CHAPTER ONE

INTRODUCTION

Background to the Study

Education is an instrument that can be used by any nation to achieve a more rapid economic, social, political, cultural and technological development. Education is a human right and school heads are expected to apply various resource management practices in order to attain their set goals and objectives. From the foregoing, any educational institution like a secondary school, should strive for students' excellent performances in examinations in order to improve on school performance, hence developing and transforming the society.

A secondary school according to Cameroon National Policy on Education (2012), is a level of education obtained after primary school. According to Cameroon Ministry of Secondary Education (2012), secondary education is divided into three sections i.e. secondary general, secondary technical and teacher training colleges. For the purpose of this study, secondary technical schools are considered. A principal is the leader and secondary school manager (Acheck, 2015). Acheck insisted that the primary function of a principal of any secondary school is to get results by initiating and directing activities that will ensure realisation of the goals of the institution. The principal does this by applying resource

management practices on the available resources for effective use. Principals were used in this work as source of information since they are the ones who understand school policy and their implementation, better than any other staff. According to Nsamenang and Tchom (2011), resource management practice is the efficient and effective development of resources in an organisation in order to attain its set goals and objectives.

Essentially, education and its quality delivery is highly influenced by the resources an educational institution possesses and manages. Stephen (2011) viewed educational resources as materials used to support education that may be freely accessed, used, reused and shared to anyone for educational purposes. If management practices are applied on these resources effectively, school performance will be improved.

Agabi (2010) classified educational resources into the following groups: The first (which will be used in this work) consists of concrete resources that can be physically quantified and their effect on educational achievement measured in terms of their quantity and quality. In this class, resources include human resources, funding, physical resources, and instructional material resources. The second class of resources (of equal importance), which consists of abstract resources such as time and

information, can only be measured in terms of their effect on job performance.

Human resources which according to Heathfield (2016), is the organisation's function that deal with people and issues related to people such as compensation, hiring, performance management and training. Agabi (2010) asserted that, financial resources are resources made up of all monetary inputs in educational system. Physical resources are those physical items that are needed to carry out work and where to carry out the work. Physical resources in school include school plant, classrooms, offices, recreational facilities, laboratory equipment, workshop equipment, the entire school ground, and so on. To Janovsky (2017), instructional material resources are tools, a teacher uses to help him teach his students e.g. textbooks, charts, graphs and so on. Hence the above resources are necessary for the improvement of school performance.

According to Hearthfield (2016), human resource management is a function within an organisation that focuses on the recruitment of, management of, and provision of directions for the people who work in the organisation. Human resource management in secondary schools covers staff (teaching and non-teaching) and students (Agabi, 2010). The primary responsibilities associated with human resource management, as observed by Barry in Seyoum (2011) include, human resource

planning, job analysis, recruitment and selection of employees, organization and measurement, appraisal of work force performance, utilization of work force, implementation of reward systems for employees and professional development of workers.

The Organisation for Economic Cooperation and Development (OECD). (2003) states that, teaching staff refers to professional personnel directly involved in teaching students, including classroom teachers, special education teachers, and other teachers who work with students as a whole, in classrooms, small groups, in resource rooms or in one-to-one, inside or outside a regular classroom. Teaching staff also include heads of departments, whose duties include some amount of teaching. It does not include non-professionals personnel who support teachers in providing instructions to students such as teacher's aides and other professionals. Non-teaching staff are employees within an academic or vocational environment, whose jobs do not involve teaching. A student is a learner or someone who attends and educational institution. For the purpose of this study, human resource management is delimited to teaching staff and students.

Sunjo (2014) identified some human resource management practices in secondary schools in the North West Region of Cameroon. They include: recruitment of trained teachers, encouraging teachers without teaching

certificates to be trained, recommending staff for in service training, encouraging teachers to update their knowledge through seminars, recommending study leave with pay for teachers, evaluating the subject content coverage of teachers, monitoring classroom teaching of every teacher at least once a week, visiting the staffroom immediately after assembly and immediately after break to ensure that teachers are in their various classrooms, and so on. Human resource management alone cannot improve school performance. Financial resources must be available to motivate human resources for educational institutions to function effectively in order to improve on school performance.

Financial management is the operational activity of a business that is responsible for obtaining and effectively utilising funds, necessary for efficient operations (Massie, 2015). Massie insisted that to enhance secondary school growth, principals must disburse funds, render accountability to these funds and regularly monitor the funds to ensure its effective use. According to Nchinda (2015), an institution like a school acquires funds through internally generated revenue, money provided by the government, partners and individuals. When the acquired funds are available and used appropriately, it enhances school performance.

Sunjo (2014) identified some management of school fund practices in secondary schools in the North West Region of Cameroon. They include:

disbursement of funds to the heads of departments for the purchase of teaching/learning materials, allowing the heads of departments to use their discretion in spending funds allocated to various departments in buying teaching/learning materials, providing funds; for teachers to attend seminars, to hire buses for students for field trips, to the heads of departments for the buying of teaching/learning materials and so on. He also pointed out other financial resource practices which include regular payment of part time teachers and payment of extra financial incentives to teachers. Without finances, learning will be slowed down since funds are needed to construct, purchase and replace physical resources for schools' use.

A school cannot function effectively without physical resources. Usage and maintenance of these resources will be of great importance in schools, for the attainment of its goals and objectives. Angie (2007) defined physical resources as those facilities such as the school land and all the physical structures on it, which makes the physical appearance and general condition of school striking in any educational institution. They represent the totality of the school environment for the realisation of the school business. For example, classrooms where students learn, dormitories, where students sleep; library, where reading and research take place; laboratories and workshops, where practical studies are

carried out, staffroom, where teachers seat and prepare lesson notes; and so on.

Norbert (2005) pointed out that, if enough physical resources made available in schools are judiciously utilized, the school environment will be another world from the community where unwanted influences will not be easily cherished. Anyanwu (2010) contends that, no meaningful educational programme can be implemented without adequate physical resource management in schools. Sunjo (2014), identifies some physical resource management practices in secondary schools in the North West Region of Cameroon. They include: plastering, painting and sweeping the classrooms, offices, libraries, laboratories, staffroom and workshops whenever they are dirty. He also insisted that maintaining flower lawns; cleaning workshop equipment after use; replacing benches and workshop equipment as soon as they are bad and so on, are very good practices in schools which keeps a conducive environment for learning. It is meaningless for physical resources to exist without instructional materials resources since these resources together, improve school performance.

Instructional materials are tools used in educational lessons which include active learning and assessment. Basically, any resource a teacher uses to help him teach his students, is an instructional material e.g. text books, charts, graphs and so on (Janovsky, 2017). Janovisky asserted that, if

these instructional materials are effectively used, performances will be high. Sunjo (2014), identified some instructional materials management practices in secondary schools in the North West Region of Cameroon. They include: arranging books in bookshelves for students to quickly identify, collect and read; ensuring that teachers often make use of instructional materials (posters, pictures, maps), for students to understand lessons better; using appropriate instructional materials during lessons for students to understand better; ensuring students' use of learning aids (pair of compass, protractors), which are commensurate to teaching aid for students to understand lessons better; replacing instructional materials as soon as they are bad, preparing lesson plans; ensuring that teachers' lesson notes are always marked by the dean of study, and so on. Effective usage and maintenance of instructional material resources can lead to an increase in school performance. If the above resource management practices are appropriately applied in the management of secondary schools, they will improve on their performances at the end of course examinations.

According to Undie (2006), an institution like a secondary school can improve on its performances if it can adequately acquire and judiciously use its resources; if it can recruit and develop qualified staff, and if her students succeed. According to Sammons and Mortimore in Mohan

(2011), school performance is the ability of a school to achieve or exceed its goals. The goals set should be reflective of students' academic ability. Cuttance in Mohan (2011) affirms that, a school which performs well is one that can achieve or exceed its academic goals.

Samders and Stockton in Alammar (2015) opined that, school performance can be observed when there is competition amongst schools in raising standards and achievement level. Schools that have high standards and achievement level attract parents. Therefore schools with low standards and achievement level must recognise what they should do, to improve on performances. They also need to improve on their performances in order to attract enough students. Even though school effectiveness can be viewed in several dimensions, the International Institute for Educational Planning (IIEP) under UNESCO has proposed a scale of measurement for school effectiveness. According to IIEP (2000), school effectiveness refers to the performance of the organisational unit called school. The performance of the school can be expressed as the output of the school, which is measured in terms of average achievement of the learners at the end of a period of formal schooling. For the purpose of this study, school performance is measured based on the school results, i.e. percentage (%) score for each school at the end of course examination in technical schools [General Certificate of Education (GCE) ordinary

level or Certificat d'Aptitude Professionnelle (CAP)], 2014 session. Some technical schools do not take GCE examinations. In this case CAP is considered since they are equivalent. This percentage score is the ratio of the number of students who passed the examination and the number who sat for the examination, multiplied by a hundred. According to Monono (2014), schools' results at the end of course examination below 50%, is considered failed which implies poor school performances.

School performances at the end of course examination, have not been encouraging in Cameroon in general and in the North West Region in particular (Monono, 2014). For the past five years, the average school performances have been less than 50%. This implies that the results have been poor and the worst results were recorded in 2014 session, where some government schools scored below 10%. The performances were too poor so much that it resulted to a strike, where some principals and teachers were molested by students in some parts of the region. According to Nsawir (2014), some teachers and a principal were molested by students in Ndzeng village for scoring 7% in the GCE ordinary level. They were carrying placards bearing information such as poor results are due to lack of trained teachers, classrooms, benches, instructional materials; teachers come late to class, teachers end their lessons before time, teachers did not finish their syllabuses, the principal

should give an account for school funds, students drop out of school because of poor results, and so on. Because of this frightful incident, the divisional delegate of secondary education for Bui was interviewed.

According to the divisional delegate, Mbenkum in Ojong (2014), the poor performances is due to the fact that these schools were working with Parents Teachers Association (PTA) teachers who were untrained and that most newly created government schools are inadequately staffed. Nyusemu in Abah and Nsoseka (2014) asserted that, laxity in government schools is also a reason for poor results. Teachers in these schools are sure of their salary at the end of each month, so it does not matter whether they teach or not. The frightful incident that took place in Ndzeng village and the above poor results motivated the researcher to carry out a study on principals' resource management practices as correlates of school performance in public secondary schools in NW Region of Cameroon.

Statement of the Problem

Resource management practices in schools do not only improve on school performance, but also plays an indispensible role in the development, emergence and modernity in any nation through the students they produce. Unfortunately, school performance at the end of course examination, have not been encouraging in Cameroon in general and in the North West Region in particular. School results at the end of course

examination 2014 session show that, out of the 132 schools that wrote the examination, only 36 had a percentage of 50 and above. Worse still, some schools scored as low as 0% (see appendix C, p. 151). These are pointers to the fact that students might not be studying effectively, which has consistently been giving poor school performances. Poor results in examination leading to such persistent poor performances could be blamed in part, on poor resource management practices by principals. This persistent poor performance by students is not good for Cameroon as it aspires to become an emerging country in 2035. Based on the foregoing, effective practices need to be applied in order to reverse the current poor performance in secondary schools in the North West region of Cameroon. Among these management practices are human resource practices, school fund practices, physical resource practices and instructional material resource practices. The problem is "what is the relationship between principals' resource management practices and school performance in public secondary schools in North West region of Cameroon?"

Purpose of the Study

The main purpose of this study is to determine the relationship between principals' resource management practices and school performance in

public secondary schools in North West region of Cameroon. Specifically, the study will determine the relationship between:

1. Principals' management of human resource practices and school performance.
2. Principals' management of school funds practices and school performance.
3. Principals' management of physical resource practices and school performance.
4. Principals' management of instructional material resource practices and school performance.

Significance of the Study

The findings of this study will be beneficial to the following groups of people. These are: principals, curriculum planners, educational stakeholders and researchers.

The findings of this study showed a substantial positive relationship between principals' management of human resource practices, school fund practices, physical resource practices, instructional material resource practices and school performance.

Consequently, it will permit the principal to adjust these resource management practices accordingly, in order to improve on school performance.

Curriculum planners will then have the impetus of introducing compulsory courses on resource management practices in teacher training colleges and faculties of education, in Cameroon universities. This will go a long way to prepare future principals with appropriate skills on resource management practices, in order to improve on school performance.

This will permit educational stakeholders like the government and non-governmental organisations to organise and sponsor compulsory training seminars, workshops and conferences, aimed at improving principals'' resource management practices.

Finally for researchers, the results of the findings will serve as a guide for further research on this topic. The results of the findings will also serve as a base-line data for further research on this topic or related ones.

Scope of the Study

The study covered principals' resource management practices in secondary schools in North West Region of Cameroon. The components of resource management practices to be covered are human resource

management practices, school funds management practices, physical resource management practices and instructional material resource management practices. In this study, school effectiveness is confined to school performance at the end of course examination 2014 session and performance stands for "percentage pass" in the examination. The study covered government technical schools in the NW region of Cameroon. The study also covered principals as source for data collection since they are at the helm of school management and hence, best understand the management practices that prevail in schools, more than any other staff.

Research Questions

The following questions guided this study:

1. What is the relationship between principals' management of human resource practices and school performance?

2. What is the relationship between principals' management of school funds practices and school performance?

3. What is the relationship between principals' management of physical resource practices and school performance?

4. What is the relationship between principals' management of instructional material resource practices and school performance?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between principals' management of human resource practices and school performance.
2. There is no significant relationship between principals' management of school funds practices and school performance.
3. There is no significant relationship between principals' management of physical resource practices and school performance.
4. There is no significant relationship between principals' management of instructional material resource practices and school performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of literature relevant to the study is presented. This chapter presents the review of related literature under the following headings:

Conceptual Framework

Principal

Resource Management Practices

School Performance

Theoretical Framework

Scientific Management Theory

System Resource Theory of Organisational effectiveness

Theoretical Studies

Types of Resources in Education

Role Played by Resources in the Management of Educational institutions.

Principals' Resource Management Practices

Indicators of Effective Practices in Schools

Indicators of School Performance

Factors that Limit School performance

Empirical Studies

Teacher Personnel Management

Management of School Funds

Management of Physical Facilities

Use of Instructional Materials in Teaching

School Performance

Summary of Review of Related Literature

Conceptual Framework

Principal

According to Mbua (2013), the principal is the head of a secondary school and as the leader of the school, he/she has the responsibility of initiating, facilitating and sustaining the proposed changes that will ensure that the environment is friendly, welcoming and conducive to teaching and learning. Mbua goes further to say that, the school heard is the chief administrator of the school and as such has interest and responsibility in ensuring that, education takes place efficiently.

If the educational service delivery is not effective and efficient in the school, because of restricted competence or lack of confidence on the part of the teacher serving in the school, the school head should initiate in-service training for the staff. The principal should set the educational objectives of the school, make plans to ensure realisation, obtain and ensure staff development in his school, strive for improved instructional procedure and materials, ensure the welfare of the students and develop staff professionally and cooperate with colleagues.

The principal is seen as administering when he arranges carefully and in the best possible way, utilisation of all money and learning facilities and the staff made available to the school in addition to those he can make available to ensure that the product of his school are well prepared for

higher education. According to Branch, Hanushek and Rivkin (2013), a principal is a secondary school administrator and leader, who promotes the success of all by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. He promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff professional growth. He promotes the success of all students by ensuring management of the organisation, operations, and resources for a safe, efficient, and effective leaning environment.

He promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilising community resources. He promotes the success of all students by acting with integrity, fairness and in an ethical manner. He promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. Branch, Hanushek and Rivkin also put forth standards for principals by saying that, effective principals create a culture of learning for adult tied to students and other school goals; use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement; actively involve the community to create shared

responsibility for students and school success. To Hornby (2010), principal is a person who is in charge of a college or a secondary school. Based on the above definition, the researcher defines a principal as the manager of a secondary school, who is responsible for implementing the educational policy of the country at the secondary school level, and usually reports to the hierarchy on issues faced by the school.

Resource Management Practices

According to Ndyali (2013), resource management practices in secondary schools, are practices that have influence on students' outcomes. They include:

1. Promoting instructional leadership, promoting the introduction of organizational innovations, enabling teachers to work more effectively. In general, these include all activities that facilitate and improve the quality of teaching and learning.
2. Motivation of the teaching staff, or transformational leadership, which is concerned with the ability of some principals to engage with staff in ways that inspired them to new levels of energy, commitment, and moral purpose.
3. The processes of selection of teachers through the recruitment of new staff and dismissal of the existing ones which can be decided in part or in whole by the school principal depending on the

institutional context, since collective bargaining agreements may prevent principals from engaging in firing/hiring low/high performing teachers.

To Beach in Anyanwu (2010), resource management practice is the utilization, inspection and maintenance of facilities to accomplish the designated objectives. Nwankwo (2002) saw resource management practices as the application of management principles, procedures and practices to the issues and problems of any field of work. In extending the meaning and scope of management to educational organization and systems, Nwankwo defines educational resource management practices as the application of management principles, procedures and practices to the issues and problems of education.

Bullus in Undie (2006) viewed resource management practices as, maintaining what we have, maximizing the use of what we have and showing personal commitment in the provision of resources as partners in the growth and development of an enterprise and improvising in the provision of needed resources. According to Glatter, in Orakwue (2006), resource management practices in an institution include all those processes of securing decision about what activities the institution will undertake. Thus adequate resource management in any institution is

meant for the attainment of institutional goals and objectives for the benefit of the society.

Ekpo in Undie (2006) looked at resource management practices to be:

1. School level supervision and periodic inspection.
2. Time tabling and subject blocking.
3. Streaming arrangement i.e. streaming students into different groups so as to direct learning resources on the actual users.
4. Regular assessment of course work.
5. Text book policy and selection procedure.
6. Organization and development of basic resources to support the curriculum.
7. Maintenance of functional library.
8. School level of staff development.
9. Resource sharing and networking.

Ekpo insisted that, these nine strategies of resource management cover all aspects of resources that are involved in school system. According to Terry (2015), resource management practices is a distinct process consisting of planning, organising, activating and controlling activities performed to determine and accomplish the objectives by the use of people and other resources. Terry perceived management practices as a process and a systematic way of doing things. Narayan (2013) contends

that, resource management practices is an art as well as science of planning, organizing, directing and controlling activities to accomplish organisational goals.

Planning: Planning is the first and most important step in management. It is also the most often overlooked step. It is the root of all other steps in the management process in every organisation. Every hour spent in effective planning saves few hours in execution and gives better results.

Organising: After planning, a manager must be able to define and organize teams, objectives, classify the authority, and coordinate between authority and responsibility in order to get the team's work done in the most efficient manner. Time available for tasks should be allocated in ordered sequence of priorities.

Directing: Once the manager has planned and organized the work, what comes next is directing, the action step. At this stage, the manager has to direct his team members to get the work done. He should start by making sure the organizational objectives are clear to everyone in the team. Do all of them know what they have to do? Do all of them know what their responsibilities are in getting the team achieve the goals?

Controlling: Controlling is the process of checking if the delegated tasks are done and on time, which involves evaluation and reporting of team performances. Authority for decision making should be delegated to the lowest level possible, consistent with good judgement and available facts.

Effective management practices lead to success which is the achievement of goals and objectives set by any organization. Based on the above definitions, the researcher defines resource management practices as maintaining and maximizing the use of available resources (human, financial, physical and material and so on) and improvising in case of insufficiency, in order to attain the objectives of an institution, for its growth and development.

School Performance

According to Beare, Caldwell and Millikan in Botha (2010), performance refers to an organisation accomplishing its specific objectives. School performance therefore means 'the school accomplishing its objectives'. Sun, Creemers and De Jong (2007) contended that, studies of school performance have two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. The choice and use of outcome measures has been open to debate in many areas of educational research. One of the touchstones of school performance is the impact on learners' education outcomes (i.e. test or examination results obtained during formal assessment). In this regard, Bennet, Crawford and Cartwright in Botha (2010) say academic outcomes, usually measured by test and/or examination results, have continued to dominate while other

outcome measures have been neglected or used to a lesser extent. Gray (2004) stated in this regard that, examination results are a measure of academic learning.

According to Calman (2015), school performance is the schools' efforts to make changes towards improving the students' level of achievement. The role of the school is dominant in improving students' achievement. Calman identified some factors of school performance. They include: sustained focus on instruction and learning, safe and positive school climate and culture, high expectations for all students and staff, effective use of students' achievement data, teaching practice, productive parent involvement and building staff skills.

Lynch (2015) advocated that, students' performance should be the primary indicator of school performance. It makes sense really, since the purpose of school is educating students. Other researchers propose that students' social characteristics such as personal growth, should be included when determining effective schools. Lynch proposes five common characteristics responsible for school performance. They include: quality leadership, high expectations of students and teachers, screening of students' performance and development, the extent of the goals and direction and the extent to which the school is secured and organised. Lynch further stated that apart from the five factors of

successful school mentioned above, the size of a school seems to be a school performance factors. Lynch insisted that the smaller the school, the better students perform. Students in a smaller learning environment feel more connected to their peers and teachers, pass class examination more often and have higher probability of excelling. Another factor that influences school performance includes time to learn, teacher quality and school and parental trust. The more time a student spends learning, and the more efficiently that time is used, the higher their achievement. Schools that find creative ways to extend time in learning will likely have good performance. Schools able to hire teachers from high quality education programs increase the possibility of high performances.

School performance can also be influenced by the frequency, relevance and the quality of the teacher professional development offered by the school. Trust and parents participation are also features of successful school. Trust between all parties of the school is vital in enhancing school performance because it supports the prospects that, parents and teachers believe in the motives and actions of each other. Both teachers and parents believe in the importance of education and are willing to make time to support students' educational experiences and efforts (Lynch, 2015). From the above concept of school performance, the researcher defines school performance as the extent to which educational institutions

(schools) achieve their objectives with minimum expenditure of time and money.

Theoretical Framework

Management has been approached from a number of theoretical perspectives. Different scholars have proposed different theories on management and educational management but for the purpose of this study on principals' resource management practices and school performance in public secondary schools in North West region of Cameroon, the theories below will be reviewed; scientific management theory and system resource theory of organisational effectiveness.

Scientific Management Theory

The scientific management theory was propounded by Taylor in 1911. The theory states that, it is impossible through any long period of time, to get workmen to work much harder than the average man around them unless they are assured a large and permanent increase in their pay. It emanated partly from the need to increase productivity. He rested his philosophy on four principles.

1. The development of true science of management. This emphasizes the replacement of the rule of thumb with true science. The essence is to determine the best method of performing each task.

2. The scientific selection of workers. This is aimed at assigning functions to the most suitable person or worker. Emphasis is on job specialization.
3. The scientific education and the development of the worker: This involves development of the workers in their potentials for their own profit and that of the company.
4. Intimate friendly co-operation between management and labour. This emphasizes cooperation among the workers.

Taylor's theory emphasizes job specialization, cooperation among workers, developing the workers and their potentials for their profit and that of the company. Taylor's theory provided the basis for this study appraising the managerial practices of principals of public secondary schools in North West region of Cameroon.

The essence of this theory is to increase productivity. Productivity in this context is, students' performances at the end of course examination. For productivity to prevail, qualified personnel with good working relationship must be required. Also, an extra payment must be given to the personnel who prove to work harder. Therefore the relevance of this theory to this work is that, principals will be obliged to select qualified teachers, motivate them by paying extra incentives, send them to attend workshops, seminars and conferences in order to improve on their

knowledge. This will push teachers to work harder in order to improve on school performances.

However, the above theory made mention only of principal resource management practices in schools i.e. selecting workers (teachers), developing and motivating them, ensuring corporation amongst them and so on, in order to improve on school performance. It did not say anything about effectiveness of a school as an organisation, which need support from other systems attached to it, hence the need for the next theory.

System Resource Theory of Organizational Effectiveness

System resource theory of organizational effectiveness was put forward by Yuchtman and Seashore in (1967) for the measurement of organizational effectiveness. The system resource theory states that, an organization is a network of interrelated systems. The outputs of one system may become the inputs of another system. The organizational system functions effectively to the degree that its sub-systems are in harmony and are coordinated to work together. The organization according to the proponents of this approach, strive to survive by satisfying the needs of its components. In this context, needs refer to the requirements subsystems must meet in order to survive. These systems' needs may be classified as:

1. Bargaining position-ability of the organization to exploit its environment in acquiring scarce and valued resources.
2. Ability of the system's decision-makers to perceive and correctly interpret the real properties of the external environment.
3. Ability of the system to produce a certain specified output.
4. Maintenance of internal day-to-day activities.
5. Ability of the organization to coordinate relationships among the various subsystems.
6. Ability of the organization to respond to feedbacks regarding its effectiveness in the environment.
7. Ability of the organization to evaluate the effects of its decisions.
8. Ability of the organization's system to accomplish its goals.

System resource theory of organisational effectiveness is relevant in this study because schools are not closed social systems, and so depend on environmental support for their survival. It was used in this study since schools need support (in terms of finance, infrastructure, equipment and instructional materials) from PTA, school council, NGOs and so on, in order to improve on their performance. Yet resource allocation to schools is vulnerable to both state and community politics because of the multiple social programs competing for limited resources. The rational distribution and utilization of acquired resources not only guarantees short term

success but also helps to improve the manager's bargaining position for more resources. Thus, the resourcefulness and abilities of the manager can be a major determining factor in the success of an organization like secondary schools.

Theoretical Studies

Theoretical studies are classified under the following subheadings; Types of Resources in Education, Role Played by Resources in the Management of Educational Institutions, Principals' Resource Management Practices, Indicators of Effective Practices in Schools, Indicators of School Performance and Factors that Limit School Performance.

Types of Resources in Education

According to Agabi (2010), resources for the achievement of schools' goals include students, teachers, non-teachers, equipment, buildings, money and materials. These resources are so important that, no school system can give qualitative learning without them. Since these resources are scarce, their utilization in the production process requires skills and training. The utilization of the resources demands careful planning, supervision, coordination and control. Agabi goes further to say that, educational resources have been classified into four groups which include (a) human resources (both teaching and non-teaching staff); (b) financial resources made up of all monetary input into the education system

directed towards the achievement of specified educational objectives; (c) physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground; and (d) material resources including instructional aids, stationeries, education plans, objectives and prescribed methodologies.

Time is a vital complementary resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school system. Hornby (2010) defines time as, what is measured in minutes, hours, days and so on. All school system activities are carried out within a time frame which may be limited to minutes, hours, days, months or even years. Time mismanagement constrains the effective achievement of the objective for which a particular educational resource is required. Effective resource management will be difficult to be achieved in any school where time is disregarded.

Information, which is another important resource that complements the use of other resources, is critical in the effective management of any organization. Information is defined as, facts or details that tells you something about a situation, person or event (Longman, 2005). Specifically, information is a service facility for applying facts or news, and law. Adequate information and its proper management are absolutely

important to effective decision making. The relevance of information as an educational resource cannot be over-emphasized (Agabi, 2010).

According to Agabi (2010) it is believed that, most educational management problems in any developing country (including Cameroon) are traceable to inadequate resources and a general lack of proper information management techniques. From the foregoing, Agabi pointed out that two classes of resources exist. The is made up of concrete resources that can be physically quantified and their effect on educational achievement measured in terms of their quantity and quality. These resources include human resources, funding (financial resources), physical resources, and instructional material resources.

The second class of resources consists of abstract resources such as time and information and can only be measured in terms of their effect on job performance. Good knowledge and the appropriate utilization of these major classes of resources are vital in the achievement of effectiveness in resource management in the school system, especially in the present context of global economic crises and a consistent decrease in Cameroon government monetary allocation to education. The school manager must be well informed of the existence of educational resources and know when to collect and use such resources. He or she should also be able to

adopt a method that is suitable to the level of education at which he or she is operating (Agabi, 2010).

According to Umacant (2007), resources may be grouped into the following main types:

Material Resources

Any available material within the system, or within the system's environment, which can be used and this may include:

1. Substance resources, raw materials
2. Machines and equipment
3. Human resources
4. Animals, living beings, plants, natural resources
5. Financial resources

Field or Energy Resources

Any type of energy or sources of energy within the system or the system's environment, which is available to be used.

1. Electricity
2. Heat, light and so on.
3. Mechanical
4. Magnetic, electromagnetic.

Information Resources

Any information that is available within us or anywhere in the world which can be used to build or improve the system.

1. Patent data.
2. Internet.
3. Books, libraries, academics, teachers.
4. Traditional sources of information.

Space resources

The physical space that is available in the system or around the system which can be used for the building or operation of the system.

1. Land or surface space, ground space on earth
2. Rooms, air space, three dimensional space, sky
3. Electronic storage space, memory
4. Temporary storage space

Time resources

Any time slot that is not used or available to be used,

1. An allotted time, any available time, night time, holidays
2. Idle time, waiting time, unutilised time gaps between two different operations.
3. Utilizing the same time in parallel while doing other things.

Function Resources

Possible capability of the system for doing additional functions.

1. System resources- potential useful features of the system, which can be explored by reconfiguring or redesigning the system.
2. Learning, correction, improving.

According to Boris and Alla (2005), types of resources include substance field resources, (a component in the algorithm for inventive problem solving), functions, information, space, time, change, evolutionary resources (which constitutes a key concept in the directed evolution process, where a comprehensive set of possible evolutionary scenarios are created for a given system) and so on.

Role Played by Resources in the Management of Educational Institutions

Resources are very vital in the management of educational institutions. Some level of relevant resources must be available in order for these educational institutions to be effective. Nchor in Agabi (2010) is in view of this fact and reiterated that, instructional resources provide a solid basis for conceptual thinking; increase the propensity of the brain to retain information; make learning more interesting; and take care of differences that might exist among learners.

Resource management cannot be operational without personnel. That is why Undie (2006) says, human resources which accumulate physical capital, exploit natural resources and build socio-political structure vital to national development constitute the ultimate basis for the wealth of nations. Therefore human resource management is an essential factor for the management of resource. Onuh and Ofojebe (2006) in line with this fact say that, personnel administration could be seen to be associated with human resources that an administrator uses to achieve his organizational goals and objectives.

Personnel availability in an organization constitutes only one part of resources. Other resources are physical, finance and material, and it is only through the combine efforts of people that the other resources are utilized for the attainment of organizational objectives. Consequently, organizing human efforts and releasing individual motivation are the central responsibilities of school administrators.

Financial management involves management of funds available to ensure the provision of wide variety of resources to the program to enable it continue to exist, plan, execute, monitor and evaluate its services within certain approved financial regulations (Eheazu, 2005).

However, if funds are not available in secondary schools, no matter how qualified and equipped human resources may be, the school might never attain its set goals and objectives. Consequently, Agabi (2010) opined that, the prudent management of education funds involves decisions on how to procure, expand, utilize and properly account for funds directed at the achievement of educational objectives in general or institutional goals in particular. This being the case, the quality of financial management must be ensured by the principals since it is vital for school growth.

To enhance secondary school growth, principals must disburse funds, render accountability to these funds and regularly monitor how the funds are being spent to ensure its effective use. The need for adequate financial management is very important in secondary educational system. It is there that the foundation of producing the highest level of manpower in a nation is being carried out (Madueke, 2005). It is the midpoint of educational system. Effective management of finances in schools contributes to the proper attainment of its goals and objectives. Without financial resources, a school cannot survive. That is why Onwuka and Ofojebe (2006) say that, unless a certain minimum level of financial provision is reached, the effective operation of a school in terms of quality of education offered is threatened. For this reason, funds are needed to facilitate the implementation of school policies and programs.

Physical resources are those physical facilities or structures available in an institution. The importance of physical resources in secondary schools cannot be over emphasized. Classrooms are where teaching/learning process takes place. The football, handball, volleyball and so on, fields are important since learning without play makes Jack a dull boy, the offices are where administrative functions are executed, the library is where school books are kept, the laboratories are where experiments are being carried out and so on. This confirms Ofojebe, Chukwuma and Onajite (2013) view that, both practical teaching and general administration of a school operate within an environment made up of structures, laboratories, libraries and other facilities. Therefore physical resources help in facilitating teaching/learning process by providing conducive environment and good atmospheric conditions for learning for the attainment of educational goals and production of quality output.

Instructional materials facilitate learning, i.e. they help teachers to teach better and the learners to understand and learn effectively. For lessons to be properly understood, lesson notes must be available and must be made following the syllabus. Teaching aids like charts, posters, textbooks and so on, must be properly used. In fact, instructional materials concretize ideas. They make teaching and learning more meaningful and fascinating through concretization of ideas, concepts, facts, principles and

generalizations. On the uses of instructional materials and their importance, Schuller in Uzondu (2007) contends that, instructional materials can help to make the learning situation more real, life-like and interesting to students.

Principals' Resource Management Practices

According to Cameroon Ministry of Secondary Education (CMSE) (2012), the Principal is a secondary school head whose function is to support and assist the schools in meeting the overall objectives of the school and the needs of individual students. The role of the Principal is to provide leadership, direction and co-ordination within the school, hence must be able to put into effect these practices in order for the school's goals to be attained. The Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning in his/her school. The principal should strive to create an organization and or climate which foster students' and teachers' growth.

The CMSE insists that, the practices of the school principals are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general, resource management practices a principal should carryout in school include: (a) the detailed organization of the school; (b) the development of the instructional

program; (c) the assignment of duties and the supervision of members of his staff and: (d) the general operation of the school facility. The amount of time a principal will be able to devote to administrative duties will vary according to the size and level of the school, the amount of time released from teaching, and the demands of a particular year. However the following are all included in the powers and responsibilities of the principal, according to CMSE (2012).

Human Resource Practices

The principal is informed of current practices and techniques relating to school programs, teaching and administration by attending meetings and professional development conferences, and reading professional materials. When not involved in teaching duties, he devotes as much time as possible to the supervision of the school; observing methods of instruction and endeavouring to improve the efficiency of the staff and the school in general. He keeps the hierarchy fully advised as to the conditions and needs of the school and also assists the teaching staff in the development, implementation, modifications, and selection of curriculum materials, and keeps the hierarchy informed as to any modifications in or substitution of approved courses.

The principal develops and supports a high degree of student morale through curricular and extracurricular activities and services, and co-

ordinate the participation of all members of the teaching staff in the extracurricular program. He participates with the divisional delegation of secondary education in the selection of professional, clerical and support staff, holds regular staff meetings for the purpose of discussing educational and administrative matters, responsible for the proper registration and transfer of students in the school and for the maintenance of up-to-date student cumulative records and also have authority over faculty of education students accepted at his/her school.

Where there is no vice-principal, he designates a member of the teaching staff of that school, to assume his duties and responsibilities in his absence and inform the staff of the person designated. The principal promotes the professional and academic growth of his staff through in-service training, takes an active role in the selection, planning, and implementation of professional development activities for the staff, he is responsible for the daily supervision of the school, its students, facilitators, professional and support staff, volunteers, and other personnel in the school, ensures that every teacher shall be on duty in the school at least 10 minutes before the opening of the morning session, and at least five minutes before the opening of the afternoon session and also evaluate the effectiveness of each member of staff in accordance with the establishment plan and shall forward written reports to the delegate.

The principal establishes a climate in which students can develop self-discipline, have disciplinary authority over each student while on school premises, while going to and from school, while riding on school buses and while taking part in authorized school activities, have authority over activities sponsored and conducted by the student organizations of his school, responsible for the provision of supervision of students and student activities in the school buildings, on school grounds, while loading or unloading from school buses, or involved in field trips or other student activities sponsored by the school and also ensures that no student is allowed to leave the school grounds on errands without his/her express permission.

Management of School Funds Practices

The principal is responsible for the administration of instructional supplies budget for school and the safe keeping of monies that belong to the school. He establishes procedures for the purpose and receipt of materials and supplies necessary to support the instructional program and ensures that there is a system of accounting for monies from student activities, student fees, gifts or other funds belonging to school or to any student group within the school.

Physical Resource Management Practices

The principal develops and foster a sense of pride and respect for school property so that the facility is an attractive place, ensures that all reasonable precautions are taken to safeguard the school properties, establish procedures whereby the access of visitors to the school can be monitored and controlled. This would include access by salespersons, guest speakers and former students. He inspects the school grounds and school buildings to see that they are free from hazards which might cause accidents and he shall notify the proper authorities of any conditions which need to be remedied. In the event where damage is serious and appears to have been deliberate, it shall be reported to the police department in addition to the divisional office. The principal reports any accidents or injuries of students or staff to the divisional delegate's office, conduct fire drills as required by regulations and see that all personnel within the school are familiar with all procedures to be followed in case of a fire and also assumes responsibility for the general cleanliness and maintenance of his school. The principal is responsible for the direction of the work of caretaker in the routine cleaning of the school premises. He works with the secretary-treasurer in the planning of capital projects

and the routine maintenance of school buildings and grounds and takes control of school buildings and grounds in accordance with the school policy.

Instructional Material Resource Management Practices

The principal is responsible for the preparation of appropriate instructional materials, timetable, class lists and schedules, and supervision schedules and is responsible for their functioning. He establishes appropriate procedures for the control of all school textbooks, materials, equipment, and so on, familiarizes himself with inspection on the use of instructional materials by teachers, general students' progress and to assist in students' improvement and also co-ordinate and/or direct the evaluation of student progress and achievement and the provision of regular reports to parents.

Indicators of Effective Practice in Schools

According to the Centre on Innovation Improvement (2012), indicators for effective school practices include:

Leadership and Decision-Making

Under leadership and decision making, a team structure is established with specific duties and time for instructional planning. Also, there is a focus on the principal's role in building leadership capacity, achieving

learning goals, and improving instruction. What indicate effective practices are: incorporation of teams into the school improvement plan and school governance policy. All teams have written statements of purpose and by-laws for their operation and should operate with work plans for the year and specific work products to produce. All teams should prepare agendas for their meetings, maintain official minutes of their meetings and the principal should maintains a file of the agendas, work products, and minutes of all teams. A leadership team consisting of the principal, teachers who lead the instructional teams, and other key professional staff, meet regularly. The leadership team serves as a conduit of communication to the departments and staff; shares in decisions of real substance pertaining to curriculum, instruction, and professional development; regularly looks at school performance data and aggregated classroom observation data and uses those data to make decisions about school improvement and professional development needs. Teachers are organized into forms or subject-area instructional teams and meet regularly to conduct business focused to develop and refine units of instruction and review student learning data. A School community council consisting of the principal, parent facilitator, social worker or counsellor and parents, who oversees family-school relationships and the curriculum of the home. A majority of the members of the school community council are parents of currently enrolled students and are not

also employees of the school, meet regularly (twice a month for an hour each meeting).

As concerns principal's role, the principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. He develops the leadership capacity of others in the school and communicates the likelihood of success based on the plan and hard work. He models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices and also participates actively with the school's teams. The principal keeps a focus on instructional improvement and student learning outcomes, monitors curriculum and classroom instruction regularly; spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. He challenges, supports, and monitors the correction of unsound teaching practices and celebrates individual, team, and school successes, especially related to student learning outcomes. The principal provides incentives for teacher and student accomplishment, personally engages parents and the community in the improvement process and offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Professional Development

Professional development involves, aligning classroom observations with evaluation criteria and professional development. Indicators of effective practices include: The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. The leadership team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. Professional development for teachers involves; observations by the principal related to indicators of effective teaching and classroom management, observations by peers related to indicators of effective teaching and classroom management and self-assessment related to indicators of effective teaching and classroom management. Teachers are required to make individual professional development plans based on classroom observations. Professional development of individual teachers involves an emphasis on indicators of effective teaching. Professional development for departments involves assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. Teacher evaluation examines the same indicators used in professional development. The principal plans opportunities for teachers to share their strengths with other teachers.

Parents and Learning

Under parents and learning, parents are being helped to help their children meet standards. Indicators of effective practice: Parent policies, activities, and programs cultivate the "curriculum of the home." Parents receive regular, jargon-free communication about learning standards, their children's progress, and the parents' role in their children's school success. Parents receive practical guidance to; maintain regular and supportive verbal interaction with their children, maintain daily conversations with their children about their school experiences and progress, establish a quiet place for children's studying at home, consistent discipline for studying at home, encouraging their children's regular reading habits at home and to model and encourage respectful and responsible behaviours. Parents are given opportunities to meet with each other to share their child-rearing concerns and successes. Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits. Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers. The department, students, and parents regularly discuss the school's compact that outlines key expectations of students, parents, and teachers. The school issues student's report card which shows the student's progress in meeting learning standards and provides

parents an opportunity to report on the student's home-based studying and reading habits.

Curriculum, Assessment, and Instructional Planning

Under curriculum, assessment and instructional planning, teachers are engaged in aligning instruction with standards and benchmarks, assessing and monitoring student mastery, differentiating and aligning learning activities and assessing student learning frequently with standards-based assessments. Indicators of effective practice include: Instructional teams develop standards-aligned units of instruction for each subject and form. Units of instruction include standards-based objectives and criteria for mastery. Objectives are levelled to target learning to each student's demonstrated prior mastery based on multiple points of data (e.g., unit tests and student work). Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. Unit pre-tests and post-tests are administered to all students in the form and subject covered by the unit of instruction. Unit pre-test and post-test results are reviewed by the instructional team. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. Teachers re-teach based on post-test results. Units of instruction include specific learning activities aligned to objectives. Instructional teams develop materials for their

standards-aligned learning activities and share the materials among themselves. Materials for standards-aligned learning activities are well-organized, labelled, and stored for convenient use by teachers. The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked. The school tests each student at least 3 times each year to determine progress toward standards-based objectives. Teachers receive timely reports of results from standardised and objectives-based tests. The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, data, behaviour indicators, and other variables useful to teachers. Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. Yearly learning goals are set for the school by the leadership team utilising student learning data. The leadership team monitors school-level student learning data. Instructional teams use; student learning data to assess strengths and weaknesses of the curriculum and instructional strategies, student learning data to plan instruction and to identify students in need of instructional support or enhancement. Instructional teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to sort out students in need of intervention (both

students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

Classroom Instruction

Classroom instruction involves inspection and monitoring of sound instruction in a variety of modes, homework practices communication with parents, and classroom management. Indicators of effective practices in case of instruction preparation and delivery involves lesson preparation, introduction, presentation, summary of the lesson, interaction, student-directed instruction and computer based instruction.

All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. All teachers develop weekly lesson plans based on aligned units of instruction with objectives-based pre-tests and post-tests. All teachers maintain a record of each student's mastery of specific learning objectives, test frequently using a variety of evaluation methods and maintain a record of the results. All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. All teachers review the previous lesson, clearly state the lesson's topic, theme, and objectives. They stimulate interest in the topics and use modelling, demonstration, and graphics. All teachers proceed step by step, explain directly and thoroughly, maintain eye contact, speak with expression and

use a variety of vocal tones with prompting/cueing. All teachers re-teach when necessary, review with drilling/class recitation, questioning summarising key concepts. All teachers re-teach following questioning, use open-ended questioning and encourage elaboration, re-direct student questions, encourage peer interaction, encourage students to paraphrase, summarize, and relate. All teachers encourage students to check their own comprehension and verbally praise students. All teachers move to all areas in which students are working and meet with them to facilitate mastery of objectives, encouraging students to help each other with their work, interacting instructionally with students (explaining, checking, giving feedback), interacting managerially with students (reinforcing rules, procedures), interacting socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family) and verbally praising them.

For computer based instruction, students are engaged and on task and comfortable with the program and its navigation. All teachers move round the computer room to assist students with computer program's document alignment with standards-based objectives. All teachers maintain a record of student mastery of standards-based objectives and assess student mastery in ways other than those provided by the computer program.

For homework practices and communication with parents, all teachers maintain a file of communication with parents, regularly assign homework (4 or more days a week); check, mark, and return homework; include comments on checked homework; count homework toward the student's report card grade and systematically report to parents the student's mastery of specific standards-based objectives. As concerns classroom management, when waiting for assistance from the teacher, students are occupied with; curriculum-related activities provided by the teacher, students maintain eye contact and attentiveness and transitions between instructional modes are brief and orderly. Students raise hands or otherwise signal before speaking, all teachers use a variety of instructional modes and maintain well-organized student learning materials in the classroom.

Teachers display completed student work in the classroom and classroom rules and procedures in the classroom. Teachers correct students who do not follow classroom rules and procedures, reinforce classroom rules and procedures by positively teaching them, conduct an occasional "behaviour check." and engage all students (e.g., encourage silent students to participate)

School Community

As concerns school community, the purpose, policies, and practices of the school community has to be defined, two-way, school-home communication linked to learning has to be provided, parents have to be educated to support their children's learning, teachers have to work with parents and members of the school community need to be connected to support student learning. Indicators of effective practice include: The school's homework policy; requires homework at all grade levels, makes homework a part of the student's report card grade, stresses the importance of checking, marking, and promptly returning homework. The school's mission statement, compact, and homework policy are included in the school improvement plan.

The school recognizes the accomplishments of teams (e. g., teaching teams, school councils), regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home. The school maintains a program of home visits by teachers, staff, and/or trained community members. The school's mission statement is distinct, clear, and focused on student learning. The school's compact outlines the responsibilities/expectations of teachers, parents, and students, includes responsibilities/expectations of parents drawn from the curriculum of the home is annually distributed to teachers, school personnel, parents, and students. The school's homework policy provides

guidelines for the amount of daily study time at home by form (class). The school celebrates its accomplishments and recognizes the individual accomplishments of teachers.

As for communication, the school's compact, homework policy, and learning standards are routinely reviewed and discussed at departmental meetings. The school's compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences. Parent-teacher conferences are held at least twice a year and include students at least once a year. The "on-going conversation" between school personnel and parents is candid, supportive, and flows in both directions. Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. The school maintains a program of home gatherings, with groups of parents meeting in a home with a teacher. Teachers are familiar with the curriculum of the home and discuss it with parents. Parents are familiar with the curriculum of the home and discuss it with teachers.

As concerns education and connection, parent education programs include some multi-session group experiences with specific agendas. Professional development programs for teachers include assistance in working effectively with parents. Parent education programs are led by

trained parent leaders. The school offers parent education programs focused on building skills relative to the curriculum of the home. The school provides "intergenerational associations" in which students of different ages are brought together to learn and in which parents or community volunteers assist in the classroom. The school provides opportunities for parents to get to know each other and discuss the curriculum of the home. The school's policies encourage parents to visit classrooms. The school has a parent-friendly document that outlines the rules for parent visits to classrooms. The school sponsors all-school events that include parents, students, and teachers and focus on aspects of student learning. All-school events include parent-child interactive activities. Office and support staff members are trained to make the school a "welcoming place" for parents.

Indicators of School Performance

The National Centre for Education Statistics (NCES) (2000) suggests some indicators of school performance. These include:

The Academic Skills of Teachers

Students learn more from teachers with strong academic skills than they do from teachers with weak academic skills. Because measures of teachers' academic skills are not routinely collected, the number of studies that look at this relationship is limited, and each uses a slightly

different measurement method. The findings however, are so consistent that there is broad agreement that, teachers' academic skills are linked to student learning. This is not to say that, academic skills perfectly predict how well a person will teach. Teacher quality has less to do with how well teachers perform on standardized tests than with how they perform in the classroom. In fact, classroom observation is the traditional way of assessing teacher quality. Obviously, several other traits not measured on standardized tests (such as interpersonal skills, public speaking skills, and enthusiasm for working with children) influence whether someone will be an effective teacher. Till date, the only way these traits are systematically assessed is through formal classroom observation. Because these data are hard to quantify, most studies that have examined the link between teacher skills and student learning, limit their definition of teacher skills to academic skills. The more able teachers have students with high scores.

Teacher Assignment

Many teachers are currently teaching courses they were not trained to teach, and this appears to affect student achievement adversely. Even though there are several mixed results concerning the relationship between teacher degree and student test scores, most of these studies simply assess whether a teacher has a master's degree and do not identify the subject in which the degree was received or the type of training a

teacher received. Studies have found that subject matter preparation is related to student achievement.

Teacher Experience

Students learn more from experienced teachers than they do from less experienced ones. Children taught by a teacher with five years of experience make three to four months' more progress in reading skills during a school year than do children taught by a first-year teacher. However, teachers with 5 or 10 years of experience are more effective than new teachers. Though it is impossible to limit the teaching force only to experienced teachers, the effects of new teachers may be diffused and reduced if new teachers are evenly distributed among the schools, and proper assistance is given to them.

Professional Development

The quality of the teaching force may depend on the opportunities for development, presented to those already teaching because entering teachers make up a minority of the teaching corps. Even though professional development should enhance student learning, there is no concrete statistical evidence of an association. This lack of statistical evidence may be because the quality of the data pertaining to professional development needs to be improved to understand more about its relationship with student learning. Large numbers of teachers leave the profession within the first few years of entering it. Further studies have

shown that, the most academically able teachers are the most likely to leave the profession in the first few years. This compounds the problem identified above that, the most academically talented may be the least likely to enter the profession in the first place.

Course Content

Concerns about content in both the intended and implemented curriculum and how a lack of focus in curriculum affects student achievement, have appeared in influential studies. America National Centre for Education Statistics (NCES). (2000) concludes that, secondary school curricula have been homogenized, diluted, and diffused to the point that, they no longer have a central purpose. Students have migrated from vocational and college preparatory programs to "general track" courses in large numbers. The NCES recommends that the curriculum be brought under control by requiring high school students to take the five new basics; four years of English, three years of mathematics, three years of science, three years of social studies, and a half year of computer science. From the foregoing, a lack of content focus, results in poor performance.

Pedagogy

The implemented curriculum as represented by instructional delivery or pedagogy is an increasing focus of researchers' attention because it eliminates the obstacles between educational inputs and student outcomes. Pedagogy assumes that teachers have different effectiveness

because of how they approach the curriculum, select instructional actions for themselves and their students, and employ their resources.

Technology

Computers and the internet play a role in classrooms. Computers and internet access are used in a variety of ways in schools, and each use may have an independent impact on student learning. Very little research on the effect of technology on learning looks at the uses and effects of internet access. Most research examines the instructional power of the computer to teach discrete skills. Students' learning is enhanced by computers when the computers are used to teach discrete skills in the style referred to as "drill and practice."

Class Size

How teachers implement the course content, instructional pedagogy, and technology use in the classroom, may all be influenced by the number of students in the class. Manipulating class size as a way to improve student learning is now at the forefront of the education policy debate because learners may achieve more in smaller classes, particularly primary-grade learners who come from economically disadvantaged backgrounds. With fewer students, teachers may be able to employ a different pedagogical approach and implement the curriculum in a more effective manner. Most of these meta-analyses have concluded that, smaller classes do raise student test scores.

School Leadership

Schools need a competent individual or group of individuals who can provide direction, guidance, and support in the school's journey toward achieving its goals. Leadership provides a unifying focus, the impetus to work toward school goals, and a locus for decision making along the way. In quality schools, an individual or group of individuals take responsibility to provide school leadership, assemble a faculty with the skills to achieve school goals, provide direct support for those teachers, and make teaching and learning a main preoccupation around which everything else revolves. A school without a leader is a collection of independent classrooms with individual goals and unconnected beliefs about what is important and how to achieve it. Pervasive and sustained student learning is more likely to occur in schools with leadership.

Goals

Whether called shared vision, shared beliefs, shared values, or common goals, a clear sense of purpose with participant is a key ingredient in any successful social organization, including schools. The process is neither simple nor clear-cut, however. Identifying school goals and achieving consensus among school administration, parents, staff, and community and then implementing and institutionalizing those goals involves a difficult process. While the process may vary, researchers agree that successful schools begin by clearly identifying and communicating

ambitious goals, then implementing and institutionalizing those goals with broad consensus from essential stakeholders.

Professional Community

Adults working collectively within a school can have a positive effect on student learning and school quality beyond their central and direct contribution as individual teachers. Quality schools are likely to have a stable, professional community of experienced teachers with shared norms, values, and goals; a common focus on student learning; a willingness to collaborate; and an openness to reflection and new ideas, all directed toward high student achievement. This suggests that teachers working together as a community of adults with individual and joint commitments to a set of common goals within the broader context of the school, can have a powerful effect beyond their individual contributions and that, this community effect may be related to improved student learning. Students are the primary beneficiaries when a school community is cohesively focused and vigorously working toward common goals. Teachers also benefit. Teachers derive personal energy, fulfil their professional responsibilities, sustain quality performance, refresh their energy to be fully engaged with students, and stay focused on the central tasks of education. As the professional community works together to establish common goals and accomplish meaningful change toward those goals, the whole school is enriched.

Discipline

Positive disciplinary climate is directly linked to high achievement. An orderly school atmosphere conducive to learning could be an example of a "necessary, but not sufficient" characteristic of quality schools. Quality schools with high levels of student learning, may have an accompanying high level of orderliness and discipline throughout the school, as students are actively engaged in educationally productive activities. An orderly school by itself, is neither directly responsible for the student learning, that might occur nor sufficient to ensure that learning will happen. Combined with other strong attributes of schools, teachers, and classrooms, however, a disciplined climate may be a necessary precondition that permits and perhaps enables good teaching and learning.

Academic Environment

One of the most frequently cited attributes of schools with high levels of student learning and consistent positive student growth is that, schools emphasize (and students take advantage of) a challenging and appropriate curriculum . Unless students are productively engaged in appropriately challenging academic study, a school's orderly atmosphere will have little effect on student learning. Knowing school-level policies and school wide actions encourage students into recommended course-taking patterns and toward academic success which can be a useful information for schools

searching for greater success. To understand these issues, it must be known whether and how students' performances are related to the schools' course offerings (academic versus vocational). Also, students' responses to those course offerings and the extent to which the school encourages students into particular enrolment patterns and holds high expectations for their success must be known.

Factors that Limit School Performance

In secondary schools, so many factors are responsible of bringing down performance. They include:

Laiser-Fair Attitude of Principals

Some principals exercise laxity in performing their functions. In fact, they have laiser-fair attitude in performing duties assign to them. According to Kendra (2017), a laiser-fair attitude is an attitude in which leaders are hands-off and allow group members to make decisions. Kendra insisted that, this attitude leads to the lowest productivity among group members. Principals with this attitude do not care to monitor the activities of the school in order to boost its performance. Most often, they feel reluctant to: visit classroom in order to check if teachers are actually teaching; sit in class to assess teachers when they are teaching; assess the heads of departments to see if money disbursed to various departments are appropriately used; move round the school to assess classrooms,

laboratories, libraries, school compound and other infrastructure to see if they are in good condition; check whether teachers are in line with the syllabuses, schemes of work, record of work book, and so on.

Inexperienced Principals

The Cameroon policy on education (2012) suggests that, in order for a teacher to be appointed a principal, he or she must have worked for at least 15 years. To attain this level, he or she must have held the post of a class master, head of department, senior discipline master and vice principal in order to have good experience. According to Hornby (2010), experience is the knowledge and skills that one can gain by doing something for a period of time. Hence teachers need to occupy and work in the above posts for some time in order to have experience. Techu (2014) asserted that, a teacher was appointed a principal in government secondary school Ichim-Oku in the North West region of Cameroon, immediately he graduated from the school of education. Consequently, he could not manage school resources put at his disposal and this led to poor school performances.

Political Commitments of Principals

Principals in Cameroon are involved in politics so much that, they tend to neglect duties assigned to them. Most of them acquire this post on political basis. According to Acheck (2015), most principals are appointed not because of their qualifications, but due to their political

loyalty to the party in power. As such, they tend to commit themselves more on political party activities. During political campaigns, and rallies, these principals completely abandon their duties for these activities. According to Njang (2012), the principal of government high school Melim in the North West region abandon school during campaign for presidential election in 2011. Consequently, this action led to poor resource management practices by the inexperienced subordinates. At the end, poor results at the GCE were recorded.

Insufficient Resources

Cameroon, like any other developing country, experiences shortage in the provision of educational resources. The demand in the existing educational resources far outweighs the supply. Even though these resources are limited in supply in government secondary schools, the poor practices employed in the management of the available human, physical, financial and instructional material resources might result to poor performances of the school. In most secondary schools in the North West Region of Cameroon, the provision of resources like human, financial, physical and instructional material, which is critical to the success of every educational administrator, has become very challenging because of increasing demand for educational services. Some of these resources are very expensive and most often lacking in schools. For this

reason, the effective delivery of curriculum content, school administration and realisation of school goals is hampered.

According to Mbua (2013), school heads find it difficult to manage with shortage of resources in their daily administration. In case of shortage of teachers, students will not acquire the expected knowledge. With shortage of funds, teachers will not be able to be motivated financially and other resources will not be able to be procured. With shortage of physical and instructional material resources, teachers would not be able to teach effectively.

The student teacher ratio of 1:60 according to Cameroon national policy on education (2012), is no more respected. There are more teachers in urban schools than in rural schools. The inadequacy of teachers especially in rural schools, has forced principals to assign jobs to them, not related to their area of professional training. From the foregoing, Rugai and Agih in Agabi (2010) say that, experience and qualification have potent impact on job performance.

Secondary schools in the North West region are insufficiently funded from time immemorial. This supports Nwadiana's view in Agabi (2010) that, public schools in the third world countries are heavily affected by micro-economic aggregates such as budget deficits, fluctuating foreign exchange rates, inflation, and increasing debt burdens. According to

Nchinda (2016), funds have not been allocated to each department in most secondary school in the North West region. Even when allocated, it is not enough to procure the required departmental needs.

In order to boost students' performances, there should be enough equipment in the laboratory and workshops for students to put into practice what they have studied in the classroom. According to Chouh (2015), there is insufficient laboratory equipment like the microscopes, test tubes, pipettes, gas jars, pots, gas cookers, and so on, in public secondary schools in the North West Region of Cameroon. He goes further to say that, there are insufficient workshop equipment like sewing machine, motor mechanic engines, and other workshop tools in these schools. These insufficiencies can enable students not to perfect their practical skills effectively.

For students to gain more knowledge and also to read ahead, the library must be well equipped with resent textbooks and past questions for them to read. Ngum (2014) commented that, most secondary school libraries in the North West region of Cameroon (in cases where they exist), are insufficiently equipped. Most often, very few books and past questions are available in the library, hence making it difficult for students to do proper revision. The above insufficient resources might contribute to poor

results in public secondary schools in the North West region of Cameroon.

Poor Routine Management Practices in Secondary Schools

Teachers in secondary schools in the North West region are overloaded with work. According to the Cameroon national policy on education (2012), teachers from the first and second cycles of the Higher Teachers Training College (HTTC) are entitled to 21hours and 18 hours per week respectively. According to Gwenteh (2016), most teachers especially in rural areas are overloaded with work, since they are very few (due to the fact that most teachers look for transfers to teach in towns). This has made teachers in villages not to prepare their notes effectively. They will only try to finish the load given to them, without minding whether students have understood the lessons being taught or not.

From the foregoing, Bur in Undie (2006) contended that, the ultimate goal of manpower in any organisation is not only to attain the organisational goals and objectives, but to achieve such goals and objectives most advantageously in terms of resource use. Undie (2006) observed that when these targets are not achieved by teachers, it means that some level of resource wastage has taken place. This implies that fewer units of output are expected from a given resource leading to compromised quality output. Again, other teachers are under loaded with

work. These are mostly teachers in towns. According to Sunjo (2015), it has been noticed that, after posting teachers to teach in villages, they look for transfers to teach in towns. While in town, so many of them are teaching the same subject in the same school. For this reason, most of them go to school once or twice a week while those in the villages are in school every day.

According to chuks in Undie (2006), when resources are underutilised or over utilised, it means the resources are not effectively allocated and it suggest wastage. According to Cameroon National Policy on Education (2012), principals are authorised to propose teachers for recruitment by the PTA. Most often, these principals propose unqualified teachers. Consequently, students do not understand these teachers during lessons. They lack teaching techniques and find difficulties to enable students understand lessons effectively and at the end, they perform poorly in examinations. As time goes on, teachers are supposed to update their knowledge to meet up with changing times. Most often, principals do not send teachers to attend seminars, workshops, conferences and in service training in order to update their knowledge. According to Taghe (2016), the principal of GBHS Lang-Oku did not provide money for him to attend a seminar on a new pedagogic approach in teaching sports and physical

education. This can make this teacher to continue with the old approach, hence limiting performances.

Incentives are funds given to teacher to motivate them carry out their duties effectively. In most secondary schools in Cameroon, the amount of funds given to teachers as incentives is too small. Poor remuneration tends to reduce the effort, contribution or commitment of individual staff to the objectives of the school. This is in the line with Maslow's (1943) theory of motivation which views basic needs as the first thing that motivates our behaviour. The heads of departments are not allowed to use their discretion in spending funds in buying departmental needs. According to Fai (2013), principals believe that when the heads of departments are allowed to use funds, they might have some benefits. For this reason, they tend to buy inappropriate materials for the department. Fai insisted that, instead for the principal of GTHS Fundong (an accounting teacher) to provide money for the head of department for building and construction to buy workshop materials for students, he selfishly went himself and bought weak materials so as to conserve money. These materials got bad within a very short period and students could not learn effectively.

According to Maslow (1943), people are motivated to achieve certain needs, and that some needs take precedence over others. Our basic need is

for physical survival, and this will be the first that motivates our behaviour. Once that level is fulfilled, the next level up is what motivates us. One of the basic needs for human being is food. Once people have not eaten, they cannot be able to perform functions assigned to them effectively. According to Nchinda (2016), part time teachers in the North West Region are not regularly paid. Consequently, they are hungry and cannot perform their job effectively. Teaching and learning process is accomplished with the availability of syllabuses, schemes of work and didactic materials. In this case, funds must be disbursed on time to buy the necessary didactic materials, in order for students to study effectively. According to Tabuh (2015), most principals in secondary schools in the North West region do not disburse funds for the procurement of instructional materials for various departments on time; hence didactic materials are not procured.

For a school to have good performances, infrastructure like buildings and other facilities must be in good state. This creates a suitable study environment for students. According to Chick (2015), school buildings like classrooms, offices, staffrooms, libraries, laboratories, and workshops are not in good conditions in the North West Region. Students especially in villages, study in classrooms neither with ceilings nor cemented floors. Most often, these structures if available, have broken

windows, they are not plastered, talk less of painting. Structures with this state can create and opening for rubbers to still and can also create a non-conducive environment for studies. In order for studies to move on effectively in classrooms, students must sit comfortably.

According to Muma (2015), most often, benches are insufficient for students to sit on. Some of these benches are broken. For this reason, so many students are forced to sit on a bench. This causes inconveniences in studies. Ghah (2015) posited that, most school compounds especially in villages are not kept clean. Overgrown grass and standing water are found around the campus especially during the raining season and the flower lawns are not properly taken care of. This makes the school environment not conducive for the teaching/learning process.

Material resources such as instructional aids (chalk, chalkboard, charts, posters, educational plans, and so on.) are prerequisites for effective learning. These materials are limited in supply and the available ones are not properly used hence contradicting Ohieri in Uzondu (2007) view that, values of instructional materials include the development of skills and enlargement of the range of experience which a child can gain. Most teachers in the North West Region do not improvise in the absence of instructional materials.

According to Kenkoh (2016), since there are insufficient teaching/learning materials, teachers have to improvise by replacing these materials with locally made ones in order for the lesson to be properly understood by students. This is not done unfortunately. Instructional materials like lesson notes, scheme of work, and other teaching/learning aids are very necessary in teaching/learning process and should be properly kept after use in order to be used subsequently. According to Ghah (2015), instructional materials are not appropriately kept after use in most secondary schools in North West Region of Cameroon. If these materials are not properly kept, they might get bad thereby, disrupting teaching plans of the school. Repairing and replacing instructional materials when they are bad is very important for an educational institution to function effectively.

When these instruments are repaired, scarcity is reduced thereby increasing the number of students using these materials. According to Nai (2016), most of these materials are not replaced or repaired when they are bad hence making them insufficient in most secondary schools in the North West region. Consequently, these poor routine management practices in school can lead to poor school performances in examination.

According to Meador (2017), factors that limit school performance include:

Poor Students' Attendance

Teachers will not carry out their duties effectively if students' class attendance is timid. It is true that students can cover up for lessons missed, but they will likely learn less than they would have, by being there for the planned instruction.

Excessive Tardiness/Leaving Early

Excessive tardiness minimises school performance in two ways. First, a student who is routinely tardy misses a lot of classes when all the time lost is being added up. Secondly, it disrupts teachers' lesson plans each time a student comes late. Many parents believe that teachers do not teach between the first and the fifteen minutes of the day and so, do not send their children to school earlier. Sometimes, teachers are late for classes and also leave the class before time. However, the time lost accumulates and eventually have an impact on students. Students and teachers who do not respect time bring down school performances.

Student Discipline

Dealing with discipline issues prevails for teachers and administrators in every school. Each school faces different types and levels of discipline issues. However the fact remains that, all discipline issues disrupts classes and takes valuable class time. Each time a student is out of class for disciplinary issues, leaning time is lost. This interruption in learning increases in cases where suspension is warranted. Students' disciplinary

issues which occur on a daily bases continually disrupts learning and hence limiting school performance.

Lack of Parental Support

Parents who believe in education teach their children at home, support their children's teachers financially to teach them effectively in order for them to succeed academically. Unfortunately, this is not the case for many children in schools today. Many parents do not value education, they do not teach their children at home but only send them to school because it is their obligation or because they view it as free babysitting.

Lack of Students Motivation

Give a teacher a group of motivated students and you will have a group of students in which the academic sky is the limit. Unfortunately, many students these days are not motivated to go to school. Their motivation to go to school comes from being in school because they want to participate in extra-curricular activities or hanging out with their friends. Learning should be the first motivating factor for all students, but it is rare in some areas when a student goes to school primarily for the purpose to learn.

Poor Public Perception

The school used to be the focal point of every community. Teachers were respected and looked at to be pillars of the society. Today, there is a negative stigma associated with school and teachers. This public perception has an impact on the job that a school can do. When people

and the community talk negatively about a school, administrators and teachers of that school, it undermines their authority and makes them less effective hence lowering school performances.

Too Much Testing

The over emphasis of standardised testing is limiting schools in their approach to education. Teachers in some schools have been forced to teach for examination purposes i.e. always testing them to pass the examination. This has led to the lack of creativity, and inability to implement activities which addresses real life situations and has taken authentic learning experiences away in virtually every classroom. Due to the high stakes associated to these assessments, teachers and students believe all their time should be devoted to prepare in taking tests. This has had a negative impact on school performance.

Lack of Respect

Teaching used to be a much respected profession but that respect has increasingly disappeared. Parents talk terribly about their children's teachers at home. Consequently, students do not listen to their teachers in class. They argue with their teachers in class, rude to them, through slangs on them and so on. Lack of respect on teachers undermines their authority, minimising them and lowering their performance in classrooms.

Bad Teachers

A bad teacher, particularly a group of incompetent teachers can derail school performances faster. Every student who has a poor teacher has a potential to fall behind academically. This problem has a trickledown effect in that; it makes the next teacher's job much harder. Some teachers have join teaching profession not because they love it but as a means to survive. It is essential that administrators make quality hires of teachers, evaluate them thoroughly and remove those who do not live up to school expectations.

Lack of Funding

Money is a crucial aspect when it comes to school success. Money affects key issues including class size, programs offered, curriculum, teaching, professional development and so on. Each of these can have a profound effect on students' success. When there are educational budget cuts, the quality of education each child receives will be affected. These budget cuts limit school performances. If cuts are made, teachers and schools will look for a way out to use what they have, but their effectiveness must be influenced in a way by those cuts.

Measures like closure of schools, massive transfer of teachers, teachers' abandonment of their duties for other duties, students' riots and demonstration, principal staff conflicts and so on, have often been taking

place due to the poor management practices of school resources. However, these measures are not effective for the smooth running of secondary schools. These have resulted to non-coverage of scheme of work, students' poor performances in examination, examination malpractices, and a consequent increase in students' dropout rate. If this menace is not arrested, poor performances will always exist in schools.

Empirical Studies

Teacher Personnel Management

Fofeyin (2010) carried out a study on human resource management practices in secondary schools in North West region of Cameroon. The purpose of this study was to evaluate human resource management in government secondary schools. The population consisted of three hundred and fifteen (315) staff and the sample size was made up of two hundred and twenty three (223) respondents. The instrument used in this study was questionnaire. A descriptive survey design was employed. The study results reveal inappropriate planning staff, lack of proper recruitment and selection procedures, poor performance appraisal system, absence of facilitating trainings, and high turnover of teachers.

The above study is related to this present study in that, the studies are all carried out in government secondary schools in the North West region of Cameroon and they are all concerned with human resource management

practices in secondary schools. While the above review was to evaluate human resource practices, the present study is to determine the relationship between principals' management of human resource practices and school performance. The gaps between the two studies are that, the population of the study under review was made up of staff, while the population of the present study is made up of principals. The study under review used descriptive survey research method while the present study used correlational research design. This therefore justifies the need for the present study.

Alibi (2011) investigated on teacher personnel management as determinant of teacher productivity in Oyo metropolis senior secondary schools, Nigeria. The purpose of the study was to investigate the contributions of teacher personnel management (teacher motivation and teacher development) to teacher productivity. The research design used was correlational studies. The researcher formulated one main hypothesis and two operational hypotheses to guide the study. The population of the study was made up of all the secondary school teachers in Oyo metropolis. Twelve (12) secondary schools and one hundred and eighty (180) respondents were selected through stratify random sampling technique. The instrument used in this study was questionnaire to collect relevant data. Multi-regression analysis was used to find out the combine

relative contributions of the two determinant independent variables (teacher motivation and teacher development) to the production of dependent variable (teacher productivity). It was found out that, teachers were not adequately motivated and developed and consequently, productivity was low. It was also found out that, where teachers are adequately motivated and developed, productivity is high.

The above study is related to this present study in that, they are all concerned with human resource management practices in secondary schools. While the above review investigated the contributions of teacher personnel management to teacher productivity, the present study is to determine the relationship between principals' human resource management practices and school performance. The gap between the two studies is that the population of the above review was made up of teachers while the population of the present study is made up of principals. The study under review used only one hypothesis while the present study has four hypotheses. Also, the study under review used teachers as respondents while the present study used principals as respondents. Finally, while the study under review used multiple regression analysis, the present study used t-test analysis. The identified gaps justified the need for the present study.

Seyoum (2011) investigated on human resource management practices in selected secondary schools in East Shoa Zone Adis Ababa, Ethopia. The purpose of this study was to evaluate the practices and challenges of Human Resource Management (HRM) in some selected government secondary schools in East Shoa Zone. The population consisted of four hundred and one (401) staff and the sample size was made up of two hundred and eighty five (285) respondents. The instruments used in this study were questionnaire and interview schedule. To this end, descriptive survey method was employed. Accordingly, the study results reveal inappropriate planning of teachers and staff, lack of proper recruitment and selection procedures, poor performance appraisal system, absence of facilitating trainings, and high turnover of teachers as critical weaknesses and limitations to function properly, let alone to achieve quality education.

The above study is related to this present study in that, they are all concerned with human resource management practices in government secondary schools. While the above review was to evaluate the practices and challenges of Human Resource Management (HRM) in some selected government secondary schools, the present study is to determine the relationship between principals' management of human resource practices and school performance. The gaps between the two studies are

that, the study under review used questionnaire and interview schedule while the present study used only questionnaire. Study under review used staff as respondents, while the present study used principals as respondents. The identified gaps justified the means for the present study.

Management of School Funds

Kumo (2012) carried out a study on management of finances in secondary schools in Donga Mantung division in the North West Region of Cameroon. The purpose of the study was to investigate the management of school finances by secondary school principals in Donga Mantung division. A survey research design was employed and three research questions were formulated to guide the study. The population of the study consisted of all teachers in the secondary schools, all principals and all bursars in the division. In this division 26 secondary schools were selected through simple random sampling from the list of secondary schools in the division. In each school, 10 teachers were selected through simple random sampling making a total number of 260 teachers. Each principal and bursar in the 26 selected schools formed part of the study. The sample of the study consisted of 260 teachers, 26 principals and 26 bursars. The sample size was 312. The instrument used for the study was a 34-item questionnaire designed to get responses on management of school finances. Descriptive statistics and mean scores were employed in data analysis. Findings of this study revealed that:

i. There is no cordial relationship between the principals and the school bursars.

ii. Supervision and inspection of receipts are not employed by the principals to ensure proper recording of all income and expenditure.

The above study is related to this present study in that they are all concerned with management of school funds in secondary schools in the North West region of Cameroon. While the above review was to investigate the management of school finances by school principals in Donga Mantung in the North West region of Cameroon, the present study is to determine the relationship between principals' management of school funds practices and school performance. The gaps between the two studies are that, the population of the study under review was made up of all the principals, teachers and bursars, the population of the present study is made up all the principals. The study under review used survey method, while the present study used correlational research design. Study under review used descriptive statistics and mean score for data analysis, while the present study used t-test. The identified gaps justified the means for the present study.

Osiri (2015) carried out a study on perceptions of educational stakeholders, regarding the effects of financial management practices on physical facilities in secondary schools in Gucha District, Kenya. The

purpose of the study was to establish the perceptions of stakeholders on the effect of financial management practices on physical facilities in public secondary schools in Gucha district. The study employed a descriptive survey design. The study population consisted of 126 head teachers, 126 heads of departments, 126 board of governors chairpersons, 126 bursars, 1011 teachers, and 10 quality assurance officers. Stratified random sampling technique was used to select 5 boarding schools, 37 day schools, 42 head teachers, 42 bursars, 42 heads of departments, 42 board chairpersons, 337 teachers, while purposive sampling was used to select 10 quality assurance and standards officers. Data was collected by the use of questionnaire, interviews schedule, focus group discussions and observation forms. Data collected were analysed, using both Quantitative and qualitative methods. The study established that, financial mismanagement had adversely affected physical facilities. From the study it was found out that, mismanagement had affected the quality of education negatively.

The above study is related to this present study in that, they are all concerned with the management of funds in secondary schools. While the above review was to establish the perceptions of stakeholders on the effect of financial management practices on physical facilities in public secondary schools, the present study is to determine the relationship

between principals' management of school funds practices and school performance. The gap between the two studies are that, the study population under review consisted of principals, heads of departments, board of governors chairpersons, bursars, teachers, and quality assurance officers, while the population of the present study consists of only principals. The study under review used descriptive statistics while the present study used correlational studies. The study under review used both quantitative and qualitative analysis while the present study used t-test for data analysis. The identified gaps justified the means for the present study.

Bua and Adzongo (2014) carried out a study on the impact of financial management on secondary school's administration in zone A senatorial district of Benue State-Nigeria. The purpose of the study was to investigate the impact of financial management on secondary school's administration in Zone A senatorial district of Benue State. Two research questions and two hypotheses guided the study. The literature was reviewed under conceptual frameworks which identified the gap to be filled by this study. It also provided a roadmap as to the type of design to be used. The descriptive survey design was adopted for the study. The population of the study comprised 1229 teachers from 90 secondary schools. 292 teachers were used for the study. A 10-item structured four-point rating scale questionnaire constructed by the researcher titled

impact of financial management on secondary school administration questionnaire (IFMSSAQ), was used for collection of data for the study.

A pilot test on the instrument was conducted before taken to the field. Data obtained from the field study were then analysed, using descriptive and inferential statistics. Means and standard deviations were used to answer the research questions, while the chi-square (x^2) test of goodness of-fit was used to test the hypotheses at 0.05 level of significance. It was found out that, prompt payment of staff salaries and allowances significantly had impact on the management of secondary schools. More so, school fees and other revenue generated significantly had impact on the provision of instructional materials in secondary schools in Zone A Senatorial District of Benue State.

The above study is related to this present study in that, they are all concerned with management of funds in secondary schools. While the above review was to investigate the impact of financial management on secondary school's administration, the present study is to determine the relationship between principals' management of school funds practices and school performance. The gaps between the two studies are that the population under study was made up of teachers, while the population of the present study was made of principals. The study under review used two research questions, while the present study used four research

questions. Study under review used descriptive survey method while the present study used correlational research design. Finally, study under review used means, standard deviation and chi-square for data analysis while the present study used t-test. The identified gaps justified the means for the present study.

Another study was carried out by Concepta (2012), on managing school funds in selected secondary schools in Gauteng province South Africa. The aim of this study was to investigate the management of funds in two selected secondary schools in Gauteng, as guided by the educational policies. The objectives of the study were to establish whether the School Governing Bodies (SGBs) are managing school funds in terms of rules and regulations of the Department of Education policies; to describe the role of the principals in the management of funds in the schools and their roles in relation to the role of other stakeholders; to establish the involvement of the SGB in the drawing of the budget and whether expenditure is in line with the budget.

The qualitative research design used for this study was phenomenology, where the researcher collected data on how individuals make sense out of particular experiences or situation. Data was collected through analyzing and interpreting official documents such as quotations, minutes of meetings and financial records. Interview schedule was also used to

collect data. Due to the fact that data was collected using interviews and documents analysis, reflexivity and secondary data analysis was used as analytical approaches. The study found out that the SGBs in township schools in Gauteng have a challenge in the management of funds in schools, the department of education trains SGBs on their roles through their district offices, but training is not efficient and effective. The study also found that, the budget in some schools is drawn up better than in others. The principals, treasurers and SGB chairpersons are signatories on the schools' bank accounts as stipulated in circular 13 of 2000 and also in the South African School Act (SASA) document.

The above study is related to this present study in that, they are all concerned with management practices of school funds in secondary schools. While the above study was to establish whether the School Governing Bodies (SGBs) are managing school funds in terms of rules and regulations of the Department of Education policies; to describe the role of the principals in the management of funds in the schools and their roles in relation to the role of other stakeholders; to establish the involvement of the SGB in the drawing of the budget and whether expenditure is in line with the budget, the present study is to determine the relationship between principals' management of school funds practices and school performance. The gap between the two studies is

that, the study under review used qualitative analysis while the present study t-test to analyse. The study under review used interview schedule while the present study used questionnaire. The identified gaps justified the means for the present study.

Management of Physical Facilities

Anyanwu (2010) carried out a study on perceived management of learning facilities and academic performance in chemistry among secondary schools students in Imo State, Nigeria. The purpose of the study was to investigate management of learning facilities in secondary schools and the perceived effect on the academic performance in chemistry among secondary school students in Imo State. Specifically, the study tried to assess how adequate the classrooms, libraries, laboratories, staffroom are utilized, inspected and maintained and the perceived effect on the academic performance of secondary school students in chemistry in Imo State.

The research design used in this study was ex-pose-facto research design. The population of the study consisted of all the 298 principals spread over the 298 senior secondary schools in the three educational zones of Imo State. All the 298 principals were included in the study. The instruments used for data collection, was questionnaire and interview schedule. The instrument was face validated by experts in the department of educational

administration in Abia State University. Four research questions and one hypothesis were used for the study. Data collected were analyzed using frequency distribution, means, percentages and pooled mean to answer the research questions while Chi-square statistics was used to test the hypothesis. Results indicated that, there was inadequate management of learning facilities in Imo State secondary schools during the period under study. The results also showed that, management of learning facilities had significant effects on student's academic performances in chemistry.

The above study is related to this present study in that, they are all concerned with management of physical resources and students' academic performance in secondary schools. While the above review was to investigate management of learning facilities in secondary schools and the perceived effect on the academic performance in chemistry among secondary school students, the present study is to determine the relationship between principals' management of physical resource practices and school performance. The gaps between the two studies are that, the study under review used ex-pose-facto research design while the present study used correlation research design. The study under review used only one hypothesis while the present study used four hypotheses. The study under review used frequency distribution, means pooled means percentage to answer research questions while the present study used

Pearson product moment correlation coefficient to answer research question. Finally, the study under review used chi-square to test the hypothesis while the present study used t-test to test the hypothesis. The identified gaps justified the means for the present study.

Ogbuanya (2015) carried out a study on the innovative practices in management of school plant in secondary schools in Nsukka Education Zone in Enugu State, Nigeria. The purpose of the study was to investigate the innovative practices in the management of school plant in secondary school in Nsukka Education Zone. A descriptive survey research design was employed for the study. The researcher developed questionnaire with (13) thirteen research items which were administered to (246) two hundred and fourty six respondents, (186) one hundred and eighty six principals of different cadre and (62) sixty two principals of special grade in the zone. The instrument was face validated by two experts in the department of Measurement and Evaluation, university of Nigeria Nsukka and two principals in Nsukka Education Zone. The data were analyzed using mean score. The result of the study among other things revealed that, school principals seek opinion of experts and plan for the use of direct labour. The study further revealed that, the school principals do not carry out weekly inspection on school building.

The above study is related to this present study in that they are all concerned with management of physical resources in secondary schools. While the above review was to investigate the innovative practices in the management of school plant in secondary schools, the present study is to determine the relationship between principals' management of physical resources practices and school performance. The gaps between the two studies are that, the study under review used descriptive survey research design while the present study used correlational research design. Also, the study under review used mean score for data analysis while the present study used Pearson product moment correlation coefficient and t-test. The identified gaps justified the means for the present study.

Konsum (2013) carried out a study on management of learning facilities and students' performance in biology among secondary schools students, in Momo Division in the North West region of Cameroon. The purpose of the study was to investigate management of learning facilities in secondary schools and the effect on students' performance in biology in secondary schools in Momo Division. Specifically, the study assessed how adequate the classrooms, libraries, laboratories, staffroom are utilized, inspected and maintained and the perceived effect on the students' performance in biology in secondary schools in Momo Division. The research design used in this study was ex-pose-facto

research design. The population of the study consisted of all the 32 principals spread over the 32 secondary schools in the division. All the 32 principals were included in the study.

The instruments used for data collection was questionnaire. The instrument was face validated by experts in the department of educational administration in Bamenda University of Science and Technology. Three research questions and one hypothesis were used for the study. Data collected were analyzed using frequency distribution, means, percentages and pooled mean to answer the research questions while Chi-square statistics was used to test the hypothesis. Results indicated that, there was inadequate management of learning facilities in secondary schools in Momo Division during the period under study. The results also showed that, management of learning facilities had significant effects on students' academic performances in biology.

The above study is related to this present study in that, they are all concerned with management of physical resources and students' academic performance in secondary schools. While the above review was to investigate management of learning facilities in secondary schools and the effect on the students' performance in biology, the present study is to determine the relationship between principals' management of physical resource practices and school performance. The gap between the two

studies is that, the study under review used ex-pose-facto research design while the present study used correlational design. The study under review used three research questions and three hypotheses while the present study used four research question and four hypotheses. The present study used Pearson product moment correlation coefficient and t-test to analyse data while the study under review used frequency distribution, means, pooled means, percentage and chi-square for data analysis. The identified gaps justified the means for the present study.

Use of Instructional Materials for Teaching

Chouh (2011) carried out an investigation into the use of instructional materials in teaching mathematics in secondary schools in Bui Division in the North West region of Cameroon. The purpose of the study was to identify the type of instructional materials available in secondary schools, the extent to which teachers make use of these materials, the level of improvising these materials from local materials and the factors militating against the use of these instructional materials. Four research questions were formulated to guide this study and a survey research design was used for the study. Cluster sampling was used to obtain the 345 sampled respondents for the study. The instrument used for data collection was a questionnaire and simple percentage was used to analyse the data collected. The major findings were:

1. Majority of the teachers use instructional materials once in a while.

2. Mathematics teachers do not improvise on the use of instructional materials when they are not available.
3. Students show high interest when instructional materials are used.
4. Adequate instructional materials are not available in school.

The above study is related to this present study in that, they are all concerned with management of instructional materials in secondary schools. While the above review was to identify the type of instructional materials available in secondary schools, the extent to which teachers make use of these materials, the level of improvising these materials from local materials and the factors militating against the use of these instructional materials, the present study is to determine the relationship between principals' management of instructional material resource practices and school performance. The gaps between the two studies are that, the study under review used survey research design while the present study used correlational research design. The study under review used cluster sampling while there was no sampling in the present study. The study under review used simple percentage for data analysis while the present study used Pearson product moment correlation coefficient and t-test. The identified gaps justified the means for the present study.

Abdu-Raheem (2015) investigated the effects of instructional materials on secondary schools students' academic achievement in social studies in Ekiti State, Nigeria. The purpose of this study was to highlight the contribution of instructional materials to the academic achievement of secondary school students in Social Studies in Ekiti State. The population for the study comprised of all Junior Secondary School Class II students from among which 180 were sampled.

The instrument for the study was a 30 multiple-choice self- designed social studies achievement test. The instrument was validated by specialists in social studies test and measurement and educational management. Test-re-test method and estimation of internal consistency was used to ascertain the reliability. The reliability coefficients of 0.73 and 0.75 were obtained respectively. The study generated four hypotheses that were tested at the significance level of 0.05. ANOVA and ANCOVA statistical tools were used to analyse the data collected. The study found that, there is a significant difference in the pre-test and post-test of students in the experimental group. The study also found that, gender effect is not statistically significant in social studies. The study found out that, students who were taught with instructional materials performed better than those taught without.

The above study is related to this present study in that, they are all concerned with the use of instructional materials and students' academic performance in secondary schools. While the above review was to investigate the effects of instructional materials on secondary school students' academic achievement in social studies, the present study is to determine the relationship between principals' management of instructional material resource practices and school performance. The gap between the two studies is that, the study under review used students as population while the present study used principals as population. The present study used principals as respondents while the study under review used students as respondents. The study under review used self-designed social studies achievement test as instrument to collect data while the present study used questionnaire to collect data. Finally, the study under review used ANOVA and ANCOVA for data analysis while the present study used Pearson product moment correlation coefficient and t-test to analyse data. The identified gaps justified the means for the present study.

Mbah (2013) carried out a study on the use of instructional materials and educational performance of students in integrated science, a case study of unity schools in Jalingo, Taraba State, Nigeria. The purpose of this study was to examine the use of instructional materials and academic performance of students in integrated science in unity schools in Jalingo,

Taraba State. The population consisted of 249 students in the junior section of Federal Science and Technical College Jalingo. A purposive sampling technique was used and all the 246 students were selected for the study .The researcher and one other teacher in the school used experimental design of the pre-test and post-test sessions. The post–tests mean scores were compared using a Z-test statistical analysis. Findings revealed that, students' performances drop when instructional materials are not frequently used and increase otherwise.

The above study is related to this present study in that, they are all concerned with the use of instructional material resources. While the above review was to examine the use of instructional materials and academic performance of students in integrated science in unity schools, the present study is to determine the relationship between principals' management of instructional material resource practices and school performance. The gaps between the two studies are that, the population of study under review consisted of students, while the population of the present study consisted of principals. The present study used correlational research design while the study under review used experimental research design. The study under review used z-test for data analysis while the present study used t-test. The identified gaps justified the means for the present study.

Another study was carried out by Ngangwa (2011), on the availability and teachers' use of instructional materials resources in the implementation of mathematics in primary schools. This study was designed to assess the availability and teachers' use of instructional materials resources in the implementation of mathematics in primary schools in Mifi Division in the West Region of Cameroon. Three research questions were raised and one hypothesis was formulated. A sample of fifty teachers was randomly selected from forty five primary schools in Mifi Division. Data analysis was carried out using t-test for the hypothesis and simple percentages for questions one and two. The results showed that, instructional materials and resources available were grossly inadequate. It was also observed that, there was no difference in the use of instructional materials between teachers.

The above study is related to this present study in that they are all concerned with management of instructional material resources in schools. While the above review was designed to assess the availability and teachers' use of instructional materials resources in the implementation of primary school mathematics, the present study is to determine the relationship between principals' management of instructional material resource practices and school performance in public secondary schools. The gaps between the two studies are that, the

population of the study under review was made up of teachers, while the population of the present study is made up of principals. The study under review used three research questions and one hypothesis while the present study used four questionnaire and four hypotheses. The present study used Pearson product moment correlation coefficient and t-test to analyse data while study under review used t-test and simple percentage for data analysis. The identified gaps justified the means for the present study.

Arum (2015) investigated on the availability and utilization of instructional materials for the implementation of the new biology curriculum in senior secondary schools in Lagos, Nigeria. The purpose of this research work was to determine whether the available instructional materials and their level of utilization for the teaching of Biology in senior secondary schools in Lagos State, was adequate for effective implementation of the new Biology curriculum. Survey research design, proportionate random sampling technique, and research instrument like Teachers' Assessment Questionnaire/Checklist (TAQC), Students' Assessment Questionnaire (SAQ), and Observation Guide (OG) were used. For data analysis, mean, frequency count, chart, and percentages were used. The study revealed that, Biology curriculum was not implemented as envisaged. Almost complete absence of technology, over

reliance on obsolete instructional materials, and poor method of teaching were the obstacles.

The above study is related to this present study in that, they are all concerned with management practices of instructional material resources in secondary schools. While the above review was to determine whether the available instructional materials and their level of utilization for the teaching of Biology in senior secondary schools in Lagos State, was adequate for effective implementation of the new Biology curriculum, the present study is to determine the relationship between principals' management of instructional material resource practices and school performance. The gaps between the two studies are that, the study under review used survey research method while the present study used correlational research design. The present study used only questionnaire while the study under review used questionnaire and guides. Finally, the study under review used means, frequency count charts and percentages to analyse data. The identified gaps justified the means for the present study.

School Performance

Silver and Jayasinghe (2013) carried out a study on factors that affect performance of students in Cambridge GCE ordinary level mathematics in Muratua, Sri Lanka. The purpose of this study was to identify the

factors that affect student performance in Cambridge GCE “O” level mathematics. The survey research method was used in this study. Four research questions and four hypotheses guided the study. The total population of the study was made up of 120 people that is, 57 students, 2 teacher, 4 administrators and 57 parents. There was no sampling since all the population was used for the study. Data was collected by the use of questionnaire. Chi square was used to test the hypotheses. Findings of the study revealed that the students who used the library frequently performed better and students who love mathematics performing better in the examinations.

The above study is related to this present study in that, they are all concerned with performance in secondary schools. While the above review was to identify the factors that affect student performance in Cambridge GCE “O” level mathematics, the present study is to determine the relationship between principals’ resource management practices and school performance. The gaps between the two studies are that, the population of the study under review was made up of students, teacher, administrators and parents while the population of the present study was made of only students. The study under review used questionnaire for data collection while the present study used schools’ GCE ‘O’ level or CAP results compact disc to collect results. The present study used

percentage score for each school to analyse data while the study under review used Chi-square. The identified gaps justified the means for the present study.

Akuro and Ngozi (2014) investigated on trend in the GCE "O" level mathematics performance of students in the North West region of Cameroon. The purpose of this study was to portray the trend (pattern) in the GCE, "O" level mathematics performance of secondary school students in the North West Region of Cameroon, across the years 2007-2013. To achieve this, an expost- facto research design was used. Furthermore, the population of the study was all the 171,187 form five secondary school students of the North West Region of Cameroon that sat for this examination across the years 2007-2013. No sampling was used since the results of all the students in the population were considered in the study. The instrument for data collection was the North West Region students GCE "O" level mathematics results data compact disc, which was officially collected from the headquarters of the Cameroon GCE Board, Buea. Moreover, students' mean mathematics performance for the various years was used to describe the trend in the students' performance. Though the results did not show any systematic pattern, it was found that the year 2009 showed the best mathematics performance, with performance dropping steadily across the years 2011-2013.

The above study is related to this present study in that, they are all concerned with performance in secondary schools in North West region of Cameroon. While the above review was to portray the trend (pattern) in the GCE, "O" level mathematics performance of secondary school students of the North West Region of Cameroon, across the years 2007-2013, the present study was to determine the relationship between principals' resource management practices and school performance. The gaps between the two studies are that, the study under review used ex-pose-facto as research design while the present study used correlational coefficient. The present study used the overall percentage pass for each school while the study under review used percentage pass in mathematics for all the school. The identified gaps justified the means for the present study.

Olufemi (2014) carried out a study on self-concept and academic performance in mathematics among secondary school students in Ekiti State, Nigeria. The purpose of the study was to determine the relationship between self-concept and academic performance of students in mathematics and to determine whether location of school influenced self-concept of students. A sample of 400 students drawn from four Local Government Areas of Ekiti State was used. The stratified random sampling technique was employed to cater for both urban and rural students. A 25- item instrument called Student Self-Concept Inventory

(SSCI) was used. Two hypotheses were tested using Pearson product moment correlation and t-test statistics. The results of the findings showed that self–concept did not influence academic performance of students.

The above study is related to this present study in that, they are all concerned with performance in secondary schools. While the above review was to determine the relationship between self-concept and academic performance of students in mathematics and to determine whether location of school influenced self-concept of students, the present study is to determine the relationship between principals' resource management practices and school performance. The gaps between the two studies are that, the study under review used stratified random sampling while no sampling was done in the present study. The present study used schools' GCE 'O' level and CAP results compact disc to collect data while the study under review used student self-concept inventory for data collection. The identified gaps justified the means for the present study.

Summary of Review of Related Literature

The review of literature in this chapter covered four major areas i.e. conceptual framework, theoretical framework, theoretical studies and

empirical studies. The key concepts of the study were reviewed. These include: principals, resource, management practices and school performance. The review suggested that the principal is the head of a secondary school. It pointed out that, resource management practice is maintaining and maximising the use of available resources and improvising in case of scarcity, in order to attain organisational objectives. It also suggested that school performance increases if its objectives can be attained with minimum expenditure of time and money.

Two theories related to this study were reviewed. They are scientific management theory and system resource theory of organisational effectiveness. The theories provide foundations for claims, phenomena and also provide ideas or principles needed in resource management practices. Some theoretical studies were carried out such as types of resources, indicators of school performance, amongst others. Empirical studies review indicates that, when effective management practices are applied on school resources, school performances will improve.

The literature review known to the researcher suggests that, studies around resource management have not consistently examined principals' resource management practices as correlates of school performance especially in the North West Region of Cameroon. This is the gap the present study is designed to fill.

CHAPTER THREE

METHOD

This chapter presents how the research was carried out under the following sub-headings: research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

This study was a correlational study. According to Margaret (2013), correlational study is one that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel, a negative correlation indicates the extent to which one variable increases as the other decreases. To Maduekwe (2011), a correlational study is a study that indicates two variables and then determines the relationship that exist between them whose degree of relationship is expressed as a correlational coefficient. This study was a correlational study since it established a relationship between two variables, the principals' resource management practices and school performance in public secondary schools in the North West region of Cameroon.

Area for the Study

The area of study was North West (NW) Region of Cameroon. NW Region is located along longitude 10^0 and between latitude 0^0S and 10^0N with capital Bamenda (see appendix F, p. 167). It has a land mass of approximately 17300km^2 with an estimated population of about 1,728,953 inhabitants (2005 census). The region consists of seven administrative units called divisions. According to Monono (2014), the total number of technical secondary schools in the region is 132, with 132 principals, spread all over the seven divisions.

The region is bounded to the north by Taraba State in Nigeria, to the south by Western Region of Cameroon, to the east by Adamawa Region of Cameroon and to the west by South West Region of Cameroon. The official languages in this region are French and English. The region has interesting touristic sites which have been a source of attraction for tourists and also for students for studies. They include the Menchum waterfalls, Lake Oku and so on.

The main occupation of the people is farming, hunting and commerce. The main cash crops produced in this region are palm oil and coffee. Politically, the region is very strong and practices multiparty system of government. Culturally, the region is very rich in variety of cultures portrayed by the various ethnic groups. Tertiary institutions found in the

region include University of Bamenda, Bamenda University of Science and Technology and so on.

Population of the Study

The population for this study was made up of all the132 principals in government technical schools in the NW Region of Cameroon. The population distribution according to the 7 divisions in the region is as follows; Boyo, 15 principals; Bui, 21 principals; Donga Mantung, 18 principals; Menchum, 11 principals; Mezam, 35 principals; Momo, 15 principals and finally, Ngoketunjia, 17 principals (source: Regional Delegation for Secondary Education NW Region, Cameroon, 2015).

Sample and Sampling Techniques

The whole population was used, therefore no sampling was done.

Instrument for Data Collection

The researcher developed a research instrument titled "Principals' Resource Management Practices Questionnaire (PRMPQ) for information to be collected from respondents (see appendix B, p. 146). The instrument was in two sections, section A and section B. Section A collected information on personal data from respondents. Section B is made up of questionnaire items and collected information on principals' resource management practices in public secondary schools in North West region

of Cameroon. Information was collected in four clusters as follows; human resource management practices with 20 questionnaire items, management of school funds practices with 13 items, physical resource management practices with 10 items and instructional material management practices with 12 items. Schools' performances (results) at the end of course examination 2014 session were used as school performance index.

Validation of the Instrument

To ascertain the face validity of the instrument, the researcher presented the research topic, copies of the purpose of the study, research questions, hypotheses and questionnaire and the end of course results to two experts from the Department of Educational Management and Policy, and one expert in Measurement and Evaluation, Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka (see appendix G, p. 168). They were requested to examine the instrument based on the following:

Make sure that the instrument was relevant and clear in both content and arrangement.

Make sure that the questionnaire items were clear and concise by removing irrelevant information, fitting the relevant ones and correcting grammatical errors that might occur.

Ascertain if the items are related to the objectives of the study.

A total of 62 items were given to these experts to be examined. After examining the instrument, some items were modified, some were completely dropped and new items were developed to replace the ones that were dropped. At the end, a total of 55 items were selected for data collection. After that, final copies were produced.

Reliability of the Instrument

For the reliability of the instrument, the Cronbach's Alpha statistics was used. This method is deemed appropriate because the items of PRMQ are polychotomously scored.

The instrument was administered on a total of 20 principals in the South West region of Cameroon. This was done to avoid preparing the minds of principals in the area of study (North West region) who might favour themselves on their management practices during the actual administration of the instrument, which might lead to biased results. The software SPSS was used to compute the Cronbach's alpha value (see appendix E, p. 161). According to George and Mallery (2003), alpha estimate ≥ 0.7 is considered reliable. Reliability estimates of 0.897, 0.732, 0.649 and 0.654 were obtained for Sections B1 and B2 and B3 and B4 respectively while overall reliability co-efficient of 0.73 was obtained, hence, the instrument was judged reliable for the study.

Method of Data Collection

The instrument was distributed with the help of seven research assistants who were teachers in each division. The reason for using teachers as assistants was that, they were graduates. The researcher then instructed these research assistants on how the questionnaire will be administered to the respondents. When the questionnaire was answered, the research assistants collected them. The researcher then collected the questionnaire from these research assistants himself.

Method of Data Analysis

Pearson's Product Moment Correlation Coefficient was used to answer the research questions. Pearson's product moment correlation is ideal for ascertaining the extent of relationship, association or co-variation between two or more variables (Nworgu, 2015). For the four research questions, the size of the relationship i.e. the coefficient (r) was interpreted using the interpretation of a correlation coefficient by Best and Khan (2003) as follows;

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	Very high

For the hypotheses, t-test was used to determine the significance of the relationship. Where the t-cal value was greater than the critical value, the hypothesis was rejected, whereas the null hypothesis was not rejected, where the t-cal value was less than the critical value. All analyses were done using the Statistical Package for Social Sciences (SPSS) version 20 (see appendix D, p. 155).

The end of course result for 2014 session was obtained from the results booklet. The percentage pass for each school was calculated using the formula $\frac{Number\ of\ students\ that\ passed\ the\ exam}{Number\ of\ students\ that\ sat\ for\ the\ exam} \times 100$.

For principals' resource management practices, summated score was obtained for each of the sub-sections. The range of scores for human resource management practices which has 20 items was 20-80, financial management practices with 13 items was 13-52, physical resource management practices with 10 items was 10-40 while the scores for instructional material management practices with 12 items ranged from 12-48. These scores were further correlated with the percentage performance of the schools in order to determine the relationship between the scores.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter the data collected were presented and analysed. The results were presented according to the research questions and hypotheses.

Research Question 1: What is the relationship between principals' management of human resource practices and school performance in NW region of Cameroon?

Table 1. Pearson's Correlation between Principals' Management of Human Resource Practices and School Performance

Variables	N	r	Remark
Human Resource Management Practices School Performance	132	.790	Substantial Positive Relationship

As shown in Table 1, the Pearson's correlation coefficient, (r.) is .790. This shows that there is a substantial positive relationship between principals' management of human resource practices and school performance in NW region of Cameroon.

Research Question 2: What is the relationship between principals' management of school fund practices and school performance in NW region of Cameroon?

Table 2. Pearson's Correlation between Principals' Management of School Fund Practices and School Performance

Variables	N	r	Remark
School Fund Management Practices	132	.772	Substantial Positive Relationship
School Performance			

The analysis in Table 2 indicates that there is a substantial positive correlation between the rating scores on principals' management of school funds practices and school performance. This is shown by the size of the Pearson's Correlation Coefficient, (r =.772.)

Research Question 3: What is the relationship between principals' management of physical resource practices and school performance in NW region of Cameroon?

Table 3. Pearson's Correlation between Principals' Management of Physical Resource Practices and School Performance

Variables	N	r	Remark
Physical Resource Management Practices	132	.784	Substantial Positive Relationship
School Performance			

As shown in Table 3, the Pearson's correlation coefficient, (r.) is .784 indicating a substantial positive relationship between the rating scores on principals' management of physical resource practices and school performance.

Research Question 4: What is the relationship between principals' management of instructional material resource practices and school performance in NW region of Cameroon?

Table 4. Pearson's Correlation between Principals' Management of Instructional Material Resource Practices and School Performance

Variables	N	r	Remark
Instructional Material Resource Management Practices School Performance	132	.627	Substantial Positive Relationship

Table 4 shows that the Pearson's Correlation Coefficient, (r.) is .627. This shows that there is a substantial positive relationship between the rating scores on principals' management of instructional material resource practices and school performance.

Hypothesis 1: There is no significant relationship between principals' management of human resource practices and school performance in NW region of Cameroon

Table 5. t-Test of Significance of Relationship between Principals' Management of Human Resource Practices and School performance

Variables	N	r	*t-cal*	*t-crit*	*Remark*
Human Resource Management Practices School performance	132	.790	14.69	1.96	Significant

Data analysis in Table 5 shows that there is a positive and significant relationship between the rating scores on principals' management of human resource practices and school performance, r. [(132) = .790.]. The t-cal value of 14.69 is greater than the critical value of 1.96. The null hypothesis is therefore rejected.

Hypothesis 2: There is no significant relationship between principals' management of school funds practices and school performance in NW region of Cameroon.

Table 6. t-Test of Significance of Relationship between Principals' Management of School Funds Practices and School Performance

Variables	N	r	*t-cal*	*t-crit*	*Remark*
School Fund Management Practices School performance	132	.772	13.84	1.96	Significant

The analysis in Table 6 shows a Pearson's correlation coefficient, [r. (132)] of .772 and the t-cal value of 13.84 is greater than the critical value of 1.96. This indicates that there is a positive and significant relationship between the rating scores on principals' management of school funds practices and school performance. The second null hypothesis is therefore rejected.

Hypothesis 3: There is no significant relationship between principals' management of physical resource practices and school performance in NW region of Cameroon

Table 7. t-Test of Significance of Relationship between Principals' Management of Physical Resource Practices and School Performance

Variables	N	r	*t-cal*	*t-crit*	*Remark*
Physical Resource Management Practices	132	.784	14.40	1.96	Significant
School Performance					

Data analysis in Table 7 shows that there is a positive and significant relationship between the rating scores on principals' management of physical resource practices and school performance, [r. (132) = .784.] The t-cal value of 14.40 is greater than the critical value of 1.96. The null hypothesis is therefore rejected.

Hypothesis 4: There is no significant relationship between principals' management of instructional material practices and school performance in NW region of Cameroon

Table 8. t-Test of Significance of Relationship between Principals' Management of Instructional Material Resource Practices and School Performance

Variables	N	r	*t-cal*	*t-crit*	*Remark*
Instructional Material Resource Management Practices	132	.627	9.18	1.96	Significant
School Performance					

The analysis in table 8 shows a Pearson's correlation coefficient, [r. (132)] of .627 and the t-cal value of 9.18 which is greater than the critical value of 1.96. This indicates that there is a positive and significant relationship between the rating scores on principals' management of instructional material resource practices and school performance. The fourth null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are summarized as follows:

1. There is a substantial positive relationship between principals' management of human resource practices and school performance.
2. That there is a substantial positive relationship between principals' management of school fund practices and school performance.
3. A substantial positive relationship exists between principals' management of physical resource practices and school performance.
4. There is a substantial positive relationship between principals' management of instructional material resource practices and school performance.
5. There is a significant relationship between principals' management of human resource practices and school performance.
6. A significant relationship exist between principals' management of school funds practices and school performance.
7. A significant relationship exists between principals' management of physical resource practices and school performance.
8. There is a significant relationship between principals' management of instructional material practices and school performance.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the findings emanating from the analysis are discussed. It also presents the conclusion of the study, recommendations, and implications of the study as well as suggestions for further studies.

Discussion of Results

The findings were discussed under the following headings:

1. Relationship between principals' management of human resource practices and school performance in North West Region of Cameroon.
2. Relationship between principals' management of school funds practices and school performance in North West Region of Cameroon.
3. Relationship between principals' management of physical resource practices and school performance in North West Region of Cameroon.
4. Relationship between principals' management of instructional material resource practices and school performance in North West Region of Cameroon.

Relationship between Principals' Management of Human Resource Practices and School Performance in North West Region of Cameroon

The result shows that, there was a substantial positive relationship between principals' management of human resource practices and school performance in North West region of Cameroon. The result also indicated that, the relationship was significant. Looking at the end of course results for 2014 session (see appendix C, p.151), school performances were poor. This could be due to the fact that, human resources were not effectively managed in secondary schools. These poor management practices included, recruitment of trained teachers, encouraging teachers without teaching certificates to be trained, recommending staff for in service training, encouraging teachers to update their knowledge through seminars, recommending study leave with pay for teachers, evaluating the subject content coverage of teachers, monitoring classroom teaching of every teacher at least once a week, visiting the staffroom immediately after assembly and immediately after break to ensure that teachers are in their various classrooms, monitoring assiduity and punctuality for teacher and student and so on. This findings is in line with the views of Alabi (2011), Fofeyin (2010) and Seyoum (2011) that, when effective practices are applied on human resources, school performances will improve and vice versa. In order to improve on school performance, effective human resource management practices must be carried out in secondary schools.

The results obtained by Alabi (2010), Fofeyin (2011) and Seyoum (2011) are similar to those in the present study. This similarity could be due to the fact that, the studies were all carried out in sub-Saharan Africa, characterised by laxity and bad leadership style by principals.

Relationship between Principals' Management of School Funds Practices and School Performance in North West Region of Cameroon

The result shows that, there was a substantial positive correlation between principals' management of school funds practices and school performance. It was also found that the relationship was significant. From the results of end of course results for 2014 session, it is observed that school performances were poor. The reason of this finding could be due to the fact that, school funds were poorly managed by principals. These poor management practices included disbursement of funds to the heads of departments for the purchase of teaching/learning materials, allowing the heads of departments to use their discretion in spending funds allocated to various departments in buying teaching/learning materials, providing funds; for teachers to attend seminars, to hire buses for students for field trips, to the heads of departments for the buying of teaching/learning materials and so on.

The finding of this study is in line with Concepta (2012), Osiri (2015), Bua and Adzongo (2014) and Kumo (2012) view that, if funds are available and effectively managed in schools, these schools will improve on performance. If not, performances will not be improved. Hence to improve on school performance, principals should ensure the availability and effective management practices of school funds. Findings for studies carried out by Bua and Adzongo (2014), Concepta (2012), Osiri (2015) and Kumo (2012), are similar to those of the present study. This similarity may occur, since the studies were all carried out in sub-Saharan Africa, characterised by mismanagement and embezzlement. Most of the funds allocated for the management of schools were mismanaged embessled by principals, which made other resources not to be procured.

Relationship between Principals' Management of Physical Resource Practices and School Performance in North West Region of Cameroon

The result indicated a substantial positive relationship between principals' management of physical resource practices and school performance. It was also found out that, the relationship was significant. From the results of course results 2014 session it was observed that, there was a poor performance of students. The reason for this finding could be that, physical resources were poorly used and maintained. The poor usage and maintenance included failure in; plastering, painting and sweeping the

classrooms, offices, libraries, laboratories, staffroom and workshops whenever they are dirty, maintaining flower lawns; cleaning workshop equipment after use; replacing benches and workshop equipment as soon as they are bad and so on.

The finding of this study is in agreement with the view of Anyanwu (2010), Konsum (2013) and Ogbuana (2015) that, if physical resources are effectively used and maintained in schools, these schools will improve on performance and if not, performance will be poor. Hence to improve on school performance, principals should ensure the effective practices on physical resources. The results of the present study and the ones obtained by Anyanwu (2010), Konsum (2013) and Ogbuana (2015), are similar. This similarity may occur since the studies have all been carried out in African countries with similar characteristics like laxity on the side of the principal. They failed to carry out thorough inspection of physical resources to ensure their effective use and maintenance.

Relationship between Principals' Management of Instructional Material Resource Practices and School Performance in North West Region of Cameroon

The result of this study revealed that, there was a substantial positive relationship between principals' management of instructional material resource practices and school performance. It was also revealed that, this relationship was significant. End of course results for 2014 session

showed that, there were poor performances in schools. The reason could be that, instructional materials are poorly used and maintained. These poor usage and maintenance included; arranging books in bookshelves for students to quickly identify, collect and read; ensuring that teachers often make use of instructional materials (posters, pictures, maps), for students to understand lessons better; using appropriate instructional materials during lessons for students to understand better; ensuring students' use of learning aids (pair of compass, protractors), which are commensurate to teaching aid for students to understand lessons better; replacing instructional materials as soon as they are bad, preparing lesson plans; ensuring that teachers' lesson notes are always marked by the dean of study, and so on.

This finding is in support of Chouh (2011), Abdu-Raheem (2015), Mbah (2013) and Arum (2015) view that, if instructional materials resource are effectively used and maintained in schools, performances will improve and vice versa. Hence for a school to improve on its performance, principals must ensure effective usage and maintenance of instructional material resources. Results from studies carried out by Abdu-Raheem (2015), Mbah (2013) and Arum (2015), are similar to the findings in the present study. This similarity may occur due to the fact that, these studies were all carried out in sub-Saharan Africa characterised by laxity on the

part of principals. They most often failed to supervise teaching/learning activities to ensure effective usage of teaching/learning aid.

Conclusion

From the findings, it was concluded that there is a high positive correlation between principals' management of human resource practices, school fund practices, physical resource practices, instructional materials resource practices and school performance in North West Region of Cameroon. It was also concluded that these relationships are all significant.

Implications of the Findings

This study revealed significantly, positive relationship between principals' management of human resource practices, school fund practices, physical resource practices, instructional material resource practices and school performance in public secondary schools in the North West Region of Cameroon. It has implication to principals, curriculum planners, educational stakeholders and researchers.

The implication is that, if human resources, school funds, physical resources and instructional material resources are properly managed by principals, public secondary schools in Cameroon will improve on their performance. On the other hand, if human resources, school funds, physical resources and instructional material resource are inappropriately

managed by the principal, performance will be poor in public secondary schools in Cameroon.

The implication is that, if curriculum planners have the impetus of introducing courses on resource management practices in colleges and faculties of education in Cameroon, future principals will have the appropriate resource management skills in order to improve on school performance. If not, aspiring principals will not have appropriate resource management skills, in order to improve on school performance.

If educational stakeholders like the government and NGOs organise and sponsor training workshops, seminars and conferences on principals' resource management practices, principals will improve on their resource management skills and hence improving on school performance. If not, principals will not improve on their resource management skills and hence school performance will not be improved.

If researchers carry out more investigations on principals' resource management practices, findings on educational issues on these practices will be exposed. This will act as a base-line for further investigation. Likewise, if these investigations are ignored, further research in this area of study might stop and hence, new knowledge related to this study will not be brought out.

Recommendations

Since there was a significantly positive correlation between principals' management of human resource practices, school fund practices, physical resource practices, instructional materials resource practices and school performance in North West Region of Cameroon, the researcher recommends that:

1. Principals should improve on their resource management practices. This will consequently, according to the findings of this study, improve on school performance.
2. Curriculum planners should introduce compulsory courses on educational management in colleges and faculties of education in universities in Cameroon. This will consequently equip aspiring principals with the necessary resource management skills, required in the improvement of school performance.
3. The government and NGOs should organise and sponsor compulsory training workshops, seminars and conferences for principals. This will arm principals with appropriate resource management skills, needed to improve on school performance.

Limitations of the Study

Because of some malpractices especially mismanagement and embezzlement of school funds, some principals could have given

inappropriate responses to the questionnaire, for fear of not being implicated, and might have resulted to biased results. The pilot test was done in the South West Region, which could have certain variables different from those existing in the North West Region. This could make the instrument not reliable for the study. These and others might have influence the outcome of the study.

Suggestions for Further Studies

Based on the findings and limitations of the study, the researcher suggests that, further research should be done on the following:

1. Future researchers should use other variables other than the ones used in this study, to determine the relationship between principals' resource management practices and school performance.
2. Future researchers should compare principals' resource management practices in public and private secondary schools.
3. Future researchers should compare principals' resource management practices in town and village secondary schools.
4. Future researchers should investigate whether principals work experience can influence school performances.
5. Researchers should carry out this same work in other regions in Cameroon and beyond.

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APPENDIX A

Introductory Letter

Department of Educational Management and Policy,
Faculty of Education,
Nnamdi Azikiwe University,
Awka,
7th November 2016.

Dear respondent,

The researcher is a post graduate student of the above mentioned department and institution. He is carrying out a study on "Principals' Resource Management Practices and Students' Academic Performances in public secondary schools in North West Region of Cameroon".

He is soliciting your kind and sincere responses by ticking (√) the options of your opinion on the items in the instrument.

Any information given will be treated with strict confidentiality except for the purpose of research.

Thanks for corporation.

Dinsi Richard Nchinda.
Researcher.

APPENDIX B

Research Instrument

Section A: Respondents' Personal Data.

Instructions: Below are items on respondents' personal data. Rate each of them accordingly.

Name of school:……..

Section B: Questionnaire Items for Principals

Instructions: Below are items assessing principals' resource management practices in public secondary schools in North West region of Cameroon. Rate each of them accordingly.

Human Resource Management Practices

Please indicate with a tick (√), the degree of your agreement on human resource management practices in your school.

Strongly Agreed = SA; Agreed = A; Disagreed =D; Strongly Disagreed =SD

S/N	ITEMS	SA	A	D	SD
1	Only trained teachers are recruited to teach in my school.				
`2	Teachers without teaching certificates in my school are encouraged to acquire training.				
3	Teachers in my school are encouraged to update their knowledge through seminars.				
4	Subject content coverage of teachers in my school is often evaluated.				
5	Classroom teaching of every teacher in my school is often monitored at least once a week.				

6	The staffroom in my school is checked immediately after assembly, to ensure teachers have gone to their various classrooms.				
7	The staffroom in my school is checked immediately after break, to ensure teachers are in their various classrooms.				
8	Classrooms in my school are checked during the first lesson in the morning to ensure that teachers are teaching.				
9	Classrooms in my school are checked immediately after break to ensure teachers are teaching.				
10	The marking of attendance register in my school is coordinated to ensure the presence of students in class.				
11	Moral conducts of teachers in my school are appraised in order to avoid students/teachers dating relationships.				
12	Teachers in my school are encouraged to frequently give home work to students.				
13	Students in my school are given praises by the principal for good academic performance.				
14	Extra classes for students are organised in my school.				
15	Interschool examination competition are organised for students in my school.				
16	Field trips are organised for students in my school.				
17	Teachers in my school are encouraged to evaluate students after every topic.				
18	Students in my school are punished when they are late for lessons.				
19	Students in my school are punished when they fail a test.				
20	Price giving ceremonies are organised in my school for students who perform well in examination.				

Financial management practices

Please indicate with a tick (√), the degree of your agreement on financial management practices in your school.

Strongly Agreed = SA; Agreed = A; Disagreed =D; Strongly Disagreed =SD

S/N	ITEMS	SA	A	D	SD
21	Funds are provided to heads of departments in my school for the purchase of teaching/learning materials.				
22	Heads of departments in my school are always allowed to use their discretion in spending funds allocated to various departments in buying appropriate instructional materials.				
23	Funds are provided for teachers in my school, to attend seminars.				
24	Funds are provided to hire a bus for students in my school for field trips.				
25	Funds are provided to the chief of works in my school to buy workshop materials.				
26	The chief of work in my school is allowed to use funds allocated for the workshop in replacing workshop equipment.				
27	Part time teachers in my school are regularly paid with PTA approval.				
28	Extra financial incentives are paid to teachers in my school for organising extra classes.				
29	Funds from donors are used in my school for the purchase of teaching/learning aids.				
30	Incentives are given to teachers who score high in their subjects in the GCE.				
31	Heads of departments in my school are evaluated on financial expenses for the purchase of departmental needs.				
32	Financial scholarships are given to students who perform well in examinations in my school.				
33	A weekly check on purchase receipt for teaching/learning aids is made in my school.				

Physical Resource Management Practices

Please indicate with a tick (√), your degree of agreement on the management of physical resources in your school.

Strongly Agreed = SA; Agreed = A; Disagreed =D; Strongly Disagreed =SD

S/N	ITEMS	SA	A	D	SD
34	My school is well painted and attractive, creating a conducive environment for students to study well.				
35	My school compound is kept clean every day, in order to create a need environment for students to study effectively.				
36	Flower lawns in my school are well maintained to ensure the beauty of the school, creating an attractive environment for students to study effectively.				
37	Classrooms in my school are plastered creating a conducive environment for students to study effectively.				
38	Classrooms in my school are always kept clean in order to create a neat environment for students to study well.				
39	Benches in my school are repaired as soon as they are broken, in order to avoid inadequacy for students' use.				
40	Workshop equipment in my school are replaced as soon as they are bad in order to avoid inadequacy for students' use.				
41	Workshop equipment in my school are cleaned after use in order to avoid depreciation.				
42	The library in my school is always kept clean in order to create a neat environment for students to study well.				
43	The staffroom in my school is kept clean, in order to create a neat environment for teachers to sit and prepare lesson notes.				

Instructional Material Management Practices

Please indicate with a tick (√), the degree of your agreement on the management of instructional materials in your school.

Strongly Agreed = SA; Agreed = A; Disagreed =D; Strongly Disagreed =SD

S/N	ITEMS	SA	A	D	SD
44	Instructional materials in my school like books are properly arranged in bookshelves after use for students to quickly identify, collect and read.				
45	Teachers in my school often make use of instructional materials (posters, pictures, maps, etc.) for students to understand lessons better.				
46	Teachers in my school always use appropriate instructional materials (posters, pictures, maps etc.) during lessons for students to understand better.				
47	Teachers in my school use teaching aids (pair of compass, protractors, etc.) which are commensurate to learning aid for students to understand lessons better.				
48	Instructional materials (posters, pictures, maps etc.) in my school are always replaced as soon as they are bad in order to avoid inadequacy.				
49	Teachers in my school improvise in the use of instructional materials for students to understand better.				
50	Instructional materials (posters, pictures, maps etc.) in my school are always cleaned and properly kept after lessons for subsequent use.				
51	Teachers in my school prepare lesson plans in order to ease students' understanding.				
52	Teachers' lesson notes in my school are always marked by the dean of studies.				
53	Teachers in my school follow the scheme of work strictly when teaching.				
54	Teachers in my school finish their syllabus for each class at the end of the year.				
55	All students in my school are obliged to have text books for exercises and assignments.				

Thanks for your cooperation.

APPENDIX C

School Statistics for end of Course Examination 2014 Session-North West Region (in Order of Merit)

RANK	SCHOOL	SAT	PASSED	% PASS
1	GTHS BAMANDANKWE	82	79	96.3
2	GTHS FUNDONG	85	78	91.8
3	NJENKA	14	12	85.71
4	GTC NCHUSAM	87	71	81.6
5	BAFANJI	32	26	81.25
6	GTC BAMESSING	155	125	80.65
7	GTC MENOUA	10	8	80.00
8	GTC SHO	17	13	76.46
9	GTC DUMBU	58	38	76.00
10	GTC NGU	57	43	75.44
11	GTHS SANTA	110	82	74.55
12	GTC ROBETA	55	40	72.73
13	GTC TATUM	11	8	72.73
14	GTC BENAGUDI	69	50	72.46
15	GTHS NKWEN	419	301	71.83
16	GTHS CHOMBA	115	80	69.55
17	GTC NTUMBAW	65	45	69.23
18	GTHS NJIMIKEJEM	74	51	68.92
19	GTC BETANG	3	2	66.67
20	GTHS JAKIRI	58	38	65.52
21	GTHS BAFUT	180	116	64.44
22	GTHS BALI	118	75	63.56
23	GTC MUNDUM II	56	35	62.50
24	GTHS FONFUKA	13	8	61.53
25	GTHS NJINIKOM	92	56	60.89
26	GTC BOLEM	10	6	60.00
27	GTHS BAMBUI	55	33	60.00
28	GTHS NDU	85	50	58.82
29	GTC NJAP	17	10	58.82
30	GTC KULABEI	19	11	57.89
31	GTHS VEKOVI	54	31	57.41
32	GTC BAFMEN	20	11	55.00
33	GTC NFORYA	20	11	55.00
34	GTC BALIKUMBAT	101	54	53.47
35	GTHS KUMBO	166	85	51.20

36	GTC ASUH-MBESSA	6	3	50.00
37	GTC AWING	73	35	47.95
38	GTHS ALABUKAM	101	48	47.52
39	GTHS MBENGWI	113	53	46.90
40	GTC BAGMANDE	64	30	46.88
41	GTC MANKWI	30	14	46.67
42	GTC MBOT	70	32	45.71
43	GTC BABA II	27	12	44.44
44	GTHS NKAMBE	151	66	43.71
45	GTC KIMBI	26	11	42.31
46	GTC TANKAH	19	8	42.11
47	GTC MOUOH	62	26	41.94
48	GTC MBOCKEVU	12	5	41.67
49	GTC KOFFA	15	6	40.00
50	GTC LUH	10	4	40.00
51	GTC WUMCHECK	20	8	40.00
52	GTC KEYEN	73	29	39.72
53	GTHS OKU	51	20	39.22
54	GTHS NWA	100	38	38.00
55	GTHS WUM	125	47	37.60
56	GTC TENEKO-NGIE	24	9	37.50
57	GTHS KEDJOM-KET	57	21	36.84
58	GTHS NDOP	310	114	36.77
59	GTC BABUNGO	41	15	36.59
60	GTHS MESEJE	25	9	36.00
61	GTHS PINYIN	114	40	35.09
62	GTC MBAH	20	7	35.00
63	GTC KWANGO NJINKUNU	269	94	34.49
64	GTHS WEH	69	24	34.78
65	GTHS BENAKUMA	75	26	34.7
66	GTC MBANGSALLE	75	25	33.33
67	GTC NTONG	6	2	33.33
68	GTC AKE	3	1	33.33
69	GTHS ESU	70	23	32.89
70	GTC TSENKA	67	22	32.84
71	GTC KUNG	87	28	32.18
72	GTHS WIDIKUM	131	42	32.06
73	GTC KUMFUTU	16	5	31.25

74	MBAM-OKU	39	12	30.77
75	GTC MBIPGO	36	11	30.55
76	GTHS AKO	33	10	30.30
77	GTC BOBONG	70	21	30.00
78	GTC MBUENI	104	30	28.85
79	GTC BUH	140	40	28.57
80	GTC AKWENSO	14	4	28.57
81	GTC BALIGHAM	25	7	28.00
82	GTC CHUP	104	29	27.88
83	GTC NKEUNG	11	3	27.27
84	GTC LARINJI-MENKA	33	9	27.27
85	GTC BAMBALANG	48	13	27.08
86	GTC BAMALI	26	7	26.92
87	GTHS BATIBO	156	42	26.92
88	GTC JIKEJEM	23	6	26.09
89	GTC TEZE	54	14	25.93
90	GTC MBEBALI	66	17	25.75
91	GTHS NJIKWA	74	19	25.67
92	GTC BAWORO	4	1	25.00
93	GTC MUNDUM	8	2	25.00
94	GTHS MBANKONG	133	32	24.06
95	GTC BAMEKIMBIT	126	30	23.81
96	GTC BAWOCK	63	15	23.81
97	GTC NTIGI-BAMBILI	30	7	23.33
98	GTC BABA I	80	18	22.5
99	GTC WAINDO	63	14	22.22
100	GTC MANKANIKONG	9	2	22.22
101	GTC METEFF	25	5	20.00
102	GTC NSEH	42	8	19.05
103	ENYOH	11	2	18.18
104	GTC AFUA	17	3	17.65
105	GTC NKWI-OKU	34	6	17.65
106	NYENJEI	47	8	17.02
107	GTC DJOTIN	24	4	16.67
108	GTC TUMUKU	18	3	16.67
109	GTC TUGI	19	3	15.79
110	GTC MUWAH	19	3	15.79
111	GTC KEKIKILAKI	64	10	15.63

112	GTC MAMBU	13	2	15.38
113	GTC MANKAMTENKONG	13	2	15.38
114	GTC MBIAME	34	5	14.7
155	GTC KALE-KETIWUM	7	1	14.3
116	GTC TIBEN	14	2	14.29
117	GTC MANTUNG	15	2	13.33
118	GTHS BABESSI	41	5	12.7
119	GTC NGYEN-MBO	42	5	11.90
120	GTC NGUNGONG	54	6	11.11
121	GTC BALIGASHU	56	6	10.71
122	GTC BANGOLAN	28	3	10.71
123	GTC NJIENKECHIU	35	3	8.57
124	GTC MBOCKENGHAES	38	3	7.87
125	GTC TEVERAAR	40	3	7.50
126	GTC CHACK-OKU	30	2	6.67
127	GTC NKOR-NONI	17	1	5.9
128	GTC LARRINJI M	23	1	4.3
129	GTC ZANG-TABI	33	1	3.0
130	GTC MBIIM	35	1	2.8
131	GTC JEVI	2	0	0.0
132	GTC SOP	16	0	0.0

Source: End of courses 2014 Results Booklets.

APPENDIX D

SPSS Output of Analysis

Correlations

Correlations

		Human Resource Management Practices2	School Performance
Human Resource Management Practices	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	132	132
School Performance	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Correlations

Correlations

		Financial Management Practices	School Performance
Financial Management Practices	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.000
	N	132	132
School Performance	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Correlations

Correlations

		Physical Resource Management Practices	School Performance
Physical Resource Management Practices	Pearson Correlation	1	.784**
	Sig. (2-tailed)		.000
	N	132	132
School Performance	Pearson Correlation	.784**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Correlations

Correlations

		Instructional Material Management Practices	School Performance
Instructional Material Management Practices	Pearson Correlation	1	.627**
	Sig. (2-tailed)		.000
	N	132	132
School Performance	Pearson Correlation	.627**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Hypothesis one

$$t = r\sqrt{\frac{N-2}{1-r^2}}$$

$$t = .790\sqrt{\frac{132-2}{1-.790^2}}$$

$$.790\sqrt{\frac{130}{0.375}}$$

$$.790\sqrt{345.836}$$

$$.790 \times 18.596$$

$$t - cal = 14.690$$

$$t - crit = 1.96$$

Hypothesis two

$$t = .772\sqrt{\frac{132-2}{1-.772^2}}$$

$$.772\sqrt{\frac{130}{0.404}}$$

$$.772\sqrt{321.782}$$

$$.772 \times 17.782$$

$$t-cal = 13.848$$

$$t-crit = 1.96$$

Hypothesis three

$$t = .784\sqrt{\frac{132-2}{1-.784^2}}$$

$$.784\sqrt{\frac{130}{0.385}}$$

$$.784\sqrt{337.662}$$

$$.784 \times 18.375$$

$$t - cal = 14.406$$

$$t - crit = 1.96$$

Hypothesis four

$$t = .627\sqrt{\frac{132-2}{1-.627^2}}$$

$$.627\sqrt{\frac{130}{0.606}}$$

$$.627\sqrt{212.521}$$

$$.627 \times 14.646$$

$$t - cal = 9.183$$

$$t - crit = 1.96$$

APPENDIX E

Reliability Test Results

Reliability

/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		03-SEP-2016 08:28:42
Comments		
Input	Data	E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

[DataSet1] E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav

Overall Reliability

Reliability Statistics

Cronbach's Alpha	N of Items

.733	55

RELIABILITY

/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		03-SEP-2016 08:30:57
Comments		
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	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 A15 A16 Q17 Q18 Q19 Q20 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

[DataSet1] E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

SECTION B1:

Reliability Statistics

Cronbach's Alpha	No of Items
.897	20

Reliability

/VARIABLES=Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		03-SEP-2016 08:41:23
Comments		
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES= Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

SECTION B2:

Reliability Statistics

Cronbach's Alpha	N of Items
.732	13

Reliability

/VARIABLES=Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		03-SEP-2016 09:18:11
Comments		
Input	Data	E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav
	Active Dataset	DataSet1
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES= Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

[DataSet1] E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

SECTION B3:

Reliability Statistics

Cronbach's Alpha	N of Items
.649	10

/VARIABLES= Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		03-SEP-2016 09:18:11
Comments		
Input	Data	E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES= Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

[DataSet1] E:\Students collections\Education NAU uche\OFEM PG HOSTEL\PhD Dinsi reliability.sav

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

SECTION B4:

Reliability Statistics

Cronbach's Alpha	N of Items
.654	12

Appendix F: Location of Cameroon

Appendix G: Validation of Research Instrument

Name of student: Dinsi Richard Nchinda

Programme: Ph.D.

Department: Educational Management and Policy

Subject Matter: Validation of reseach Instrument

Topic: Resource management practices and students academic performances in public secondary schools in North West Region of cameroon.

Action sought: To examine and scrutinise the questionnaire items in terms of content relevance, suitability, item clarity and coverage of the dimensions of the study.