexibility; pursuit of innovation and gains in a high level of risk. In relation to this study, it analyses university management strategies during COVID-19 crisis.

The concept of strategy actually took off in the 1980s, in the North American literature according to Marchesnay (2004). It extends to a polyvocal epistemological orientation and is difficult to pinpoint the exact domain, as it intervenes in all steering sectors. Strategy in terms of goals, refers to any approach that is based on the definition of long-term goals and the determination of the means to achieve them. Within this framework, strategy is concerned with the general policy problems of a company or organisation (Marchesnay, 2004). In relation to this study, it analyses the goals assigned to Cameroon higher education in general, and to the universities of Maroua and Ngaoundere in particular. That is, to produce quality human capital in all areas of the nation's life among others, according to the 2001 law on the orientation of higher education in Cameroon. During COVID-19, strategizing is essential in a short-term pedagogical calendar.

Marchesnay (2004) believes that, when it comes to planning, strategy refers to any approach based on planning the commitment of resources over a given period of time. In other words, without a plan, there is no strategy. In this sense, strategic management can be identified with strategic planning (Ibid.), i.e. quality management. It is in this regard that this study analyses that the provision of an annual budget line in the said universities can facilitate the commitment of adequate resources in times of health crisis, of COVID-19 if necessary.

These different apprehensions are not exhaustive of the epistemology of the strategy. Citing Marchesnay (2004), Strategy is about planning for change in order to adapt the resources of the organisation to the demands of the competitive environment, in order to achieve the fundamental objectives and goals. In this regard, human, pedagogical, financial and material resources need to be adapted to the health contingency of COVID-19 within universities. It is equally the art of first defining the goals and general policy. Then, the components of the analysis on the environment and the organisation are established, before implementing resource planning. This allows the management system to implement strategies for activities whose performance will be monitored (Cifali, 2007). Clot et Faïta (2000) structure at two levels, notably: Corporate strategy level usually developed at the macro level by top management that is the general policy, and business strategy level usually developed at the market products operating division level and corresponds to the strategic management or better still; quality management.

According to Agence Française de Normalisation (AFNOR), Quality refers to the ability of a product to satisfy its users. The International Organisation for Standardisation (ISO: 8402-94; ISO: 2000), notes that, it is the set of properties and characteristics of a service or product that bear on its ability to satisfy the stated or implied needs of all users. According to (UNESCO, 1998a), quality is constructed in the image of socio-economic, cultural and political concepts at regional, national and global levels. As for Fame Ndongo, (2009), quality implies: well-trained, dedicated teachers in sufficient numbers; modern, equipped laboratories; competent support staff; a high-performance information system (statistical and computer data); quantitatively and qualitatively adequate infrastructures; and relevant training curricula (rooted in African realities and open to the world). At the time of COVID-19, all these indicators must be the prerogative of quality university management, be it at the University of Ngaoundere or Maroua.

2.5. Reference Theory

In its opinion, the National Union of Teachers of Higher Education in Cameroon (SYNES, 1992), higher education is an academic institution of teaching, learning, research and production of universal knowledge at the highest level for the complete development of Mankind. Sikombé (2016) sees it as a complex set of institutions that provide higher education and contribute to the training of a country's executives and support for development. The complex nature of how organised the university is, involves the complexity of Crozier and Friedberg ((Crozier, L'acteur et le système, 1977).

According to these authors, strategic analysis is based on four essential ideas. Seeing the organisation not as a natural phenomenon, but as a social construct; taking into account human reality not as a means to an end, but as an end in itself; top hierarchy's strategy is rational, but always limited, (Simon, 1955), and finally, an actor's margin of autonomy can influence the entire organisation's objective. COVID-19 health crisis appears in this context as an enemy, even more, a disruptive one, capable of hindering the missions, goals and expectations of the University in the face of a complex society.

The complex nature of the university as an organisation is due to the presence of several actors such as central services, decentralised services, institutions, departments, teaching staff, students and support staff among others. According to strategic analysis (Ibid.), each actor exercises power, Crozier and Friedberg (Crozier, L'acteur et le système, 1977). Consequently, the strategic management process during COVID-19, involves a shared vision, from the Rector to the maintenance officer and students as well as others. This mission is the completion of an academic year and its various activities with 0 (zero) COVID-19 impact.

3. RESEARCH METHODOLOGY

The expected data in this survey aims at a nominal feature. Two data collection tools will be used. A questionnaire and an interview guide. The questionnaire will be structured around a nominal scale (Reuchlin, 1998). According to this logic, the survey is part of a qualitative approach. It seeks to analyse the correlation between educational planning in times of crisis and quality university management during COVID-19 in Maroua and Ngaoundere in Cameroon. For this purpose, the main question was operationalised into three sub-questions. After the operationalisation of the conceptual hypothesis, the literature review and Crozier and Friedberg's theory of strategic analysis (Op cite), the

general assumption can be made as a provisional answer to the initial question (Dépelteau, 2000). The hypothesis is formulated as follows: Health crisis forecasting in educational planning policy significantly favours quality university management in the context of COVID-19 in the Universities of Maroua and Ngoundere.

The operationalisation of this general assumption through the independent variable allows the following research hypotheses to be formulated:

- 1) There is a significant correlation between the provision of a short-term strategic pedagogical program and quality university management during COVID-19 in Maroua and Ngoundere.
- 2) The creation of a crisis management and psychological support unit, and quality university management during COVID-19 in Maroua and Ngoundere.
- 3) The provision of an annual emergency budget line enhances quality university management during COVID-19 in Maroua and Ngoundere.

In order to examine these hypotheses, we constructed a questionnaire structured around a qualitative Likert model, reduced to three levels. It is used in this research due to its ability to survey a broad spectrum and is less costly. It is constructed and distributed through digital education. The preferred scale is characterised in the following manner: "Yes", "No" and "no answer", depending on the participants' degree of observation as regards the questionnaire. It is composed of four entries with internal and external validity.

Despite the fact that the research takes place at two different sites, the usual sampling technique here is simple random. The reason for this feature is that the sampling frame is homogeneous. That is, the entire population is considered to be part of the same biotope. However, the characteristics of the said population were standardised irrespective of whether we were at the University of Ngoundere or the University of Maroua in Cameroon. As a result, 310 questionnaires were distributed between the two universities. At the end of the exercise, we obtained 98% responses. This expresses a reasonable satisfaction rate. Every element of the sampling frame was eligible for inclusion in the accessible sample.

SPSS 25 and Excel 2016 software were used to harmonise data entry and processing. Hence, the extraction of poorly completed questionnaires as well as the processing of some related data entry errors. This processing enabled the frequencies to be identified, which led to a descriptive and correlational analysis of the results. The verification of this link was done by χ^2 .

4. RESULTS

The methodological approach adopted in this study has a specific objective. The analysis of the correlation between educational planning policy in times of crisis and quality university management in the context of COVID-19 in Maroua and Ngoundere Universities. The presentation of results related to this general objective focuses on three steps. The provision of a short-term strategic pedagogical program; the creation of a crisis management and psychological care unit and the provision of an annual emergency budget line.

4.1. The Provision of a Short-term Strategic Pedagogical Program

According to Pearson's 1900 χ^2 statistical law It will be a priori, to first of all test the null and alternative hypotheses

Reminder of the Research hypothesis 1

HE1. Providing a short-term strategic pedagogical program significantly promotes quality university management in the context of COVID-19. Maroua and Ngoundere in Cameroon.

Statistical Assumptions

H0: providing a short-term strategic pedagogical program does not promote quality university management in the context of COVID-19. Maroua and Ngoundere in Cameroon.

Ha: Providing a short-term strategic pedagogical program significantly promotes quality university management in the context of COVID-19. Maroua and Ngoundere in Cameroon.

The hypothesis formulated on the basis of this variable consists of demonstrating that the providing a short-term strategic pedagogical program possibly protects university management from chance as claimed by Olivier (2003), and to deal with possible surprises and obstacles to the attainment of the expected objectives. In its content, this variable has been operationalised into several indicators. To speak of a short-term pedagogical program is to provide for: a short-term emergency academic calendar, but one that includes the various essential activities such as; training for teachers in the effective use of digital education; and retraining for administrative staff in organisational management in times of crisis.

With regard to providing a short-term emergency academic program, the results of the field survey are rather satisfactory. Of the 98% of questionnaires that were returned and analysed, that is 303 out of 310, opinions were mixed. According to the observation of the descriptive analysis made, and based on the technique of extremes, 73.5% think that "planning a short-term academic program" in the context of COVID-19, gives university management a quality steering tool. However, only 10% of the total sample thought otherwise, that is they settle for a "No". The same observation was made with "training teachers to use educational technologies" in times of health crisis. According to the descriptive analysis, 72.5% of the sample settled for a "Yes", in the sense that educational technologies play a fundamental role in the context of COVID-19 within university pedagogy. Therefore, it favours the quality of management of the Universities of Maroua and Ngoundere to this effect. At the bottom of the scale is the "no answer" modality, with 5% who were skeptical.

As for the training and retraining of university officials and/or managers in university management during health crisis, the respondents' opinions were also favourable. A strong majority, notably 80% of respondents, agreed by ticking the "Yes" option. The correlational component was carried out using the Pearson 1900 Kh2 test. The degree of freedom $ddl = 6$, and $\alpha = 0.05$, the Kh2 cal was 35.31, higher than the Kh2 read which was 32.67. Consequently, the null hypothesis was rejected and the alternative hypothesis accepted. In conclusion, the study shows that; the provision of a short-term strategic pedagogical program significantly promotes quality academic management in the context of COVID-19. Maroua and Ngoundere in Cameroon.

4.2. The Creation of a Crisis Management and Psychological Support Unit

Reminder of the Research hypothesis 2

HE2. The creation of a crisis management and psychological care unit has a significant link with quality university management during COVID-19 in Maroua and Ngoundere.

Statistical Assumptions

H0: The creation of a crisis management and psychological care unit is not linked to the quality university management during COVID-19 in Maroua and Ngoundere.

Ha: The creation of a crisis management and counselling unit is significantly linked to the quality of university management during COVID-19 in Maroua and Ngoundere.

The independent variable of this hypothesis was also operationalised into several indicators. These relate to: the pathology inherent in psychosis in the context of COVID-19; the academic reintegration of positive test cases; the added value inherent in the respect of barrier measures among others. The statistical analysis of the 303 questionnaires that were processed was carried out in two parts: a descriptive part and a correlational part.

According to the correlational component, the results also proved satisfactory given that the initial tendencies were met. According to the academic reintegration of positive cases in the psychological care unit, 183, or 60.40% of the sample tilted in favour of this indicator thus indicating that it is favourable for quality academic management in the context of COVID-19 in Maroua and Ngoundere in Cameroon. The same attention was paid to the pathology inherent to psychosis in the context of COVID-19 within the university community of the said universities. On the descriptive level, 70% of the sample was in favour of this indicator having a correlation with quality university management in the context of COVID-19. The same was true for the interview on compliance with COVID-19 barrier measures on the various campuses. We observed a strong interest of respondents who settled for the "Yes" box. The analysis of Pearson's Kh2 1900, also allowed us to see mathematically that the link was verified. The ddl here was equal to 6 with $\alpha = 0.05$. The calculated Kh2 was 281.40 while the

read Kh_2 was 25. As a result, the null hypothesis H_0 was rejected and the alternative hypothesis accepted. In conclusion, the creation of a crisis management and psychological care unit has a significant link with quality university management during COVID-19 in Maroua and Ngoundere.

4.3. Providing for an Annual Emergency Budget Line

Reminder of the research hypothesis 3

HE3. Providing for an annual emergency budget line significantly enhances quality university management during COVID-19 in Maroua and Ngoundere in Cameroon.

Statistical Assumptions

H0: Providing for an annual emergency budget line does not favour quality university management during COVID-19 in Maroua and Ngoundere in Cameroon.

Ha: Providing for an annual emergency budget line significantly facilitates quality university management during COVID-19 in Maroua and Ngoundere in Cameroon.

The independent variable for this hypothesis was also operationalised. It emerges that; this budget line, in case of emergency, allows for: the supply of basic health resources without impacting on the budget lines allocated to other academic priorities. According to the respondents, 67% of the population shared this viewpoint by selecting the "Yes" option. At the time of COVID-19 in the Universities of Maroua and Ngoundere, these are: protective masks, hydro-alcoholic gels, hydraulics, the supply of emergency medications to medical schools, among others. Providing for this emergency budget line can also facilitate the management of digital resources, sanitary maintenance of the infrastructure, among others. To this concern, 75% of respondents out of 303 questionnaires processed were of the opinion by settling for a "Yes".

This line also includes retraining seminars, training of teaching and administrative staff in the effective use of IT, and quality management in times of health crisis. To this concern the results show 68% of respondents sharing this view. The correlational analysis inherent in this hypothesis was in line with the descriptive analysis. For a $ddl = 6$, with $\alpha = 0.05$, the calculated Kh_2 was 38.70, while the read Kh_2 was 12.59, well below the calculated Kh_2 . This implies that the null hypothesis was rejected and the alternative hypothesis confirmed. Consequently, providing for an annual emergency budget line significantly favours quality university management during COVID-19 in Maroua and Ngoundere.

5. DISCUSSION DES RÉSULTATS

The research was based on the strategic analysis theory of Crozier and Friedberg (1977). According to Dépelteau (2000), the general hypothesis that formed the experimental framework of this study is a strategic analysis of university management in the context of COVID-19 in the Universities of Maroua and Ngoundere in Cameroon. In keeping with the said analysis, It was deduced that; the anticipation of health crisis in educational policy planning significantly favours the quality of university management in the context of COVID-19 in the Universities of Maroua and Ngoundere in Cameroon. Consistent with some managerial literature, governing or managing all boil down to planning. According to Plane (2019, p. 42), "To govern is to foresee, to forecast, it is to visualize the evolution of work, the market as well as clients. It means estimating tomorrow's investments, human and material resources, it means planning for the long term". Plane (2019, p. 162), Crozier and Friedberg strategic analysis is identified with four key concepts in an organisation. The strategy of actors. "It prevents us from dissociating the actions of actors from the organisational context" (Ibid.).

A University is a complex organisation with regard to the multiplicity of institutions, services and actors. The analysis of this key concept "actor strategy", supported by Plane (Ibid.), aims at developing an overall strategy in the context of COVID-19. Despite the inherent singularity of the different actors, the COVID-19 situation must be analysed as a contingent organisational construct. In this analysis, providing a short-term strategic pedagogical program implies the contribution of the different actors by institution and by department, but around an action coordinated by the hierarchy in

relation to the university's organisational chart. It is a conditional elaboration of a short term academic calendar, but one that takes into account the different essential activities. This obviously includes the use and effective training of teachers in the use of TEs, Béch , (Op cite); retraining of administrative staff in university management in times of health crisis.

Quality management and/or management issue has progressively become a human activity which involves many others that grow in a context strongly marked by five major changes today: globalization and the new world order, financialization, the digital revolution and the digital transformation of organizations that requires a contingent strategy (Plane, (2019, p. 1).

The second concept developed by the strategic analysis (Ibid.) is that of the concrete action system. In relation to concrete actions in university quality management in times of COVID-19 in Maroua and Ngoundere in Cameroon, the study highlighted the factor inherent in the creation of a psychological support and care cell in times of crisis within the universities of Maroua and Ngoundere. In fact, psychotherapy is a quality management tool that still eludes many actors in the world of organisations in Africa in general, and university organisations in particular. For some psychologists, "the support of a psychoanalytical approach is very relevant to unravel certain moments of crisis. The aim is for the subject to be able to verbalise freely any affects (fear, anger, prejudice)", on the perception of COVID-19 in the university environment, Freud (1922); Safouan, M. (2013). The operationalization of this variable leads to the academic reintegration of positive test cases; the added value inherent in the respect of barrier measures (voluntary wearing of mask, hand washing, social distancing among others). The χ^2 for the correlation of these indicators on quality university management during COVID-19 in the universities of Maroua and Ngoundere in Cameroon was positive, i.e. 281.40.

6. CONCLUSION

The objective of this study was to analyse the correlation between educational planning policy in times of crisis and quality university management in the context of COVID-19 in the Universities of Maroua and Ngoundere in Cameroon. The methodology was based on a qualitative approach through a questionnaire structured in a qualitative manner, see Nominal Reuchlin (2003). The study was descriptive and correlational using the Pearson 1900 Chi-square test. The general hypothesis was operationalised from the theory of strategic analysis of Crozier and Friedberg (1970). At the end of the analysis, it was found that quality university management in the context of COVID-19, which is based on the policy of educational planning in times of crisis, includes: providing a short-term strategic pedagogical program; the creation of a crisis management and psychological support unit; and providing an annual emergency budget line.

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