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POST GRADUATE SCHOOL FOR SOCIAL AND EDUCATIONAL SCIENCES
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MANPOWER MANAGEMENT AND ITS IMPACT ON QUALITY ASSURANCE IN SOME PUBLIC SECONDARY SCHOOLS IN MFOUNDI DIVISION-YAOUNDE

A Dissertation Submitted and defended on the 23rd of January 2023 in Fulfilment of the Requirements for the Award of a Master's Degree in Educational Sciences

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CERTIFICATION

We the under signed, hereby certify that the thesis entitled "**Manpower Management and its Impact on Quality Assurance in some Secondary Schools in Mfoundi Division- Yaounde**" submitted to the department of Curriculum and Evaluation, Faculty of Education in the University of Yaounde 1 was carried out by AZIEA ELIZABETH FRU, Matricule (20V3321), was carried out under our supervision. The work has been properly referenced and acknowledged.

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DEDICATION

This work is dedicated to my husband Fru Che Joseph and children Fru, Afuhnwi, Mbonneh and Akongne for supporting me throughout my studies.

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ACKNOWLEDGEMENT

LIST OF ABREVIATIONS

OAU: Organisation of African Unity

A: Agree

ANOVA :   Analysis Of Variance

CBA: Competency Based Appraoch

CPD: Continous Professional Development

CT: Contigency Theory

D: Disagree

DV: Dependent Variable

ECF: Early Career Framework

ED: Educational Development

EFA: Education For All

ENS :   Ecole Normale Superieiure

ENSAB :   Ecole Normal Superiure Annex de Bambili

GBHS: Government Bilingual High School

GCEB: General Certificate of Examination Board

GDP: Gross Domestic Product

HCDI: Human Capital Development Index

HRM: Human Resource Management

HTTC: Higher Teacher Training College

HTTTC: Higher Technical Teacher Training College

IV: Independent Variable

MDGS: Millenium Development Goals

MINESEC: Ministry of Secondary Education

MP: Manpower

NDS30 :   National Development Strategy30

NGOs :   Non- Governmental Organisations

PCEG :   Professeur des Collèges d'Enseignement Général

PCET :   Professeur des Collèges d'Enseignement Technique

PLEG :   Professeur des Lycée d'Enseignment Général

PTA: Parent Teacher Association

QA: Quality Assurance

QO: Quality Output

QT: Quality Teaching

SA: Strongly Agree

SD: Strongly Disagree

SDG4:   Sustainable Development Goal no 4

SPSS: Statistical Product and Service Solution

SRS: Simple Random Sampling

TVET: Technical Vocational Education and Training

UBa: University of Banmenda

UK: United Kingdom

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF :   United Nations International Children's Emergency Fund

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ABSTRACT

The study "Manpower Management and its Impact on Quality Assurance in some Secondary Schools in Mfoundi Division- Yaounde" seeks to find out the influence of manpower management on quality assurance in some public secondary schools in Mfoundi division. The problem under this study stems from poor quality assurance which is a major issue in secondary education today in Cameroon. From the aim of our study, we developed the research question which states that; to what extent does manpower management influences quality assurance? From our results, we had a mean of 2.99 which is in accordance with the statement; to examine the relationship between the recruitment of teachers and quality assurance. A mean of 3.28 concurs the objective which verifies the extent to which manpower deployment influences quality assurance. Also, a mean of 3.21 was in accordance with the specific objective which was meant to verify the extent to which teachers' assiduity affects quality assurance. We equally had a mean of 3.34 which is in conformity with the specific objective which was meant to verify the extent to which manpower upskilling affects quality assurance. The questionnaire was used to collect data from 322 respondents with 315 questionnaires retrieved. Data were analysed with the use of both descriptive and inferential statistics with the help of SPSS for Windows version 23.0. Descriptively, the researcher used frequency, percentages, mean and standard deviation. Inferentially, the researcher used correlation and regressional analysis. Findings revealed that all the four hypotheses used in this study are statistically significant, hence the conclusion that Manpower management has a statistically significant relationship with quality assurance.

Keywords: Manpower Management, Quality Assurance

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RESUME

L'étude "La gestion de la main d'œuvre et son impact sur l'assurance qualité dans certaines établissements secondaires du departement du Mfoundi - Yaoundé" vise à trouver l'influence de la gestion de la main d'œuvre sur l'assurance qualité dans certaines établissements secondaires publiques du departement du Mfoundi. La problématique de cette étude découle de la mauvaise assurance qualité qui est un problème majeur dans l'enseignement secondaire aujourd'hui au Cameroun. A partir de l'objectif de notre étude, nous avons ainsi formulé la question de recherche qui stipule que: « dans quelle mesure la gestion de la main-d'œuvre influence-t-elle l'assurance qualité? ». D'après nos résultats, nous avons obtenu une moyenne de 2,99 qui est en accord avec l'énoncé: examiner la relation entre le recrutement des enseignants et l'assurance qualité. Une moyenne de 3,28 correspond à l'objectif qui vérifie dans quelle mesure le déploiement de la main-d'œuvre influence l'assurance qualité. De même, la moyenne de 3,21 est conforme à l'objectif spécifique qui visait à vérifier dans quelle mesure l'assiduité des enseignants influe sur l'assurance qualité. Nous avons également obtenu une moyenne de 3,34, ce qui est conforme à l'objectif spécifique qui était censé vérifier dans quelle mesure l'amélioration des compétences de la main d'œuvre affecte l'assurance qualité. Le questionnaire a été utilisé pour collecter des données auprès de 322 répondants et 315 questionnaires ont été récupérés. Les données ont été analysées à travers la statistiques descriptives et inférentielles à l'aide du SPSS pour Windows version 23. Sur le plan descriptif, le chercheur a utilisé la fréquence, les pourcentages, la moyenne et l'écart-type. De manière inférentielle, le chercheur a utilisé la corrélation et l'analyse de régression. Les résultats ont révélé que les quatre hypothèses utilisées dans cette étude sont statistiquement significatives, d'où la conclusion que la gestion de la main-d'œuvre a une relation statistiquement significative avec l'assurance qualité.

Mots-clés: Gestion de la main-d'œuvre, assurance qualité

CHAPTER ONE

INTRODUCTION

Education is the back born of every nation, and is visible in its capacity to transform a country's vision into reality through its contribution to a country's economic development(Otara and Niyirora, 2016). There has been a rise in concern about the quality of education around the world, in developing nations and in Cameroon in particular. For Hoang (2017), the primary role of the school is to ensure quality by providing a good learning environment for learners to develop their skills. Hoang (2017) equally believes that Quality Assurance (QA) has to do with the processes that focus on inputs, outputs and procedures to maintain the quality of the educational system. In terms of inputs, we shall explore all the available resources (material, financial, technological and human) that can permit an educational system to achieve quality. Outputs refers to the benefits of education to society and individual as a whole. QA which is also known as quality planning, quality control, quality improvement is a way to implement quality policies and responsibilities at all levels of the educational system (Babalola, n,d).

In this work, we shall be looking at Cameroon's secondary general education which serves as a transition to tertiary education with special emphasis on quality assurance and a clear view on its outputs. Khedkar and Pushpanadham (2018) posited that secondary education aids in a child's overall growth as a person in today's competitive world by preparing them to confront life's realities, difficulties, and demands. Secondary education is actually the foundation of education, allowing young people to contribute to the nation's projection as a capable and effective nation within the community of nations. It is through secondary education that you may make a difference for the entire globe. Khedkar and Pushpanadham (2018) portrayed the function of secondary education in two settings. One is to create a clear connection with providing manpower to the world of work, and the other is to have materials ready for higher education. In order to stay connected to the process of globalisation, secondary education is crucial in tackling the new human development issues in nations developing knowledge societies. Additionally, it is asserted that secondary education is vital for national development since it provides significant social and economic dividends. These authors reiterated that the most crucial time in a person's life is during their secondary education wherein students' interests are further developed, their goals and objectives are further determined, and ideas are in the incubation stage.

When it comes to ensuring the quality of education, the quantity and quality of resources available to support teaching and learning as well as how these resources are managed are crucial factors. According to UNESCO, educational resources such as materials (textbooks, classrooms, libraries, infrastructure) and manpower (teachers, support staff, supervisors and inspectors) supported by a good management (strong leadership, safe environment, good community relationships and incentive regime) are enabling in that they underpin and are intrinsically interrelated to the teaching and learning process. Otara and Niyirora (2016) reaffirms this by saying that secondary school teachers who can genuinely educate and who have the necessary instruments for teaching and learning are other indicators of quality instruction from the input side. For them, the best teachers are those who can guide their students towards learning and have a thorough understanding of both their subject matter and methodology. The different processes involved in ensuring quality constitute student's time spent on learning, assessment methods, teaching methods, language of instruction and classroom management principles. Once the process is right, the product is most likely to be right. We shall examine outputs in terms of socio-professional integration, personal achievements, benefits to the society, individual and an increase in Gross Domestic Products (GDP) (Babalola, n.d.).From the above analysis, inputs, processes and outputs are indispensable elements for an educational system to ensure quality.

Nations around the world are striving for quality education for their sustainable growth and development. In order to achieve this, countries have embarked upon injecting a lot of resources into the education sector (financial, human, material and technological). For example, MINESEC budget increased from 386954 billion in 2021 to 40001 billion in 2022 all in the move of improving access and quality of education to all (Cameroon tribune ,2021). For us to achieve quality, planners, administrators and managers must reevaluate and plan. The quality of education in a nation will determine its economic development (Otara and Niyirora,2016).

In this context, we are going to examine the relationship between human resources and quality assurance in terms of socio-professional integration into the job market and the socio- economic development of the nation. The primary role of education is to foster economic development at the national and individual levels. Socio professional development is the ability for secondary school leavers to have the required skills needed to integrate into the job market while it is

believed that socio-economic development is the key that foster educational advancement; enables the population to enjoy maximum standards of living such as security of lives and properties, quality health services and education, earn a living, good roads etc (James et al., 2020).

For Sidarta et al. (2019), quality assurance of education includes all policies, systems and processes aimed at ensuring the maintenance and improvement of the quality of education. The leadership of a school managed by the principal determines the quality of teachers and how the teachers provide quality service. In addition to this, studies revealed that an effective leader will acknowledge the role and value of knowledge creation. This implies that a school principal should employ a leadership style that will enhance teachers' commitment to work. Sayuti et al. (2020) reiterates that school principals and teachers through in-depth seminars and workshops would develop the necessary capacities needed to ensure quality education. This simply means capacity building seminars and workshops are a greater avenue in ensuring quality education. However, we believe that in a fast-changing world like ours where technology is rapidly developing; capacity building seminars should be based on the recent technological innovations in education. Seminars therefore should be based for example in training teachers in e-learning and how to teach in the classroom using modern technological tools. On the other hand, Efande (2015) thinks that if learners in Technical Vocational Education and Training (TVET) acquire certain professional skills required in the job market, then it will make them self-reliant economically. However, we can say that not only learners in TVET need professional skills but also their counterparts in general education.

For James et al. (2020), quality assurance is attained when learners are imparted with objectives of which educational organisation was established. These goals would be the economic development of the nation. Quality assurance varies from country to country and this depend on the finances injected into the educational sector. The best way of ensuring quality assurance in Cameroon is by reviewing teacher's recruitment and deployment per school and subject and why not improve on school's internal policies on quality culture that is to say the teaching and learning methods, school performance and processes and outputs. According to Nji (2021), quality teaching is meeting the benchmarks set by stakeholders. According to this author, effective teaching should be able to make a major contribution to the achievement of educational goals as well as empower students to meet their needs and resolve society problems.

When education is void of quality, the resources invested in it will be wasted as learners would not be able to acquire   the necessary skills needed to bring change. This can be summarised in the following formula;

Quality Teaching (QT) →Quality output (QO) →Economic Development (ED)

The above formula simply means quality teaching entails that the skills acquired are productive and where these skills are productive, it means they simply fit with the demands of the job market and will consequently lead to the economic development of a country.

As we all know, human resource development remains an indispensable tool for the development of every nation, as a nation even with the most sophisticated technology still needs manpower for its growth and development. Cheung (1994) reaffirm this when stated that Singapore's most precious resource for economic development is her people. This implies that a nation cannot develop without its people. For Smith and Watson (1971), the purpose of manpower planning is to get a better matching between manpower requirement(demand) and manpower availability(supply). This implies that the number of teachers deployed or redeployed per school, sub-division, division or region should be as per demand in order to avoid wastage. Dharmasiri, Sarita and Prashant (2013), posited that manpower is the most important resource and its development hold the key to the health of the organisation.

Background of the study

In this section of the work, we are going to present an in-depth discussion of our study in terms of historical, theoretical, conceptual and contextual background.

Historical background

Quality assurance (QA) is not a new concept in our contemporary world as nations around the globe all strive to achieve quality education by employing different means. The educational landscape in Cameroon has been evolving for a number of years with the help of local legislations and international conventions. There have been a number of policies and standards regarding education in Cameroon ever since the country gained its independence in 1960. One of these is the well- known education law passed in 1963 by the three branches of government (Federal, East Cameroon and West Cameroon). The law placed a strong emphasis on integrating

education in Cameroon. Secondary education was governed by Federal law no 64/DF/11 on 26th July 1964. East Cameroon regulation No 64/CNR/3 of June 9, 1964 which was passed that same year governs elementary education in private schools there. West Cameroon's elementary education was governed by law No 69/11 of September 2, 1969.

In 1976, a new law (law No 76) of 8th July was passed organising private education in Cameroon. Another law (No 87/022 of December 17, 1987), which revoked the law of 1976 came after this. Then came the renowned national Education Forum in 1995. Robert Mbella-Mbappe, who was the country's minister of national education at the time, served as the forum's chairperson in 1995, when the Cameroonian government arranged it in Yaounde from May 22 to 27. The forum included the greatest meeting of Cameroonians and their overseas partners from a variety of walks of life.

Any attempt to host such a forum has previously failed for a variety of reasons, notably in 1989.The Forum was a consultative forum that made recommendations for the creation of a new policy, in accordance with the rules and procedures signed by the Minister on May 8, 1995 stating that the Forum was a consultative body created to make suggestions for the creation of a new educational policy for Cameroon because of "the lack of effective education policy". The event was held against a backdrop of widespread calls for democracy, decentralisation, efficient administration, accountability, pedagogical innovations, and educational relevance. A bicultural educational system that adequately recognises both Anglophone and Francophone realities was also backed by some participants (Ngwa and Mekolle, 2020). This forum exposed all the flaws and concerns with the Cameroonian educational system in the areas of preschool, primary, secondary and teacher preparation. Major issues such as financial constraints in the public and private sectors, poor use of instructional materials, poor working conditions for teachers, insufficient use of school resources, lack of pedagogic follow-up, lack of guidance and counselling particularly in primary schools amongst others were diagnosed. After reviewing these challenges affecting, the educational system, the government subsequently released an orientation law signed by president Paul Biya on the 14th of April 1998 after it passed via the legislature. This law governs Cameroon's pre-school, elementary, secondary and teacher preparations programs in the country (David ,2020).

According to the National Development Strategy 2020-2030(NDS30), the quality of education in Cameroon is instead dropping. Human Capital Development Index (HCDI) in 2012 stood at 0.42% and in 2017 it stood at 0.39% because of a fall in the quality of education.Cameroon amongst other nations embarked on this mission of improving the quality of its educational system and has been focusing on performance especially in secondary education and not on it outputs. In order to achieve quality education, the government of Cameroon created in 1961 the higher teacher training college in Yaounde known in its French appellation as "Ecole Normal Superieure du Cameroun" (ENS) with a first and second cycle for the training of qualified secondary and high school teachers. The Higher Teacher Training College of Cameroun was created by decree No 61/186 on September 30th 1961 and it is the first higher education facility in Cameroon by order No 67/dl/372 on October 8, 1962, it was included into the Federal University of Cameroon. According to order No 49/81/91/MEIEC/DES of September 20th 1963, the Bambili annex (ENSAB) campus was subsequently established to address the demand for qualified instructors across the national territory (Livret d'etudiant de l'ENS de Yaounde, 2019). ENSAB is made up of the Higher Teacher Training College (HTTC) which prepares teachers of general education and the Higher Technical Teacher Training College (HTTTC) which prepares teachers of secondary technical education. As a result of Decree No. 2010/372 of December 14, 2010, the university of Bamenda (UBa) was established in 2010 (university of Bamenda). This university took over from ENSAB and has continued in the training of qualified teachers. The primary goals of Higher Teacher Training College (HTTC) Bambili are to train teachers in a variety of subject areas and to provide specialised educational services to secondary and high schools in Cameroon (Students' Guide,2018-2019).

The Higher Teacher Training College of Maroua was created following presidential order no. 2008/282 of 09th August 2008. It should be noted that this is the first official university in Maroua. It has a positive reputation both nationally and regionally. In secondary and high schools, ENS has already trained more than 18,000 instructors who are currently serving in Cameroon and Chad (Livret d'accueil, 2018-2019). In the same light, ENS Bertoua was created following Decree No 2018/005 0f January 8, 2018 to train more qualified teachers in order to continue boasting the educational system of the country.

The global agenda on quality education as stipulated in the 2030 education agenda shows that the international community is moving from Millennium Development Goals (MDGs),

Education For All (EFA) to Sustainable development Goal (SDG4) and its lifelong learning opportunities. MDG 2 was concerned with primary education access and completion by 2015, while EFA was concerned with universal access to high-quality basic education by the same year. However, the objective of ensuring that every person has access to quality basic education by 2015 was not met. The unfinished business of EFA is being pursued by SDG4 but SDG4 also commits all communities to ensuring inclusive, equitable and high-quality learning opportunities at all levels from a lifelong perspective. SDG4 focuses on learning outcomes for both citizenship and the workplace (Thaung, 2018). Target 4.1 lays emphasis on quality primary/secondary education for all and this quality will be seen in the results at all levels of education and the different learning opportunities. This implies that by 2030, the proportion of young people completing secondary education should be capable of integrating into the workforce of the country thereby leading to the economic development of the country.

Cameroon has equally ratified a good number of international conventions related to education. In accordance with MDG 2, Cameroon offers universal access to secondary education through its free 6-year basic education program thereby endorsing EFA's commitment of achieving universal access to quality basic education. Acquiring quality basic education will pave the way for greater outputs in secondary education thereby leading to greater economic achievements. Quality education can be seen in a vicious cycle whereby quality basic education + quality secondary education + quality higher education = economic development and back to quality investment in basic education and so on and so forth. Cameroon equally ratified the Dakar Action Framework for Education for All which was established at the 2000 World Forum on Education in Dakar, Senegal and which reiterated the participants' commitment to achieving the goals of education for all by 2015. UNESCO convened another worldwide conference of specialists in general secondary education in the 21st Century in Beijing, China in 2001. The meeting included suggestions on how to restructure general education and make it more qualitative. The African charter on Human and People's Rights and the Universal Declaration of Human Rights (1948) are two significant international conventions on education that Cameroon ratified (David, 2020). Everyone has the right to education according to article 26(1) of the Universal Declaration of Human Rights. The elementary and essential stages of education must be free (Kaci,2015). Every person has the right to education according to article 17.1 of the African Charter on Human and People's Rights which was adopted in Nairobi, Kenya on June 27,1981(OAU,1981).

Contextual background

Cameroon being a low middle-income country with an estimated population of 27.5 million in 2021 and 28.2 million in 2022(United Nations, 2022) is endowed with qualified teachers. Quality assurance cannot be discussed and improved out of the context within which it operates since there will always be a link between the educational system and its context. Based on our context, the following reasons are some of the constraints hindering the achievement of quality in our educational system.

Teachers are important agents in ensuring quality assurance but their recruitment and deployment policies can easily make or mare the process of ensuring the quality of education in a country characterised by rich cultural diversity such as Cameroon. Good recruitment and deployment strategies will contribute to Sustainable Development Goal no 4 (SDG4) whose aims is to ensure inclusive and equitable education and promote lifelong learning opportunities for all. This goes in line with target 4.c which starts that by 2030, there should be an increased in the number of qualified teachers. The recruitment and deployment of qualified teachers will enhance the quality of education a nation aspires for. This can be achieved through an equitable distribution of manpower into the different areas of need in order to ensure quality.

The deployment of teachers has to take into consideration teachers family situation, teachers' disability and the timing. For example, ministerial decision no 01/22/NS/MINESEC/SG/DRH of 13th January 2022 to redeploy some 1110 personnel for service need. Redeployment is good but the timing might not be the best. Teachers redeployed within an academic year will have the tendency to be less productive and this has a direct impact on learners as we cannot say for sure that quality has been ensured. Reasons being that the teachers have to adjust to their new environment coupled with the stress of relocating. Such a situation will not enhance quality assurance and can be attributed to manpower wastage.

In Cameroon, the deployment policy of family reunion determines where and how teachers should be posted. This is reflected in cases where some schools and subjects do not have enough manpower(teachers) that could accompany the state in ensuring quality education. In schools where we find fewer teachers, the teachers are overweighed with more than the required teaching hours and this affects quality. Some schools usually fill the gap by resorting to the recruitment of support staff usually paid by the Parent Teachers Association (PTA).

A study by UNESCO reveals a similar situation as seen in Malawi where female teachers' requests for relocation due to the husband's relocation. This indicates that the policy of family reunion to some extend might impedes an educational system from ensuring quality. According to the world bank (2018), teachers' availability in some schools in Cameroon remains an issue as some schools (urban areas) witness a high number of teachers while others do not have sufficient teaching staff (rural areas). The disproportionate supply of teachers (manpower) to schools affects the quality of education as schools with the required number of teachers per subject will definitely ensure more quality than their counterparts with less teachers.

Poor working conditions, low job prestige, lack of support and low pay are some of the constraints that can prevent teachers from ensuring quality education. Lack of quality supervision is not only a proof of manpower wastage but it's equally a sign that a country has not been able to meet its educational objectives which is the development of its economy. When teachers are posted to areas where they cannot find comfortable houses to rent, no good hospitals and no schools for their children, there is a high probability that such teachers will not be effective in their jobs. Most often such teachers prefer to live in areas with those facilities and travel long distances to their duty posts. At times such teachers arrived late either because of bad roads, breakdown or traffic congestion in cities and the lessons for the day are most often not completed and this affects the quality of education.

The education and training sector strategy paper (2013-2020) outrightly states that the status of teachers can be improved by applying the provisions of the special rules and regulations of civil servants of the corps of national education. Some of these special rules that are still to be implemented are the introduction of health insurance and increase of allowances and other benefits (P.85). Apart from these special rules, we also have another category of teachers who work for long before receiving their first salaries.Lack of finance may lead to teacher's ineffectiveness and inefficiency and this will negatively affect learning outcomes. In situations whereby high school leavers cannot grab a job at the end of higher secondary education, it therefore implies that the quality of education provided by the 'empty tommy' teachers cannot enhance quality assurance thereby leading to manpower wastage.

Adopting MDGs and EFA (2000), for nations to increase resources allocated to education between 2000-2015, Cameroon a low-income nation witnesses a mild increase in funding

education from 3.48% GDP in 2000 to 3.82% GDP in 2015. This percentage is relatively lower than the prescribed 20% of UNICEF (P.6) and can not contribute in boosting the educational sector of the country.

However, the quality of education cannot be achieved only by putting much money into the system, but by an equitable distribution of finances to the different educational institutions across the nation. A UNICEF analysis on the allocation of public spending in secondary schools revealed that the wealthiest learners in low-income countries benefit more from the resources (46%) as opposed to (9%) reserved for poor children (P.5).

Conceptual background

In this study, we shall examine the following concepts:

Manpower management

For Madubueze et al. (2015), manpower occupies an indispensable position in any establishment be it in an industry, a business or educational institution, meaning without manpower an institution cannot function. Ola (2019) sees manpower as employment forecast and the most important resources in any organisation. Adekunle and Lucent-Iwhiwhu (2014) posits that manpower is a nation's most valuable resource without which other resources will not give rise to rapid economic growth.

Alshaikhly (2017) defines human resource management as the procedure for hiring, training, evaluating, and paying employees as well as addressing their concerns on labor relations, health and safety, and justice. In addition to this Keffane et al. (2021) believes that in order for the organisation to attain the highest degree of performance, a process of necessary actions called human resource management must be carried out. For Hendra et al.(2022) Human resource management is a process that entails assessing the need for HR, enlisting people to fill that need, and maximising the use of these valuable resources by offering rewards and tasks that are suited for the population's needs and interests.

Quality Assurance

Besong (2016) view quality assurance in terms of effectiveness and efficiency of teaching and learning. Here the quality of output is measured in terms of socio professional integration into the job market considering the fact that the teaching and learning is based on the competency-based approach (CBA). For Otara and Niyirora (2016) the effectiveness of education can be measured by how well its products achieve the desired results. Results can be measured in terms of achievement and relevance to the individual and society as a whole. Quality assurance emphasises on ensuring client happiness, winning his/her loyalty, and boosting his/her trust in the things being offered to him/her. It verifies that it adheres to the specified requirements. The phrase "all planned and systematic efforts necessary to convey confidence that products have satisfied specific needs" is used to define quality assurance. It is alternatively described as: "The series of actions that an establishment or organisation takes to guarantee that the standards of product. A predetermined set of activities with the intention of preventing product or service failures are already being carried out on a regular basis (Keffane et al., 2020).

Theoretical background

The theoretical background of this study is based on the fact that manpower management has an important role to play in the economics of education. In this section of the work, we are expected to bring out supporting theories that will serve as a framework into which our work can best fit. Following our research topic Manpower management and Quality Assurance in some public secondary schools in Mfoundi division, the following theories will serve as support in our work:

The foundation of the human capital theory is the idea that formal education is crucial and essential to raising a population's level of productivity. An educated population is, in essence, a productive population, according to proponents of the human capital theory. In other words, higher levels of education lead to higher levels of output, which raises citizens' standards of life. The key to participating in the new global economy, according to human capital theory, is education and training (Goldin, 2014). In his definition of human capital from 1776, Adam Smith wrote, "The acquisition of abilities during education, study, or apprenticeship, costs a real outlay, which is capital in a person. His money and the fortune of society both include such talents. It is seen as capital since it benefits both individuals and society (Smith, 2007).

According to Petrushinko (2017), Smith distinguishes between labour and human capital as production factors. He writes, "Of the acquired and useful abilities of all the inhabitants or members of the community," in his 1776 book "An Inquiry into the Nature and Causes of the Wealth of Nations". The upkeep of the acquirer during his education, study, or apprenticeship is always a real expense that is a capital fixed and realised, as it were, in his person, in order to acquire such talents. His fortune and the fortune of the society to which he belongs are both influenced by his talents. Therefore, his claim demonstrates the importance of human capital as a key production factor. Additionally, more education boosts employee productivity which also boosts output.

After Gary Becker's 1964 book, Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education and Jacob Mincer's 1958 Journal of Political Economy article "Investment in Human Capital and Personal Income Distribution," it gained popularity. Theodore Schultz began his 1960 article on "Capital Formation by Education" by stating that "I propose to treat education as an investment in man and to treat its consequences as a form of capital. Since education becomes a part of the person receiving it, I shall refer to it as human capital". Gary S. Becker and Jacob Mincer believed that personal incomes vary according to the amount of investment in human capital; that is, the education and training undertaken by individuals or groups of workers is reflected in their personal wages. For Becker, human capital is directly useful in the production process. That is human capital increases a worker's productivity in all tasks. Schultz, (1960), Becker (1964) and Mincer (1958) are of the view that investing in education leads to economic growth through increased productivity, social stability, and healthier lifestyles. On the other hand, as a private investment choice, investing in education leads to increased lifetime earnings for those with more years of schooling; access to better paying jobs; reduced time spent in the unemployment market; and speedier transitions to enhanced career prospects (Wahrenburg and Weldi, 2007). On the other hand, Gardener according to this view, emphasise that we should not think of human capital as unidimensional, since there are many dimensions or types of skills.

According to Becker et al. (1997), it entails the use of "rigorous recruitment and selection procedures, performance-contingent incentive compensation systems, and management development and training activities tailored to the needs of the organisation". Additionally, it entails engaging in talent management, which entails finding and developing talent wherever it

may be and whenever it is needed. To do this, HRM policies and practices in the areas of resourcing, learning, and development must be used in conjunction with one another. Beer et al. (1984) were the first to advance the idea that people should be seen as assets rather than changeable costs, or as human capital.

Successful businesses did not have a single "best way" to run their business; rather, they each had an effective strategy based on the compatibility or alignment of the technologies with the management systems and procedures.This includes discrepancies in how success is assessed, employee status in various functions, and differences amongst organizations in terms of the dominance of marketing, and production.Woodward's (1965) book finishes with what is now known as contingency theory, which holds that there is no one ideal structure for any industrial organization, contrary to what was believed to be true at the time.The ideal approach is instead dependent on the internal and external situation.Based on the author's standpoint, we can say that quality assurance should be a dynamic process wherein the teacher can innovate the teaching and learning process all in a bit to ensure quality education.

Statement of the problem

According to the National Development Strategy (NDS30), the present situation of human capital development in the country does not favor the development of the country's industrial sector which requires a trained and skilled labor force. This is seen in the drop in Human Capital Development Initiative (HCDI) from 0.41% in 2012 to0.39% in 2017 (p.67). The drop in the quality of education explains why school leavers cannot find suitable jobs that matches skills upon completion of high school. The fact that school leavers cannot fit into the job market can be partly attributed to the quality of education received, quality of teachers, the geographical situation of learners or the unequal distribution of personnel that favors urban areas and disfavors rural areas.

The government is concentrating on establishing an educational system that will enable not just graduates but school leavers to fit into the professional environment to overcome this. This can be accomplished by resolving geographical inequalities in teacher deployment, supporting textbook policy through the standardisation of prices, developing trainers, using one textbook per class etc (NDS30). Psacharopoulos (1996) talks of two main benefits of education (that is to say individually and nationally). Individually, it can be observed in the individual's standard

of living, increased literacy rate with several beneficial outcomes in the family such as good hygiene and sanitation for family members, awareness of family planning; and nationally it can be observed through those who enter the labour market and contributes in the economic development of the nation which eventually leads to a high human capital Index.

Cameroon as a nation need to improve on the quality of its educational products in order to attain its vision as stipulated in the long-term plan of NDS30. This can be done through a change of policy as far as the recruitment, deployment and retraining of teachers is concern. The problem addressed in this study emanates from poor quality assurance which is a major issue in education today in Cameroon. This can be partly attributed to manpower management which comes as a result of several factors which interplay and cause teachers to be less efficient. Quality output can be observed in high school leavers low input in the world of employment.

General objective

This research was carried out for several reasons amongst which it seeks to find out the influence of manpower management on quality assurance in some public secondary schools in Mfoundi division.

Specific objectives of the study

This study is guided by the following specific objectives:
- To examine the extent to which recruitment of teachers affects quality assurance in Mfoundi division.
 -To verify the extent to which manpower deployment influences quality assurance in Mfoundi division.
 -To verify the extent to which teachers' assiduity affects quality assurance in Mfoundi division.
  -To verify the extent to which manpower upskilling affects quality assurance in Mfoundi division.

Research questions

The following questions were formulated to serve as a guide in our study:
1. To what extent does the recruitment of teachers influence quality assurance?
2. To what extent does manpower deployment influence quality assurance?
3. To what extent does teacher assiduity affects quality assurance?
4. To what extent does manpower upskilling affect quality assurance?

Research hypothesis

In this study, the following hypothesis were developed:

H_{O1}-The recruitment of teachers has no statistically significant influence on quality assurance.

H_{O2}-Manpower deployment has no statistically significant influence on quality assurance.

H_{O3}- Teacher's assiduity has no statistically significant effect on quality assurance.

H_{O4}- Manpower upskilling has no statistically significant effects on quality assurance.

Operational definition of concepts

In order to help you grasp this research project, the following terms will be specified in reference to the research that will serve as our study's guide.

Manpower management

For the purpose of clarity, this section of the work shall examine how people are managed in the educational landscape of Cameroon most especially teachers. In order to do this, the concept of manpower in its entity shall be examined and subsequently how teachers who constitute molders of great minds are managed.

Manpower

Human beings constitute the most important assets of an organisation. De Luna (2020) endorses this by stating that employees are any company's greatest asset in the current competitive landscape. Adekunle and Lucent-Iwhiwhu (2014) reaffirms this when he posits that the most important, volatile, and sometimes unpredictable resource used by an organisation is thought to be its people. "Manpower" refers to the "totality of the energy, abilities, knowledge, and experience accessible in a society" and is frequently used interchangeably with "human resources". Asserting that the majority of labor available for any given type of activity is manpower; a more precise definition would be that "it is the majority of human beings with the requisite skills, energy, abilities, knowledge, and attitudes that can be engaged towards the production of products and services". The only way that human beings can be considered manpower or human resources is if they can be exploited economically as a resource that can be used to create riches or facilitate gains in income. Also, it can be said that a country's most valuable resource is its human population, without which other resources will not result in rapid economic progress (Adekunle and Lucent-Iwhiwhu (2014). People are an organisational resource, and for certain organisations they are the most important resource, without which the

organisation would not be able to provide its clients with any worthwhile goods or services (n.a,n.d).

According to Wonah et al. (2021), the majority of labor available for any given type of activity is manpower. It is the majority of people who are capable of contributing their skills, energies, talents, knowledge, and attitudes to the production of goods and services. Wonah et al. (2021) emphasise on the point that without manpower (human resource), other resources cannot provide quick economic growth, making them the most valuable of all resources. From the above definitions, it can be deduced that organisational growth depends on an active, vibrant and skilled labor force that is capable of enhancing development in the organisation and the economy. However, for an organisation to attain its goals, it must proceed with adequate manpower planning.

De Luna (2020) stipulates that although policymakers have put in place a number of measures to boost academic performance among students and schools, research has shown that teacher quality has a significant impact on student outcome. Additionally, research has supported what many kids and parents have long believed: that a child's success in school depends on their particular classroom teacher.

Summarily, we can say that manpower or teachers constitute an indispensable part in ensuring quality education without which policies, finances, materials and even technology will remain an illusion in the pursuit of quality education.

Manpower Planning

Manpower planning in the educational sector is necessary in order to avoid over staffing or under staffing. Manpower planning has to do with forecasting the need for teachers or making projections for future needs based on the demographic situation of the country in order to attain pre-defined objectives established at the macro level. Manpower planning has been defined differently by different authors and we shall examine some definitions. Adekunle and Lucent-Iwhiwhu (2014) posits that the method by which an organisation makes sure that it has the proper amount of people, in the right location, at the right time, performing tasks for which they are economically most beneficial, is known as manpower planning. Adekunle and Lucent-Iwhiwhu (2014) continued by reaffirming that effective manpower planning, which is the process of deciding the policies and programs that will generate, distribute, and use human resources with a view to achieving a nation's more general goals of socio-economic and political

development, is used to determine an organisation's personnel needs. According to Wonah et al (2021), having the right people, in the right number, with the right knowledge, in the right positions, in the right places, at the right time, and at the right cost is the essence of manpower planning (human resource).

From the above-mentioned definitions, we can add that manpower planning has to do with forecasting by estimating the right number of personnel required, the skills needed for a particular time frame in order to avoid shortages or surpluses for the economic development of a country. In other words, manpower planning can be considered as the qualitative and quantitative dispositions put in place by an organisation for the achievement of specific goals.

Manpower Management

Manpower management is often used interchangeably with human resources, workforce, personnel, staff members, labour force management and all the like. According to Armstrong (2006), the management of an organisation's most valuable resource, the employees who individually and collectively contribute to the fulfillment of its goals, is described as human resource management. A company's HRM and human resources are essential to its overall performance and are among the prerequisites that enable it to reap a number of benefits (Anwar and Abdullah, 2021).

The core of being a manager is getting things done through other people, without whom he can only be a technician, not a manager. Since managing human resources is of highest importance in contemporary firms, every manager must build and maintain this competency (Mahapatro, 2010). This author continued by stating that the area of management that is concerned with employees' relationships with one another at work is known as personnel management. It aims to unite the men and women who make up an enterprise, enabling each to contribute in his or her best capacity to the enterprise's success both as an individual and as a working group member. Reiterating that it is the area of management that deals with organising, planning, and managing the activities of acquiring, developing, maintaining, and utilising a labor force so that: (a) the company's goals are effectively met; (b) the goals of all levels of staff are met; and (c) the goals of society are fully taken into account and met (p.3).

Cheema et al. (2017) confirmed it by stating that retaining and hiring the best personnel is a crucial component of the framework for human resource development. It is a method of leading employees at work to provide their best efforts to the organization. In simple terms manpower

management has to do with organising coordinating, controlling qualified staff for the achievement of stated objectives.

Quality Assurance as a requisite for educational development

The development of every nation solely depends on the quality of its education. Education is considered as a trigger to development both individually and nationally. The idea of quality in education has proved challenging to define. What defines high-quality education in a school setting is not well defined. The pursuit of quality is never complete. Life quality is improved by high quality education. Concern for life quality in all of its aspects is a component of high-quality education (Khedkar and Pushpanadham, 2018). This section of the work will focus on the concept of quality and quality assurance which shall be examined thus:

Quality

The quality of the educational products of Cameroon hitherto depicts the quality of its educational system. The idea of quality has been defined differently depending on the viewpoint of different proponents. According to Schindle et al. (2015), defining quality remains challenging as some claim that it cannot be defined or measured, while others claim that it is subjective and based on individual perceptions. Mezgobo (2015) posits that relativists viewed beauty as a trait that is subjective to the viewer in this way. For objectivists, quality refers to identifiable, measurable traits. He divided the most popular definitions of the notion into five different schools of thoughts. These five philosophical schools are:(1) Exception: unique, embodies in excellence, passing a minimum set of standards; (2) Perfection: zero errors, doing things correctly the first time; (3) Fitness for purpose: relates quality to a purpose, as defined by the provider; (4) Value for money: focuses on efficiency and effectiveness, measuring outputs against inputs, has a populist notion of quality (government); and (5) Transformation: a qualitative change.

To Besong (2016), quality refers to the standard of something when measured against other items of a comparable size. It expresses how nice, terrible, or bad something is. In other words, it displays items that are of the highest caliber. Makiya et al. (2022) view quality as a value for money, fitness for purpose, transformativeness, and excellence. Value for money is measured by comparing outputs to inputs and focusing on efficiency, effectiveness, accountability, and return on investment. The degree to which the educational product is congruent with the

objectives and meets customer satisfaction is what qualifies it as being fit for purpose. Nji (2021) defines quality as the extent to which a good service complies with industrial norms. It denotes quality as worth, and dependability. In the context of education, it refers to adherence to requirements. In addition to pleasing and delighting parents and students, it means meeting and/or exceeding their expectations. In addition to the aforementioned definition, Nji (2021) postulated that apart from exam results, there are various ways to evaluate quality. These include good teacher output, resource accessibility, student-teacher ratios, effective supervision, efficient use of class time, appropriate attitudes toward learning, discipline, and efficient assessment techniques. Therefore, it is crucial that learning and teaching environments at all levels, from the fundamental to the post-basic, be improved by the supply of competent, dedicated, and highly motivated teachers, as well as learning and teaching resources and facilities.

Mezgobo (2015) have identified two approaches to quality in addition to the five traditions: The first is Quality as Threshold, which defines quality as establishing standards and requirements. As a result, any institution that meets these standards and requirements is thought to be of high quality. And the second angle appeared to be of high quality. Improvement or augmentation. It is based on the idea that achieving quality is essential to the academic ethos and that academics themselves are the best people to determine what quality is at any given time. This idea emphasises the pursuit of continual improvement. Schindle et al. (2015) further view quality as fulfilling a specified mission or vision. According to one definition, quality is the sum of all the traits and qualities that affect a product's or service's capacity to satisfy explicit or implicit needs (n.a,2012).

From the above definitions, it can be deduced that the quality of education has to do with the essential attributes of an educational system which is the fulfillment of stated objectives perceived in the economic development of the country.

Assurance

Besong (2016) states that it is a concrete declaration that something will undoubtedly happen, especially when there has been question, is referred to as assurance. It suggests a promise or guarantee of the occurrence of a thing. It therefore suggests that there are specific requirements that must be met for Cameroon's secondary schools to provide quality education.

Quality Assurance

An essential step in defining quality assurance is defining quality. After all, one must understand what quality is in order to decide how to ensure it. Due to the diversity of existing definitions, defining quality assurance presents some significant challenges, but there are some structural elements that are shared by all definitions (Schindle et al. ,2015). Quality maintenance and improvement coming from systematic and structured consideration of quality is what quality assurance is characterised of (Mezgobo, 2015). The same author continued by stating that QA is "an all-encompassing phrase referring to a continuous, continual process of reviewing (monitoring, guarantying, maintaining and enhancing) the quality of a higher education system, institution, or program". For Timmerman et al. (1996) the goal of quality assurance is ensuring that a product complies with the requirements, which in turn should reflect the intended objective. All the deliberate and methodical steps required to ensure sufficient assurance that a good or service will meet predetermined standards for quality (p.13).

For Olalekan and Mudupe (2020), quality assurance in education involves the effective management, monitoring, assessment, and evaluations of the resource inputs and transformation process (teaching and learning) in order to generate students of high quality who fulfill society's expectations.

Storey et al. (2011) view Quality Assurance (QA) as a management method that can be defined as "all those planned and systematic actions needed to provide adequate confidence that a product, service or result will satisfy given requirements for quality and be fit for use". For Doherty (2012), a proactive approach called quality assurance seeks to spot issues early so that they can be fixed or, even better, avoided altogether (p.75). Makiya et al. (2022) posits that quality Assurance procedures are acknowledged as a crucial tool in upholding necessary academic standards.

Deductively, it can be asserted that quality assurance is an affirmation, a declaration of future prospects in the Cameroonian educational system by upholding core principles such as the Competency-Based Approach (CBA) as part of lifelong learning experiences by 2030.

Justification of Research

What prompted us to work on this topic, "Manpower management and quality assurance in some public secondary schools in Mfoundi division", is that manpower management has caused many problems in ensuring quality. The quality of its personnel defines the quality of a

workplace. Many businesses' performance is determined by their workforce's capacity to fulfil their tasks and the institution's strategic goals. The success of personnel recruitment or manpower management is based on the organisation recruiting the right people and retaining them (Turan, 2015).This shows that quality is reflected in the organisation's productivity. Productivity is evident in the outputs of an educational system whereby school leavers can easily create or obtain jobs. But we can not say for sure that it is the case in the educational system of Cameroon, as a good number of Cameroonian youths are still hunting for jobs.

According to the national development strategy paper (2020), the development of human capital is a key factor in the country's economic transformation and education is the main actor of transformation. According to this paper, this development can be achieved by reducing disparities in terms of teaching staff by 2030 (p.9). This proofs that there are schools in Cameroon with the required number of manpower (teachers) per subject while there are some with less. A school with the recommended number of teachers per subject will definitely be attributed the required number of hours per subject and teacher, thereby improving quality while the reverse is true for a school with fewer teachers.

The world bank document (2018) tells us that students enrolled in urban schools performed better than those enrolled in rural schools (p.13). This indicates that there is enough manpower(teachers) in urban areas, which contributes to quality assurance in education. Also, this same document tells us that the transition from primary to secondary education in terms of quality is apparently very low as learners at the end of primary education do not have the required competencies in languages and mathematics. Overall poor quality of primary education affects quality assurance in secondary education. Cameroon, like any other nation in the world, prepares secondary school students for university education or transition into the job market through its quality education policy. But a solid base is necessary to acquire certain skills in secondary education. If a pupil cannot acquire basic skills at the primary level for a smooth transition into secondary education, then there will be a problem ensuring quality at the secondary level.

For the United Nations Children's Educational fund (UNICEF) (2020), going through school without learning critical fundamental skills such as numeracy, literacy, digital, problem-solving and critical thinking is a tragedy unfolding in a world being transformed by globalisation and

automation. For a good number of young people, it simply means a future where they cannot obtain productive employment, engage in active citizenship, or shape a better future for themselves, their families, and their community (p.3). It has been observed that primary education constitutes a foundation for assurance in secondary education. A lag in acquiring skills in primary will hinder its further acquisition in secondary school. Teachers here will have a double role to play: filling the gap from primary education and imparting the skills required in secondary education. Teachers with such dual functions might not be efficient, negatively affecting quality assurance. Here, we have realised that quality assurance is not the only variable at stake but also manpower that is being wasted because the teacher has too many tasks to be done simultaneously. Learning outcomes here will be maximised in terms of learner's transition into the world of employment especially in a world dominated by 21st century skills. These skills are communication, critical thinking, creativity, collaboration, digitalisation, robotics and artificial intelligence.

Many poor children are those living in rural areas suffering from the unequal distribution of finances and this affects the transition from primary through secondary and finally to work. This transition is very low in Cameroon and can be attributed to manpower wastage and poor-quality assurance.

Delimitations of the study

Under this section of the work,we shall examine the scope of the study and time delimitation.

The scope of study

This work critically analyses the relation between manpower management and quality assurance amongst public general secondary school teachers in Mfoundi division. This work shall be based on public general secondary schools in the center region of Cameroon particularly in Mfoundi division. This is because when we look at the issue of teacher recruitment, deployment, assiduity and even teachers retraining; it is unique in all public general schools but the situation is different when it comes to lay private or denominational schools. Quality here shall be examined in terms of school leaver's socio- professional integration into the job market. This will permit us to get the reasons underlying the low socio- professional integration of school leavers.

Time delimitation

This study will cover a time period from Fedruary 2022- July 2022. During this time, we will study each independent variable and its relationship with the dependent variable with the goal of timely arriving at the right conclusions.

Significances of the work

This work is of great importance in our contemporary society as it points core issues concerning our educational system and how it can be ameliorated to ensure that our learners graduate from high school with the required skills needed in the job market. We shall examine how it is important to;

Policy makers: This study will enrich existing literature on manpower management and quality assurance as it will permit decision makers to review educational policies in Cameroon as far as the recruitment and deployment of teachers is concern.

Teachers: This study will also serve as baseline data for teachers to enrich themselves with the recommendations stated in chapter five of this work in order to improve on the quality of education in Cameroon.

Chapter summary

Our focus in this chapter has been to present the background of the study which is sub-divided into historical, contextual, conceptual and theoretical. Next, it exposed the statement of the problem to be investigated while stating it objectives, research questions and hypothesis. This chapter culminates with an operational definition of some concepts , a justification of study and its significance as well as the limitation of the study. In the next chapter, we are going to do a review of related literature on the variables of study, what other authors have researched as well as the different theories that can serve as a supporting frame for this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive assessment of the literature on manpower management and its impact on quality assurance in some public schools in the Mfoundi division in Cameroon's centre region. We shall begin the chapter by examing the link between the recruitment of teachers and quality assurance in Cameroon, how manpower deployment influences quality assurance, the impact of teacher's assiduity on quality assurance and how manpower upskilling influences quality assurance. It shall equally examine assessment needs in the country in terms of recruitment, deployment and retraining of teachers. Literature on the retention of teachers shall also constitute part of this chapter. The theoretical framework that is the primary source for the current investigation will then be evaluated. This chapter culminates with an empirical review of what other authors have written on the topic. In order to understand this section of the work, the literature of related materials shall be exploited. Amin (2005) defines literature review as a systematic identification , location and analysis of documents containing information related to the research problem. We shall proceed our review of literature with;

Quality Assurance in Cameroon's educational system

The quality of teaching and learning has always been a major concern in Cameroon's secondary education. The ability of school leavers to generate and meet the needs of the labor market and society in a variety of human endeavors can be used to assess the quality of education in Cameroon's secondary schools. Additionally, it might assess the effectiveness/efficiency of the teachers, the facilities and resources required for effective teaching and learning, and the student's level of preparedness for the issues facing their subject (Besong, 2016). Quality assurance will not be complete until the stated requirements accurately reflect the needs of the user. For quality assurance to be effective, it typically calls for regular evaluations of the variables that influence how well a design or specification fits the intended use, as well as verifications and audits of production, installation, and inspection processes. Providing confidence could require providing proof. The management tool of quality assurance is used within a company. Quality control also helps to build supplier confidence in contractual scenarios (Storey et al.,2011).

According to Allais (2009), there have always been some checks and balances in educational systems. These are put in place to monitor and attempt to enhance the quality or standards of educational institutions and systems. However, these have only recently been referred to as quality assurance. In some ways, the conventional checks and balances in the systems can be considered as a foundation for quality assurance in education. In other aspects, quality assurance in education is a brand-new concept and rather distinct. The conventional checks and balances in the South African educational system are the first topic of discussion in this section by looking at models that are more directly related to quality assurance (p.15).

However, quality assurance in an educational system can be done internally or externally in order to ensure that stated objectives are met. Jamaris (2019) affirms this by asserting that numerous parties, both internal and external, can be involved in the quality assurance of education. Internally, it consists of verifying within a school system whether learners are being impacted with the skills needed in the job market. Externally, it consists of evaluating the number of school leavers who are capable of grasping a job upon completion of high school.

Internal Assessment

The quality of an educational system can also be assessed within a school system through sequential exams. In the Cameroonian educational system, schools assess their teachers and the content of curriculum taught through learner's performance during internal or sequential exams. Many individuals will contend that tests are the greatest and most impartial way to evaluate students, teachers, and institutions in terms of education, notwithstanding their shortcomings. Others will contend that the abilities assessed by pen-and-paper exams, such as reading and writing under time pressure, are in fact significant abilities and a component of what we are trying to assess in students (Allais, 2009). Internal examinations are often used for promotion from one level to another.Olalekan and Modupe (2020) internal quality assurance is concerned with the academic programme and development which depends on a continuous daily activity with designed guidance.

For Jamaris (2019), Planning, administration, learning, assessment, supervision, and reporting activities are all part of the internal quality assurance system being developed for education. Internal quality assurance must be created with a system that works well for managers, educators, and students. They communicate with one another to remind one another that one of the sub-systems is not doing its job properly. They believe they can and should be handled as prospective human resources since they are accountable for the quality they desire as a group.

Each plays a part in the effectiveness of the procedures and results of quality education. The standard of quality education will be discovered through participation in the development, execution, and supervision of shared policy decisions. It is necessary to design a strategy to improve the attitude or culture of excellence so that it becomes ingrained. Participation is the process of activating the community's potential through extracurricular education.

External Assessments

Quality assurance can also be external through external examinations .Like school systems in many other nations, the South African educational system has a long history of using external exams. External exams are tests that are created by central organizations outside of specific schools; these exams are then registered for by schools. With this arrangement, all pupils in all participating schools are guaranteed. In order to determine whether students have reached comparable levels of education, this type of system makes sure that all students in all participating schools take the same exams. Exams are therefore frequently viewed from the perspective of specific students; they are intended to assess what each student has learnt and to award certificates based on their exam performance. However, they are also a crucial tool for ensuring that educators are effectively delivering the required content in classrooms and universities. If students in every school only took tests and exams that were assigned by their teachers, then inefficient, dishonest, or inapt teachers might assign assessments that are far too simple. External exams are a way to make sure that all students take exams that are of the same caliber. They are another approach to monitor the performance of schools and specific teachers by observing how well their kids perform. In the event that a school, for instance, has a high proportion of external exam failures, governments and parents may take appropriate measures (Allais,2009). External assessments can also be used to improve quality amongst public and private schools. Olalekan and Modupe (2020) stipulated that external quality assurance is made up of school inspection; accreditation and evaluation.

This is similar to the Cameroonian educational system of ensuring quality through public examinations organized by the General Certificate Examination Board (GCE) for the English sub-system and office du Baccaluriat for the French sub-system. These are certificate examinations written by candidates at the end of every cycle of education to assess the quality of the country's educational system. A high performance in these public examinations is an indicator of high quality which has been one of the measures used by the Cameroon government over the past years. Also, a low performance in public examinations is an indicator of a drop in

the quality of education. Low performance can be attributed to factors such as health crisis, socio-political crisis, low quality teachers and the likes. As far as quality assurance is concern, one should see beyond the lens of performance in public examinations and emphasize on the quality of the products. This implies that the potential of school leavers that will be capable of exercising their skills in the professional milieu will be an indicator of quality assurance.

Education Policy in Cameroon

A policy sets standards for education in every country. According to Ngwa and Mekolle (2020), the area of education that deals with laws and regulations put in place by the government to control education for conformity and regularity is known as educational policy, sometimes known as educational legislation. According to these authors, these laws and regulations are designed to support, direct, monitor, and regulate the educational enterprise in a particular nation, state, or region. Education policy can also be defined as the principles and government policy-making in the educational realm, as well as the body of laws and regulations that control how educational institutions are run. Therefore, anything a country's government formally decides to do or not do with its education sector may be described as government's policy on education.

These authors opined that school size, class size, school choice, school privatization, tracking, teacher education and certification, teacher remuneration, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model are all aspects of education that fall under the purview of education policy or are the subject of education policy debates, particularly in the area of schools. Reiterating that the main goal of an education policy is to make sure that the sector, like all others, functions under a legal framework that allows for effective management and quality assurance. Education policy analysis is the term for the academic study of educational policy. It aims to provide answers to queries regarding the purpose of education, the precise goals it is intended to achieve, the strategies for doing so, and the metrics used to determine whether those goals have been fulfilled.

Today, Cameroon implements educational programs through ministerial orders, presidential decrees, and parliamentary acts. Law No. 1998/004 of April 14, 1998, on the orientation of primary, secondary, and teacher education in Cameroon, as well as Law No. 2001/005 of April 16, 2001, on the orientation of higher education in Cameroon, are a couple of examples of educational policies in the country. In Punjab, Pakistan government institutions follow the

policy's established principles of merit, fair competition, and transparency to offer qualified instructors. The policy's objectives were to raise academic standards, cut down on teacher absences, and boost student enrollment. The 2013 recruitment policy advised choosing the best people with the necessary educational credentials. With this program, the Punjabi government has determined to offer an education that is competitive internationally. The primary goal of this program was to prioritize subject-based instructors by providing need-based subject teachers and reallocating open positions. The key distinction of this approach is that it was decided to only appointed educators who passed the entrance exam were recruited (Bukhari and Joyia, 2019). This will permit us to see the characteristics of a good policy.

Characteristics of a Good Policy

Every policy should be geared at improving the livelihood of citizens without which it can be considered as obsolete. In this section of the work, we are going to examine some characteristics of a good educational policy.

1. **Is drawn in accordance with the needs of the society it serves**

Although the government, as the rightful custodian of educational matters, is responsible for creating educational policies, effective policies must be implemented with regard to the collective interests of the society that the educational system serves in order to be accepted as legitimate. The process of initiation must be participative in order to include as many representatives of the many factions of stakeholders as feasible in order to ensure that the policy represents collective and not individual choice of those who have legal authority to sanction policies. Sharing policies increases the likelihood that they will be implemented successfully.

2. **A declaration of intent and a major guideline**

From the definition of educational policy as the statement which expresses educational goals and the process for achieving those goals, one would agree that a good educational policy is a declaration of intent for goal achievement. Ideally, education policies are major guidelines and not directives of what must be done to meet up with goals and objectives stated in the policy. Although policies in many cases generate regulations, regulations and directives are not to be considered as policy.

3. Flexible and focused on the future

Education is a process that needs to be maintained, hence educational policies have a significant impact on how it is practiced. Education is dynamic, not static, thus educational policies must reflect this dynamic nature as well. Because they direct future actions, educational policies are not backward-looking but rather forward-looking. Since the future cannot be fully predicted, these policies are typically characterized by uncertainties, necessitating that they be articulated in a less rigid and more flexible manner. The methods and activities created for policy implementation may vary with place and time based on the relevant variables since good educational policies are flexible.

4. Should be written in a clear and concise manner

Good education policies are not ambiguously written; rather, they are presented in manners that are easily understood by implementers and other stakeholders concerned. The policies are often clear and consistently written in a way that prevents confusion and conflict at the level of implementation. They are general guidelines that do not require lengthy and detailed explanations of administrative procedures towards goal achievement. Besides, good education policies are collapsed in single documents to avoid. Summarily, effective educational policies are communicated succinctly and clearly.

5. It should be simple to find

Considering that education serves the interests of all parties involved, education policies should be easily accessible to all interested parties, including parents, the church, the community at large, non-governmental organizations (NGOs), alumni, and businesses that support the expansion and development of the educational sector. This promotes efficacy, openness, and accountability by lowering ignorance and conflict.

6. The policy results should be made very apparent.

If a policy is to be useful to the system, it must be goal-oriented and have a distinct purpose and result. It is critical that staff members understand the issue that the policy's execution is meant to solve. When people do not believe that a certain policy unit needs to be produced or implemented, it is very challenging to implement policy in that situation. It is crucial that the policy results are made clear in order for everyone to understand why the policy needs to be

implemented and what the expectations are if it is being implemented to promote the growth and development of the educational system.

The ratification of international and national conventions

As efforts to implement SDG4 and adopt it into national policies (NDS30), The government of Cameroon resolved on improving a good number facets in it educational system. Targets 4.1 of SDG4 which ensures that by 2030, both girls and boys have had a free, equal, and high-quality primary and secondary education that produces useful and efficient learning results; and 4.7 which ensures that by 2030, make sure that all students have the knowledge and abilities necessary to advance sustainable development, including, among other things, through instruction in sustainable living, gender equality, human rights, and the promotion of a culture of peace and nonviolence. They should also be taught about global citizenship, respect for cultural diversity, and the role that culture plays in advancing sustainability.

Translating these global policies into national policies elaborated in NDS30, the government of Cameroon embarked upon improving the quality of its educational system by 2030 through the following measures; (i) access and equity; (ii) quality and employability; and (iii) strengthening of the educational system.

a. Access and Equity

The majority of people who are of school age who do not attend school are the biggest cause for concern when it comes to access to education. For the primary level and the secondary level, it is predicted to be around 14% and 26%, respectively. The condition differs from place to place, with girls being the most affected. Significant regional and local differences in the availability of educational infrastructure and faculty still remain in terms of equity. This problem, which has the non-observance of the school map as one of its major causes, has a significant impact on primary and secondary levels. The number of girls attending school tends to decrease as they climb the educational ladder (NDS30, P.70).

The Government intends to implement a mechanism to ensure access to education and training for all segments of the population in order to address shortcomings regarding access and equity in this sector. This will entail, more specifically, (i)ensuring that all girls and boys have access to high-quality nursery education that prepares them for primary education, and (ii) enabling all girls and boys to follow, equally, a full cycle of affordable, high-quality, free primary and secondary education that results in genuinely useful learning. The planned efforts will be geared

on addressing geographic inequalities, enhancing textbook policy, and gradually extending universal education to eight and then ten years of education (NDS30,P.70).

In order to address geographic disparities, the government will work to close the gaps and catch up with the least advantaged communities and social groups. More specifically, these will involve: (i) establishing adjustment standards for teaching staff and infrastructure in the regions and councils, with a focus on the Far-North, North West, and South West Regions; (ii) guaranteeing equal access for students in both sub-systems (French and English) to the same lessons; and (iii) removing gender inequalities in education and ensuring socially vulnerable people have equal access to all levels of education and vocational training.(iv) expanding nursery education on a community basis, especially in rural areas (NDS30).

The Government is dedicated to ensuring textbook availability and lowering the expenses associated with accessing textbooks with reference to enhancing textbook policy. In order to achieve this, it will: (i) encourage the use of textbooks for at least 6 (six) consecutive years; (ii) advocate for the use of one textbook per subject and class at the national level; and (iii) implement a policy of providing free textbooks for subjects that are considered to be core in government primary schools. The government also plans to establish precise, stringent rules and guidelines to guarantee that the textbook distribution strategy is carried out correctly. The above policies can be implemented if and only if they are monitored and evaluated to asses whether stated objective are met or are in the process of being achieved. Therefore, and evaluation and follow-up committee has to be put in place that will be giving a quarterly or annual report on the progress of stated objectives.

b. Quality and Employability

In order to achieve quality, the government intends to make sure that social values (such as co-existence, patriotism, and bilingualism) are taken into account in training programs across the nation based on international standards. To do this, it will be required to make sure that trainers are trained on an ongoing basis and then sent to all locations nationwide. The implementation of this action will involve providing educators with training that will enable them to deliver multilingual and educational economic patriotic teaching programs that are more focused on technical and vocational training in accordance with international standards in each area. Focusing on the training of qualified trainers will be relevant if and only if there is regular continuous professional development (CPD) that will help upskill personnel.

c. The Improvement of the Educational System

Improving the management of the educational system's staff, better distribution of educational facilities across the country, full transfer of resources from decentralization, and promotion of private investment in the education and training sector are all necessary for strengthening the educational system. The government wants to increase the availability of human resources, especially in rural areas, in terms of people management. Through decentralization, there will be more regional and council oversight of teacher hiring and career management in primary and secondary education. In order to ensure that actions are coordinated from a regional to a national level, the government also wants to: (i) improve its relationship with these representative organizations; (ii) better control the activity; and (iii) support stronger union organization. Additionally, it will be required to put in place measures to keep teachers in rural areas, such as building accommodation for them when they are on call and introducing incentives (special bonuses) in their favor (NDS30, P.73).

It is a good step in planning to step up the manpower needs of the country's educational system but the government should not stop at the level of accommodation and special incentives for those deployed to remote areas. The government should go beyond the provision of accommodation in remote areas to the provision of basic necessities such as schools, hospitals, portable water and electrification of most rural areas. If all these facilities are present, then teachers will do their jobs comfortably and would love to live and work in such localities.

Manpower or human resource

The entire number of people working for a company or available for a specific project assignment or task is referred to as manpower. In an organisation, the workforce required for a specific task and in the future should be estimated and planned in order to avoid over or under staffing. One of an organisation's most important resources is its human capital. The work cannot be completed without sufficient labor (Mba Skool,n.d).Every firm, no matter how big or little, utilises different types of capital to operate. Cash, valuables, and items used to produce revenue for a business are all considered capital. Whatever the industry, all businesses share the need for people to make their capital work for them (Open textbooks for Hong Kong, n.d). Wonah et al. (2021) stipulates that manpower plays a role in organisational performance and productivity. Financial and physical resources cannot be used in any organisation until the workforce is structured. The goal of the manpower process is to guarantee the effective utilisation of personnel.

Manpower Planning

According to Wonah et al. (2021), Planning, is the act of selecting what goals will be pursued in the future and what will be done to reach those goals. It is one of the management responsibilities that all other functions revolve around because personnel depend on it. Reiterating that the act of organising, leading/directing, staffing, and controlling human effort both mentally and physically in order to accomplish organisational success or its defined goals and objectives as well as personal ambitions is known as manpower planning (p.75). They continued by saying that manpower (human resource) planning entails forecasting the human resource requirements of an economy, setting objectives that will result in the fulfillment of such requirements, and developing strategies for the achievement of the set objectives, as well as identifying the resources required and defining the modalities for plan implementation. In addition, human resource planning entails an objective and systematic evaluation of the personnel that is currently available to meet the needs, forecasting future employee demand and supply, developing staffing strategies with an eye toward both short- and long-term strategic plans, and continually monitoring, evaluating, and updating these needs and resources of supply. It is also the process of determining future needs with regard to both numbers, degrees of expertise, and creation and execution of plans to satisfy those requirements. Manpower planning's main goal is to assist the company in using human talent profitably for both the benefit of the individual and the organisation.

Planning is "the act of selecting what objectives will be pursued within a future time period and what will be done in order to attain those objectives". Prior planning is required to determine what to do, how to do it, when to do it, and who will do it. Planning can also be seen as a managerial process aimed at making the best use of time and resources to achieve specific goals (Adekunle and Lucent-Iwhiwhu 2014, p.50).

Edet Etim et al. (2020) posits that manpower planning is the study of manpower requirements for socio-economic growth and development. It is argued that manpower planning aims at projecting the manpower requirements of a nation for a given period and the composition therefore, developing suitable educational programmes to developing the needed labour skills, and efficient allocative labour resources so as to eliminate labour shortages or surpluses. Reiterating that "manpower planning is a process of ensuring that the organisation has the right kinds of people in the right place at the right time". Edet Etim (2020) continued by stating that, the underlying philosophy of manpower planning is to put the right people in the right place at

the correct time in order to make them more efficient in the process of producing goods and services in the economy. Specifically, manpower planning examines the available human resources in order to determine present and future manpower needs and provides policy guidelines on investments in human resources.

According to Chaudhuri and Mukherjee (2021), human resource planning is the process of projecting an organisation's future requirements for human resources and making the necessary plans to fill such gaps. To ensure that the right skills and talents are available when needed, it requires setting goals and creating and implementing specific programs, like staffing and training. Another aspect of human resource planning is gathering information that may be used to evaluate program success and determine when adjustments are necessary. Also, finding people who can fill an organisation's current staffing needs, predicting future employee demand and supply, developing staffing strategies, and continuously monitoring, reviewing, and planning are all parts of human resource planning. According to (Odunlami, 2012), it is "the process by which an organisation guarantees that the proper amount of people are in the appropriate location at the right time, completing the jobs for which they are most economically productive".

Mahapatro (2010) thinks management determines how the organisation should transition from its existing manpower position to its target manpower position through the process of human resources planning. Planning aims to maximise the long-term benefits for both the company and the individual by ensuring that the right people are present at the right time and place, doing the correct activities (p.38).

Manpower management

In reality, management is the art of controlling people, equipment, resources, and finances. Human resource management is the most crucial aspect of management. How to invest in people, money, equipment, and materials for a future that will be quickly expanding, dependable, adaptable, and profitable is of vital importance. Without human resource management, it is almost difficult to become lucrative, dependable, and durable in today's cutthroat business environment. Human resource management is known to distribute work, activity, responsibility and tasks with a timeframe for achieving an organisation's or institution's predetermined goals. Employers are now aware that human resource management is one of the fundamental determinants of an organisation's success or failure (Bukhari and Joyia,2019).

The goal of HRM is to guarantee that the firm recruits and keeps the qualified, devoted, and highly motivated personnel it requires. This entails taking action to determine and meet the demands of the population in the future as well as to enhance and develop people's innate abilities, including their contributions, potential, and employability, by offering learning and continuous development opportunities (Armstrong, 2006, p.9).

For Coyle-Shapiro et al. (2013), manpower management is the collection of policies, programs, and strategies that organisations implement in order to utilise their workforce to the most extent possible. These covers a wide range of topics, including recruitment and selection practices (which establish the relationship between the company and the employee), the many rules that govern how people are treated while they are now employees, and even policies on separation. Human resource management is concerned with the managerial and leadership techniques that allow individuals to give their all in today's demanding workplace environments (n.a, n.d).

With much emphasis, HRM is the process of bringing people and organisations together to achieve each party's objectives is known as human resource. It is a step in the management process that deals with handling an organisation's human resources. It seeks to obtain the finest performance from individuals by gaining their unwavering collaboration. It can be summed up as the art of finding, training, and retaining a skilled workforce to help a company accomplish its goals in a productive and successful way. Human resource management is concerned with making the best use of people to accomplish organisational and personal goals (Mahapatro,2010) .

Assessment needs in Cameroon's secondary education

This section of the work focuses on the learning needs in the country as a means of improving and sustaining quality education. Clarke (2017) posits that data from learning assessments are used in the education sector to monitor educational quality and to direct reform efforts. Achieving satisfactory learning outcomes for most of the population, which leads to a thoughtful and productive citizenship, is the fundamental goal of education. In addition, the United Nations' fourth Sustainable Development Goal (SDG) for equitable quality education and lifelong learning opportunities for all by 2030 calls for a persistent focus on monitoring learning. In order to achieve greater learning outcomes, emphasis shall be laid on the recruitment and deployment of teachers, teachers' assiduity and upskilling.

Assessments needs in terms of teacher recruitment

Tareen et al. (2022) defines recruitment as the procedure for luring and appointing new employees. For the provision of an effective educational system, there must be a sufficient supply of qualified teachers. Recruiting qualified teachers has always been a major concern for several nations across the globe. See et al. (2020) confirmed this by stating that a long-standing issue that has affected many nations for years is the inability to recruit and keep qualified instructors. The state of the national labour market and the relative desirability of alternative jobs are frequently linked to patterns in recruitment to initial teacher training. Shortages are particularly acute in specific subjects such as mathematics and physics, where there is a considerable demand for teachers in these subjects. According to Alunga et al. (2021), recruiting is the process of finding potential employees and motivating and encouraging them to apply for positions within the company. From recruiting to setting up and carrying out the interviews, it entails a rigorous process. Dos Santos (2019) further explained that recruitment, turnover, and retention of teachers are major issues especially in rural areas.

The primary aspect of human resource management is recruitment and selection. The advisory role that human resource managers take on during the hiring and hiring process is crucial. It is the duty of human resource managers to foster communication and collaboration between line managers and HR managers. Recruitment and selection are viewed as an organized, sequential, and logical hiring and selecting process. He provided a definition of the term "recruitment," saying that it is the process of creating a pool of qualified candidates for employment in an organization. The method of choosing a candidate from a pool of applicants who is more likely to succeed in the position being filled by management is called selection (Bukhari and Joyia, 2019).

Hendra et al. (2022) opined that in order to develop quality human resources and obtain resources that can be placed in the needed positions, recruitment must be implemented in a planned and methodical manner. To achieve the best job results, the proper recruitment method must be used, which requires meticulous planning. The hiring procedure for employees should not be disregarded because it helps to ensure that the results are accurate. This indicates that the company does not hire the appropriate personnel, both in terms of quality and quantity. Foster (2018) believes that the largest source of new students entering schools nowadays is school-to-school mobility, which is a major factor in the rise in recruitment at schools. Planning

constitutes an important aspect of teacher recruitment as it elaborates the need for recruitment, the number of teachers to be recruited at a particular time frame.

In order to successfully recruit teachers for Schools, we must first assess their needs. If we are unable to meet those needs, we must not recruit because teacher recruitment is not done annually or as soon as possible. However, if the new school year calls for teachers, we pass on information about hiring teachers orally from friend to friend. The principal seeks out a teacher who meets the standards when they suddenly truly need one. In regards to how recruitment is carried out, We carry out recruitment according to the need for teachers, if there is a vacancy, we will carry out recruitment. (Hendra et al., 2022). It is imperative to consider teachers need before hiring them in order to avoid attrition.

For Bardon et al.(n.d),government shouldn't set the parameters for a recruitment and retention strategy for teachers. Alunga et al. (2021), supports this view by adding that centralization is not always the ideal strategy for directing an efficient teacher management system, it has become obvious as educational systems have grown and lessons have been gained in both rich and developing nations. Daily administrative activities like handling complaints and maintaining records have proven difficult for centralized systems to handle. Although most schools are allowed to actively recruit in developing nations like sub-Saharan Africa, the expectations on principals in high-poverty schools are extraordinarily high, and financial restrictions make it impossible for them to forecast who they can hire. There is a similar scenario in Cameroon where the recruitment of teachers is mostly centered in the hands of the government and partly in the hands of Parent Teachers Association (PTA) for government schools. The hiring of teachers in private schools is based on vacancy whereby the school advertises the vacant position and prospective candidates file in their applications. The management of the colleges uses the identical procedure for hiring teachers that is utilized by other private colleges and universities. The specifics of this procedure are the applications. Hiring is often done through an interview with the applicants by the vice principals in charge of pedagogy.

 Tareen et al, (2022) share this view by reiterating that the management of the colleges uses the identical procedure for hiring teachers that is utilized by other private colleges and universities around the world. Kesuma et al. (2018) believed that Indonesian Teachers who are hired as non-civil service employees do in fact have some localized advantages. It increases opportunities for non-civil service teachers who meet the standards to become civil servants, extends job

options for the local population, and boosts the local government budget for people and capacity building.

However, there aren't many African nations with effective policies, plans, or programs for hiring secondary school teachers. Recruitment is frequently neither systematic nor active, and as a result, not enough trained secondary school teachers are attracted to the profession as potential teachers (Alunga et al., 2021).

In the Philippines, School-Based Management is in charge of hiring teachers, particularly for secondary schools (SBM). This is a ground-breaking educational idea that is crucial to school reform. In 2003, this management system was introduced. The primary goal of SBM is to improve teaching and learning throughout all public institutions in the nation by decentralizing decision-making from the Department of Education's higher offices to the schools. Principals are given the authority to control the appointment of new teachers thanks to SBM. However, SBM does not enforce this clause. In actuality, centralized and decentralized systems are used to hire new teachers in the public secondary schools in the Philippines. School Officials, including the principal, conduct the interviews, observe the teachers as they teach, and evaluate the teacher applicants' required documentation (Alunga et al., 2021).

Alunga et al(2021). continued reiterating that the school principal in South Africa identifies and characterizes a new position after consulting with the Personnel Advisory Committee and using the Human Resource plan. The degree of education, the general teaching area, the curriculum subject and skill codes, and a descriptor that concisely summarizes the context and needs of the vacancy must all be specified in every described position. To meet the demands of the evolving teaching workforce, schools are urged to post part-time openings where suitable.

In Kenya, the recruitment of teachers is entrusted in the hands of Kenyan Board of Management. The Boards of Management of Kenya's secondary schools hire teachers in accordance with the rules established by the Teachers Service Commission. The Teachers Service Commission was established as a constitutional commission to carry out teacher management in Kenya's 2010 Constitution, Chapter 15 Article 248. Entry, Retention, and Exit are the three basic subcategories of teacher management. While the Retention component covers deployment, compensation, promotion, punishment, and upholding of teaching standards, the Entry component ensures that the correct people are recruited into the teaching

service. On the other side, managing teachers who leave the Commission due to natural attrition is what Teacher Exit implies (Alunga et al., 2021).

The Teachers Service Commission's overarching objective is to create and sustain a competent and sufficient teaching service for the nation's public educational institutions. According to its mandate, the Commission is responsible for ensuring the hiring and upkeep of an adequate professional teaching staff that is fairly dispersed and effectively used in public educational institutions. In this regard, the Commission aims to fulfil the goals of its vision and mission in order to provide instructors and public educational institutions with high-quality services. Demand-driven hiring occurs when open positions are posted in the media and interested people submit applications to the schools or districts of their choices. One of the most crucial aspects of the teaching profession that has been decentralized and is handled by the schools' boards of management is teacher recruitment. This is carried out following the teachers' training at various colleges and universities. The Teachers Service Commission develops policy guidelines and distributes them to the necessary organizations to serve as a guide when teacher recruitment is to be carried out.

Kesuma et al.(2018) are of the same view as they posit that as an improvement to earlier decentralization laws, the Indonesian government published Law No. 23/2014 on Local Government in 2014.The management of civil servants is part of the decentralization of functions and responsibilities from the national to local governments. The law also stipulates that local government workers (civil servants) should support local governments in carrying out their mandate and duties. The positions held by civil servants and their makeup, as well as the organization's structure, specific duties and responsibilities, and operational procedures, are under the control of the local government. Therefore, the province government is in charge of providing advice and control for the management of district employees, whilst the central government does so for the management of provincial employees. The Badan Kepegawaian Nasional, National Personnel Office shifted the job status of civil servant teachers from central government to local government in 2016 in accordance with this law. The justification is that local governments are better situated to understand the need for teachers (types, numbers, and placement in schools), making it simpler for the central government to connect with them and coordinate the management of its teacher workforce. According to Law 23/2014, Indonesian districts have been in charge of overseeing education services at primary and junior secondary

schools since 2016, while provinces have been in charge of senior secondary level schools as well as senior secondary vocational institutions since 2016 (p.8).

From the above analysis, governments of sub-Saharan nations are encouraged to foster with the decentralisation process of the recruitment of teachers as measures to enhance quality education. Decentralised services are in a better position to know the needs of teachers in terms of school and per subject.

Concerns were raised by local governments regarding the shortage of civil servant teachers brought on by attrition (retirement, resignation, and transfer).In order to address the shortage of teachers, district governments and schools turned to hiring non-civil service teachers to fill vacancies using a variety of selection and criteria, exchanging teachers with other schools as needed, assigning retired teachers for little to no pay, and even temporarily hiring parents to teach subjects like religious studies. The appointment of non-civil service teachers must be subject to national regulation to guarantee teacher quality. The non-civil service instructors who have been hired have a ladder of diverse qualifications and skills as a result of these various selection methods. In response to the lack of civil servant instructors in the classrooms, local administrations have been formally employing non-civil service teachers. The analysis reveals that 30% of the sampled districts use non-civil service teachers to fill teacher shortages rather than civil service teachers, and they appoint the non-civil service teachers in accordance with local government regulations that adopt civil service selection procedures. Kesuma et al. (2018).

Manpower shortage

Children's chances for a successful life can suffer from a teacher shortage. A severe teacher shortage has been reported in many European nations. In Australia and New Zealand, as well as in England and the US, there is still a shortage of teachers. As the number of students grows, the shortfall is anticipated to worsen. The severity of the shortages can differ across each of these scenarios depending on the geographic area, topic area, student age, and school style. (See et al., 2020). Foster (2018) reaffirmed this by stating that since 2010, the number of instructors has not kept up with the growth in the number of students, and as a result, the number of students to qualified teachers has increased.

A number of factors could contribute to a lack of applicants for certain positions such as the teaching profession. These mostly concern individuals choosing and realizing what alternate

employment possibilities that they believe to be more advantageous. From a person's standpoint, the financial benefits that are offered may have an impact on these choices (e.g., salary, prospect of bonuses) or by their comprehension of what the position entails (e.g., necessary duties, working circumstances, level of autonomy). The number of persons making a decision can be impacted by economic and employment cycles. Government policies may also have an impact on hiring teachers, for example, by allocating financing for training programs, creating new educational pathways, or using marketing techniques. Foster (2018) supports this by stating that several financial incentives, such as bursaries and scholarships for trainees in particular courses, are available to encourage recruitment to initial teacher training. Additionally, recent governments have launched a number of programs to improve retention of current teachers by making the profession more appealing as well as to increase the recruitment of new and returning teachers.

According to reports, people quitting the field too soon is contributing to the scarcity of teachers. Numerous policy efforts have been implemented in nations where there is a teacher shortage in an effort to address recruiting and retention challenges as well as the causes that contribute to them. Many solutions involve financial incentives, such as higher teacher compensation (for those who teach specific courses or in specific regions) as well as bursaries or scholarships intended to either recruit more people into the field or keep them there once, they have obtained the necessary qualifications. For those beginning their training, England has a long tradition of offering tax-free scholarships, maintenance grants or loans, and further "early career" compensation for those continuing in the profession. Alunga et al. (2021) stipulates that in Kenya, despite the fact that there is an abundance of teachers in many fields, there is a scarcity in many public educational institutions as a result of budgetary restrictions.

Some politicians have now gone beyond financial incentives to keep teachers on staff. The creation of measures to try and enhance these conditions and make teaching a more appealing profession has been prompted by a rising awareness of the frequently difficult working conditions connected with teaching. Among them are orientation programs, professional development opportunities, school-based leadership development, and flexible work schedules. The Early Career Framework, which was implemented in England in 2020, is a component of the larger Teacher Recruitment and Retention Strategies and aims to support new teachers during their induction years through excellent mentoring, professional development, and a

condensed teaching schedule. The researcher brought out the causes of manpower shortages in our schools namely;

Teacher Retention

Acheampong and Gyasi (2019), posit that a vast number of different schools of thought have exploited retention in various ways. It is defined as "the act or ability to hold or retain something or someone". It refers to a school's capacity to maintain its teaching workforce from the time of hiring until retirement in the context of teacher education. Therefore, in addition to being in charge of hiring, preparing, and placing teachers, educational institutions must also guarantee the continuity of the teaching workforce. These authors further explained that the main obstacles to teacher retention in most parts of Africa are a lack of financial and material resources, poor road networks connecting impoverished areas, inadequately trained teachers, particularly in remote and underserved villages, poor credibility of reliable data in schools, frequent intrusions by outsiders into educational matters, inadequate school infrastructure and facilities, and a lack of political will.

To encourage prospective students to enroll in teacher preparation colleges, the canceled trainee allowances should be reinstated. Although teacher candidates are currently self-funded, the question of jeopardizing future enrollment has not been properly taken into account. Additionally, District Sponsorship Schemes should be reviewed to require sponsored teachers to serve in their first posts for at least three to five years before transfers are permitted. To improve regular district supervisor monitoring of rural teachers' attitudes toward their work, allowances required for supervision should be given on schedule. Bribery and corruption among education officials should be avoided since they obstruct the efficient placement of instructors. To encourage their service in underserved schools, rural teachers should get particular recognition such as awards and promotions. Education officials need to make sure that instructors who deserve it are given study leave (Acheampong and Gyasi 2019).

For Tareen et al. (2022), the practice of keeping the current workforce. Significant, additional pressures on recruiting are created by even slight increases in the rate of teacher turnover. There have been issues as a result of the slight reduction in teacher retention rates in recent years. If retention rates had been higher, teacher supply would have been able to keep up with the increase in student enrollment (Bardon et al., n.d).

Tournier (2015) postulated that there are several strategies for keeping seasoned educators in the classroom while ensuring that their knowledge is more widely distributed. There are numerous categories and matching pay levels in a horizontal succession. Horizontal career advancement options typically include the ability to stay in the classroom as a skilled teacher (with teaching maintaining the primary responsibility) or to combine teaching activities with other specialized tasks like mentorship, curriculum development, or professional development. Additionally, teachers can also be retained by making teachers' careers more flexible and diverse as several nations have chosen to create career paths that allow teachers to shift directions at any point in their careers.

Treogor (2021) believes that successful administrators can establish effective leadership techniques that allow the administrator to lead successfully. Leadership style has an impact on teacher retention.

Workload

Alunga et al. (2021) posit that the workload of teachers is becoming a more significant concern. According to correlational studies, instructors' perceptions of their workload are significant decision-making determinants. Workload remains an important factor influencing teachers' decision to leave. For Foster (2018) both the current and previous governments have emphasized initiatives to lessen teacher workload as a way to promote teacher retention. The Coalition Government introduced the Workload Challenge in October 2014, which was a survey asking teachers to suggest methods to lighten their workload. This led to a variety of projects and promises. Bardon et al., (n.d) thinks there is too much teacher workload, and this is a long-standing problem. However, workload is more than just the quantity of hours spent; it also refers to how in charge teachers feel about their work.

Attrition

This concerns teachers leaving teaching for one reason or the other. For Acheampong and Gyasi (2019), attrition is the permanent losses of teachers from the teaching profession, for any reason. Retirement and voluntary resignation are the two main factors influencing teacher attrition, which was characterized as unpredictable and predictable departure, in many nations. The impact of teacher attrition is significant on the high cost of hiring, training, and professional development, which has a negative impact on the country's financial stability. Rural education is inadequate due to the poor quality of the rural environment.

According to Acheampong and Gyasi (2019), the main causes of teacher attrition in rural locations include housing, electricity, markets, health care facilities, networks (internet), potable drinking water, and a sense of isolation. The lack of basic amenities causes teachers in most parts of the world to abandon teaching   for any other available job in cities with these amenities. Some of the rural schools have no accommodations at all for the teachers. This results in excessive absences and a reduction in contact hours, which eventually have an impact on the nation's educational system. Because of the awful condition of the road, the situation gets worse.

 Attrition could be caused by natural factors such as death, health conditions or retirement. It could also be caused by too much workload, better renumeration and working conditions, high student population and the likes. In Cameroon, most teachers abandoned teaching for better paid jobs and working conditions. It is the desire of every citizen to work in an air-conditioned office and since the working conditions in most Cameroonian schools are disheartening, a handful of teachers will desire to leave teaching once the opportunity arises. We can also cite issues such as high student -to teacher ratio, the late payment of salaries for newly recruits, overdue advancements, minimal promotions and the list is inexhaustible.

Another cause for attrition is career structures that are only vertical (with no lateral mobility). This implies that promotion paths are restricted to management or administrative positions in a vertical career structure. That is from teacher to discipline master/mistress, vice principal, principal /head teacher, school inspector (regional or national pedagogic inspector), planning, consulting, or management posts at central education, administration, or ministerial level are the typical vertical advancement pathways for teachers. Because there are few opportunities for horizontal mobility, such as jobs as mentors, program design experts, or managers of external contacts and partnerships, teachers who wish to advance are more likely to pursue administrative roles in an effort to earn more money. The finest teachers consequently tend to quit the classrooms for lack of opportunity, which does not help to promote student learning (Tournier, 2015).

Furthermore, attrition could be caused by a system that prioritizes longevity of service over merit: Promotions and progress within a grade (echelon) are governed by certain rules in the civil service. The criteria utilized are typically years of employment, the rating given by the teacher's superior, or passing a professional (competitive) examination. However, there are far too few inspectors, and inspections are rarely conducted, making it impossible to manage a career effectively. Since advancement is based on length of service rather than merit, it can be

quite demotivating for teachers because everyone advances at the same rate, regardless of performance or attendance. Additionally, because instructors in metropolitan areas have an edge over teachers in schools in remote areas and this poses issues with equity.

Limited career opportunities as many countries prioritize a vertical career path that is from teacher to head teacher and higher administrative jobs is a major issue with career structures for teachers. As a result, more instructors leave the classroom, which reduces their knowledge and skill in the field of education, where they are most required (Tournier, 2015).

A study carried out by Troeger in 2021 revealed that half of teachers seriously considered leaving the profession in recent years, citing general dissatisfaction among teachers, insufficient pay and benefits, stress, burnout, lack of respect, conflict with school administrators and boards of education, workload, poor working conditions and many more.

Assessment needs in terms of manpower deployment

Hemuyuni (2020) views teacher deployment as the extensive hiring procedure for instructors that starts as soon as a position becomes available. The author reiterates that the national budget's funding for the exercise determines how trained teachers will be deployed. The sum allotted to the Ministry of Education determines the number of teachers. In general, African countries have experienced deployment delays since 2003, and these delays have had an impact on the provision of high-quality education for a number of reasons, as she further explains. The lack of teachers is one issue, and it is made worse by the enormous distances that teachers must travel to go to schools in rural areas and on city streets. By the time they arrive at the schools, they are weary, which lowers their willingness to teach.

According to Hemuyuni (2020), the ways that teachers are deployed differ from country to country. In general, there are two basic systems for the deployment of teachers, that is centrally planned systems and decentralized systems. The rationale for centrally designed systems, which may be controlled from either the national or provincial level, is that they will guarantee the equitable deployment of teachers free from local constraints. However, in an effort to increase efficiency, ministries are now reviewing and, in some circumstances, adopting the decentralization of the teacher deployment process. This paper further asserts that the implementation of educational decentralization has occasionally resulted in improvements, particularly in terms of participation and openness at the district and school levels in Zambia.

More, Hemuyuni (2020) postulated that for both professional and personal reasons, the majority of teachers aspire to be assigned to metropolitan schools. Being assigned to a rural school in most nations is strongly discouraged due to the size of the rural-urban divide in those nations. For a variety of reasons, including the availability of decent schools for their own children and job chances for spouses, teachers choose to stay in urban regions and the need to preserve frequently close-knit family and friendship networks, possibilities for additional studies, and better working and living conditions in rural schools are some factors influencing teacher motivation in Sub-Saharan Africa and South Asia. Another important aspect is that there are considerably more options to generate a supplementary income in urban areas.

Along with the aforementioned, Hemuyuni (2020) posited that in some nations, particularly those where sizable percentages of teachers pay for their postings, sending instructors to a remote school may be a one-way ticket or for very extended periods of time. This only serves to exacerbate the sense of injustice experienced by new teachers who are compelled to work in rural schools where the deployment process is obviously flawed.

The distribution of instructors across urban and rural locations likewise exhibits a significant disparity. There is a severe scarcity of qualified teachers in the more rural places because most teachers prefer to work in urban areas. It is obvious that bonuses for teachers in isolated rural locations fall short of covering their hardships and a lack of suitable housing. In remote locations, a key barrier to hiring and retaining teachers is a lack of housing (Hemuyuni, 2020).

Acheampong and Gyasi (2019), states that in remote schools, it can be difficult to obtain basic requirements including food, water, and shelter. Most commonly, people who live in rural areas construct their homes so that their families will have a place to live. Teachers and other migrant workers find it difficult to locate housing in such settings. However, the government hasn't done much to accommodate employees, notably teachers, in rural areas. Because of this, it can be challenging for teachers to find a decent apartment. The very few rental homes that are available are typically unsuitable for teachers to live in and lack amenities like electricity and water. In addition to this phenomenon, the majority of rural communities have very poor road systems, which makes teachers who desire to work impossible for someone from a faraway town to attend school. This has demonstrated that government efforts to deploy and support teachers in remote locations are useless. This situation is not peculiar to Ghana as in the entire African continent, teachers who are deployed to rural areas find life extremely difficult because of lack of basic amenities.

Inadequate working conditions in remote areas presents significant barriers for teacher retention. Residents of rural areas typically build their homes with this goal in mind. Because of this, within one or two years, new instructors who accept positions in remote locations find a way out. Also, there are little opportunities for job growth in rural places. More workshops and trainings that advance teachers' professional development are not attended by them, which increases their isolation. There is a need for a sufficient teacher preparation program, which should concentrate on both teaching pedagogy and content, in order to increase the quality of education.

Additionally, Acheampong and Gyasi, (2019) emphasized that studies have indicated that more instructors prefer to work in urban than rural schools since urban schools have more effective teaching and learning methods. This is because urban schools have significantly higher levels of life and job satisfaction than rural ones. According to these authors, schools that are successful are those that draw in and hire great teachers, distribute them fairly, enhance job professional development, and keep quality teachers on staff. It is evident that rural schools in Africa are underfunded.

Kesuma et al. (2018) is of the same view as they add that there is a poor distribution of Indonesian teachers amongst schools, particularly between schools in urban and schools in rural and remote locations. Compromised hiring procedures and teacher management are major contributors to inequality and inefficiency in the Indonesian educational system. Due to these factors, hiring the best candidates frequently fails, and there are significant disparities in the distribution of teachers among schools serving various socioeconomic groups. Between instructors employed by the government and contract teachers hired by schools, there are also significant differences in the working conditions and hiring practices. This makes teacher management and distribution even more unequal and ineffective. Several difficulties with the recruitment and distribution of teachers and teaching staff were also brought up in January 2017 including social and geographic challenges, inadequate recruiting processes, and lack of coordination between the field's need for teachers and the supply coming from institutions of higher learning.

Nevertheless, because of inconsistencies in the signals received regarding the required number of qualified teachers, deploying qualified teachers to areas in need continues to be a challenge(Kesuma et al. 2018).

Therefore, it is advised that approximately one-third of teachers' salaries be set aside as a further incentive to encourage teachers working in rural elementary schools. Once more, special recruitment techniques for student-trainees should be used to find future teachers in underserved areas who want to get training and serve their communities. There are several incentives that draw and keep teachers in rural schools. Teachers are encouraged to accept posts and transfers to remote areas by the distribution of solar lighting, bicycles, and motorbikes. The Ghanaian government introduced the district sponsorship program once more in 2001 with the intention of supporting (funding) teacher candidates to draw them to and keep them in rural areas (Acheampong and Gyasi, 2019).

These authors continued by stating that the government must think about making the teaching service appealing by offering housing, transportation for teachers and supervisors, incentives (salaries), the restoration of district sponsorship schemes, and allowances for teacher trainees in order to encourage teachers' job efficiency in rural areas. When fully implemented, these measures will reinforce the accomplishment of Education 2030 not just in Ghana but also in the entire continent. This view is supported by Kesuma et al. (2018) who state that in Indonesia, according to Law 14/2005 Article 29 (1), teachers who work in remote areas are entitled to automatic career advancement every four years, a one-time special career advancement, and a number of protections (legal, professional, and health and safety) when providing their services.

In order to guarantee that every school has qualified and capable teachers, East Jakarta and Gorontalo have also developed equitable teacher deployment programs among schools. The results of the national exam were used to map the levels of learning success across schools. The results of the teacher competency examination for all civil servant teachers were also charted. East Jakarta assigns high-performing civil servant teachers to low-performing schools for permanent jobs as part of its equal distribution of educational quality scheme, while it assigns low-performing teachers to average or high-performing schools for immersion. As an interim remedy to increase the subject teacher's capacity, Gorontalo assigns high-performing civil servant topic teachers to teach classes alongside low-performing subject teachers. In order to persuade civil servant teachers to agree to teach in outlying areas, Gorontalo also places high-performing teachers in rural schools and pays them a bonus equal to nearly half of their basic wage (Kesuma et al. 2018).

To improve the standard of educational services provided by all schools, qualified and competent teachers are sent to institutions with low performance. The education offices in East

Jakarta, Semarang, and Gorontalo combine schools that don't have enough pupils; thus, they don't fulfill requirements for the number of students serviced by their educational services. Then, teachers are distributed among these zones to provide an equivalent level of instruction in all schools. East Jakarta and Gorontalo have launched an "open teacher sharing" initiative to equalize educational quality. In this initiative, the Education Office makes a list of the schools—along with the address of each—that require teachers in particular subject areas. Teachers then select the institutions that closely match their transfer choices. As a result, the transfer is determined by the teacher's own choice and not by the government (Kesuma et al. 2018).

Many nations, especially those in East Asia, have thought about decentralizing the hiring of teachers to the local level. This entails hiring local teachers, which can strengthen accountability, especially in nations where there is evidence of and worry over teacher absenteeism. Additionally, teachers hired locally are more likely to share the same socio-economic and cultural backgrounds as the parents and pupils in the schools where they work. Decentralization, however, has advantages as well as drawbacks. The greater the system's level of localization, the more likely it is to remain aware of the requirements of the schools and to act swiftly and adaptably as necessary. However, a local deployment system may also be susceptible to the improper influence of strong people, particularly in nations with inadequate administrative competence at the district and local government levels (P.33).

More, Hemuyuni (2020) elucidated that although the decentralization of education continues to receive a lot of interest and support, there is a growing need to draw lessons from past mistakes and to question decentralization's fundamental premises. Therefore, information on their management in a decentralized educational system is required, particularly with regard to teacher deployment. Decentralizing the teacher deployment process also gives the recipients a voice in the procedure that benefits them as citizens of their particular communities.

According to Hemuyuni (2020), findings have revealed that the decentralization of teacher deployment is not fully implemented some localities such as in the Mazabuka district, and a number of issues have been identified as a result of the policy's insufficient implementation. Examining the subject areas and schools that require teachers and forming a Teacher Deployment Committee are two ways the district decentralizes the deployment of its teachers.

From the aforementioned views, we can say that teacher deployment holds a central place in ensuring quality education. States can choose either centralized or decentralized deployment of

teachers or both. whatever option is chosen, the interest of the population must precede that of the decision maker. However, we belief that if states adopted a teacher deployment policy and keenly follow-up, then the problem of teacher shortage especially in rural zones will be solved.

Teacher's assiduity

This section of the work shall focus on teacher's effectiveness and efficiency as well as teacher absenteeism and how these different facets contribute to quality learning. A study carried out by Mgema (2022) in Tanzania depicts that teachers are specialists assigned to instruct effectively and efficiently predetermined topics in specific subjects. However, this study discovered that unneeded teacher absences lead to inadequate syllabi coverage. In other words, students are denied their right to quality education when teachers are absent. However, the results showed that poor curriculum implementation was a result of teacher absenteeism. Also, findings have pointed out that teacher absence is one of the factors causing the syllabus to be covered late or poorly. From these results, it can be inferred that a teacher who is absent misses the lessons they are supposed to teach and doesn't take any steps to make up for the lost time.

In addition to this, there is a belief that teachers have the ability and passion to have a favorable or bad impact on students' academic achievement. However, this study discovered that learners' academic performance suffered as a result of instructor absenteeism. findings, showed that teachers' failure to show up for class on time resulted in poor academic performance and a bad reputation for the institutions.

This paper further indicated that overcrowded classes contributed to poor quality education because to joining of courses either in favor of the absent teacher or compensating missed lessons. In line with these findings, the vast majority of respondents stated that the school schedule was seriously messed up, with some teachers over-teaching without taking into account the allotted time by realizing that a particular class's teacher wasn't there. These findings are comparable to those that made it evident that teacher absenteeism led to overcrowded classes as a result of the combination of classes to learn subjects other than the missing instructor's subject. However, crowded classrooms make the teaching and learning process more difficult. This is not the case in other African countries such as Cameroon whereby over crowded classrooms is caused by the rising number of students and students who are internally displaced because of socio-political crisis.

Furthermore, Mgema (2022) points out that truancy, noise-making, dodging, and bullying were caused by student misbehaviors in their individual schools as a result of instructor absenteeism. It was discovered that students were not informed beforehand when professors would be absent. Therefore, the situation was probably going to be worse than it would be if the information could be shared with those students and staff, allowing them to take the appropriate actions, like seeking for substitute teachers, to make up the deficit.

Olalekan and Modupe (2020) opined that the quality of education provided in schools is correlated with the productivity of the teachers both immediately and over the long term.Teachers have a significant impact on students, and kids look up to them for protection, support, and guidance.Children are supposed to learn from them informally by studying their attitude, mannerism, conduct and general behaviours and formally through their instruction in the classrooms.

Assessment needs in terms of teacher's professional development

Tournier (2015) believes that there is a connection between a career, the allure of a vocation, teacher retention, and ultimately, educational quality. The teacher prioritize professional development opportunities when asked about career-related issues, sometimes even above financial concerns (salary, housing). Nearly 96 percent of the educators surveyed in Botswana said that professional development opportunities are "very important. Additionally, studies have demonstrated a connection between career opportunities and the range of tasks performed by teachers and job satisfaction. Therefore, it is reasonable to assume that career and professional development opportunities are what motivate teachers. As a result, focusing more on these areas should increase teacher satisfaction and retention while also promoting high-quality instruction. In addition to this, Career, growth, and recognition in one's field are crucial motivating factors. Every stage of a teacher's career, from choosing to become a teacher to being diligent at work and desiring to stay in the field, depends on motivation (Tournier, 2015).

To attract and keep the most qualified, experienced, and motivated individuals, it is crucial to create appropriate and pertinent employment conditions and growth opportunities for teachers. This is particularly important in situations where there is a shortage of teachers, as is the case in many developing and developed nations.To address the challenge, a clever combination of policy and incentive mechanisms is needed (Tournier, 2015).

According to Hendra et al. (2022), training is any effort made to help employees develop in a specific job that they are responsible for or in a job that is connected to their employment. Training typically has to involve experiential learning activities that are planned and created in response to identified needs in order to be effective in order to increase the knowledge, abilities, and attitudes required by the organization in order to accomplish the aim of optimal work results, training aids employees in comprehending practical knowledge and its application. Not by accident, outstanding instructors are developed over lengthy periods of time and through numerous stages of education, training, and development. As a result, the teacher needs to be aware of his level of proficiency. Since teachers and quality become intertwined when our country hopes for educational achievement, teachers should be able to assess themselves and promptly restore competencies if it comes out that the level of quality in their field is low.

Workers may receive training either on the job or off the job as part of upskilling or in-service training. On -the -job training is internal organizational training for orientation, job rotation, or to improve one's skills in a present role. Outside of the company, training is conducted through case studies, role-playing, or classroom lectures (Amoah-Mensah and Darkwa, 2016). Training that one receives after employment includes training in one's current position. According to Amoah-Mensah and Darkwa (2016), job orientation is a process where a trainee learns various jobs or functions at various points in an organization. In other words, the employee switches between tasks in accordance with the specified timeline. Job rotation can also refer to the process of putting a person in a variety of positions or situations throughout the course of a set length of time in accordance with their knowledge, talents, and skills. Another way to describe work rotation is when a trainee switches from one lateral task to another, giving them the chance to learn new abilities. As a result of job rotation, the trainee can develop many skills.

For Amoah-Mensah and Darkwa (2016), Circumstances when a new employee receives training to help them get familiar with their job and the organization as a whole in terms of values, rules, and regulations; is referred to as orientation. It can also be thought of as an ongoing process that requires time to accomplish a goal. Organizations provide orientation to new hires for the reasons listed below. The orientation will provide the new employee the chance to familiarize themselves with work practices first. Additionally, the new employee receives orientation on how to interact with other staff members, which ultimately gives them a sense of belonging and importance.

Becker (1962) said On-the-job training is discussed in such detail not because it is more significant than other forms of human capital investment, although this is true; rather, it is discussed in such detail because it demonstrates the impact of human capital on incomes, employment, and other economic factors (p.10).

Off-the-job training, which can be done through simulation, describes circumstances in which the trainee is trained in a nearly ideal work environment. Another use for simulation is as a training exercise to gain experience in a supervised setting. Since the trainer is not working in an abstract environment, simulation reduces the likelihood of training mishaps, saves the organization money, and also lowers the trainer's level of dissatisfaction. Additionally, it gives workers the chance to pick up traits, ideas, information, guidelines, or abilities that will improve trainee performance. Off-the -job training can also be through a case study in which the trainee is given either practical or theoretical issues to analyze, synthesize, solve or ask questions. A case study is adopted by organizations when they want trainees to develop their critical thinking, analytical and problem-solving skills. It is also used when active participation is required and where the learning process involves questioning and interpretation (Amoah-Mensah and Darkwa, 2016).

In role-playing, the student takes on the character of another and behaves and thinks as if they were the genuine things. The role-players take on the role of fictional characters, real individuals, or they just act out of instructions. The role play's subject matter can be familial or unusual, straightforward or complex, and the context can be explicitly described or left open-ended to allow participants to utilize their own imaginations. The learner has the chance to respect and comprehend others thanks to this strategy. Classroom lectures are instances in which the instructor imparts knowledge orally to the class with little to no participation from the students. The data may come from his own reading and experiences (Amoah-Mensah and Darkwa, 2016).

Role-play involves the trainee acting and adopting the behavior and attitudes of another person as if it were the real person. Participants of the role play assume the role of an imaginary character, real people or just act what they are told to do. The content of the role play can be familial or strange, simple or elaborate while the context can be illustrated in detail or may be vague to give participants the room to use their own creativity. This method gives the trainee the opportunity to appreciate and understand others. Classroom lectures refers to situations whereby the trainer teaches or disseminates ideas orally to the trainee with little or no

participation by the trainees. The information can emanate from his own reading, research or experiences.

For Acheampong and Gyasi (2019), workshops and orientation programs, like in-service programs, allow for the upgrading of untrained teachers' qualifications, offer short-term courses on subject matter and teaching techniques, and offer master's degree programs for teachers who already possess these qualifications. However, the value of in-service programs to encourage educators to stay in the field should also take into account the trade-offs and financial and supply-related implications. For instance, opportunities for instructors in in-service programs coincide with promotions and the movement of teaching jobs. Certain traits that draw prospective teachers to some communities in Africa do not exist. However, the lack of in-service training and seminars, which promote professional development, causes instructors in rural schools to become less and less effective over time.

Olalekan and Modupe (2020) stated that governments and community people in Nigeria have joined educationists in adopting the view that teachers play a crucial role in creating quality education.The utmost attention should be given to the training of the trainees, which is a crucial part of teacher preparation.Unfortunately, in the years after independence, teachers' professional development has received zero attention.In Nigeria, educators, policymakers, and parents all concur that good instructors result in good students.It is equally believed that the triumph is achieved in the classroom; without skilled, committed, well-prepared, and educated teachers, even the highest standards, strictest accountability mechanisms, and most opulent facilities would be ineffective.Reason why it is believed that manpower and personnels that contribute to national development are made up of skilled or educated human resources.These researchers reiterated that the level of perfection of the teachers' contributions determines the quality of teacher education, which is primarily attained through effective funding and the provision of in-service training for educators.

Conceptual framework

A conceptual framework, according to Hemuyuni, (2020), is a collection of overarching concepts and tenets drawn from pertinent fields of study and utilized to organize a subsequent presentation. It is argued that it really helps a researcher organize his or her thoughts, carry out a study's investigation successfully, and explain the relationship between related ideas as well as any potential connections between the variables. Just to mention, the conceptual framework provides explanations for the why questions. Kivunja (2018) supports this when he stipulates

that a conceptual framework is the full, logical orientation and associations of everything that comprises the fundamental assumptions, frameworks, plans, strategies, and methods that will be used to carry out your entire research endeavor. Therefore, your ideas about selecting the research topic, the issue to be looked into, the questions to be posed, the literature to be reviewed, the theories to be applied, the methodology you'll use, the methods, procedures, and tools, the data analysis and interpretation of findings, recommendations, and conclusions you'll draw are all included in the conceptual framework. As a result, the conceptual framework represents how your complete study endeavor makes sense. A conceptual framework is a metacognitive, reflective, and operational component of the overall research project, which is what it means when you say it is a logical conceptualization.

Figure 1 : Conceptual framework showing how variables are related to influence quality assurance

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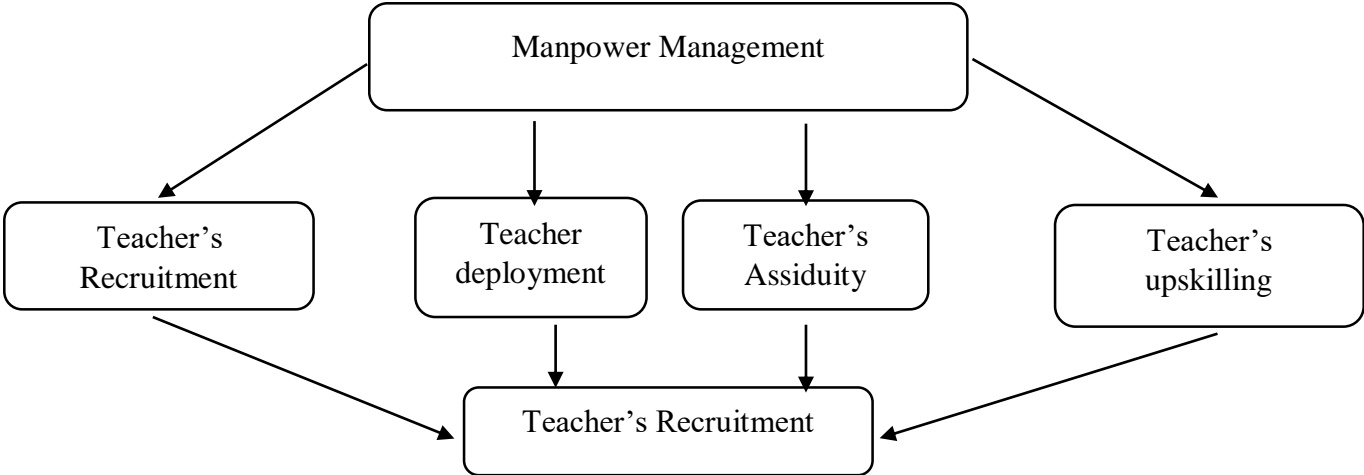
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Source: another's conceptualization, 2022

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Theoretical framework

This section of the work has to do with selecting appropriate theories that can serve as a frame for this study. For Kivunja (2018), a theoretical framework is made up of the theories put out by professionals in the area of study that you intend to investigate. You use this framework as a theoretical coat hanger for your data analysis and result interpretation. To put it another way, the theoretical framework is a structure that condenses ideas and hypotheses that you develop from evidence that has already been tested and published and that you then synthesize to give

you a theoretical background or foundation for your data analysis and interpretation of the meaning contained in your research. This author reiterated that a theory is a generalized statement of abstractions or ideas that asserts, explains, or predicts relationships or connections between or among phenomena within the bounds of critical limiting assumptions that the theory explicitly acknowledges comes from a systematic review of pertinent literature. In addition, the author also sees a theory as a collection of connected ideas (concepts), definitions, and claims that offer a systematic perspective of phenomena by defining relationships between variables in order to explain and forecast phenomenon.

Stewart et al. (2011) defines a theory as a set of concepts used to explain something while Alunga et al. (2021) assumed that a theory is a body of propositions or guiding ideas developed to explain a collection of facts or events. A researcher must employ a theory as the foundation for their explanation of the empirical findings or claim.

In this part of the work, we are going to examine the different theories that can serve as a frame into which we can fit our work. This includes the human capital theory, Signaling and contingency theory. There is an increasing demand in qualified manpower by employers and these theories will give an insight into this piece of work.

Human Capital Theory

According to the human capital theory, investing in people yields returns on investment for both individuals and society as a whole. Education emerges as the key human capital investment for empirical analysis, despite the fact that health and nutrition are typically types of human capital investments. The fundamental justification for this is that education is seen as having a positive impact on nutrition and health (Sweetland, 1996).

Theodore Schultz began his 1960 paper on Capital Formation through Education as follows; "I suggest viewing education as an investment in people and viewing the outcomes as a type of capital. I'll refer to education as human capital because someone who receives it becomes a part of themselves" (Holden & Biddle, 2016).

Fix (2021) believes that the concept was that each person's talents and abilities made up a store of capital called "human capital." People became more productive as a result of this stock, thereby increasing their income. Fix (2021) elucidates that at first the notion that talents make up "human capital" was met with suspicion. Since "human capital" implies "human property" therefore capital is considered as property.

The employees of a company, who are essential to its success, make up the organization's human capital. Human capital can therefore be defined as the combination of intelligence, skills, and expertise that give an organization its unique personality is represented by human capital. The organization's human resources are individuals who are able to adapt, learn, innovate, and provide the creative drive that, when appropriately motivated, can guarantee the organization's long-term survival. Businesses must invest in human capital if they want to survive and thrive, and can be viewed as their most valuable asset (Armstrong, 2006, p.8).

For Mincer (1974), spending on education, job training, health, information, and migration, to name a few important categories, might be considered an investment in human capital. Such time, money, and effort investments tend to increase a person's earning potential and can be seen as returns on investments because they increase earnings. The limits of genetic endowment, parental wealth, and access to educational and market opportunities guide the individual's and his family's investment actions. The lifetime earnings stream of the individual, rather than just his earnings during a certain, let's say annual, time period, is the fundamental conceptual and observational unit of human capital analysis. Earnings are considered as a return on a rental value of the human capital stock, the "skill level" that the person has accumulated at any given time.

According to Mincer's research, raising earnings and easing hardship by coordinated individual investments in human capital, rather than luck or decree, is what reduces poverty (Polachek, 2003).

Mincer (2001) stipulates that training increases productivity, but because it takes time, earnings must be put off until later in life. People invest varying lengths of time in their education with the hope that their future earnings from their profession will be sufficient to cover the expense of their education. For the sake of simplicity, the cost of training is only considered to include lost wages, which make up the majority of private training costs(p.7).

Becker's 1962 journal of political economy was based on the activities that affects the future's actual output by ingraining resources in people. This is referred to as human capital investment which has to do with schooling, on-the-job training, medical care, vitamin consumption, and learning about the economic system are just a few of the various methods to invest. They differ in the proportional effects on income and consumption, the typical investment size, the size of returns, and the degree to which the relationship between investment and return is understood.

Therefore, a worry about investing in human capital is directly related to the recent focus on intangible resources and may be helpful in efforts to comprehend wealth inequality amongst people. Becker began his work by "preparing a general analysis on investment in human capital".

Becker examines the different forms of investment in human capital such as on-the-job training which can be general or specific, education, information and health and this is reiterated in his 1993 book.

Different kinds of investment

A. On- the - Job

No matter how they may vary in other areas, theories of business behavior nearly always fail to take into account how the production process affects worker productivity. This is not to suggest that no one understands how the job itself affects productivity; rather, this understanding has not been formalized, taken into account in economic analysis, and its ramifications have not been explored. Now, we want to accomplish just that, with a focus on the wider economic ramifications in particular. Many employees boost their productivity by picking up new talents on the job and perfecting existing ones. For instance, the apprentice typically picks up a brand-new skill while the intern develops ones they learned in medical school, and both become more effective as a result. As a result, on-the-job training increases future productivity and varies from school training in that it is invested in the workplace rather than a setting that focuses on instruction. Future productivity can presumably only be increased at a cost since there would otherwise be an endless supply of training needs.

Becker talks about two types of on-the-job training, that is to say general and specific on-the-job training. General training is useful in many firms; in addition to the firm providing it, as machinist trained in the army finds his skills of value in steel and aircraft firms, perhaps a physician who has completed an internship at one institution discovers that his abilities are helpful at other facilities. The future marginal product of employees in the company giving them with on-the-job training almost certainly increases, but general training would also enhance their marginal product in many other firms. Since wage rates in a competitive labor market are controlled by marginal productivity in other firms, future wage rates and marginal productivity would rise for businesses offering general training. Only if their marginal product

increased by more than their wages would these companies be able to benefit from some of the return from training.

B. Schooling

A school can be defined as an institution specializing in the production of training, as distinct from a firm that offers training in conjunction with the production of goods. Some schools, like those for barbers, specialize in one skill, while others, like universities, offer a large and diverse set. Schools and firms are often substitute sources of particular skills. The shift that has occurred over time in both law and engineering is a measure of this substitution. In acquiring legal skills, the shift has been from apprenticeships in law firms to law schools, and in engineering skills from on-the-job experience to engineering schools. Some types of knowledge can be mastered better if simultaneously related to a practical problem; others require prolonged specialization. That is, there are complementarities between learning and work and between learning and time. Most training in the construction industry is apparently still best given on the job, while the training of physicists requires a long period of specialized effort. The development of certain skills requires both specialization and experience and can be had partly from firms and partly from schools.

In addition to this Polachek (2003) believes that we all now take the correlations between earnings and education for granted. In fact, there are so many empirical studies on the subject that it would be impossible to adequately represent them all by analysing even a section. However, studies have proven that schooling is a powerful investment in a wide variety of circumstances. Evidence have proven that "education is a value-added process in which skills, including literacy and numeracy, are increased. Furthermore, studies show that education directly increases actual productivity, despite the fact that numerous interpretations exist. Education increases [actual] productivity" and that such effects increased farmer wages more recently by using more appropriate micro-level. Findings on economic growth revealed that a population's GDP and growth per capita are higher the more educated it is.

Bukhari and Joyia (2019) in their paper endorses Becker's notion of skill development as they posited that to develop or manage workers' marketable skills as a kind of human capital is one of the economy's most crucial aspects. The concept of the development of human capital traits as an investment is made possible by the human capital theory. It calls for choosing the right individual for the right job at the right location in the required scenario in addition to requiring

quality and skill training. Human capital refers to the abilities, knowledge, and skills of people that can be used to generate economic value. Human capital is actually a stock of people's knowledge, abilities, and traits that contribute to an individual's productivity, wages, and earnings. The human capital hypothesis demonstrates that investing in people is more productive and profitable than doing other things.

In Becker's theory of human capital,training in a new industrial skill is usually first given on the job, since firms tend to be the first to be aware of its value, but as demand develops, some of the training shifts to schools. For example, engineering skills were initially acquired on the job, and over time engineering schools have been developed. A student does not work for pay while in school but may do so "after" or "be-fore" school, or during "vacations." His earnings are usually less than if he were not in school since he cannot work as much or as regularly. The productivity of employees depends not only on their ability and the amount invested in them both on and off the job but also on their motivation, or the intensity of their work. Labour force participants search for the best job matches and employers search for employees with the best skills.

So far, little attention has been paid to the factors determining the amount invested in human capital. The most important single determinant is the profitability or rate of return, but the effect on earnings of a change in the rate of return has been difficult to distinguish empirically from a change in the amount invested. For investment in human capital usually extends over a long and variable period, so the amount invested cannot be determined from a known investment. Our analysis indicates, however, that investment in human capital also has an important effect on observed earnings because earnings tend to be net of investment costs and gross of investment returns. Indeed, an appreciation of the direct and indirect importance of human capital appears to resolve many otherwise puzzling empirical findings about earnings.

Becker (1993) further explains that the idea of capital idea is traditionally conceived to imply investments in capital such as expenses for education, training, healthcare, etc.However, these create human capital rather than physical or financial capital because you cannot relocate financial or physical assets while the owner remains put while a person's knowledge, skills, health, or values are still attached to them. Education and training are the most important investments in human capital.

Becker (1993) also stressed the role of the family in developing human capital by stating that the impact of families on their children's knowledge, skills, values, and habits cannot be ignored in any discussion of human capital. On one end of the scale, parents who severely abuse their kids harm them for life, while on the other, parents who are understanding and tough with their kids inspire them. Due to the fact that children learn more quickly when they are well prepared, significant differences between young children become more pronounced with time and in school. As a result, even minor variations in how well each child is prepared by their family are typically magnified over time into significant variations by the time they are teenagers. This is why it is so challenging to design programs to help school dropouts who can hardly read and never formed excellent work habits, as well as why the job market cannot do much for them. Parents have a significant impact on their children's education, marital stability, and a variety of other aspects of their lives.

The expansion of scientific and technical knowledge, which increases the productivity of labour and other production inputs, foster economic development. The value of education, technical training, and on-the-job training has significantly increased as a result of the systematic application of scientific knowledge to the production of goods. This is because the growth of knowledge has been embodied in people, in scientists, scholars, technicians, managers, and other contributors to output. It is evident that all nations that have maintained consistent income growth rate have also experienced significant gains in the labour force's levels of education and training (Becker,1993).

According to Petrushinko (2017), human capital as a factor influencing the qualitative features of human resources, including knowledge, skill, and other characteristics that influence a person's ability to perform productive labour. Additionally, money spent on such human activities that boost productivity is considered a human capital investment. Schultz focused on five areas: movement of people and families, health, education, on-the-job training, and study programs for adults. For Armstrong (2006.p.14) "People are now acknowledged as making a significant contribution to organizational success and as constituting a significant source of competitive advantage. This includes their collective skills, abilities, and experience as well as their capacity to use these in the interests of the employing organization".

Advantages of the theory to the individual and society

The human capital theory contributes in the development of the individual and the nation. Reason why James et. Al.(2020) posited that socio-economic development is of importance to

both those in governance and the governed.We can see the positive impact of this theory in the following ways;

1.This theory is of great relevance to man in the sense that it permits man to improve standards of living and that of his family members since it stipulates that the more educated a person is, the higher the salary.

2. It permits one to contribute to the economic growth and development of his/her nation by increasing the gross domestic product (GDP). A nation with a high GDP shows that its educational system produces quality products that are immediately absorbed into the job market upon completion of studies.

Shortcomings of the theory

Proponents of the human capital development theory failed to realize that human capital can also be developed in a non-formal settings.This corroborates with Popper(1959) when he stated that science should attempt to disprove a theory rather than attempt to continually support theoretical hypothesis.

Contigency theory

What constitute a good educational model in one environment may not work out in another environment. Therefore, the quality of an educational system will be contingent upon the environment in which it is found.Contingency Theory (CT) is founded on the assumption that a good match(fit) between certain components of a managerial organization and specific situations will increase the performance of that organisation. Amongst these organisation's structure is probably the most frequently linked to contingencies. As a result, "structural contingency theory" is frequently referred to when the term contingency theory is used. Environment, organisation size, strategy and technology are all factors that influence the structure of an organisation. CT assumes that each of these scenario needs the presence of specific structural properties. When an organisation's structure matches the characteristics of the contingency in question, it's a good match. This fit is supposed to increase the performance of the organisation. (Çakir (n.d), p.8).

Empirical Review

This section of the work consists in reviewing what other authors have written concerning the topic, how it is related to our work and how it can serve as a base for our discussions in the upcoming chapters.

Alshaikhly (2017) study entitled "The impact of Human Resource Management Practices on Employees' Satisfaction: A Field Study in the Jordanian Telecommunication Companies". This study investigates the impact of HRM practices on employees' satisfaction in the Jordanian Telecommunication sector as its one of the major profitable sectors in Jordan. It hypothesized that there is no statistically significant impact o HRM practices on employees' satisfaction in Jordanian Telecommunication companies at level ($\alpha \leq 0.05$). Data was gathered through the administration of questionnaires to mid-level and low-level employees of the 3 existing telecommunication companies in Jordan (Orange, Umniah and Zain). The study sample consisted of 302 employees. Simple regression was used to test the hypothesis to ensure that there is an impact of HRM practices on employees' satisfaction in the Jordan Telecommunication Companies. Results showed that the arithmetic mean for training programs range between (3.53- 3.84) compared to the general arithmetic mean of (3.7178). Companies adopted continuous training to improve performance with a mean of 3.84. This indicates that continuous training programs that the company provides to its employees is an important variable and telecommunication companies need to encourage team-work seminars between the employees to share what they have learn on any training. This is a clear indication that continuous profession development programs are indispensable in the career of every teacher.

Keffane et al. (2021) in a study entitled "Human Resource Management and Quality Assurance System to Achieve Competitive Advantage". This study shed light on the task and duties of HRM and total quality management which aims to achieve competitive advantage in the organization as well as the different strategies the organisation needs to employ to attract and appoint people with the best skills and experiences .This study also investigate the role of HRM and total quality management in a number of Algerian institutions which aims to achieve strategic goal of achieving competitive advantage and applying the best criteria for attracting and appointing employees. The role of HRM focuses on the process of recruitment, selection and appointment as a means of achieving organisational goals. Competitive advantage in this study means the organisation has advantage through available resources, capabilities and skills that other organisations do not have and it is necessary for this competitive advantage to be

sustained. Seidu (2011) reaffirms this by stating that organizations are attempting to comprehend how to manage their human resources for a long-term competitive advantage. Due to the increasingly competitive global marketplace in which organizations operate and the ease with which other sources of competitive advantage, such as technology, manufacturing processes, structure, and business strategy, can be easily acquired or imitated, the significance of people management as a key source of competitive advantage has been highlighted. The Sample of this study consisted of 200 participants consisting of 50 females and 150 males. Correlation coefficient was used in this study and the results showed that there is a statistically significant correlation between the variables HRM and QA system adopted by the human resource department at mobilis telecom company and their achievement of competitive advantage.

De Luna (2020) study entitle "Human Resource Management and Quality Assurance in International English Program Schools, central Thailand". The study aims to examine HRM, its practices, perceived organisational support and employee outcomes in International and English program schools in central Thailand. It hypothesized that there is no significant relationship between the level of HRM and the level of QA in secondary international schools. A survey questionnaire was administered to 153 administrators and teachers who freely participated in the study. Out of the 153 respondents, 64.1% were females while 35.99% were males. The human capital theory of McCracken was employed in this study. Results showed that the quality level of HRM practices of an educational institution had a mean of 3.487 (that is, it falls within the range 2.50-3.50). and is interpreted as good.

 Khedkar and Pushpanadham (2018) conducted a study on "Quality Assurance System in Secondary Schools: School Inspection. To provide quality education in schools, one must have good management system, principals, teachers of quality as well as proper follow-up. Therefore, qualified and knowledgeable principals, teachers, supervisors, and inspecting officers are required for upholding these standards, executing governmental policies and programs, and assessing and improving the institution. These stakeholders must be devoted and equipped with the necessary skills for effective teaching, as well as the capacity to embrace and incorporate novel techniques inside the institution. The field of school education is fundamentally vital for both individual and national development and is crucial to the overall development of a nation. These researchers believed that the most valued objective in human endeavour is quality, and secondary education is no exception. Concern for the quality of life

in all of its aspects is a component of high-quality education. Secondary education in India needs to be extended in order to meet growing social demand and serve as a feeder cadre for higher education, with little emphasis placed on its other crucial roles. Quality is the level of excellence that students, teachers, and schools all possess. One of the key characteristics of education is the efforts or interest displayed by the teachers to make teaching and learning enjoyable. These authors view education quality as having a three-dimensional structure that includes the quality of the people and material resources available for teaching (inputs), the practices of teaching (process), and the outcomes (outcomes). It equally emphasized on the need to develop an independent rating system upon which institutions can be assessed. The researchers concluded by stating that it is crucial that inspection gives schools appropriate instructions regarding Quality Assurance of the Schools.

Sims (2018) carried out a study on "Essays on the recruitment and retention of teachers". This current study addresses the problem of teacher shortages by providing new evidences on why people enter and exit the teaching profession. This study reveals that there is a growing teacher shortage in England. This permits the government to determine how many teachers it will need to train annually to provide a sufficient supply of classroom instructors. The number of teachers that must be hired each year can therefore be determined by taking the difference between the demand and supply of teachers based on student-teacher ratio. In response to these shortages, policymakers have provided instructors with a variety of financial and retentive incentives. Staff shortage was cited as the most important constraint in providing quality education. The study used 40000 UK households beginning in 2009 sampled using clustered and stratified sampling. Data analysis is cross-sectional to ensure representativeness of sample. Data was collected through face-to-face interview. The conclusion revealed that job satisfaction and working conditions are generally the causes of teachers leaving the profession. Also, that the general shortage of teachers in public schools is caused by attrition especially by scientists and this leads to wastage.

Schutter (2022) conducted a study on "Novice Teacher Recruitment and Retention in South Dakota: An Exploration of Contextual Factors. The University of South Dakota". The current study aims to elevate the voices of novice teachers in rural and remote rural areas of South Dakota. In order to better comprehend people's experiences in a rural context and to add to the body of research regarding rural teacher recruitment and retention. The researcher provided a window through which all stakeholders can view the needs of rural novice teachers in order to

further develop efficient teacher preparation programs, novice teacher mentoring and induction programs, and novice teacher recruitment and retention strategies. This researcher provided insight into the contextual factors that may have an impact on the retention of these teachers. Interviews were used to obtain the data, and 11 participants were interviewed. These interviews made clear the importance of receiving direct assistance from administrators and co-workers to foster a sense of belonging, which was highlighted as essential to successful experiences for new teachers. Based on the findings from the interviews conducted, adequate preparation for rural teaching and living, feeling a sense of belonging within the school and community, having adequate leader and colleague support, and participating in effective mentoring and induction programs are imperative for our novice teachers to continue to live and teach in South Dakota.

Summary of chapter

This chapter consisted of a review of related literature on the topic "manpower management and quality assurance in some secondary schools in Mfoundi".This chapter opens with quality assurance in Cameroon's educational system. We equally saw how theories such as the human capital theory and contingency theory served as a framework for the study and culminates with an empirical review of what other authors have written in relation to the topic. The following chapter will focus on the methodology which depicts the population, sample size, study design,method of data collection and data analysis.

CHAPTER THREE
METHODOLOGY

This section of the work discusses the research methodologies used for collecting and analysing data. It reveals the processes used to collect data from the field. The section opens with a description of a research design and how the study was carried out. Next, we discussed the study area, the population of study, the target population and accessible population from which our sample size was derived. We then received the sample and the sampling techniques that were employed. The data gathering tools and methods for validating them were discussed. The methods for administering the instruments were also discussed, data analysis techniques elucidated, ethical considerations and reiteration of hypothesis.

Research Design

Correlational research design was employed for this study and prediction correlational design was used as a strategy for gathering data. You can predict results and elucidate the relationship between variables using correlational designs. The correlation statistical test is used by researchers in correlational study designs to define and quantify the level of association between two or more variables or set of scores (Creswell, 2012). Amin (2005) claims that a research design outlines the steps the researcher will take, from writing or creating the hypothesis to the final data analysis.

A correlation study quantifies the degree of relationship between two variables. Data is gathered using correlation approach in order to ascertain whether and how strongly the two variables are related (manpower management and quality assurance). Correlation coefficients are used to express how closely variables are related. Studies of correlation give an estimation of the degree of relationship between two variables. The forecast based on the link between two variables is more accurate the closer the two variables are related (Amin, 2005). At the end of this research, quantitative data was collected, analyse and the findings were generalised to the entire population of study.

With prediction design, researchers aim to predict outcomes by employing specific factors as predictors rather than merely associating variables. Therefore, prediction studies are valuable because they aid in predicting or anticipating future behavior. For instance, the recruitment and retention of many teachers in an educational system will enhance quality assurance thereby leading to the economic development of the nation.

Area of study

The purpose of this section is to describe the study area in terms of geographical locality. A research area is the physical site where a study was conducted or a current research project is being conducted. This research was done in Mfoundi division in Cameroon's center region. Mfoundi division houses the political capital of Cameroon Yaounde and the seat of the republican institutions.It is surrounded from the north to the south and from the east to the west by divisions such as Lekie, Mefou and Afamba and Mefou and Akono. It is the smallest division in terms of surface area in the Center region (Cameroon-world bank Cooperataion, 2017). Mfoundi division harbours three hundred and forty nine (349) private secondary schools and forty three (43) public schools (source:division of personnel, divisional delegation of secondary education, 2022). Our work will be based on government bilingual high schools. The researcher's familiarity with the study area influenced their decision to select Mfoundi division because of its accessibility. Selecting a locality other than Mfoundi could have required more time and prolonged the process of data collection.

Population of Study

A population, according to Amin (2005), is the totality of all the components that are relevant to certain research. When drawing conclusions from a sampling study, the researcher is interested in the entirety or aggregate of things or people who have one or more traits in common (p.235).Asiamah et al. (2017) believes that population members must share at least one common attribute. This characteristic qualifies participants as population members. Five thousand, six hundred and ninety (5690) teachers from both public and private institutions in Mfoundi make up the population of study (source: Division of personnel, divisional delegation of secondary education, 2022).

N: B this amount varies from time to time because of redeployment, retirement, illnesses or death of teachers.

Target Population

The researcher intends to generalise the findings to this population. The target population, often known as the parent population, may not always be reachable to the researcher (Amin, 2005). For Asiamah et al. (2017), the set of people or participants with particular traits of interest and relevance is referred to as the target population, and it is the portion of the general population that remains after it has been refined. The researcher must therefore identify and exclude

members of the general population who might not be able to share experiences and ideas in sufficient clarity and depth from the target population. Therefore, the target population of this study comprises eleven (11) schools drawn from the 7 subdivisions of Mfoundi. Teachers were chosen because they are the sole guarantors of quality education in the country reason why emphasis should be laid on manpower management.

Table 1: Distribution of target population

No	Name of School	Sub-division where it is located	Target Population
1	Government bilingual high school Nkol-Eton	Yaounde 1	272
2	Government bilingual high school Emana	Yaounde 1	265
3	Government bilingual high school Nyom	Yaounde 1	83
4	Government bilingual practicing high school Yaounde	Yaounde 3	336
5	Government bilingual high school Ekounou	Yaounde 4	284
6	Government bilingual high school Mimboman	Yaounde 4	169
7	Government bilingual high school Nkoldongo	Yaounde 4	99
8	Government bilingual high school Yaounde	Yaounde 5	288
9	Government bilingual high school Etoug-Egbe	Yaounde 6	284
10	Government bilingual high school Mendong	Yaounde 6	368
11	Government bilingual high school Ekorezock	Yaounde 7	254
	Total		2702

Source: Division of personnel, divisional delegation of secondary education 2022

Table 1 shows the total number of teachers in all GBHS in Mfoundi. Therefore, there are eleven (11) government bilingual high schools in Mfoundi with a total population of 2702.

Accessible population

This is the population from which the sample is actually drawn (Amin, 2005).Asiamah et al, (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People who are eligible to engage in the

study but are unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from seven (07) government bilingual high schools   where teachers of the English sub-system of education were selected. The researcher therefore had access to 2067 teachers drawn from the seven (07) schools as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Sub-division where it is found	Accessible population
1	Government bilingual high school Nkol-Eton	Yaounde 1	272
2	Government bilingual high school Emana	Yaounde 1	265
3	Government bilingual practicing high school Yaounde	Yaounde 3	336
4	Government bilingual high school Ekounou	Yaounde 4	284
5	Government bilingual high school Yaounde	Yaounde 5	288
6	Government bilingual high school Mendong	Yaounde 6	368
7	Government bilingual high school Ekorezock	Yaounde 7	254
	Total		2067

Source: Division of personnel, divisional delegation of secondary education 2022

Table 2 above shows the accessible population which is 2067 in the seven schools which were targeted.

Sample of the study

The sample of this research work was drawn from the accessible population of 2067 teachers of the English- system of education from the seven schools that the researcher had access to. Amin (2005) views a sample as a portion of the population whose results can be generalised to the entire population. The author further adds that a sample can also be considered as a representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavor to involve as participants, sampling is a crucial tool for research investigations. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue.

Sample size was determined using Krejcie and Morgan table (1970) that constituted 322 teachers both civil servants, PTA or contract workers drawn from seven schools representing the seven sub-divisions in Mfoundi. They were drawn in such a way that all teachers of GBHS should be represented.

Table 3: Distribution of sample per school

No	Name of school	Sub-division where it is found	Accessible population	Sample
1	Government bilingual high school Nkol-Eton	Yaounde 1	272	46
2	Government bilingual high school Emana	Yaounde 1	265	45
3	Government bilingual practicing high school Yaounde	Yaounde 3	336	46
4	Government bilingual high school Ekounou	Yaounde 4	284	45
5	Government bilingual high school Yaounde	Yaounde 5	288	46
6	Government bilingual high school Mendong	Yaounde 6	368	48
7	Government bilingual high school Ekorezock	Yaounde 7	254	46
	Total		2067	322

Source: Krejcie & Morgan, 1970

Table 3 above shows the sample of the study drawn from Krejcie and Morgan table (1970).

Sampling Technique

Sampling is a process of selecting representative portions of a population which can permit the researcher to make utterances or generalisations concerning the said population. It can also be the process of selecting elements from a population in such a way that the sampled elements selected represents the population. Every research involves to some degree or another a sampling process. Sampling is involved when any choice is made about studying some people, objects, situations or events rather than others. A good sample should be representative of the population from which it was extracted. Regardless of what sampling approach is used, the researcher should be able to describe the characteristics and relate them to the population

(Amin, 2005). Sampling is one of the most important steps in research that when carefully done, it will lead to valid results.

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). There are two main sampling strategies. That is probability and non- probability strategies. The sampling technique suitable for this study is probability sampling in which all the elements of the population have some probability of being selected. Probability sampling will provide a base for the researcher to make generalisations about the population.

The type of probability sampling technique employed in this research is simple random sampling (SRS). Amin (2005) opined that a simple random sample is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected (p.244). The researcher proceeded through this method by selecting the accessible population which comprises of seven government bilingual high schools in Mfoundi. This was done through the random number method in which Amin (2005) says if there are numbers that identify the elements of the population, then the random number method will be appropriate. The researcher proceeded as follow;

The numbers 01,02,03…..11 (Amin, 2005) were attributed to all the government bilingual high schools in Mfoundi division on pieces of papers folded and put in a basket. The researcher pleaded with two neighbors who randomly selected 3 and 4 schools each from the basket. These seven schools selected represents the 7 schools used in the accessible population.

Through this technique, no school or teacher was left out thereby ensuring representativeness of all government bilingual high schools in Mfoundi division.

Instrument for Data collection

An instrument is any tool that has been methodically built to collect data and should be accurate in gathering the specific data required for the study. The questionnaire is the tool utilised to gather data for this investigation. According to Amin's definition from 2005, a questionnaire is a professionally crafted tool used to gather data in line with the requirements of the research questions and hypothesis. He continues by saying that a questionnaire can be thought of as a self-report tool used to collect data on factors of interest in research. The questionnaire is a useful tool for gathering survey data, providing structured, frequently numerical data, being able to be administered without the presence of the researcher, and frequently being

comparatively simple to analyse, as Cohen et al. (2007) reiterated. It is a tool for gathering data with specific questions that the respondent must answer and then return to the researcher.

There are two different kinds of questionnaires: closed and open-ended. The type of study is the only factor influencing the questionnaire selection. We will use closed-ended questions in this study, including Likert-style rating scales and dichotomous questions. These closed questions are simple to code and take little time to complete.

The data collection instrument (questionnaire) for teachers (PTA, civil servant and contract workers), is made up of six (6) sections; the first (1) section contains respondent's demographic data made up of 7 items. Section two (2) on manpower recruitment, section three (3) on manpower deployment, section four on teacher's assiduity, section (4) on teacher's needs professional development and the last but not the least section (5) focuses on learners' output. There are 42 items in all the other sections of the questionnaire and respondents were requested to mark an (x) in the box that corresponds to their point of view. The four options that were used and their corresponding weights were as follow;

Table 4: Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	4 Points
Agree (A)	3 Points
Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

Table 4 shows how the questionnaire was weighted with the various options from 4 points for SA to 1 point for SD.

Administration of research instrument

This section of the work has to do with field work proper. Questionnaires were taken to the different schools alongside the research authorisation issued by the Dean of faculty. The researcher recruited two research assistants who helped in the administration of the instrument. Before going to each school, permission was obtained from the various school heads and the research authorisation facilitated this aspect. Some of the questionnaires were filled on the spot and returned to the researcher or assistants. Some respondents took their questionnaires home

and returned for some after one, two or three days. Generally, a good number of teachers did not hesitate to fill the questionnaires. During fieldwork, questionnaires were administered using the indirect method.

Indirect administration

With indirect administration, the researcher administered the questionnaires herself to a group of teachers who filled and the instruments were collected immediately after filling. Same procedure was carried out in the other sampled schools. The researcher also issued some questionnaires to some research assistants who went to other sampled schools and administered the questionnaires. Because of this indirect method of administration, some questionnaires were not recovered.

The return rate of the instrument

The return rate indicates the number of questionnaires that were received at the end of research after the questionnaires were administered to respondents. The return rate for this study was calculated using simple percentage based on the formula below;

The return rate of the instruments

$$R = \frac{\sum RQ}{\sum AQ} \times \%$$

Where;

R= Return rate

$\sum RQ$= Sum of questionnaires returned

$\sum AQ$=Sum of questionnaires administered

% = Percentage expressed as a hundred

The rate of return of questionnaires for this study was calculated as follows;

Total number of questionnaires administered = 322

Total number of questionnaires returned= 315

Therefore, return rate is:

$$R = \frac{315}{322} \times 100$$

$$= 97{,}9\%$$

Development of instruments

The process of developing questionnaire started with a review of literature related to manpower management and its impact on quality assurance. Data exploited enabled the researcher to accurately construct the questionnaire. Some items of the questionnaire were equally adapted from other questionnaires. The questionnaire is made up of 49 items designed for secondary school teachers (PTA, civil servants and contract agents). After the development of the questionnaire, the researcher proceeded to carry out a pre-test to test the validity and reliability of the instrument by using a part of the sub-sample.

Validity and reliability of instrument

The acceptability of the data collecting tool used prior to fieldwork will be the main topic of this phase of the project. According to Amin (2005), reliability relates to an instrument's consistency in measuring whatever it is supposed to measure, whereas validity refers to how appropriate the instrument is.

Validity of the instrument

Amin (2005) asserts that an instrument's validity depends on how well its items reflect the traits and abilities it is intended to measure. The ability to generate results that concur with the theoretical or conceptual values is another addition made by this author. Additionally, he says that validity refers to the fact that the instrument measures what it is intended to assess and that the data acquired accurately and honestly reflects the opinion of the respondents (p.285). Validity, according to Cohen et al. (2007), is the cornerstone of all forms of educational research. In this study, the instrument is intended to measure the impact of manpower management on quality assurance by maximising validity as much as possible. Although there are many types of validity, this study will focus on content, construct, and predictive validity.

Content validity

Content can be defined as anything which is in actuality. According to Amin (2005), the extent to which the instrument's content matches the content of the theoretical notion it is intended to measure is what content validity is all about. Additionally, it describes how closely the test resembles or explicitly evaluates the characteristics for which it was created. It demonstrates how well the instrument captures the knowledge, abilities, viewpoints, and attitudes that the responder is anticipated to demonstrate in the selection of teachers, their deployment, assiduousness, retraining, and their outputs (p.286). This is supported by Cohen et al. (2007)

who states that in order for an instrument to have content validity, it must demonstrate that it fairly and thoroughly covers the area or objects it claims to cover.

Construct validity

A construct, according to Cohen et al. (2007), is an abstract. Construct validity focuses on determining if a given measure is related to other measures in a way that it is compatible with theories derived about the connections between the concepts (Amin, 2005). Cohen et al. (2007) remark that the researcher would need to be certain that his/her construction of a specific issue coincided with other constructions of the same underlying issue in order to prove construct validity, for instance, four constructs were created from the notion of manpower (recruitment, deployment, assiduity, and upskilling) in the study of manpower and its effect on quality assurance. This can be achieved through correlation with other measures such as learner's output. According to Cohen et al. (2007), proving construct validity entails not just correlating the researcher's construction with that provided in the pertinent literature but also searching for counter examples that can undermine the construction, as demonstrated in chapter 2.

Predictive validity

According to Amin (2005), it forecasts the extent to which a test can forecast how well a person will perform in the future. For instance, a lot of factors, including recruiting, retention, deployment, motivation, etc., affect the predictive validity of educational personnel. As a result, it is crucial to match the description of how an instrument was validated with the circumstances in which it would be utilised if it is to be used for prediction. Amin (2005) went on to say that establishing the correlation between test results and quality assurance measurements in the relevant situation can help verify a test's predictive validity. The test employed here to forecast quality assurance is referred to as the predictor.

After developing the data collection instrument, the researcher met some research students who were enrolled in similar courses. They examined the instrument and made all necessary adjustments. Additionally, it was sent to an expert in educational planning who studied the document and made any necessary modifications. This process made it possible to properly match the questions to the various variables. The various variables were used to create the questionnaire items. The supervisor then reviewed the instrument to see if it accurately reflected its objectives and variables. Corrections were done at each level as some items were increased and others decreased.

A statistician who regarded the instrument as representative endorse it validity. All of these measures were taken to guarantee that the field data would be required for addressing the study issues.

Reliability of the instrument

This describes the consistency with which the measurement is made by the instrument. If an instrument consistently yields the same results when employed by other researchers as well to measure the same respondents' traits or concepts, then it is considered dependable. The degree of internal consistency or stability of the measuring device over time may be used to define reliability in educational contexts (Amin, 2005). For Cohen et al. (2007), reliability in quantitative research is a synonym for dependability, consistency, and replicability over time, over instruments and over groups of respondents. It has to do with accuracy and precision.

To find out if the instrument was reliable, we carried out a pilot test to ensure reliability of the instrument. Ten (10) questionnaires were administered to ten respondents in one of the sampled schools. To ensure reliability, the Cronbach's Alpha reliability was carried out on the set of instruments meant for trial. The research instrument was administered to teachers who were not part of the sample of the study. After running the Cronbach's Alpha test, we obtained an acceptable alpha of 0.89 which is an indicator that the instrument is reliable as seen in the table below:

Table 5: Reliability analysis

Items	Cronbach's alpha (N=10)	Number of items
Recruitment of teachers	0.651	7
Manpower deployment	0.585	8
Teacher's assiduity	0.778	9
Teacher's upskilling	0.829	9
Learner's output(productivity)	0.75	9
Total	0.89	42

Source: Field data, 2022

Table 5 above shows the reliability analysis of the pilot test using Cronbach's alpha. As seen above, we used four manpower management practices as independent variables to measure it

influence on quality assurance. Concerning the recruitment of teachers, it was discovered that the Cronbach's alpha for seven items $=0.651 \geq 0.6$ which indicates that the seven items used to measure teacher recruitment were reliable for the current study. For teacher deployment, we found out that the Cronbach's alpha for the 8 items was $0.585 \geq 0.6$ which means the eight items used to measure teacher deployment were reliable for this study. For teacher's assiduity, we found out that the Cronbach's alpha for the 9 items was $0.778 \geq 0,6$ which means the 9 items are reliable. In terms of teacher's retraining, we discovered that the Cronbach's alpha for the 9 items was $0.829 \geq 0.6$. this shows that the nine items used in measuring teacher's retraining were also reliable for this study. In terms of learner's productivity, we realised that the Cronbach's alpha for the nine items was $0.75 \geq 0.6$. This indicates that the nine items used in measuring learner's output were also reliable for the current study.

Method of processing Data and Analysis

Data were analysed with the use of both descriptive and inferential statistics with the help of SPSS for Windows version 23. Descriptively, the researcher used frequency, percentages, mean and standard deviation. Inferentially, the researcher used correlation and regressional analysis.

Ethical considerations

Ethics has been defined as a matter of principle sensitivity to the rights of others and that while truth is good, respect for human dignity is better (Cohen et al., 2007, p.58). According to Creswell (2012), ethical concerns arise that educational researcher need to take into account. These problems concern data gathering, analysis, reporting, and presentation.

In terms of data collection and analysis, the researcher took into consideration control measurements such as age, sex, status as a teacher etc so that possible predictors can be considered. Also, our sample size of 315 respondents gave us adequate power to meet the assumptions required of Pearson product-moment correlation and regression analysis. Effect size was analysed in relation to the null hypothesis. During data reporting, the researchers did their utmost best to avoid plagiarism by acknowledging the sources of every data with references (Cohen et al, 2007, p.353).

The principals of the several sampled schools were given a research authorisation during this study when the researcher wanted to hand out her surveys. We were given permission to gather data from the various schools as needed thanks to this research authorisation with clearly specified aims.

Although participants were aware of the data collection method and their confidentiality was assured, they were not asked to submit their names or contact information because the researcher took extra care to avoid sensitive questions pertaining to respondents' personal lives. Participants were made aware that the study's sole aim was purely academic. Additionally, in order to prevent bias in respondents' comments, the researcher did not get involved in their responses. The option to accept or reject participation was given to participants. Data were gathered in a secure, safe, and professional research environment. Participants were acknowledged for their cooperation and time at the conclusion of the data collection.

Table 6: Summary table of variables

Objectives of Research	Hypothesis of research	Variables Independent (IV) Dependent (DV)	Indicators	Modalities	Measurement scale	Statistical analysis	Questionnaire items
-To examine the relationship between the recruitment of teachers and quality assurance.	H_{O1}-The recruitment of teachers has no statistically significant influence on quality assurance.	Independent variable (manpower management)	-needs -policy -hiring procedure -selection	-Strongly agree		-Regression	
	H_{O2}-Manpower deployment has no statistically significant influence on quality assurance.	-Recruitment of teachers	-retention -attrition -flexible work schedules	-Agree			07
-To verify the extent to which manpower deployment influences quality assurance.		-Deployment of teachers	-motivation -distance between home and school	-Disagree		-Regression	
	H_{O3}- Teacher's assiduity has no statistically significant effect on quality assurance.	-Teacher's assiduity	-opportunities -effectiveness	-Strongly disagree	Ordinal	-Regression analysis	08
-To verify the extent to which teachers' assiduity affects quality assurance.	H_{O4}- Manpower upskilling has no statistically significant effects on quality assurance.	-Teacher's upskilling	-efficiency -punctuality -absenteeism -skill development -experiential learning				
		Dependent Variable (Quality assurance)	-orientation programs -job rotation			-Regression analysis	09
-To verify the extent to which manpower upskilling affects quality assurance.		-Learner's output	-familiarity with job -marketable skills -needs of the labour market -checks and balances -evaluation -performance				09

Chapter Summary

In this chapter, the researcher looked at the research design, the study population, sample size, and sampling methodologies, the creation of the data collection instrument, the study's reliability and validity, the delivery of the questionnaires, and the questionnaire return rate. Additionally, we presented the methods used for data analysis and ethical considerations. The hypothesis is restated at the end of the chapter along with a summary of the entire chapter. Our upcoming chapter will concentrate on the presentation and statistical technique-based analysis of field data acquired in connection to the study's hypothesis.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

This study aimed to find out how manpower management influences quality assurance in some public secondary schools in Mfoundi division. This chapter seeks to answer the questions raised in the study and test the research hypotheses.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 315 questionnaire.

Demographic characteristics

Table 7: Gender Distribution of Respondents

	Frequency	Percent
Male	130	41.3
Female	185	58.7
Total	315	100.0

Source: Field data, 2022

The table represents the sex distribution of respondents. In the context of this study, we use a population of 315 respondents. According to the table, 130 of the respondents are male while 185 of the respondents are female, making a percentage of 41.3 and 58.7, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in secondary schools in Mfoundi-Division are females.

Figure 2: Gender Distribution of Respondents
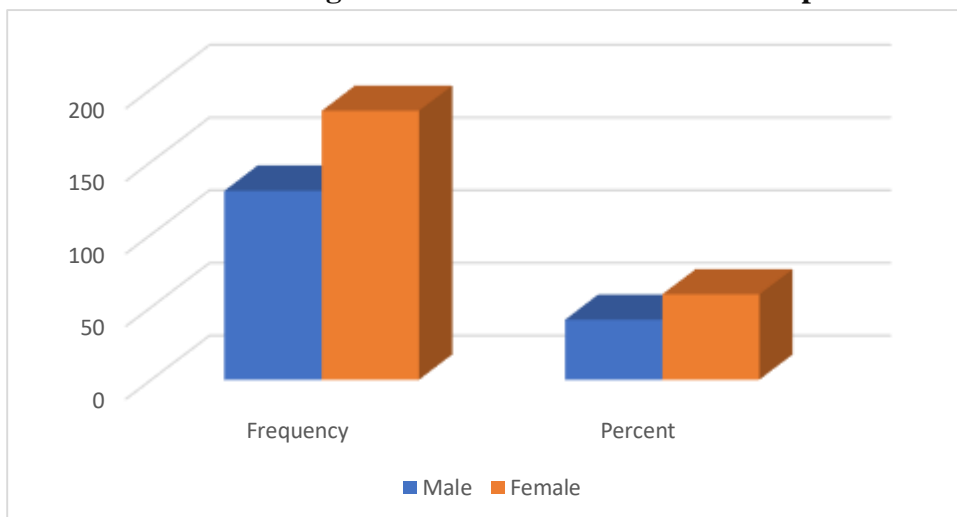
Table 8: Distribution of Respondents based on Status of the Teacher

	Frequency	Percent
PTA	76	24.1
Civil Servant	184	58.4
Contract Agent	55	17.5
Total	315	100.0

Source : Field data, 2022

The table above shows that more than half of the teachers (58.4%) are civil servants.. 24.1% have been recruited by the Parent Teacher Association (PTA). Only 17.5% of the teachers are contract teachers.

Figure 3: Distribution of Respondents based on Status of the Teacher
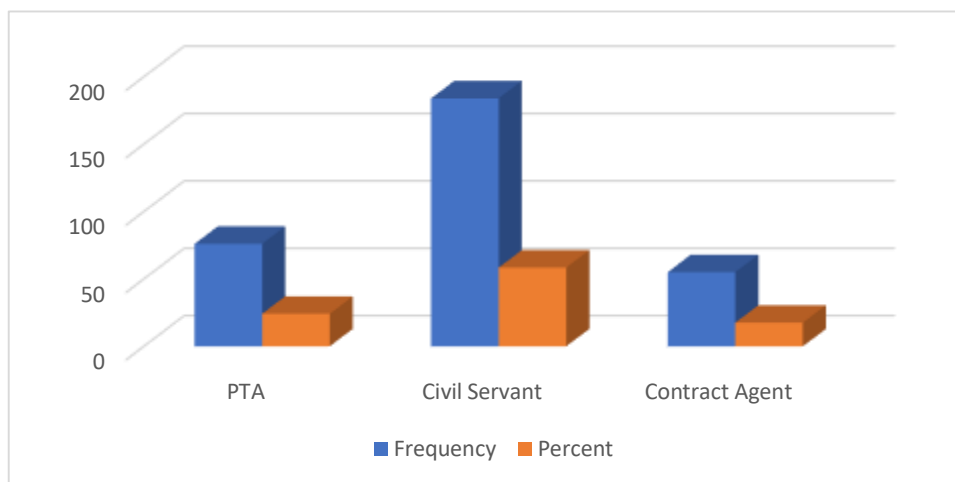
Table 9: Distribution of Respondents based on Age Group

	Frequency	Percent
20-25 Years	47	14.9
26-30 years	99	31.4
31-35 Years	68	21.6
36-40 Years	69	21.9
40 and above	32	10.2
Total	315	100.0

Source: Field data, 2022

The result shows that 31.4% of the teachers are of 26 to 30 years, 21.9% have ages between 36 to 40 years, 21.6% of 31 to 35 years of age, 14.9% between 20 to 25 years old and 10.2% are above 40 years.

Figure 4: Distribution of Respondents based on Age Group
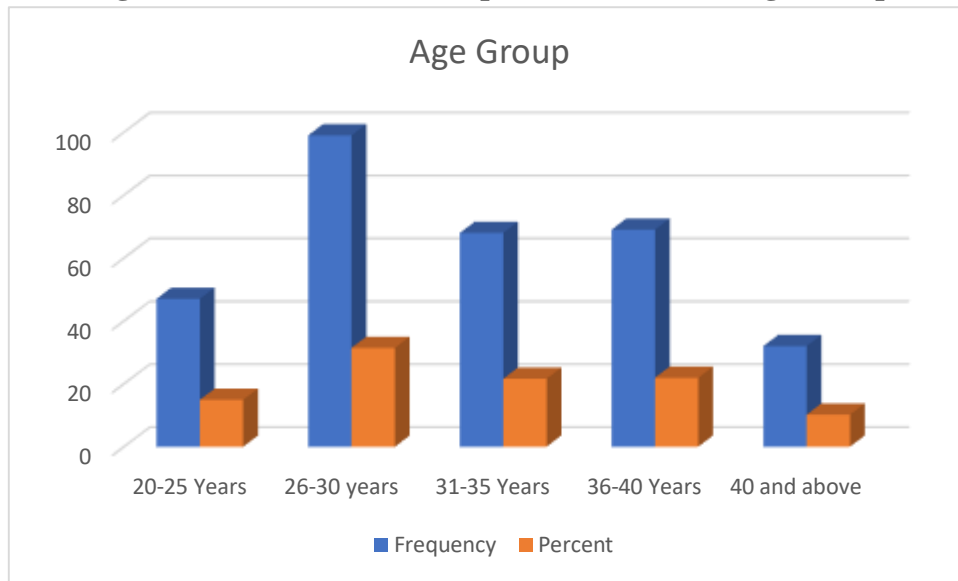
Table 10: Distribution of Respondents based on Highest Academic Qualification

	Frequency	Percent
A Level	58	18.4
Bachelor	203	64.4
Master	54	17.1
Total	315	100.0

Source : Field data ,2022

With respect to academic qualification, more than half of the respondents (64.4%) have a bacherlor degree, 18.4% are holders of Advanced level and 17.1% have master degree.

Figure 5: Distribution of Respondents based on Highest Academic Qualification
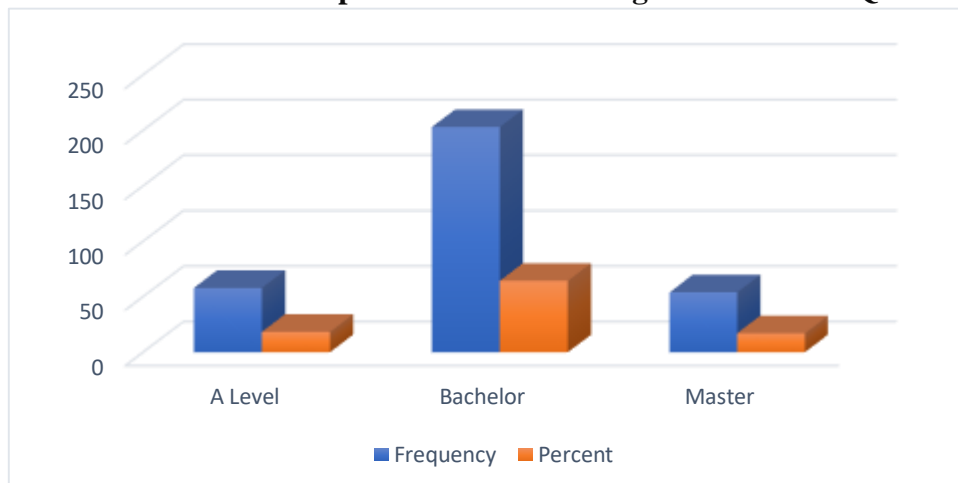
Table 11: Distribution of Respondents based on Professional Qualification

	Frequency	Percent
PCEG	69	21.9
PLEG	152	48.3
PCET	22	7.0
None	72	22.9
Total	315	100.0

Source: Field data, 2022

The results shows that 48.3% of teachers have PLEG as their professional qualification, 22.9% have no professional qualification, 21% have PCEG and only 7% are holders of PCET.

Figure 6: Distribution of Respondents based on Professional Qualification
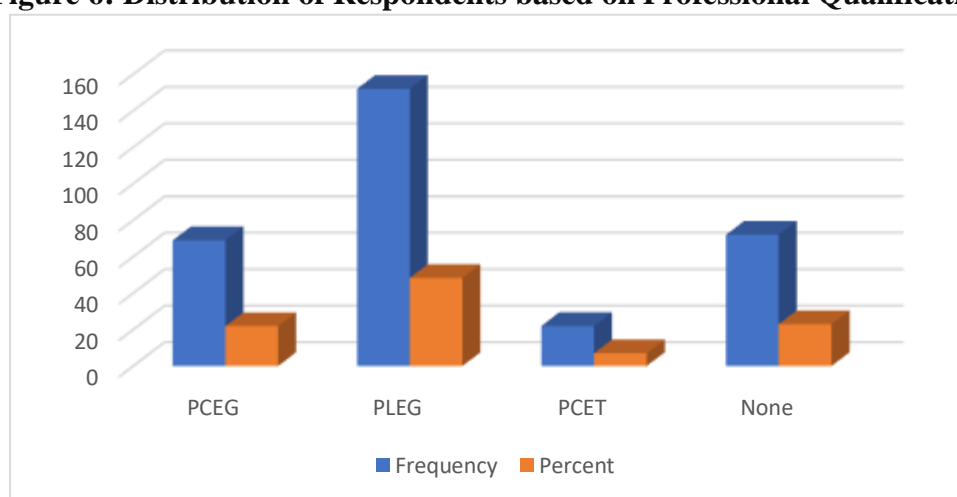
Table 12: Distribution of Respondents based on Longivity in Service

		Frequency	Percent
	0-3 Years	61	19.4
	4 -7 Years	108	34.3
Valid	8-11 Years	83	26.3
	12 Years and above	63	20.0
	Total	315	100.0

Source: Field data, 2022

The table above shows that 34.3% of the teachers have worked for 4 to 7 years, 26.3% worked for 8 to 11 years, 20% have worked for more than 12 years and 19.4% have worked for less than 3 years.

Figure 7: Distribution of Respondents based on Longivity in Service
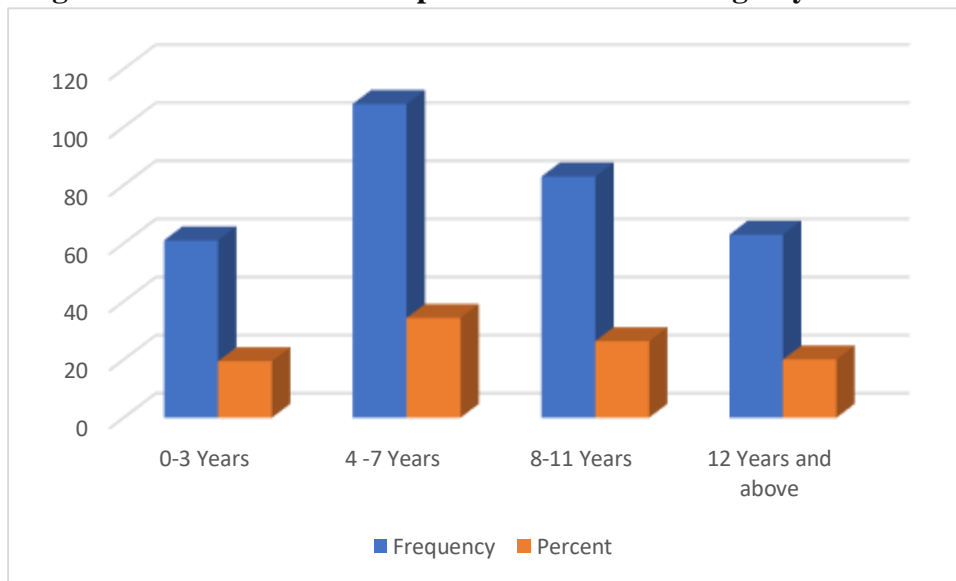
Table 13: Frequency table based on School Location School Location

Sub-division	Frequency	Percent
Yaounde I	96	30.5
Yaounde III	46	14.6
Yaounde IV	46	14.6
Yaounde V	41	13.0
Yaounde VI	42	13.3
Yaounde VII	44	14.0
Total	315	100.0

 Source: field data , 2022

From table 13 above, questionnaires were distributed in six sub-divisions out of the seven sub-divisions that make up Mfoundi Division with Yaounde 1 having the highest representation since Yaounde II does not have a government bilingual high school. 322 questionnaires were administered in six sub-divisions and the researcher had 315 retainees. These sub- divisions were Yaounde 1 with a frequency of 96, giving a percentage of 30.5,Yaounde 3 and Yaounde 4 both with a frequency of 46 giving a percentage of 14.6, Yaounde 5 with a frequency of 41 giving a percentage of 13.0, Yaounde 6 with a frequency of 42 giving a percentage of 13.3, and Yaounde 7 with a frequency of 44 giving a percentage of 14. This same result is represented in the figure below.

Figure 8: Frequency table based on School Location School Location
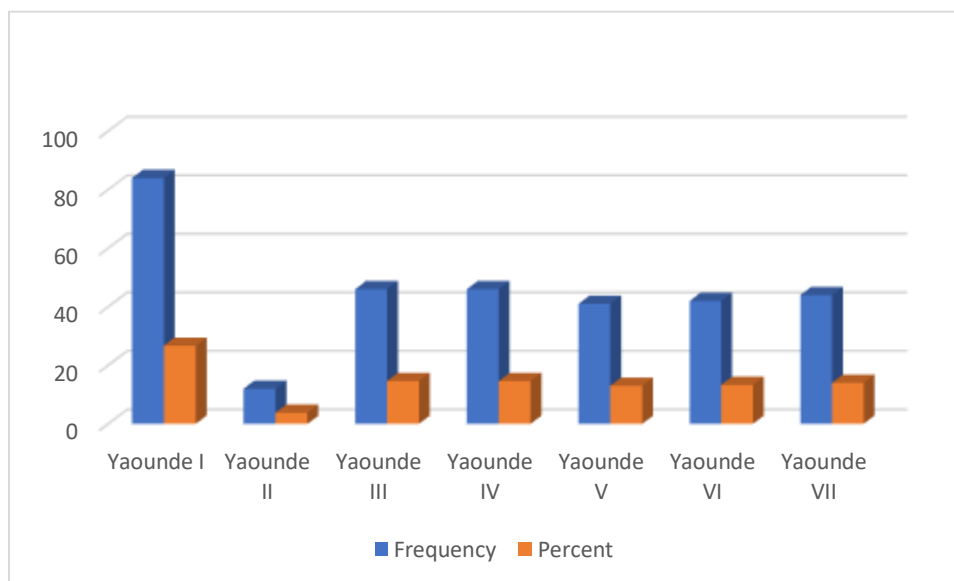
Table 14: Respondent's view on the Recruitment of teachers

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	Working conditions in schools have a direct impact on the Recruitment of teachers	114	36.2	134	42.5	48	15.2	19	6.0	3.09	0.867
2.	Government faces challenges in recruiting.	110	34.9	126	40.0	51	16.2	28	8.9	3.01	0.932
3.	Government faces challenges in retaining teachers	103	32.7	146	46.3	46	14.6	20	6.3	3.05	0.853
4.	There is overall shortage of teachers in our school	143	45.4	104	33.0	49	15.6	19	6.0	3.18	0.907
5.	Covid -19 pandemic has affected the Recruitment of teachers	72	22.9	114	36.2	87	27.6	42	13.3	2.69	0.971
6.	PTA involvement in recruiting part-time teachers has affected manpower planning.	90	28.6	124	39.4	81	25.7	20	6.3	2.90	0.889
	Grande Mean					**2.99**					
	SD					**0.499**					

Source: Field data, 2022

Six items were designed in the questionnaire to respond to this section. All the six items designed to measure respondent's view on the recruitment of teachers have a mean greater than 2.5 which is the cuff of mean. It shows that 78.7% of the teachers generally agree that working conditions in schools have a direct impact on their Recruitment of teachers which was supported by a mean of 3.09. 74.9% equally generally agreed to the notion that the government faces challenges in recruiting teachers. 69.2% agreed with the notion that the government faces challenges in retaining

teachers. 78.4% think that there is overall shortage of teachers in our schools. Concerning how Covid -19 pandemic has affected the Recruitment of teachers, 59.1% (90) generally agreed to this. Finally, 68% agreed that the PTA involvement in recruiting part-time teachers has affected manpower planning.

Table 15: Respondent's view on the Manpower deployment

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	I believe that school heads should be consulted before the deployment of teachers	163	51.7	108	34.3	14	4.4	30	9.5	3.33	0.826
2.	Every teacher should be posted based on the school's needs.	178	56.5	118	37.5	3	1.0	16	5.1	3.50	0.640
3.	Every teacher should be posted based on the need per subject.	180	57.1	114	36.2	3	1.0	18	5.7	3.50	0.650
4.	Teachers should be able to work for the prescribed number of hours.	174	55.2	120	38.1	19	6.0	2	0.6	3.48	0.640
5.	Every teacher should be able to work at their duty post.	176	55.9	127	40.3	10	3.2	2	0.6	3.51	0.594
6.	Teachers should be deployed even to enclave areas	119	37.8	147	46.7	30	9.5	19	6.0	3.16	0.831
7.	Teachers should be able to work in remote areas.	109	34.6	161	51.1	31	9.8	14	4.4	3.16	0.773
8.	Teachers should be ready to teach those subjects with fewer or no teachers.	74	23.5	109	34.6	72	22.9	60	19.0	2.63	1.04
	Grande Mean					**3.28**					
	SD					**0.408**					

Source: Field data, 2022

Eight items were designed in the questionnaire to respond to the question on manpower Deployment in schools. From the above table, all the eight items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 86% of the teachers believe that school heads should be consulted before the deployment of teachers. 94 % agrred that every teacher should be posted based on the school's needs. 93.3% also agreed that every teacher should be posted based on the need per subject. 93.3% generally agreed that teachers should be able to work for the prescribed number of hours.. 85.7% generally agrred that Teachers should be able to work in remote areas. Finally, 58.1 % think that teachers should be ready to teach those subjects with fewer or no teachers.

Table 16: Respondent's view on the Teacher assiduity

No.	Item	SA f	SA %	A f	A %	DA f	DA %	SD f	SD %	M	SD
1.	As a teacher, I am always punctual in class.	133	42.2	139	44.1	31	9.8	12	3.8	3.25	0.783
2.	I come to school a few minutes before my teaching periods.	111	35.2	154	48.9	40	12.7	10	3.2	3.16	0.763
3.	Teachers' assiduity affects the quality of education since most often the program is covered.	132	41.9	155	49.2	21	6.7	7	2.2	3.31	0.694
4.	I evaluate my students on time.	166	52.7	136	43.2	10	3.2	3	1.0	3.48	0.609
5.	I submit students marks and statistics on time.	147	46.7	153	48.6	12	3.8	3	1.0	3.41	0.614
6.	I strictly follow the school's calendar of activities.	130	41.3	165	52.4	18	5.7	2	.6	3.34	0.616
7.	The school pays significant attention to teacher's assiduity.	109	34.6	152	48.3	41	13.0	13	4.1	3.13	0.791
8.	The school provides support for me to achieve my professional gaols.	72	22.9	126	40.0	84	26.7	33	10.5	2.75	0.925
9.	I am satisfied with my work in this institution.	107	34.0	144	45.7	43	13.7	21	6.7	3.07	0.860
	Grande Mean						**3.21**				
	SD						**0.419**				

Source: Field data ,2022

Nine items were designed in the questionnaire to respond to this section. From the table below, all the nine items designed to answer this question has a mean above the 2.5 cut-offs. 82.3% of the teachers agreed that they always punctual in class. 74.1% come to school a few minutes before my teaching periods. 91.1% teachers' assiduity affects the quality of education since most often the program is covered. 82.9% generally agreed that the school pays significant attention to teacher's assiduity. 62.9% generally agreed that the school provides support for me to achieve my professional gaols.

Table 17: Respondent's view on Manpower upskilling

No.	Item	SA f	SA %	A f	A %	DA f	DA %	SD f	SD %	M	SD
1.	In service training is a must for enhancing teacher's productivity.	179	56.8	104	33.0	29	9.2	3	1.0	3.46	0.701
2.	In-service training programs should be compulsory for every teacher.	164	52.1	118	37.5	29	9.2	4	1.3	3.40	0.709
3.	Continuous Professional Development (CPD) activities are important for teachers and learner's success.	174	55.2	122	38.7	17	5.4	2	.6	3.49	0.630
4.	CPD activities are followed up to ensure that the knowledge and skills gained are implemented by teachers.	107	34.0	148	47.0	49	15.6	11	3.5	3.11	0.790
5.	The knowledge and skills learnt would be useful to me and the learners.	166	52.7	130	41.3	16	5.1	3	1.0	3.46	0.639
6.	I have many opportunities to develop my professional skills.	118	37.5	140	44.4	49	15.6	8	2.5	3.17	0.778
7.	I interact with colleagues from the same department and even other departments.	163	51.7	132	41.9	15	4.8	5	1.6	3.44	0.662
8.	I have learned many new skills as a teacher.	164	52.1	134	42.5	15	4.8	2	.6	3.46	0.619
9.	I receive useful and constructive feedback from my principal.	89	28.3	162	51.4	48	15.2	16	5.1	3.03	0.800
	Grande Mean					**3.34**					
	SD					**0.382**					

Source: Field data, 2022

Nine items were designed in the questionnaire to respond in this section. All the nine items designed to answer this question have a mean above the 2.5 cut-offs. 89.8% generally agreed that in-service training is a must for enhancing teacher's productivity. 89.6% affirmed that In-service training programs should be compulsory for every teacher. 93.9% agreed that Continuous Professional Development (CPD) activities are important for teachers and learner's success. 94% generally agrred that knowledge and skills learntby the teachers would be useful to me and the learners. 93.7% of the teachers interact with colleagues from the same department and even other departments.

Table 18: Respondent's view on Quality assurance

No.	Item	SA f	SA %	A f	A %	DA f	DA %	SD f	SD %	M	SD
1.	I have access to other resources and equipment that I need to do a good job	66	21.0	140	44.4	79	25.1	30	9.5	2.77	0.889
2.	I believe students are getting a higher quality education in this school	77	24.4	186	59.0	43	13.7	9	2.9	3.05	0.703
3.	The competences developed in learners are relevant for the student's professional profile	126	40.0	156	49.5	32	10.2	1	.3	3.29	0.656
4.	The competences acquired can be transferred to other contexts	124	39.4	171	54.3	17	5.4	3	1.0	3.32	0.620
5.	I always know what is expected of me when it comes to my job	176	55.9	126	40.0	12	3.8	1	0.3	3.51	0.588
6.	I always want to give my best in my job	1	.3	188	59.7	120	38.1	6	1.9	3.70	2.284
7.	I can easily see how my work affects learners' output	174	55.2	131	41.6	7	2.2	3	1.0	3.51	0.594
8.	I feel encouraged to come up with new and better ways of teaching	166	52.7	134	42.5	13	4.1	2	.6	3.47	0.610
9.	I am satisfied with my professional ability for doing my job	181	57.5	117	37.1	17	5.4	0	0	3.52	0.599
	Grande Mean					3.35					
	SD					0.455					

Source: Field data,2022

Nine items were designed in the questionnaire to respond to Quality assurance. All the nine items designed to answer this question have a mean above the 2.5 cut-offs. 65.4% of the teachers have access to other resources and equipment needed to do a good job. 83.4% believe students are getting a higher quality education in their school. 89.5% think that competences developed in learners are relevant for the student's professional profile. 93.7% of the teachers agreed that competences acquired can be transferred to other contexts. 95.9% of the teachers agreed that they always know what is expected of me when it comes to my job.

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate independent variables (IVs) and the dependent variable (DV). Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IVs, namely Recruitment of teachers,

Manpower deployment, Teacher assiduity and Manpower upskilling towards Quality assurance as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 19: Correlations among variables

	Recruitment of teachers	Manpower deployment	Teacher assiduity	Manpower upskilling	Quality assurance
Recruitment of teachers					
Manpower deployment	.172**				
Teacher assiduity	.175**	.372**			
Manpower upskilling	.056**	.289**	.299**		
Quality assurance	.200**	.210**	.378**	.472**	
Mean	2.99	3.28	3.21	3.34	3.35
Standard Deviation	.49892	.40848	.41847	.38254	.45482
N	315	315	315	315	315

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

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researcher has conducted a correlation analysis whose main results are displayed in Table 19. Outcomes show that the Recruitment of teachers, Manpower deployment, Teacher assiduity and Manpower upskilling towards Quality assurance are significantly correlated with Quality assurance.

Concerning the strength of relationship, the IVs of the nature of the recruitment of teachers, and Manpower deployment,, (Pearson's r (314) = .172, $p < .01$), recruitment of teachers and teacher assiduity, (Pearson's r (314) = .175, $p < .01$), recruitment of teachers, and manpower upskilling (Pearson's r (314) = .056, $p < .01$), Manpower deployment, and Teacher assiduity (Pearson's r (314) = .372, $p < .01$), Manpower deployment, and Manpower upskilling (Pearson's r (314) = .289, $p < .01$), Teacher assiduity and Manpower upskilling (Pearson's r (314) =.299, $p < .01$. Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since manpower management is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of quality assurance, when all the other variables have been taken into account, a standard simple regression was performed. Quality assurance was the dependent variable, and the recruitment of teachers, manpower

deployment, teacher assiduity and manpower upskilling towards quality assurance were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.2 and thus were acceptable for the regression analysis (Tabachnick and Fidell, 2007). Moreover, there were not very high correlations (r > 0.9) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007). The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick and Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick and Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick and Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or

below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick and Fidell, 2007). Though the Casewise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 5.655), the Cook's distance produced a maximum value of 0.59. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (recruitment of teachers, manpower deployment, teacher assiduity and manpower upskilling) to predict quality assurance was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of Hypotheses

H_{O1}: The recruitment of teachers does not have a statistically significant influence on quality assurance.

Regression was carried out to ascertain the extent to which class scores predict quality assurance.

Table 20: Model Summary of the effects of recruitment of teachers on quality assurance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.180[a]	0.032	0.029	0.44810

a. Predictors: (Constant), Recruitment of teachers
b. Dependent Variable: Quality assurance

The scatterplot showed that there was a strong positive linear relationship between the recruitment of teachers on quality assurance scores, which was confirmed with a Pearson's correlation coefficient of $r = .200$. The regression model predicted 3.2 % of the variance. The model was a good fit for the data ($F (1, 314 = 10.495, p < .001)$.

Figure 9: Scatterplot of the effects of recruitment of teachers on quality assurance
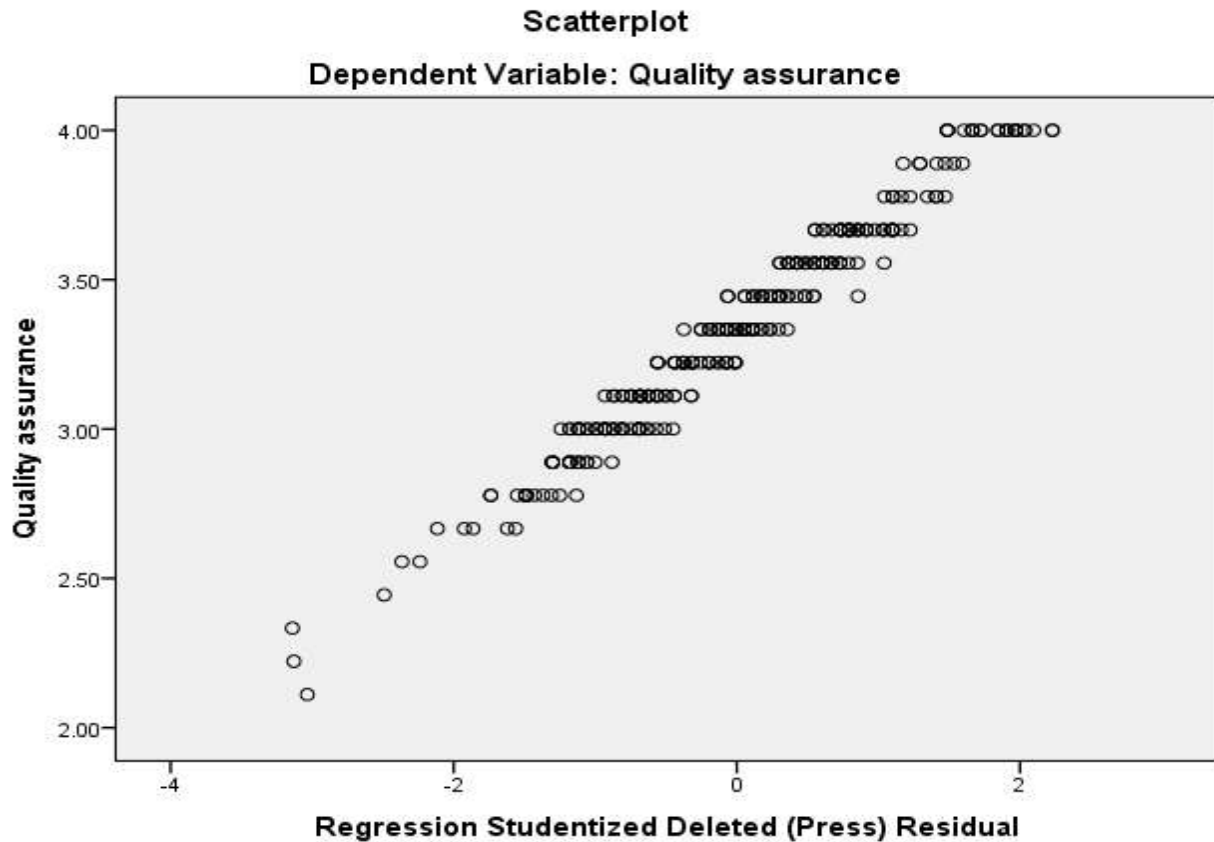
The next table is the F test. The linear regression F test has the null hypothesis that the recruitment of teachers does not have a statistically significant influence on quality assurance at p=.05. In other words, $R^2 = 0$, with $F (1, 313) = 10.495$, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant on the recruitment of teachers and quality assurance.

Table 21: ANOVA[a] of the effects of recruitment of teachers on quality assurance

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	2.107	1	2.107	10.495	0.001[b]
1	Residual	62.848	313	0.201		
	Total	64.955	314			

a. Dependent Variable: Quality assurance
b. Predictors: (Constant), Recruitment of teachers

The regression results showed a significant relationship between recruitment of teachers on quality assurance scores (t = 23.764, p < 0.000). The slope coefficient for recruitment of teachers was .179, so quality assurance increases by a factor of .179.

Table 22: Coefficients[a] of the effects of recruitment of teachers on quality assurance

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.943	0.124		23.764	0.000
	Recruitment of teachers	0.131	0.041	0.179	3.211	0.001

a. Dependent Variable: Quality assurance

H$_{O2}$: Manpower deployment does not have a statistically significant influence on quality assurance.

Here, regression was also carried out to ascertain the extent to which manpower deployment scores predict quality assurance scores.

Table 23: Model Summary of the influence of Manpower deployment on quality assurance.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.237[a]	0.056	0.053	0.35703

a. Predictors: (Constant), Manpower deployment
b. Dependent Variable: Quality assurance

The scatterplot showed that there was a strong positive linear relationship between teachers' manpower deployment on quality assurance scores, which was confirmed with a Pearson's correlation coefficient of $r = .210$. The regression model predicted 5.6 % of quality assurance variance. The model was a good fit for the data ($F (1, 313) = 18.623$, $p < .0000$.

Figure 10: Scatterplot of the influence of Manpower deployment on quality assurance.

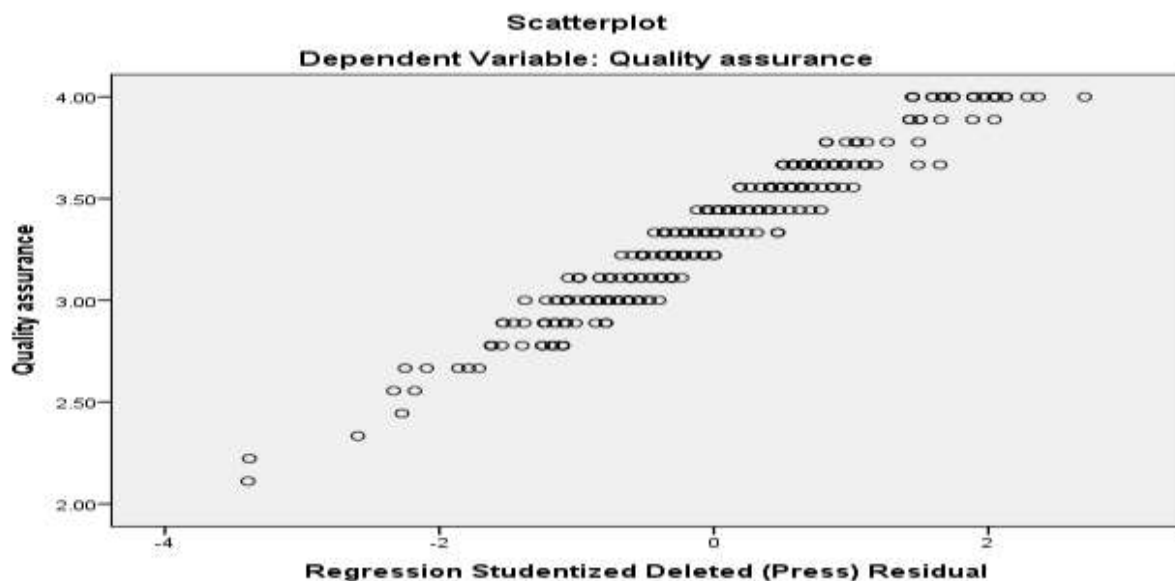**Table 24: ANOVAᵃ of the influence of Manpower deployment on quality assurance**

	Model	Sum of Squares	df	Mean Square	F	Sig.
		ANOVAᵃ				
1	Regression	2.374	1	2.374	18.623	0.000ᵇ
	Residual	39.897	313	0.127		
	Total	42.271	314			

a. Dependent Variable: Quality assurance

b. Predictors: (Constant), Manpower deployment

ANOVA results show that the linear regression F test has the null hypothesis that Manpower deployment does not have a statistically significant influence on quality assurance p=.05. In other words, $R^2= 0$, with $F (1, 313) = 18.623$, p= .000, the test is highly significant. Thus we can assume that teachers' manpower deployment significantly influences quality assurance in our model.

Table 25: Coefficientsᵃ of the influence of Manpower deployment on quality assurance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.636	0.163		16.154	0.000
Manpower deployment	0.213	0.049	0.237	4.315	0.000

a. Dependent Variable: Quality assurance

The regression results showed a significant relationship between Manpower deployment on quality assurance scores (t = 4.315, p= 0.000). The slope coefficient for Manpower deployment was .237, quality assurance increase by a factor of .237.

H$_{O3}$: Teacher's assiduity does not have a statistically significant effects on quality assurance.

Simple linear regression was equally conducted to ascertain the extent to which Teacher's assiduity as a predictor quality assurance.

Table 25: Model Summary of the effects of Teacher's assiduity on quality assurance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.421ᵃ	0.177	0.175	0.33332

a. Predictors: (Constant), Teacher assiduity
b. Dependent Variable: Quality assurance

Figure 11: Scatterplot of the effects of Teacher's assiduity on quality assurance
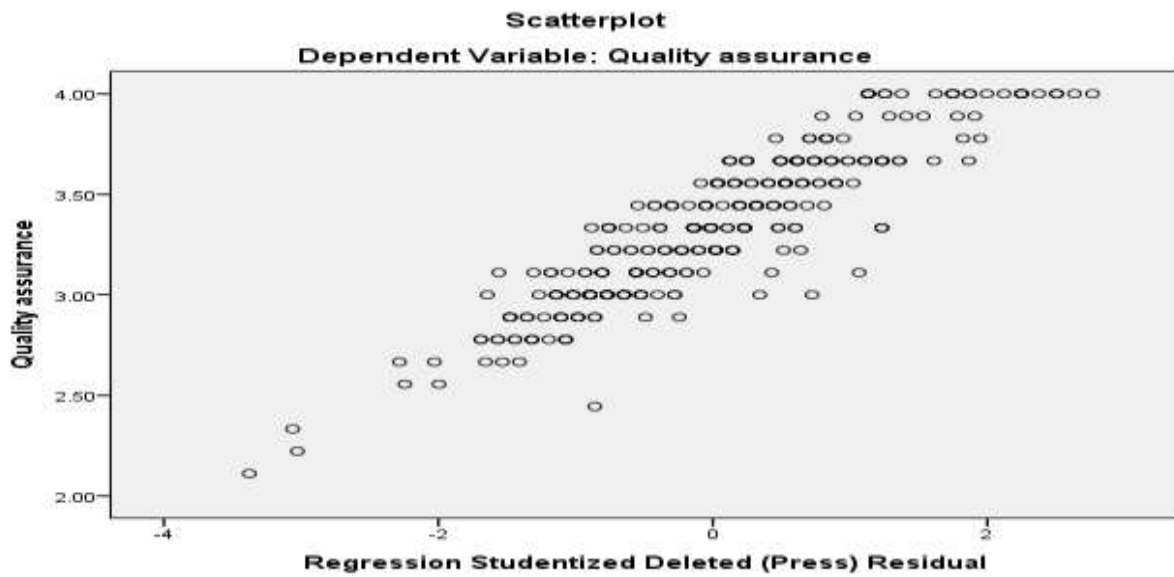
The scatterplot showed a strong positive linear relationship between teacher's assiduity on quality assurance scores, which was confirmed with a Pearson's correlation coefficient of $r = .378$. The regression model predicted 17.7 % of the variance in quality assurance. The model was a good fit for the data ($F (1, 313) = 67.460, p < .000$).

Table 25: ANOVAªof the effects of Teacher's assiduity on quality assurance

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	7.495	1	7.495	67.460	0.000[b]
1	Residual	34.776	313	0.111		
	Total	42.271	314			

a. Dependent Variable: Quality assurance
b. Predictors: (Constant), Teacher assiduity

ANOVA results show that the linear regression F test has the null hypothesis that teacher's assiduity does not have a statistically significant effects on quality assurance. In other words, $R^2 = 0$, with F (1, 313) = 67.460, p= .000, the test is highly significant. Thus, we can assume that Teacher assiduity have a significant influence on quality assurance at p=.05 in our model.

Table 26: Coefficients of the effects of Teacher's assiduity on quality assurance

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	2.149	0.146		14.764	0.000
1	Teacher assiduity	0.369	0.045	0.421	8.213	0.000

a. Dependent Variable: Quality assurance

The regression equation showed a significant relationship between Teacher assiduity as a predictor quality assurance scores (t = 14.764, p < 0.000). The slope coefficient for Compensation Practice was .421, so teachers' effectiveness increases by a factor of .421.

H$_{O4}$: Manpower upskilling does not have a statistically significant affects on quality assurance

Simple linear regression was equally conducted to ascertain the extent to which manpower upskilling scores predict quality assurance scores.

Table 27: Model Summary of the influence of Manpower upskilling on quality assurance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.548[a]	0.300	0.298	0.30749

a. Predictors: (Constant), Manpower upskilling
b. Dependent Variable: Quality assurance

The scatterplot showed that there was a strong positive linear relationship between manpower upskilling and quality assurance scores, which was confirmed with a Pearson's correlation coefficient of $r = .472$. The regression model predicted only 30 % of the variance in quality assurance scores. The model was a good fit for the data (F (1, 313) = 134.078, $p < .000$).

Figure 12: Scatterplot of the influence of Manpower upskilling on quality assurance
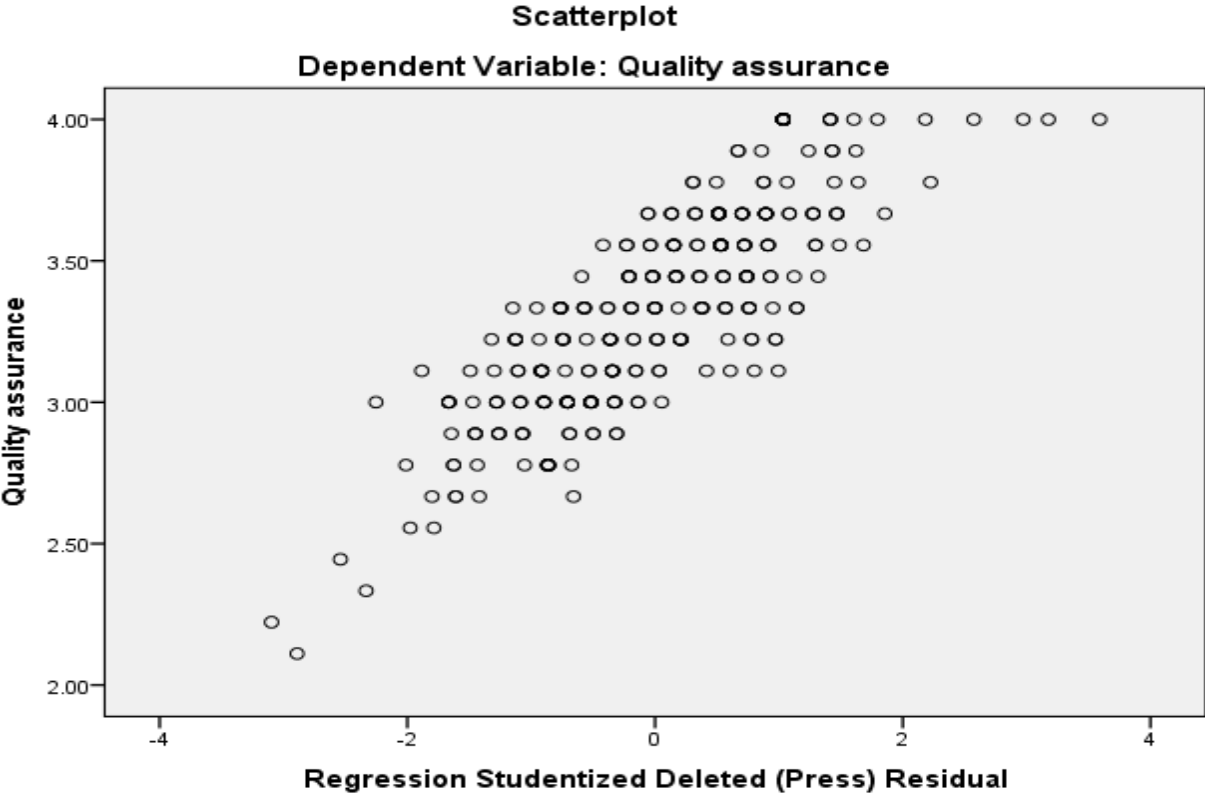
Table 28: ANOVA^a of the influence of Manpower upskilling on quality assurance

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.677	1	12.677	134.078	0.000^b
1	Residual	29.594	313	0.095		
	Total	42.271	314			

a. Dependent Variable: Quality assurance

b. Predictors: (Constant), Manpower upskilling

ANOVA results show that the linear regression F test has the null hypothesis that manpower upskilling does not have a statistically significant affects on quality assurance at p=.05, in other words, $R^2 = 0$, with F (1, 313 = 134.078, p= .000, the test is highly significant. Thus we can assume that head manpower upskilling have a significant influence on quality assurance at p=.05 in our model.

Table 29: Coefficients of the influence of Manpower upskilling on quality assurance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.583	.152		10.398	.000
1 Manpower upskilling	.525	.045	.548	11.579	.000

a. Dependent Variable: Quality assurance

The regression equation showed a significant relationship between manpower upskilling as a predictor of quality assurance (t = 11.579, p < 0.000). The slope coefficient for manpower upskilling was .548, so quality assurance increases by a factor of .548.

Summary of Chapter

The analysis of the collected data revealed that all the four hypotheses used in this study are statistically significant, hence:

H$_{a1}$: The recruitment of teachers have a statistically significant influence on quality assurance with a regression model predicted at 3.2%.

H$_{a2}$: Manpower deployment have a statistically significant influence on quality assurance with a regression model predicted at 5.6%.

.**H$_{a3}$:** Teacher's assiduity have a statistically significant effects on quality assurance with a regression model predicted at 17.7%.

.**H_{a4}:** Manpower upskilling have a statistically significant affects quality assurance with a regression model predicted at 30%. This shows that manpower upskilling has the highest impact in terms of ensuring quality assurance.

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.**H$_{a4}$:** Manpower upskilling have a statistically significant affects quality assurance with a regression model predicted at 30%. This shows that manpower upskilling has the highest impact in terms of ensuring quality assurance.

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CHAPTER FIVE

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

The objective of this work has been to find out how manpower management influences quality assurance in some public secondary schools in Mfoundi division. The research instrument used for study is the questionnaire. This study posed a set of questions while placing the hypothesis and their relationships within the study variables. It also arrived at several results that confirmed the problem and hypothesis posed in chapter 1. Data collected was analyzed using SPSS 23 version. In this chapter, we shall analyze the findings in relation to the hypothesis, objectives and the views of other others. We shall also give the limitations, some recommendations and suggestions for further study on the phenomenon. However, this study arrived at several results that might add to improving quality assurance in Mfoundi division and why not in Cameroon.

Summary of findings

The obtained results can be summed up as follows based on the data that was evaluated and the study hypothesis that was examined in chapter 4;

The mean of all variables ranges from 2.99 for recruitment of teachers,3.28 for teacher deployment, 3.21 for assiduity, 3.34 for manpower upskilling and 3.35 for learner's output; with teacher recruitment having the lowest mean of 2.99 and learner's output having the highest mean of 3.35. This indicates that the respondents all agreed that these different facets put together will improve quality assurance in Cameroon. The results above agree with the results of (De Luna, 2020).

Concerning the strength of relationship, the IVs of the nature of the recruitment of teachers, and Manpower deployment,, (Pearson's r (314) = .172, p < .01), recruitment of teachers and teacher assiduity, (Pearson's r (314) = .175, p < .01), recruitment of teachers, and manpower upskilling (Pearson's r (314) = .056, p < .01), Manpower deployment, and Teacher assiduity (Pearson's r (314) = .372, p < .01), Manpower deployment, and Manpower upskilling (Pearson's r (314) = .289, p < .01), Teacher assiduity and Manpower upskilling (Pearson's r (314) =.299, p < .01. Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met. With respect to the independent

(manpower management) and dependent variables (quality assurance), the results obtained were as follows;

Research hypothesis 1

H_{a1}: The recruitment of teachers has a statistically significant influence on quality assurance.

Research question: To what extent does the recruitment of teachers influence quality assurance?

The regression results showed a significant relationship between recruitment of teachers on quality assurance scores (t = 23.764, p < 0.000). The slope coefficient for recruitment of teachers was 0.179, so quality assurance increases by a factor of 0.179. This permits us to confirm H_{a1} that there is a linearity between the recruitment of teachers and quality assurance while rejecting H_{01}.

Due to the fact that there was a positive correlation between hypothesis 1, it was clearly based on the responses on the questionnaires which gave us the impression that the government faces challenges in recruiting and retaining teachers which has contributed to the overall shortage of teachers in the country. Manpower shortage simply means the available teachers will be unable to cope with the rising number of students and quality assurance will not be achieves because of classroom size, high student population, working conditions, little or no motivation amongst other reasons.

This finding agrees with the study of See et al. (2020) as the author presented that a long-standing issue that has affected many nations for years is the inability to recruit and keep qualified instructors. The state of the national labour market and the relative desirability of alternative jobs are frequently linked to patterns in recruitment to initial teacher training. Shortages are particularly acute in specific subjects such as mathematics and physics, where there is a considerable demand for teachers in these subjects. This is confirmed by Hendra et al. (2020) who stated that to achieve the best job results, the proper recruitment method must be used, which requires meticulous planning. The hiring procedure for employees should not be disregarded because it helps to ensure that the results are accurate. This implies that if the recruitment procedure of teachers is based upon needs per school and subject, then we shall no longer talk of teacher shortages and the quality of education will be ensured for the economic development of the nation.

The confirmation of this hypothesis also goes in line with a study conducted by Sims (2018) as he addresses the issue of teacher shortages by offering fresh evidence on the reasons people enter and leave the teaching profession, according to this survey, England is experiencing an increasing teacher shortage. Also, in confirmation of this hypothesis, Schutter (2022) started by explaining that contextual factors may have an impact on the retention of teachers. Through interviews, respondents indicated the importance of receiving direct assistance from administrators and co-workers to foster a sense of belonging, which was highlighted as essential to successful experiences for new teachers.

In this study, we adopted the human capital theory by Smith (1776), Mincer (1974) and Becker's (1962). This theory is very important in explaining the concept of the recruitment of teachers which constitute human capital. In his definition of human capital from 1776, Smith wrote, "The acquisition of abilities during education, study, or apprenticeship, costs a real outlay, which is capital in a person. His money and the fortune of society both include such talents. It is seen as capital since it benefits both individuals and society (Smith, 2007). Mincer (1974) considers spending on education, job training, health, information, and migration, to name a few important categories, might be considered an investment in human capital. This goes in line with what the state of Cameroon is doing when it recruits and trains teachers which is considered as investment in human capital. The learners who benefit from this investment also constitute another form of human capital. While Becker's 1962 journal of political economy was based on the activities that affects the future's actual output by ingraining resources in people. This is referred to as human capital investment which has to do with schooling, on-the-job training, medical care and learning about the economic system are just a few of the various methods to invest.

From this hypothesis, we can say that as long as the recruitment of teachers takes into consideration a number of factors such as working conditions, distance between home and school, classroom size, special incentives for teachers working in remote areas, social amenities among others; then the issue of attrition will not be recurrent in our educational system and the quality of education will be ensured as it will be evident through the number of school leavers getting into the job market upon completion of high school.

Research Hypothesis 2

H_{a2}: Manpower deployment has a statistically significant influence on quality assurance.

Research Question 2: To what extent does manpower deployment influence quality assurance?

H_{a2} was accepted and H_{02} was rejected. This indicates that specific research question 2 was answered in confirmation of the hypothesis results. The regression results showed a significant relationship between Manpower deployment on quality assurance scores (t = 4.315, p= 0.000). The slope coefficient for Manpower deployment was 0.237, quality assurance increase by a factor of 0.237.

This result ties with Hemuyuni (2000) as she points out that, African countries generally have experienced deployment delays since 2003, and these delays have had an impact on the provision of high-quality education for a number of reasons, as she further explains. The lack of teachers is one issue, and it is made worse by the enormous distances that teachers must travel to go to schools in rural areas and on city streets. By the time they arrive at the schools, they are weary, which lowers their willingness to teach. The distribution of instructors across urban and rural locations likewise exhibits a significant disparity. There is a severe scarcity of qualified teachers in the more rural places because most teachers prefer to work in urban areas. It is obvious that bonuses for teachers in isolated rural locations fall short of covering their hardships and a lack of suitable housing. In remote locations, a key barrier to hiring and retaining teachers is a lack of housing.

To compliment this result, Acheampong and Gyasi, (2019) emphasized that studies have indicated that more instructors prefer to work in urban than rural schools since urban schools have more effective teaching and learning methods. This is because urban schools have significantly higher levels of life and job satisfaction than rural ones. According to these authors, schools that are successful are those that draw in and hire great teachers, distribute them fairly, enhance job professional development, and keep quality teachers on staff. It is evident that rural schools in Africa are underfunded.

We adopted the contingency theory introduced by Woodward (1965) to explain the concepts of manpower deployment and teachers' assiduity. Successful businesses didn't have a single "best way" to run their business; rather, they each had an effective strategy based on the compatibility or alignment of the technologies with the management systems and procedures. What constitute a good educational model in one environment may not work out in another environment.

Therefore, the quality of an educational system will be contingent upon the environment in which it is found. This implies that teacher deployment and assiduity policies should vary based on the environment in which the school is found so that quality can be attained.

This result points to the fact that teacher deployment in the country has a significant relationship with manpower assurance. 51.7% of respondents agreed to the fact that principals should be consulted before teachers are deployed or redeployed to the different schools. Reason being that principals are the ones who are on the field and better understands the needs of a school. 56.5% also agreed that teachers should be posted based on the school's needs while 57.1 % corroborated that teachers should be deployed/ redeployed based on the need per subject. Need assessment is of vital importance as far as the deployment of teachers is concerned because when the needs of an institution are scrutinized, it will avoid the surplus or shortages of teachers thereby enhancing quality assurance. The purpose of education in every nation is to raise a generation that is capable of boasting economic development through the skills and competences acquired at school or any informal learning environment. The school is an ideal environment for the acquisition of such skills. But deployment policies somehow hinder the school and its teachers in achieving quality education. For example, in a school such as GBHS Nkol-Eton with two philosophy teachers to handle five different levels (form 3- upper sixth) with 24 streams. In a situation as such, effective teaching and learning cannot take place and this hinders quality assurance as well as the economic development of the nation.

Research Hypothesis 3

H_{a3}: Teacher's assiduity has a statistically significant effect on quality assurance.

Specific research question 3: To what extent does teacher assiduity affects quality assurance? According to this result, H_{a3} was confirmed while H_{03} was rejected. The positive confirmation of specific hypothesis 3 in this research is indicative of the fact that H_{a3} has a statistically significant influence on quality assurance. The regression equation showed a significant relationship between Teacher assiduity as a predictor quality assurance scores (t = 14.764, p < 0.000). The slope coefficient for Compensation Practice was .421, so teachers' effectiveness increases by a factor of .421.

This finding agrees with Olalekan and Modupe (2020) who state that the effectiveness of the teachers must be taken into account if an educational system is to attain the necessary aims and objectives. Any educational level's future is dependent on both psychological and emotional

aspects of the teachers. The society is becoming more concerned about the realization of secondary education objectives due to uncertainty that there has been a consistent decline in teachers' performance in instructional tasks and students' academic performance, which shows a lack of realization of quality assurance in secondary schools. Gaps in teaching ability, curricular instruction, learning environments, learning resources, money, and institutional administration have all been implicated in this. Findings showed that several issues are having an impact on educational quality assurance. The degree of students' success in both internal and external examinations which is dependent, among other things, on the caliber of teachers' input is used to determine the effectiveness of a school system. Szymenderski et al. (2015) agreed that quality assurance enhances instruction and learning when it fulfils its administrative, motivating, and informative roles.

Mgema (2022) points out that truancy, noise-making, dodging, and bullying were caused by student misbehaviors in their individual schools as a result of instructor absenteeism. It was discovered that students were not informed beforehand when professors would be absent. Therefore, the situation was probably going to be worse than it would be if the information could be shared with those students and staff, allowing them to take the appropriate actions, like seeking for substitute teachers, to make up the deficit.

These results are a clear proof that teachers' effectiveness and efficiency in the school system will positively increase quality assurance. In a school where teachers are constantly absent, learners will be left on their and it will contribute to illicit behaviours such as drug consumption, repeated absences, teenage pregnancy, bullying of classmates, aggressiveness towards teachers to name a few. All these vices will definitely hinder the achievement of quality education because of teachers' absenteeism.

Research Hypothesis 4

H_{a4}- Manpower upskilling has a statistically significant effect on quality assurance.

Specific research question 4: To what extent does manpower upskilling affect quality assurance?

H_{a4} was accepted while H_{04} was rejected confirming research hypothesis 4 and specific question no 4 respectively. The regression equation showed a significant relationship between manpower upskilling as a predictor of quality assurance (t = 11.579, p < 0.000). The slope coefficient for manpower upskilling was 0.548, so quality assurance increases by a factor of 0.548.

The researcher concurs with this finding and continues to hold the view that manpower upskilling is an indispensable item in the delivery of quality assurance as teacher skill development will contribute to learner's positive output in society. This finding agrees with the study of Acheampong and Gyasi (2019) who stated that workshops and orientation programs, like in-service programs, allow for the upgrading of untrained teachers' qualifications, offer short-term courses on subject matter and teaching techniques, and offer master's degree programs for teachers who already possess these qualifications. However, the value of in-service programs to encourage educators to stay in the field should also take into account the trade-offs and financial and supply-related implications. For instance, opportunities for instructors in in-service programs coincide with promotions and the movement of teaching jobs. Certain traits that draw prospective teachers to some communities in Africa do not exist. However, the lack of in-service training and seminars, which promote professional development, causes instructors in rural schools to become less and less effective over time.

This finding also agrees with the research of Hendra et al. (2022) as they stipulated that training is any effort made to help employees develop in a specific job that they are responsible for or in a job that is connected to their employment. Training typically has to involve experiential learning activities that are planned and created in response to identified needs in order to be effective in order to increase the knowledge, abilities, and attitudes required by the organization in order to accomplish the aim of optimal work results, training aids employees in comprehending practical knowledge and its application. Not by accident, outstanding instructors are developed over lengthy periods of time and through numerous stages of education, training, and development. As a result, the teacher needs to be aware of his level of proficiency. Since teachers and quality become intertwined when our country hopes for educational achievement, teachers should be able to assess themselves and promptly restore competencies if it comes out that the level of quality in their field is low.

Moreover, Tournier (2015) further elucidated that teacher prioritize professional development opportunities when asked about career-related issues, sometimes even above financial concerns (salary, housing). Nearly 96 percent of the educators surveyed in Botswana said that professional development opportunities are "very important. Additionally, studies have demonstrated a connection between career opportunities and the range of tasks performed by teachers and job satisfaction. Therefore, it is reasonable to assume that career and professional development opportunities are what motivate teachers. As a result, focusing more on these areas

should increase teacher satisfaction and retention while also promoting high-quality instruction. In addition to this, Career, growth, and recognition in one's field are crucial motivating factors.

Olalekan and Modupe (2020) stipulated that quality assurance is the process of assuring efficient resource input, control, process improvement, and raising output standards in order to accomplish the specified goals and satisfy public responsibility. Additionally, quality assurance in education seeks to prevent problems with quality and guarantees that the system's outputs meet the required requirements.

In this study, we adopted the human capital theory by Becker (1962) and the signaling theory by Spence (1973). These theories best expatiate the concept of teachers' upskilling as Becker reiterated that on-the-job training is discussed in such detail not because it is more significant than other forms of human capital investment, although this is true; rather, it is discussed in such detail because it demonstrates the impact of human capital on incomes, employment, and other economic factors (p.10). As a result, on-the-job training increases future productivity and varies from school training in that it is invested in the workplace rather than a setting that focuses on instruction. Future productivity can presumably only be increased at a cost since there would otherwise be an endless supply of training needs. Spence (1973) uses the labour market to model the signalling function of education. Employers lack information about the quality of job candidates. While candidates, on the other hand obtain education to signal their quality and reduce information asymmetries. This implies that when teachers receive CPD, their skills are improved and in return ensure quality education. Learners on their part receives this input and signal their quality to employers who employs them thereby leading to the development of the individual and society.

In view of the above results, we can say that continuous professional development is a vital tool in enhancing quality assurance. From the questionnaires, it is obvious that teachers love and will always go in for continuous professional development if the opportunity is given to them because it enhances their skills and permits them to be more performant at work. Teachers who have the opportunity to upgrade their skills will be more productive than their peers with no learning opportunities. When a teacher's skill is improved, it has a direct impact on learner's output as the learner upon completion of high school will have the necessary skills needed in the job market.

Limitation of the study

The sample size of this study is made up of 322 respondents which is considered to be large but the issue with this survey is that not all the questionnaires were returned. We however believe that the results would be more trustworthy if the sample size was larger that would cover the entire center region.

The research instrument that was used for data collection is the questionnaire made up of closed structures items. This limited respondents from giving answers that reflected their opinions.

Some limitations were also noticed at the level of review of literature as most of the books were reviewed online. At times there was poor connection and some books and articles were not accessible because of financial limitations.

We equally had limitations during the administration of the instrument since it was administered only in one division in the center region. The researcher would have love to reach out to respondents in other divisions in the center region.

Theoretically, this study was limited to two theories; that is to say the human capital theory and contingency theory.

Recommendations

Education is the priority of every nation and ensuring a successful and quality education depends on its teachers (manpower). It is for this reason that Khedekar and Pushpanadham (2018) posited that building a strong, enlightened and prosperous nation rests on education. Since education has always played such a crucial role, it has come to be seen as a natural aspect of human societies. It has always been developing and has helped to shape the destinies of societies at every stage of their growth. It has served as the standard-bearer for society's highest values. Based on the findings of this study, the following recommendations might help to enhance quality assurance in our educational system;

Recommendations for educational planners

i. From these findings, it can be recommended that the government should review its recruitment policies by recruiting based on needs. Reinforce the decentralization process of recruitment to the different councils. This will permit councils to develop recruitment programs based on needs since they are closer to the different schools and also take part in

the educational process of the country. This will solve the problem of teacher shortage as most of the recruited will be individuals from the local area thereby avoiding manpower wastage and attrition.

ii. This study recommends that deployment policy of teachers in Cameroon should be reviewed. That is to say teacher deployment should consider the need per subject and school. Principals should be consulted before any teacher is sent to a school since they are the ones that are on the field and knows the school's need more than any other person.

iii. We also recommend the application of the provisions of the special rules and regulations of civil servants as stated in the Education and Training Sector Strategy Paper 2013-2020 by increasing allowances and other benefits of teachers especially those deployed in remote areas. This will be a motivating factor especially for those in rural areas and it will prevent them from abandoning their jobs for whatsoever reason.

iv. We equally recommend that on-the-job training should be reinforce by taking training seminars to the periphery and not just limit it to divisional headquarters. Also, training programs should be diversified so that teachers can learn other skills in order to adopt modern teaching methods. Teachers should be trained on the delivery of online lessons, digitalization of the teaching/learning process as well as how to use modern technology in the delivery of their services. The government can also partner with education partners such as PLAN Cameroon, UNESCO and UNICEF in the retraining of trainers.

Recommendations to teachers

i. This study recommends in relation to the recruitment of teachers that despite the fact that covid-19 has affected the recruitment of teachers as revealed by findings, teachers are encouraged to exercise their profession with a lot of caution and learn to adapt to the new changes instituted by the ministry of secondary education such digital and e-learning.

ii. Concerning the deployment of teachers, this study recommends that every teacher should be able to work for the prescribed number of hours and even in remote and enclaved areas as revealed by findings. Reason being that there are young minds in these rural areas that have to be moulded and besides that not every Cameroonian love living in the city.

iii. For findings regarding teacher's assiduity, it came out that since the school provides support for the achievement of teachers' professional development and that teachers were satisfied with their work in their various schools, we therefore recommend that teachers should put in their utmost best in the delivery of their duty as a means of enhancing quality assurance.

iv. Finally, concerning the retraining of teachers, since 94% of teachers generally agreed that knowledge and skills learnt by the teachers would be useful to them and their learners; we therefore recommend that teachers should make good use of every opportunity that will improve their skills thereby enhancing quality assurance.Teachers can even create and innovate new teaching methods that will boast the quality of education.

Recommendations for further studies

This study seeks to find out how manpower management influences quality assurance in some public secondary schools in Mfoundi division. This study focuses on how the recruitment of teachers, manpower deployment, teachers' assiduity and manpower upskilling influences quality assurance. The conclusion of this study is limited in time and scope and therefore inexhaustive. This study has exposed many things that could not be covered. Therefore, the researcher recommends the following possible research areas for the sake of advancement of scientific knowledge.

- This study was carried out in Mfoundi division of the center region of Cameroon, the researcher therefore suggests that a similar study should be carried out in other divisions with a large sample size to give the research more value to be generalized in other contexts.
- This study cannot pretend to have explore all the facets of quality assurance in Cameroon as it focuses only on the outputs, reason why the researcher is recommending that further research should be done concerning the role of finance in ensuring quality assurance.
- Research should also be carried out on the role of school administrators in ensuring quality assurance as leadership styles highly determines the quality of education delivered.
- Also, research should be done on the role of the PTA in ensuring quality education.

Conclusion of chapter

Based on findings, from the different scatterplots of the relationships between the different IVs, namely Recruitment of teachers, Manpower deployment, Teacher assiduity and Manpower upskilling towards Quality assurance as DV, it can be detected that there is a strong positive linear relationship between the different IVs and the DV. The IVs have different regression models predicted at 3.2% for the recruitment of teachers, 5.6% for the deployment

of teachers, 17.7% for teacher's assiduity and 30% for manpower upskilling respectively. From these results, we can conclude by encouraging the government and actors of education to give priority to continuous professional development as it is proven to have the highest impact as far as ensuring quality education in Cameroon is concern. Also, the low regression model of 3.2% which represents the recruitment of teachers falls in line with government policy of reducing the number of teachers recruited each year.

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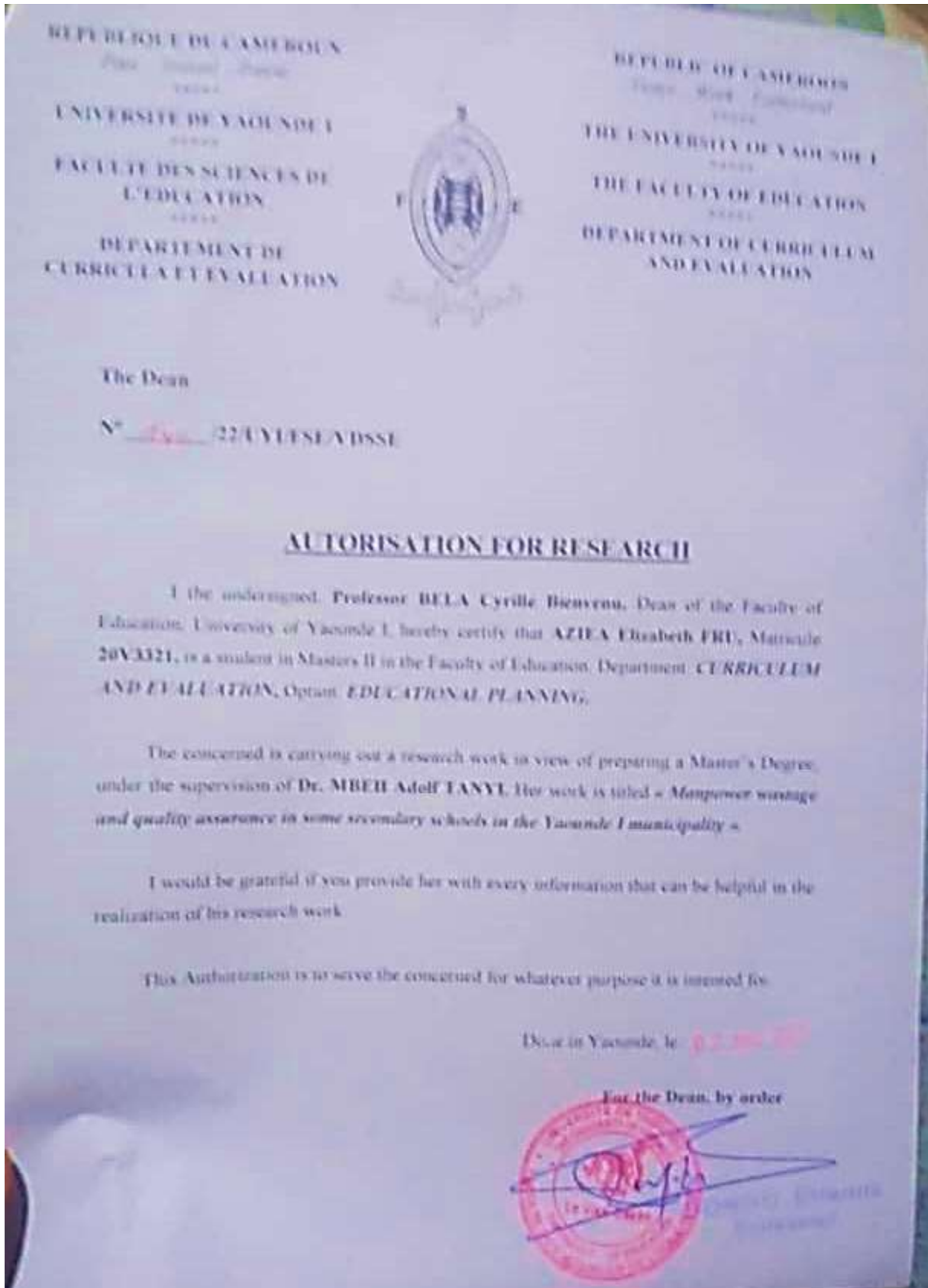
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APPENDIXES

RÉPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
*****

UNIVERSITÉ DE YAOUNDÉ I
*****

FACULTÉ DES SCIENCES DE
L'ÉDUCATION
*****

DEPARTEMENT DE
CURRICULA ET EVALUATION

REPUBLIC OF CAMEROON
Peace - Work - Fatherland
*****

THE UNIVERSITY OF YAOUNDE I
*****

THE FACULTY OF EDUCATION
*****

DEPARTMENT OF CURRICULUM
AND EVALUATION

The Dean

N° _____ /22/UYI/FSE/DSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaounde I, hereby certify that **AZIEA Elizabeth FRU**, Matricule **20V3321**, is a student in Masters II in the Faculty of Education Department *CURRICULUM AND EVALUATION*, Option *EDUCATIONAL PLANNING*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. MBEH Adolf TANYI**. Her work is titled « *Manpower wastage and quality assurance in some secondary schools in the Yaounde I municipality* ».

I would be grateful if you provide her with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaounde, le

For the Dean, by order

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RÉPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITÉ DE YAOUNDÉ I

Faculté des Sciences de l'Éducation

Département de Curricula et Évaluation

REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

The Faculty of Education

Department of Curricula and Evaluation

Questionnaire for teachers

Dear Sir/Madam,

I am AZIEA ELIZABETH FRU, a master's II student of the university of Yaounde I, Faculty of Education, studying educational management with specialization in educational planning. I am carrying out a study on the topic **MANPOWER (HUMAN RESOURCE) MANAGEMENT AND ITs IMPACT ON QUALITY ASSURANCE IN SOME PUBLIC SCHOOLS IN MFOUNDI DIVISION.** Our study seeks to find out how manpower management influences quality assurance in public schools in Mfoundi division. Dear respondent, your answers shall be treated with a lot of confidentiality and we will also ensure the non-traceability of your answers. Are you therefore ready to provide answers to these questions?

Yes □ No □

Instructions: Tick (√) the items that suits your opinion

Section A: Demographic information

0. Status as a teacher   PTA □   Civil servant □   Contract agent □
1. Gender   Male □   Female □
2. What is your age group? 20-25 □ 26-30□ 31-35 □ 36-40 □ 41 and above □
3. Highest academic qualification A level □ Degree □ Masters □ PhD □
4. Professional qualification PCEG □ PLEG □ PCET □ None□
5. Longevity in service 0-3 years □ 4-7 years □ 8-11 years □ 12 years and above □
6. Sub-division where your school is located Yaounde 1 □ Yaounde 2 □ Yaounde 3 □ Yaounde 4 □ Yaounde 5 □ Yaounde 6 □ Yaounde 7 □

Instructions: Please select the response that clearly represents your views by using a cross(x) on any of these items; Strongly Agree (SA), Agree (A), Disagree(D), Strongly Disagree (SD)

Section B: The relationship between the recruitment of teachers and quality assurance

No	Items	SA	A	D	SD
1	Working conditions in schools have a direct impact on their recruitment of teachers				
2	Government faces challenges in recruiting				
3	Government faces challenges in retaining teachers				
4	There is overall shortage of teachers in our school				
5	Covid -19 pandemic has affected the recruitment of teachers				
6	PTA involvement in recruiting part time teachers has affected manpower planning.				
7	I am comfortable with the rewards I get for doing my job in school				

Section C: The relationship between manpower deployment and quality assurance

No	Items	SA	A	D	SD
1	I believe that school heads should be consulted before the deployment of teachers				
2	Every teacher should be posted based on the school's needs.				
3	Every teacher should be posted based on the need per subject.				
4	Teachers should be able to work for the prescribed number of hours.				
5	Every teacher should be able to work at their duty post.				
6	Teachers should be deployed even to enclave areas				
7	Teachers should be able to work in remote areas.				
8	Teachers should be ready to teach those subjects with fewer or no teachers.				

Section D: Teacher's assiduity affects quality assurance

No	Items	SA	A	D	SD
1	As a teacher, I am always punctual in class.				
2	I come to school a few minutes before my teaching periods.				
3	Teachers' assiduity affects the quality of education since most often the program is covered.				
4	I evaluate my students on time.				
5	I submit students marks and statistics on time.				
6	I strictly follow the school's calendar of activities.				
7	The school pays significant attention to teacher's assiduity.				
8	The school provides support for me to achieve my professional gaols.				
9	I am satisfied with my work in this institution.				

Section E: In services training(upskilling) affects quality assurance

No	Items	SA	A	D	SD
1	In service training is a must for enhancing teacher's productivity.				
2	In-service training programs should be compulsory for every teacher.				
3	Continuous Professional Development (CPD) activities are important for teachers and learner's success.				
4	CPD activities are followed up to ensure that the knowledge and skills gained are implemented by teachers.				
5	The knowledge and skills learnt would be useful to me and the learners.				
6	I have many opportunities to develop my professional skills.				
7	I interact with colleagues from the same department and even other departments.				
8	I have learned many new skills as a teacher.				
9	I receive useful and constructive feedback from my principal.				

Section F: learners' output (productivity)

No	Items	SA	A	D	SD
1	I have access to other resources and equipment that I need to do a good job				
2	I believe students are getting a higher quality education in this school				
3	The competences developed in learners are relevant for the student's professional profile				
4	The competences acquired can be transferred to other contexts				
5	I always know what is expected of me when it comes to my job				
6	I always want to give my best in my job				
7	I can easily see how my work affects learners' output				
8	I feel encouraged to come up with new and better ways of teaching				
9	I am satisfied with my professional ability for doing my job				

Thank you for collaborating