School Management Practices and Academic Performances of Internally Displaced Persons in Government Secondary Schools in Yaounde, Mfoundi Division, Cameroon

Dissertation Submitted defended on the 25th of January 2023 Fulfilment of the Requirements for the Award of a Master's Degree in Educational Management (MED)

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the University of Yaoundé I, a dissertation entitled: **"School Management Practices and Academic Performances of Internally Displaced Persons in Government Secondary Schools in Mfoundi Division"**, in partial fulfilment of the requirements for the award of Master's Degree in Educational Management.

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DECLARATION

I, **NGWESE JULIANA EBUDE, do hereby declare that this dissertation is my original work and that it has not been submitted and will not be submitted for any academic award in any other University for a similar or any other degree award.**

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Signature

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Date

DEDICATION

This work is dedicated to my husband, Ekane Aboh Simon of blessed memory. May he continue to rest in the Lord

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ABSTRACT

This research work seeks to the examine effect of school management practices on the academic performances of internally displaced persons in government secondary schools in Mfoundi Division. The study adopted the descriptive survey design using mean ` and standard deviation. Data was collected using a Likert scale questionnaire administered to three hundred and twenty-three respondents in Government secondary schools in Yaounde. The finding revealed that the implementation of educational policies has a positive influence on the academic performances of IDPs with a mean of 2.1868. Also admission procedure of IDPs has a positive influence on their academic performance with a mean of 1.9628. The impact of curriculum implementation also influences academic performances of IDPs with a mean of 1.9987. Social integration opportunities influence the academic performance of IDPs with a mean of 2.0629. The hypotheses were also tested using SPSS version 25 which confirms that school management practices have an influence on academic performances of internally displaced persons in secondary schools in Mfoundi Division.

Keywords: management, school management practices, academic performances, Government Secondary Schools and Internally Displaced Persons (IDPs).

RESUME

La presente recherché pousuit l'objectif d'examiner l'effet des pratiques de gestion scolaire sur les performances scolaires des déplacés internes dans les lycee d'enseignement secondaire du département du Mfoundi. Il s'agit d'une enquete mixte. (Quantitative ET qualitative). L'étude a adopté le plan d'enquête descriptif utilisant la moyenne ` et l'écart type. Les données ont été recueillies à l'aide d'un questionnaire à l'échelle de Likert administré fair trois cent vingt-trois répondants dans les lycees de la ville de Yaoundé. Les résultats révèlent que la mise en œuvre des politiques éducatives a une influence positive sur les performances scolaires des PDI avec une moyenne de 2, 1868. La procédure d'admission des PDI a également une influence positive sur leurs performances scolaires avec une moyenne de 1, 9628. L'impact de la mise en œuvre du curriculum influence également les performances scolaires des PDI avec une moyenne de 1, 9987 positivement. Les opportunités d'intégration sociale influencent les performances scolaires des PDI avec une moyenne de 2,0628. Les hypothèses ont également été testées à l'aide de SPSS version 25 qui confirme l'influence des pratiques de gestion scolaire influence sur les performances scolaires des personnes déplacées à l'intérieur du pays.

Mots-clés: pratiques de gestion scolaire, performances scolaires et déplacés internes

LIST OF FIGURE

Source: research 2022

LIST OF TABLES

.

ABBREVIATION AND ACRONYMS

ATVE: Advanced Technical Vocational Exams

BAC: Baccalaureate

BC: Building and Construction

C D: Compact Disk

CAP: Certificat d'Aptitude Professionnel

CAPIEMP: Certificat d'Aptitude Pédagogique d'Instituteurs de l'Enseignement Général

CI: Cloth Industry

DSPR :   Document for the Strategy Against Poverty Reduction

DV: Dependent Variable

EE: Electrical Engineering

ENIEG: Ecole Normal d'Instituteurs de l'Enseignement General

G.B.T.C: Government Bilingual Technical College

G.B.T.H.S: Government Bilingual Technical High School

G.B.T.I.C.H.S: Government Bilingual Technical Industrial and Commercial High School

GBHS :   Government Bilingual High School

GCE: General Certificate of Education

GESP :   Growth And Employment Strategy Paper

HE: Home Economics

IASC: Inter-Agency Standing committee

IDP: Internally Displaced Persons

ITVE: Intermediate Technical Vocational Exam

IV: Independent Variable

LBA :   Lycée Bilingue d'Aplication

M.R.M: Material Resource Management

M.R: Material Management

MDG :   Millenium Development Goals

MM: Motor Mechanics

NGO: Non-Governmental Organizations

NVCF: National Vocational Qualification Framework

P C: Personal Computer

POSDCORB: Planning Organizing Staffing Directing Coordination Reporting and Budgeting

PRSP :   Poverty Reduction Strategy Paper

PTA: Parent Teachers Association

ROM: Read Only Memory

SDD :   Sustainable Development Goals

SPSS: Statistical Product and Service Solution

SWA :   Sector Wide Approach

TVET: Technical and Vocational Education and Training

UN: United Nations

UNHCR: United Nations High Commission for Refugees

VET: Vocational Educational and Training

CHAPTER I: INTRODUCTION

1.1.1 Historical background

The Cameroon Educational system consists of two subsystems, the Anglo-Saxon and the French subsystems, due to its double colonial dominion. The duality of the languages of Education coupled with the related methods is to be added to diversity of the types of Education. (Ebot E, 2014). In Cameroon, Education is provided by public and private investors. Public by the Government and private by the lay private investors and the Catholic's, Baptist's, Protestant's and Islamic missions. The management of Education in Cameroon is carried out by the Ministries of Basic Education, Secondary Education, Higher Education, vocational training ,Youth and Civic Education and the Ministry of Sports & Physical Education. In short, the state is the main institution that organizes Education systems in Cameroon. The state encourages the provision of private education and the type of education appears as a special partner.

All sectors are divided into English and French sectors; even the teacher technical schools, apart from higher education which is common to both subsystems. The secondary sector is divided into two cycles: the first cycle which takes students from Form One to Form Five, realized with a General Certificate of Education (GCE) ordinary level, and the second cycle which starts from Lower Sixth and end with Upper Sixth, validated with an advance level GCE certificate. This research on school management practices and the effects on academic performances of Internally Displaced Persons (IDPs) in some Government Secondary schools in Mfoundi Division in Cameroon looks at the goals, objectives and missions assigned to the secondary education or its role in academic performance in Government Secondary Schools.

The secondary school is the second level of education in Cameroon; it is that level that lays the ground works of professionalism for subsequent levels. It is the foundation for future learning and future success in education. As it is at this level that the brain is built up to focus on acquisition of skills which will be developed at the university level. The University level only specialises on the skill acquired in secondary education, consequently a poor-quality secondary education will definitely affect the other levels directly. That is why our focus is on secondary education. After primary education secondary education is very important because it builds the skills. If we have to bring people out of poverty, then we need social mobility, and social mobility cannot be achieved unless we focus on secondary

education and health. The secondary education is also the level that can be available to most Cameroonians as it is relatively cheap and the government is making provision for this level to reduce Parents Teacher's Association (PTA) levy. The main focus of investment to many developing countries as its rates of return is found to be higher than the University education. However, this is particular to African, Asian and Latin American countries where the social returns to primary education was 27% as oppose to 16% and 13% for secondary and higher education respectively. Out of the family circle, the secondary school is the second phase that lay a foundation after the primary school. It lays the foundation of training which ensures the child's fundamental skills of education. The state designs it's objectives of providing a solid base for continous training and development of the Cameroonian child. The other levels of education are built on the primary level. For these reasons, its vocation is to inculcate in the child the essential learning tools of reading, writing, oral expression, counting, problem' solving, and also the basic educational content of knowledge, values and attitudes which the Cameroonian child needs to be able to solve his immediate problems of survival and of learning all through life.

The vision of 2035 cannot be attained without the Internally displaced Persons, The Growth and employment strategy paper (GESP) prescribed a reorganization of the education sector in order to provide quality fundamental education covering the primary cycle and the first cycle of the secondary education opened to the largest number of children aged 6- 15 years, and enabling the average level of the education to be on track with the vision of acquiring good academic performance in Cameroon by 2035. Actions undertaken as part of this strategy are underpinned by nine principles. Some of these principles include strengthening civic education, strengthening bilingualism, reduction of all sorts of disparities in education, promoting private education provision, accountability and many others. These principles served in the drafting process. (Country Report, 2010)

In order to meet up with an emerging Cameroonian economy by 2035, the government intends to lay special emphasis on the training of human capital through sustained implementation of the education sector strategy GESP P.21. Under the vocational education and training, there will be creation of human capital through (1) quality elementary education. (2) Quality senior secondary education with a growing balance between grammar and technical education. (3) University education with a professional focus. (4) Expanded continuing training, supplemented with a System for evaluation through experience. (5) Effective mastery of numbers relevant to guaranteeing the quality of education. It is for this reason that the plight of the IDPs is not supposed to be undermined.

Furthermore, the 2013-2020 education and training sector strategy paper (p.95 box 7) spells outs its priorities for each level and that of the secondary where we will be focusing is as follows: proceed with the achievement of universal secondary education, improve the quality of learning, reduce gender / income/ geographical location disparities, conduct focused policies for school enrolment of minorities (Bororo's, Baka, refugee children and disabled children) and lastly, reduce the number of PTA teachers in schools (MINEDUB, MINESEC, MINESUP, and MINEFOP, 2013).

The Above mentioned points reflect some of the missions of the secondary education assigned to it by the laws of orientation on education, the Millenium Development Goals (MDGs), the SWA (sector wide approach), the GESP and the 2013-2035 education and training sector strategy paper, all in a bit to achieve quality academic performance and emerging Cameroonian economy by 2035. Given the assigned missions, this research is out to check to what extend the secondary education is ready to achieve effective academic performance in the years ahead. Pending on the fact that it is already 2022 and we are conscious if the first phase of the long term economic plan has been attained. We can only attain effective academic performance if we begin by achieving short terms objectives.

1.1.2. Background to the Educational Reforms in Cameroon.

This discussion will not have a base if we undermined the historical background to these reforms. In order to ensure the availability of education, the government of Cameroon used numerous policies to improve the quality of its educational System. It started with the process of reform and decentralization of its educational System offered at the world conference on Education for All (1990) held in Jomtien. This reform undertaken under the Cameroonian decentralization policy in a context of educational reform and economy crisis was informed by both the principles articulated in Jomtien and the realities of an economic crisis among others. It sets up a legal framework for the reform, aiming among others to improve skills in secondary education. The Dakar action plan on Education for All held in Dakar, Senegal in the year 2000, gave another impulse to ensure the availability of compulsory secondary education by 2015. Through this framework, states commit themselves to improve comprehensive secondary school; eliminating gender disparities in schools and improving all aspects of the quality of education. Also the MDGs ensured education for all between 2001 and 2007 by giving the opportunity for every child to be able to complete full primary course through its minimum packages and continue to secondary school where they will acquire skills.

Informed by these commitments, and in order to ensure compulsory secondary education, Cameroon formally adopted an EFA national plan in 2002. This plan aimed at serving both as a strategy document at the national level and as tools to be used by development partners at international and continental levels. This is known as the Document for the Strategy against Poverty Reduction (DSPR) which comprises a decentralization methodology and an implementation strategy, the framework for its operationalization was 2003-2015 thus the coming of the Sector White Approch Paper (SWAP) in 2006. The government charted and published the SWAP, an education sector strategy paper that spelled out the main policy options of the country by 2015 based on the demography, school and financial projections covering the same period and building on the 2003 Poverty Reduction Strategy Paper (PRSP). The challenges faced by the Cameroon educational System was grouped under four headings and outstanding progress was made thanks to the strategies spelled out in 2006 even though it still had its own challenges. The government did not wait for 2015, the targeted year for MDGs to carry out new comprehensive analyses of the national education. The PRSP only managed up to 2008 because it was not marked by a significant growth. It was however imperative for Cameroon government to outline certain assumptions, ambitions and hence visions that if strictly followed can ameliorate the living conditions of its population, thus MINEPAT (2010) vision 2035 which reads Cameroon, an emerging, democratic and United country despite its diversity. This is a vision of the head of States to make sure that by 2035 Cameroon must have emerged as a developed country, and this cannot be attained without a careful and successful academic performance. Its main goals are; Reducing poverty to a socially acceptable level, becoming a medium income country in 2035, Acquiring the status of a newly industrialized country, Reinforcing National unity and consolidating democratic process. All these cannot be achieved if the academic performance of students is not given special attention.

Vision 2035 cannot be discussed without making mention of the growth and employment strategy paper which is the first phase of implementing the long term or two-decade development vision. The Growth and Employment's Strategy Paper (GESP) comes to complete the works of PRSP and the Millennium Development Goals (MDGs) by 2020 and in which these development goals have one of its objectives to achieve universal primary education for all by giving the opportunity for every child to be able to complete a full course of primary schooling (GESP P. 37). This paper focuses on accelerating growth, creating formed employment opportunities reducing poverty, and prerequisite for the redistribution of income preparing this paper needed a report from the PRSP, and it has been prepared in

compliance with updates from all the sector strategies including education sector strategy to cover it with a holistic and coherent view in the implementing of the sector policies in close link with goals of vision 2035.

The education and training sector strategy paper stands as a frame work of integration of actions for the development of education in coherence with national development goals. The sector wide identifies the major challenges facing education in Cameroon as poor quality, weak governance and accountability across the system leading to the inequitable and inefficient distribution of resources, and persistent disparities related to gender, region of residence and income. In a nutshell, it is a frame work of orientation of government action in the education and training sector for the next ten years. In order to tackle these challenges, the plan brings out core areas like access and equity, quality and relevance, governance and management with general and specific objectives as well as strategies of achieving the objectives being outlined for each "strategies core are". 'The issue of interest' (Fullan, The New Meaning of Educational Change, 1982) puts it, is not how many policies have been approved or how many programs have been developed, but rather, what has actually changed in practice'. So much emphases will be laid on the implementation of the afore mentioned adopted policies to see if the changes have been done in practice and as we know, Implementation has to do with the directors on the field who will translate ail the reforms to teachers and supervise their strict implementation- In the case of distance learning, it is still to be verified whether it is fully implemented in Government Secondary Schools of Mfoundi Division in Cameroon.

1.1.3. Background Study of IDPs

During the years 2014-2015 of spiraling crises, the global number of internally displaced persons or 'IDPs' has accelerated rapidly and reached 40,8 million people as of 31st December 2015. This is unprecedented since 1989, the first year for which global statistics on IDPs are available. For the most part displacements are associated with conflict, violence, and disasters. In 2015, there were 27,8 million internally displaced who fled their homes, including 19,2 million in 113 countries worldwide as a result of disaster and 8,6 million in 28 countries as a result of armed conflicts. As an example, the ongoing crisis in the Anglophone regions is fueled by an armed conflict between the separatist forces of the self-declared southern Cameroon people' and la Republics, the Cameroon legitimate government, remain the cause for suffering and massive displacement of 3000 people that has brought Cameroon

to take the fourth position number of new displacements in 2019 Njapdem Amikeng. G (2020).

Such situation poses challenges to finding adequate response to populations of concern. Unlike refugees, the internally displaced persons have not left the country whose citizens they normally are. As such, IDPs are part of the broader civilian population that remains entitled to the same rights that all other persons in their country enjoy. Forced from their homes, however, IDPs have special needs by virtue of their exposure to specific forms of deprivation, such as loss of shelter, and protection risks. These risks may include; armed attack and abuse while fleeing in search of safety; family separation; heightened risks of sexual and gender-based violence; arbitrary deprivation of land, homes and other property; and displacement into inhospitable environments.

The prevention of displacement and the protection of IDPs within their own country are the responsibility' developed to defend IDPs' rights. However, in situation of armed conflict, IDPs may find themselves in territories over which state authority is absent or difficult to enforce. Alternatively, national protection is not ensured where IDPs are let down by the sovereignty concept is abused by officials of states which have defaulted on their obligations to their citizens. In such situations, a critical protection role falls to the international community.

In this respect it is worth to mention that, at present, unlike refugees, IDPs do not have a specific designated United nations (UN) unit to help them with their plight except for an ad hoc discretionary position of the representative of the UN Secretary-General on IDPs that was established in 1992 (currently - the Special rapporteur on The Human Rights of IDPs). What is more, the principle of state sovereignty limits the ability of the international community to provide IDPs with assistance and protection. This has led to institutional gaps in international law when it comes to the protection of IDPs, and constitutes a protection gap. In order to address this gap and in view of -the mounting crisis of internal displacement, the representative to the UN secretary-general on internal displacement within UN draws upon the mandates and expertise on UN humanitarian and development agencies led by the United Nations High Commissioner for Refugees (UNHCR) whose role is to oversee the protection and shelter needs of IDPs as well as coordinate and manage camps.

To make the collaborative approach more effective, the Inter-Agency Standing committee (IASC) was created as the coordination, mechanism for humanitarian organizations. It initiated the reform of the humanitarian system and, in 2005, framed institutional mechanisms known as the 'cluster approach to help fill the institutional gap. It

identified clearly mandated lead agencies UN agencies, international organizations, the international Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) - whose efforts can be coordinated and partnership can be strengthened to address humanitarian crises. Nevertheless, the situation on the ground has proven that the challenges the internationally displaced persons (IDPs) may have strengthen the protection of IDPs in armed conflict.

Another point of concern regarding IDPs is that the activities of the local governments and international community involved in handling situations of internal displacement shall respect the main bases of human rights protection. In this connection, the fundamental question relating to the main bases of human rights protection. In this connection, the fundamental question relating to the protection of IDPs is by what instruments the IDPs are legally protected? Bearing in mind the concept of sovereignty as responsibility the answer is that the primary legal framework is national. However, it is not less important national laws should also take into account the state's international legal obligations. For this purpose, the Guiding principles on internal Displacement (Guiding Principles) were developed under the mandate of Representative to the UN Secretary-General on IDPs.

Their formulation in 1998 was a significant milestone in the evolution of the universal normative framework with respect to the protection of and assistance to IDPs. Prior to the elaboration of these principles, protection and assistance of IDPs was examined within the prism of domestic laws. The Guiding Principles are now the most authoritative international normative standards on internal displacement. They have become the basic for domestic laws policies in countries that are faced with the problem of internal displacement. Some governments simply endorsed them. UN humanitarian organizations and regional organizations have also adopted them and used them during their operations in the field.
In Cameroon, these crises are one of the largest displacement crisis in recent history. Other counties with the leading numbers on IDPs by the end of 2015 remained Iraq, Sudan and Nigeria.

UNHCR Global Trends Report for 2015 highlights that "the reasons for such unpleasant development with IDPs' statistics are threefold: 1) conflicts that cause large population outflow, like Colombia and Syrian, are lasting longer; 2) dramatic new or reignited conflict and situations of insecurity are occurring more frequently. While today's largest is Syria, wars have broken out in the past five years in South Sudan, Yemen, Burundi, Ukraine and Central African Republic, while thousands more people have fled raging gang and other violence in Central American; 3) the rate at which solutions are being found for

IDPs has been on a falling trend since the end of the Cold War, leaving a growing number in limbo.

The aforesaid related considerations have driven a development that concern for the welfare of IDPs has grown steadily. In many situations, the internally displaced persons are confronted with serious and persistent threats to their well-being. A large proportion of the world's 1DP have been displaced for protracted periods of time and do not have an early prospect of finding a solution. While their vulnerability to such threats is by no means unique, and while the dynamics and consequences of displacement vary considerably from one country to another, there is considerable evidence to suggest that IDPs experience specific forms of loss that require particular efforts to address and resolve their plight

1.1.4 Contextual background

The management of secondary educational institutions especially learners with special need is a common phenomenon amongst educational stake holders in Cameroon. Managers of these persons are to ensure the implementation of educational policies, admission of IDPs, curriculum implementation and learners social integration opportunities. Each of this practice takes in to absolute consideration planning, coordinating, controlling and evaluation. The management practices used in education become more complex as the level changes progressively and play a vital role in the process of teaching and learning. Therefore, as the management policies become progressively complex, so too are the managers of secondary educational institutions to be endowed with absolute and up to date knowledge on management strategies.

It is rather unfortunate that the idea of secondary educational management is left in the hands of line administrators whom politicians see suitable, and therefore will either request the services of school management experts or mar the management practice in school. Which poses a need for Educational management practice to be given priority in educational institutions especially secondary institutions. In this context, the managers of educational resources have the task of implementing educational policies, admission of IDPs, implement the curriculum and ensure social integration opportunities. In each of this function, they plan, organize, coordinate, control and evaluate.

1.1.5 Implementation of Educational Policies

Education policy consists of the principles and decisions that influence the field of education, as well as the collection of laws and rules that govern the operation of education systems. It seeks to answer questions about the purpose of education, the objectives (societal

and personal) that it is designed to attain, the methods for attaining them and the tools for measuring their success or failure. Examples of areas subject to debate in education policy, specifically from the field of schools, include school size, class size, school choice, school privatization, tracking, teacher selection, education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school-infrastructure investment, and the values that schools are expected to uphold and model. Here are ten essential policies that every student handbook should include.

Attendance Policy: Attendance does matter. Missing a lot of class can create huge holes that could lead to academic failure. The average school year in Cameroon is 180 days. A student who misses an average of 10 days a year will miss 70 days of school. That adds up to almost an entire school year that they have missed. Looking at it in that perspective, attendance becomes increasingly important and without a solid attendance policy, it is virtually impossible to deal with. Timing are equally important because a student who comes in late time after time is essentially playing catch up every day they are late.

Bullying Policy: Never in the history of education has it been as important as it is today to have an effective bullying policy. Students across the globe are affected by bullying every single day. The number of bullying incidents only continue to increase each year. We hear about students dropping out of school or taking their lives because of bullying all too often. Schools have to make bullying prevention and bullying education a top priority. This starts with a strong bullying policy. It is very common to see students in this age bullying their peers and even teachers. Practical examples have been recorded in Nkolbisson, Yaounde 7 subdivision where a student stabbed and killed a mathematics teacher in the year 2020. In that same sub division, a student stabbed a school principal who was severely injured in the year 2022.

Cell Phone Policy: Cell phones are a hot topic among school administrators. Over the last 10 years, they have increasingly caused more and more problems. With that said, they can also be a valuable educational tool and in a catastrophic situation, they can save lives. It is essential that schools evaluate their cell phone policy and figure out what will work best for their setting. Students use phones to communicate and plan on how to get drugs, sex partners and cheat during exams.

Dress Code Policy: Students continue to push the envelope when it comes to how they dress. There are so many distractions that a student can cause by how they dress. Like many of these policies, they need to be updated yearly and the community the school is located can influence what is appropriate and what is inappropriate. It was a major distraction for the

other students and many of them turn to copy the dressing code. The hair style shoe colour and type, nails and uniform size remain a serious issue in schools. Students by all means want to go contrary to the policies. It is however important for school administrators to put in place firm principles pertaining to dressing.

Fighting Policy: Conflict does happen, but it should never get physical. Too many negative things can occur when students engage in a physical fight. Not to mention that the school could be held liable if a student is injured severely during a fight. Big consequences are the key to stopping fights from occurring on campus. Most students do not want to be suspended from school for a long period of time and they especially do not want to deal with the police. Having a policy in your student handbook that deals with fighting with tough consequences will help prevent many fights from occurring. It is common amongst secondary school students either on campus or out of camps.

Respect Policy: when students respect teachers and teachers respect students that it can only benefit learning. Students today as a whole aren't as respectful to adults as they used to be. They simply aren't taught to be respectful at home. Character education is increasingly becoming the school's responsibility. Having a policy in place that education and demands mutual respect between both the students and the faculty/staff can have a profound effect on your school building. It is amazing how much more pleasant it can be and how discipline issues can be minimized through such a simple thing of respecting one another.

Student Code of Conduct: Every student handbook needs a student code of conduct. The student code of conduct will be a simple list of all the expectations that the school has for its students. This policy should be at the front of your handbook. The student code of conduct does not need to go into a lot of depth but instead needs to be an outline of the things you feel are most important to maximize a student's learning potential.

Student Discipline: Students need to have a list of all the possible consequences if they make a poor choice. This list will also assist you in trying to figure out how to deal with a particular situation. Being fair is very important as you make discipline decisions, but there are many factors that go into that situation. If your students are educated on the possible consequences and have access to those in their handbook, they cannot tell you that they didn't know or that it isn't fair.

Student Search and Seizure Policy: There are times when you will have to search a student or a student's locker, backpack, etc. Every administrator needs to know proper search and seizure procedures because an improper or inappropriate search can result in legal action. Students too should be made aware of their rights. Having a search and seizure policy can

limit any misunderstanding about a student's rights when it comes to searching them or their possessions.

Substitute Policy: A substitute teacher often does not know students very well and students take advantage of them every opportunity they get. Administrators often deal with many issues when substitutes are used. With that said, substitute teachers are necessary. Having a policy in your handbook to discourage poor student behaviour will help. Educating your substitute teachers on your policies and expectations will also cut down in discipline incidents.

Teacher policy is education policy that addresses the preparation, recruitment, and retention of teachers. A teacher policy is guided by the same overall vision and essential characteristics as the wider education policy: it should be strategic, holistic, feasible, sustainable, and context-sensitive. Overall objectives and major challenges to be addressed, the funding to achieve these objectives, the demographic parameters of the learner population and the human resources required to achieve universally accessible quality education should all be addressed in a comprehensive teacher policy. An effective education system must have a safe way to attract, recruit and retain outstanding educators. There has been a growing demand for teachers but the supply continues to diminish and many of them leave their profession. This development is a threat to the "academic and economic welfare of students". It affects learning and drain taxpayers' money. The federal and state governments along with the districts must invest in complete human capital systems. It is the best approach in preparing and retaining committed and capable mentors for the long-term. A reasonable strategy in talent management for the education sector must focus on recruitment, development, and retention of intelligent and efficient teachers.

In the Cameroon context, many other policies like the MDG, SDD, Law on orientation on education, GEST and the vision 2035 vision talk about education for all and for sustainable development. The managers of education in Mfoundi Division do not take in to consideration the specific needs of the IDPs in their policies. They are treated like any other student. It is shocking to note that many policies exist only on paper and not in practice. As a result, educational resources do not have the appropriate management to meet the expected goals.

1.1.6 Admission of IDPs

According to safe the child (2020), at the end of 2020 it is estimated that the rate of internal displacement from the crisis regions is increasing. people were internally displaced

people by conflict and violence1. A majority of the people internally displaced by conflict and violence are children. A significant number of children are also displaced by disasters. In many internal displacement contexts, children represent more than half of the displaced populations.

IDPs' financial struggles and their increased vulnerability affect the safety of internally displaced children, contributing to an increase in child labour, early marriage and pregnancy. At the same time, displaced children and their families may find it difficult to access basic services, including housing, protection and education. The problem stems from discrimination and stigmatisation, lack of documentation, financial barriers, inadequate information about available services and difficulty navigating the systems.

This situation places the children under psychological stress and trauma, thus rendering children with special needs. According to presidency school 2022. If a child has special needs, a meeting is arranged with the school counselor. The counselor sits with the child for an extended period of time, to ascertain the level and intensity of special need. She will also discuss the same with the parents and go through medical note if any. In case where parent do not inform the school, the admission officer will usually be able to identify a child with special needs. The parent is then asked to come for another round of interview after the test. The interview is conducted by school counselor who will determine the level of the special need. In case where the school would be in position to accommodate the child, admission is granted. In some cases, the parent is advised to seek admission in specialized schools.

It is observed in the context of Cameroon that the IDPs are from the Far North region, North West and South West region areas rocked by "Boko Haram Crisis" and "Anglophone Crisis" respectively. They are most often treated like any other normal student. They are admitted without the assistance of a counselor and without any interview with their parents. Though they are financially unapt, they are still requested to pay fees before being admitted in government schools. Observations by the researcher hold that some of these children do not finish the academic year in school because of constant fee drive or denial of progress reports because of unpaid fees. This alone caused so many to drop out of school at the end of the academic year and they are equally admitted without testing their level.

1.1.7 Curriculum Implementation.

Glid 2018 says the implementation of curriculum is important and is quite a significant stage in the life cycle. The curriculum implementation is an integral part.

Institutions are the great laboratories to plan, design, implement and test the impact of innovations in Competency Based Curriculum implementation. They can contribute to the curriculum development and Learning Resources Development Centre in a great way. How one defines curriculum depends on how one implements, differentiates, and assesses curriculum. For some educators, curriculum is simply all planned occurrences in the classroom -Wiles & Bondi, 2007).

Curriculum implementation refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process.

8The effectiveness and efficiency of implementation of learning process depends on numerous support services. These services should be designed on the basis of requirements of the learning process. The institution should ensure to make available all the physical resources. It should encourage innovations in implementing the learning process. It should have strong collaborative relations with industry for providing opportunity to students to learn in real life situation. The institution should establish linkages for other purposes such as receiving the services of the experts, teachers and students and extending the services of the institution for continuing education programmes and the problem solving through projects and researches.

The implementation of the curriculum has to take in to consideration specific spheres and situations. A lesson taught to a student in a normal school system is to be different from that of a student who is internally displaced. This is because circumstances of crisis witnessed by the displaced students place them on a special psychological traumatising situation.

1.1.8. Learners' social integration

This is the practice of uniting people from different races in an attempt to give people equal rights racial integration (Wenster,2013). Durkheim believed that society exerted a powerful force on individuals. According to Durkheim, people's norms, beliefs, and values make up a collective consciousness, or a shared way of understanding and behaving in the world. The collective consciousness binds individuals together and creates social. It also identified principles that should be applied to all sectors in order to promote social integration. The benefits of social integration are redistribution of socio-economic resources, representation of political voice and recognition of cultural and social identities' integration. The opportunities that can cause the social integration of the IDPs within the school milieu

include sports, music, debates, clubs etc. The school managers take the responsibility to ensure that such opportunities exist. In the context of Cameroon, it is rather unfortunate that though the country is facing socio-political crisis, the COVID 19 health crisis has also created an atmosphere where schools operate in two shifts since 2020. This thus does not give ample time for there to be social integration avenues in the school milieu. However, it is not justifiable that the objectives of integrating the IDPs are to be left aside because of the other crisis. In this context, the school managers are to make dispositions for these objectives to be attain. Through social integration, learners gain many opportunities that take them throughout their life time. Academic performance of IDPs can be improved as a result of meeting and interacting with others. This also plays on their psychology. In the context of this study, social integration will include extracurricular activities within the out of the school milieu under the guidance of school authorities.

1.1.9. Internally Displaced Persons (IDPs)

According to Humanitarian Reform, IDPs are Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border. Involuntary departure and the fact that the individual remains within his/her country are the two defining elements of an IDP. The first element distinguishes IDPs from individuals who left their homes out of choice and could have otherwise safely remained where they lived. The second element explains why IDPs are not refugees. Refugees, by definition, are outside their country of nationality or habitual residence. In other respects, however, both categories of displaced persons often face similar risks and deprivations. The definition mentions some of the main causes of internal displacement, including armed conflict, violence, violations of human rights and disasters. This is not an exhaustive list; the phrase "in particular" means that it does not exclude the possibility that other situations might meet the two key criteria of involuntary movement within one's country. The term "homes or places of habitual residence" does not necessarily refer to a house or a building but can also designate land on which groups traditionally live or depend for their livelihoods, as in the case of nomads or pastoralists. It is important to understand that the IDP definition is a descriptive definition rather than a legal definition. It simply describes the factual situation of a person being uprooted within his/her country of habitual residence. It does not confer a special legal status or rights in the same

way that recognition as a refugee does. This is not necessary for IDPs because, unlike refugees who require a special legal status as result of being outside their country and without its protection, IDPs remain entitled to all the rights and guarantees as citizens and other habitual residents of a particular state.

Since the outbreak of the boko haram crisis in 2013 and Anglophone crisis in 2016, the number of people who have forcibly been displaced either as a result of environmental or conflict induced factors has been estimated to be over half a million. A major challenge facing Internal Displaced Persons (IDPs) is gaining access to educational opportunities. Thus Mooney and French (2005: 5) have observed that "despite the benefits of education for internally displaced children, displacement often presents specific barriers to teaching and learning". The effects of displacements that relates to education include loss of human resources and physical infrastructure, pressure on the already overstretched educational infrastructure in the host community, lack of resources needed to pay school fees or purchase other materials and increased poverty leading to some internally displaced persons staying out of school in order to work to supplement the family income (IDMC, 2010). Failure to provide education for those who have been internally displaced, either as a result of conflict or as a result of environmental hazards may deprive them of their right to education, and efforts towards achieving Education for All (EFA) Goals. The need for an educational system that allows IDPs to access education at every stage of displacement therefore, cannot be over emphasized.

Education is not only a right, but in situations of emergencies, chronic crises and early reconstruction, it provides physical, psychosocial and cognitive protection, which can be both life-saving and life-sustaining. Education sustains life by offering safe spaces for learning, as well as the ability to identify and provide support for affected individuals, particularly children and adolescents. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future during a time of crisis, and provides essential building blocks for future economic stability. It can also save lives by protecting against exploitation and harm, including abduction, recruitment of children into armed groups and sexual and gender-based violence. Lastly, education provides the knowledge and skills to survive in a crisis through the dissemination of lifesaving information about landmine safety, HIV/AIDS prevention, conflict resolution and peace building (INEE, 2004: 5).

UNHCR (2007:5) has identified the barriers to access for refugee populations as restricted livelihood opportunities, lack of physical access to schools or to safe-school

environments, and limited post-primary educational opportunities. In addition, IDMC (2009:18) identified the barriers to access for IDPs as school fees and other school-related costs, opportunity costs of labour, insecurity, and lack of schools in areas of displacement. A prominent challenge facing IDPs and returnees is that they face extreme poverty. They usually leave behind their possessions and, with restrictions on their freedom of movement and the regulation of professions (Horst, 2006). Uncertainty about the future compounds poverty further leading to doubts about the benefits of education (Dryden-Peterson, 2006). Further, the areas set aside for refugees and IDPs by host countries and host communities are often the most neglected regions with infertile land and lack of access to services and infrastructure, including schools (Jacobsen, 2005). Another important negative effect of displacement is on gender. During displacement, community support systems disintegrate, social norms break down, and laws are not enforced (Hynes et al., 2004; Ward and Vann, 2002) heightening discrimination based on gender and disability. This culture resulting from displacement can impact on the ability of refugees, IDPs, and returnees to safely attend school.

The humanitarian situation continues to seriously affect the civilian population in North-west and South-west regions of Cameroon. This crisis has initiated the rise of vigilant self-defence groups. In other places especially during the October 2018 Presidential elections the Ethnic political tension was at its peak. Throughout this period the main aim of the government has been how to stop this conflict and promote dialogue and peace in the two regions of Cameroon. The choice of Mfoundi division is motivated by the fact that many displaced persons are settled there. The school around this area are not finding it easy to host this suffering mass who are almost left on their own for the education of their children. These children are so vulnerable that their situation greatly affected their academic performance in schools. Their presence has let to overcrowding and even their wellbeing is not guarded. They lack school equipment's to ease their learning; their hygienic condition is not the best to ensure effective learning. Most of them make sure that they work, or they do petit trading to help them in their school live. The introduction of some changes in the ministry of Secondary and Basic education has come to make a bad condition worse. The distant learning (e-learning) impose by the government in 2020 due to the presence of COVID 19 pandemics, is not making learning easy for the internally displaced children. As these   children have no means to android phones or television set to follow up classes. Either on Television or on telephone.

Cameroon is beset with two violent conflicts but our main concern here is the socio-

political unrest, generally known as the Anglophone crisis. It is a main conflict between the government of Cameroon and separatists from the English-speaking minorities. Over four thousand (4 000) people have been killed in this conflict and seven hundred and sixteen five thousand (765 000) displaced source. From which sixty thousand (60 000) are refugees in the neighbouring Nigeria. According to UN report source the two Anglophone regions, register four million (4 000 000) persons affected by Humanitarian crisis out of which eight hundred (800 000) children are out of school. At least nine thousand (9,000) dead, seventeen thousand nine hundred (17,900) injured, including civilians, military personnel and members of armed groups. Yet, others detained and missing, the conflict in North-west and South-west is now in this sixth year and still it grinds on an armed conflict of Cameroon government. The lack of a political solution means that insecurity, humanitarian and protection needs will probably continue in 2022 despite diplomatic efforts and the National Dialogue of September 2020. All sides agreed to comply with a renewed ceasefire in September 2020 notably restricting the use of heavy weapons. However, after an improvement of security for some two months, cease-fire violations have resumed; localized exchange of fire again occurs regularly along the front-line.

The contextual background of this work reveals literature and facts on how educational practices are being managed in secondary schools in Cameroon. It is in relation to this that the present study seeks to investigate how the school management practices in secondary schools in Cameroon is done and the impact on the academic performance of IDPs This study has the secondary school context (first and second cycle) and precisely government secondary schools in Mfoundi Division as a target environment where academics can be gotten. It goes ahead to look at the different standards of educational management practices that can facilitate academic performance of IDPs.

1.2 Statement of the Problem

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits through teaching, training, storytelling, discussion and direct research. It takes place under the guidance of educators; however, learners can also educate themselves. Education can take place in formal, non-formal or informal setting. Any experience that has a formative effect on the way one thinks feels, or acts may be considered educational. In the framework of education, learning which refers to an organism storing something about its past in memory is undergone by students. According to Ebanga Tanyi, M. (2008) Learning is a positive permanent change in behavior due to past experience and

practice. This learning takes place in a school. A school is an institution designed for the attitude modification and teaching of students under the direction of teachers. It is a place or institution for teaching and learning established for the purpose of education (Musgrave, 1978)

Secondary education is that offered to learners after primary education geared towards skill acquisition in preparation of the students for the job market and social integration. According to the growth and employment strategic paper (2010-2020) (GESP) and the 1998 law on education, secondary schools are to accompany the state in her development plan through the provision of human capital to manage the industries especially as the nation is moving towards emergence by 2035. Parents sacrifice and invest a lot of resources to send their children to the secondary school while expecting better jobs that will sustain them as an outcome.

The law of orientation (law NO.98/004) clearly spells out the vision and missions assigned to the education sector "the key mission of the new educational System remains comprehensive training of citizens at individual, collective, moral, economic, intellectual, political and civic level". In addition, the GESP spells out the objectives of the education sector. The three main objectives are; improving access and equity at all levels of education and training, improving the quality of learning while aligning their content with the socio-economic environment and improving governance and steering of the education system. Goal 2 of the Millennium Development Goals and goal 4 of the Sustainable Development Goals (Niger 2017) lay more emphasis on education for all and the fight against illiteracy.

The state has created and opened several secondary schools in the country. Every Division of the 56 Divisions has been provided with a Government Secondary School for the students in it's environ. Also, the government has made many reforms and amongst them, conceived a skilled based curriculum accompanied with the CBA pedagogic technique which focuses on students' development. Many of the secondary schools are on a continuous process of growth in terms of population and status. The training of students is centred on the manipulation of several materials and tools. After a survey in secondary schools in Mfoundi Division by the researcher, it was noticed that the government has made efforts to provide infrastructure and other materials like workshops, laboratories, classrooms and libraries.

For over five (5) years now, the socio-political crises in the Far North, North West and South West regions of Cameroon has caused the ineffectiveness of education in general and formal education in particular especially in the North West and South West regions. The

search for peace and security has caused the displacement of several persons from the regions plagued by crisis. The children of school going age displaced from their regions increase the demand for education in Mfoundi Division. The minister of secondary education passed an order to all school principals to admit the Internally Displaced Persons (IDPs) in to the secondary schools. As a result, they are rendered the favour. Though the instructions of the minister to admit the learners have been respected, no measures have been put in place to ensure a smooth pedagogic process of the IDPs. After admission, the students are left on their own to survive amongst the other students without any special considerations to boast up their psychology. Despite the efforts investing in secondary education to favour the IDPs, learning assessments show deteriorating trends in their pedagogic performances in Government Secondary schools in Mfoundi Division.

It is shocking to note that these IDPs are admitted without any interviews conducted to determine their levels, no report cards to indicate their rate of advancements and no birth certificates to indicate their ages. Most of them determine their classes based on assumptions of how long they have been out of school and the level where they ought to be at the time they are looking for admission if they were schooling uninterruptedly. Most IDPs live in congested homes with close or far off relatives in Yaounde to pursue education while their parents are in the crises regions. In some cases, they live with their parents in Yaounde who are jobless or do miner jobs to survive. Though there is a high need to possess pedagogic gadgets in order to perform better, they do not have the means to afford for them. They are mostly in high need of basic shelter not to talk of pedagogic equipment. In the recent times, the outbreak of the corona virus (COVID 19) pandemic has affected the smooth functioning of schools. This has led to the introduction of the two shifts system, then Distance learning (E learning) by the minister of secondary education to re-enforce learning. All these policies warrant electronic gadgets like smart telephones, televisions, laptops, internet bundle and a conducive space. All these demands add to the frustration of the IDPs who cannot afford basic necessities and shelter.

Worse of all, the policy of dismissing students with poor academic performance is applied on the IDPs thus terminating their education since they cannot afford to pay in the private schools which are expensive.

As a result of the above fiasco encountered by IDPs students in Secondary schools, resources have been wasted and the development of the nation retarded. The citizens have

less to contribute to self and national development. The rate of crimes still aggravates. Theft, prostitution, arm robbery and other social ills are very common. Others go back to the crisis regions and join armed groups to fight against the nation after lossing hope. The families of these IDPs remain in abject poverty, malnutrition and discomfort. They feel discouraged investing in education since the outcome seems insignificant.

The above inconvenient situations make us to question the credibility of school management policies in Cameroon. When one attempts an answer to the dilemma, we will be taken aback to consider the school management policies and how they are managed to attain expected goals. Observing the unproductivity and unsustainability of the education of IDPs in Cameroon, we are tempted to question the quality of administrators used in secondary schools and the management practice. Therefore, we ask. For how long shall the IDPs be in trauma and keep dropping out of school, consequently fuelling the on-going crisis?

Therefore, this study seeks to investigate how the implementation of educational policies, admission procedure of IDPs, curriculum implementation and learners' social integration opportunities appear as a problem plaguing academic performance of Internally Displaced Persons in secondary schools in Mfoundi Division. Thus, it is necessary and reasonable to study the school management practices and how it helps students perform and eventually insert themselves in the society, gain skills and use them to help themselves and the nation in her 2035 vision of emergence.

1.3 Research Objectives.

The objectives of this research are provided in two folds. General and specific research objectives.

General Research objective: To examine the impact of school management practices and academic performance of internally displaced persons in secondary schools in Mfoundi Division.

Specific Research Objective 1: To investigate the influence of the implementation of educational policies on the academic performance of IDPs in government secondary schools in Mfoundi Division.

Specific Research Objective 2: To verify how the admission procedure of IDPs influence their academic performance in government secondary schools in Mfoundi Division.

Specific Research Objective 3: To examine the impact of curriculum implementation on the academic performances of IDPs in government secondary schools in Mfoundi Division.

Specific Research Objective 4: To determine how learners' social integration opportunities influence the academic performance of IDPs in government secondary schools in Mfoundi Division.

1.4 Research Questions.

The questions of this research are provided in two folds. General and specific research questions

- ❖ **General Research Question**: What impacts do school management practices have on the academic performances of IDPs in government secondary schools in Mfoundi Division?

- ❖ **Specific Research Questions**

- ❖ **Specific Research Question 1**: What influence does the implementation of educational policies have on the academic performances of IDPs in government secondary schools in Mfoundi Division?

- ❖ **Specific Research Question 2**: How does the admission procedure of IDPs influence their academic performances in government secondary schools in Mfoundi Division?

- ❖ **Specific Research Question 3**: What impact does curriculum implementation have on the academic performances of IDPs in government secondary schools in Mfoundi Division?

Specific Research Question 4: How do learners' social integration opportunities influence the academic performances of IDPs in government secondary schools in Mfoundi Division?

1.5 Research Hypothesis

The hypothesis of this research is provided in two folds. General and specific research questions

- ❖ **General Research Hypothesis**: school management practices have a Great impact on the academic performances of IDPs in government secondary schools in Mfoundi Division.

Specific Research Hypothesis

- ❖ **Specific Research Hypothesis 1**: The implementation of educational policies has an influence on the academic performances of IDPs in government secondary schools in Mfoundi Division.

- ❖ **Specific Research Hypothesis 2**: The admission procedure of IDPs influences their academic performances in government secondary schools in Mfoundi Division.

- ❖ **Specific Research Hypothesis 3**: Curriculum implementation has an influence on the

academic performances of IDPs in government secondary schools in Mfoundi Division.

❖ **Specific Research Hypothesis 4**: Learners' social integration opportunities influence the academic performances of IDPs in government secondary schools in Mfoundi Division.

1.6 Significance of the study

This study is significant to different educational stake holders including the government, secondary school principals, teachers, parents and students.

To the government: The government of Cameroon is the main body in charge of defining educational policies in relation to the visions of the state. She enacts laws and reforms linked to education in general and special need education in particular. This work serves as an alert to the government to be more realistic in its educational management policies in terms of special need educational management policies. Cameroon is endowed with enormous natural resources which can be exploited and used to enhance sustainable education geared towards technical skills acquisition. However, the main reason for this study is for the government to ensure education for all especially during periods of crises and accompany the goal with effectiveness. It also calls on the government to integrate educational management principles in general and the special need management knowledge in particular in the prerequisites for integrating secondary school principals and teachers so as to enhance and ensure skill acquisition by the learners.

To principals: Secondary school principals are in charge of the day to day management of school activities including the education or training of students in the acquisition of the required technical skills. The acquisitions of the required skills to be obtained by the students have to be the priority of the school principals. Therefore, the principal is called upon to portray a good sense in the management of school programs and workshops to ensure quality training of the students for the acquisition of the skills. The school principals are expected to carry out more sensitization to the public erasing the notion that IDPs are a minority in the milieu. This study will help to give them more knowledge in resource management practices which will further lead to the edification of their functions.

To teachers: The teachers are in charge of the transmission of the skills to the students on daily basis. Based on the training gotten by teachers, they have to employ the necessary technics in transmitting the right skills in to the learners. In this light, teachers are expected to breakdown the content in manners which facilitates the gaining of the right skills which help

integrate the students in to the job market without difficulties. Also, teachers must train learners in the manipulation of the educational resources flexibly and with ease. This study will facilitate their understanding of the different stages involved in skill acquisition, thus making them to understand the levels of learners and how to handle them differently mindful of their diversity.

To learners: These are persons expected with the adequate human capital to explore competitively and gain an employment in the job market thus being responsible citizens and contributing to self-development and nation building and consequently fight against social ills in the society. These learners have to obtain these skills through l education. Their understanding of the societal needs through this study will help them focus and study to meet up the optimal skills needed to explore the world of work.

To parents: Parents are in charge of the day to day management of the students' lives making choices with aims to render them successful through the acquisition of better education and consequently jobs and the portray of an acceptable moral standard. However, they possess a negative perception in the crisis and the future of the IDPs. This ideology is to be whipped out and the education of the children must be accompanied by the delivery of the necessary resources needed in the workshops by individual students. This study will thus provide the parents with knowledge on the importance of children possessing education especially in times of crises, for education is an investment and any parent who invests in a child waits for the outcome zealously.

1.7 Scope of the study

Thematic Scope

This study is limited around the domain of secondary school management. It looks at the possible educational management practices in secondary schools which can improve on IDPs academic performances. The work is built on a strong consensus that the academic performances of IDPs are improved through the implementation of relevant and effective management principles. We have a policy whereby IDPs are admitted in all secondary schools but no measures have been taken to ensure their success and acquisition of the rightful skills relevant for the job market. The operationalization continues with partnership between the classroom, didactic materials and the workshop infrastructure. Also, the researcher lays some emphasis on the management strategies used in the implementation of

educational policies, admission procedure of IDPs, curriculum implementation and learners' social integration of students in Government secondary school in Mfoundi Division.

Theoretical Scope

In order to grasp a clear understanding of the concepts in this study, the research consulted three main theories which are The Trauma Theory by Sigmund Freud (1960), constructivism theory by Jean Peaget developed by (Ernst Von 1974), and the principles of management. Fayol (1952).

1.8 Justification of the study

This study entitled school management practices and academic performance of IDPs in government secondary schools in Mfoundi Division. An analysis of the current state of the falling performance of IDPs in Mfoundi Division of the Centre Region of Cameroon is justifiable in that;

Education is the transmission of societal norms from one generation to another. Better still, education is a social science that encompasses teaching and learning specific knowledge, belief, and skills using diverse methods and tools (SINGH, 2010). Secondary education is that offered to learners after primary education geared towards skill acquisition in preparation for the job market. According to the growth and employment strategic paper (2010-2020) and the 1998 law on education, secondary schools are to accompany the state in her development plan through the provision of human capital to man the industries. In this light, the state has opened several government secondary schools around the country and has conceived a skilled based curriculum accompanied with the Competency Based Approach (CBA) pedagogic procedure.

A well skilled population is an asset to the nation and contributes to sustainable development. These skills are gotten through education amongst these skills learners are trained on specialities such as building and construction, wood work, fashion and design, sheet metal, motor mechanics, electricity, electronics, home economics arts, sciences and secretariat studies. This educational level is centred on developing the necessary skills in the learners thereby granting them the capacity to be employed or get promotions at the job site guaranteed by their performance as well as securing their positions in other jobs or opportunities.

The training of secondary school students is centred on the manipulation of several materials and tools. As a result, material resources in secondary education are the essential concrete features that enable the instructors to teach effectively in workshop and classroom (Okoro, 1999 and Oranu, 1994). Wang (1993) stated that material resources which he called physical facilities helps the teacher to convey intended messages effectively so that the learner receives, understands, retains, and applies experiences gained to reach overall educational goals. Material resources must be put into consideration for the objectives of the school system to be accomplished. According to Durbin (1989), resources are the only means through which organizational activities, production, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles. Due to this fact, the emphasis on educational resources management in the secondary educational institution is unquestionable. In support of the above idea, Chapman and Arnold (2004) indicated that material resources management is a coordinating function which is responsible for acquisition, usage, maintenance, and innovation. The attainment of educational objectives through teaching-learning process and skill acquisition is more dependent upon how secondary educational institutions are capable of managing their resources efficiently and effectively.

Educational resources seem to be scarce and costly, thus knowledge of how these resources are properly managed in the educational system is very important. More so, Hallak (1990) pointed that in the process of the establishment of a plan of priorities for investment in education and training, policy makers must, simultaneously, take into consideration the need for increasing the efficiency, serviceability, and functional reliability in the management of educational resources. Therefore, the emphasis should be placed on resource management in the secondary education institutions to lengthen the efficiency by planning, organizing, coordinating, controlling and evaluating the acquisition, usage, maintenance and innovation of material resources. Nowadays educational resources are considered to be major instruments for raising quality and educational effectiveness, stimulated by the advent of recent educational technological tool. They are typical means for promoting modernization and extension of educational systems (UNESCO, 1984:9). Observing the unproductivity of the Cameroonian secondary schools with skilled graduates, we are tempted to question the nature of resources used in these schools and the management practice.

After a survey in government secondary schools in Mfoundi Division, it was noticed that the government has made efforts to provide infrastructure and other materials like

workshops, laboratories, and libraries. The government has also given strict instructions through the minister of secondary education that all IDPs should be admitted without any conditions in government secondary schools. Furthermore, online learning has been introduced to solve the problems of congested classrooms in the COVID 19 period, thus permitting students who attend classes just for 4 hours instead of the usual six or eight hours to attend classes online. The shocking issue noticed here is that the materials are insufficient in relation to the population when classrooms were visited. The classrooms are overcrowded, laboratories poorly equipped and workshops having few and out-dated materials. The IDPs do not have a stable source of income because either their parents too have been displaced or are in the crisis regions with a very low rate of turnover in businesses or income earning activities. Their inability to access materials to be used in following up the online lessons and the shortage of other resources by the school for pedagogic purposes whereas Cameroon has a very rich content of natural resources raises a concern of how resources management is practiced in these school and the ministries.

Despite the efforts investing in necessary resources, national learning assessments show deteriorating trends in students' achievement. Though, there is government commitment in the secondary education sector and most especially amongst IDPs, it is common to see educational materials for example, desks, and chairs, tables broken down and piled somewhere or in one room improperly. Moreover, expensive teaching materials like workshop tools, laboratory instruments and computers have been stored at improper situation without paying any attention. In some schools, the resources were in a bad state and could not be used for practical. Some government schools have so many teachers who teach only few hours a week because they do not want to go to villages for work. The funds destined for the acquisition of school items do not end up meeting the objectives. Contracts are attributed and not followed up to ensure that it meets the expected needs. There is little or no implementation of government and conventional policies geared towards achieving education for all and sustainable education.

The experience may appear to the researcher that there is little or no effective management practices in government secondary schools in Mfoundi division. With the interaction of the researcher with teachers and managers, they were able to note that most of the teachers and managers were just trained from the government teachers training colleges and had little or no knowledge of educational management in general and material resource management in particular.

Despite the government's efforts at restructuring the educational system and redefine its goals to address the objectives of education and social development, recent evidence suggests that IDPs have achieved little academic success. This makes us to question the credibility of secondary education management in Cameroon especially during crises periods. When one attempts an answer to this dilemma, we will be taken aback to consider the type of management practices put in place to attain the expected goals.

It is shocking to see that most of the IDPs in secondary schools who have not been promoted to the other classes and are asked to repeat or dismissed from the government secondary school as a result of poor performance found it extremely difficult to afford for the fees of private secondary schools. Most of them end up going back to their villages and further engaging in one unhealthy act or another. Some of the male go to an extend of joining the armed fighters against the government while some of the girls get married or get themselves involved in atrocities. This proves that education which ought to be a tool to fight against immorality in the society has been a failure. The resources become a wastage and worst of all, atrocities continue, consequently putting the territorial integrity of the state at jeopardy. The reason why these IDPs are unable to perform well in academics in the secondary schools could be attributed to inappropriate management practices. This thus makes us to wonder if the management practices are appropriate and are geared towards the attainment of expected goals of education.

Therefore, it is worth investigating the management practices in the implementation of educational policies, admission procedure of IDPs, curriculum implementation and learners' social integration opportunities appear as a problem plaguing the performance of IDPs in government secondary schools noticed in Mfoundi Division. Thus, it is necessary and reasonable to study the secondary school management practices. It is in this light that we thought it necessary to carry out a research to investigate how secondary schools are managed to help IDP students perform well and acquire the required skills and eventually use them in practical life situations.

1.9 Delimitations of the Research

This research will be limited to the population of Mfoundi Division in the centre region of Cameroon and to government secondary and high schools. The variables at work here would be school management practices and students' academic performance

1.10 Definition of key concepts

Management

According to Gibson et al (1976), management is a set of activities which can be classified as concerned with planning, organizing or controlling.

Resources to attain a set of objectives or goals. Management implies an orderly way of thinking. It describes in operator terms what is to be done, how it is to be done and how we know when we have done it.

Educational Management

Educational management is the theory and practice of the organization and administration of existing educational establishments and Systems. Ibrahim A. et al 2017 explain that educational management has 5 functions which are planning, coordinating, controlling, directing and organizing. Educational management has three fields which are human resources, material resources and financial resources. The scope of educational management is related to development related goals, planning and implementing the programs, solving educational problems and professional developments.

School management practice

This id the process by which school managers have to perform many roles such as students' motivation, teacher motivation and education quality control in order to accomplish the desired performance of students. Student motivation is the process of encouraging students to realize the desired learning and teaching performance

Educational Resources

This refers to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources covers all those materials human and nonhuman, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI,2006) Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009).

Academic performance

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests. A student's GPA is typically measured on a scale of zero to four with higher GP as representing higher grades in the classroom. Graduation rates are collected by State and education officials as a baseline measurement of secondary education performance. A different perspective on investigating the academic performance Internally displaced Student comes from the findings presented in a nationwide study, the Special Education Elementary Longitudinal Study (SEELS), funded by the Office of Special Education Programs within the U.S. Department of Education was an article whose aim was to describe the design features of two longitudinal studies, the special education elementary longitudinal study, and the national transition study and outline their potential implication for policy, practice, research, advocacy, and System development for children with emotional disturbances. SEELS is designed to provide a national perspective on how students with disabilities are faring academically.

Internally Displaced Persons (IDPS)

Internally displaced persons are citizens or long-term residents of their country uprooted from their homes. The definition of IDPs most commonly used comes from the Guiding Principles. The Guiding Principles define IDPs as "persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disaster, and who have not crossed an internationally recognized state border'.

Involuntary departure and the fact that the individual remains within his/her country are the two defining elements of IDPs. The first element distinguishes IDPs from individuals who left their homes out of choice and could have otherwise safely remained where they lived. However, it is important to keep in mind that persons who did not leave might face similar risks as those who left but were simply unable to travel due to insecurity or other reasons. The second element explains why IDPs are not refugees.

School administration: Okendu (2012) in his own view define School administration as a concept involving all the processes through which resources are mobilized in educational institutions to accomplish the goals of education. It is a process of mobilizing school resources towards achievement of desirable educational goals. School administration is an

activity process that requires expertise and training in educational principles and practices in ensuring proper management of schools' general activities for achieving result in education. Eresimadu (1996) holds that School administration is the implementation and facilitation of the programs and management of the school resources for the achievement of school objectives. School administration is the branch of pedagogy that studies the means and methods of administering schools, reveals the distinctive feature in the system of school management, and analyses the specific problems   involved in organizing such a system. Summarily, Ojo (1999) posit that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with community, use of the practice necessary for the surviving the policies of the organization such as decision making, negotiation, bargaining, communication, conflict handling, running meeting and so on.

Academic performance: refers how the students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in order to achieve the desired learning and teaching performance.

Educational Quality: the capacity to teach professionally as well as the commitment of teachers and students with the available teaching and learning facilities.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

 This chapter reviews previous works done by researchers in the field of school management practices and academic performance of IDPs. It provides knowledge on what has been done, and gives outlines, the strengths and the weaknesses that could help in a meaningful study are also taken in to consideration. It goes further to throw more light on the concept of school

management practices and academic performance of IDPs, the backing theories, models and previous findings.

It gets information from the internet, text books, articles, theses, dissertations, journals, government reports, conference papers and class lessons.

2.2. The conceptual review of literature

Here, we shall be analysing the concepts and variables in the study and how they are connected. That is, we shall be looking at the concepts or variables that underlie the study and the relationship among these concepts or variables. Hence, studies related to the study's independent and dependent variables would be taken in to consideration in the course of our analysis. The conceptual review of literature is presented in these headings; Educational management, school management practices, secondary education, academic performance and Internally Displaced persons.

2.2.1. Management

In any work organization there must be a person or a group of persons to pilot the affairs of the organization through planning, organizing, controlling and coordinating human activities toward goal attainment. These people are called mangers, administrators, leaders or supervisors. They are charged with the responsibilities of ensuring that what is to be done is done properly, effectively and efficiently in order to achieve standard and pre-determined objectives. Therefore, the effectiveness of any organization depends greatly on management (Akpan, 2011). Management is a systematic arrangement and organization of resources in order to make them productive. It involves the process of working with and through people to achieve group goals and objectives. In management, the manager creates, directs supervises and monitors human activities through coordinated and cooperative human efforts. UN ESCO cited in Ogunu (2000) defines management as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or pre-determined objective. According to Fayol (1916) to manage means to forecast and plan, to organize, to command, to coordinate and to control. These definitions suggest that management is a continuous and dynamic process involving the coordination and utilization of organizational resources. Management is goal-achievement oriented and involves interrelated activities of planning, organizing, leading and controlling (Akpan, 2011).

Terry (2013) defined management as the art and skill of getting things done through others. According to him management is the distinct process consisting of planning, organizing and controlling activities   performed to determine and accomplish objectives by the use of people and resources. This definition depicts that management is a systematic process of doing things. It shows that management is a functional concept involving the task of planning, controlling and directing the efforts of people towards achievement of organizational goals. This definition also reveals that in management there is interaction among people because it involves getting things done through people. To succeed in management therefore, resources must be effectively harnessed and managed. Premised on this understanding, management can be defined as the coordination and integration of both human and materials resources of an organization towards goal attainment (Akpan, 2011). It deals with a careful arrangement of resources for carrying out of organizational activities and processes and the executing of work. Akpan (2011) stated that for a manager to succeed, the following are to be put in place.

•   Tasks have to be assigned and be performed by the people.

•   Materials have to the procured for use by the people in the performance of tasks.

•   Tasks performance has to be supervised and monitored to ensure that rules and policies are followed in order to maintain and enhance standard of achievement.

Thus, management is not an isolated activity performed by the manager alone. It involves cooperation and team work from all members of the work organization. For managers to succeed in this direction, they need to create an organizational climate in which people work willingly and cooperatively toward the achievement of set goals of the organization.

2.2.3 Educational Management

Educational management involves the process of forecasting and of planning, decision making and formulating educational policies with the aim of attaining set educational goals. It involves the application of the process of planning, organizing, coordinating, controlling, supervising and evaluating human and material resources with the explicit purpose of achieving educational goals and objectives. Babalola (2006) maintains that educational management is a concept that goes along with the quest to put the formal education system under control, regulation and supervision. Idoko (2015) views educational management as the process, which helps through educational institutions for the development of human personality. Thus, the major duty of the manager of an educational institution is to

get the work done in other to accomplish the objectives as pre-planned. On the other hand, Nwankwo cited in Idoko (2015) defines educational management as the process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to attain the objectives of education. According to Dash (2000) management in education means deciding the goals of an educational institution and the activities to be conducted to achieve these goals.

From the various definitions, it can be deduced that educational management is concerned with

1. Planning, decision-making and formulation of educational policies, goals and programmes.
2. Harnessing and managing educational resources for attainment of educational goals.
3. Mobilizing people in the educational system to work effectively toward goal achievement.
4. Planning, organizing, controlling, conducting and supervising activities in educational institutions toward achievement of set goals.

Educational management therefore, can be defined as the process of planning, setting of educational goals and policies, harnessing and managing resources systematically toward the achievement of pre-determined goals. It is a process of coordinating and controlling of interrelated activities in the educational system for attainment of educational goals. Idoko (2005) states that school management involves coordinating the efforts of the people through human and material resources to accomplish the objectives of educational enterprise. This means that school administrators or managers are implementers of educational policies. They are responsible for the day-to-day administration of the school. They implement educational programmes as they are formulated. Their administrative decisions are dictated by objectives and policies. Educational administration is therefore, management at the institutional level. Educational management is also the guidance or direction of people towards educational institutional goals or objectives. Tanah (2013)

Educational management can be classified into two categories.

1.External Educational Management

This deals with the planning and formulating of educational goals, policies and programmes. It also deals with setting of standard and the forecasting of human and material resources needed to successfully implement educational policies and programmes for achievement of educational goals. It involves monitoring and evaluation of educational activities and programmes in order to determine the extent of implementation. Those involve here are the government, minister of education, commissioners, policy makers, educational agencies and those concerned with the establishment of educational organizations.

2. **Internal Educational Management**

This involves the management of schools or educational institutions by institutional managers, often referred to as institutional administrators. Internal educational management covers the management of curriculum and instruction to ensure quality teaching and learning, library services, school facilities, human relations, finance, school climate etc. Nwankwo cited in Peretomode (2012) defines educational administration as the systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational goals. Educational administration is an aspect of educational management. Educational administrators in their effort to implement educational policies and programmes are also involved in managerial functions such as planning, organizing, coordinating, controlling or leading and evaluating at the institutional level. They also contribute to educational policy formulation process. Educational administrators like educational managers also work with and through people to achieve institutional goals and objectives. Thus, educational administrators and managers can be used interchangeably. Educational Administration or management can therefore, be defined as the process involving the coordination and integration of people (human resources) and material resources to accomplish educational goals and objectives.

2.2.4 Management Functions in Education

Educational management functions are not different from the functions of general management because both involve working with and through people to achieve set goals. The educational manager both at the macro and micro levels (schools) perform various managerial functions necessary for the attainment of educational goals. Resser cited in Peretomode (2012) identified the functions of a manager which are applicable to educational managers to include:

1. Setting objectives or using available resources

2. Formulating plans for achieving these objectives

3. Identifying the activities to be performed

4. Organizing these activities into groups

5. Defining the tasks to be performed in each group

6. Grouping the tasks into jobs

7. Staffing the jobs with people

8. Initiating work activities

9. Providing incentives to stimulate productivity.

10. Setting up controls to measure achievement of objectives

11. Taking remedial actions if objectives are not being met.

These functions if effectively carried out by the school manager will ensure that school goals and policies are adequately set and appropriate means and procedures are put in place for accomplishment of goals and objectives. It will ensure that adequate quantity and quality of personnel are procured and assigned tasks they are suitable. It will also ensure that sufficient and quality materials needed for the performance of the job are provided and the staff optimally motivated to put in their best for the attainment of set goals and objectives. Fayol (1916) identified five management functions namely: planning, organizing, coordinating, controlling, commanding and evaluation. According to Pohnenji (2020), management is a process involving the responsibility for guiding and supervising the work of other. It is concerned with human beings, money, machines and materials in a given time frame. Gulick and Urwick cited in Aghenta and Omoregie (2006) categorized management functions into planning, organizing, coordinating, controlling, staffing, directing, reporting and budgeting. Each of these functions is explained as follow.

1. Planning: Planning means examining the future and drawing up or mapping out a course of action for achieving specific goals (Akpan, 2000). This implies that planning involves the things to be done and the procedure for doing them to accomplish set purpose. The planning functions of an educational or school manager include formulating of policies and setting of goals and objectives. It involves determining future manpower need of the school, future enrolment of students or pupils and facilities needed for the successful operation of the school. Planning is an essential function of educational management because it is through it that educational objectives are initiated, translated into programmes and activities and implemented. Planning therefore is intelligent preparation for action (Akpan, 2000).

2.   Organizing: Akpan (2011) defines organizing as involving building up structures, both human and material resources for the attainment of organizational goals. In other words, organizing as a managerial function deals with determining what is to be done, by whom and the procedure for doing it. It is also concerned with establishing a structural line of authority and indicating clearly the method of doing a particular job. It involves establishing appropriate channel of communication for information flow in the organization. Okwori (2011) stated that organizing function involves division of task or work, departmentalizing and delegation of authority and responsibility.

3.   Coordinating: Coordinating involves the task of interrelating the various work units or departments of an organization and their activities so that they work together toward goal attainment. It involves building together, unifying and harmonizing all activities and efforts in the school organization (Akpan, 2011). Coordinating therefore can be defined as the process of ensuring that the efforts and activities of workers are properly channeled and directed toward achievement of organizational goals. It involves ability of the educational manager to put together the available educational resources (human and material) and utilize them effectively and efficiently for achievement of school goals and objectives.

4.   Controlling: Controlling involves determining how well an actual operation conforms with expected results (Akpan, 2011). This means that if results fail to meet expectations, an attempt must be made to determine the reason for the failure and remedial actions taken accordingly. Controlling ensures that everything occurs in conformity with plan, objectives and standard set. It involves evaluation of workers' performance compared to plan. Controlling is the managerial skill that ensures effective acquisition and use of the organizational resources to achieve stated objectives.

5.   Staffing: Staffing is a whole personnel function of bringing in and training employees and maintaining a favourable condition for work. It involves all activities concerned primarily with making sure that educational institutions have adequate personnel both in quantity and quality (Akpan, 2011). It involves selecting new employees, orienting them and developing training programmes so that staff can attain a high level of effectiveness and can become more competent in the discharge of their duties.

6.   Directing: The directing function involves making decisions and embodying them in specific and general orders and instructions which serve as a guide in an organization. In educational management, the school manager has to provide leadership in dealing with the

subordinates as individuals and as groups. The directing function requires the school manager to give orders and directives to other people and expect their compliance. Therefore, for the manager to do this successfully, he/she needs to understand the complex processes of leadership. Its the ability to influence one's subordinates to work willingly and cooperatively in carrying out institutional tasks. Providing this leadership means directing. Akpan (2011) stated that directing involves supervising and establishing adequate line of communication so that work processes could be carried out efficiently.

7.   Reporting: This means keeping those the school manager is responsible to informed about what is going on in the school. It entails the ability of the school manager to keep himself and his subordinates informed through records, research and inspection (Akpan, 2011). Reporting involves ability of the manager to effectively communicate information and school reports to his superiors and subordinates. It involves giving account of stewardship to those he is responsible.

8.   Budgeting: Budgeting involves forecasting of future expenditure of an organization based on expected income. It concerns everything in terms of fiscal planning, accounting and control needed to implement organizational programmes and activities within a given period of time. The school manager or educational manager should be familiar with the principles of school financial management.

9.   Evaluation. This is the act of taking stock of what ought to be done and the outcomes realised with the aims of correcting and laying emphasis on the process.

Task Areas of Management in Education

School management is a social process involving the art of influencing and promoting human behavior with the explicit purpose of achieving the defined goals of the school organization. The school manager or administrator has specific management tasks to perform. These task areas include:

•   Curriculum and Instruction

The aim of school management is the promotion of teaching and learning. To achieve this, the school manager needs to be apt in the management of the school curriculum and instruction. He is the instructional leader of the school. He directs and leads the teachers and the students in the selection of appropriate school activities that would enhance the instructional programme. It is the responsibility of the school leader to design, implement and

evaluate the instructional programme of the school. In the Nigerian educational system, the nation design the broad curriculum policy based on the socio-economic and cultural needs. The school manager works in corroboration with teachers and students as well as the inspectors to implement and evaluate the changes in the instructional programmes. The school manager designs work schedules, assigns reasonable work load to teachers, provide suitable instructional facilities for teachers' use. He provides for co-curricular activities for the learners and creates an enabling learning environment for them.

- Staff Personnel Management

This involves the management of school personnel (teaching and non-teaching staff). The school manager should ensure that adequate personnel are available to carry out plans and programmes of the school. It involves orientation of staff, training and development, assignment of duties and evaluation or appraisal of performance. This function also involves the school head maintaining a cordial relationship with staff to raise their morale for effective job performance. The school manager should know that the success of the school and the achievement of educational goals depend greatly on the quality and level of commitment of the school personnel.

- Students' Personnel Management

This involves the management of students' support services that would enhance quality learning outcome. These services include guidance and counselling services, students' orientation programmes, maintaining students' discipline, co-curricular activities, health and safety services. The school leader should ensure effective management of students' admission, classification of students into classes and providing for individual students' inventory services. Students are at the centre of the educational process and therefore, the management of students' personnel services should be aimed at developing them holistically to become a wholesome educated individual. The management of students' personnel services should lead to the development of the students in the cognitive, affective and psychomotor domains.

- School-Community Relations

The management of school-community relations is important because a school is established in a community that expects to benefit from the school and vice versa. The school and the community therefore, are in symbiotic relationship. The school manager should

ensure that there is a cordial relationship between the school and members of the community. Provision should be made for parents and other community leaders to participate in school activities and representatives of the school (teachers or students) should participate in community projects and organizations. A comprehensive plan and policies should be put in place to guide members of the community in the use of the school facilities. The school manager should be able to handle parents' complaints and manage the parents-teachers' Association which serves as a potent means of maintaining good school-community relations.

- School Facilities Management

Akpan (2001) described school physical facilities as essential materials that have to be provided and properly managed for the successful execution of the school curriculum. They are important components of the school system that have to be provided, maintained and well utilized for the achievement of educational goals and objectives. They include a variety of infrastructural facilities necessary for the survival and continuity of the school system and enhancement of effective teaching and learning (Akpan, 2011). The school manager needs to determine the physical facilities need of the school and provide the financial resources for procurement and management of the facilities. He should develop good programmes for operation and maintenance of the facilities. He should be able to provide custodial staff and supervise them to ensure proper maintenance of the facilities. Policies should be developed to ensure orderly and proper use of school facilities.

- School Financial Management

The school manager should have the ability to source for funds for the management of the school. He should know that no organization can succeed without sufficient funds and prudential management of the available funds. He should have knowledge of school budget preparation and provide internal accounting system and control. He should also be able to manage school purchases and payment and account for school income and expenditure. In order for the school manager to succeed in school financial management, he should have a good system of school financial accountability because he is the chief accounting officer of the school.

- Decision Management

Decision making is an important function of a school manager. Management involves taking vital decisions that will guide the operation of an organization and therefore decision

making pervades the entire management task of a school manager. Decision making is the act of determining a course of action following a more or less deliberate consideration of often competing alternatives (Aghenta & Omoregie, 2006). Taylor (2008) described decision management as a process involving

a) Identifying the needs of the organization

b) Evolving externalities

c) Examining and identifying possible obstacles and hindrances

d) Improving the rules decided upon with research data

e) Making a trial test of the decision before fully implanted.

f) Implementing and looking for feedback

From the above, it is clear that for a school manager to succeed in decision making he should have the ability to identify the areas of school management that requires urgent decision making and those that do not. He should be able to identify problem areas in the school that require decision making in order to be able to solve the problem. Decision making is a problem solving process. Thus, decision making should not be manager- centred. It should be participatory. The ideas and opinions of stakeholders particularly teachers, students and educated members of the community should be sought where necessary. Decision making is risk taking and therefore, the manager should be able to identify obstacles to effective decision making in school and deal with them through the use of possible alternative approaches. If the decision taken is on the use of new methods of teaching, assessment of students' performance and introduction of change in management procedures, such decisions need to be tested before full implementation. By testing, weaknesses can be detected which can provide a feedback for improvement. School managers should have knowledge of strategic decision which involves strategic planning which is policy-oriented.

• Supervision

Supervision is an aspect of school management and it focuses on ensuring that the efforts of school personnel are properly directed toward school goal achievement. The school administrator should be able to supervise and monitor the instructional activities to ensure school effectiveness. School supervision is a practice designed to enhance teaching and learning. The school manager is a supervisor as well as a leader and therefore, he has the responsibility of providing expert assistance to teachers to enable them acquire more skills and competencies for effective teaching. This means that as a leader, the school manager

should be able to guide, direct, help and motivate the teachers in order to improve on the quality of instruction. Quality instructional delivery enhances quality learning outcome. Supervision therefore, involves assessing tasks performance and providing the workers with needed support to perform well.

- Evaluation

Evaluation in school management includes evaluation of students, staff and instruction. Generally, evaluation involves appraising or determining the extent to which a person is succeeding in achieving the objective of an assigned task and it is done against prescribed or set standards. The purpose of evaluation in education includes:

1. To improve performance
2. To provide information and data for decision making.
3. To determine the weaknesses and strengths of an educational programme
4. To enhance staff job satisfaction
5. To provide remedial actions if deficiencies are identified in an effort to implement educational programmes and in teaching and learning.

It is important to state that evaluation is committed to the principle of utility. This means that if it does not contribute to decision making, then it is an exercise in futility. There is no evaluation, if it does not look at the significance of teaching and learning, project and programme in the school. Evaluation is not an end in itself, but a means to an end. The purpose of evaluation is for improvement.

- General Management Tasks

These general duties may involve

- Attending to correspondences
- Organizing staff meetings from time to time
- Publicizing the work of the school to stakeholders and other members of the public
- Organizing meetings with students
- Arranging for school functions. For example, inter house sports
- Scheduling duty roster for staff.
- Attending to students' complaints and grievances.
- Settling conflict in school.

2.2.5 Management Skills in Education

The leadership of various governments in Cameroon has come up with changes and reforms in the education sector with the hope of achieving quality education. This results in the introduction of new ideas in the area of education policies and programs, school structure funding approaches, school management and new methods of assessment of students' academic performance as well as the use of modern technological tools. For the educational manger to be effective in the management of schools, he needs to acquire certain skills necessary for efficient management of work organizations. Management skills are the competences, abilities and knowledge needed by an educational manager to carry out management functions and tasks. Fullan (2005) defined managerial skills as the competencies needed for effective and efficient planning, staffing, organizing, coordinating controlling and decision-making. Egboka, Ezeugbor and Enueme (2013) in their study identified the following as managerial skills of educational manager.

- Ability to create and motivate a healthy school culture for continual improvement in quality education.
- Ability to work as a team with other individuals in the school system to achieve set goals.
- Ability to communicate goals, policies and procedure to staff.
- Ability to modify their practice and school structure to accommodate policy expectations.
- Ability to ensure that curriculum leadership opportunities are created for staff.
- Ability to actively and personally guide specific initiatives for improvement of students' achievement.
- Ability to involve staff in decision making.

These skills indicate that school management is concerned with the skillful organization and utilization of educational resources for the achievement of set goals. Akpan (2011) reported that school managers/administrators should possess the follow skills for effective operation of schools.

1. Technical Skill

This is the skill that requires the use of specific knowledge, procedures or technique in performing a job. Much of the job of a school manager requires the application of technical skill. This skill can be acquired through training in an educational institution (eg. university), workshop or experience on the job. The school manager needs this skill for effective management of school financial accounting, maintenance and operation of school facilities, school procedures and service activities. The manager needs this skill to be able to lead the school personnel. Much respect from workers is derived from the manager's technical skill (Akpan, 2011).

2. Human Relations Skill

This refers to the ability of the manager to understand, communicate, work and integrate with the workers. The skill enables the manager to understand himself and his subordinates. It helps the manager in communication process and to be skillful in using it in all his work relationship. It is this skill that helps the manager to establish a healthy manager-subordinate relationship. Failure to use this skill can jeopardize the attainment of the school goals (Akpan, 2011).

3. Conceptual Skill

This refers to the ability and competence of the manager to see the school in terms of broad relationships such as long-term plans for provision and utilization of educational resources. This skill enables the educational manager to work with ideas and to relate events or activities of resources management and trends in the environment to the school organization (Akpan, 2011).

4. Decision Making Skill

This refers to the ability and competence of the school manager in taking effective and appropriate decision relating to school management. According to Akpan (2011) this skill helps the manager to:

- Differentiate among types of decision
- Determine the type of information and data needed for decision making.
- Determine the category of personnel that should take part in decision making
- Decide on the approach to a problematic situation

- Establish the priorities for action
- Anticipate both intended and unintended consequences of decision taken.

5. Communication Skill

Akpan (2011) stated that communication is a vital element in school management for effectiveness of decision taken or plans drawn up for implementation depends greatly on how well they are communicated to those who will execute them. According to him, the acquisition of communication skill enables the school manager to:

- Establish appropriate channel of communication that will help him to relate effectively with subordinates, keep them properly unformed of school plans, policies and programmes.
- Communicate information clearly without ambiguity
- Choose appropriate words to use in communicating with personnel
- Design the medium he uses so that personnel receive the information without distortion.

Additionally, Akpan and Etor (2015:3588) in their work identify three types of skill namely

- Diagnostic skill
- Analytic skill
- Organizing skill

Diagnostic Skill

This is the type of skill referred to as an investigative skill. It is a necessary skill that will enable the school manager to handle management problem. This skill is needed in conflict management, handling of persistent lateness to school by staff and students etc. It is the skill needed to effectively identify the symptoms of management problems, their remote and immediate causes and finding out the solution.

Analytic Skill

This skill concerns the ability of the school manager to examine and understand a particular problematic situation in the school. This skill enables the manager to make the right decision in managing educational institution and also take the right decision in managing the problem situation.

Organizing Skill

This is the ability and competence of the school manager to build up the structure, both human and material resources for attainment of school goals. It involves the ability to establish the structure of authority and state clearly the methods and procedures for doing a particular job using appropriate resources and equipment and effectively managing them for the benefit of the school (Akpan & Etor, 2015).

Here, we will be looking at the four main indicators of the independent variable being implementation of educational policies, admission procedure of IDPs, curriculum implementation and learners' social integration opportunities.

1)   Implementation of Educational Policies

Policy Implementation and the Achievement of Quality Learning.

Here we will look at works on the characteristics of change, do managers see a need for the educational change, are they cleared or informed on the said changes and do they know the complexities of the change, and lastly what training or qualification is best for the managers of such a reform.

(ii) Local Characteristics and the Achievement of Quality Learning.

Here we will be looking at those review that give an inside into role of the teachers, head teachers, the school itself and the community in achieving the basic education expectations. Knowing that we are now dealing with the implementers of the change or main participant, we are out to know what exactly each actor has to do or is supposed to be doing in order that the Cameroon basic education attains its objectives. Stake holders as defined by (Roundy, 2018) refers to a person who has an interest or concern in the organization. In terms of education, a stake holder is someone who has a vested interest in the success of the school or school system. They include board managers, administrators, teachers, parents, students, the government and the community at large. The number and type of actors that get involved with education policy have grown. Regional and local administrators, school representatives, head teachers, teachers, parents and other actors are then to defend their own vision of education, based on deeply rooted and largely personal belief system. These actors engage in heated political debates about what priorities to give to education and take initiatives to bring new policies into schools. These evolutions have changed the relationships between the various levels of decision making and execution.

In his thesis on issues of education policy implementation differences in education stakeholders' attitudes states that, the practical implementation of policy assumes that administrators at various levels have to interpret the expectations of policy makers to their subordinates by generating rules and regulations. He went ahead to say that at times competing bureaucratic functions cause contradictions in the regulations and management of an adopted policy. And if education is not seen as being organized by the ruling class to reproduce existing social order, there will be a lot of confusion and laxity. So in order words, he meant that hierarchy has to be strictly respected in the education body more than any other institution if we have to achieve quality education. The teachers have to be accountable to their level heads and level heads to head teachers and so on right up to the ministries. He adds that, it is most likely that a stakeholder's attitude towards an adopted policy or change can influence his or her implementation of that education policy. Again he says that attitudes do not just influence one's behaviour, but it determines the way that individual or that stakeholder will process information relating to the implementation of that change in education. He goes ahead to say that when the administrators must have interpreted these changes to the teachers, teachers eventually have to translate the rules and regulations into actual classroom practices on a day-to-day basis. So according to Katiluite, different stakeholders in the education board have different roles to play in the achievement of basic education expectations and their attitudes towards this change will greatly influence our attainment of set goals.

(Trower., 2003) in his book, Education Policy, stresses on the unpredictability of human behaviour in policy implementation. He states that education managers and teachers have a great role to play implementing educational policies as well as their attitudes. The way they interpret a policy and the way they will put it into practice all depends on their attitude towards that particular policy. And this is what according to him is so much unpredictable since as he puts it 'the human mind is wired' he goes ahead to say that accepted ways of thinking and behaving, sets the context into which the policy flows, and acts as a filter in the policy implementation process, shaping interpretations and negotiations of a policy. Therefore, for Cameroon basic education to achieve its expectations, care has to be given to the behavior of stakeholders.

According to (UNICEF., 2016) On Child Friendly Schools, building a model which brings stronger links between schools and their communities will facilitate the consultative process. This strong link will make it more likely that communities will identify with and be

supportive of their schools. According to UNICEF, when there is a social, cultural and political climate open to child participation and respect of children's rights from the level of the family up through the local community and into the wider society, quality education can be more rather than just developing policies, setting national plans and priorities, and allocating budgets. According to the child friendly model, the emphasis is not only on the architectural aspects or physical facilities like location, design, construction of schools, promote good pedagogy and gain cost efficiency, but also the need to address environmental issues, community participation, the safety of school locations and the provision of safe areas within schools. The CFS is a model which aims at moving schools towards quality standards and addresses issues that affect the wellbeing of a child as a learner and main beneficiary of teaching. Its concept of quality goes beyond pedagogic excellence and school out comes, its focus is on the needs of the child as a whole like love, care and respect of the child's right to education. The emphasis here is on the role played by the community in making school safer for kids and the environment conducive for learning.

(Hosgorar,2016), in his thesis on the views of primary school administrators on change in schools and change management practices, views teachers as the main actors who can apply change in schools. School administrators translate these changes from the hierarchy to the teachers who are the executors. Teacher's openness to change can be regarded as one of the most important potential variables which can affect the success of the adopted change. He goes ahead to explain that many changes in educational systems have been doomed to failure since teachers were not involved in its adoption. According to Vural, an adopted change whose innovation is not believed by the teacher, might fail beforehand. In page 246 of his work, he mentions Micheal Fullan 2001 which stands on the fact that, teachers should be involved in all stages of change process from identification of needs to adoption and then to its implementation. Consequently, teachers' opinions, needs and participation should be given more importance in the design and implementation of change.

(OECD., 2017) states that education policies are implemented by people, making them central to the implementation process, both because of their own characteristics and thanks to their interactions with other determinants. It is widely acknowledged that stake holders display some agency which contributes to shaping the process of the outcomes of policy implementation. According to the OECD, education stake holders may refer to individuals or collective entities both formal like the labor unions or informal like parents and

political coalitions but at the level of the schools, we have the teachers, head teachers, students and parents.

2)   Admission Procedure of IDPs

Admission of students is based on institutional mission and generally incorporates one or more of the nine philosophical models outlined in the Taxonomy of the Admissions Decision-Making Process (1999). Institutions that embrace an entitlement or open access philosophy usually have transparent admissions policies. If a student meets certain prescribed requirements (courses, grades, rank, and/or scores), they are admitted. These institutions are more likely to be government schools with a strong state mandate to provide educational opportunities to all students in the region or state. Other institutions have more narrow institutional goals that seek to identify students with a demonstrated capacity to perform in their specific collegiate setting, to reward exemplar experiences, to identify students most likely to benefit from the particular college's offerings, and/or to enrol students who will enhance the institutional community in some way.

Another way to address the question of who should be admitted is by defining what the institution considers "success." Most colleges want to admit students who will be successful. But does that mean getting high grades, conducting independent study, participating in class, being a student leader, athlete, musician or performing artist, becoming productive members of society? One of the complexities of doing admissions is that there are generally multiple definitions of success some of which are easier to measure than others. While clearly the admissions office cannot be responsible for assuring the longer term measures of success, admissions decisions should take into account the institution's desired outcomes for its students taking in to strict considerations the government's policies.

Why some students are admitted and others are not being often a function of institutional priorities. Admissions materials provided to students frequently cite the characteristics institutions are seeking in their student body as a whole. Typical statements describe the campus environment they seek to create and the types of students they hope to enrol. Often these statements emphasize a dual interest in enrolling students who will both benefit from and contribute to the collegiate community. Most statements also note the value of enrolling students with a diversity of experiences, talents, viewpoints, and backgrounds.

College materials further clarify that they do not necessarily seek individuals who possess all desired characteristics, but rather they are looking for a class of students who, as a group, will

reflect this vision. For many institutions, finding the best balance of students with different academic interests, different talents and skills, and different background characteristics is the ultimate aim of the admissions process. While marketing and financial aid can and do play a role, the class is crafted in large part through appropriate admissions decisions.

3)   Curriculum Implementation.

The word curriculum according to (Farrant., 2004), refers to all that is taught in a school including the time table subjects and all those aspects of its life that exercise an influence in the life of the school. This is in line with (Tanner and Tanner., 1995) that a curriculum is a plan or program of all experiences which the learner encounters under the direction of the school. Academic performance cannot be achieved without a skilful look at the curriculum of schools, so we want to look at how the curriculum implementation in Cameroon secondary schools can influence the academic performance of learners.

The implementation of curriculum is important and is quite a significant stage in the life cycle. The curriculum implementation is an integral part. Institutions are the great laboratories to plan, design, implement and test the impact of innovations in Competency Based Curriculum implementation. They can contribute to the curriculum development and Learning Resources Development Centre in a great way. Curriculum is the heart of the education. This is a plan or a blueprint of everything that is supposed to happen inside the school or university. Since that is a huge concept. This is a lot of different views about it which will be discussed.

How one defines curriculum depends on how one implements, differentiates, and assesses curriculum. For some educators, curriculum is simply all planned

Occurrences in the classroom -Wiles & Bondi, 2007. This term refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process.

According to Agus (2005, p.12), curriculum change takes place in the classroom and it involves teachers translating curriculum documents into practices, embracing new teaching programs and new methodologies and providing a boarder range of learning experiences for

their pupils. The curriculum statement has to outline clearly the objectives and learning experiences that pupils will be enabled to undertake. These objectives should be stated in such a way that pupils will be able to develop progressively a wide range of concepts, skills and understandings appropriate to their age and stage of development. (Fullan., 2015) defines education policy implementation as the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change. The change maybe externally imposed or voluntarily sought, explicitly defined in detail or developed and adopted through use, designed to be used deliberately planned so that users can make modifications according to their perceptions of the needs of the situation.' Looking at the definition we realize two features; first it proves clearly that implementation is about changing schools and the education system and secondly, the author explains how policy implementation at the classroom level comes down to changing curriculum materials, pedagogic practices and beliefs or understanding about learning processes. It also acknowledges that end users of the policy like the teachers can shape the policy at their level to suit their context and that they may do so in a way that aligns with goals of the policy makers or not.

Also the (Common wealth secretariat., 1997) sees curriculum as the sum total of all the experiences the learner undergoes for which the school accepts responsibility of. It includes both planned academic program and all co-curricular activities and other events, as well as that which pupils learn through the major and quality of school ethos. The main task of the head of each school is to provide and deliver effectively an appropriate curriculum using all the resources namely; human, material and financial resources which are readily available.

According to (Kenya, 1999) curriculum delivery involves guidance in the professional preparation of lessons, effective teaching/learning strategies, appropriate methods of assessment and effective mode of supervision. Time tabling is the program by which the curriculum is delivered and the resources required for the implementation of curriculum include; teachers, teaching environment, finance, time, supplies and instructional materials. The head teacher uses the time table to mobilize resources to provide the greatest possible educational opportunities for students in the most co-effective manner. The time table should be student centered. Allowances have to be made to cover all activities within the school like the assemblies, registration, pupil guidance and welfare and staff development.

(Fullan.,1993) says effective curriculum change and implementation requires time, personnel interaction, in-service training and programs of professional development. He goes ahead to say that educational change involves changing teachers' beliefs and understanding as a prerequisite to improving teaching practices. That teachers require a thorough understanding of the meaning of educational change before there is an acceptance and adoption of a new program and approach.

2.2.5 Academic performance

Teacher Motivation and Student Academic Performance

Ogunsaju (2006) defined teacher motivation as a process involving everything that school managers do to cause the teachers to perform assigned school tasks as desired, He noted that school managers can offer inducements to teachers in order to ignite in them at interest, enthusiasm and efforts needed to perform assigned teaching functions in an efficient and effective manner. Bello (1982) looked at motivation not only as a process of just igniting teacher interest and efforts to perform school duties but as also a process of using various incentives in order to sustain this performance at a desired pace. In the case of government secondary schools in Mfoundi the school administrators use various processes of teacher motivation to ignite teacher's interests and efforts to perform school duties and sustain student's academic excellence in order to accomplish the desired performance. Maicibi (2003) pointed out a number of ways through which employees can be induced to perform their assigned tasks as desired. These include: financial, material and non-material rewards extended to teachers in appreciation of their efforts; communication to teachers in an inspiring and encouraging manner and recognizing their achievements in a manner satisfactory to them. This scholar, however, dealt with motivation of employees in general but not with the specific motivation of teachers.

In addition, although he pointed out that the rewarding of efforts, inspiring and recognizing of employee achievements are the major means of motivating employees, he fell short of recognizing that for teachers there are challenges associated with realizing each of these motivational ways as desired. For instance, the extension of financial, material and no material rewards is managed through teacher welfare programmes which face serious challenges in form of inadequate funding and facilitation. (Ukeje, Akabogu & Ndu, 1992),

especially when they have to share funding with the classroom sizes (Bitamazire, 2005). Indeed, funding challenges may come about as a result of classroom sizes. To note is that although Kitatta (1999) pointed out that: It is various programmes that make the financing of public schools inadequate. In addition, Ingersoll (2003) did not give any forms of creativity that school managers can apply to motivate teachers in the face of classroom sizes. Greenwood & Soars (1973) found out that in the face of classroom sizes, school managers tend to maintain excessive class sizes. They however, achieve little success in terms of teacher motivation since such sizes overstretch the teaching ability of teachers, erode time for lesson preparation, discourage classroom discussions and teachers' classroom testing and assessment of students, which moreover have been found to be encouragers of teachers' teaching morale (Stevens & White, 1987). This is what the study strived to establish any forms of creativity that school management should undertake to manage class room size.

In another study conducted by Bavendam (2005), it was discovered that managers can motivate their subordinates to sustain the pace at which they are carrying out assigned tasks by keeping them expectant that their goals will be achieved when the tasks are well accomplished. Bavendam (2005) added that employees also feel motivated at work when their jobs are associated with the following:

a) Opportunity : Employees are more motivated when they have challenging opportunities at work. This includes chances to participate in interesting jobs with a satisfying degree of challenge and opportunities for increased responsibility.

b) Stress : When negative stress is continuously high, employee motivation is low. Jobs are more stressful if they interfere with employees' Personal lives or are a continuing source of worry or negative concern.

c) Work Standards : Employees are more satisfied when their entire workgroup takes pride in the quality of its work.

d) Fair Rewards : Employees are more motivated when they feel they are rewarded fairly for the work they do, responsibilities they take, the effort they put in, and the demands of their jobs. Rewards can include a variety of benefits and perks other than money. They may take forms such as appreciation by the boss or colleagues of the work done, well delivered feedback, and recognition. As an added benefit, employees who are rewarded fairly, experience less stress.

e) Adequate authority : Employees are more motivated when they have adequate freedom and authority to do their jobs. This is achieved through participation in decision making ; in determining how set goals will be achieved.

f) Leadership : Employees are more motivated when their managers are good leaders. This includes establishing a good relationship with and inspiring employees to do a good job, striving for excellence and taking appropriate action. Employees respond to managers that they can trust and who inspire them to achieve meaningful goals (Appelbaum & Honnegar, 1998) had earlier on made similar observations. It is noted that although Bavendam (2005) pointed out many ways that can be used to motivate employees, his approach was general and therefore lacking in a school environment context.

This study attempts to find out whether such observations apply to teachers teaching in PSS of Bosaso District. Mc Namara (2007) observed that to motivate employees to perform as desired involves observing the following principles:

a) Motivating employees starts with motivating yourself : When a manager shows that he hates his job, this is contagiously transmitted to the subordinates who may also hate theirs in turn. If a manager shows that he is very stressed out, subordinates are likely to feel the same. Enthusiasm is equally contagious. If a manager is enthusiastic about his job, it's much easier for others to be too. If a manager is doing a good job of taking care of it, he will have much clearer perspective of how to persuade others to do the same.

b) Always work to align goals of the organization with goals of employees : Employees can be all fired up about their work and be working very hard if they are convinced that their personal goals are congruent with the goals of their organizations.

c) The key to supporting the motivation of employees is to understand what each of them : Each person is motivated by different things. Whatever steps a manager takes to support the motivation of employees, they should first include finding out what it is that really motivates each of the employees.

d) Recognizing that supporting employee motivation is a process, not a task. Bavendam (2005) propositions need to be tested among the private secondary schools in a post conflict state such as Somalia which this study undertook. Bishay (1996) noted that many factors have been examined in an attempt to find which ones promote teacher

motivation. Payment of incentives have been found to be unsuccessful in increasing motivation.

Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. True job satisfaction is derived from the gratification of higher order needs, "social relations, esteem, and actualization" rather than lower order needs. Indeed, Rothman (1981) contrasts the security and financial motives for entering teaching during the depression years with present day idealistic and intellectual convictions, especially because other professions pay equally well or better. The conclusion of Greenwood & Soars (1973) that less lecturing by teachers and more classroom discussions relates positively to teacher morale further supports the importance of higher order needs. Studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teacher motivation leads to increased levels of student achievements. This study strived to establish the direction of the relationship between motivation and student academic performance likewise the teacher motivation leads to increased level of student's academic performance in Government secondary schools in Mfoundi Division. Bishay (1996) further noted that the results of another study involving teachers in small independent school districts demonstrated that high levels of interaction within the faculty group, as determined by responses to questions on the Halpin & Croft Observation Climate Description Questionnaire, correlated significantly with higher pupil reading scores on the California Achievement Test (Jordan, 1986). It is likely that high levels of teacher social interaction on the job are linked to high motivation levels; thus, the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed.

The larger aspect of school and classroom context is exceedingly important to academic motivation, but direct teacher support and encouragement has also been found to affect student motivation and engagement. Teacher support was linked to several types of educational engagement including behavioural engagement, emotional engagement and cognitive engagement (Fredricks et al., 2004). Increased individual attention and one on one interaction was also shown to be beneficial for fostering positive academic motivation (Ryan & Patrick, 2001). As attribution theory suggests, the way a teacher interacts and explains a student's academic behaviours influences how this student views his or her own abilities, ultimately affecting motivation (Linnenbrick & Pintrich, 2002). The study shows that the way

a teacher interacts and explains influences the student's academic behaviour and how students view their own abilities. Similarly, the way the teachers interacts influence the performance of students in Government secondary schools in Mfoundi Division.

Murdoch and Miller (2003) suggest that better student-teacher relationships predict stronger academic motivation in students. This research suggests that effects of student-teacher relationships only had slight statistical implications, but when considered over an extended time period and several years, the overall effect that a teacher can have on students incrementally builds upon itself and has lasting effects on student motivation (Murdoch & Miller, 2003). Mutual respect between students and teachers is also an area of interest when analysing student motivation. When students are anxious and worried about a teacher's reactions or the outcome of their mistakes, it is likely that they will not feel compelled or motivated to engage in their work (Turner, Thorpe, & Meyer, 1998). Thus, teacher reactions to students become increasingly important because students are able to read and understand the reaction of their teacher and may pick up on a teacher's perception of their success or failure. This dynamic between a teacher and student makes it increasingly important for educators and teachers to be aware of their attributions, perceptions and opinions of students. It is clear from research on motivation that a teacher's responsibility for student motivation is much more important than originally suspected. The way in which a teacher interacts with students, presents material, encourages interaction and manages a classroom has enormous effects on a student's motivation or drive to learn, Suggestions for current teachers and school psychologists follow. Encourage students to work collaboratively and reduce the amount of time spent lecturing and doing seatwork, and make sure to place and emphasis on interactions between students (Johnson, 2008). In addition, provide students with tasks that are within their "range of competence" (Linnenbrick & Pintrich, 2002) and use this as a stepping stone to helping them foster new skills, use a variety of tasks and multiple forms of assessments, and allow students to pick their own topics for reports and projects (Linnenbrick & Pintrich, 2002). Monitor reactions to student success and failure and make sure that the causes that are initially perceived to be responsible are truly the causes of the situation (Linnenbrick & Pintrich, 2002). Employ the use of scaffolding, autonomy and try to make the classroom as fun as possible while still relating material to the curriculum (Dolezal et al., 2003). Try to be as fair and flexible in rule setting and enforcement as possible, because it gives the children a feeling of latitude and elasticity in the classroom (Fredricks et al., 2004). Finally, encourage mastery of skills rather than overall performance.

2.2.6 Learning Environment

Decrease the amount of social comparison and competition and increase levels of understanding and comprehension (Linnenbrick & Pintrich, 2002). These are all suggestions for classroom and interpersonal changes that teachers could employ to foster more motivation and a better sense of engagement in their classrooms. It is vital to have at least some of these elements in a classroom to ensure that students are motivated to learn and achieve to the best of their abilities. From the management perspective, student motivation revolves around stimulating the desired learning performance by creating a supportive and exciting student learning environment in terms of maintaining class sizes characterized with a seating arrangement where students are not squeezed, and which maximizes students' opportunities to effectively listen to their teachers (Johnson, 1985). Buzindadde (2000) noted however, that when class sizes are excessively big, many students get demoralized because they tend to be over squeezed and to feel uncomfortable both of which situations often make them fail to listen attentively to what is being taught, thereby discouraging their learning performance. The critical look at the fore cited observations reveals that learning performance may be looked at as an ongoing process involving a student's attempts to acquire knowledge and skills. Joyce (1978) and Flanders (1967) cited in Buzindadde (2000; 26) maintain the same line of thought in their typologies of selecting the learning experiences and Interaction Analysis, respectively. These scholars view learning as a process by which a student attains knowledge and skills by participating in an ongoing lesson in form of asking questions, answering teachers' questions, and contributing ideas to the ongoing lesson.

Buzindadde (2000), Joyce (1978) and Flanders (1967) however, did not view learning performance from the perspective of how it should be stimulated in the face of unavoidable classroom sizes. This is what this study focuses on while adopting the scholars' line of thought about learning performance despite the fact that such performance may also be viewed in terms of academic grades and non-academic achievements (John 1985). William & Fowler (1992) noted that classroom sizes overstretch the ability of school managers to regularly conduct the following practices that motivate students to learn as desired:

i.   Make all students feel welcome to school.
ii. Making efforts to find out why absent students failed to come to school through talking by personal phone calls or other means to the responsible members of the family immediately a student is discovered to be absent.
iii. Letting students know that when they are not in school, they are missed.

iv. Rewarding and recognizing good attendance.

v. Creating an environment of mutual respect so that students are comfortable speaking up.

The study shows that the motivation of students increases the level of performance of students to attain the desired teaching and learning performance. In the same case the rewarding system and recognizing the good attendance and creating conducive environment for the learners increases the level of performance of the students.

Akin and Ugborugbo (2009) noted school environment related factors such as classroom size; infrastructure and facilities available in the schools may also influence significantly on the academic performance of students and may be responsible for the observed low performance of students when compared with the effectiveness of their teachers, Similarly the infrastructure and learning facilities in schools IN Mfoundi Division may influence significantly on academic performance of students and this might be also responsible the low performance of students in government secondary schools in Mfoundi Division.

Related to the above literature on student motivation, Tella (2007) observed that motivation has impact on academic achievement of secondary school students in mathematics with respect to gender. This finding is in disagreement with Siana et.al. (1998) findings that Asian students of both sexes rated parents and friends as more important in contributing to academic success. The result of the second hypothesis shows that secondary school students differ significantly in their academic achievement based on the extent to which they are motivated. The results reveal that highly motivated students perform better academically than the lowly motivated students. Akin and Ugborugbo (2009) highlights that the school principals should endeavour to make necessary instructional materials available to teachers when needed. The staff rooms should also be conducive for teachers to adequately prepare their lessons. This will motivate teachers to do better in their interaction with students. The population of students admitted into the schools should be dependent on the available space and facilities. There should be a reasonable match between student population and available resources in the admission process. Finally, teachers should bring their teaching to the level of the students' aptitude and make classroom interactions more interesting so as to arouse the interest of the students to academic excellence. This would go a long way in solving the problem of poor academic performance of public secondary school in Mfoundi Division.

In the same way the school principals endeavour to make necessary instructional materials available to teachers when needed, conducive staff room for teachers to adequately prepare their lessons and student's aptitude in the classroom highlights the student's academic excellence

2.2.7 Education Quality Control and Student Academic Performance

Educational quality may be defined as the capacity to teach professionally as well as the contentment of teachers and students with the available teaching and learning facilities (Malick & Grisay. 2000). The control of educational quality may be conceived as a managerial practice that focuses on quality assurance in schools (David, 2007). In schools, quality assurance involves all the efforts of school managers geared towards ensuring that teachers teach as professionally and students learn as effectively as desired. According to Ogunsaju (2006), such efforts include the supervision of teachers and students to ensure that they are effectively teaching and learning, respectively. The efforts also include the facilitation of teachers and students with the necessary teaching and learning aids and resources (Kayongo, 2007; Getler & Glewwe, 1999).

Although these scholars described what educational equality and its control are, they felt short of identifying the challenges faced in this process as a result of classroom sizes especial under unique situations such the Cameroon situation filled with civil unrest and wars. This is the gap which this study attempts to bridge. Adeyinka (1998) advices educational manager to incorporate and build into the system within which they manage, self-regulating and effective control mechanism and measure so that the purpose of the system could be achieved. Olaniyi (2010) whether in a business organization or the school system, patterns and techniques of control take different forms but all are directed towards the achievement of a set objective. The school quality control measure strategies can take the following procedures: Standard and goal setting; Measure of performance (or performance evaluation); Decision to change standard and goals. Ramirez (1992) observed that classroom sizes challenge a school manager's ability to facilitate teachers and students in a manner that adequately ensures achievement of desired educational quality. Quite often, principals fail to ensure that all their schools are furnished and equipped to a level that gives all students an opportunity to effectively learn. They also get challenged by the failure to get enough qualified teachers, well facilitated with adequate pedagogic materials such as textbooks, reference materials, and teaching- learning aids like computers and others that they need to provide the desired quality of academic services to students. Gerhard & Gördel (2006)

observed that educational quality assurance efforts also include student evaluation to make sure that the students are learning or have acquired the desired knowledge and skills.

Scholars discovered that when enrolments are excessive, student assessment becomes very straining to enforce. Teachers are reluctant to give classroom exercises, tests and homework because they want to avoid marking that tends to overstrain them when students are so many. Vishnu (2004) highlighted another challenge as the inability of school managers to enforce effective teaching. When enrolments burgeon, they result into large class sizes which pose challenges in terms of failure to supply adequate teaching facilities and aids. In addition, classroom sizes pose difficulties in following up all the students through roll calls and attendance registers to ensure that they are all coming to school and attending classes as desired. This failure promotes laziness in students, thereby compromising the quality learning. Indeed, it is difficult for students to attain the desired quality of education when they are reluctant to attend school as a result of little or no efforts made to check their attendance so as to take appropriate action.

2.2.8 Skills Acquisition as an Indicator of Academic Performance

Skill is a potential acquired by individuals through training which is meant to ensure proficiency and competency in the performance of occupational tasks. ESECT defined skills as "skilful practices in context" (Pedagogy for Employability Group, 2006), but Hinchliffe and Jolly (2011) offer a critique of 'skills-based lists' for understanding employers' definitions. They suggest that we should be interested in defining the 'graduate experience' against, values, intellectual rigor, performance and engagement. They agree with Hagar and Hodkinson (2009) that there is no simple 'transfer of skills', but instead it is a process of 'becoming' related to graduate identity. Skill is a well-established habit of doing things by people. In the opinion of Okorie (2000) to possess a skill is to demonstrate, acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice. In the view of Osuala (2004), skill is the ability to put into use acquired competencies, attitudes and behaviours after an exposure to theories and practices inherent in a field of study. Obanya (2003) defined skill as versatility in knowledge, the capacity to communicate and appreciate the views and feelings of others, ability to adopt to novel situations, creatively, team spirit, literacy in its comprehensive dimension, fluency in information and communication technology and the capacity to embrace learning as a way of life.

Therefore, the performer of the skill may be referred to as 'skilled' or 'skilful'. This means that a skilful performer is someone who has the ability to make an accurate analysis of the demands of a situation and decide the most appropriate way to deal with it. The action will be carried out at the right moment (timing) and will be well controlled with the performer being fully aware of the intended outcome of the selected skill.

According to Molyneux (2012), skillful performances are characterized by the following:

- The performer appears to be in complete control of their actions
- Actions are refined and precise
- The actions seem effortless energy is not wasted
- Even complicated actions appear simple
- The performer has a large repertoire of skills
- Skills can be linked into complex combinations
- The correct action is always selected for the situation
- The action is applied at the correct time
- Actions are adapted with flair and creativity
- The performer always seems to have a lot of time to execute the action
- The performer can carry out skills automatically without having to think them through
- There is a high success rate of the outcome of their actions   In this light, skills can be classified under certain categories.

According to Careers Portal (2010), there are three groups of skills, namely:

a. People skills : People skills include skills like : sensitivity to others, insight into others, openness to others, respect, active listening, and so on.

b. Task skills : Task skills include skills like : planning/organizing, time management, practical skills, problem solving (with subsets like – showing interest in finding the cause of problems, looking for and choosing effective solutions and taking the necessary action to resolve them), and customer focus, among others.

c. Personal skills : Personal skills include skills like : learning skills, adaptability, goal setting, initiative, independence, motivation, dependability and professionalism.

When one possesses adequate skill in carrying out a task, he/she does the work accurately within the minimum possible time and the work done will always attract the attention of people. It is deduced that skill is the capacity of a person to accomplish a task with desired precision and certainty. Skill in the context of this study is an organized sequence of actions and proficiency required by secondary school graduates.

Types of Skills

There exist several types of skills. Each of them is necessary in a specific domain.

Management skills: Management is the organizational process that includes strategic planning, setting objectives, managing resources, developing human and financial resources needed to achieve objectives, evaluating the results. Management also involves the recording and storing facts and information for later use or for others within the organization. Management is not limited to managers but every member of the organization has some management functions as part of their job. (Knowledge management terms, 2009). The students have to be trained to possess management qualities and skills. Therefore, they are to train to have relevant management skills to enable them perform the role of a manager in any institution or organization. (Hisson, 2009)

Management skills are the knowledge and abilities of an individual in a managerial position to fulfil some specific managerial activities or tasks. This knowledge and abilities can be learned and practiced. However, they can be acquired through practice implementation of required activities and tasks. Therefore, each skill can be developed through learning and practical experience of the learner. (Tanyi, M. E 2008). When we talk of managerial skills, we mean the skills of a manager to maintain high efficiency in the way his or her employee complete their daily tasks. Due to this, the manager is in need of skills that will help him or her to manage people and technology to ensure an effective and efficient realization of their working task. In Benedict Mukon (2018), Professor Robert Katz presents three management skills needed by all managers. These include

Conceptual skills: A conceptual skill is the ability to see the organization as a whole. It includes Analytical, creative, and initiative skills. It helps the manager to identify the cause of problems and seeks solution for the betterment of the entire organization. This skill helps the manager to fix goals for the entire organization and to plan for daily situations. This skill is mostly possessed by top level managers since they are involved in planning, organizing and solving institutional problems.

Human skills: Human relation skills also known as interpersonal skills is the ability of an individual to work with people. It helps the manager to lead, motivate and develop team spirit. It is required by all managers and at all levels of management since a manager needs to interact and work with people of different classes and backgrounds.

Technical skills: This is the ability to perform a give job or task. They are need to operate machines and tools with the use of diverse technics and procedures. The low-level managers require more technical skills since they are in charge of actual executions.

2.2.9 Internally Displaced Persons.

Primary responsibility for protecting IDPs and all persons within their own country rests with the national authorities of the country. National responsibility is a core concept of any response to internal displacement. It is a fundamental operating principle of the international community and is routinely emphasized by governments themselves, as a function of their sovereignty. Yet, it is sometimes the very governments responsible for protecting and assisting their internally displaced populations that are unable or even unwilling to do so and, in some cases, they may even be directly involved in forcibly uprooting civilians. Even then, however, the role of international actors is to reinforce, not replace, national responsibility. This requires a two-pronged approach to encourage States and other

During the years 2014-2015 of spiralling crises, the global number of internally displaced persons or 'IDPs' has accelerated rapidly and reached 40,8 million people as of 31st December 2015. This is unprecedented since 1989, the first year for which global statistics on IDPs are available. For the most part displacements are associated with conflict, violence, and disasters. In 2015, there were 27,8 million internally displaced who fled their homes, including 19,2 million in 113 countries worldwide as a result of disaster and 8,6 million in 28 countries as a result of armed conflicts. As an example, the ongoing crisis in the Anglophone regions is fueled by an armed conflict between the separatist forces of the self-declared southern Cameroon people' and la Republics, the Cameroon legitimate government, remain the cause for suffering and massive displacement of 3000 people that has brought Cameroon to take the fourth position number of new displacements in 2019.

Such situation poses challenges to finding adequate response to populations of concern. Unlike refugees, the internally displaced have not left the country whose citizens they normally are. As such, IDPs are part of the broader civilian population that remains

entitled to the same rights that all other persons in their country enjoy. Forced from their homes, however, IDPs have special needs by virtue of their exposure to specific forms of deprivation, such as loss of shelter, and protection risks. These risks may include; armed attack and abuse while fleeing in search of safety; family separation; heightened risks of sexual and gender-based violence; arbitrary deprivation of land, homes and other property; and displacement into inhospitable environments.

The prevention of displacement and the protection of IDPs within their own country are the responsibility' developed to defend IDPs' rights. However, in situation of armed conflict, IDPs may find themselves in territories over which state authority is absent or difficult to enforce. Alternatively, national protection is not ensured where IDPs are let down by the sovereignty concept is abused by officials of states which have defaulted on their obligations to their citizens. In such situations, a critical protection role falls to the international community.

In this respect it is worth to mention that, at present, unlike refugees, IDPs do not have a specific designated United nations (UN) unit to help them with their plight except for an ad hoc discretionary position of the representative of the UN Secretary-General on IDPs that was established in 1992 (currently - the Special rapporteur on The Human Rights of IDPs). What is more, the principle of state sovereignty limits the ability of the international community to provide IDPs with assistance and protection. This has led to institutional gaps in international law when it comes to the protection of IDPs, and constitutes a protection gap.

In order to address this gap and in view of -the mounting crisis of internal displacement, the representative to the UN secretary-general on internal displacement within UN draws upon the mandates and expertise on UN humanitarian a development agencies lead by the UN high Commissioner for Refugees (UNHCR) whose role is to oversee the protection and shelter needs of IDPs as well as coordinate and manage camps.

To make the collaborative approach more effective, the Inter-Agency Standing committee (IASC) was created as the coordination, mechanism for humanitarian organizations. It initiated the reform of the humanitarian system and, in 2005, framed institutional mechanisms known as the 'cluster approach to help fill the institutional gap. It identified clearly mandated lead agencies, UN agencies, international organizations, the international Red Cross and Red Crescent Movement and non-governmental organizations (NGOs) - whose efforts can be coordinated and partnership can be strengthened to address

humanitarian crises. Nevertheless, the situation on the ground has proven that the challenges the internationally displaced persons the   IDPs may have and strengthen the protection of IDPs in armed conflict.

Another point of concern regarding IDPs is that the activities of the local governments and international community involved in handling situations of internal displacement shall respect the main bases of human rights protection. In this connection, the fundamental question relating to the main bases of human rights protection. In this connection, the fundamental question relating to the protection of IDPs is by what instruments the IDPs are legally protected? Bearing in mind the concept of sovereignty as responsibility the answer is that the primary legal framework is national. However, it is not less important national laws should also take into account the state's international legal obligations. For this purpose, the Guiding principles on internal Displacement (Guiding Principles) were developed under the mandate of Representative to the UN Secretary-General on IDPs.

Their formulation in 1998 was a significant milestone in the evolution of the universal normative framework with respect to the protection of and assistance to IDPs. Prior to the elaboration of these principles, protection and assistance of IDPs was examined within the prism of domestic laws. The Guiding Principles are now the most authoritative international normative standards on internal displacement. They have become the basic for domestic laws policies in countries that are faced with the problem of internal displacement. Some governments simply endorsed them. UN humanitarian organizations and regional organizations have also adopted them and used them during their operations in the field.

In Cameroon this crisis is one of the largest displacement crisis in recent history. Other counties with the leading numbers on IDPs by the end of 2015 remained Iraq, Sudan and Nigeria.

UNHCR Global Trends Report for 2015 highlights that "the reasons for such unpleasant development with IDPs' statistics are threefold: 1) conflicts that cause large population outflow, like Colombia and Syrian, are lasting longer; 2) dramatic new or reignited conflict and situations of insecurity are occurring more frequently. While today's largest is Syria, wars have broken out in the past five years in South Sudan, Yemen, Burundi, Ukraine and Central African Republic, while thousands more people have fled raging gang and other violence in Central American; 3) the rate at which solutions are being found for IDPs has been on a falling trend since the end of the Cold War, leaving a growing number in limbo.

The aforesaid related considerations have driven a development that concern for the welfare of IDPs has grown steadily. In many situations, the internally displaced are confronted with serious and persistent threats to their well-being. A large proportion of the world's 1DPhave been displaced for protracted periods of time and do not have an early prospect of finding a solution. While their vulnerability to such threats is by no means unique, and while the dynamics and consequences of displacement vary considerably from one country to another, there is considerable evidence to suggest that IDPs experience specific forms of loss require particular efforts to address and resolve their plight.

Any war as a sudden, unpredictable, dramatic event has a tedious has a tremendous negative impact in the community, family and individual levels. Usually, children are affected the most (Boardm 1994), it is evidence that war experiences can hinder the psychosocial development of children, and their expectations regarding future life.

In many cases the children were witnesses to violence and death of their own family members. Exposure to direct artillery shelling many children are exposed to artillery attack over a long period. In some cities emmidiate danger lasted for several months requiring many children had to spent several dayd in the cellars. A study done by UNICEF shows that 27.5% chidren spent more than a month in a bumb shelter and that many of them (28.6%) stay in a shelter without their parents of other family members. (Kuterovac et al., 1994). Displaced children are faced with a whole range of losses: their homes, family environment, rotine of an educational setting, social network and usual pattern of family life amongst others. Home plays an important role in identity formation and development of children. Not lonely are the displaced children driven from their homes with only very few personal belongings and the grievous psychological consequences of the event, but in addition most of them had no homes of their own anymore, and no place to go back to. (ODPR, 1992). Adult members of displaced families are themselves exposed to multiple stressors and trying challenges. Studies suggest that during war fare, displaced adults frequently display anxiety, depression anger, aggression, alcohol abuse, distrust, somatization or escape to illness, and sleep disturbance (Moro and Vidovic, 1992). Often, the adult loses their jobs and no longer have access to employment, resulting in a decline in their social status. They fell degraded and demoralised, having to become financially dependent, and helpless. These culilatice negative effects produce high level of stress amongst the adults with disturbing consequences amongst children (Ajdukovic 1996; Ajdukovic 1993). Many children especially those from rural areas, go through the acculturalisation process during which they lose cntact with traditional values

and ways of living in their communities. These losses leave a big emptiness in the lives of many children. At the same time, change in the traditional way of living has a two- fold negative impact on children-When they have to adapt to an urban environment or when they return to their communities of origin. Our first experiences with children who got the chance to go back to their villages after four years of displacement were that they were now going through another very stressful and painful period of reintegration (Druzic et al., 1997; Lopizic, 1995).

Although extensive efforts to organise schooling for all displaced children are undertaken, less than half of the children are enrolled immediately after their arrival in whatever educational setting is available, given the circumstance. The major reason for this low level of enrolment is that many parents do not want their children to start a new school as they hoped to go back home soon. A number of traumatized high school students refuse to continue schooling immediately. Several families found accommodation in areas that are not entirely safe, and occasionally shelled, so it is not safe to hold classes (Dzepina et al. 1992). Over time, all the displaced and refugee children will enrol in school, but many of them start displaying numerous difficulties in adapting to the new educational environment as they long for their old school (Svob, 1993).

Displaced and refugee children have poorer conditions for learning, including high levels of spatial density in their temporary homes. They also display more psychological difficulties and problems of adaptation to their new surroundings (Ivanek and Jakopovic, 1995). This leads to distress of the whole community level. Some of these changes are, loss of community balance and distortion of typical community value, increased prejudice and social rigidity towards other groups, problem of intergration into a new social environment, emphasized in refugee and resettled families, changes in priorities of the social welfare, health and educational systems, preventive measures in the areas of juvenile delinquency, child abuse, neglect, alcohol and drug abuse, high level of traumatization (Ajdukovic and Zic,).

Most of the IDPs had to abandon their homes suddenly without any pre- warning (Kaya et al. 2009; 170). The unplanned, sudden and involuntary nature of migration renders IDPs as one of the most disadvantageous groups (Family Research Institution of the Prime Minister's Office, 1998; Development and political; Altuntas,2009). Although they suffered due to the conflict environment and political unrest in their localities, they faced almost

equally same traumatic condition in the cities where they arrived (Aksit et al., 2001). When they arrived to cities, they lacked minimum level of economic, social and cultural capital to adapt their new environment; and consequently they have been exposed to social exclusion and stigmatization (Sen, 2007).

However, the problem of IDPs after their evacuation should be evaluated with are h the economic transformation. The unplanned and involuntary nature of forced migration; lack of economic, social and cultural capital of IDPs and neo-liberal economic policies overlapped; and consequently have had severe effects on displaced people. Since forced migrants have been generally unable to return to their villages, the problem of internal displaced has become an urban problem (Kurban, 2006; 64). Research conducted to find out forced migration's impact on displaced people have faced unemployment, low income, inadequate housing, malnutrition, insufficient medical care and limited access to education services. Beyond material deprivation, some of them have difficulties at adapting to urban environment; and they have been perceived as "potential criminals" (Altuntas; 2009). This multi-dimensional layer of deprivation and marginalistion was practiced more intensified when migrants are identified with specific ethnic identity (Altuntas,2003).

Almost all of the forced migrants' means of sudsistance was livelihood agriculture and animal husbandry in their previous settlement (Aksit et al., 2001). After arriving to cities, they lost their livelihood properties and became dependent on market economy for their needs. Most of these people did not have any opportunity to convert their argricultural and animal possessions into money (Ozbek,2007). Due to the lack of social and cultural capital, they could not find jobs in new market economy; or they became unskilled labor in the cities.

Forced migrants who are employed have engaged in cheap and insecured jobs such as pending, porterage, worked in construction and textile workshops; namely they have been mostly working in informal sector; and they lack social security coverage. Although many members of a household are working, they still poor and in a constant need due to their insufficient level of minimum wage, irregular income, informal employment and lack of social security networks (Kahraman et al., 2002)

Another significant problem of forced migrants is housing (Barut 2002). Some other displaced people, settle in abandoned ruinous houses in the city center. In addition, displaced people share houses. with crowded household members. Overall, they live in inadequate, unhygienic and unsafe houses, this is due to the poverty, inability to build informal housing,

unplanned and involuntary nature of the migration. This overlapping process rendered forced migrant as one of the most disadvantageous groups. (Development Center,2006).

When displaced parents were unemployed or the income of the household was not enough to meet needs, child labor was used as a strategy to overcome poverty (Aksit et al., 2001). Although using child labor is not a unique method of displaced families, there has been an increasing trend of working children. (Yukseker, 2006b; 227). Moreover, children of displaced people cannot benefit equally from educational opportunities and health facilities.

Another aspect of the social exclusion that forced migrant have been subjected to is discrimination (Barut, 2002) several house owners were unwilling to rent their homes to them as they have many children. Some others are discriminated while looking for a job due to their ethnicity.

One of the indicator of psychological trauma is overwhelming fear. Carleton (2016) says to this effects that "fear of the unknown is an individuals' dispositional incapacity to endure the aversive response triggered by the perceived absence of salient, key, or sufficient information and sustained by the associated perception of uncertainly" this overwhelming fear evidently will have to cause psychological trauma especially among young adults in Fako. Spielberger (1972) posits too that'' the tendency to respond with fear to experience pervasive anxiety was called neuroticism by freud and trait anxiety by spielberger''. Bringing to evidence that fear as an indicator of psychological truma plays a lot on human beings especially the displaced young adults of Fako Division.

Reiss (1991) further explains that ''fundamental fears provide reasons for fearing a wide range of stimuli, whereas ordinary fear does not, have this characteristic. For example, consider the relationships among different fears ;(a) the fear of snakes, (b) the fear of heights, and (c) the fear of anxiety. Fear of snakes and heights are rationally unrelated to one in the sense that having one of the fears is not a reason for having the other fear. It makes no sense for a person to say. '' I am afraid of heights because I am afraid of snakes. On the other hand, the fear of anxiety is rationally related to the fear of snakes and heights. A rational person might say. '' I am afraid of snakes and heights because I am I would have a panic attack if I encountered those stimuli''. A person who is unusually afraid of the possibility of a panic attack holds a reason for potentially fearing snakes, heights, or any other situation that might be expected to lead to panic attack according to nature medicine (2021),'' statistics show that nearly one billion people worldwide suffer from obsessive-compulsive behaviour as a result

of psychological trauma'', this is seen in many young adults as also Shrey, John, Vighnesh and Robert (2021) posit that'' our mechanistic understanding of these behaviour is incomplete, and effective therapeutics are unavailable''. These obsessive-compulsive behaviours are experienced among the young adults in Fako Division which causes a lot of disorder in the society making life difficult and unbearable. Shrey and John, et al, (2021) further affirm that '' obsessive compulsive behaviours are highly prevalent in the general population and cause significant distress to the individual. Due to this presence in multiple psychiatric conditions, such as obsessive- compulsive disorder (OCD), these behaviors increasingly identified as a core dimension for psychiatric classification. Existing treatment for the heterogeneous obsessive-compulsive symptoms produce disappointing outcomes and are accompanied by side effects that weaken compliance''.

They further affirm that depression as an indicator of psychological trauma, in a low mood that may last for a long-time and affect the daily life of young adults in Fako division. Christina, carol, cathy and kate (2013) posit that'' depression is much worse than simple unhappiness. Major depression is a mood disorder. This means that a person's emotional state is abnormally low or sad, and the person cannot independently raise his or her mood. The chief symptom of major depression is sad, despairing moods that persist beyond two weeks and affects a person performance at work, at school or in social relationship. This profoundly low mood state can be confusing because some of the symptoms of depression are behavioural such as moving or talking slowly, while others are emotional and cognitive, such as feeling hopeless and thinking negative thoughts. This is very different from the physical symptoms of other illnesses, like the pain of a broken leg or the fever from a serious infection''. This plays very seriously on the psychological wellbeing of the individual causing traumatic events on the individual.

2.3. THEORETICAL FRAMEWORK

In this section, we will look at the theoretical and conceptual framework. In order to situate our study within a theoretical framework, we shall use the following theories that best guide this framework because of their suitable relationship with the way government secondary schools are manage and how academic performances are effectively improved. Apart from the examining the theories on school management and academic performance, we also thought it relevant to look at some general theories on management which could go a long way to give more insight to the phenomenon of school management and the necessary management strategies that are suitable to ameliorate it.

2.3.1 Theory of Management

The theory of management was postulated by Fayol and Bernard in 1961. To them, management is the art or science of achieving goals through combination of the available organizational or institutional resources. It refers to the development of bureaucracy that derives its importance from the need for strategic planning, coordination, directing and controlling of large and complex decision-making process. Fayol and Bernard (1961) list 14 management principles which can be used in the management of material resources. They include:

- Division of Work : Specialization allows an individual to build up experience, and to continuously improve his activities, thus becoming more productive.
- Authority : The right to issue commands, along with which must go the balanced responsibility and resources for its function.
- Discipline : Employees must obey, but this is two-sided : employees will only obey orders if management plays their part by providing good leadership.
- Unity of Command : Each worker should have only one boss with no other conflicting lines of command. This implies that the organizational chart be respected and go insubordination should be tolerated.
- Unity of Direction : People engaged in the same kind of activities must have the same objectives in a single plan.
- Subordination of Individual Interest : Management must see that the goals of the firms are always paramount and projected above any personal ego
- Remuneration : Payment is an important motivator although by analyzing a number of possibilities. They pointed out that there is no such thing as a perfect system.
- Centralization (or Decentralization) : This is a matter of degree depending on the condition of the business and the quality of its personnel.
- Scalar Chain (Line of Authority) : A hierarchy is necessary for unity of direction. But lateral communication is also fundamental, as long as superiors know that such communication is taking place.
- Order : Both material order and social order are necessary. The former minimizes lost time and useless handling of materials. The latter is achieved through organization and selection.

- Equity : In running an organization or institution, a 'combination of kindliness and justice' is needed. Treating employees well is important to achieve desired goals of the institution.

- Stability of Tenure of Personnel : Employees work better if job security and career progress are assured to them.

- Initiative : Allowing all personnel to show their initiative in some way is a source of strength for the organization.

- Esprit de Corps : Management must foster the morale of its employees. This suggests that the real talent of employee is needed to plan, coordinate, organize and evaluate the progress made in the achievement of organizational goals and objectives. Fayol and Bernard looked at management as constituting the following functions : planning, organizing, directing, coordinating and evaluating.

In relation to this study, Fayol and Bernard's principles as presented above were meant to provide secondary school principals with the necessary practice guidelines for managing available resources towards the achievement of the stated objectives of secondary schools with the paramount objective in this study being the academic performance of IDPs. Therefore, for there to be effective school management practices of material resources, the human resources that act as a memory to the material resources should be appropriately managed. After this stage, the functions of planning, organizing, directing, coordinating and evaluating should be brought in to guide the management of the resources. In this context, the implementation of educational policies, admission procedure of IDPs, curriculum implementation and learners' social integration in secondary schools have to be planned organized, directed, coordinated and evaluated to ensure better academic performance of IDPs.

2.3.2 Maslow's Theory of Need

This theory was formulated by Abraham Maslow in 1954. It is fundamentally a need theory. He found that although a few human activities occur without being motivated, nearly all conscious behaviour is motivated or caused by a need. Needs are those elements which one cannot do well without. These needs create tension and are modified by one's environment which eventually cause certain wants which must be satisfied. The pivot of this theory is that needs are arranged in hierarchically manner and that one type of need must be satisfied before the individual aspires to satisfy another one type of need. The theory is

appropriate for our research because the main reason why individuals go to school or seek for training is to satisfy their personal and professional needs Maslow's hierarchical flow of needs is as follows.

- **Physiological Needs**

These are the needs that arise from the basic requirements of life and are important for survival of the human race. Individuals always strive to first satisfy their physiological needs before striving to satisfy their higher level of needs. Basic needs include food, water, shelter, clothing, are and sleep. Unless the basic needs are satisfied, it will be difficult for an individual to be effective or efficient in any performance.

- **Safety and Security Need**

This need is mainly concerned with the safety and security of individual in the living environment and job site. For workers, safety needs include protection against danger, threats at job, freedom from fear and job security. They follow after the satisfaction of the physiological needs. When the safety need has been well elaborated on and set, the workers is bound to be very effective and efficient at work.

- **Belongingness and Love Need**

This need is manifested in our desire to have friends and maintain cordial relationship with people generally. Its components include being in a good relationship with others, being accepted in social groups, and being loved by one's family members. In the society of today, the accepted persons are those who can fit in the society socially. This is backed by the ability to get a good skill and subsequently a job.

- **The Esteem Needs :**

This is need by which humans show strong desire for reputation, prestige for recognition and felling of being important, useful and appreciated by the society. Individuals need to feel worthy inside and also need to feel that others think they are worthy. This involves self-respect, selfregard, self-evaluation, prestige, recognition, social success and attaining reputable fame in the society. At the job site, individuals search for recognition and advancement. When this need is satisfied, the effect is positive because the individuals will have self-confidence and happiness.

This can only be possible if the individual is judged worthy and harbors the required skills.

- **Self-Actualization**

This is Maslow's highest level of need. At this level, individuals tend to aspire towards higher height and to achieve distinction and eminence. Self-actualization means individuals are able to function at their full capacity and become all that they are able to become in life. Here, there is the unique sense of self fulfilment and individuals always attain peak experience which are profound moments of love, understanding, happiness and rapture which permits them to feel sufficient. IT is the ability of graduates to attain this level that we can say they obtained the required skills in school.

This theory outlines the different needs of a human being. The needs can only be met when the individuals are socially fitted in the society. This means that they individual must obtain a better job and to have such, he or she must obtain the required skills to permit him sell be efficient and get promotion. This theory is related to this study in that the motivation of the IDPS teachers through the actualization of the five basic needs will boost their acquisition of required skills for resource management in the preschools in the state.

In the context of this study, IDPs are expected to perform in school but critically looking, they lack the very basic needs that can permit them to sail through in the society. This therefore reveals to the governments and the society at large that there is need to meet up the needs of IDPs according g to Maslow to permit them get psychological stability and consequently perform better in education.

2.3.4. The Human Capital Theory

A third theory in this study is the human capital theory, which takes a stand that individuals become valuable economic assets depending on their quality on the job market as described by (Elliot, 1991, in Baron and Armstrong 2007), and Urish (1988). These authors explain that high return can only be linked to quality and relevant skills, while low returns to low quality and less employable skills. This theory further explains that teaching high school graduates can only make sense in the world of work if their human capital stock or skills are of quality and relevant to the job market

This theory fits well in the study especially as it is a motivation to learners to attain a higher level of education which will permit them earn more. The objective of gaining education is to get a place in the society, or to fill properly in the job market. The theory seems indispensable in the education in a developing country where the literacy rate is still

low. It encourages education and solves the problems of all sorts of illiteracy related crimes in the society, thus a peaceful and development engaged society.

2.3.7 Constructivism Theory by Jean Peaget

Constructivism is an important learning theory that educators use to help their students learn. It is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So everyone's individual experiences make their learning unique to them.

Principles of Constructivism.

There are many specific elements and principles of constructivism that shape the way the theory works and applies to students. Learn about the different principles of constructivism and how they make up the whole theory.

- Knowledge is constructed. This is the basic principle, meaning that knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning.

- People learn to learn, as they learn. Learning involves constructing meaning and systems of meaning. For example, if a student is learning the chronology of dates for a series of historical events, at the same time they are learning the meaning of chronology. If a student is writing a paper about history, they are also learning principles of grammar and writing as well. Each thing we learn gives us a better understanding of other things in the future.

- Learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development. You can't just sit and expect to be told things and learn, you need to engage in discussions, reading, activities, etc.

- Learning is a social activity. Learning is directly associated to our connection with other people. Our teachers, our family, or peers, and our acquaintances impact our learning. Educators are more likely to be successful as they understand that peer involvement is key in learning. Isolating learnings isn't the best way to help students

learn and grow together. Progressive education recognizes that social interaction is key to learning and they use conversation, interaction, and group applications to help students retain their knowledge.

- Learning is contextual. Students don't learn isolated facts and theories separate from the rest of our lives we learn in ways connected to things we already know, what we believe, and more. The things we learn and the points we tend to remember are connected to the things going on around us.

- Knowledge is personal. Because constructivism is based on your own experiences and beliefs, knowledge becomes a personal affair. Each person will have their own prior knowledge and experiences to bring to the table. So the way and things people learn and gain from education will all be very different.

- Learning exists in the mind. Hands-on experiences and physical actions are necessary for learning, but those elements aren't enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds, not just our hands. Mental experiences are needed for retaining knowledge.

- Motivation is key to learning. Students are unable to learn if they are unmotivated. Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation, it's difficult for learners to reach into their past experience and make connections for new learning.

CHAPTER III: METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

This chapter provides the research framework and design within which data were collected and analysed. It specifies the research paradigm, design employed, target population, the area of the study, sample size and characteristics, instruments and techniques used for data collection. It also displays research variables, data processing and Data analysis techniques.

According to Ogolo (1995), research methodology describes the procedure to be followed in realizing the goals and objectives of a research.

3.2 Research Design

According to Kerlinger (1986), a research design is the plan and structure of investigation so conceived as to obtain answers to research questions, the strategy for a study and the plan to be carried out. It embodies the procedures employed to conduct scientific research in the collection and analysing data.

A descriptive survey was used to examine the effectiveness of school management practice in enhancing the academic performance of IDPs in Government secondary schools in Mfoundi Division. A descriptive survey attempts to establish the range and distribution of some social characteristics, such as education or training occupation, and location, and to discover how these characteristics may be related to certain behavior pattern or attitudes and

establish a relationship between two or more variables (Formplus 2011) It is the use of survey to collect data used in conducting a research that aims to identify the relationship or correlation between variable. Gall, Borg & Gall (2003) see a survey as an attempt to collect information from members of a population in order to determine its current status with respect to one or more variables. The variables for this study includes school management practices and academic performance of IDPs. The design involves describing, recording, analysing and reporting on the different school management practices, the effects, the problems encountered, and the impacts on academic performance of IDPs in government secondary schools. This design was relevant to this study because it was expected to facilitate adequate data collection by the use of questionnaires, interview guide and observation. It enabled us to distinguish small differences between diverse sample groups, ease of administering and recording questions and answers, increased capabilities of using advanced statistical analysis, and abilities of tapping into latent factors and relationship.

3.3. Area of Study

This study was conducted in all government bilingual high schools and government bilingual technical secondary and high schools in Mfoundi Division. This Division has seven sub divisions – Yaoundé 1, 2, 3, 4, 5, 6 and 7 – all found in the Centre region and being the administrative and political head quarter of Cameroon. The schools include: Government Bilingual High school (GBHS) Mendong, Government Bilingual High school (GBHS) Etoug-ebe, Government Bilingual High school (GBHS) Ekorezok, Government Bilingual High school (GBHS) Essos, Government Bilingual High school (GBHS) Ekounou and Lycee Bilingue D'application (LBA). Mfoundi Division is the head quarter of the Centre region of Cameroon

3.4 Population of the Study

Ugodulumwa, Ogi and Awotunde (1997) defined a population as the group which the researcher interns to obtain information from and draw conclusions, To Frankel and Wallen (2006) a population is the largest group to which a researcher hopes to apply the result obtain from a sample. Mbagwana (1999) a population will be the total number of participants from which the sample will be selected by the researcher. The population of this study involved all secondary education stakeholders in the center region of Cameroon. In this study, the population is structured in three principal levels namely the target-accessible- and the sample as shown on the figure below.
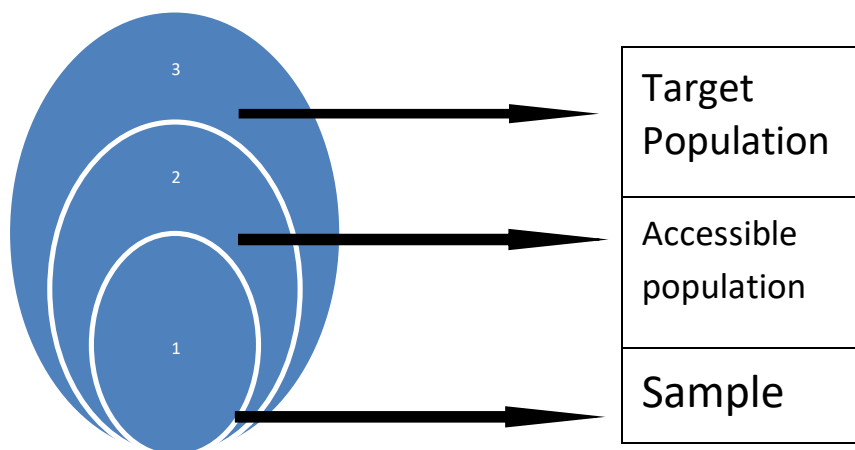
Figure 1 Diagrammatical Representation of Population, Accessible Population

Source: Adapted from Amin (2005: 236)

3.5 Target Population

According to Ary, Cheser, and Sorensen (2010), "the population refers to the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects". In other words, the target population refers to the large group to which the researcher wishes to generalize the results of the study. The population refers to the group to which the researcher would ultimately like to generalize or apply the results of the study (Lodico, Spaulding, & Voegtle, 2006)

The target population is the population to which the researcher interns to carry out his research. For the purpose of achieving this research work, students. administrators and teachers of Government secondary and high schools in Mfoundi Division, Centre Region of Cameroon were targeted This is the population in which the results are generalized. These informants were selected so as to provide responses to our questionnaires and interview guides.

3.6 Accessible Population

The accessible population is that population to which the researcher has effectively studied. That is, the population to which the researcher can apply their conclusions. As to what concerns the accessible population, the researcher is concerned with, teachers and administrators of Government l secondary and high schools in Mfoundi Division, Centre

Region (Cameroon). The highest number of teachers came from the Government Bilingual high schools, since they are most informed and have a good knowledge of the students they teach and evaluate.

3.7 Sampling Technique and Sample.

Sampling technique is referred to the process of selecting a number of individuals from a population preferably in such a way that individuals are representatives of the larger group from which they are selected Amin (2005). A convenient sampling involves selecting whoever is available at a given moment by a researcher in conducting a research.

This study targeted mainly the administrators and teachers of Government Bilingual High school (GBHS) Mendong, Government Bilingual High school (GBHS) Etoug-ebe, Government Bilingual High school (GBHS) Ekorezok, Government Bilingual High school (GBHS) Essos, Government Bilingual High school (GBHS) Ekounou and Lycee Bilingue D'application (LBA) all in Mfoundi Division of the Centre region of Cameroon for which the research data would be used to make inferences or generalizations. Out of these schools, a target population of 50 administrators and 300 teachers was selected making a sample size of 350 participants. The purposive sampling technique was used to select one division out of the ten divisions that make up the centre region of Cameroon. Mfoundi division was chosen because it is the heart beat of the region and Cameroon in general. All educational matters are centralised in Mfoundi Division, and it is the administrative and political head quarter of the republic of Cameroon. It has all the school types, gender, experienced principals and almost everything this research is looking for. The researcher contacted the principals and other administrators on a one to one encounter in school where he briefed them on the aim of the study and how to fill the questions to avoid discrepancies and ambiguity. The sample frame included six Governments Bilingual High Schools. As such, complete collection sampling was used to sample the schools and intensity sampling to sample the teachers and administrators. Intensity sampling involves choosing sampling elements based on the intensity of the phenomenon. Bennot (2016). This increased the simple statistical efficiency and provided adequate data for analysing the various sub populations. Simple random sampling was used to select the participants in the observation. Typical case sampling was used to select the school administrators. They were involved since they were directly in charge of the management of the educational resources. Convenient sampling was used to select the teachers who were on the school campus during data collection. Convenient

sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach. Jager (2017)

3.8 Instrumentation

Instrumentation refers to the tools or means by which investigators attempt to measure variables or items or interest in the data collection process. (Neil J 2010). The study's instruments included a set of questionnaires for administrators and teachers, an interview guide for administrators, and an observation guide used by the researcher. Questionnaires were used as the main instrument of data collection in this research. Gall, Borg & Gall (2003) observed that questionnaires give detail answers to complex problems and therefore, are most effective. The use of questionnaire is also a popular method for data collection in deduction because of relative ease and cost effectiveness with which they are constructed and administered. The questionnaire was based on the research questions as follows: part one Demographic information of the respondent, Part two asked questions to test school management practices on implementation of educational policies, admission of IDPs, curriculum implementation and learners' social integration in government high schools, and the last part on academic performance. All questions were close ended statements which were followed by alternative answers from which respondents were expected to tick appropriately from the Likert scale. For each statement, respondents were expected to tick a single option amongst four being strongly disagree, disagree, agree and strongly agree. In addition, a semi-structured interview schedule was prepared to gather data from key informants of the educational sector on the general school management practice and academic performance

3.9 Validity of Research Instruments

Validity indicates the degree to which an instrument measures the problem under investigation. Amin (2005). For a data collection instrument to be valid, the content selected and included must be relevant to the gap or need established. The research instruments were viewed for validity by the various groups of people including the researcher's lecturers, language students at the doctorate degree level in the Department of English Modern Letters and the supervisor, all at the University of Yaounde 1. These groups checked the instruments independently to ascertain whether they could solicit the right information as per expectations according to the research topic. Views on the content and structure were incorporated in the final draft of the instruments. This was procedural in ascertaining the content validity of research instrument so as to ensure the instruments solicited the right information for the

given study. Face validity of the research instruments was ensured by seeking advice from the supervisor, senior researchers and consulting documents from the library at the University of Yaounde 1 on how they were to be constructed. Face validity refers to the validation of the structure of the data collection instrument while content validity refers to the validation of the information that the instruments bear in relation to the topic of research.

3.10 Reliability of the Instruments

Mungenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. However, reliability in research is affected by random errors. The pre-test helped the researcher identify the most likely source of errors and hence respond to them before the actual study. Test retest method was used to pilot the questionnaire using one government high school in Mfoundi Division of the Centre region (government bilingual high school Etougebe) which did not form part of the sample of the study. Reliability of the questionnaire was measured by Pearson's correlation coefficient which was computed with the help of Statistical Package for Social Science (SPSS). The questionnaire had a correlation of 0.722, 0.622, 0.804, and 0.704 for hypothesis one, two, three and four respectively. The instruments were accepted as reliable since a correlation coefficient greater or equal to 0.5n is taken as reliable.

3.11 Data Collection Procedure

Data was collected with the use of questionnaires, interview guides and observation. After the approval of the research proposal by the research supervisor, a research authorization was granted the researcher by the Dean of the faculty of education in the university of Yaoundé one. As per the requirements, the researcher reported and gave copies of the research authorization to the relevant authorities of the area of study for permission which was granted. She then proceeded to personally administer the questionnaires to teachers. The questionnaire had a mortality of almost insignificant, scoring 92.3% in its return. The interviews were planned and organized by the researcher and the school administration, the researcher was issued permission to tour the campus for observations.

3.12 Identification of Respondents

In this section, we looked at the total number of respondents that were used in the study. The researcher made use of the target number of 350 respondents. These respondents

who were administrators and teachers and were selected purposely from six government bilingual high schools in Mfoundi division of the Centre region of Cameroon. The detailed statistics is presented on the following tables

Table I: Identification of Respondents

S/N	School	Teachers	Administrators	Total number of respondents
1	GBHS Mendong	25	5	30
2	GBHS Etoug-ebe	111	10	121
3	GBHS Ekorezok	33	10	43
4	GBHS Essos	41	10	51
5	GBHS Ekounou	23	10	33
6	LBA Yaounde	40	5	45
total	6	273	50	323

Source: Researcher (2022)

3.13 Identification of Variables of the Study

This section involves the analyses of the study's independent and dependent variables. That is the respective indicators of these variables and how they go a long way to contribute to the notion of school management practices and skill acquisition amongst learners.

3.13.1 The Independent Variable

The independent variable of this study is: School management practices. This variable sought to seek the various school management practices and strategies put in place by the school managers and teachers to manage learning and academic performance amongst IDPs learners within the school milieu.

3.13.2. The Dependent Variable

The dependent variable of this study is academic performance. The latter explains the problem of this study which is poor academic performance of IDPs noticed in government secondary school learners in Mfoundi Division of the Centre region. This variable is better

explained with the use of the independent variable which seeks to explain how the various school management practices and strategies put in place by school administrators to handle the negative phenomenon of academic performance amongst IDP students within the school setting. The aforementioned variables are well presented on the following table

Table II: Recapitulative Table of Variables

General hypothesis: School management practices have a Great impact on the academic performances of IDPs in government secondary schools in Mfoundi Division.	Research hypothesis	Independent variable	indicators	Dependent variabl e	Indicators	scale
	RH1: The implementation of educational policies have an influence on the academic performances of IDPs in government secondary schools in Mfoundi Division.	School management practices	Implementation of educational policies	Academic performances of IDPs	-Performances in evaluations -Performance in speech and writing	Likert scale
	RH2: The admission procedure of IDPs influence their academic performances in government secondary schools in Mfoundi Division.		The admission procedure of IDPs		- Membership in school clubs -Students' relationship with the staff	Likert scale
	RH3: Curriculum implementation has an influence on the academic performances of IDPs in government		Curriculum implementation		-Neatness of	Likert scale

secondary schools in Mfoundi Division.			students	
			-Internship results	
RH4: Learners' social intergration opportunities influence the academic performances of IDPs in government secondary schools in Mfoundi Division	Learners' social intergration opportunities		-Teacher's satisfaction	Likert scale

3.14 Data Analysis Procedures

The collected data was analysed using both quantitative and qualitative data analysis approaches. Despite analysis such as frequencies and percentages were used to present quantitative data collected from administrators using questionnaires. Data collected through observation, face to face interview from administrators and observations was analysed qualitatively and used as a backup to the quantitative data. The key points emerging from the interviews and discussions were reported in narrative form based on the research questions.

CHAPTER IV: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the research findings and analysis. The study investigates the contribution of school management practices on academic performances of internally displaced person in government secondary schools in the Mfoundi Division.

Table III: Demographic Characteristics

sex	Male	111	25.1
	Female	212	74.9
Age	20-30years	161	49.8
	31-40 years	162	50.2
Academic qualification	GCE Advanced level	173	53.5
	Bachelors degree	110	34
	Masters degree	40	12.5
Professional qualification	DIPES I	173	53.6
	DIPES II	150	46.4
Longevity in service	1-5 years	88	27.2
	6-10 years	157	48.6
	11 years and above	78	24.2
School	GBHS Mendong	30	9.2
	GBHS Etoug Ebe	121	37.4
	GBHS Ekorezok	43	13.3
	GBHS Essos	51	15.7
	GBHS Ekounou	33	10.5
	Lycee Bilingue D'application	45	13.9

Table IV: Chart on respondent's background
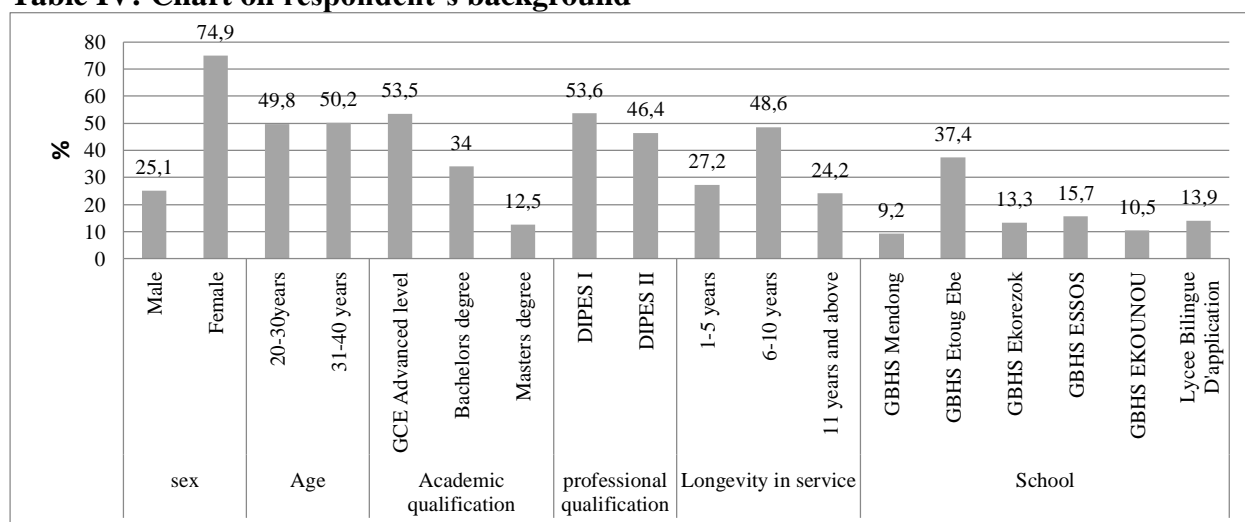
4.2 Demographic Characteristics of Participants

Demographic characteristics of participants in this study includes Sex, Age, Academic qualification, professional qualification, longevity in service and School.

4.2.1 Sex

The gender for this study included male and female administrators of secondary schools in Mfoundi Division.

The bar graph on gender distribution shows female constituted that a bigger number of respondents (74.9%) as compared to (25.1%) for male respondents. This shows that majority of the respondents of the questionnaire were female.

4.2.2 Age

Still on the bar chart majority of respondent were age 31-40 years (50.2%) and 20-30 years (49.8%).

4.2.3 Educational Level of Respondent

From the information collected respondents were divided into two categories base on their educational qualification. That is academic qualification (GCE Advance level, Bachelor Degree, Master degree) and Professional qualification (DIPES I, DIPES II).

On academic qualification, GCE Advance level 53.5%, Bachelor Degree 34% and Master degree 12.5%. This shows that majority of the respondents of the questionnaire had an

Advance level qualification. While on the Professional qualification, DIPES I (53.6%) and DIPES II (46.4 %), it is evident that majority of respondent were DIPES I holders.

4.2.4 Longevity in Service

Respondents were grouped into three group of experience. That is first group (1-5 years' experience) 27.2%, Second group (6 -10 years' experience) 48.6% and third group range from (11+ years' experience) 24.2%. Majority of respondent had 6-10 years working experience in the study.

4.2.5 School

The six secondary schools were used to administered the questions that is GBHS Mendong 30 respondent (9.2%), GBHS Etoug Ebe 121 respondent (37.4%), GBHS Ekorezok 43 respondent (13.3%), GBHS Essos 51 respondent (15.7%), GBHS Ekounou   33 respondents (10.5%) Lycee Bilingue D'application 45 (13.9%).

4.3 Presentation of Findings

This section presents the findings according to the study objectives. This study had four specific objectives to answer: (i)To investigate the influence of the implementation of educational policies on the academic performance of IDPs in government secondary schools in Mfoundi Division. (ii)To verify how the admission procedure of IDPs influence their academic performance in government secondary schools in Mfoundi Division. (iii)To examine the impact of curriculum implementation on the academic performances of IDPs in government secondary schools in Mfoundi Division. (iv)To determine how learners' social integration opportunities influence the academic performance of IDPs in government secondary schools in Mfoundi Division

4.3.1 Influence of the Implementation of Educational Policies on the Academic Performance of Idps

The respondents were asked to investigate the influence of the implementation of educational policies on the academic performance of IDPs in government secondary schools in Mfoundi Division. A four-point Likert scale was used where 4= strongly agree; 3= agree; 2 = disagree and 1= strongly disagree

Table v: Descriptive Statistics on implementation of educational policies

Item Sample Number = 323	Mean	Std. Dev.
There are facilities to implement inclusive education program in my school	2.2539	1.08802
The school has facilities for special need education	2.5511	0.78398
Distance learning is implemented in my school	2.1641	0.53540
Teachers are trained for the distance education program	2.4272	0.60289
The school has a well-equipped library	2.3003	0.62522
The school has a well-equipped laboratory	2.2105	0.57829
The infrastructure has sufficient space for the student population	1.9443	0.66172
Each student is offered workshop tools of his/ her needs during practical sessions	2.1548	0.78467
The books and computers in the library are sufficient for the student population when needed	2.5480	0.70492
The workshop equipment are modern	1.8824	0.92838
The teachers' writings on the boards are visible	2.0031	0.78217
Teachers have enough circulation space in the classroom during lessons	1.8019	0.80240

Overall Total	**2.1868**	**0.157696**

Source: Field work, 2022

From the study conducted it was concluded that there are facilities to implement inclusive education program in my school with a mean of 2.2539, respondent strongly agreed; The school has facilities for special need education with a mean of 2.5511 respondent agree; respondent strongly agree that Distance learning is implemented in my school with a mean of 2.1641; Teachers are trained for the distance education program with mean 2.4272 respondent agree; The school has a well-equipped library respondent disagree with a mean 2.3003; The school has a well-equipped laboratory respondent agree with a mean of 2.2105; The infrastructure has sufficient space for the student population most the respondent strongly agree with a mean of 1.9443; Each student is offered workshop tools of his/ her needs during practical sessions most respondent strongly disagree with a mean of 2.1548; The books and computers in the library are sufficient for the student population when needed, respondent disagree with a mean of 2.5480; respondent agree that the workshop equipment are modern 1.8824; The teachers' writings on the boards are visible respondent strongly agree with a mean of 2.0031; Teachers have enough circulation space in the classroom during lessons with a mean of 1.8019.

As a result, the overall average mean of responses was 2.1868 (Standard deviation = 0.157696). The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agreed on the influence of the implementation of educational policies on the academic performance of IDPs.

4.3.2 Admission procedure of IDPs influence their academic

The respondents were asked to grade admission procedure of IDPs influence their academic performance in government secondary schools in Mfoundi Division. A four-point Likert scale was used where 4= strongly agree; 3= agree; 2 = disagree and 1= strongly disagree

Table VI: Descriptive Statistics on admission procedures of IDPs

Item	Sample Number = 323	Mean	Std. Dev.

Copies of the IDPs' birth certificates are received upon their admission	1.8080	0.80004
We collect the former report cards of IDPs before admitting them	2.0898	0.42586
A written interview is administered to the IDPs before admitting them	2.0805	0.36076
An oral interview is administered to the IDPs before admitting them	2.0619	0.29887
parents or guardians of IDPs are interviewed before admitting their children	1.9226	0.63311
IDPs are offered counseling upon their admission	1.8700	0.61184
Special considerations are offered to IDPs during my lessons	1.8173	0.49914
A catch up test is administered to those who score below average evaluations	2.0526	0.81161
Overall Total	**1.9628375**	**0.19211**

Source: Fieldwork ,2022

Respondent disagree that copies of the IDPs' birth certificates are received upon their admission with a mean of 1.8080; We collect the former report cards of IDPs before admitting them , with a mean of 2.0898 disagree; A written interview is administered to the IDPs before admitting them with a mean of 2.0805, respondent agree with the statement; An oral interview is administered to the IDPs before admitting them , with a mean of 2.0619 respondent agree; parents or guardians of IDPs are interviewed before admitting their children , with a mean of 1.9226 respondent strongly agree; IDPs are offered counselling upon their admission , with a mean of 1.8700, respondent strongly agree; Special considerations are offered to IDPs during my lessons with a mean of 1.8173 respondent strongly agree ; A catch up test id administered to those who score below average evaluations with a mean of 2.0526 respondent agree.

As a result, the overall average mean of responses was 1.9628375 (Standard deviation = 0.19211) The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agreed that admission procedure of IDPs influence their academic performance in government secondary schools.

4.3.3 Impact of curriculum implementation on the academic performances of IDPs

The respondents were asked to grade the impact of curriculum implementation on the academic performances of IDPs in government secondary schools. A four-point Likert scale was used where 4= strongly agree; 3= agree; 2 = disagree and 1= strongly disagree

Table VII: Descriptive Statistics on curriculum implementation

Item Sample Number = 323	Mean	Std. Dev.
Sufficient periods have been allocated to cover the syllabus	2.1703	0.53925
sufficient pedagogic equipment have been allocated to facilitate lessons	1.9505	0.73342
Lessons are conveniently taught using the CBA	2.0433	0.81025
The online program introduced by the minister of secondary education can be conveniently taught	2.2384	0.63207
The teaching work load is covered before the academic year ends	1.8019	0.50868
The students are evaluated as prescribed by the syllabus	1.9628	0.72992
Revision classes are organized with students before their evaluation in my subject	1.8235	0.87573
Overall Total	1.9986714	0.13625522

Source: Fieldwork 2022

Respondent disagree with having sufficient periods have been allocated to cover the syllabus , with a mean of 2.1703; sufficient pedagogic equipment have been allocated to facilitate lessons ,with a mean of 1.9505 respondent agree ; Lessons are conveniently taught using the CBA with mean of 2.0433 respondent agree ; The online program introduced by the minister of secondary education can been conveniently taught with mean 2.2384 respondent strongly disagree; The teaching work load is covered before the academic year ends, with a mean 1.8019 respondent agree; The students are evaluated as prescribed by the syllabus, with a mean of 1.9628 respondent agree; Revision classes are organized with students before their evaluation in my subject with a mean of   1.8235 respondent strongly agree.

As a result, the overall average mean of responses was 1.998671429 (Standard deviation =0.13625522) The overall average mean fell in the range of high mean. This indicated that many of the respondents agree on that curriculum implementation influences academic performances of IDPs in government secondary schools.

4.3.4 social integration opportunities influence the academic performance of IDPs

The respondents were asked to grade how learners' social integration opportunities influence the academic performance of IDPs in government secondary schools. A four-point Likert scale was used where 4= strongly agree; 3= agree; 2 = disagree and 1= strongly disagree

Table VIII: Descriptive Statistics on learners' social and integration opportunities

Item Sample Number = 323	Mean	Std. Dev.
My school performs extracurricular activities	1.9257	0.71414
There are several clubs in my school	1.7152	0.77178
The IDPs are encouraged to join the clubs	2.0836	0.83171
There is a football clubs	2.0681	0.78910
There is a music clubs	2.0186	1.02134
There is a health club	2.0557	0.79007
There is a journalism club	1.6037	0.81385
There is an environmental	2.1486	0.84675
There is a debate and drama club	2.1950	0.89288
There is a brain box club	2.6161	0.68795
There are internship programs	2.0774	0.73312
The IDPs are given the opportunity to have a good working relationship with teacher and interact in class during their lessons	2.0867	0.70836
The IDPs are asked to come up with questions after classes for the teachers to assist them on	2.2229	0.58964
Overall total	**2.06286923**	**0.10633830**

Source: Fieldwork,2022

Respondent strongly agree with my school performs extracurricular activities with a mean of 1.9257; There are several clubs in my school with a mean of 1.7152 respondent strongly agree; The IDPs are encouraged to join the clubs with a mean of 2.0836 respondent strongly agree; There is a football clubs, with a mean of 2.0681 respondent strongly agree; There is a music clubs with a mean of 2.0186 respondent strong agree; There is a health club with a mean of 2.0557 respondent strongly agree; There is a journalism club with a mean of 1.6037 respondent strongly agree; There is an environmental , with a mean of 2.1486 respondent strongly agree; There is a debate and drama club, with a mean of 2.1950 respondent strongly agree; There is a brain box club with a mean of 2.6161 respondent strongly agree , There are internship programs with a mean of 2.0774 respondent strongly disagree; The IDPs are given the opportunity to have a good working relationship with teacher and interact in class during their lessons with a mean of 2.0867 respondent strongly agree; The IDPs are asked to come up with questions after classes for the teachers to assist them on with a mean of 2.2229 respondent strongly agree with the statement.

As a result, the overall average mean of responses was 2.06286923 (Standard deviation =0.10633830) The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agree on that social integration opportunities influence the academic performance of IDPs

4.3.5 Dependent Variable: academic performance of IDPs

The respondents were asked to grade the academic performance of IDPs in government secondary schools. A four-point Likert scale was used where 4= strongly agree; 3= agree; 2 = disagree and 1= strongly disagree

Table IX: Descriptive Statistics academic on the performance of IDPs

Item Sample Number = 323	Mean	Std. Dev.
The IDPs have good performances in evaluations	1.6718	.71195
The IDPs results during the first term of their first year in the school are poor	2.0774	.79413
The IDPs perform better during the second term	3.5480	.86334
The IDPs results during the third term are better that those of the first and second term	2.0000	.71800
The IDPs are good in speech and writing	3.0960	.45282
All the clubs in school have IDPs amongst their members	2.3932	.54904
The IDPs have a good relationship with the school administration and teachers	2.2229	.55714
The IDPs are very neat in school	2.1206	.47294
The students' internship results are good	1.7778	.57697
The performance of the IDPs are satisfactory in my subject	2.3452	.53916
Overall Total	**2.32529**	**0.13921112**

Source: Fieldwork,2022

Respondent strongly agree with IDPs have good performances in evaluations with a mean of 1.6718; respondent strongly disagree with IDPs results during the first term of their first year in the school are poor with a mean of 2.0774; respondent strongly agree IDPs perform better during the second term, with a mean of 3.5480; respondent strongly agree IDPs results during the third term are better that those of the first and second term with a mean of 2.0; The IDPs are good in speech and writing, with a mean of 3.0960 respondents agree ; All the clubs in school have IDPs amongst their members, with a mean of 2.3932 respondent strongly agree; IDPs have a good relationship with the school administration and teachers with a mean of 2.2229 strongly agree; IDPs are very neat in school with a mean of 2.1206 respondent agree; The students' internship results are good with a mean of 1.7778 respondent agree; The performance of the IDPs are satisfactory in my subject with a mean of 2.3452 respondent strongly agree.

As a result, the overall average mean of responses was 2.32529 (Standard deviation =0.13921112) The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agree on academic performance of IDPs

4.4 Test of Hypothesis

4.4.1 Hypothesis one:

H01: There is no relationship between implementation of educational policies and academic performance of IDPs in secondary schools.

Table X: Correlations on Implementation of Educational Policies and academic performance of IDPs

			Implementation of Educational Policies	Academic Performance of IDPs
Spearman Rho	Implementation of Educational Policies	Correlation Coefficient	1.000	0.722**
		Sig. (2-tailed)	.	0.000
		N	323	323
	Academic Performance of IDPs	Correlation Coefficient	.825**	1.000
		Sig. (2-tailed)	.000	
		N	323	323

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

The table above is on correlations on Implementation of Educational Policies and Academic Performance of IDPs in secondary schools. The p-value of 0.00 is less than 0.05 which is the alpha. Based on this we deduced that Implementation of Educational Policies has a significant influence with Academic Performance of IDPs in secondary schools in Yaounde centre. The correlation coefficient is 0. 722 indicating that Implementation of Educational Policies as an independent variable influences Academic Performance of IDPs in secondary schools by 72.2 percent. The correlation coefficient is positive, thus indicating that when Implementation of Educational Policies is optimized, the more Academic Performance of IDPs in secondary schools is achieved.

4.4.2 Hypothesis Two:

H02: There is no relationship between Admission Procedures of IDPs and Academic Performance of IDPs in secondary schools.

Table XI: Correlations on **Admission Procedures of IDPs** *and* **Academic Performance of IDPs**

			Admission Procedures of IDPs	Academic Performance of IDPs
Spearman Rho	Admission Procedures of IDPs	Correlation Coefficient	1.000	.674**
		Sig. (2-tailed)	.	.000
		N	323	323
	Academic Performance of IDPs	Correlation Coefficient	.674**	1.000
		Sig. (2-tailed)	.000	.
		N	323	323

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

The table above is on correlations on Admission Procedures of IDPs and Academic Performance of IDPs in secondary schools. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Admission Procedures of IDPs has a significant influence with Academic Performance of IDPs in secondary schools. The correlation coefficient is 0.674 indicating that Admission Procedures of IDPs as an independent variable

influences Academic Performance of IDPs in secondary schools by 67.4 percent. The correlation coefficient is positive, thus indicating that the better the Quality of Admission Procedures of IDPs is optimized, the more Academic Performance of IDPs in secondary schools will be optimized.

4.4.3 Hypothesis Three:

H03: There is no relationship between Curriculum Implementation and Academic Performance of IDPs in secondary schools.

Table XII: Correlations on Curriculum Implementation and Academic Performance of IDPs

			Curriculum Implementation	Academic Performance of IDPs
Spearman Rho	Curriculum Implementation	Correlation Coefficient	1.000	0.804**
		Sig. (2-tailed)	.	0.000
		N	323	323
	Academic Performance of IDPs	Correlation Coefficient	.804**	1.000
		Sig. (2-tailed)	.000	.
		N	323	323

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

The table above is on correlations on Curriculum Implementation and Academic Performance of IDPs. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Curriculum Implementation has a significant influence with Academic Performance of IDPs. The correlation coefficient is 0.804 indicating that Curriculum

Implementation as an independent variable influences Academic Performance of IDPs by 80.4 percent. The correlation coefficient is positive, thus indicating that the better Curriculum Implementation is optimized, the more Academic Performance of IDPs is optimized.

4.4.4 Hypothesis Four:

H04: There is no relationship between Learners' Social Integration Opportunities and Academic Performance of IDPs in secondary schools.

Table XIII: Correlations on Learners' Social Integration Opportunities and Academic Performance of IDPs

			Learners' Social Integration Opportunities	Academic Performance of IDPs
Spearman Rho	Learners' Social Integration Opportunities	Correlation Coefficient	1.000	.704**
		Sig. (2-tailed)	.	.000
		N	323	323
	Academic Performance of IDPs	Correlation Coefficient	.704**	1.000
		Sig. (2-tailed)	.000	.
		N	323	323

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

The table above is on correlations on Learners' Social Integration Opportunities and Academic Performance of IDPs. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Learners' Social Integration Opportunities has a significant influence with Academic Performance of IDPs. The correlation coefficient is 0.704 indicating that

Learners' Social Integration Opportunities as an independent variable influences Academic Performance of IDPs by 70.4 percent. The correlation coefficient is positive, thus indicating that the better Learners' Social Integration Opportunities is optimized, the more Academic Performance of IDPs is optimized.

Table XIV: Recapitulative table of results

Hypothesis	Level of significance	Correlation coefficient	Alpha	Decision
Ha1	0.000	0.722	0.05	Ha retained; Ho rejected
Ha2		0.674		Ha retained; Ho rejected
Ha3		0.804		Ha retained; Ho rejected
Ha4		0.704		Ha retained; Ho rejected

From the correlation coefficients above, we observe that Curriculum Implementation is the first predictor of Academic Performance of IDPs in secondary schools with a correlation coefficient of 0.804. The second appears to be Implementation of Educational Policies with correlation coefficient of 0.722; Learners' Social Integration Opportunities comes up in the third position with 0.704 while Admission Procedures of IDPs is the last with coefficient of 0.674. Since all the specific alternative hypotheses have been accepted, we move forward to retain the main alternative hypotheses also.

CHAPTER V: GENERAL CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter comprises the summary of research findings as well as conclusions. The chapter further presents recommendations to the stakeholders of the ministry in concern as based on the views of the respondents (teachers) on the research findings, educational implication of study and suggestions for further study.

Conclusion

The main objective of this study was to examine the impact of school management practices and academic performance of internally displaced persons in secondary schools in Mfoundi Division. The study was guided by four specific objectives (i) To investigate the influence of the implementation of educational policies on the academic performance of IDPs. (ii) To verify how the admission procedure of IDPs influence their academic performance (iii) To examine the impact of curriculum implementation on the academic performances of IDPs. (iv) To determine how learners' social integration opportunities, influence the academic performance of IDPs.

This study sought to investigate the influence of the implementation of educational policies on the academic performance of IDPs, as a result, the overall average mean of responses was 2.1869. The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agreed on the influence of the implementation of educational policies on the academic performance of IDPs.

This study also sought to verify how the admission procedure of IDPs influence their academic performance, the overall average mean of responses was 1.9629. The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agreed on that admission procedure of IDPs influence their academic performance in government secondary schools.

In addition to examine the impact of curriculum implementation on the academic performances of IDPs, as a result, the overall average mean of responses was 1.9987. The overall average mean fell in the range of high mean. This indicated that many of the respondents agree on that curriculum implementation influences academic performances of IDPs in government secondary schools.

Finally, the study sought to determine how learners' social integration opportunities, influence the academic performance of IDPs. The findings showed that overall average mean

of responses was 2.0629. The overall average mean fell in the range of high mean. This indicated that many of the respondents strongly agree on that social integration opportunities influence the academic performance of IDPs.

The hypotheses also confirm that school management practices and academic performance of internally displaced persons academic performance positively.

Recommendations

Give priority to the planning of adequate measures to ensure that access to education is available for IDPs pending the possibility of a durable solution of either voluntary repatriation or local integration.

Respect existing obligations for the provision of education for refugees and IDPs within the human rights framework and as indicated in the most recent UNHCR Guidelines.

The state should make efforts to facilitate the integration of IDP children into the school system of the host division.

The state should also facilitate the provision of further education and vocational training of IDPs so as to reduce their dependence and to enable them to have a normal life.

In addition to the normal education, specific psychological care, cultural orientation and language training. This needs specially trained teachers and material to meet the need of IDPs.

Co-ordination is necessary between government (and local community), governmental organisations (such as the United Nations High Commission for Refugees (UNHCR) and (UNICEF) and non-governmental organisations working with IDPs.

The Parliamentary Assembly has considered the situation of IDPs on several occasions. The present recommendation aims to reinforce attention on the problems and the priority of education.

Government should show commitment in diagnosing and managing secondary needs of displaced persons. Apart from addressing basic resettlement requirements for displaced persons, there is need for the government to coordinate efforts towards meeting their higher education needs by enabling them to enroll in higher education programmes after their completing secondary education.

5.4 Limitation of the study

This study was carried out in government secondary schools in Mfoundi Division. The study, therefore, confined itself only to this sample, leaving the private secondary schools untouched.

Since the literature on the school management practices and academic performances of internally displaced person in government secondary schools in the Mfoundi division was scarce in Cameroon, the literature review was drawn from other African countries and some specific countries of the world. However, despite these limitations, the focus of this study was not derailed.

5.5 Suggested Areas for Further Research.

1. School management practices and academic performances of internally displaced persons in private secondary schools.
2. Managing Higher Education Needs of Internally Displaced Persons in Cameroonian Universities.
3. Education and Displacement : Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict

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APPENDICES

APPENDIX 1 QUESTIONNNAIRE

<div align="center">

THE UNIVERSITY OF YAOUNDE 1

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND EVALUATION

SPECIALTY; MANAGEMENT OF EDUCATION

</div>

<u>**QUESTIONAIRE**</u>

I. THE COVER LETTER

Dear Respondents,

I am a master student at the university of Yaounde 1, faculty of education. We wish to carry out a study that would serve as partial fulfilment for obtaining a master degree. This study intends to investigate the current state of falling standards in the academic performances of IDPs in secondary schools in Mfoundi Division of the Centre region of Cameroon.

We therefore crave your indulgence to kindly provide answers to the following questions related to that effect. Your honesty will be highly appreciated and be rest assured that your response will be treated confidentially and will be used strictly for the purpose of this research.

II. INSTRUCTION TO RESPONDENTS

Please kindly answer the following questions by placing a tick ($\sqrt{}$) in the box that ties with your opinion in the space provided. You are reminded of the fact that there is neither a right nor wrong answer while filling in this questionnaire. Therefore, no particular response is expected from you.

III. IDENTIFICATION

a. Gender …………………………………………………………….
b. Age…………………………………………………………………..
c. Highest professional diploma…………………………………….
d. Highest educational certificate……………………………….
e. Function in the school…………………………………………
f. Classes taught …………………………………………………….

g. School…………………………………………………………….

h. Numbers of years in service…………………………..

IV.	SECTION A : IMPLEMENTATION OF EDUCATIONAL POLICIES	Strongly agree	Agree	Disagree	Strongly disagree
1	There are facilities to implement inclusive education program in my school				
2	The school has facilities for special need education				
3	Distance learning is implemented in my school				
4	Teachers are trained for the distance education program				
5	The school has a well-equipped library				
6	The school has a well-equipped laboratory				
7	The infrastructure has sufficient space for the student population				
8	Each student is offered workshop tools of his/ her needs during practical sessions				
9	The books and computers in the library are sufficient for the student population when needed				
10	The workshop equipment are modern				
11	The teachers' writings on the boards are visible				
12	Teachers have enough circulation space in the classroom during lessons				
SECTION B: ADMISSION PROCEDURE OF IDPs		Strongly agree	Agree	Disagree	Strongly disagree
13	Copies of the IDPs' birth certificates are received upon their admission				
14	We collect the former report cards of IDPs before admitting them				

		Strongly Agree	Agree	Disagree	Strongly disagree
15	A written interview is administered to the IDPs before admitting them				
16	An oral interview is administered to the IDPs before admitting them				
17	parents or guardians of IDPs are interviewed before admitting their children				
18	IDPs are offered counselling upon their admission				
19	Special considerations are offered to IDPs during my lessons				
20	A catch up test id administered to those who score below average evaluations				
SECTION C: CURRICULUM IMPLEMENTATION		**Strongly Agree**	**Agree**	**Disagree**	**Strongly disagree**
21	Sufficient periods have been allocated to cover the syllabus				
22	sufficient pedagogic equipment have been allocated to facilitate lessons				
23	Lessons are conveniently taught using the CBA				
24	The online program introduced by the minister of secondary education can been conveniently taught				
25	The teaching work load is covered before the academic year ends				
26	The students are evaluated as prescribed by the syllabus				
27	Revision classes are organized with students before their evaluation in my subject				
SECTION D: LEARNERS SOCIAL INTEGRATION OPPORTUNITIES		**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**
28	My school performs extracurricular activities				
29	There are several clubs in my school				

30	The IDPs are encouraged to join the clubs				
31	There is a football clubs				
32	There is a music clubs				
33	There is a health club				
34	There is a journalism club				
35	There is an environmental				
36	There is a debate and drama club				
37	There is a brain box club				
38	There are internship programs				
39	The IDPs are given the opportunity to have a good working relationship with teacher and interact in class during their lessons				
40	The IDPs are asked to come up with questions after classes for the teachers to assist them on				
SECTION E: QUESTIONS ON THE DEPENDENT VARIABLE		**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**
41	The IDPs have good performances in evaluations				
42	The IDPs results during the first term of their first year in the school are poor				
43	The IDPs perform better during the second term				
44	The IDPs results during the third term are better that those of the first and second term				
45	The IDPs are good in speech and writing				
46	All the clubs in school have IDPs amongst their members				
47	The IDPs have a good relationship with the school				

	administration and teachers				
48	The IDPs are very neat in school				
49	The students' internship results are good				
50	The performance of the IDPs are satisfactory in my subject				

Gratitude

Thank you immensely for your kind attention. God bless you.

APPENDIX 2 INTERVIEW GUIDE
THE UNIVERSITY OF YAOUNDE 1
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND EVALUATION
SPECIALTY; MANAGEMENT OF EDUCATION
<u>INTERVIEW GUIDE TO SCHOOL ADMINISTRATORS</u>

Dear Respondents,

I am a master student at the university of Yaounde 1, faculty of education. We wish to carry out a study that would serve as partial fulfilment for obtaining a master degree. This study intends to investigate the current state of falling standards in the academic performances of IDPs in secondary schools in Mfoundi Division of the Centre region of Cameroon.

We therefore crave your indulgence to kindly provide answers to the following questions related to that effect. Your honesty will be highly appreciated and be rest assured that your response will be treated confidentially and will be used strictly for the purpose of this research.

Questions

Date…………………………………,
place…………………………………………………………………………..…

Interviewee………………………………………………………………………….,
function………………………..

1. How are the educational policies in Cameroon implemented in your school ? What procedures do you put in place for their effectiveness ?
2. What are the procedures of admitting IDPs in your school ?
3. What are the facilities at your disposal for the implementation of the inclusive education program ?
4. What is the average rate of syllabus coverage in your school annually ?
5. What is the population of each class ?
6. What is the IDP population in your school ?
7. What programs have been designed for them ?
8. What facilities has your school put in place for the implementation of the distance learning program introduced by the minister of secondary education ?
9. How far is your laboratory, library and computer lab equipped to meet up its objectives ?
10. What are the different extracurricular activities that are prepared in the academic program in your school ?
11. Do IDPs get involved in the extracurricular activities ? To what extent ?
12. What problems do IDPs encounter in your school ?
13. What is your rate of satisfaction on the academic performances of IDPs ?
1. What solutions can be put in place by educational stake holders to remedy the problem faced in the management of IDPs in secondary schools according to you ?

Gratitude

Thank you immensely for your kind attention. God bless you