

Resource Management Practices as a Facet of Principalship and The Attainment of School Objectives in Cameroon

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ABSTRACT

The study assessed the extent to which Principalship Practices in Resource influence the Attainment of School Objectives in Cameroon. Inspired by Imogene's Goal Attainment theory and The Principalship Model for the Attainment of School Objectives, the study was guided by three objectives, answered three questions and tested three hypotheses. The survey research design and the post-positivist (quantitative and qualitative research; mixed triangulation) method were applied and with a questionnaire and interview guide data was collected from 326 principals. Proportionate and Purposive sampling technique was employed to select 31 and 10 principals from the two regions (South West and Littoral). Applying descriptive (Frequencies, percentages, tables and pie chart) and inferential statistics to analyzed data, the results revealed that principalship practices in resource management influences the attainment of school objectives to the extent of 73.76%. This influence is comparatively strongest in financial resource management (with the extent of 96.25%), above average in human resource management (with extent of 73.04%) and the weakest but average is material resource management with the extent of 59.68%). From the findings recommendations were made to the Ministry of secondary education to restructure their policy on principalship.

KEYWORDS: Resource Management Practices, Principalship, Attainment of school objectives

1. INTRODUCTION

The concept of Principalship is a very vital component and an important phenomenon in a Secondary administration because principals determine the culture and climate of the institution, but the progress and success of the school revolves around their effectiveness and efficiency (Fonkeng & Tamajong, 2009; Mbua, 2003; Ndongko, 1989). In a citadel of learning especially secondary school, the roles and responsibilities of the principals cannot be undermined. Principals serve as the 'chief executive or 'father of the house' in the schools. Their functions centre on all aspects of the school system; that is why they have been described with different names and accolades. They are referred to as strategic problem solvers, educators, leaders, managers, politicians, cultural leaders, supervisors, barterers, advocators, servant leaders, learning leaders, etc. (Akinbode & Shuhumi, 2018; Sergiovvani, 2014; Mathew & Crow, 2010; Norton & Kelly, 2013; Moodly & Toni, 2015). As stated by Ayeni (2010), Principalship is a well-established position of the chief executive who performs staggering range of roles that are enormously complex and multi-tasking (psychologist, teacher, facilities manager, philosopher, security officer, diplomat, social worker, mentor, public relation director, coach, cheer leader etc.); provides instructional leadership by coordinating curricula, co-curricular programs and is responsible for the general administration of the secondary school. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current

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information on educational issues and modern techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery. As a matter of fact principals are concerned with influencing one group (learners) to learn by using a second group (teachers) as agent while operating within a third group (society using school facilities). Thus they are involved in all activities directed towards the effective and efficient attainment of the educational goals and objectives with the contribution from all the people working in an institution (Fonkeng and Tamajong, 2009; Mbua, 2003; Ndongko, 1989).

1.1 Background

The general objective of education in Cameroon has been clearly stated in the 1998 Orientation Law on Education in Cameroon – to train the child for his civic, moral, intellectual and physical development for smooth socio-economic integration (Cameroon, 2005). The Cameroon development agenda (Vision 2035) expresses the aspirations of Cameroonians to be a united nation, enjoying peace and security; democracy, decentralized administration; prosperity and universal access to quality social services (GESP, 2010). Considering the importance of education in this agenda, the role of the principal as a 21st century educational leader in the attainment of this agenda is critical. Therefore, it is necessary for school principals to set reasonable expectations for work and achievement that captures the realities of this dispensation for effective and efficient school leadership.

In Cameroon, as stated in the Hand Book of Heads of Secondary and High School (MINEDUC, 1996), the functions of the principal are pedagogic, administrative, financial and social. A school principal in Cameroon is obliged to perform all of his/her responsibilities effectively to accomplish the objectives of the school. These functions are often challenging for the principal to attain because educational administration demands that principals develop skills and capabilities in order to deal with their responsibilities effectively. Cotton (2003), emphasizes on the importance of the principal as the key to improving the learning and teaching environment. Contextually with the principal being the Head of the secondary and High schools in Cameroon he/she has to develop capabilities in educational administration. Such capabilities include communication, delegation, team building, project management, critical thinking coordination, directing, innovation, budget analysis and monitoring of expenditure (Muturi 2013). This is because principalship in this 21st century has become increasingly specialized and professionalized.

Law No 98/004 of 14th April, 1998 on the orientation of education in Cameroon made provisions for the role of the teacher in Part 4; Chapter 3 from section 37-39 and Presidential Decree No. 2001/041 of 19 February 2001, spell out the roles and responsibilities of a Principal. Principals are teachers and they being key actors in education have a sole responsibility to make sure the curriculum is well implemented, for this to materialize; principals need to be effective and efficient to respond to the dynamic nature of education in both local and international standards. Thus the conception, role and practice of principalship should be changed for the attainment of school objectives.

Principalship in Cameroon secondary schools has been widely studied in different forms overtime (Mbua, 2003; Fonkeng and Tamajong, 2009). School leadership issues have *become* increasingly debated and explored in national, international and comparative context (Marzano, Waters and McNulty, 2005). This is mainly due to research evidence produced so far that the principal's role is indeed crucial for improving Students' academic achievement (Mbua, 2003; Fonkeng and Tamajong, 2009). Although leadership development is less structured in Cameroon, as in much of Africa, there is evidence of in-service leadership development/training. In-service training in Cameroon comes in the form of induction training for new employees, seminars and workshops for capacity building and training for Principals and vice principals. While pre-service provision is highly desirable, this is inevitably more expensive because it is not always possible to identify those who are likely to be appointed as principals (Bush and Oduro, 2006). According to the Common Wealth Secretariat (1996), the need to train and develop headship in Africa has been perceived, but to translate it to effective provision has been elusive. Many African countries see preparation of school heads as a low priority. It observed that preparation and professional development of Principals for their administrative duties is inadequate throughout Africa, but it is highly needed (Bush and Oduro, 2006; Mestry and Grobler, 2004).

From all indications, the professional preparation and training of school administrators, particularly Principals of Secondary schools have not been given any serious attention in Cameroon's educational policies (Ndongko, 1989; Mbua, 2003; Fonkeng and Tamajong, 2009). Presently, there are no

training courses for members of the profession. The school of Administration and Magistracy (ENAM) which had preparatory program for secondary school administrators abolished the program of training school administrators without any substitution. This is because of the general belief that experienced teachers can be promoted to the rank of principals of secondary schools (Ndongko, 1989). As a matter of fact, teachers with a minimum of ten years teaching experience are usually promoted as principals and vice Principals. Thus the government is paying attention only to the training of teachers (With the creation of higher teacher Training Colleges). No mention has been made of the training of principals. The popular assumption is that those who would be principals/administrators should rise to the position from among the graduates of teacher education. Indeed, longevity of service and teaching experience is the major yardstick in the appointment of principals of schools (Mbua, 2003; Anjah, 2017). What the policy makers fail to realise, maybe is that teaching and school administration are not the same thing. School administration is an art, and, like all other arts, has its intricacies, which must be learnt and mastered by anyone who wants to make a success of the system. The above situation about Cameroon further confirms the observations that despite enormous expectations of school principals, many are poorly prepared for the task.

With incessant increase in enrolment in Secondary education in Cameroon, especially in general education secondary and High schools. It is relevant that incumbents and aspiring principals should be formally trained. In this era of globalisation, administration in schools has become very complex than it used to be. Thus it is a problem because; students, parents and other stakeholders in education are now becoming more aware of their rights and obligations within the educational system. The entire society's structure has changed tremendously and this has also entered the system of the educational setting. To the extent, most people assume that any educated person can be a principal of a school.

Consequently, the days of amateur principals are gone, for diverse reasons, Secondary schools are increasing in Size and their organization is getting more complex, hence it is therefore necessary to train principals in areas of financial, material and human resource management. That is, the changed conditions in Secondary Schools require principals to be trained and equipped with necessary skills in school administration, so as to be able to meet up with globalisation realities. It is in this regard that Fonkeng and Tamajong (2009) warned that,

"The old pattern of Principals' behaviour/attitude will not be sufficient to meet the new challenging opportunities for leadership. No longer can a principal pass off well-done, efficiently organised "administravia" as evidence of his/her role being completely fulfilled".

Thus it is no longer possible to believe that practical experience alone constitutes valid administrative training. Too many costly mistakes can occur while experience is being acquired and the quality of experience varies among principals. There are several changing norms in regards to principalship practices in financial, material and human resource management. If school leadership is important in the Cameroon Educational system, then we should also be concerned with principalship practices and how it affects the

attainment of school goals. Thus these practices will influence the effectiveness and efficiency of their roles and responsibilities as school heads in the attainment of school objectives (Lumby, Crow, and Pashiardis, 2009).

Secondary Education is crucial for economic growth since it provides countries with Human skills and Knowledge needed for Economic growth. Secondary Education increases further learning and training of professionals such as technicians, scientists and entrepreneurs (World Bank report, 2001). Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability. Secondary education is expected to produce graduates who are able to thrive in a fast challenging world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens (Ndyali, 2013).

In this regard, Farinkia (2019) stated that, Knowledge, skills and competences of learners should be transferable into the job market. Since job requirements are always changing, we may want to consider changing what we expect from our learners or better still be futuristic. Thus, it must be stressed that education cannot be an instrument par excellence for achieving national and international development where secondary education is not effectively managed to accomplish its aims and objectives. And in the administration of Secondary school the principal is central. The principal, therefore, in a difficult position, is being expected to attain the school objectives in a particular time frame to avoid internal and external inefficiencies. However, school objectives' cannot be achieved if schools heads are not in fully committed to play their roles effectively (Mbua, 2003; Fonkeng & Tamajong, 2009, Marzano, Waters and McNulty, 2005).

According to Mbua (2003) education consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the attainment of school objectives, effects of one component on the other must be examined. The principals are the vital input in educational realm, therefore; Ndyali (2013) points out that their major responsibilities in schools is to provide professional leadership that would lead to the achievement of educational objectives which is revealed in terms of students outcomes (output).

Despite these contemporary trends of principals' roles and responsibilities, it has been observed that the attainment of school objectives is still low. That is students do not acquired the require skills, knowledge, behaviour for the smooth socio-economic integration. For example students who leave Secondary general schools are not equipped with the necessary practical skills to be integrated into the job market which therefore means the external efficiency of the school system is weak. Secondly the morals of students who graduate from our secondary schools it is not optimal (they express delinquent behaviours) thus the rate of indiscipline is very high. According to the Draft Document of the Sector Wide approach in Education which states; education is a major mission of the state (Republic of Cameroon, 2005 and 2008). Therefore it is the state's major responsibility to ensure that principalship practices positively influence the

attainment of school objectives, thus this in turn will curbs internal and external inefficiencies of the school.

1.2: Statement of the Problem

It is observed that students do not acquired the require skills, knowledge, behaviour for their smooth socio-professional integration. Ndungu (2014) added that, despite the many measures put in place to improve students' performance; poor grades at national exams are still prevalent. The problem of poor performance of students affects everybody in the society, for even the employees now and again cry for poor performance of employees which is attributed to poor training of institute of learning. For example secondary education graduate are not only equipped with the necessary practical skills to be integrated into the job market but also do not adequately manifest the expected goals of secondary education and national goals at large. As a consequence there is a high rate of joblessness, cyber terrorism, fraud, political thuggery etc. which therefore means the objectives of education are not likely to be attained. Secondly the morals of students who graduate from our secondary schools is not optimal (they express delinquent behaviours such as violence, deviant attitude, drug consumption, unwanted pregnancies etc.) thus the rate of indiscipline is very high. This implies they did not acquire the necessary morals. Furthermore knowledge which is the base of our students; which is on performance in national examination is low; this is a clear evidence of educational wastage (high failure, repetition and drop outs rates). All of these human-capital formations are poor in the system and the society where human capital formation is poor, development is retarded. Given that in a school system where the principal is a king-pin, his practices in Financial, Material and Human Resource Management will have a serious bearing on the attainment of school objectives. In our present context, culled from verbal reports, end of year reports, discourses during seminars, sector conferences, and post inspections reports from inspectors it is revealed that principalship practices in the domains mentioned above are not effectively and efficiently practiced. For example: - in the domain of human resource management many principals are confronted with the shortage of qualified teachers which has led to sometimes the employment of unqualified persons. In addition the existing insufficient qualified teachers are poorly distributed in some cases under-used in the big urban towns and rural zones respectively. Principals are not given any prior training in financial management; this has either led to misappropriation or outright embezzlement of school funds. The inadequate financial allocation of the school is also a cause of concern. Poor management of the financial resources placed at the disposal of the principal. Principals are also confronted with shortage and in some case the complete absence of physical and material resources such as classrooms which has led to large class sizes, lack of school manuals and other didactic materials.

It is against this backdrop of principalship practices that this study seeks to investigate the extent to which principalship practices in resource management influence the attainment of school objectives in some selected schools in Cameroon. It is from this precept that the study "Principalship and the attainment of School objectives in Cameroon Secondary Schools: The Case of South West and Littoral Regions" emanated.

1.3: Research Objectives

The study generally sought to evaluate the extent to which principalship practices in resource management determine the attainment of school objectives in Cameroon Secondary Schools.

Specifically, the study set out to investigate;

1. To study the extent to which principalship practices in financial resource management influence the attainment of school objectives.
2. To determine the extent to which principalship practices in material resource management influence the attainment of school objectives
3. To assess the extent to which principalship practices in human resource management influence the attainment of school objectives.

1.4 Research Questions:

The study answered the following research questions:

1. To what extent does principalship practice in financial resource management influence the attainment of school objectives?
2. To what extent does in material resource management influence the attainment of school objectives?
3. To what extent does principalship practice in human resource management influence the attainment of school objectives?

1.5 Research Hypotheses

The study tested the following null hypotheses at 0.05 level of significance;

1. Principalship practices in financial resource management do not influence the attainment of School objectives.
2. Principalship practices in material resource management do not influence the attainment of School objectives.
3. Principalship practices in human resource management do not influence the attainment of School objectives.

2. Review of Conceptual and Theoretical Literature

2.1: Conceptual Literature

Resource management practices in the schools entails the management of human, material, physical and financial resources for achievement/attainment of the desired school goals/objectives. Thus this calls for adequate provision for and efficient utilization of school plant facilities in the school system (Oboegbulem 2004, Adeogun, 2002; Mbipom 2000). Resource management and job performance are in close collusion. For instance where the school principal is not effective and efficient in his/her resource management practices, teachers' job performance would be affected and as a consequence, it would be reflected on the students' attitude and academic achievement.

Researchers (e.g. Babalola, 2006; Oboegbulem 2004, Mbua, 2003; Adeogun, 2002; Mbipom 2000) have concluded that resource management by principals at the secondary level of education deals with planning, organizing, coordinating and controlling of the resources. The success of this level of education depends largely on a careful and effective handling of educational resources in terms of allocation and utilization especially money, materials and machines put under the educational managers for efficient educational services (Babalola, 2006). There are many issues affecting

the management of Secondary schools in most less developed countries today. This is because the schools are increasingly becoming complex and it is demanding for the principals to meet up with the advances in technology and globalization exigencies. Some of these issues in management include; shortage of unqualified teachers/staff which has led to sometimes employment of unqualified persons, limited finances, shortage and in some cases complete absence of infrastructure, communication, human relations and decision-making procedures etc. (Fonkeng and Tamajong, 2009; Mbua, 2003; Akpan, 2003). Cox (1996) in Umosen (2010) also added that the main problem confronting education in less developed countries is the inability to coordinate and effectively manage available resources. This managerial ineffectiveness has a great deal to play in the attainment of school objectives.

2.1.1: Human Resource Management

Klerck (2009) defined human resource management as,

"The process of hiring and developing employees so that they can become more valuable to organization. It includes conducting job analysis, planning personal needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes and communicating with all employees at all levels (Klerck, 2009)". Human Resource management can also be defined as, *"the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration and training (Collings and Wood, 2009)".*

It can also be defined as the process of acquiring training, developing, motivating and appraising a sufficient quantity of qualified employees to perform the activities necessary to accomplish organizational objectives and developing specific activities and overall organizational climate to generate maximum worker satisfaction and employee efficiency (Boone and Kurtz, 1996).

Human resource management is a function in organizational designed to maximize employee performance in service of their employer's strategic objectives. It is primarily concerned with how people are managed within organizations, focusing on policies and systems (Johnson, 2009). Therefore, the achievement of organizational goals cannot be met without human resources. An organization is nothing without its employees. Omebe (2014) explained that, human resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents to accomplish organizational goals.

The ultimate focus of human resource management is the people within an organization. Regular planning, monitoring and evaluation are important for the success of human resource management. Successful implementation ensures that all employees (teachers) know their role, career part and also feel they are part of the organization, which is able to manage and reconcile their expectations as well as those of the organization and its objectives (Rajewski, 2006). The process of human resource management therefore includes conducting job analysis, planning personnel needs and meeting their needs, recruiting the right people for the job,

orientation and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes and communicating with all employees at all levels (Etomes, 2016).

Decenzo and Robbins (1999) also proposed that human resource management is an approach consisting of four basic components or functions namely: staffing; training and development; motivation and maintenance. Therefore, in the process of management, administrators/managers of educational institutions need to possess human resource management skills for proper management and to ensure achievement of the objectives of educational institutions. Human beings are complex and their behaviour and reactions sometimes is uncertain or is difficult to predict, this calls for the necessity of human relation and management skills for effective management. In this regard Osuala (2008) outlined three management skills:

- Human skills as those required to get people do their best as individuals and to work well with others;
- Technical skills as those required for turning out the actual product or service of organization;
- Conceptual skills as those required relating part of the organization or institutions work to the whole.

Without management skills principals will not be able to work productively with teachers for the attainment of the goals of education. In this light, the attainment of the school goals and objectives in our Cameroon Secondary Educational system cannot be realized without the application of human resource management skills possessed by school administrators (Principals).

2.1.2: Material Resource Management

According to Mbamba (1992), materials management in education is defined as “.... Executive functions concerned with the planning, acquisition, allocation, distribution and controlling the proper use as well as maintenance of educational materials and facilities in order to realize the objectives of the education system”. Hence, materials management from its definition entails that the wise engagement in activities related to materials beginning from materials needs assessment, purchasing necessary materials and ending with the proper disposal of unused /obsolete, scrap and surplus materials. It means materials management also stressed on optimal utilization of the purchased material resources for effective and efficient attainment of the institutional mission and visions. Material resource management is therefore the process by which organizations manage their resources effectively and efficiently ensuring that building and other technical systems support the operations of the organization.

Material resource management in schools cannot be overemphasized since it is aimed at evaluating the physical conditions of existing facilities in schools. It is a strategic planning tool for modernization of the existing facilities; developing the helpful measures for continuous maintenance, reconstruction and rejuvenation. Okolo (2005) says material resource auditing is aimed at providing numerical rating for capital planning, with a view to identifying functional deficiencies in building; the nature, expenditure or cost and timing of corrective actions that may be needed to tackle such physical shortage or insufficiency. This implies if the school principal can exhibit outstanding material management practices, this will limit most of the

challenges faced by the school. Thus a school administrator has to be efficient and effective in the management of school resources (Stonner et al, 1995).

Planning is the primary function of management. It is the guiding instrument to select our goals and determine how to achieve them. It also lays a good ground for effective working and controlling systems. Material resource planning process is the corner stone of most educational institutions. The success of an educational administrator is dependent on his/her ability to forecast the best strategies needed to effectively and efficiently manage the resources at his/her disposal for the attainment of school objectives. In this light, Adeotun (2004) says; material resource management in schools starts from the planning for such resources. At the inception of a school, certain basic materials stipulated by government must be available at the school. These facilities must be adequately planned for. The facilities include the impermanent properties and physical infrastructure. The infrastructures are assets rooted in and located on the land belonging to an educational institution and used for educational purposes.

Planning in relation to educational material is a sub-system in the overall planning activity and is defined as “... a decision making mechanism for designing the best possible alternative strategy in the use of scarce material resources earmarked for the achievement of educational goals and objectives” (Mbamba, 1992:115). It is obvious that educational institutions discharge their responsibilities under serious shortage of resource. This is due to the fact most educational institutions are operating at the backdrop of scarce resources. Hence principals are always faced with scarcity of resources in running their schools. The availability of educational resources (financial, material, human, etc) not only guarantees the efficiency of the school system which is paramount in the attainment of school objectives, it promotes job satisfaction. It is with regard to this that planning in education spotlights on the efficient use of resources. Thus educational institutions have to plan for their materials resources and utilization for successful achievement of their goals.

Planning for material resources in the school is very necessary as Adeotun (2004) advised that before equipment are purchased in the school, they must be planned for and the need for such equipment must be ascertained. The budget, must address the problems at stake during planning for material resources. However, Bernstein (2003) advised that when planning for material resources in a school, the factors listed below should be taken into consideration

- Triple explosion of the human and society
- Feasibility of the implementation of projects and plans having in mind the cost, the state of the nation's economy, the realities and exigencies politically.
- Existing guidelines and policy on the project or materials.
- Geographical conditions which include the weather, terrain, etc and its consequence on the kind of materials to be procured.
- The need and cost effectiveness of the material.
- The learner-centered principle of giving special consideration to the students who are the users of most of the materials.
- Accountability

Purchasing in relation to educational materials resources refers to the "procurement of materials" (Mbamba, 1992:158). Hence, it is a function that educational institutions assure the availability of instructional materials and equipment. Procurement or purchasing the needed materials in the school is an essential aspect of material resource management. Tiodern (2009) noted that purchasing is a crucial aspect of material resource management and that this can only be done in line with the budget provision. In most schools as observed by Mbua (2003) the school administrator or the school bursar often act as the purchasing officer for the school and this he noted has brought a lot of disaffection among members of staff as prices are in most cases unwholesomely inflated. This to some extent impinges on the veracity or integrity of the school administrator and bursar.

Storage and distribution of materials are essential aspects of material resource management. When materials are supplied or purchased for use in the school, there is the need for proper storage. Bernstein (2003) noted that most school facilities and equipments are centrally stored. Akindele (2004) observed that the school administrator's office in most cases is often converted to the college store house, this has led to a lot of loses. In a centralized storage system, there is usually a comprehensive inventory of the materials supplied or purchased and the store keeper must update his records from time to time. Materials are not to be given out without the requisition form. This will enable the store keeper to know the movement of such equipment and number left. In a school, there are consumables such as most laboratory reagents, the material resource auditor is often in a better position to know the level at which most of these reagents are been consumed and make adequate arrangement for replacement. There are moveable materials such as the furniture, office equipments, laboratory materials and game equipments. The immovable resources are primarily the buildings and other assets for educational purposes in the school. The school administrator may have the records of these but the maintenance and monitoring could be done by the internal material resource auditor (Biruk, 2008).

According to Adeotun (2004), efficiency in educational provision is vitally related to adequacy of equipment and materials. Modern educational environments are characterized by good seating equipment, standardized textbooks, reference books, libraries, workshops, well equipped laboratories, instructional media, highly qualified personnel, visual aids, more recently computers etc. in order to procure and equip these resources education receives lion's share of the national budget. Therefore, there should be a system which ensures effective utilization and care for these resources. Hence the principal has a ways been expected to organize his school so that equipment is cared for with a maximum of effort. Proper morale in the school prevents wanton equipment damage; accidental damage or vandalism by a few must be dealt with individually.

In principle, the principal is responsible for securing necessarily equipment and supplies; for selection and purchase of equipment and for replace of obsolete equipment with modern ones. Again, since he/she is the responsible head of the school, he must organize his staff so that adequate care of equipment is exercised. In so doing, the mar of school equipment might prevail as a result of

accidental or perverse acts. Getting them replaced is also another responsibility (Tiodern, 2009).

Material resource management is a deserted sector in school administration. The school administrator is often charged with the responsibility of maintenance and replacement of most school facilities depending on the availability of fund (Dania, Obro & Oworhu, 2016). Ejiogu (2009) noted that one of the problems in the Nigeria school system with regards to material resource management is not quite the non-availability or inadequate provision of good quality facilities but the inability to take good care of what is already available. School materials are often neglected, most of them are left all around the school premises without anybody charged with the responsibility of maintain them.

Obi (2002) added that educational institution should be properly administered for optimum gains. Fonkeng & Tamajong (2009) also said that, administration in education is aimed at using both human and material resources available to the educational system for the realisation of educational objectives. It is only when these objectives of education are realized that gains of education will manifest. Therefore there is the need to train principals in the area of management of the material resources. This implies that the school administrator (principal) requires adequacy of relevant components of educational resources to be able to effectively and efficiently coordinate and manage the school organization in collaboration with the teachers to bring about the attainment of school goals and objectives (Fonkeng & Tamajong, 2009; Mbua, 2003).

2.1.3: Financial Resource Management:

Financial management has been looked at from different perspectives by different authors. Pandit (1995) conceptualized it as, "*that management activity which is concerned with the planning and controlling of an organization's financial resources*". This means that financial management is concerned with decisions on how to produce, raise money, expand and give accounts of funds provided for the implementation of programs of an organization or a school.

Ogbonnaya (2000) asserted that the main purpose of financial management, be it in government, business or school, is the raising of funds and ensuring that the funds realized are utilized in the most effective and efficient manner. He explained further that resources are scarce and that all efforts should be made by educational administrators and planners to ensure optimal utilization of funds.

According to UKO et al. (2016), financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. This implies education is capital intensive.

Bua and Adzongo (2014), says, "The growth and development of any educational sector solely depends on the management of its finances". Finance is the backbone of any institution. When finance is judiciously used, the success of an educational institution is achieved but when finance is misappropriated, the reverse becomes the case (Financial mismanagement and maladministration). Therefore, financial mismanagement is poor management of finances in schools; mal-administration is corrupt behaviour, corruption as wrongdoing on the part of an authority, and misappropriation as dishonest use of funds for one's own use (Rangongo, 2016). These terms are used

interchangeably. *Maladministration* can be understood as connected to mismanagement, incompetence, inefficiency, malpractice and dishonesty (Collins & O'Brien, 2003). This is reiterated by Talane and Pillay (2013) when they state that financial mismanagement involves a host of activities, including misappropriation of funds, disregard processes, and a lack of financial reporting to parents as well as other stakeholders in education. In the school context, maladministration is viewed as corrupt behaviour that has become a global trend, and results in non-compliance with administrative regulations and requirements (Western Cape Education Department (WCED), 2009). It is a legal term that refers to a failure by principals or any other relevant functionaries to carry out their financial responsibilities properly and fully. It may be unintentional, meaning that it may stem from mistakes, incompetence, negligence or carelessness (i.e. financial misconduct in handling or reporting usage of money given). It may be intentional (such as in the case of bribes, illegal activities and misappropriation of public resources for personal use or gain) (Ochse, 2004; Svensson, 2005; WCED, 2009).

Financial management is the fundamental element on which the success of any organization depends. Where the management is weak, success is hard to ascertain. No institution or school has ever succeeded in history without proper utilization of its resources (Bua & Adzonogo, 2014).

Okwori (2006) defines financial management as the forecasting, planning, organizing, directing and controlling of all activities relating to the acquisition and application of financial resources of an enterprise in the keeping with the financial objectives. Furthermore, Asemah (2010) sees financial management in schools simply as implying how finances are raised in school, the identification of sources of school finance, methods employed in its collection and how collected revenues are effectively applied to the school system to achieve the stated goals and objectives of the school.

School finances are used for the day-to-day running of the organization. It is of paramount importance to note that every school manager/ administrator needs to plan the school budget either termly or annually to achieve optimal school objectives and for the effective management of finance. It is solely the responsibility of the school administrator to see to it that the necessary funds regularly solicited for, meet the demands of their schools. The availability of such funds will help handle school projects which will go a long way to enhance better learning and teaching (Bua & Adzongo, 2014).

Aminu (2006) in his study revealed that, financial resources prudently and judiciously managed by school administrators enhance teachers' job performance and students' academic achievement. Bolaji (2002) in a study revealed that school administrators starved of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2001).

However, Tims (1992) observed that some head teachers (Principals) or school managers are found to be inefficient in the way and manner they manage the finances in their schools. This may not be mismanagement or embezzlement

but because of ignorance of simple techniques of budgeting and management.

The general objective of education in Cameroon has been clearly stated in the 1998 law on Education in Cameroon; to train the child for his civic, moral, intellectual and physical development for smooth socio-economic integration. The achievement of these objectives requires funds. Hence, Ogbonnaya (2000) opines that funds are necessary for the payment and employment of staff and procurement of educational materials, which in themselves are indices of effective management. Principals are the chief accounting officers of their respective secondary schools. They are supposed to generate funds internally to run their schools as well as ensure that funds provided by stakeholders are properly managed. In most cases, some principals claim they lack enough funds to run their schools, but the reality sometimes may be that it is the manner the little funds available to the principal is managed that constitute great management problem. The acute shortage of teaching aids, seats e.t.c could be instances of the negative effects of financial management on secondary schools. Most of the roofs of the classrooms are blown off without receiving attention of principals. Inadequate supply of instructional materials like audio visual equipment, laboratory equipment and even standard textbooks are speculated to be instances of the effects of financial management on secondary schools. The growing interest of both the public and government on how funds provided for the implementation of secondary school programs are managed makes financial problems become a central issue. The public and the relevant stakeholders in education expect school principals to ensure proper management of the funds provided for implementation of school programs. This is because effective and efficient implementation of any school program depends on the proper way financial inputs are managed (Bua & Adzongo, 2014; Kwaghbo 2008; Lomark, 2002).

Kwaghbo (2008) says, financial management entails; planning, organizing, coordinating, directing and collecting of payments in such a way as to achieve organizational goals. He also stresses that school managers should have sufficient knowledge of financial management techniques in order to be effective financial managers. He added further that financial manager is one who forecasts, plan budgets (involving heads of departments) and executes the budget according to specified estimates that funds are effectively and efficiently used to achieve the desired objectives of the school. This therefore implies that principals should be effectively trained in the area of financial resource management.

2.1.4: School Objectives:

Educational objectives are expressed in broad statements that describe the academic and/or professional accomplishments that the course, the program, or the institution is preparing students to achieve (Tambo 2003). Objectives define strategies or implementation steps to attain the identified goals. Unlike goals, objectives are specific, measurable, and have a defined completion date. They are more specific and outline the "who, what, when, where, and how" of reaching the goals (Mullins, 1999). Thus school objectives are guidelines to the teaching and learning activities of the school which help the principal in determining the extent to which the school has been successful.

The attainment of school objectives is one of the crucial factors determining future academic and occupational success. Therefore, educational administrators in general and professional education should focus on knowledge, skills/competencies useful and desirable in everyday life. This is because Principalship practices in the attainment of school objectives is also associated with both the individual and collective benefits that education provides in terms of improving opportunities and of increasing the well-being of individuals and groups (Louis Seashore et al., 2010; Fonkeng and Tamjong, 2009; Mbua, 2003; Ndongko, 1989). There is also a clear recognition of the fundamental role that secondary education plays in terms of providing opportunities for the development of increased learning during the lives of individuals. In line with the provisions of Law N° 98/004 of 14 April 1998; "to lay down guidelines for Education in Cameroon, the general objective of education in Cameroon has been clearly stated in part 1 section 4.

"To train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors".

Coupled with the Cameroon development agenda (vision 2035) which expresses the aspirations of Cameroonians to be a united nation, enjoying peace and security, democracy, decentralised administration; prosperity and universal access to quality social services (GESp, 2010). In effect, the achievement of the general objective of education in Cameroon, (knowledge, skills/competencies, attitudes and others) is indispensable requisite for access to greater opportunities for secondary school graduates. The need to assure at least the kind of training that covers learning needs for students is a growing imperative that is increasingly recognized and accepted by all governments (UNESCO, 2000).

Students, individual abilities to successfully direct and manage their professional paths represent very important competencies that are becoming more and more valuable in the world. The nature of professional paths and careers has also changed, as individuals today have more opportunities for lifelong learning and professional transitions (Baruch, 2004; Savickas et al., 2009). In accordance with the increasing importance of developing skills/competencies from an early age, career development represents a process that unfolds throughout one's lifetime and is marked by numerous changes. For instance, whereas children often consider fantasy jobs or professions present in their daily environment such as their parents' occupations, adolescents are more aware of their own preferences and have more focused and realistic career considerations (Auger, Blackhurst, & Wahl, 2005; Hartung, Porfeli, & Vondracek, 2005; Helwig, 1998; Trice, Hughes, Odom, Woods, & McClellan, 1995). In addition, adolescents are more active in choosing activities that shape their professional future, which also partly reflects the increased external demands and expectations of their parents, teachers and other relevant persons.

Generally, students finishing secondary/high school face a very demanding transition either to college or to the job market that is often accompanied by substantial stress and worries (Creed, Muller, & Patton, 2003; Gall, Evans, & Bellerose, 2000; Galotti, 1999). The way adolescents deal with this change is influenced by numerous personal

characteristics that include cognitive abilities, decision styles, personality traits or emotional competencies (Brown, 2002; Gati, Landman, Davidovitch, Asulin-Peretz, & Gadassi, 2010).

Nowadays, challenging labour-market seeks people not only well educated with good knowledge. Among requirements set in job advertisements very important are those connected with psychological characteristics, like creativity, social skills and increasingly desire to achieve success, to work under pressure and accomplish ambitious goals. Employers look for high achievers. Therefore, in order to prepare the graduates to the contemporary labour-market, it is very important to supplement the process of students' professional competences' formation with needed psychological competences. More so, the aims and objectives of education make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. This task lies on the principal, who leads and guides other stakeholders towards realizing the vision and mission of the school (Whitehead et al., 2013; Mathews and Crow, 2010). It is therefore extremely important to be aware of the progress made by school principals in their various administrative practices in regard to attaining school objectives, as well as to have insights on the impact these objectives have on the students' development and on other stakeholders in the community as well as understand the effectiveness of their schools. For schools to be effective, educational administrators must go beyond superficial activity. They have to ensure the attainment of school objectives without making the fundamental changes in beliefs, attitudes, and instructional practices that lead to second order change. Classroom learning and teaching practices must reflect the attributes depicted in the stated goals/objectives: focus, high expectations, leadership, deeply aligned curriculum, instruction, and assessment, monitoring learning and teaching, professional development, supportive environment, and high levels of family and community involvement. It is self-evident that the successful learning of students depends on the quality of their school experiences. Thus schools make a difference; but teachers and principalship practices make the most difference.

According to Ndyali (2013) Secondary education is expected to produce graduates who are able to thrive in a fast challenging world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens. This is in line with the World Bank report (2001) which states that secondary education is crucial for economic growth since it provides countries with Human skills and Knowledge needed for Economic growth. Secondary Education increases further learning and training of professionals such as technicians, scientists and entrepreneurs. Thus governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability and this can be achieved through effective and efficient implementation of the curriculum (attainment of stated objectives).

In assessing the attainment of school objectives, it is necessary to keep in mind that the outcomes/ desired results manifest themselves in two directions; one intrinsic, and the other extrinsic to the education system (Mbua, 2003; 2002).

The first dimension refers to that which is inherent to the education system knowledge, skills, attitudes, values, and all other objectives contained in the respective plans and programs of studies imparted within schools. The second dimension refers to the impact that these results produce within the society in which the education system operates. That is, once these graduates who possess greater human capital enter society, they generate impacts that are at the same time economic, social, and political. In order to express operationally the intrinsic dimension of the outcomes of education systems, it is necessary to assess the practices of the principals in financial, material and human resource management. Moreover, in order to analyze the extrinsic dimension, it is necessary to resort to knowledge generated in various areas of the social sciences, since this dimension refers to the extent to which education fulfils the various functions assigned to the various levels and modalities within which it is imparted. Thus, for example, the intrinsic dimension of the efficiency of principalship practices may be estimated by examining rationality in the use of the resources assigned to the school (cost effectiveness). For its part, the extrinsic dimension of these outcomes refers to the optimization of costs and benefits created by education. This dimension is assessed, then, through application of cost/benefit analysis, considering the impact that the knowledge acquired by students has on the productivity of economic systems and on the employability and income of those who acquire it. For its part, the intrinsic dimension of efficacy refers to the extent to which the above-mentioned curricular objectives are attained. The extrinsic dimension of efficacy is related to the capacity of the knowledge, skills, and values acquired by students to improve their own quality of life (Yang, 2014; Cornali, 2012; Mbua, 2002).

In any organization when the objectives are not attained or achieved the entire organization is affected. Kaume-Mwinzi (2017) opines that, inefficiency in the achievement of objectives is considered as educational wastage.

"Thus the realisation of school objectives depends greatly on the skill with which leaders adapt their practices to the circumstances in which they find themselves, their understanding of the underlying causes of the problems they encounter, and how they respond to those problems" (Seashore Louis et al., 2010).

With specific reference to the school setting, if school leaders do not demonstrate a democratic approach to managing and facilitating the daily procedures of the school and an undemocratic approach is used,

"a variety of undesirable outcomes will surface, such as; dependent and apathetic followers, low-quality policies coupled with inefficient implementation and constituent support, the mystification of the decision-making process, and in some cases, social strife and aggression"

(Gastil, 1994). This implies there will be a high rate of joblessness, cyber terrorism, fraud, political thuggery, unwanted pregnancies, drug consumption etc); thus the rate of indiscipline will be very high (Omote et al., 2015; Ali et al., 2014). Furthermore Principals play a vital role in curriculum implementation in this regards Seashore Louis et al. (2010) posited that even though a principal may not have expert knowledge of all curriculum content, principals are able to

use their talents in order to support student learning which indirectly influence the attainment of school objectives, enhances the educational system and as a result leading to operative growth and development of the students.

2.2: Theoretical Context

The rested on the following; Imogene's Goal Attainment theory and The Principalship Model for the Attainment of School Objectives.

Briefly, the theory of Goal Attainment was postulated in the 1960s by Imogene M. King, a nursing education expert from the United State of America. As seen from the title, the theory focuses on the attainment of certain life goals. It opines that the nurse and patient go hand-in-hand in communicating information, set goals together, and then take actions to achieve those goals. According to the theory, the factors that affect the attainment of goals are roles, stress, space, and time. On the other hand, the goal of the nurse is to help patients maintain health so they can function in their individual roles. The nurse's function is to interpret information in the nursing process, to plan, implement, and evaluate nursing care (Parker, 2006 and Gonzalo, 2019).

Contextualizing King's theory to secondary school leadership, it can be seen that the school principal occupies the position of a nurse, while the other members of the school community notably, the teachers, parents and most importantly the students constitute the clients or patients. The principal, in the execution of his functions, has as responsibility to ensure that he employs leadership practices that ensure effective interaction with all these stakeholders for the attainment of school goals and objectives. Successful leadership in the school is not the sole responsibility of the school principal. Based on the postulation of King, She, with her own perception and judgment, has other members of the school community as her clients whom they must communicate information together, take actions, decisions and assessments together and above all interact together in the school leadership process in order to attain the stated school goals and objectives. The outcome, which is the attainment of school goals and objectives and the feedback from such interaction, is certainly reflective of the ways or strategies employed in the interaction or processing process (Parker, 2006; King, 2007 and Gunazalo, 2019).

According the Principalship model for the attainment of school objectives developed by the researcher based on the independent and dependent variables and theories examined in the study, the principal is the central leader in the school, flanked by his closed collaborators, teachers, students and the external community. As the school leader, he has as a leadership mandate to: Effectively managed human, material and financial resources, show prove of accountability by always being accountable to all stakeholders for every activity or action taken in the school, effectively plan, implement and supervised instructions through pedagogic follow-up for effective teaching and learning and fully involved the external school community in school decision making processes through a cordial school-community relationship. All these are to ensure that the lofty school's goals and objectives such as the acquisition of transformative skills, knowledge, and acceptable attitudes amongst others, are sustainably attained for the benefit of the larger society.

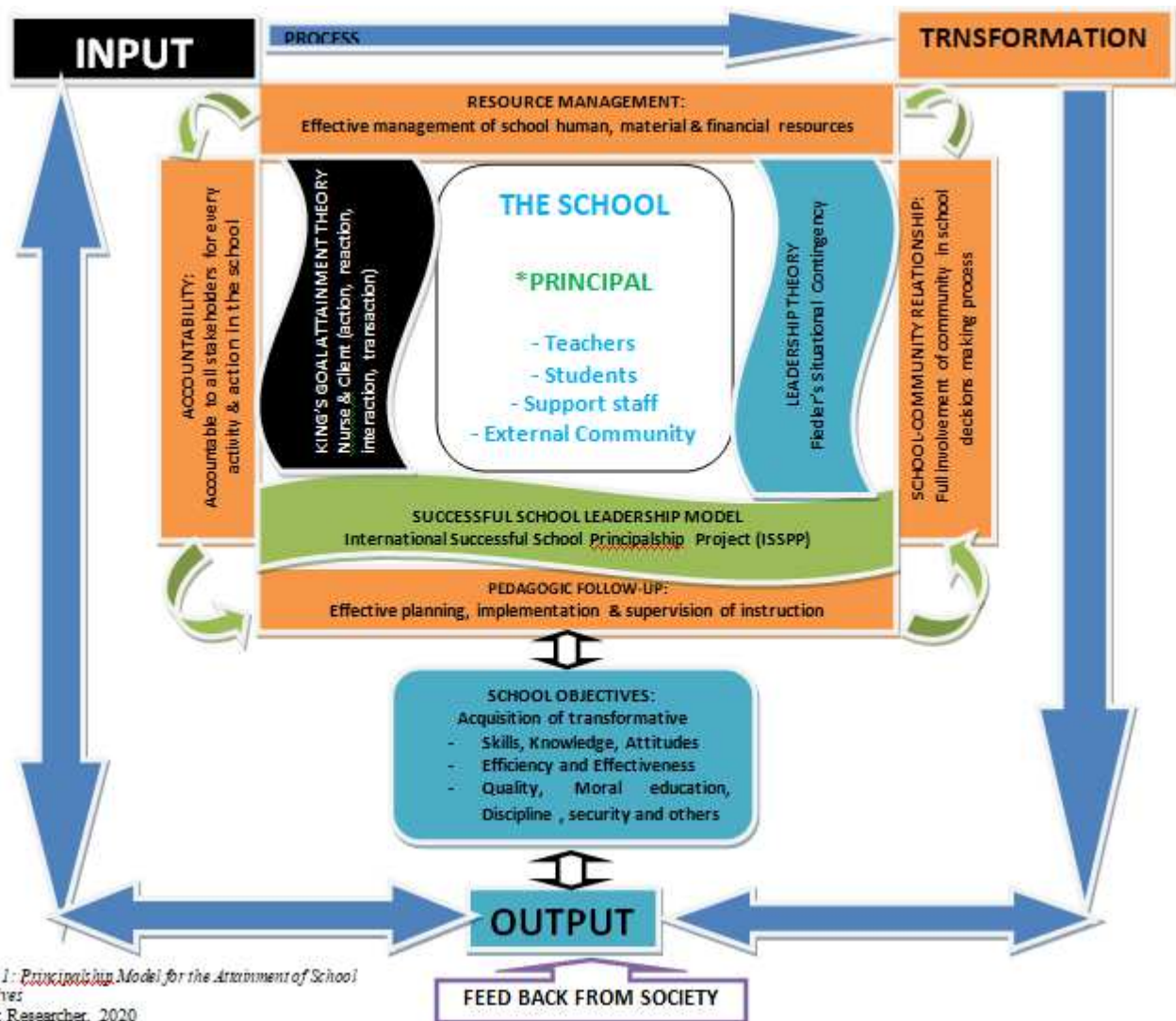


Figure 1: Principalship Model for the Attainment of School Objectives
Source: Researcher, 2020

3. Research Method

The research applied the evaluative and descriptive research designs, making use of quantitative and qualitative approaches. By this, data was collected from 31 government secondary general school principals in each of the regions in respect to their divisions using a structured questionnaire. The respondents were selected through purposive sampling technique.

The Questionnaire comprised of 17 closed ended items. The response option for the 17 items was a 5 scale likert-type option (Strongly Agree-SA; Agree-A; Undecided-U; Disagree-D; Strongly Disagree-SD). The first 4 items addressed research question 1 (financial resource management), the next 7 items addressed research question 2 (material resource management) while the last 6 items addressed research question 3 (human resource management).

Data was analyzed using descriptive and inferential statistics. Descriptive statistics (Frequencies, percentages, tables, and pie chart) was used to present the demographic information for principals. The closed ended items were

grouped according to the research question and analysed using frequencies, percentages, means and bar chart for the various response options and an overall group mean for each of the research question. The inferential statistic was employed to analyse test the hypothesis, here, the Pearson's Product Moment correlation coefficient was the used. Ms Excel 2019 and Statistical Package for Social Sciences (SPSS) version 24.0 for windows software application employed to facilitate the analysis while thematic analysis was used to analyse the interviews, here tables carrying the themes and accompanied responses were presented.

4. RESULTS AND DISCUSSION

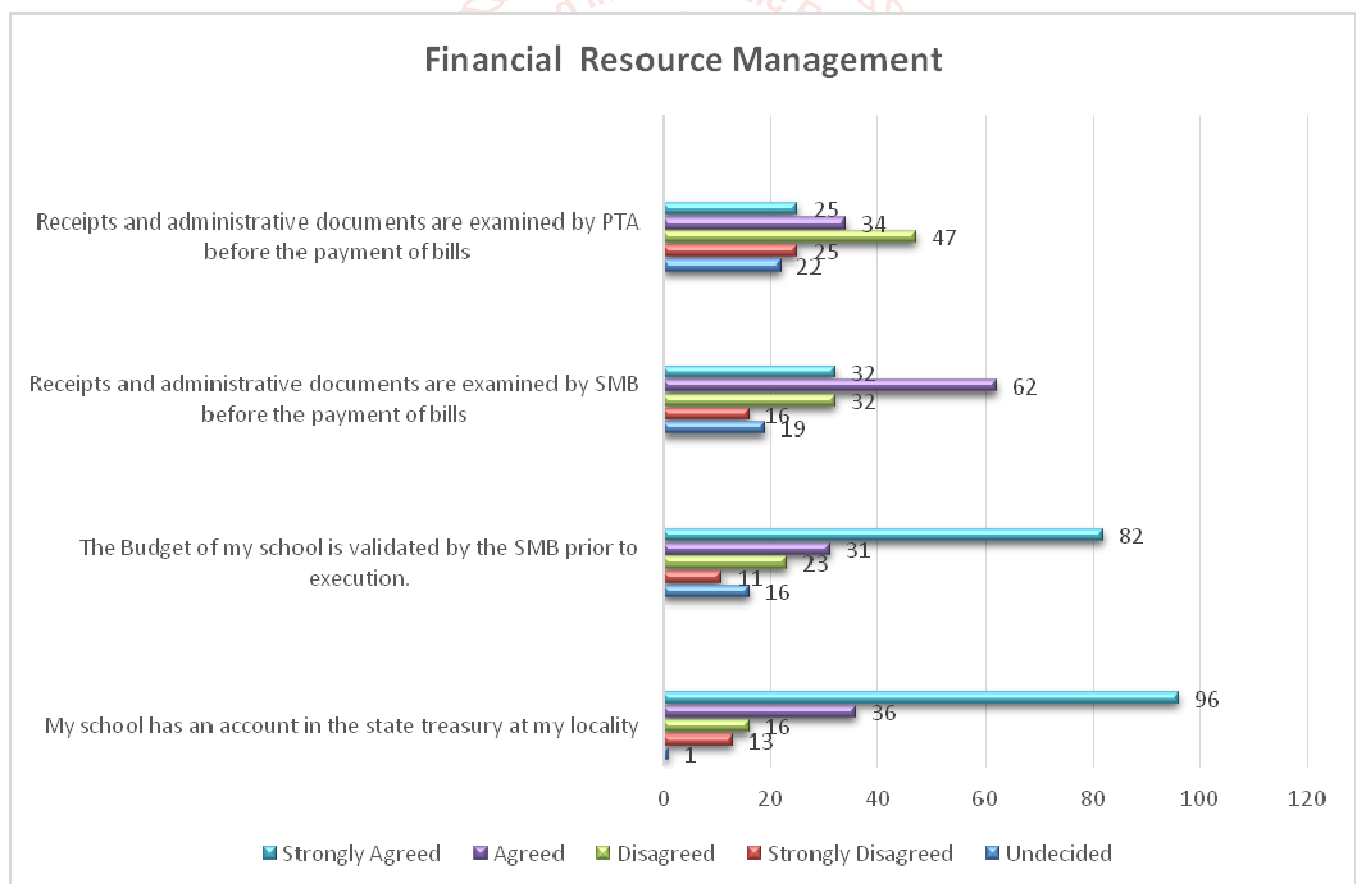
Out of 31 copies of the structured questionnaire administered to the sampled population 30 (15 from the South west Region and 15 from the Littoral region) were returned making a returned rate of 96.77 percent. The results from the analysis are presented below according to the various research questions and hypotheses.

Research Question 1: To what extent does principalship practice in financial resource management influence the attainment of school objectives?

Table 1: Financial resource management

				U	SD	D	A	SA	MEAN	N
My school has an account in the state treasury at my locality				1 (.6%)	13 (8%)	16 (9.9%)	36 (22.2%)	96 (59.3%)	3.31	16 2
The Budget of my school is validated by the SMB prior to execution.				16 (9.8%)	11 (6.7%)	23 (14.1%)	31 (19%)	82 (50.3%)	2.93	16 3
Receipts and administrative documents are examined by SMB before the payment of bills				19 (11.8%)	16 (9.9%)	32 (19.9%)	62 (38.5%)	32 (19.9%)	2.45	16 1
Receipts and administrative documents are examined by PTA before the payment of bills				22 (13.5%)	25 (15.3%)	47 (28.8%)	34 (20.9%)	25 (21.5%)	2.22	16 3
				Group mean					2.73	
No	Indicator	No of items	N	Mean	SD	Maxim um Mean	Critic al Mean	Decision	Ext ent %	
	Financial resource managem ent	4	1 6 7	15.40	4. 90	16.00	8.00	SA (Since Mean>Critic al Mean)	96. 25	

Source: Field work 2020

**Figure 2: Financial Resource Management**

Source: Field work, 2020

The principals generally agreed as follow that, their school has an account in their locality (22% agreed and 59% strongly agreed), the budget of their school is validated by the SMB prior to execution (19% agreed and 50% strongly agreed), SMB and PTA examine receipts and administrative documents before payment of bills 38.5% agreed and 19.9%

strongly agreed and 20.9% agreed and 21.5% strongly agreed.

It can therefore, be established that principalship practices in financial resource management influence the attainment of school objectives up to 96.25% with the respective predictive power of 0.05.

Data from interviews**Table 2: Thematic Analysis depicting Principals' perceptions to support their position on the management of financial resource of their schools are the following;**

Themes	Quotations
Prescribed Financial Rubrics	<ul style="list-style-type: none"> "We try to follow the rubrics as prescribed by the Minister and also follow the prescribed rubrics by the PTA, from that we can achieve the pedagogic goals" "The management of finances is done with clear cut rubrics. Everything is itemised to make sure the money is used judiciously". "The school expressed some needs that they cannot meet up and they proposed to the PTA for assistance" "As a principal you are forced to always go out for fees drive and this is something that has been put in different compartments by the Ministry".
Provision & Availability of Didactic materials	<ul style="list-style-type: none"> "If the finances are not well managed we will not be able to attain the objectives e.g. we have 6 seminars and 12 teachers are supposed to attend these seminars, the principal is to make sure their bills in relation to the seminars are paid and if there is no money for transport for the teachers to attend the seminars, the objectives will not be attained". "Principal must make sure that all working tools are needed by the personnel of the school are provided, if not work will not go". "Buy didactic materials, you will be able to make the school environment enabling. So, I think if you manage your financial resources properly, you are able to attain your school's objectives"
Uses of Finances	<ul style="list-style-type: none"> "You need to use finances for pedagogy, hygiene and sanitation and many other things in school life". "The principal is supposed to be somebody who is objective but orderly in order to succeed to work with other stakeholders".

Source; Field Work 2020

Amongst the 10 principals interviewed from each region, all of them accepted that to follow the prescribed Rubrics by the Minister of Secondary education and the PTA and that the principal is supposed to be somebody who is objective but diligent and orderly in order to succeed to work with other stakeholders for the attainment of school objectives.

With regards to management of finances, as depicted in some of their statements as 6 out of 10 Principals said,

"If the finances are not well managed we will not be able to attain the objectives e.g. we have 6 seminars and 12 teachers are supposed to attend these seminars, the principal is to make sure their bills in relation to the seminars are paid and if there is no money for transport for the teachers to attend the seminars, the objectives will not be attained".

Hypothesis 1: Principalship practices in financial resource management influences the attainment of School objectives.

The independent variable in this hypothesis is Principalship practices in financial resource management, while the dependent variable was attainment of School objectives. Since the data for both the independent and the dependent variable are continuous; the statistical analysis technique suitable to be used to test this hypothesis was Pearson's Product Moment Correlation.

Table 3 showing Pearson's' correlation for Principalship practices in financial resource management and attainment of School objectives

	attainment of school objectives	Principalship practices in financial resource management
attainment of school objectives	1	.714**
		.000
Principalship practices in financial resource management	.714**	1
	.000	

Source: Field work 2020

**.. Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation was run to determine the relationship between Principalship practices in financial resource management and attainment of school objectives. There was a positive very strong correlation between Principalship practices in financial resource management and attainment of school objectives. Which was statistically very significant ($r = .714, n = 167, p < .0005$). It could therefore be concluded that Principalship practices in resource management influence the attainment of School objectives.

This finding corroborates with what the principals were saying, for instance:

"If the finances are not well managed we will not be able to attain the objectives e.g. we have 6 seminars and 12 teachers are supposed to attend these seminars, the principal is to make sure their bills in relation to the seminars are paid and if there is no money for transport for the teachers to attend the seminars, the objectives will not be attained" (Principal A).

This finding refutes the works of Tumen (2013),

"There is no systematic relationship between overall level of school resources, financial management practices of schools, and the achievement of students in secondary schools. This implies the overall level of resources has no effect on student achievement. A further postulated that current financial management practices at the school-level have no impact on student achievement".

This means that, even though some schools allocate proportionally more resources to learning materials, teacher salaries, or school site related expenses; student achievement is not systematically higher in these schools and if students achievement is not higher it means the school objectives are not attained. Such findings also suggest that variations in the proportional allocation of resources across

schools may be too small to detect the systematic impact of financial management on achievement.

This finding is equally in agreement with the work of Ogundele et al. (2014), who established that financial management skills are needed by principals for effective school administration, by implication to the study, the

modern-day school principal should be financially knowledgeable, professionally and administratively competent to run and manage the school.

Research Question 2: To what extent does in material resource management influence the attainment of school objectives?

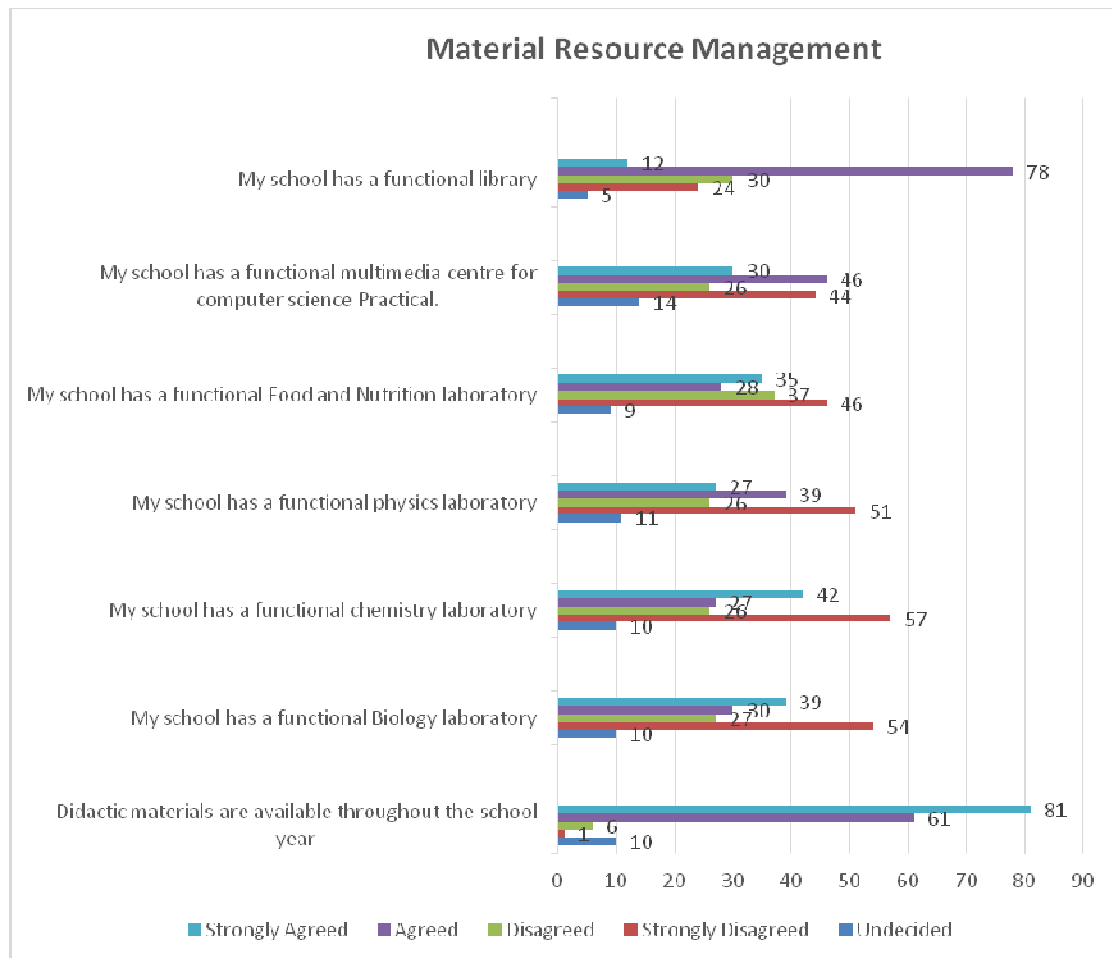


Figure 3: Material Resource Management
Source: Field work 2020.

Table 4: Material Resource Management

	U	SD	D	A	SA	MEAN	N
Didactic materials are available throughout the school year	10 (6.3%)	1 (.6%)	6 (3.8%)	61 (38.4%)	81 (50.9%)	3.27	159
My school has a functional Biology laboratory	10 (6.3%)	54 (33.8%)	27 (16.9%)	30 (18.8%)	39 (24.4%)	2.21	160
My school has a functional chemistry laboratory	10 (6.2%)	57 (35.2%)	26 (16%)	27 (16.7%)	42 (25.9%)	2.21	162
My school has a functional physics laboratory	11 (7.1%)	51 (33.1%)	26 (16.9%)	39 (25.3%)	27 (17.5%)	2.13	154
My school has a functional Food and Nutrition laboratory	9 (5.8%)	46 (29.7%)	37 (23.9%)	28 (18.1%)	35 (22.6%)	2.22	155
My school has a functional multimedia centre for computer science Practical.	14 (8.8%)	44 (27.5%)	26 (16.3%)	46 (28.8%)	30 (18.8%)	2.21	160
My school has a functional library	5 (3.4%)	24 (16.1%)	30 (20.1%)	78 (52.3%)	12 (8.1%)	2.46	149
	Group mean					2.39	

No	Indicator	No of items	N	Mean	SD	Maximum Mean	Critical Mean	Decision	Extent %
	Material resource management	7	167	16.71	6.82	28.00	14.00	A (Since Mean > Critical Mean)	59.68

Source: Field work 2020

In response to the Material Resource Management, there was where they agreed and disagree. As shown in Table 4 and figure 3, the responding principals generally agreed that, didactic materials are available throughout the school year (with 38.4% agree and 50.9% strongly agreed with a mean score of up to 3.3) and that their schools have a functional libraries with mean score of (with up to 52.3% who agreed and 8.1 who strongly agreed with a mean score of 2.5). However, they slightly disagreed on the rest four (4) items, that their schools have functional Biology (33.8% disagreed and 16.9% disagreed, with a mean score of 2.2), chemistry (35.2% strongly disagreed with 16% disagreeing, recording 2.21 as a mean score, physics (33.1% strongly disagree while 16.9% disagree, a mean score of 2.1) and Food and Nutrition laboratories (29.7% strongly agreed and 23.9%, with a mean score of 2.2, and lastly disagreed on a well functional multimedia centers for computer science practical's with a mean score of 2.2.

From the data presented on Table 11, it can therefore, be made clear that principalship practices in material resource management influence the attainment of school objectives up to 59.68% with the respective predictive power of 0.05.

Data from interviews

Table 5: Thematic Analysis depicting Principals' perceptions to support their position on management of material resources in their schools are the following;

Themes	Quotations
Provision, Purchase and Availability of Materials	<ul style="list-style-type: none"> “Principals ensure that those didactic and pedagogic materials needed for effective running of the school (chalk, duster, paper, ink, pens, exercise and texts books, syllabuses, computers and their accessories) are provided”. “As a principal, you do not just buy the request of teachers in relation to pedagogic and didactic materials because money is never enough, so you scale the resources according to preferences” “As a principal you cannot sub-change availability and adequacy of material resources. Thus you make sure that materials are available for example you play over the rubrics so as to provide the most essentials when the finances get exhausted” “We try as much as possible to manage and keep inventories on all what we have in the office and in classrooms”.
Construction and Maintenance	<ul style="list-style-type: none"> “Principals try as much as possible to use the meager resources at their disposal to maintain (repair and renovate) the material resources. So that both the teachers and students can operate at an optimum level because the essence of teaching is to make learning simple”. “With limited classrooms, as a principal I designed moveable boards to enable students learn under trees” “I use my own initiative to patch up with the nearby school for computer classes since I do not have a computer laboratory in my school and also include computers and its accessories in the school budget so as to start working on it”.

Source: Field work 2020

Among the 10 principals interviewed, all accepted that as a principal you cannot sub-change availability and adequacy of material resources. Thus the principal is to make sure that materials are available for example you play over the rubrics so as to provide the most essentials when the finances get exhausted. Some also agreed that they try as much as possible to use the meager resources at their disposal to maintain (repair and renovate) the material resources to enable the teachers and students can operate at an optimum level because the essence of teaching is to make learning simple. Their reason was that it will help improve on school/results and performance eventually leading to the attainment of stated objectives.

Hypothesis 2: Principalship practices in material resource management influences the attainment of School objectives.

The independent variable in this hypothesis is Principalship practices in material resource management, while the dependent variable was attainment of School objectives. Since the data for both the independent and the dependent variable are continuous; the statistical analysis technique suitable to be used to test this hypothesis was Pearson's Product Moment Correlation.

Table 6 showing Pearson's' correlation for Principalship practices in material resource management and attainment of School objectives

	Attainment of School objectives	Principalship practices in material resource management
Principalship practices in material resource management	1	.681**
		.000
Attainment of School objectives	.681**	1
	.000	

Source: Field Work, 2020

**. Correlation is significant at the 0.01 level (2-tailed).

From the analysis in the table above, the null hypothesis was rejected while the alternative retained. That there is a positive and moderate relationship between Principalship practices in material resource management and attainment of School objectives, which was statistically significant ($r = .681$, $n = 167$, $p < .0005$). It could therefore be concluded that Principalship practices in material resource management influence the attainment of School objectives.

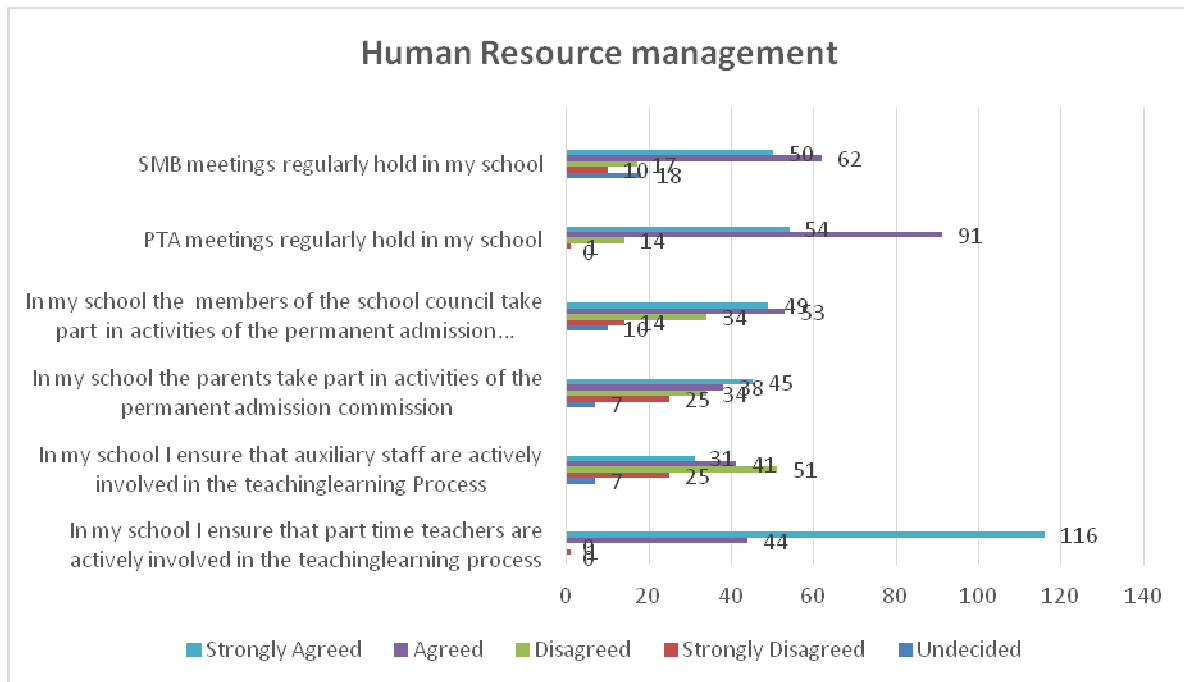
This work tends to align with the work of Uko, Umosen and Caleb (2016), who found out that administrators' resource management practices were significantly related to teachers' job performance. This implies that the school administrator (principal) requires adequacy of relevant components of educational resources (e.g material resources) to be able to effectively and efficiently coordinate and manage the school organization in collaboration with the teachers to bring about positive job performance and the requisite academic achievement of students and as a consequence the attainment of school objectives.

Research Question 3: To what extent does in human resource management influence the attainment of school objectives?

Table 7: Human Resource management

			U	SD	D	A	SA	MEAN	N
In my school I ensure that part time teachers are actively involved in the teaching-learning process			0 (0%)	1 (.6%)	0 (0%)	44 (27.3%)	116 (72%)	3.71	161
In my school I ensure that auxiliary staff are actively involved in the teaching-learning Process			7 (4.5%)	25 (16.1%)	51 (32.9%)	41 (26.5%)	31 (20%)	2.41	155
In my school the parents take part in activities of the permanent admission commission			7 (4.7)	25 (16.8%)	34 (22.8%)	38 (25.5%)	45 (30.2%)	2.60	149
In my school the members of the school council take part in activities of the permanent admission commission			10 (6.3%)	14 (8.8%)	34 (21.3%)	53 (33.1%)	49 (30.6%)	2.73	160
PTA meetings regularly hold in my school			0 (0%)	1 (.6%)	14 (8.8%)	91 (56.9%)	54 (33.8%)	3.24	160
SMB meetings regularly hold in my school			18 (11.5%)	10 (6.4%)	17 (10.8%)	62 (39.5%)	50 (31.8%)	2.74	157
			Group Mean					2.91	
No	Indicator	No of items	N	Mean	SD	Maximum Mean	Critical Mean	Decision	Extent %
	Human resource management	6	167	17.53	3.59	24.00	12.00	A (Since Mean> Critical Mean)	73.04

Source: Field work 2020



Source: Field work 2020
Figure 4: Human Resource management

Table 7 and Figure 4 have to do with Human resource management. Here, the responding principals generally agreed on 5 out of the 6 items as follows; that part time teachers are actively involved in the teaching-learning process (27.3% agreed and 72% strong agreed with a mean score of 3.71), that the parents and members of the school councils take part in activities of the permanent admission commissions (25.5% agreed and 30.2% strongly agreed, with a mean score of 2.60), PTA and SMB meetings regularly hold in their schools (56.9% agreed and 33.8% strongly agreed with a mean score of 3.2 and 39.5% agreed and 31.8% strongly agreed with a mean score of 2.74 respectively). However, they slightly disagreed that in their schools they ensure that auxiliary staff are actively involved in the teaching-learning Process (16.1% strongly disagreed and 32.9% disagreed, with a mean score of 2.41)

Hence, it is evident that principalship practices in human resource management influence the attainment of school objectives up to 73.04% with the respective predictive power of 0.05.

Data from interviews

Table 8: Thematic Analysis depicting Principals' perceptions to support their position on management of material resources in their schools are the following;

Themes	Quotations
Maintaining a positive and healthy school environment	<ul style="list-style-type: none"> “Try as much as possible to maintain a friendly campus/environment. Your staff and collaborators should know you are concerned about their welfare”. “I practice inclusive administration because it is of upmost important to note that nobody runs the house alone thus involving the internal stakeholders in decision making”. “As a principal to improve on productivity which has a direct impact on school objectives, teachers as well as students have to be intrinsically and extrinsically motivated (e.g. incentives, certificates of appreciation, verbal praise)”. “Principal must make sure that they delegate powers except financial power because delegating power is not just empowering people but it is a kind of training ground for your collaborators”
Role, Responsibility and leadership style	<ul style="list-style-type: none"> “As a principal you are firm when you need to be firm and you are relaxed when you need to be relaxed thus, I am of the opinion that praise and reprimand should be done openly” “As a principal you are the pivot of running an institution and institution is managed by people”. “The principal should be the person when it comes to pedagogy and school life” “I make sure each vice principal in my school is in charge of particular subjects and they have particular classes that they cater for and supervise”. “In human resource management the principal is not a boss; the principal treats the rest of her collaborators, teachers, administrators and even students with human phase”.

Source: Field work 2020

Principals highlighted that to improve on productivity which has a direct impact on the attainment of school objectives, teachers as well as students have to be intrinsically and extrinsically motivated (e.g. incentives, certificates of appreciation, verbal praise and also that the principal is not

a boss; the principal treats the rest of her collaborators, teachers, administrators and even students with human phase”.

It could be concluded that, as far as the three indicators of resource management (with the extent of 76.32%) are concern, financial resource management has the highest contribution with the extent of 96.25%, followed by human resource management with 73.04 and lastly material resource management with the extent of 59.68% to the attainment of school objectives. This finding is very significant in that principals need to pay attention these indicators if they expect a better outcome towards school attainment. They must manage the financial resources judiciously, take cognisance of the personnel they are working with, while lastly make best use of the available material at their put at their disposal.

Hypothesis 3: Principalship practices in human resource management influences the attainment of School objectives.

The independent variable in this hypothesis is Principalship practices in human resource management, while the dependent variable was attainment of School objectives. Since the data for both the independent and the dependent variable are continuous; the statistical analysis technique suitable to be used to test this hypothesis was Pearson's Product Moment Correlation.

Table 9 showing Pearson's' correlation for Principalship practices in human resource management and attainment of School objectives

	Attainment of School objectives	Principalship practices in human resource management
Principalship practices in human resource management	1	.681**
		.000
Attainment of School objectives	.681**	1
	.000	

Source: Field work 2020

** . Correlation is significant at the 0.01 level (2-tailed).

From the analysis in the table above, the null hypothesis was rejected while the alternative retained. That there is a positive and moderate relationship between Principalship practices in human resource management and attainment of School objectives, which was statistically significant ($r = .681, n = 167, p < .0005$). It could therefore be concluded that Principalship practices in human resource management influence the attainment of School objectives.

This finding is in conformity with the postulations of Etomes (2016),

"That for any organization to function effectively, it must have resource of men (human resources), money, materials and machinery. These resources by themselves cannot fulfil the objectives of the organization; they need to be collected, coordinated and utilized by the administrator".

Thus management of these resources is therefore vital. This implies the principal has to ensure effective and efficient use of human talents to accomplish the goals. For example teachers are the main human resources in school and their efficiency is very significant for the achievement of goals of education, thus the principal in his human resource practices needs to effectively and efficiently manage the teachers;

because teacher personnel management to some extent determines the quality of teachers which is paramount for the quality outcome of the school system (Hernes, 2001).

Generally, school principals are like the engines of a train in that they are primary factors for school success Lunenburg (2010). Achieving/attaining school objectives and optimum learning by students is all about school effectiveness. When the findings about the influence of principalship practices on the attainment of school objectives are examined, it can be seen that school principals in particular have a key role in increasing student success by creating effective learning-teaching and social environment and increase students' and teachers' motivation. These findings are consistent with the results of many previous studies (Schulte et al., 2010; Lunenburg, 2010; Wong & Nicotera, 2007; Fullan, 2005).

5. CONCLUSION

The study sought to analyze how principalship Practices in resource management influence the attainment of School objectives in Cameroon general secondary schools. This study in context has provided information about the situation of principalship practices in Cameroon. Focusing specifically on their practices in resource management and how they balance the demands of their roles and responsibilities.

The background of the study was examined and also reviewed the conceptual and theoretical frameworks of the study. Conceptual framework examined the major concepts of the study that is Principalship practices in resource management and school objectives. The study made use of an organizational theory and a model (Imogene's goal attainment theory and the principalship model for the attainment of school objectives). These theory and model explain the relationship between principalship and the attainment of school objectives. Questionnaire and Interview guide was used to collect data for this study and were formulated based on the three main hypotheses.

Based on the findings, the study was able to determine the extent to which principalship practices in resource management influence the attainment of school objectives. As far as the three indicators of resource management are concern; principalship practices here influence the attainment of school objectives with the extent of 76.32%, financial resource management has the highest contribution with the extent of 96.25%, followed by human resource management with 73.04 and lastly material resource management with the extent of 59.68% to the attainment of school objectives.

6. RECOMMENDATIONS

- The government is called upon to provide adequate funding to educational institutions to facilitate the administrative duties of principals which are hampered by frequent shortage of finances and materials.
- The government is advised to move from the policy of appointing principals from years of teaching experience to doing so based on formal professional training acquired in the domain of educational administration and leadership as offered in some state universities.

As a follow up to their professional development towards excellence, the government could put in place policies that provide free in-service trainings to principals that are already in the field.

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