The Impact of Supervision on Serving Principal's Management of Resources in Cameroon

Asah Martin Anjah

Abstract— One aspect of education which is problematic is the management of resources. Presently, successful organisations insist on quantitative goals, capacity creation and higher professional skills for human resources at all level. Consequently, the survival and destiny of an organization is endangered if the head is not effective in managing the resources. The principals who are directly in charge, has been neglected over the years. This study seeks to investigate the relationship between acquired skills in resource management and principal's effectiveness. A quantitative survey was conducted on a sample size of 886 serving principals in the south west and north west regions of Cameroon,(the Anglo-phone or English speaking regions) through the direct delivery method with the help of a questionnaire suited for the purpose. Data was collected and computed using the Pearson movement correlation and chi square with the SPSS software testing principals, organisational supervision, and resource management on the likert 4 scale of (SA, A, D. SD) totaling 10 points. The result was analyzed and it was observed that, there is a significant relationship between human capital skills developed through in-service training of principals and resource management in schools. From these findings, it was commended that capacity building of principal's competence can enhanced the management of resources and eventually improve the standard of educational in Cameroon.

Index Terms: -Supervision, Mentor, Coach, Resource Management, In-service Training and Performance.

I. INTRODUCTION

Contemporary drive has identified the lack of principal's professional training on supervision as one aspect of education which has caused a lot of problem is the management of resources in school. Principals play a vital role in setting the direction for successful schools, but existing knowledge on the best ways to prepare and develop highly qualified candidates is sparse. La Pointe, M. (2012) Meyerson, D. (2005) retorted asking what are the essential elements of a good school manager? How is successful school manager's development programs designed? What program structures provide the best learning environments? What governing and financial policies are needed to sustain good programming?

Until recently, one category of personnel frequently neglected in the educational domain with regards to the issue of training is the school principals in Cameroon. There appear to have been an implicit assumption that principals require minimal specialized preparation, despite the enormous contributions trained principals can contribute to revitalise

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secondary education.

Presently, successful organizations insist on quantitative goals, capacity creation and higher professional Skills for human resources at all levels, inevitably, the survival and destiny of an organization is endangered if training for employee's effective management of resources is unkempt.

The role of school managers has changed melodramatically owing to greater demands by stakeholders and civil society on effective leadership that is results oriented. If school leaders do not continue to learn, unlearn and relearn in order to acquire proper and modern ways to supervise the financial management of cash flows, debtors and creditors, the upgrading of methodology in the learning and teaching processes, the general planning, implementing and evaluation of tacit knowledge to produce optimum performance, then the continuous increase in student population at secondary level will be a constraint to the citizens' resources. In-service training in Cameroon comes in the form of induction training for new employees, seminars and workshops for capacity building and training for Principals, Deputy principal, HODs and Bursars

The training of principals, who are directly in charge with the effective running of schools, has been frowzy over the years. Cameroon, like Many Africa countries, have no formal curriculum for preparing and inducting principals in to this daunting office of managing a school, but they expect optimal results. This study seeks to investigate the relationship between acquired skills from in- service training and resource management.

II. REVIEW OF LITERATURE

Studies have confirmed the importance of leadership in the functioning of organisations and worldwide, education is a sector that is morally grounded and, based on values, in need of passionate and caring leaders (Hallinger, 2005; Drew, 2009). As a consequence, the expectations for school leaders have significantly changed and leaders are being held accountable for poor resource management and student academic performance (Busch, O'Brien & Spangler, 2005). Previously, the knowledge deemed essential for the training of educational leaders has been focused on managerial roles rather than developing appropriate relationships of caring and commitment or working in collaboration with the environments within schools that foster student learning. Notwithstanding, much has changed over the past few decades as there is now increased awareness among educational providers that resources have to be well managed if children have to achieve at new and higher levels. For this dream to be fully realised, training institutions and

programmes should have quality as goal and to produce graduates who can promote the development of good schools in the future. Programmes should address the aspiration of the kinds of schools they would like to see in the future (Grogan & Andrews, 2002). DeVita (2005) has therefore questioned if current principals and aspiring principals are getting the appropriate preparation needed to improve the management of resources for better teaching and learning in today's schools and those of the future.

University-level principal education is a relatively abandoned phenomenon in Cameroon, and for a long time qualification training was provided in the form of short-term training illustrating competence to perform only the administrative tasks in school (Ministry of Education, 2007). Principal preparation programme is not instituted in Cameroon which would have provided eligibility for principalship, supported by the legislature and barked by the executive. This is one way to get the qualification of a principal and the programme addresses other issues as, how students are trained in aspects of leadership, educational administration and legislation combined with practical field work. This notwithstanding, there exists no systematic data or indication on the sources of candidates leadership practices in Cameroon. This study addresses this research gap by investigating the influence of leadership preparation programmes on supervision in 'on the job training on graduates' practices, and suggests how trainings could improve performance for current and future principals. Additionally, knowing the sources of principals' leadership practices may narrow the gap between theory and practice, and this will go a long way to promote the knowledge of future positive school transformations by well-trained educational leaders (Anast-May, Buckner & Geer, 2011)

Principals need practical in service training for sustainability. Elmore (2008) view practice not as being a personal attribute or characteristic of leaders; he holds that leadership is a collection of patterned actions that is based on particular knowledge, skill, and habits of the mind that are concretely defined, taught, and can be learned. Some authors (Pont, Nusche & Hopkins, 2008) have argued that the idea of practice to enhance system-wide improvement is hinged much on the challenge of Sustainability of the training that the principals undertake as well as school laws and reforms governing this domain. This research is not based in practice as a whole but in the practices of principals that are influenced by the training they got and how these are sustained. Some means of sustaining professional development are through:

A. Mentoring

According to Pont, Nusche and Moorman (2008), mentoring refers to a situation where a more experienced person seeks to assist a less experienced individual in a given domain. The activity has been reported to be very influential in the on-going professional development of principals as many processes are involved such as personal relationships, active guidance, teaching and learning. Moreover, as adult learners respond more to demonstration, modelling and learning by doing, mentoring is quite in place to meet these needs (Mulford, 2003).

Mentoring is a standard element in principal preparation programmes. Some graduates who were mentored in the course of formal development rated mentoring as the most important part of the programme (Hobson, 2003; Pont et al.,2008). It is highly essential for principals in training to have the opportunity to shadow principals in practice. This relationship enables them to learn what the challenges of the core are and how the practising principals address them (O'Neill, 2007; Mulford, 2003). Many scholars have yet to distinguish between the concept of inspection and supervision. The first is a form of controlled assessment and evaluation method to ensure the improvement on the standards of schools, whilst the latter focuses more on providing continuous guidance, support and feedback for principals to develop professionally and to also improve on the management of resources to better the teaching and learning process in school (Tyagi,2010) This is because principals and teachers still view supervision as a form of "inspection" tool where an external party will enter their schools or classroom and play the role of observing, examining and assessing them on their administrative or teaching practices(Mpofu,2007).They see the supervisor's role as an inspectorate, examiner and evaluator, rather than a source of guidance and support. This has been the general" perception towards supervision. This study is intended to investigate whether principals perceive the supervisor's role as a source for improving job performance or an encumbrance for growth.

B. Principal's supervisory role as mentors

There are many views and definitions of the role of a mentor, but all include verbs like support, guide and facilitate. The important aspects have to do with listening, questioning (Brown and Krager 1985; Carter and Lewis 1994; Fisher 1994), and enabling, as distinct from telling, directing and restricting (Parsloe 1999). In other words, most authors highlight that the most important supervisory role of the principal is giving guidance, advice and counsel (Shaw 1992; Wilkin 1992). These roles can help all mentees to review and identify their own strengths and areas for further development, to develop skills and understanding and to plan and implement their own personnal development (Mountford 1993).

Lee (2003) states that principal's supervisory role can provide glimpses into the occupations as subordinates will draw a clearer vision of the day-to-day reality of working. A supervisor can also provide a wide variety of assistance to teachers, and it is critical that the mentee communicates to the mentor about the areas in which he or she needs the most guidance. Among other things, the supervisees need to be: (1) eager to learn and willing to take on new challenges (Robinson 2001); (2) receptive, be open to feedback, viewing it as an opportunity to improve his/herself (Saul 2004); (3) open to new ideas and able to see things from other perspectives (Lee 2003); (4) loyal, not violating confidences or trust (McIntyre et al. 1993); and (5) appreciative of the help.

C. Coaching

Coaching, mentoring and supervision are similar activities

and, in the work context a mentor can be called upon to fulfill both roles. The term coaching is often used interchangeably with counselling and mentoring, but many scholars differentiate these activities (Selman 1989; Kirk et al. 1999). Counselling generally addresses the employee's emotional state and the causes of personal crises and problems, and it involves short - term interventions designed to remedy problems that interfere with the employee's job performance (Mink et al. 1993), while mentoring typically describes a longer term process that is developmental and career focused and covers all life structures (Hansman 2002). However, Parsloe (1992) proposes that coaching will be more effective where it is a formal requirement and part of a person's job description. For Pearson (2001), the clear differentiation between the two is that, typically, mentoring is a long-term arrangement and has a wide perspective. A coach may or may not be a member of the same organisation as the coachee, so the coaching arrangement may be short-term for the immediate improvement of performance and its focus may be narrow. They require different methods, in that coaches 'instruct' and mentors 'counsel'. However, in practice, the distinction between coaching and mentoring is not always so clear.

D. The principal's supervisory role as a coach.

The coach has often been compared to a teacher (Oermann and Garvin 2001). There are many authors who suggest that coaching is a form of facilitating learning which is concerned with the improvement of performance and the development of skills (Antonioni 2000; Frost 1971; Gene 2001; Lyle 1985; Ridlehuber 2001). Coach can also be seen as a trainer or counsellor and should be significant as a source of the guidance (Maher 2001), development, preparation and motivation on how to improve the coachee's performance. Parsloe (1999) suggests that the coach's role should include, analysing current performance, planning suitable learning, implementing the plan and evaluating performance.

According to Bolch (2001), a coach should also be expert in change, spot strengths and limitations, help to crystallise visions and values, clarify and define strategy, coordinate resources to achieve goals, optimise performance, satisfaction and balance in life and stay accountable to a vision. In other words, a coach can be seen as influencing individuals' personal development and having an ability to achieve appropriate objectives (Pearson 2001; Smith 2004).

The qualities of an effective coach, and the skills needed. It is important that a coach has 'appropriate qualifications' (Antonioni 2000;). In the school, the coach uses a non-judgmental style and the skill of inquiry to help individuals enhance their abilities, knowledge and skills (Vander 2000). It is common that the process of learning is achieved through a combination of doing, seeing and hearing. Over-all, there is general agreement that the skills required of an effective coach are listening skills, analytical skills, interviewing skills, effective questioning techniques, observation, giving and receiving performance feedback (Bolch 2001), communicating (Frost 1971), setting clear expectations, and creating a supportive environment conducive to coaching (Smith 2004). Therefore, in some cases, coaches need to develop strategies to help individuals

learn how to accept constructive feedback in addition to developing an action plan for improvement (Gene 2001). According to Beam (2001), a good coach must: (1) have a general sense of what the supervisee wants to work on or clarify expectations; (2) evaluate the personal chemistry; and (3) set an initial timeframe and establish checkpoints along the way to measure progress and make midcourse correction. Also, his professional qualifications should be checked. On the other hand, Franklin (2000) states that rather than telling employees how to solve a problem, an effective coach should be available, give employees the benefit of his expertise and let those who are self-reliant figure out solutions on their own. A relationship based on trust must be the foundation of successful coaching (Ahern 2003;)

E. The supervisor as coach and the coachee.

In general, a coachee should define his or her own goals. In a school setting, coaching is designed to support the coachee in achieving greater success in his/her career. Coachees should be open to feedback, flexible, and willing to see themselves as others see them. They must have a commitment to improve and own behavioural causes and outcomes (Xavier 2004). If a coachee can make an evaluation of himself, at the end of the day, he can expect to: (1) enhance his self-awareness, learning from mistakes and successes; (2) identify and overcome obstacles; (3) develop new ideas and strategies; (4) build self-confidence and self-reliance; (5) develop and apply new skill; and (6) design action plans, and follow them through in order to advance the career (Seifert 2004). However, the Manager's Intelligence Report (2001) suggests that a coachee should first identify the challenge, which means the aspects of his or her work that present the most problems. Secondly, he/she should assess his/her skills and organizational savior-faire in order to help the coach determine the level of preparation and the knowledge about the school that he needs in order to provide the training. Thirdly, the coachee should show his or her readiness to learn to make the relationship work.

Mentoring and coaching are all part of educational training to develop people in the professions. They are related to the self-development, professional growth and career development of the supervisee.

The mentor's/coach's/ role is to help learners to achieve their goals by acting as counsellor, facilitator, advisor and guide. Counselling is an important function in relation to the above-mentioned because it can lead to an improved relationship between the supervisor and supervisee. It consists of support, feedback, providing counsel, consultation, teaching, evaluation, motivation and the monitoring of professional issues. One of the important functions of a supervisor is to be a role model for the supervisee. This view is supported by many authors who have mentioned that the supervisor is someone who has greater experience and helps less skilled or less experiences practitioners to achieve professional abilities.

In order to react effectively, a mentor/coach/ must: (1) have certain goals and plans; (2) be a good communicator; (3) have the knowledge and relevant skills about the candidate's area of interest; (4) be able to establish a good and professional relationship; and (5) be flexible in supervision

strategies depending on the individual requirements. In maintaining a good relationship, the supervisor and supervisee must have certain goals or objectives. The relationship will focus on these and both parties must trust, respect, empathise and be honest with each other. An effective supervisor will have access to a range of teaching and learning methods, and will be able to adapt to individual supervisees and to provide clear and focused feedback to facilitate learning. A good relationship can make both parties comfortable with meeting regularly and sharing ideas or knowledge with a view to supervisee development. Be willing to learn, enhance ones self-awareness, learn from mistakes and successes, develop and apply new skills and design action plans or timetables. In addition, he/she must be diligent, conscientious and hardworking, open to criticism, willing to listen to others and to talk openly.

The mentor/coach and mentee/coachee should have regular meetings. The meetings can be face-to-face. On the other hand, some workers rely more on phone calls or e-mail discussion. However, face-to-face meetings are the most practical in mentoring, coaching, clinical supervision or research supervision. In mentoring, the mentee and mentor should make an attempt to contact each other at least every two to four weeks. Meetings vary widely, in frequency and overall length. At the same time, in coaching, the frequency of meetings should depend on the urgency of the goals and the level of involvement of the person being coached and can be either once a week to every two or three weeks. In summary, both parties should play their roles effectively in order to achieve any previewed objectives.

Generally observations or supervision is viewed as a method to gather information for appraisal purposes. Supervision should be seen as a way to improve the effectiveness of managing resources, the quality of the teaching and learning process and ultimately improve the quality of children's education by improving on teachers" effectiveness and job performance Mpofu (2007) It is stated that supervision in schools work best when it is designed in a cyclical method of preparation, observation and feedback. For this to achieve its desired objectives, it is vital that the supervisor and the supervisee develop continuous communication and work closely before and also after the observation process. It is imperative to understand that teachers" attitudes and perceptions towards supervision play a major role for the improvement of the teacher learning process and development of job performance.

If teachers do not understand supervision as a process towards promoting professional growth and students" learning, the notion of supervision will not achieve its purposes. Teachers need to realize that the role of the supervisor is to provide them with guidance and support towards becoming more effective teachers Fonkeng and Tamajong (2009)

Teachers need to believe that the supervisor is there to help them and not burden them with constraints. Teachers tend to have mixed feelings about supervision as they are mistrustful of "direct supervisory intervention." However, over the years, the concept of supervision has evolved and teachers and others have gradually come to understand the modern concept

of supervision to be more democratic and fair.

III. METHODOLOGY

The survey design was used for this study which consisted of all the 883 serving principals in the two Anglophone regions west of the Mungo according to divisions and sub-divisions in Cameroon. These two regions have 13 divisions with 57 sub-divisions, 31 for the North West and 26 for the south west region.

A. Distribution of Schools in the North West and South West Regions according to Divisions

SOUTH WEST REGION				NORTH WEST REGION				
Division	Private	Public	Confession/ TOTAL	Division	Private	Public/confession		Total
FAKO	47	42	17	106	BOYO	09	41/	03	53
MEME	34	62	06	102	BUI	08	75/	18	101
MANYU	06	60	05	71	DONGA MANTUNG	03	54/	05	62
INDIAN	02	34	01	37	MENCHUM	02	31/	03	36
KUPE	04	29	01	34	MEZAM	34	69/	15	118
LEBIALEM	03	34	02	39	MOMO	01	52/	06	59
					NGOKETUNJIA	14	48/	06	68
TOTAL	96	261	33	389	TOTAL	71	370	56	497
Grand Total								886

B. Source: Regional Delegations for Education (North West and South West) 2016.

For the seek of this study a questionnaire was use known as the (SUPRMQ) supervision and resource management questionnaire. A sample size of 500 target principals has been purposively drawn from a parent population of 886. AP= 500, TP= 886.thus, 500/886x100=56.4%. The target population was made up of three divisions from each region, thus 6 selected for the study: - all the principals from Mezam =118, Bui =101 and Menchum=36 for the North West region, while Fako =106, Meme =102 and Indian =37 divisions for the south west region giving a total of 500 respondents. The direct delivery technique (DDT) was used on the spot collection, for quick results, save time and a high return rate with less mortality during the principal's sectorial conferences. All questions were open-ended, and various aspects were rated in terms of the extent to which respondents agreed with the statements using the likert scale of four response options namely; Strongly Agree, (SA) Agree, (A) Disagree, (D) and Strongly Disagreed, (SD) on a scale of 4,3,2,1 respectively. Summed rating mean=10, summed (x) 10 + 4=2.5, to measure principals resource management.

C. Data Analysis.

Data were analyzed using the SPSS 21version statistical package. The descriptive statistics were used to analyse the data collected from the field with the use of questionnaire . Charts were used to present the descriptions. Here, the sample size of the population is used to test the hypothesis, and then the results are generalized on the population from which the

sample is drawn. The pearson product-moment correlation index was used because of its universality.

IV. RESULTS

The principal's demographic inventory was analysed on experience and qualification as shown in the table below.

Table 1, Analysis of the effect of principal's experience and management of resources.

WOE	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	Df	F
Below 5 years	74	2,358	,4319	,0502	(3, 496)	,416 ns
Between 5-9 years	199	2,324	,4308	,0305		
Between 10-19 years	174	2,371	,4041	,0306		
20 years above	53	2,357	,3983	,0547		
Total	500	2,349	,4178	,0187		
Note: N = 500, ns (p >.05)						

The results presented in this table reveal that there is no significant difference in the management of resources and principals qualification which shows that the duration between 10-19 stands at (M=1, 2371), while below 4 years shows (M=2,358) and above 20 has (M=2,357) which is indicative of the fact that longevity has no impact on the management of resources.
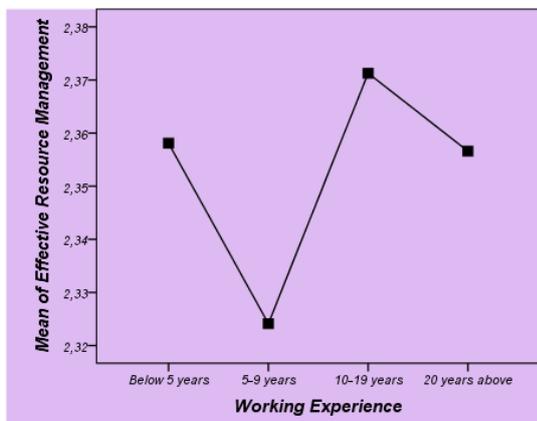
Figure 1: Graph on the management of resources and principal working experience.

The overall analysis as illustrated in this figure reveals an insignificant difference in the management of resources and principals experience, (3.496,) = 4,16ns, p >0.05; meaning that, the principals management of resources is not affected by their working experience .

Table 2: Analysis on the effect of principal's qualification on resource management.

QUAL	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	df	F
PhD	34	2,270	,4138	,0709	(4,	1,319
M.A	199	2,338	,4163	,0295	495)	ns
BSC	191	2,338	,4140	,0299		
DIPES II	60	2,443	,4428	,0572		
DIPESI	16	2,438	,3722	,0930		
Total	500	2,349	,4178	,0187		

Note: N = 500, ns (p >.05)

The results shows that on average, the management of resources by principals in school significantly vary depending on their qualifications (level of education), $F(4,495) = 1.319ns$, $p > 0.05$; It means that the management of resources by principals is significantly influence by their level of education or qualification.
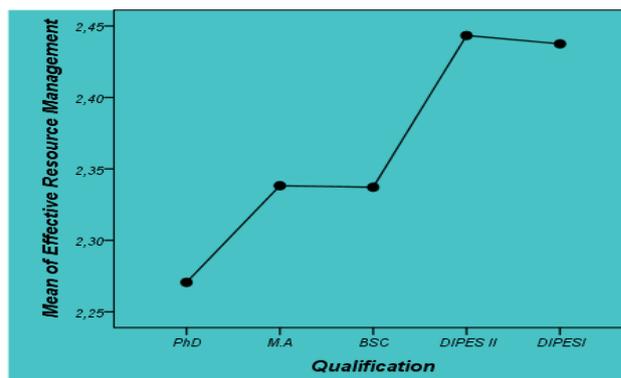

Figure 2. Principal's experience and qualification on resource management.

Research has shown that the principal experience and qualification affects resource management (ref.). We want to look at the variability of the principal's management of resources and how the experience of the principal and the qualification has influence the management of resources. We will be interested to find out how does the principal's experience and qualification affect the effective management of resources? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability on how experience and qualification can strengthen resource management of the respondent as shown in the table below.

Table.3: A tests between principal's experience and qualification on resource management.

Source	Type III Sum of Sqs	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	,921[a]	7	,132	,751	,629	,011
Intercept	143,567	1	143,567	819,73	,000	,625
EXP	,195	3	,065	,371	,774	,002
QUAL	,579	1	,579	3,304	,070	,007
EXP * QUAL	,138	3	,046	,263	,852	,002

Error	86,169	492	,175		
Total	2845,990	500			
Corrected Total	87,089	499			

a. R Squared = ,011 (Adjusted R Squared = -,004)

The results shown in this table revealed that effective resource management does significantly vary with the experience of the principal, $F (1, 498) = ,371$ $p>0.05$; It also shows that effective resource management does not significantly vary with the qualification of the principal, $F (1, 498) = 0.3,304$, $p>0.05$. But, on the contrary, the interaction between the experience principal of a school and the qualification of the principal significantly affect principal effectiveness in resource management; $F (1, 498) =, 263$, $p<.05$.

A. Verification of research hypotheses

In this section, we are going to verify our research hypotheses. As a statistical tool, the Pearson correlation coefficient will be used to test our research hypotheses. Also, we will use multiple regressions to assess the predictive nature of organizational supervision and principal's management of resources in secondary schools. The statistical processing of the data was done through the SPSS software (SPSS 21.0 for Window) as shown in table 4. below.

Table 4: Distribution of the respondents' opinions on organisational supervision

Organisational Supervision Skills	Mean	Std. Deviation
I shift the planning of the school year to a team	2,38	,981
I program the activities for the whole year	2,67	,891
The projects are implemented according to schedule	2,49	,984
Rigorous to implement accepted decision	2,34	,825
Pursue school goals than individual objective	2,37	,779
Use the divide and rule method	2,57	,768
Compensate those who merit	2,30	,908
Coercion is an arm of my government	2,56	,923
Overall Mean	2,45	,495
N=500		

NB : The researcher will use the three highest means to explain the variability on resource management by principals.

The above results shows (M= 2.67) as the highest mean which indicate that principals program their supervision work at the beginning of each year in order to preempt failure, while (M=2.57) shows that principals use the divide and rule

method to succeed in running their schools. Which is a poor policy because it brings segregation, tribalism, favoritism and manipulation among colleaques? Out of this number, (M= 2.56) also indicated that some principals use punishment or coercion as an arm of the government. The system of punishment is not a good one as far as leadership qualities are concern.

B. Organisational supervision skills and management of resources (RH)

Organizational supervision skills play a key role in the management of resources in school environment. That is why this research hypothesis (RH) claims that the organizational supervision skills significantly enhance the management of resources in secondary schools. Meaning that the null hypothesis will be, the organizational supervision skill does not significantly enhance the management of resources in secondary schools. The shape of the scatter plot in figure 3 displays the direction of the relationship showing the correlation between organizational supervision skills and the management of resources.
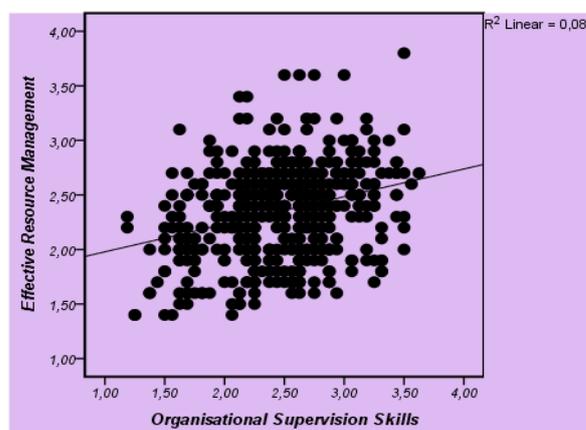

Figure 3: Scatter plot showing the correlation between principals organisational supervision skills and the management of resources.

The results shows that there was a significant positive correlation between principal's organizational supervision skills and management of resources in school, $r (498) = .299$, $(p < 0.001)$. From this result we can conclude that principals' organizational supervision significantly influences the management of resource in schools. This test-value gives a coefficient of determination of 0.089, meaning that 8.9% of the variability of the principal organizational supervision in school is explained by principal effective management of resources.

Table 5: Distribution of responses according to effective resource management skills

Effective Resource Management	Mean	Std. Deviation
New projections are durable	2,43	,869
Workers are promoted after hard work	2,46	,873
Staff are frequently enriched through collqiums	2,34	,887
Decisions foresee future generation	2,29	,816
Every transactions is accounted for	2,34	,782

My Assistant assume power when am indisposed	2,39	,785
There is effective Division of labour and collaboration	2,40	,736
Resources are judiciously used	2,33	,813
No good performance goes for nothing	2,25	,755
Feed back (results) is used to develop the school	2,26	,812
Overall Mean	2,35	,418
N=500		

The above table verifies respondent's views on effective resource management's skills of principals. Looking at this table, (M=2,46) corrolates the fact that workers are promoted after hard work. Here, the contrary is true for principals keep unforgiveable and unforgettable rancore and write teachers profile with bias. Meritocracy has been eaten up or replaced with mediocricy. To follow, (M=43) demonstrates the fact that principals engage in new and sustainable projections. But the happenings on the ground has clearly shown that these principals rather involve in half-barked or uncompleted projects. Another significant mean on the table (M=2,40) which shows respondents reaction to teamwork or collaboration and a participatory approach is an indication that the principal is a transformatory leader, a mentor, a coach and a role model. Research has shown that most principals are transactional, keep rancore and always look for situations to settle scores with their adversories, instead of creating an enabling atmosphere for effective resource management.

C. *Variability of resource management by personal characteristics*

The usual goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships. The survey was conducted with sample population of secondary school principals of the south and North West regions with special interest in their background characteristics. So, the t- test, the one- way ANOVA test and factorial analysis of variance were used to determine the variability of resource management by background characteristics (school location, gender of the principal, working experience and qualification).

V. INTERPRETATIONS AND DISCUSSION OF RESULTS

A. *HYPOTHESIS*

Organizational supervision skills and management of resources (RH)

To analysis the data related to organizational supervision of principal, and how it enhances resource management in schools, the researcher use the Pearson product-moment correlation indices test of independence for this variable revealed that for almost all items a near 50/50 situation. And for up to seven of them, the Disagree section dominates, thus coaching is done by a team (m=2,38), (std,981) from this results recorded, on the contrary ,there is no teamwork in

schools headed by principals who donot master the techniques of supervision,mentoring and coaching.They do not create an enabling atmosphere for peaceful co-existence, but tension, attacks and counter attacks which is not good for the health of a school. Supervision is a constant program with an annual calender of activities (m=2,67 std,891) .which stipulates all the activities that will take place for the whole year with the time and venue, it is a laudable attempt for it will preempt and pragram the school, giving it a focus especially that important projects are scheduled (m=2,49, std,981). Thus sanctions can accompany defaulters for it was an accepted decisions (m= 234, std 825) . Some principals are transactional, and will put their personal interest above the school goals while others are transformatory and will Pursue such goals and objectives that will benefit both the individual and the school (m=2,37, std 779) Transactional principals use divide and rule (m=2,57, std 768) to manipulate in order to stay in power since they pay allegence only to the one who appointed them .This system gives room for mediocracy to reign instead of meritocracy (m=2,30, std 1908). Such principals are powerless, not qualify and turn to use any means to suppress, intimidate by using coercion (m= 2,56 std, 923) as an arm of the government. Even the overall mean of (m= 2,45 std, 495) falls short of the standard requierd for effective organisational supervision for effective management of resources. Based on the researcher's analysis, the alternative hypothesis was accepted leading to the conclusion that, organizational supervision has an effect on resource management. Thus it can be established that the strength in the relationship between the two variables; that is, organizational supervision and resource management is very strong. From the above results, we notice that principal's organizational supervision in in-service training has an effect on resource management in secondary schools in Cameroon. Thus, there is a strong relationship between in-service training and resource management in schools. Sergiovanni (1992; 204) colorfully summaries the good reasons why regular supervision, for schools to be better, teachers to grow, and students to have academically and developmentally sound learning experiences; and supervision serves these and other worthy ends.

These findings tell us that the potentials of organizational supervision, planning and administrative procedures are not well exploited in secondary schools, as perceive by the respondents.

The results, it must be acknowledge constitute a challenge as already re-iterated in other articles as it is in line with Draft Document of the sector-Wide Approach to Education (Republic of Cameroon 2005). According to Law No.98/004 of April, 1998 of the Republic of Cameroon, principals, inspectors and teachers are guarantors of quality education thus deserves higher statutory supervisory support to actually guaranty the quality education needed. Principals are appointed from a pool of teachers who have never formerly been trained as principals, groomed in administration and supervision. Thus, there is a fallacious conception on how Cameroonians perceive these two notions of supervision and administration to equate evaluation. Principals lack supervisory and administrative competences, not enough

didactic materials and the schools to train specialists in school management. Against these setbacks, this researcher found that there is a pressing need to pay greater concern on principal training to provide what is needed for a proficient school management.

According to Brain, R (2015) holacracy is a management theory that ditches all traditional ways, which look at work as having no job description or titles, no supervisors, no managers, no organization hierarchy, and even no boss. Holacracy is a total transformation for structuring, governing, running an organization and a new way of achieving control by distributing power which replaces traditional top-down management. It is a management based on the tasks a school needs to accomplish, rather than a standard reporting structure, where there are rules. Workers are responsible for their own tasks, and there is no micro-management, no one has to be stuck doing the same task all the time. It generates organizational clarity; it's adaptable, quick changing both for work that needs to be done, as well as, how work is being fulfilled. For some, holacracy spells the end of traditional management, as we know it, but for others, the concept is complete insanity. One thing that makes principals to fail in their administrative task is the lack of capacity training in the way they supervise and run schools. Clearly, traditional leaders must adopt and change from managing people to empowering people. Leaders are expected to be responsible for the entire institution because the role of an enlightened leader is not to dictate; how, when, where, people do their work, but to distribute the power of leadership. It's a huge cultural shift and it relies on trust, delegating power, joint decision-making, and shared sense of purpose.

According to the results above, organizational supervision, Simieou et al. (2010) pointed out that a lack of practical training may result in graduates managing by trial and error. The era of amateurism has passed, for only professionals are needed to run schools. Thus, they need to be motivated to stand the challenges of globalisation .Here, (Lieb, 1991) opines that When employees have a high level of motivation they will be more likely to take in new tacit knowledge and seek opportunities to apply it. In this vein, this researcher recommends that certain aspects which scored low should be re-examined and given another consideration, like, reclassification in income, rank and the recognition of the end of course diploma. If some of these things are done, then, the level of principal's organizational supervision in training will greatly improve resource management.

David Chauldron (1996) proposed that resource managers should define the gap between current employee knowledge and knowledge that the employee will need to know in the future. He uses training gap analysis in the context of training due to corporate restructuring; this approach may be used in any training environment.

To confirm this, Tarlor, S.C (2014); opined that, at a high level, holacracy is about authority, leadership. In a holacratic environment, supervision becomes useless because no one has the power to tell anyone else what to do, and there is no organization chart that dictates specific responsibilities for each role in the company. Instead, authority is distributed among all members and meetings are held to establish

responsibilities and focus on company's Key issues. Arthur. K, (1967) sees holacracy as forms or units that are autonomous and self-reliant, when supervision is effective but it also dependent on the greater whole of which they are part, so holarchy is a hierarchy of self-regulating bodies. Despite this recent developments, the need for a leader to champion the course of a school can't be under emphasis because it is unique and need close supervisory attention if we have to examine what effective resource management is supposed to do. Bernard and Goodyear (2008: 1) said "supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession''

In a school setting, supervision can be done on pedagogy, administration, and finance, social and on material resources with the aim of bringing a change or maintaining the standard in an academic milieu. Schoen and Durand (1979, p.240) ''Traditional supervision may be more closely described as an assessment of the teacher existing habits of teaching, buried within an attention to classroom bureaucracy, rather than prolonged interactions purposed to challenge those existing habits''. The principal is obliged to check and ensure the effective usage of the curriculum, methodology, discipline in the maintenance of buildings, equipment and more especially results. (Sullivan and Glanz 2000)

Principal when supervising instructions, by virtue of their position, take supervision as a formative process and evaluation as a summative stance (Zepeda 2003) with this in mind, supervision is seen as the acquisition of greater competence not for official position. Against this backdrop supervision is seen as top-down perspective where the principal is all knowing, assuming that the teacher is empty and a mere recipient (Glattorn 1990; and Blasé' 1998).In this vein, supervision should not be seen from a 'one size fits all' angle. Glathorn (1990) recommends that each school should set its own supervisory goals and objectives specific to its needs and resources, known as the home-grown model. In Cameroon, principals mostly undertake surprise inspection, making the exercise fault rather than fact finding to please the Ministry of Education or school Boards. It should be collaboration and for mutual respect, this researcher postulates that interpersonal relationship should be that watch word between the supervisee and the supervisor. Cordiality, trust, openness. Sergiovanni (1987) presupposes that when this is done, then can the intended benefits accruing to teachers, schools, students and the community are surely to be compromised.

VI. CONCLUSION

A common belief among many policy makers and educational stakeholders in Cameroon is that all teachers can become unconquerable school mangers, thus there is no need for school administrators to be professionally trained. It should be affirmed here that the quality of education in a country depends on the decent training of their personnel. Another area of education that has been completely deserted in the sphere of professional training is principalship viewing its importance. Ubeku (1975) posits that the principal has authority to make decisions for the group and initiate action.

when teachers and students perceive the principal as a desirable and appropriate human model who possesses expertise or who can withhold, permit or increase rewards, distribute punishment e.g. dismissal or who by virtue of his position and status within the educational hierarchy, has the right to do what he does or make certain demands from them, co-operation and maximum production and efficiency will be assured.

Thus, years of experience remain the major yardstick for appointment into position of principal, not administrative qualification. School management is an art, and, like all other arts, has its intricacies, which experience is a major but not the only parameter in the appointment of principals in schools. The school is purely an academic arena made up of the highest breed of refined intellectuals from diverse culture, different schools and ideologies, with different disciplines under the tutorship of the principal. H/she needs to be academically, professionally sound to supervise these personnel and equally oversees the maintenance of material resources. What the policy makers fail to realize, perhaps is that pedagogic training and school management training are not necessarily the same and must be learnt separately and mastered by anyone who wants to make a successful school manager.

The effect on an employee's effort, when promoted to a new and different job, with new set of demands without training will eventually lead to ineffectiveness, because the employee tends to rise to his level of incompetence. Thus, it is real danger promoting an individual beyond his or her level of competence without pre-training on resource management, for it become problematic when past performance is used to predict future performance on a job that is substantially different from the one the individual is leaving. All these inefficiencies, lapses and ineptitude of principals are often attributed to lack of professional training for managerial skills needed to supervise the schools. In this light, in-service training for serving principals is incumbent to effectively handle issues of supervision, discipline, personnel, equipment and finances with the help of modern technology. That notwithstanding, many principals move from classrooms into the office without in-depth content knowledge on supervisory techniques and management strategies, inadequate planning, and minimal skills to thwart disruptive behavior that impedes the educational process and minimizes effective resource management in schools. (Cameron & Sheppard, 2006) This explains why many principals enter the profession with no confidence in their abilities. To support this statement, researchers have found that many principals admit that they lack effective skills and competence to tactfully supervise the resources entrusted upon their care.

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