



## Research Article

# PRINCIPALS' USE OF COMMUNITY FINANCIAL RESOURCES AND ITS IMPACT ON THE MANAGEMENT OF SECONDARY SCHOOLS IN FAKO DIVISION, SOUTH-WEST REGION OF CAMEROON

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**Mary Evenye Mbua**

Department Of Educational Foundations And Administration, Faculty Of Education Of The University Of Buea Cameroon

**Agborbechem Peter Tambi**

Professor, Dean Of The Faculty Of Education Of The University Of Bamenda Cameroon

**Dr. Sophie Ekume Etomes**

Department Of Educational Foundations And Administration, Faculty Of Education Of The University Of Buea Cameroon

## ABSTRACT

This study was designed to examine principals' use of community financial resources and its impact on the management of secondary schools in Fako Division, South-West Region of Cameroon. The study was guided by two objectives which to investigate the impact of principals' use of foreign aids and community/PTA levy and its impacts on the management of secondary schools. The survey research design particularly the cross-sectional survey design was used. This design was used because data were collected at once and not periodically as seen with longitudinal survey. The population of the study comprised of 8746 teachers and 1217 principals from secondary schools in the South West Region of Cameroon. The sample population for the study was made up of 426 teachers and 29 principals. The purposive and simple random sampling techniques was adopted for the study. The instruments use for data collection were a questionnaire (closed and open ended questions) for teachers and an interview guide for principals. Data from close ended questions was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while open ended questions were analysed thematically. The Pearson Product Moment Correlation was used to test the research hypotheses formulated in the study. The finding shows that with reference to foreign aids, 67.5% of teachers accepted that the principal makes use of foreign aids and with reference to community/PTA levy, 61.1% of teachers accepted that the principal makes use of community/PTA levy. Hypothetically, the result of the analysis



revealed that the calculated  $r_{xy}$ -value 0.289 is higher than the critical  $r_{xy}$ -value 0.0978 at .05 level of significance and degrees of freedom 426. Furthermore, the p-value of 0.000 is less than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis accepted. This result implies that the use of community financial resources by principals do have significant impact on the management of secondary schools although the impact is moderate. The positivity of the correlation value 0.289\*\* implies that management of secondary schools is more likely to be enhance when principals adequately make use of community financial resources. Therefore, it is generally recommended that, that using community financial resources to pay part time teachers will help the school to attain it goals and objectives, community financial resources will greatly help the schools attain their goals and objectives since we hardly given sufficient finances for the running of the school.

## KEYWORDS

Principals, Community, Financial Resources, Management and Secondary Schools.

## INTRODUCTION

The effective management of secondary schools is crucial for promoting quality education and positive outcomes for students. One aspect that plays a significant role in school management is the utilization of community financial resources by principals. Community financial resources encompass funds and financial support provided by individuals, organizations, and community members to enhance the functioning of schools (Essien, 2020). Understanding the impact of principals' use of community financial resources on school management is essential for creating effective strategies and policies. This introduction will explore the significance of principals' use of community financial resources and its implications for secondary school management. Community financial resources have gained recognition as valuable assets for schools, contributing to the improvement of educational environments and overall school management. These resources can include financial donations, grants, sponsorships, and fundraising initiatives from community members, local businesses, and non-profit organizations. According to research by Smith and Jones (2019), the effective utilization of community financial resources can

provide opportunities for schools to expand their programs, enhance infrastructure, invest in technology, and support extracurricular activities. The involvement of principals in managing and allocating these resources is vital for maximizing their impact on school management.

Principals play a critical role in the utilization of community financial resources and their impact on school management. As school leaders, principals are responsible for establishing partnerships with the community, engaging stakeholders, and leveraging available financial resources to meet the school's needs. Their ability to effectively manage community financial resources has a direct influence on various aspects of school management, such as resource allocation, staff development, curriculum enhancement, and student support services. According to a study by Johnson and Brown (2020), principals who actively engage with community financial resources demonstrate greater capacity in addressing school challenges, promoting innovation, and fostering a positive school climate. The impact of principals' use of community financial resources



extends beyond the financial aspects of school management. It also influences community engagement, collaboration, and the development of mutually beneficial relationships. When principals effectively leverage community financial resources, they foster a sense of ownership and shared responsibility among community members, leading to increased support for the school's mission and goals. This collaboration can enhance community trust, involvement, and active participation in school activities, as noted in research by Anderson and Thompson (2018). Additionally, the utilization of community financial resources can provide opportunities for students to connect with local businesses, organizations, and mentors, facilitating real-world learning experiences and potential career pathways.

Despite the potential benefits, there are challenges and considerations associated with principals' use of community financial resources. Principals must navigate ethical considerations, transparency, and accountability in managing these resources to ensure their effective and equitable distribution. They need to establish clear guidelines, policies, and protocols for accepting, allocating, and reporting community financial resources. Furthermore, principals must ensure that the utilization of these resources aligns with the school's vision, educational priorities, and the needs of the student population. Research by Thompson and Davis (2021) emphasizes the importance of strategic planning and collaboration among principals, community members, and other stakeholders to optimize the impact of community financial resources on school management. Principals' use of community financial resources is a critical aspect of secondary school management. The effective utilization of these resources can contribute to the improvement of educational environments, support

innovative initiatives, and foster stronger community partnerships. Understanding the impact of principals' use of community financial resources on school management is essential for promoting effective practices, developing policies, and facilitating positive outcomes for students.

### **Context and Justification of Study**

Before the arrival of Europeans in Africa, traditional African education was community-focused and relevant to the local environment. However, modern education has been criticized for its lack of connection to the community. It is argued that schools and communities should work together to meet the basic needs of the community and create a positive learning environment. The early history of education in Africa indicates the existence of an indigenous education system that incorporated local traditions and customs (Fonkeng, 2010). Community involvement is essential for effective school management. Community members with relevant skills and knowledge were often included in the teaching staff of community schools. In Africa, a multi-sensory approach to learning, involving hearing, seeing, touching, smelling, and tasting, was considered important for a comprehensive understanding of lessons. Schools are geographically located within communities, but there is a need for stronger partnerships between schools and communities to shape children's character, values, and morals Johnson (2015).

The goals of education have changed with socio-political and economic developments, requiring learners to acquire not only basic knowledge but also critical thinking skills for self and national development. Development is a multifaceted process that involves the interaction of institutions, people, industries, and technologies within political, technological, social, and economic systems. However,



the Cameroon educational system faces challenges such as inadequate resources, including infrastructure, financial resources, logistics, and teachers. Principals should utilize community resources to address these problems and involve the private sector in education (Atubi, 2018).

Looking at the 1998 Law of Education Chapter II, Part IV Section 32 and section 33, it states that the educational community shall comprise all individual and corporate bodies that contribute toward the functioning, development and prestige of a school. It shall comprise the following members; The authorities, the administrative and support staff, Teachers, Parents of pupils, Students, Persons from scion-professional circles, Regional and Local authorities. Section 33 states that; the member of the educational community shall be involved, through their representatives, in the consultative and management bodies set up at the level of educational, as well as at each level of the decentralized territorial authorities, or of the national educational set up. The law prioritizes education as the responsibility of the state with assistance from the private sector. However, modalities for private sector involvement are not well defined, leading to the need for principals to develop strategies and mobilize private sector products and services. International laws, such as the Universal Declaration of Human Rights, emphasize parents' right to choose the type of education for their children. The decentralization of educational resource management gives regional and local authorities responsibilities in planning, teaching personnel management, and infrastructure maintenance. Economically, limited resources and competing demands from other sectors of the economy pose challenges to the provision of educational resources by the government. Principals need to utilize community resources to supplement shortages. Quality education is hindered by limited

resources and poor working conditions, leading to calls for diversification of funding sources, including community involvement and cost-sharing. Donor organizations and policies in Cameroon support the diversification of educational income sources.

In essence, the paper discusses the impact of inadequate financial resources on the quality of education in secondary schools. It highlights deficiencies such as deteriorating classrooms, outdated equipment, lack of instructional materials, insufficient personnel, and financial constraints. The lack of resources negatively affects students' opportunities for quality training and academic outcomes. Despite support from the government and educational partners, resource management remains a significant problem, leading to low commitment from staff, large class sizes, enrollment declines, and poor academic performance. The text also mentions the importance of effective resource management according to the Education Law of 1998, which emphasizes the contribution of various individuals and organizations in enhancing school management. The study aims to investigate the impact of principals' use of community financial resources on school management in the South West Region of Cameroon.

This study has as major objective to evaluate principals' use of community financial resources and its impact on the management of secondary schools in Fako Division, South-West Region of Cameroon. Specifically, the study investigates:

1. To investigate the impact of principals' use of foreign aids and the management of secondary schools.
2. To examine the impact of principals' use of Community/PTA levy and the management of secondary schools.



Based on the above objectives, one general hypothesis was tested which verified the significant relationship between principals' use of community financial resources and the management of secondary schools in Fako Division, South-West Region of Cameroon.

### LITERATURE REVIEW

Yunas (2014) state the school administrator must know that the funds and facilities are limited. Therefore, strategies must be put in place to a continuous supply of financial resources. Molyneaux (2011) opine resources management is a process that involves the acquisition, allocation, deployment development, maintenance, proper use, and coordination of human, material, physical and, financial resources needed to promote instructions at various levels. From the definition of Molyneaux (2011) it is clear that financial resource is highly needed for effective management of the school alongside other resources. Chapman et al. (2010) affirmed the above-mentioned view by reiterating that success of any school programme depends mainly on the way the financial livelihood of the institution is mobilized and managed.

With this, it implies that principals of secondary schools must use their administrative skills to mobilize for financial resources from the community for effective management of their school. Instructional materials are the basic requirements for effective curriculum implementation, suggesting that schools should purchase these materials for effective teaching and learning. This entails provision of financial resource. Reinikka and Svensson (2011) argue that a teacher who wants to teach well must make use of various instructional materials without which the teacher almost fails. Therefore, the relevance of financial resource to the school cannot be over emphasized. Tomusange, Muweesi and Kyagaba (2021) state that China has a wide range of secondary school financing

mechanisms, which include earmarked local taxation for education levied on business turn over, payrolls, allocation of the profit of school run businesses to the school budget, and collective work unit support for schools based in the community. Furthermore, the authors add that the most important aspect of education finance lies in the effective management of the available financial resources. This task includes the proper allocation and distribution of resources for effectiveness. Principals in secondary schools play the role of chief accounting officers through appropriation and the direction of funds to particular development targets to meet the desired goals of school improvement.

The efficient management of educational financial resources appears to be one of the greatest factors in determining school effectiveness, and school principals who assume the role of resource managers are expected to acquire relevant skills in this domain in order to enhance system efficiency (Genevarius, 2021). Efficiency goes with effective management. This implies that a school management cannot be effective when resources are not efficiently used. Lapses in the management of financial resources could hamper school effectiveness as it may engender exasperated wastage of scarce financial resources. School ineffectiveness would prevent learners from acquiring the relevant skills needed to effectively integrate in the society. The budgeting and expenditure of financial resources have to be inclusive and judiciously carried out. Quality control or audits must be carried out to ensure that the cash received is efficiently managed to enhance the attainment of school objectives for, if financial management processes are not effectively and objectively carried out within a school, such an institution would hardly be effective in enhancing quality towards the attainment of educational objectives.



The advent of law NO.98\004\ of 14 April 1998 in its article 12 stipulated that education shall be financed budgetary allocation from the state contributes from education partners budgetary appropriations from regional and local authorities, donations, legacies and all other contributions in effect, this law paved the way for the education system to be supported irrespective of the state, by other partners. The private sector contributes financially to education through donor countries, international organizations, parents, local organizations and non- governmental organization (N.G.O S) (Fonkeng, 2006). The French government helps to improve the management of the educational system as well as pedagogic training, logistics for Primary and Nursery school. It also assists in improving the competence of national experts in distance education through training and refresher courses abroad. It helps to improve the quality of teaching by providing opportunities for refresher courses to trainers with the assistance of local senior staff (national and regional pedagogic inspectors) and the putting in place of educational resource centers. The French government promotes reading through the creation of libraries in urban schools and also public libraries. France equally assists in the amelioration of school administration, through training seminars for school heads and bursars as well as improves the school environment through school life program (Fonkeng, 2006). It also supplies so many teachers in secondary and tertiary institutions (World Bank, 1989).

Education depends on teachers and teachers require to be remunerated. Thus, the greatest financial cost in education relates to staffing. In this way, financial resources play a pivotal role in improving the learning and teaching system in any country. In most countries, head-teachers play a pivotal role in the way budgets are employed in schools (Masood and Sabir, 2004). Edem (2007) maintains that finance is an important

factor which contributes to the success of an educational management. Since education must be paid for and as educational provision develops so does the cost increases. The important aspect of school financing is that it increases the number of teachers employed. Instructional materials and general school infrastructures available to the school brings about faster development to the schools. No organization can function effectively without financial assistance. Schools require money for payment of teachers' salaries and purchase of Parent Teacher Association facilities. Bassey (2010) opines that one of the key resources required for every institution or organization for effective performance is finance. Daniel and Hassan (2011) aver that Parent Teacher Association provision of financial assistance to schools may include paying teachers' salaries, financing the construction and rehabilitation to establishing money generating projects. Kwaghbo (2008) states that Parent Teacher Association funding as is primarily concerned with processing, expanding and maintaining financial assistance in the achievement of educational goals. The huge expenditure incurred by schools call for careful and judicious utilization of financial resources towards achieving various educational objectives.

Oluwole (2005) opines that Parent Teacher Association participation make up half of the total returns in fees from such activities as sales of agricultural products, arts and craft among others. Ekundayo (2009) states that money provided by parent teacher association is one of the very important resources needed in the management of education and needs to be well provided and managed. This is because all other vital elements in the schools can be obtained through the provision of financial assistance from federal, state or local government. That financial assistance is one of the most important factors for the realization of educational objectives. Lack of funds often leads to



poor planning and execution of educational projects. Akinyemi (2003) stresses that education finance refers to the process of procuring and disbursing of finance resources meant for the provision of education of a given standard stipulated by a community or society.

Theunynck (2009) opined that community funding can come through various mechanisms; some of which include Parent Teacher Association as called in Cameroon and Nigeria, or School Development Association as called in Zimbabwe, or through community fund raising ceremonies. While community financing is important as it increases the resources available for education and provides relief to governments of some educational responsibilities, it may contribute to inequalities in the distribution of educational resources as a result of the socioeconomic and cultural differences among communities which determines the what and how of members giving (Mekollei, 2018). Also, in instances where communities are obliged to take much of the responsibility over educational institutions, such institutions are likely to suffer many problems including being poorly constructed and ineffective (Theunynck, 2009).

Chenhall and Brownell (2011) report that a well-organized financial system encourages stakeholder participation and agreed performance standard with positive motivating effects on the teachers. According to Hammond (2007), planning for instructional resources required budget preparation and provision of adequate finance. Moreover, learning outcomes required adequate budgetary allocation to ensure quality and motivated employees. According to Njagi and Jagongo (2013) lack of effective management of school finances was detrimental to teacher's motivation. However, other studies (Noor & Othman, 2012) report a negative association between participative financial management and public sector

performance. Mekollei (2018) opined that community financing is based mainly on the philosophy of self-help and in many cases constitutes the use of locally generated resources to support educational services. The author is very common in developing countries and especially in rural areas where there tend to be more solidarity and cohesion among community members partly because of kinship and other sociological reasons. Community financing can take the form of unpaid labour such as when mobilized by villagers to construct school buildings or clean school facilities, educational funds mobilized by cultural associations, community supply of land for the construction of schools, provision of building materials, direct cash payments, recruitment and provision of teacher accommodation, feeding (Mekollei, 2018).

Being a financial resource to the community, it also plays a role in the effectiveness of schools this is because most students are being trained on how to become professionals in the field of agricultural production of which this agricultural production helps to provide finance to the society or community which can be used to fund projects such as building of schools. If financial resources are allocated well directed to the appropriate quarters, then optimum results will be attained (Tierney & Sablan, 2014). According to World Bank (2011), the financial reality is that many developing countries and transition economies lack the capacity to raise the additional financial resources necessary to address the new challenges in secondary education. Therefore, Nations in the Sub-Sahara must find new ways of increasing funding for secondary education through public, private, or community sources and at the same time maximizing efficiency and effectiveness in resource allocation and utilization. Community financial resources play a key role in the effective management of secondary school. This community financial



resources include; Foreign donor resources, Bank resources which will be explained under the subsequent paragraph.

From a theoretical point of view, the resource mobilisation theory of (McCarthy & Zald, 1973), indicates that the acquisition of and access to resources is crucial for social movement organization vitality. These resources are most commonly financial but also can include fewer tangible resources, such as expertise, time and social networks. This concept was developed in the 1970s as part of the shift in social movement theory away from the idea that movements were pathologies, instead analyzing social movements through structural and economic lenses. Resource mobilization is first introduced in McCarthy and Zalds 1973 article, where the authors attempt to identify the source of recent increases in social movement activity.

## **METHODOLOGY**

The survey research design particularly the cross-sectional survey design was used. This design was used because data were collected at once and not periodically as seen with longitudinal survey. The population of the study comprised of 8746 teachers and 1217 principals from secondary schools in the South West Region of Cameroon. The sample population for the study was made up of 426 teachers and 29 principals. The purposive and simple random sampling techniques was adopted for the study. The instruments use for data collection were a questionnaire (closed and open ended questions) for teachers and an interview guide for principals.

Data from the close ended questions was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while open ended questions were analysed thematically. The hypotheses of the

study were tested using the Pearson Product Moment Correlation test presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error. On the other, the qualitative data to be derived from open ended questions and semi-structured interview guide was analysed using the thematic analysis approach with the aid of themes, and quotations.

## **FINDINGS AND DISCUSSION**

The findings of the study are presented and supported by literature and the works of other researchers. Quantitative data are being presented first followed qualitative data.

### **Demographic Data**

Describing the 426 teachers sampled by demographic information, both male 50.7% (216) and female 49.3% (210) were well represented in the study. With reference to highest qualification, 43.9% (187) have Bachelor's Degree, 19.0% (81) have Master's Degree, 14.3% (61) are teaching with GCE Advanced level as their highest qualification, 12.2% (52) are holders of DIPET II / DIPES II, 6.3% (27) are holders of DIPET I / DIPES I and 4.2% (18) are PhD holders. While Among the 21 principals interviewed for the study, majority 66.7% (14) are male and 33.3% (7) are female. And based on highest qualification, 42.9% (9) have DIPET II/DIPES II, 19.0% (4) have Masters' Degree, another 19.0% (4) have DIPET I/DIPES I and 4.8% (1) have PhD.

### **Principals' Use of Foreign Aids and the Management of Secondary Schools**

The table below depicts teachers' opinion on principals' use of foreign aids and the management of secondary schools.



Table 1: Teachers' Opinion on Principals' Use of Foreign aids

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
Principal uses loans from banks to generate school income.	164 (38.5%)	122 (28.6%)	67 (15.7%)	73 (17.1%)	286 (67.1%)	140 (32.9%)
Foreign aids enhance school management	40 (9.4%)	234 (54.9%)	129 (30.3%)	23 (5.4%)	274 (64.3%)	152 (35.7%)
The principal works in collaboration with foreign donors	52 (12.2%)	190 (44.6%)	154 (36.2%)	30 (7.0%)	242 (56.8%)	184 (43.2%)
Principal exploit bank opportunities (e.g., financial support, scholarships) to enhance school management.	112 (26.3%)	126 (29.6%)	73 (17.1%)	115 (27.0%)	238 (55.9%)	188 (44.1%)
Principal ensures that finances from the external community (e.g., parents, PTA, SMB) are put into use for school projects.	13 (3.1%)	162 (38.0%)	247 (58.0%)	4 (0.9%)	175 (41.1%)	251 (58.9%)
Multiple Responses Set (MRS)	381 (17.9%)	834 (39.2%)	447 (21.0%)	245 (11.5%)	2516 (67.5%)	692 (32.5%)

N=426

In aggregate, with reference to foreign aids, 67.5% of teachers accepted that the principal makes use of foreign aids while 32.5% disagreed. Mbua (2002), foreign donations to assist the educational system in Cameroon came from friendly countries such as France, America, Japan, Canada, China and Britain. According to Ajayi (2007), for learning to take place, the teacher must use instructional materials and other materials that aids teaching and learning which the principal at times used money from foreign aids to get them.

Specifically, findings show that 67.1% (286) of the teachers agreed that principal uses loans from banks to generate school income while 32.9% (140) disagreed. Also, 64.3% (274) of teachers accepted that their principal use foreign aids while 35.7% (152) disagreed. In 1988, the African Development Bank Group, the African Development Fund (A.D.F) and the Nigerian Trust Fund (N.T.F) approved 3 loans to education for a total amount of 847.2 million, plus one technical assistance grant of 80.7 million (Mbua, 2002). Given the important role money plays in every economy, our

daily lives and that of any establishment, its proper management has to be central in the mind of any administrator.

Equally, 56.8% (242) of teachers also agreed that the principal works in collaboration with foreign donors while 43.2% (184) disagreed. Similarly, 55.9% (238) opined that principal exploit bank opportunities (e.g., financial support, scholarships) to enhance school management while 44.1% (190) disagreed. Mbua (2002) stated that alumni associations also assist in financing education as the construct classroom, supplying stationaries and scholarships. However, achievement in educational objective according to him does not only depend on availability of resources but also on how, what is available is judiciously used. Alumni associations which are over in especially private and mission schools in the Anglophone sub-system are regularly consulted by their school authorities on matters affecting their Alma matters. They provide private scholarships to meritorious students during prize giving ceremonies such as graduation participation in decision making concerning the needs of their respective schools such as libraries, textbooks,



liberation and boarding facilities. The United Nations Educational and Scientific Organization (UNESCO) intervene in the training of educational personnel (teachers, managers, planners) through the provision of scholarships and organization of seminars.

Finally, 41.1% (175) agreed that the principal ensures that finances from the external community (e.g., parents, PTA, SMB) are put into use for school projects while 58.9% (251) disagreed. Hill (2010) reports that, social sanctions were employed to ensure full

attendance at such ceremonies. As a result, schools attended massively and benefit at the end and such funds are used for school projects.

#### 4.3 Principals' Use of Community/PTA Levy and The Management of Secondary Schools

The table below presents teachers opinion on principals' use of community/PTA levy and the management of secondary schools.

**Table 2: Teachers' Opinion on Principals' Use of Community/PTA Levy**

Statements	Stretched					Collapsed	
	A	S	A	D	S	A/A	/SD
Principal makes use of finances provided by the community to enhance school management.	62 (1 4.6%)	2 18 ( 51.2%)	1 24 ( 29.1%)	2 2 ( 5.2%)	2 2 ( 65.7%)	2 80 ( 65.7%)	1 46 ( 34.3%)
Principal collaborates with PTA/SMB to mobilize finances for school management.	46 (1 0.8%)	2 19 ( 51.4%)	1 54 ( 36.2%)	7 ( 1.6%)	2 65 ( 62.2%)	2 65 ( 62.2%)	1 61 ( 37.8%)
Community (PTA/SMB) is the main source of income to schools.	89 (2 0.9%)	1 75 ( 41.1%)	1 25 ( 29.3%)	3 ( 8.7%)	2 64 ( 62.0%)	2 64 ( 62.0%)	1 62 ( 38.0%)
Principal ensures payment of salaries to part-time workers (e.g., DM, Teachers).	29 (6 .8%)	2 27 ( 53.3%)	1 59 ( 37.3%)	1 1 ( 2.6%)	2 56 ( 60.1%)	2 56 ( 60.1%)	1 70 ( 39.9%)
Community (PTA/SMB) supports the school financially as need arises.	20 (4 .7%)	2 16 ( 50.7%)	1 80 ( 42.3%)	1 0 ( 2.3%)	2 36 ( 55.4%)	2 36 ( 55.4%)	1 90 ( 44.6%)
Multiple Responses Set (MRS)	24 6 (1 1.5%)	1 055 ( 49.5%)	7 42 ( 34.8%)	8 7 ( 4.1%)	1 301 ( 61.1%)	1 301 ( 61.1%)	8 29 ( 38.9%)

N=426

In aggregate, with reference to community/PTA levy, 61.1% of teachers accepted that the principal makes use of community/PTA levy while 38.9% disagreed. Another

way to raise capital resources is through a levy on each household or individuals. In Cameroon, parent's teachers association is familiar with operating in this



light as PTAs levy, an amount on students annually and the high sum of money collected and use for the construction of class rooms, fence in the school and other construction projects. According to Bray (2001) cited in Nasrin et al. (2018) state that similar system exists in parts of Asia.

Specifically, 65.7% (280) of teachers agreed that principal makes use of finances provided by the community to enhance school management while 34.3% (146) disagreed. Similarly, 62.2% (265) of teachers opined that principal collaborates with PTA/SMB to mobilize finances for school management while 37.8% (161) disagreed. As tied with the findings of Nnebedum (2007) which investigated the strategies adopted in improving school community finance for effective management of secondary school in Awgu Education Zone of Enugu state, the study showed that communication gap between the principal and the members of the community, disciplinary problems among staff and students, in active/unproductive P.'I'.

A. inadequate financial and material support to the school from the community, and irregular payment of salaries / allowances by the government were factors that hinder school-community relations. With, we can see that one of the barriers to community financial support to schools is poor communication and relationship between the principal and community.

Furthermore, 62.0% (264) agreed that community (PTA/SMB) is the main source of income to schools while 38.0% (162) disagreed. Also, 60.1% (256) of teachers attest that the principal ensures payment of salaries to part-time workers while 39.9% (170) disagreed. Daniel and Hassan (2011) aver that Parent Teacher Association provision of financial assistance to schools may include paying teachers' salaries,

financing the construction and rehabilitation to establishing money generating projects. Kwaghbo (2008) states that Parent Teacher Association funding as is primarily concerned with processing, expanding and maintaining financial assistance in the achievement of educational goals. The huge expenditure incurred by schools call for careful and judicious utilization of financial resources towards achieving various educational objectives.

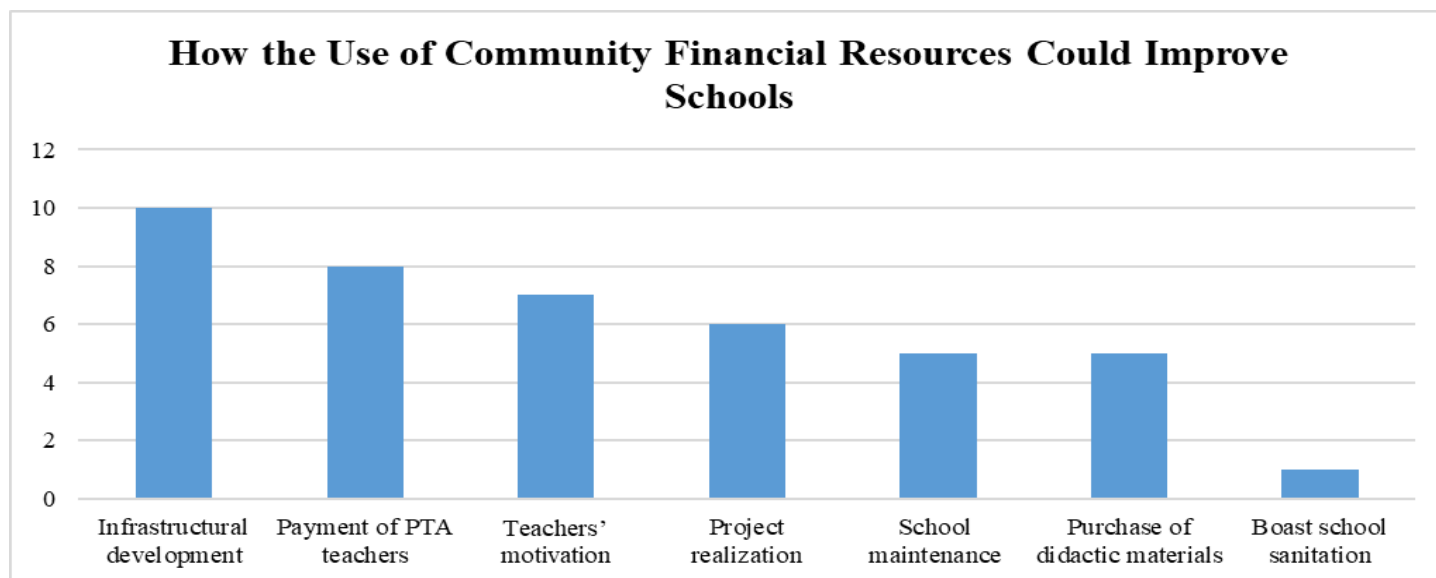
Finally, 55.4% (236) agreed that the community (PTA/SMB) supports the school financially as need arises while 44.6% (190) disagreed. Based on the Human Relation theory of Follett (1920), it reiterated that there is need for harmonious relationship between every organisation and it environment to ease acquisition of resources. School-community relation is a very important aspect of school management. Most at time, financial resources provided by the state to schools is inadequate. Thus, there is need for principals to work in close harmony with the community in order to acquire some financial aids whenever need arises. Several studies such as that of Tomusange et al. (2021) in Uganda have revealed that financial resources impact school improvement and development. Similarly, Genevarius (2021) in his study in Cameroon revealed that financial management of the principal influence school effectiveness.

## Findings Derived from Qualitative Data

### How the Use of Community Financial Resources Could Improve the Schools

The figure below depicts' how the use of community financial resources could improve schools as reported by teachers.





**Figure 1: Teachers' Opinion on How the Use of Community Financial Resources Could Improve Schools**

Opinions gathered from the teachers showed that their schools make use of community financial resources in several ways. To some of the teachers, they use community financial resources for infrastructural development of the school categorically stating that, "Yes, since it will help add more desks; helps build new classrooms; helps to get new furniture and needs to make teaching easy; helps build new classrooms; yes, since it will help add more desks; they are used for the improvement of school structures; and they are used in improving the library." Starting with community financial resources, Bell and Rhodes (2006) opine that financial resource are of utmost significance for the efficacious implementation of tasks and activities. When the educational institutions will possess sufficient financial resources, provided by the community to the school in order to ensure quality education, the school principal need to ensure proper manage of the finances they would be able to bring about improvements in the teaching-learning methods, infrastructure, facilities, civic amenities, materials, equipment as well as the overall

environmental conditions. Research has indicated that students are able to concentrate upon their learning and work diligently towards the achievement of academic goals, when there will be adequate facilities within the classroom (Obadiah, 2015).

Some said community financial resources are used for payment of teachers' salaries stating that, "Yes, for the payment of PTA teachers; Yes, helps pay PTA teachers; Yes, for the payment of PTA teachers; Pay extra teachers and staff; Used in paying the PTA teachers." Also for the motivation of teachers, "Motivation of teachers; Helps in motivating teachers; Helps in motivating the staff and teachers." No organization can function effectively without financial assistance. Schools require money for payment of teachers' salaries and purchase of Parent Teacher Association facilities. Bassey (2010) opines that one of the key resources required for every institution or organization for effective performance is finance. Daniel and Hassan (2011) aver that Parent Teacher Association provision of financial assistance to schools may include paying teachers' salaries, financing the construction and

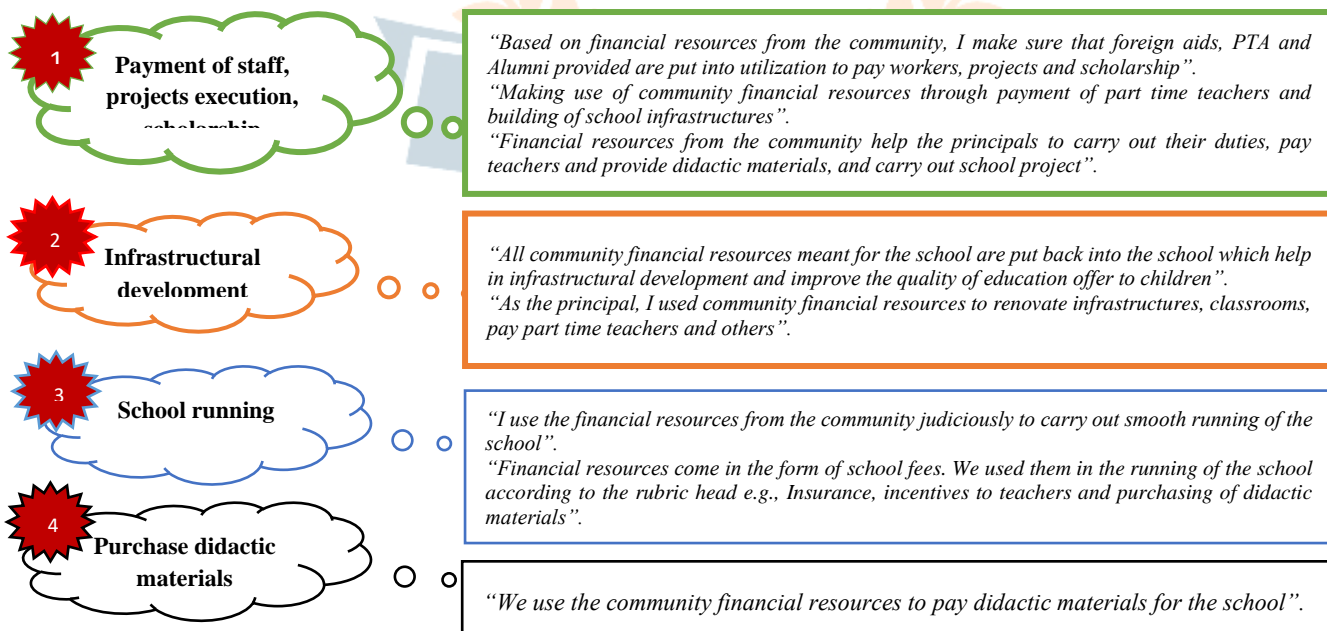


rehabilitation to establishing money generating projects.

Others said it is used in the realization of school projects and the school maintenance indicating that, "It helps to carryout projects in school; It gives the school funds to take care of school facilities and Maintains the school environment." Yunas (2014) state the school administrator must know that the funds and facilities are limited. Therefore, strategies must be put in place to a continuous supply of financial resources. With this, it implies that principals of secondary schools must use their administrative skills to mobilize for financial resources from the community for effective management of their school. For example, instructional materials are the basic requirements for effective curriculum implementation, suggesting that schools should purchase these materials for effective teaching and learning and, this entails provision of financial resource.

Finally, some of them indicated that community financial resources are used to purchase didactic materials and to boast school sanitation stating that "It's used to buy didactic materials; equip the laboratory and replaced lost tools; Provision for basic needs like chalk and others; and Helps in the provision of trash cans and dust bins." Fonkeng (2006) affirms that ex-student association are making enormous voluntary contributions to their various alma matter through regular consultation of the school authorities on matters affecting the alma matter as well as participate financially in the development of the school. The substitute this, ex-students who were one-time students of their respective institution know the genuine problem faced in their school and get involved in educational matters in order to curb the problem. They manage and provide scare resources like didactic materials, finances and services to ensure sustainability, improve enrolment, understand the responsibilities in order to raise the standards of their school to higher heights.

### Principals' Description on how they Use Community Financial Resources





## Figure 2: Principals' Description on how they Use Community Financial Resources

Based on the principals' opinion on how they use community financial resources, some said they used it to pay part timers (staff), project execution and to offer scholarship opportunities to some students as narrated "Based on financial resources from the community, I make sure that foreign aids, PTA and Alumni provided are put into utilization to pay workers, projects and scholarship", "Making use of community financial resources through payment of part time teachers and building of school infrastructures". Mekollei (2018) opined that community financing is based mainly on the philosophy of self-help and in many cases constitutes the use of locally generated resources to support educational services. The author is very common in developing countries and especially in rural areas where there tend to be more solidarity and cohesion among community members partly because of kinship and other sociological reasons. Community financing can take the form of unpaid labour such as when mobilized by villagers to construct school buildings or clean school facilities, educational funds mobilized by cultural associations, community supply of land for the construction of schools, provision of building materials, direct cash payments, recruitment and provision of teacher accommodation, feeding (Mekollei, 2018).

Also, some principals add that they used it for infrastructural development as depicted in the statement "All community financial resources meant for the school are put back into the school which help in infrastructural development and improve the quality

of education offer to children". As a result, they are likely to appreciate the use of resources that they provide and they could be inspired to provide more. This would enable them to provide for infrastructure and give resources according to priorities and capability. Their participation in decision-making would make them to own the decision and would therefore, support the implementation of the agreed courses of action. This is particularly important in taking charge of discipline of their children. They would also feel obligated to guide the students in their schoolwork

Furthermore, some said they used it for the running of the school as explained "Financial resources come in the form of school fees. We used them in the running of the school according to the rubric head e.g., Insurance, incentives to teachers and purchasing of didactic materials". Finally, others said they used community financial resources to, purchase didactic materials, and in other to improve on the welfare of teachers and students. Negbo (2006) noted that the unprofessional principal lacks skills in areas of school plant maintenance and supply of basic didactic materials. Principals ought to ensure adequate use of external libraries resources that boast the skills and services to both teachers and student. Oni (2002) said that availability and quality of materials facilitates smooth operation of any school and thereby enhancing effective teaching/learning activity and when this is so, there is higher educational attainment by students.

## The Use Community Financial Resources Will Improve the Management of Secondary Schools

**Table 3: Principals' Opinion if the Use Community Financial Resources Will Improve the Management of Secondary Schools**



Themes	Quotations/Responses
Improve school management	<p><i>"The use of financial resources from the community helps to improve the management of the school".</i></p> <p><i>"The resources from the school are not always enough. So, finances from donors come in to improve on the situation (school management)".</i></p> <p><i>"Transparent use of the community financial resources helps to improve on the management of the school".</i></p> <p><i>"The financial resources from the community helps to improve on the management of the school".</i></p> <p><i>Yes, financial resources from the community greatly improves on the management of the school".</i></p> <p><i>"It contributes to the management of the school if well control by the principal".</i></p>
Attainment of goals	<p><i>"Using community financial resources to pay part time teachers help the school to attain it goals and objectives".</i></p> <p><i>"These will greatly help the schools here to attain their goals and objectives since we hardly given sufficient finances for the running of the school".</i></p>
Boast school growth	<i>"As a principal, making use of the financial resources provided by PTA, donors, bank for the growth and management of school".</i>
Improve infrastructural development	<i>"Community financial resources help in the constant upgrading of school infrastructures and other amenities to help the school run smoothly".</i>
Ease payment of part timers	<i>"Parents are important part of the educational community. Without their support, is going to be very difficult to pay part timers and settle bills".</i>

Furthermore, all principal stated that community financial resources will improve on school management as narrated in the statements "The resources from the school are not always enough. So, finances from donors come in to improve on the situation (school management)", "Transparent use of the community financial resources helps to improve on the management of the school". Also, some principals added that it enabled the school to attain it goals, boast the growth of the school, improve infrastructural development and ease the payment of part timers (staff). The issue of finance has been the most challenge faced by almost every school. On the contrary, in a study carried out by Ejeh et al. (2016) aimed to determine the extent of community participation in funding of secondary schools in Abakaliki Education Zone of Ebonyi State, the results showed that communities to a very high extent

participate in the funding of secondary schools. This in another way implies that the secondary schools make adequate use of community financial resources.

Furthermore, principals' said they use community financial resources to improve infrastructural development "Community financial resources help in the constant upgrading of school infrastructures and other amenities to help the school run smoothly". Ogie (2015) state that the objectives of educational management are achieving an institutions objectives, improving the processes of planning, organising and implementing within the institution, creating, enhancing and maintaining a positive public image of the institution, ensure optimal utilisation of human resources (administrators, non-teaching staff, teaching staff and students), enhancing the efficiency and effectiveness of infrastructure, enabling job



satisfaction, creating and maintaining a congenial and cohesive atmosphere and managing interpersonal conflicts, stress.

Verification of Hypothesis: Principals' use of community financial resources does not significantly impact the management of secondary schools.

**Table 4: Perceived Impact of Use of Community Financial Resources on the Management of Secondary Schools**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	$\Gamma_{xy}$	p-value
	$\sum Y$	$\sum Y^2$			
Use of community financial resources (X)	9969	239051	225517	0.289**	0.000
Management of secondary schools (Y)	9550	222674			

(n= 426) p<0.01; df=426; critical  $\Gamma_{xy}$  =0.0978

The result of the analysis revealed that the calculated  $\Gamma_{xy}$  -value 0.289 is higher than the critical  $\Gamma_{xy}$  -value 0.0978 at .05 level of significance and degrees of freedom 426. Furthermore, the p-value of 0.000 is less than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis accepted. This result implies that the use of community financial resources by principals do have significant impact on the management of secondary schools although the impact is moderate. The positivity of the correlation value 0.289\*\* implies that management of secondary schools is more likely to be enhance when principals adequately make use of community financial resources. According to resource mobilization theory of (McCarthy & Zald, 1973), the acquisition of and access to resources is crucial for social movement organization vitality. These resources are most commonly financial. In the context of inadequate financial resource, this theory is highly relevant. It actually informs community-based organizations like schools on the needs to mobilise for resources to improve on their financial status. Schools are created to provide basic services to its population, educate the children as well as contribute to the development of a particular area and economy as a whole. The basic tenant of resource mobilization theory is that an increase in resources will lead to organisational viability but also to professionalisation. Also, this theory equally

holds that once organizations acquired resources, they are able to attract more resources for effective execution of their activities. Financial resource is the power house and it serve as the medium through which other resources are provided. Human resources, material and teaching resources depend on finance for acquisition and payment. Thus we can see that in the absence of adequate financial resources, many activities of the school are bond to suffer.

### CONCLUSION

Based on the findings principals' use of community financial resources has proven to have a direct impact on the management of secondary schools. Indicating that to better enhance the management of secondary schools, principals' use of foreign aids and community/PTA levy are major sources of financial resources which if well utilized the schools will have money to Improve school management, Attainment of goals, Boast school growth, improve infrastructural development, Ease payment of part timers just to name but these. Bell and Rhodes (2006) opine that financial resource are of utmost significance for the efficacious implementation of tasks and activities. When the educational institutions will possess sufficient financial resources, provided by the community to the school in order to ensure quality education, the school principal need to ensure proper



manage of the finances they would be able to bring about improvements in the teaching-learning methods, infrastructure, facilities, civic amenities, materials, equipment as well as the overall environmental conditions. Research has indicated that students are able to concentrate upon their learning and work diligently towards the achievement of academic goals, when there will be adequate facilities within the classroom (Obadiah, 2015). Therefore, it is imperative that principals of secondary schools must use their administrative skills to mobilize for financial resources from the community for effective management of their school. Instructional materials are the basic requirements for effective curriculum implementation, suggesting that schools should purchase these materials for effective teaching and learning. It is generally recommended that, that using community financial resources to pay part time teachers will help the school to attain its goals and objectives, community financial resources will greatly help the schools attain their goals and objectives since we hardly given sufficient finances for the running of the school. And principals should work closely with parents for they are important part of the educational community. Without their support, is going to be very difficult to pay part timers and settle bills.

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