

Implementation of the Clean School: Challenges and Prospects in the Far North Region's Secondary Schools in Cameroon

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ABSTRACT

The implementation of the clean schools remains a global interest in 21st-century secondary schools. To make the world a more sustainable and better place to live in, humanity needs to be able to generate solutions to increasingly complex, and ever-growing challenges in the secondary school setting. Secondary schools encounter day-after-day violence linked happenings students. Violence has caused secondary school unrest, refusal to undertake various activities, sitting in and at other instances, complete damage of institutional assets, and in other instances, death. Other reasons that led to drug abuse included social pressure from the media, frustrations due to poverty, low self-esteem, depression, anxiety, need to relax and overcome boredom, among others. This research sought to develop prevention and intervention strategies for curbing violence in public secondary schools in the Far North Region of Cameroon. The objective of the study is to find out various ways and means used by secondary school management to implement the clean school concept in public secondary schools. A purposive sampling technique was used to select 10 participants both inspectors, teachers, and principals in public secondary schools. The study indicated that the effects of drug abuse include addiction, violence, and high-risk sexual behavior. To minimize and eliminate violence the school to educate, guide, and counsel the students, and school management should reward staff that promote the clean school implementation. The study recommended that to implement clean schools every category such as parents, teachers, and administrators should be concerned and keep the focus on the things that bring honor and success to them and the school. All staff in the school should give constant and continuous guidance to students.

Keywords: implementation; clean school; challenges; prospects and secondary schools

INTRODUCTION

Providing a healthy learning environment for children is a primary responsibility of educational institutions, families, health organizations, legislators, and other stakeholders (DeVos, Nielsen, Azar & Whitaker, 2018). Although overall rates of school violence in Cameroon have considerably decreased, the threat of violence and drugs remains a problem for today's students. The implementation of clean school concerns programs, habits, and risk-reduction activities aiming to promote students' well-being and help them flourish in a safe setting (Cowell & McDonald, 2018). School climate includes the overall feelings and attitudes that comprise a school's environment (Loukas, 2007). While many factors affect school climate, they are often encompassed within five major categories (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013): Safety (physical safety, social-emotional safety), Relationships (respect for diversity, social support), Teaching and learning (social, emotional, ethical, or civic learning), Institutional environment (physical surroundings, resources) and School improvement process (continuous improvement, action planning).

Mental health crises have reached a high point in the news and in schools around the world. The impact on students who often do not get the care they need is unimaginable.

The issue of school safety is a shared concern. Today, more than ever, it is essential that communities, businesses, parents, and students work together to develop a disciplined environment where learning can take place. Implementing the clean school concept in schools is a cornerstone for achieving a world-class education. Most of all, creating safe and orderly schools is about commitment and community will. Accomplishing such a goal requires families, schools, and community leaders to articulate the quality of the educational environment they want to provide for youth and to collaboratively develop the strategies that will produce the desired results. Achieving this significant objective requires school and community leaders to assess where they are, plan where they want to be, implement a series of comprehensive strategies to bridge the difference, and evaluate their progress.

Educational institutions are the primary extensive mingling associations where the kid grows to be an affiliate. Contrasting the family unit, their affiliates are habitually not related, and in various instances, instructors might not essentially fit into the kid's cultural group of people. The component of societal dissimilarities, attached amid its huge magnitude, creates the educational institution a minor communal grouping. Consequently, while the family unit is fundamentally a casual mingling mediator, the educational institution unites official and unofficial procedures of socializing situations. The educational institution makes use of additional techniques deferment, exclusion, formal point out, and compensates forms of conduct direction.

Owing to hasty technical, communal, and financial transformations, students use the foremost fraction of more vigorous time in secondary school. For numerous students' population, the educational institution is the primary situation they are instigated into misbehavior (Indimuli, 2015). The insinuations for instructors are apparent. They necessitate cherishing the poignant and societal requirements of the students beneath their concern, predominantly when the family unit setting for definite kids is wanting. The instructor therefore plays the responsibility of father or mother and counsels, mutually in educational issues and societal subjects. The guardians anticipate the educator to channel the kids on societal standards and principles concerning social prospects based on the supposition that communicate of understanding, thoughts, and talents would direct the students on the correct track. This is simply probable during the preservation of secondary school regulations. The interruption of such regulations might guide to complaints, demonstrations, unrests, demonstrations, and to a degree substance misuse (Ekwoje, Mbah, Fodjo, Mbangé, Ngarka, Ntone & Njamnshi, 2023).

The educational institution setting participates partly in unexpected conduct as well as substance misuse. Beyer and Bridgen (2003) note that educational institutions' actions are a crucial pot for students' manners. These actions comprise deprived outcomes in academics and disagreement amongst the educational institution structure and the principles of inferior class adolescents. Inferior-class adolescents encompass stumpy outcomes prospects in contrast to elevated and center group adolescents. Additionally, Shoemaker (1984) notes that outcomes of low prospects of substance misuse are widespread in the social order. Equally, Kerachio (1994) affirms that stumpy outcomes in the classroom might make the students abuse drugs like marijuana alleged to progress cognition and imminence. This misapprehension alleges the conviction that groups who make use of or misuse drugs will turn into courageous individuals, convinced or bold. An additional hazard aspect connected with educational accomplishment among educational institution learners is anxiety about achieving.

As young people mature, their societal sets of connections broaden and they are additionally

exposed to extended chances and enlarged enticements. As per Beyer and Bridgen (2003), societal forces frequently strengthen substance consumption as an indication of mature conduct. Additionally, they turn out to be supplementary financially autonomous and social groups linked. Consequently, they are additionally probably to involve themselves in substance misuse. The grounds for involving in unconstructive behavior are, among others, to calm down, to demonstrate autonomy, to deviate from a grouping, to mitigate pressure, to gratify inquisitiveness, to duplicate character molds, to be insubordinate, to conquer monotony, to manage difficulties and to remain at par with the multitude.

A positive school atmosphere promotes mutual respect among students, teachers, and administrators; provides numerous opportunities for student interaction; highlights strong principles of equality and inclusiveness; and communicates shared standards and goals (Payne & Welch, 2018). They argued that ultimately the most fundamental component of a positive clean school is trusting and supportive relationships between the members of a school's community, as those relationships affect all other dimensions of the climate (Payne & Welch, 2018).

School violence is a broad category encompassed by physical violence between students and/or teachers, violence involving parents or administrators, invisible violence involving threats, coercion, and fear (Chopra, 2014), and harms committed by institutions, such as discriminatory teaching practices or accommodating racism and homophobia (Henry, 2000). School violence is not limited to the school building; it can occur anywhere on school property, during travel to or from school, and at school-sponsored events (Capp et al., 2017).

The objective of the paper is to find out various ways and means used by secondary school management to implement the clean school concept in public secondary schools. A purposive sampling technique was used to select 10 participants both inspectors, teachers, and principals in public secondary schools. This qualitative inquiry involves employing multiple data-gathering methods, especially participant interviews and uses an inductive approach to data analysis, extracting its concepts from the mass of particular detail that constitutes the results of this study.

IMPLEMENTATION OF THE CLEAN SCHOOL

According to the Minister of Secondary Education, Nalova Lyonga, the concept of clean schools implies a positive evolution that makes the school environment more attractive, conducive for studies, and rid of everything unethical, where the culture of hard work, merit, and probity reigns. This notion cuts across the physical, moral, and intellectual levels. Most educational institutions in Cameroon lack or only have water in short supply and inadequate, poorly managed toilet facilities compound the deplorable hygiene practices.

The curriculum for the management of school water, sanitation, and hygiene (WASH) program needs greater attention; the teaching and assessment mechanism of hygiene education in schools lacks the practical component. These growing structural health concerns, particularly in schools, necessitate school-based studies for a better understanding of the stakes. Allegranzi and Pittet (2009) have compared different hand hygiene methods in hospital settings but little has been published on the effect of hand hygiene vis-à-vis the bacterial contamination of hands in schools.

There is an increased levels of drug use is a problem among secondary students. Today's students encounter and exploit a wide variety of dangerous substances. Drug use among preadolescents and adolescents is a high-profile public health concern. As a physical, social, and psychological "home away from home" for most children, schools have become a primary resource for substance abuse education, early identification, and prevention. substance use affects learning ability. Students under the influence of mind-altering chemicals are not ready to learn and risk long-term impairment of cognitive ability and memory. Using illicit substances is also linked to loss of motivation and self-discipline, absenteeism, and increased risk of antisocial and even violent behavior.

Poor school performance, underachievement, and truancy can all be manifestations of substance use and violence.

It is important to say that for the clean school to be implemented, motivation has a role to play. Motivation begins with a desire to change, guides the individual on the right path, and reinforces their behavior. This is the first time the term "move" has been used in a context other than movement (Nichols, 2024). Individual motivation is a strength that drives someone to perform in a specific manner, and from the perspective of supervision, the goal of motivating someone is to get them to act in the most beneficial way for the institution.

When studying motivation, researchers focus on how behaviour strengthens and accommodates to direct particular goals, but the fundamental focus of motivation is actually on the "Event condition," which gives power and purpose to behaviour. When evaluating an event for offensive and directed behaviour, one will necessarily enter the domain of motivation. When it comes to human movement, motivation is the driving force. In other words, the motivating force that moves people is motivation. Indeed, a motivating agent is thought to be any inducer (internal or external) activity of living species.

SCHOOL EFFECTIVENESS

Sammons et al (1995) carried out studies on key characteristics of effective schools: a review of school effectiveness research in London. He stated that in 1994 the Office for Standards in Education (OFSTED) commissioned the International School

Effectiveness and Improvement Centre (ISEIC) to conduct a review of school effectiveness research summarising current knowledge about the factors identified in the literature as important in gaining a better understanding of effectiveness. The aim was to provide "an analysis of the key determinants of school effectiveness in secondary and primary schools". To them, Scheerens (1992) has identified five areas of research relevant to school effectiveness: equality of opportunity and the significance of the school in this effectiveness (Coleman et al, 1966); Economic studies of education production functions (Hanushek, 1979; 1986); The evaluation of compensatory programs (Stebbins, 1977); Studies of effective schools and the evaluation of school improvement programs (Brookover et al, 1979; Miles et al, 1983); Studies of the effectiveness of teachers and teaching methods (Brophy & Good, 1986).

The dangers of interpreting correlations as evidence of causal mechanisms are also highlighted. Thus, high expectations may enhance student achievement, which in turn promotes high expectations for succeeding age groups. Improved achievement may benefit behavioural outcomes which in turn foster later achievement. Conversely, lower expectations may become self-fulfilling, and poor attendance and poor behaviour may lead to later academic under-achievement which exacerbates behavioural and attendance problems and so on. Despite these caveats, however, they concluded that the review had value in synthesising current school effectiveness findings in an accessible format and providing an analysis of key factors likely to be of relevance to practitioners and policymakers concerned with school improvement and enhancing quality in education.

Taniguchi (2015), carried out a PhD thesis on multiple indicators of school effectiveness in rural Malawi: a multilevel event history analysis. The purpose of the study was to examine the relationships among multiple indicators of school effectiveness at the primary school level in rural Malawi: achievement, achievement growth, repetition rates, dropout rates, and transfer rates. He asserted that school effectiveness research (SER) has been conducted in both developed and developing countries since the report by Coleman (1966). In general, SER focuses on student achievement as an output indicator of school effectiveness. Aspects like low student achievement, high repetition rates, dropout rates, and transfer rates are significant issues in most developing countries. The present study therefore considered using achievement growth, repetition rates, dropout rates, and transfer rates together with achievement as indicators of school effectiveness. Employing data from rural Malawi, this study aimed to examine the relationships among those indicators. The study found that school-level factors may contribute significantly to improving these indicators but could not fully determine which school-level factors influenced achievement due to the limited number of sampled schools.

Rather than school input factors, school-process factors, such as school policy and school management, are related to those indicators. Due to the short research period, the study was unable to analyze the relationship between those indicators and the national examination. However, this study found that schools with higher pass rates in the national examination also had higher repetition rates. These results imply a degree of interrelationship, which could be related to the difficulty in completing school because of indiscipline, and the clean school concept is implemented, there will be a different perception about secondary school management.

Wallin Jamie (2003), carried out studies on improving school effectiveness. He set out to study how to improve the quality of education as a much-talked-about concern in several developing nations. Political leaders are generally aware that to meet the challenges of globalization their educational systems must be upgraded. Equally, reforming the curriculum, and increasing the pay those teachers and principals receive are also primordial. Teachers are among the poorest income earners in developing countries but national budgets are strained due to pressure to increase funding in other essential service areas like health care services and public safety to name but two. Another proposal is to focus on improving instructional techniques and school leadership. Certain instructional methods have been found to produce higher student achievement than others.

Therefore, focusing on teacher performance seems to be an essential first step toward achieving higher student achievement. Considerable evidence equally establishes a definite link between the quality of school leadership and school effectiveness. School effectiveness to a certain degree is dependent upon adapting teaching methods and materials to the needs of students. It follows those highly centralized national systems must decentralize authority in many aspects of education to levels closer to local and regional communities. Principals must become more than mere puppets that follow orders emanating from a nation's capital. Decentralization of school management is essential in any program aimed at improving overall student achievement. Several countries in the region such as Indonesia and Thailand have already begun to decentralize certain functions.

Portberg (2014) studied the factors contributing to school effectiveness in a disadvantaged community in the Western Cape: a case study for a thesis submitted to the degree of Doctor of Education at Cape Peninsula University of Technology, Mombay. He asserted that educational inequality still exists in South Africa and permeates lower socio-economic communities. Improving the situation in schools serving poorer communities is essential. Intense interest in school effectiveness through research and policy could provide impetus for school improvement.

The study aims to understand what makes a school effective within a disadvantaged community. To address school ineffectiveness, the study proposes a substantive theory developed from within a disadvantaged community. The study further focused on determining the effect of the social conditions on the effectiveness of the school. Disadvantaged communities are characterized in the study by aspects such as weak socioeconomic conditions, poverty, and high unemployment rates. The theoretical underpinnings of general systems theory (von Bertalanffy, 1950) and the theory of practice (Bourdieu, Passeron, & Nice) were used to conceptualize the study.

The conceptual constructs of these theories were used as analytical tools in the study. The research study was based on an interpretive paradigm. The study made use of qualitative approaches as part of a case study research methodology. The case study is a high school in a poor community with black learners on the periphery of Cape Town. The sample used in the study included the School Management Team (SMT), School Governing Body (SGB), teachers, alumni, and current Grade 12 learners. The data collection process involved interviews, both semi-structured and focus group interviews with the principal, the SMT, teachers, and parents. Data was collected from learners using closed and open-ended questionnaires. The results of the research study have identified five critical factors that contribute to the effectiveness of the school in a disadvantaged community: effective leadership, cross-collaboration and communication, high expectations, effective teaching and development, and supportive learning field. The study further found that cross-field factors have a major influence on learners and schools in becoming effective. The cross-field factors refer to the influence of leadership and teachers on the learners. The study contributes to existing knowledge of school effectiveness, particularly in the context of disadvantaged communities in the Western Cape. The substantive theory on school effectiveness was developed within a relevant context to addressing effectiveness. The study concludes with recommendations about leadership, collaboration, expectations, teaching, the learning environment, and the motivation of teachers. Recommendations were made to improve the practice of making schools effective in disadvantaged communities.

STRATEGIES IMPLEMENTING THE CLEAN SCHOOL CONCEPT IN SECONDARY SCHOOLS

Schools provide a good arena for drug prevention because prevention must focus on children before their beliefs and expectations about substance abuse are established. Schools also offer the most systematic way to reach young people, and they can promote a broad spectrum of drug-related educational policies. In an interview where an Inspector said *educators must share relevant and impactful information about drug use without enticing students to try drugs. Numerous practical, interactive, and developmentally appropriate curricula support these initiatives* (Interview, January 11, 2024).

Another interview with an educator provides a successful method for clean school implementation: *enhancing students' problem-solving skills; evaluating media influence; improving their self-esteem; reducing their stress and anxiety; and increasing their engagement in meaningful activities* (Interview, January 13, 2024). Teaching students healthy coping skills plays a pivotal role in preventing future experimentation with dangerous substances and violence. Emphasis on emotional regulation is critical as clarified during an interview:

Students must know how to: recognize their negative feelings; identify and name what they are feeling; express and manage those feelings; and learn practical communication skills, including addressing conflict and asking for what they need. Educators can help students build exit plans. For example, some students may not be interested in alcohol or other drugs but will feel they need to participate just to fit in. Work with them to consider options and feel empowered when faced with peer pressure (Interview, January 11, 2024).

Students spend most of their day in school, and school personnel are influential role models. *Students who believe their teachers care about them are less likely to engage in risky behaviors, including drug and alcohol use. Relationships with teachers and school counselors are among the most important and formative ones for many students* (Interview, January 12, 2024). Those who have developed close ties to trusted adults are more likely to recognize the many ways substance abuse negatively impacts their future. Establish firm boundaries that allow teachers to share relatable stories about smart decisions regarding alcohol and other drugs. These stories could illustrate the consequences of engaging in risky behavior or stories about experiences with difficult decisions prioritizing personal well-being over friendships (Rasheed, Humayon, Awan & Ahmed, 2016). An interview with an inspector on January 12, 2024, indicates that *every staff should know the warning signs of substance use and the protocols for intervention. Schools must enlist the help of parents and encourage similar discussions at home. When students hear the prevention message at school and home, they are much less likely to try drugs or alcohol* (Interview, January 12, 2024). A teacher said that if we can offer support through students, we can help; if we can offer education, we can prevent the use (Interview, January 10, 2024).

A 'whole of secondary school' approach recognizes that student health and well-being are influenced by many complex and overlapping factors. Having good relationships with peers, teachers, coaches, school counselors, and nurses can impact a young person's development: students who feel connected at school and have positive role models may also be less likely to experience harm from alcohol and other drugs. A good school culture can have other positive benefits, such as reducing bullying and increasing physical activity. Because the issue is relatively new, there's a lack of school education programs that have been properly evaluated and show evidence of

effectiveness. Therefore, personnel motivation and availability of resources are important strategies for the implementation of clean schools as well.

PERSONNEL MOTIVATION

Motivation as a meaningful construct is a central pillar of the workplace. Thus, motivating employees adequately is a challenge as it has what it takes to define employee satisfaction in the workplace. Human beings inherent desire to bring change and progress as they advance to their fullest potential. A package of compensation offered to personnel in secondary schools has to be made based on several factors that may include the experience that underpins the abilities of the staff, qualifications, and perhaps the implementation rates of the clean school. During an interview with a principal who pointed out that *personnel compensation ought to be the most central concern for managers and administrators of schools in stimulating them to implement the clean school concept* (Interview, January 13, 2024). An inspector said *compensation is designed to meet the needs of personnel and has been fashioned in the form of tangible rewards* (Interview, January 11, 2024). In corroborating this assertion another participant said *low condition of service defined by salary creates stress among teachers in schools. Thus, teachers' condition of service should be market competitive to get higher motivation and to maintain them* (Interview, January 10, 2024). Another teacher said that *salary levels have been the main challenge for education managers and are the reason for the high attrition and that education planners and managers should pay attention to the design of compensation packages* (Interview, January 10, 2024).

The needs of teachers on the job ought to be planned properly. The workload on teachers should not be such that it will de-motivate (Rasheed et al., p. 103, 2016). Teachers at all levels should have a learning environment, and educational administrators should make a point to treat existing human resources (teachers) with maximum respect devoid of any discrimination. A teacher said that the *working environment of an educational institution affects teachers' motivation to meet the objective of the clean school* (Interview, January 14, 2024). He continues by saying that *students are the main reason why teachers are motivated in schools* (Interview, January 14, 2024). His emphasis was on talented and hardworking students who boosted the morale of teachers. Students who do not produce the desired results, on the other hand, de-motivate teachers. Moreover, class size is another important consideration in motivating teachers. It is of significance that administrators focus on training activities as an essential means of both motivating personnel and sustaining the survival of the implementation of the clean school. Identified professional growth as a basic motivator for teachers. He stressed that *the professional learning platform available to a teacher is the basic path of his/her career development* (Interview, January 14, 2024).

Today more advanced and complex forms of motivation have become an inevitable and integral part of various areas of modern society. Good management consists of recognizing and working with individual differences. Every personnel in any institution has his or her own set of motivations and personal incentives that ginger them to work hard or not as the case differs. Some are motivated by recognition whilst others are motivated by cash incentives. The greatest thing about motivation is that it is individualized as such programs are tailored to suit the needs and wants of employees. Motivation does not only encourage productive performance but also shows employees how much the school cares. Perhaps the most vital impact of staff motivation is that of increased productivity or performance.

Punishment and Reward is an approach to the management of school personnel concerned primarily with responses to behaviour to clean school. In short, if personnel behave well, then they are rewarded, and if they do not encourage the clean school then they are punished. Punishments and rewards come in many different shapes. Teachers are offered extra credit for good behaviour. Conversely, punishments can take the form of deductions to salaries, or failure to implement the clean school. The premise for this as a strategy applied is based on the theory of Operant Conditioning, which is the idea that good behaviour can be reinforced by rewards, ensuring that it will become a habit, and that bad behaviour can be discouraged by punishment. This theory was established after much experimentation with rats and other animals essentially showing that behaviour could be changed by rewarding the desired behaviour and punishing the undesired behaviour.

AVAILABILITY OF RESOURCES

The word education is solely utilized for the advancement of people in the subjective, emotional, psychomotor, and psycho-productive fields (Breitve, Hynninen & Kvåle, 2010). It is widely accepted as a major instrument for promoting the socio-economic, political, and cultural development of any nation. Education also helps to determine the economic well-being of an individual as well as that of the society. Secondary education is the bridge between primary and tertiary levels of education. During the interview, a participant's that *Many secondary schools in Cameroon lack adequate essential infrastructure to enable them to function as safe, efficient, and effective schools and to meet the clean school concept* (Interview, January 14, 2024). Educational resources can be categorized into four groups that is; human, material, physical, and financial resources in the teaching-learning process. They are integral to the instructive procedure since they assume a significant role in the accomplishment of instructive objectives and targets since they encourage educators' work and quicken learning concerning the understudy. Another participant emphasized that *the availability of relevant educational resources contributes to quality*

assurance and that unattractive school buildings, crowded classrooms, non-availability of playing grounds, and surroundings that have no aesthetic beauty can contribute to poor quality in education (Interview, January 14, 2024).

Financial resources are one of the inputs essential for the implementation of the clean school in secondary school. This is because it provides the necessary purchasing power with which education acquires its human and material inputs. If the educational system is adequately funded, then the quality of education is ensured. To enhance the implementation of the clean school, such funds will be used to improve the necessary school facilities. A principal talked about the importance of finance in the management of schools. He said that *financial costs are expressed as capital and recurrent costs* (Interview, January 13, 2024). Expenditure incurred on the construction of new schools, libraries, laboratories and provision of furniture items are under capital cost while payment of salaries, provision of textbooks, stationaries, and maintenance of building facilities and equipment are recurrent costs. Another principal affirmed that:

The total fund required to meet the needs of the schools, to say the least is huge. He opined that running an educational system requires significant investment in providing and maintaining a basic level of infrastructure such as facilities, staff salaries, and instructional materials but lamented that education has been grossly under-funded which has affected the quality of education in the Far North secondary school (Interview, January 11, 2024).

The purpose of a budget is to provide and ensure adequate educational resources in schools. Education is a tool or a weapon that is needed by every human being and countries all over the world for sustainable development. Education is an instrument for achieving the socio-economic and technological growth and development of any nation. Secondary school is the second level of education in Cameroon. The leader of secondary school is the principal who is entrusted with numerous managerial responsibilities to ensure the implementation of the clean school.

Educational resources are materials that must be available and well managed for better achievement of educational goals and objectives. To achieve national educational policies, goals, and objectives and for the principals to effectively carry out their managerial duties in the schools, adequate educational resources in all schools are necessary. Managerial effectiveness in this study can be referred to as the ability of principals to effectively use and manage the educational resources available in the school to achieve the school's goals and objectives. The concept of sustainable development has assumed much relevance not only to environmental and biodiversity issues but also to education practice (Akpan & Onabe, 2016). Change and sustainable development occur in the education sector just like every other sector.

The results revealed that *in the public secondary schools in the Far North Cameroon today, the principals in most of the schools are often faced with different challenges in performing their managerial duties* (Interview, January 11, 2024). Some of these challenges are a shortage of teaching and non-teaching staff, a lack of physical facilities, poor school buildings, an uncondusive staff office, an ill-equipped school library and laboratory, and a lack of medical facilities, among others. All these problems make it impossible for the principals to effectively manage their schools. Some public secondary schools in the Far North Cameroon today are characterized by dilapidated buildings, poor infrastructures, outdated books in the library, and a lack of medical facilities. No school leader can work effectively without the availability of resources in the school, as these resources enable the principals to perform their duties effectively, thereby leading to the accomplishment of educational goals and sustainable development in the country. It is against this backdrop that this study aimed to investigate the availability of educational resources and principals' managerial effectiveness in secondary schools for educational sustainable development in the Far North Cameroon.

The results revealed that *the principal of a school is a planner, director, controller, coordinator, organizer, adviser, and problem-solver* (Interview, January 11, 2024). The principal *as school leader occupies a unique and strategic position in the secondary school administrative structure since he/she is saddled with the responsibility of leadership and accountability* (Interview, January 11, 2024). This means that for educational institutions to fulfill their roles in ensuring positive changes in areas of knowledge, skills, and attitudes of their beneficiaries, a lot has to be done by leaders of such institutions. However, this does not imply that the leader can achieve this without adequate educational resources on the ground. Adequate resources are needed to enable the principals to manage the activities of the school effectively. The availability of educational resources for principals' managerial effectiveness in secondary schools in the achievement of sustainable development in Cameroon should be given adequate attention because these resources help in the effective management of the school and also aid the attainment of educational goals.

Human resource in the school system includes teachers, support staff in the school, students, parents, community members, and a host of other interest and social groups. Some of the duties of human resources include; planning, organizing, coordinating, controlling, staffing, directing, and maintaining other forms of resources. A personnel is someone who is embodied with knowledge, skills and expertise in education production process. Human resources play an indisputable role in maintaining and promoting quality education in the school system (Nnebedum and Egboka 2017). Ekanem (2014) asserts that meaningful educational value change can take place in individual human beings who are involved in the management of the educational system for sustainable growth.

According to (Akinfolarin, Olusegun, Omoladun, Omoniyi-Esan & Onwundiegu, 2017), there are two areas of human resource management in the school system; the staff human resource management and the students' human resource management. To have a complete human resource management function in school, both staff and students must be a central focus. Staff human resource management in school involves the overall activities and functions embraced to enhance workers' productivity and the main result is the implementation of the clean school. To implement the clean school concept, workers in the schools include both the academic and non-academic staff, their major duties involve the achievement of the desired goals and objectives of the school system and the implementation of the clean school. Effective staff welfare service is important in the school to increase staff performance. It is the *managerial duty of the school leader to ensure that appropriate welfare policy is in place for the staff for sustainability in the aspects of providing teachers incentives to increase their motivation at work and organizing orientation for new staff on school activities* (Interview, January 11, 2024).

School effectiveness indicates that school effectiveness is when the school is safe and physically free from fighting, bullying, and harassment and they focus on the teachers and pupils to learn. Also, school effectiveness is a situation where the school manifests enough staff, infrastructure, students per class, and discipline. School effectiveness is when the school functions following the norms as stated by the hierarchy to yield good results. School effectiveness is a situation where learners and teachers are regular in school and the teaching/learning process is going on as expected in the school program. School effectiveness is the regularity of teachers and learners, staff productivity, good preparations, and high academic performance. It is a situation where all the students can pass the examinations consequent on good teacher output such that school objectives are attained. It is a situation wherein the pupils can pass their examinations, with little or no dropouts from school and teachers can teach as expected by the school program. Secondary school effectiveness is also the availability of teachers at all levels of education characterized by success rate in student examinations, good school curricular activities, safe school environments, good school supervision, and intense staff professional development activities. School effectiveness equally refers to the level of attainment of a school informed by high standards and expectations for all students, frequent monitoring of learning and teaching, curriculum management, instruction, and assessments aligned with state standards. Moreso, school effectiveness is a situation where the school is endowed with necessary facilities and the teachers and pupils are hardworking such that end-of-course examination results are excellent. *School effectiveness is a situation where students progress further than might be expected from consideration of school intake such that the school adds extra value to its students' outcomes in comparison with other schools serving similar intakes in turn of clean school* (Interview, January 11, 2024).

CONCLUSION

The study shows that the implementation of the clean schools is very important because it helps to improve all other factors affecting the quality of education in secondary schools. It ensures principals' managerial effectiveness. The success of the secondary schools in the Far North Region depends on the availability of resources in the schools and how effective it is for the principals to manage the activities of the school to prevent violence. To minimize violence in secondary schools, teachers and administrators should guide and counsel. Secondary school personnel are rewarded positively and negatively whether they implement the clean school or not. The entire school community should be empowered to create a sense of implementing the clean school concept by every category of stakeholders- students, parents, teachers, alumni, and the wider society.

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