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HUMAN RESOURCE PLANNING PRACTICES AND UNEQUAL DEPLOYMENT OF ENGLISH TEACHERS IN SOME PUBLIC SECONDARY SCHOOLS IN THE CENTRE REGION.

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By

ELAD Bryce NGOBE

Holder of a degree in English Language

20V3634

jury

Rank	Names and grade	Universities
President	NDJEBAKAL SOUCK Emmanuel, MC	UYI
Supervisor	NJENGOUE NGAMALEU Henri Rodrigue, Pr	UYI
Examiner	NDJONMBOG Joseph Roger, CC	UYI

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TABLE OF CONTENTS

To My family

ACKNOWLEDGEMENTS

LIST OF ABBREVIATION AND ACRONYMNS

APEE/PTA:	Associations de Parents d'élèves et des Enseignants/Parent-teachers Associations
BEPC :	Brevet d'Etudes du Premier Cycle
CABTAL:	The Cameroon Association for Bible Translation and Literacy
CBA:	Competency Based Approach
CBE:	Competency Based Education
CBL:	Competency Based Learning
CEP:	Certificat d'Etudes Primaires
CESA:	Continental Educational Strategy for Africa
EFA:	Education for All
EFL:	English as a Foreign Language
ESL :	English as a Second language
ESP:	Educational Sector Plan
FCGDO:	Fiscal Consolidation and Growth Development Policy Operation
FSLC:	First School Living Certificate
GCE-AL:	General Certificate of Education Advanced level
GCE-OL:	General Certificate of Education Ordinary level
GESP:	Growth and Employment Strategy Paper
GPE:	Global Partner for Education
HR:	Human Resource
HRM:	Human Resource Management
HRPPs:	Human Resource Planning Policies
HRPPs:	Human Resource Planning Practices
HTTC:	Higher Teachers Training College
IAEG-SDGS:	Inter-Agency and Expert Group on Sustainable Development Goals.
IIEP:	International Institute for Educational planning
IJLLT:	International Journal of Linguistics, Literature and Translation
IMF:	International Monetary Fund
M&E:	Monitoring and Evaluation
MDGs:	Millennium Development Goals
MINEDUB:	Ministry of Basic Education

MINEPAT:	Ministry of Economy, Planning and Regional Development
MINESEC:	Ministry of Secondary Education
MINESUP:	Ministry of Higher Education
MINPROFF:	Ministry of Women's Empowerment and the Family
NACALCO:	The National Association of Cameroonian Language Committees
NCLB:	No Child Left Behind
NDS:	National Development Strategy
NUT:	National Union of Teachers
OAU:	Organisation of African Union
OBA:	Objective Based Approach
OECD:	Organisation for Economic Co-operation and Development
PALENCA:	Platform for posting of Graduates of Higher teachers Training Colleges in Cameroon.
PISA:	Programme for International Student Association
PROPELCA:	Programme de Recherche Opérationnelle pour L'Enseignement des Langues au Cameroun
PRSP:	Poverty Reduction Strategy Paper
RBM:	Resource Based Management
RBM:	Results Based Management
RCT:	Randomized Control Trial
SDGs:	Sustainable Development Goals
SIGIPES:	Integrated Information Management System for Educational personnel
SIL:	Section d'Initiation au Langage
TOC:	Theory of Change
UIS:	UNESCO Institute of Statistics Databases
UN:	United Nation
UNDG:	United Nations Development Group
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
VRINS:	Valuable Rare Imperfectly imitable and Non-Substitutable
ZEP :	Zone of Educational Priority

LIST OF ILLUSTRATIONS

Figure

Tables

ABSTRACT

Human resource planning is a core aspect in educational planning and educational management information systems (EMIS). Teachers constitute one of the most important resources in a generation's education process, so it is important that they are properly deployed so as to actively perform in the educational activity, achieve education goals and ensure equity in education. Each country's authorities must pay attention to the human resource planning practices that are used in the deployment of teachers. As a result, this study sets to demonstrate or to investigate that the deployment of teachers of English as a foreign language is as a result of poor human resource planning in some schools in the Centre region. This study was grounded on three theories: The Contingency Theory of Delery and Doty (1996), the Resource Based Theory of Barney (1991), and the Theory of Change of Weiss (1995). Five specific research questions were formulated based on the four variables: Environmental scanning, human resource planning policies, human resource operational plan and monitoring and evaluation. 13 respondents altogether from the central administration, the regional delegation, principals and teachers at the MINESEC. The respondents were selected for this study using Non Probability Sampling Technique, precisely the purposeful sampling. The research design was a qualitative, with the use of interview guides that were used for data collection. The data collected was summarized, coded and analysed using hermeneutic interpretative analysis. Results obtained confirmed that, deployment of teachers is characterized by poor human resource planning and management. This thus implies that teachers are unevenly deployed especially between the urban, sub-urban and rural schools because the state does not respect human resource planning practices put in place and a majority of teachers who find themselves in the rural areas bribe to leave the schools because they are not comfortable with the working conditions. Based on this, it is recommended that the Ministry of Secondary Education in Cameroon should strengthen data collection to enhance the quality of information gathered from bottom to top and vice versa. Human resource planning policies should be effectively implemented and working environment and teaching conditions of teachers should be adequately enhanced by the government to ensure equity in education.

Keywords: **Human Resource Planning practices, Unequal Deployment, English Language Teachers, Forecasting and demand analysis.**

RÉSUMÉ

La planification des ressources humaines est un aspect essentiel de la planification de l'éducation et des systèmes d'information sur la gestion de l'éducation (SIGE). Les enseignants constituent l'une des ressources les plus importantes dans le processus d'éducation d'une génération. Il est donc important qu'ils soient correctement déployés afin de participer activement à l'activité éducative, d'atteindre les objectifs de l'éducation et d'assurer l'équité dans l'éducation. Les autorités de chaque pays doivent prêter attention aux pratiques de planification des ressources humaines utilisées pour le déploiement des enseignants. Par conséquent, cette étude vise à démontrer ou à enquêter sur le fait que le déploiement des enseignants d'anglais langue étrangère est le résultat d'une mauvaise planification des ressources humaines dans certaines écoles de la région du Centre. Cette étude s'appuie sur trois théories : La théorie de la contingence de Delery et Doty (1996), la théorie basée sur les ressources de Barney (1991) et la théorie du changement de Weiss (1995). Cinq questions de recherche spécifiques ont été formulées sur la base des quatre variables : Analyse de l'environnement, politiques de planification des ressources humaines, plan opérationnel des ressources humaines et suivi et évaluation. 13 personnes ont été interrogées, provenant de l'administration centrale, de la délégation régionale, des directeurs et des enseignants du MINESEC. Les répondants ont été sélectionnés pour cette étude en utilisant la technique d'échantillonnage non probabiliste, précisément l'échantillonnage intentionnel. La conception de la recherche était qualitative, avec l'utilisation de guides d'entretien qui ont été utilisés pour la collecte des données. Les données recueillies ont été résumées, codées et analysées à l'aide d'une analyse interprétative herméneutique. Les résultats obtenus ont confirmé que le déploiement des enseignants est caractérisé par une mauvaise planification et gestion des ressources humaines. Cela implique donc que les enseignants sont inégalement déployés, en particulier entre les écoles urbaines, suburbaines et rurales, car l'État ne respecte pas les pratiques de planification des ressources humaines mises en place et la majorité des enseignants qui se trouvent dans les zones rurales versent des pots-de-vin pour quitter les écoles parce qu'ils ne sont pas à l'aise avec les conditions de travail. Sur cette base, il est recommandé au ministère de l'enseignement secondaire du Cameroun de renforcer la collecte de données afin d'améliorer la qualité des informations recueillies de la base au sommet et vice versa. Les politiques de planification des ressources humaines devraient être mises en œuvre de manière efficace et l'environnement de travail et les conditions d'enseignement des enseignants devraient être améliorées de manière adéquate par le gouvernement afin de garantir l'équité dans l'éducation.

Mots-clés : **Pratiques de planification des ressources humaines, déploiement inégal, enseignants d'anglais, prévisions et analyse de la demande.**

GENERAL INTRODUCTION

0.1.CONTEXTUAL BACKGROUND TO THE STUDY

In this section of the background to the study, discussions on international, continental and national policies on educational practices will be discussed. The UNESCO International Institute for Educational Planning (IIEP) and the Global partnership (GPE) for education in *Guidelines for Education Sector Plan Preparation.* (2015), stated at the World Education Forum in Dakar (2000), that the international community pledged no country with a credible plan to achieve the Education for all goals would be thwarted by a lack of resources. Since then, the development of an education sector plan (ESP) has become a priority in many countries. Education for All (EFA) was an international initiative first launched in 1990 to bring the benefits of education to every citizen in every society. The Sustainable Development Goals (SDGs) came as a result of the initiative of EFA. SDG 4 focuses on ensuring equitable and quality education and the promotion of lifelong learning opportunities for all and recognizes several impediments. The 2030 Agenda for SD adopted by the United Nations (UN) member states in 2015, provided a shared blueprint for peace and prosperity for people and the planet now and into the future.

The Agenda 2063 is one of Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future. It is a strategic framework whose main goal was to ensure inclusive and sustainable development which is a concrete manifestation of the Pan-African core for unity, education and freedom under Pan-Africanism and African renaissance. Agenda 2063 is the concrete manifestation of how the continent intends to achieve this vision within 50 years from 2013-2063. The Continental Educational Strategy for Africa 2016-2025 (CESA 16-25), seeks to provide each education stakeholder the opportunity to make their best contribution to education and training in Africa within 10 years. AU's Agenda 2063 stated that data relating to access, equity and quality depended on the availability of competent and qualified human resources.

The drafting of an education sector strategy was inspired by the Methodological Guide for Strategic Planning in Cameroon, published by the Ministry of Economy, Planning and Regional Development (MINEPAT,2013) in promoting quality education. The 1998 Orientation Law assigned some missions to the education system such as the education of citizens, democratic practice and freedoms to combat all forms of discrimination and the promotion of regional integration. The National Development Strategy of secondary education 2020-2030(NDS 30) is equally a strategic document which presents the vision they foresee in Cameroon for 2030 in

the development of Cameroon by using the educational system as one tool of development. The focus was on education, training and employability and reducing regional disparity in terms of infrastructure and the teaching staff in different institutions.

From the above international, continental and national policies on education, one can affirm that the objectives of these educational policies have been attained to a certain level although it is not a 100 per cent success because development is a gradual process. In crisis zones, the EFA goal is not completely achieved because some children of schooling age are still seen roaming the streets.

0.2. STATEMENT OF THE PROBLEM

Despite the tremendous progress made in the education sector, ensuring that all children have free access to education, the education system is facing several challenges related to teacher management and planning. One of the most pressing issues is the unequal deployment of teachers, which is a national problem. Congress included a provision in the No Child Left Behind (NCLB) Act of 2001 that states should ensure that all students have access to "highly qualified teachers." However, despite a decade of attention, the problem remains unsolved. According to the World Teachers' Day 2020 fact sheet by UNESCO UIS databases, to reach universal primary and secondary education by 2030, 69 million more teachers are needed. 24 million for primary and 44 million for secondary education.

From observations made, the problem underlying this study is that it has been noticed that a majority of English teachers are unevenly deployed across and within the Centre region. Some schools are overstaffed while others are understaffed. This phenomenon is pertinent in the disparity seen within urban, suburban and rural secondary schools in the Centre region. We find schools like Government secondary school Mendong II in the urban areas constantly having an increase in English teachers with a small population of students while an institution like Government high school Kokodo in the rural area instead witnesses a decrease of the number of English teachers without being replaced despite the student population. The cost and effectiveness of education systems in general depend to a large extent on effective and efficient HRM especially if teachers are carefully planned, allocated, utilized and managed. (UIS fact sheet, October 2020). A report from (UNESCO, 2020) presented that in many countries, serious imbalances in teacher deployment are still observed across different areas and within urban and rural schools. These imbalances are generally quantitative on the one hand and qualitative on

the other hand as some schools have surpluses and others shortages of teachers by the norms or policies. The government has adopted Sustainable Development Goal (SDG) 4 which targets a substantial increase in the supply of qualified teachers by 2030. Therefore, the question to be asked here will be, is the unequal deployment of teachers a result of human resource planning practices in some Public General Secondary schools in the Centre region?

0.3.RESEARCH QUESTIONS

The rationale for this study is to investigate how human resource planning practices affect the deployment of English language teachers in public secondary schools in the Centre region. The researcher is particularly interested in this area of study due to observations that have been made and reports on teachers' deployment and shortage. To guide this study, the research questions will be divided into two parts; the general research question and the specific research questions.

0.3.1. Main Research Question

How do current human resource planning practices contribute to the deployment of English teachers in government secondary schools in the Centre Region of Cameroon, and what are the implications for educational equity and quality?

0.3.2. Specifics Research Questions

1- What are the specific human resource planning practices employed by the ministry of secondary education for deployment of English teachers?
2- To what extent do these practices consider the specific human resource needs of different schools in the Centre Region?
3- What are the potential implications of unequal deployment of English teachers on student learning outcomes, particularly for students in underserved schools?
4- What are factors contributing to the observed disparities in teacher deployment?

0.4.OBJECTIVE(S) OF THE STUDY

The objective of the study is divided into general and specific objectives.

0.4.1. General objective

The present study seeks to examine if the deployment of teachers in public general secondary schools in the Centre region is as a result of human resource planning practices. That is, the

extent to which effective human resource planning practices influence the deployment of teachers in public secondary schools in the Centre region.

0.4.2. Specifics Objectives

1- The study aims to identify specific human resource planning practices used in the effective teacher deployment in public general secondary schools in the Centre region of Cameroon.
2- It equally seeks to examine the extent to which human resource planning practices militate for effective teachers' deployment in public general secondary schools in the Centre region of Cameroon.
3- The research has as its objective to verify potential implications of unequal deployment of English teachers in public general secondary school in the Centre region.
4- Lastly, the study aims at examining some factors that contribute to the observed disparities in teacher deployment in public general secondary schools in the Centre region.

0.5. INTEREST IN THE STUDY

The motivation of this study stems from the fact that, despite the existence of laid down principles/policies on human resource planning and efforts done on the teaching and learning of the English language there is poor planning of teachers' distribution in various public institutions in Cameroon as seen from research works, experience and observation in various institutions. As such, the desire to investigate if the deployment of English language teachers in some public general secondary schools in the Centre region is a result of some human resource planning practices is an incentive in this study. The researcher aims to investigate and examine how planning of the human resource at MINESEC can have an influence on the teacher deployment and the entire management process.

0.6.DELIMITATION OF THE STUDY

The scope of the work is delimited at the thematic and spatiotemporal levels. At the thematic level, it is reduced to the framework of some human resource planning practices and the deployment of teachers, specifically some English teachers in different public secondary schools in the Centre region of Cameroon. At the spatiotemporal level, the work restricts itself to the Centre region, specifically some selected government schools in the rural areas, sub-rural and urban areas of the Centre region.

The study focuses on human resource planning practices and unequal deployment of English teachers in some public secondary schools in the Centre region during the 2021-2022 and 2022-2023 academic year. This study will examine the experiences of 15 personnels in the MINESEC, the regional delegation of MINESEC, principals and teachers from schools like; Government secondary school mending II, Government High school Biye-massi, Government bilingual high school etuge-ebe, ,Government bilingual high school Obala and Government high school Kokodo. It will not address other issues like students performances in the different institutions. The town is mostly inhabited by the Bulu and Ewondo people with dominant religion being Christianity followed by Islam. This region like the other seven regions (Littoral, West, South, East, Adamawa, North and Far North) has French as language of administration, commerce, and social and political interaction. Yaounde is the head quarter of the Centre region and the capital of Cameroon. The present study will cover public general secondary school teachers and principals of the Lekie, Mfoundi and Mfou Division. HR personnel at the central administration and at the regional delegation of the MINESEC will be part of the study.

0.7. PRESENTATION OF THE WORK

This work is divided into two parts which develop each two chapters and are presented chronologically and consecutively. However, the first section of the work is the general introduction which consists of elements like the context and justification of the study, formulation of the problem, research questions, research objectives and the delimitation of the study.

PART ONE: CONCEPTUAL AND THEORETICAL FRAMEWORK OF THE STUDY

CHAPTER ONE:

THE DEPLOYMENT OF TEACHERS IN GOVERNMENT SECONDARY SCHOOLS IN CAMEROON

In this chapter, the researcher will briefly present laid down principles from ministerial texts, orders, releases and documents which presents the recruitment, training, integration and deployment criteria taken into consideration as well as teachers' retention in various schools. More so, a brief literature concerning the problem of uneven distribution will be discussed with reference to the national and international context. Again, the structure of Cameroon's education system will be highlighted concerning educational orientations.

1.1. PROCEDURES OF SECONDARY SCHOOL TEACHERS SELECTION AND TRAINING IN CAMEROON

In Cameroon, the teacher recruitment system is a nationwide competitive examination in which the central government launches, recruits, selects and distributes teachers all over the country. Schools only recruit short-time job teachers when there is a shortage. In Cameroon, the circular N°004/CAB/PM of February 2000 and annual ministerial orders launching the recruitment of teachers into higher teacher training college (HTTC) clearly stipulate that the central government through the ministries in charge of recruiting candidates into HTTC are the ones that recruit and select teachers (CAB/PM, 2000 & MINESUP, 2014; 2016; 2017). Three ministries, namely the Ministry of Secondary Education, the Ministry of Higher Education and the Ministry of Public Service and Administrative Reforms, are involved in teacher recruitment practices. (Guiaké & Tian 2021). Note should be taken that the different towns in Cameroon that have public teacher training schools at the secondary level include: Yaounde, Douala, Bertoua, Kumba, Bamenda and Maroua. Teachers are trained all over in these regions.

The Ministry of Secondary Education (MINESEC) whose teachers are trained makes a census of needs and submits to the Ministry of Higher Education (MINESUP). In turn, the MINESUP launches a competitive examination and trains the future secondary schools' teachers. The Ministry of Public service and Administrative Reforms (MINFOPRA) deals with the registration and follow-up of teachers' careers. The involvement of many ministries in teacher recruitment has led to the confusion from many respondents to determine which ministry is in charge of launching the competitive examination for recruiting candidates into HTTC.

Some citizens think it is MINESEC, others said MINFOPRA or MINESUP (Guiaké & Tian 2021).

The MINESUP, in collaboration with the MINESEC, determines the number of candidates to recruit into each major and each institution, the calendar of the entrance examination, the documents to provide, the date of examination, and all the criteria and conditions. To the best of our knowledge, everything regarding teacher recruitment and distribution is done at the level of central government (Guiaké & Tian 2021). With knowledge of the system of public secondary school teacher recruitment in Cameroon, details on the steps of entering into the teaching profession will be presented below. Concerning the steps, the candidates are to be selected, trained and recruited after competitive entrance exams. In Cameroon, once you have successfully passed the exam, candidates enter into the public high teacher training colleges and spend three years (for those who apply for with General Certificate of Education ''Advanced Level'' or Baccalaureate) or two years (for those who enter with Bachelor). After their training, they are deployed/ posted/ distributed in different public secondary schools by the central government and after a while, they are integrated into the public service as full civil servants with an integration decision paper.

Certified teachers in Cameroon fall into four categories civil servant teachers, contract teachers, absorption teachers and PTA. Civil servant teachers are government employees that have graduated from a Government teacher training school and have been integrated in the State pay roll. Contract teachers are government employees who are recruited to teach but are not integrated into the corps of civil servants even though they have the same qualifications as civil servant teachers. The salary gap between these two categories can be as high as 40%. Absorption teachers are trained teachers who are called upon to work for 5 to 10 years for free while waiting for the Government to process their files and absorb them as contract teachers. This category of teachers came into being when Cameroon was hit by a very serious economic crisis in 2003. It was declared a heavily indebted poor country and was placed under the International Monetary Fund's (IMF) structural adjustment plan.

Finally, PTA teachers are recruited by pupils' parents. Parents are required to contribute a certain amount of money for each child in addition to the official registration fee. This extra money is used by an elected team of pupils' parents to pay PTA teachers, buy benches if there is a need, build new classrooms or put up a fence round school premises. In practice, this team is made up of parents who are the school principals' friends and it has been found in several

schools that some team members do not have a child in those schools. The amount to pay for each child varies from 1,000 CFA Francs to 50,000 CFA Francs depending on whether a school is a new one or an old one.

The MINESUP Launches the Competitive Examination

↓

Candidates constitute physical files and submit

Writing of Examination

⇒

Results of written Exams

Oral Exam

(Interview)

↑

Final Results

⇒

Entrance into the Training school (HTTC)

↓

After 2 or 3 years of training, Candidates are distributed to the schools by the central government

↓
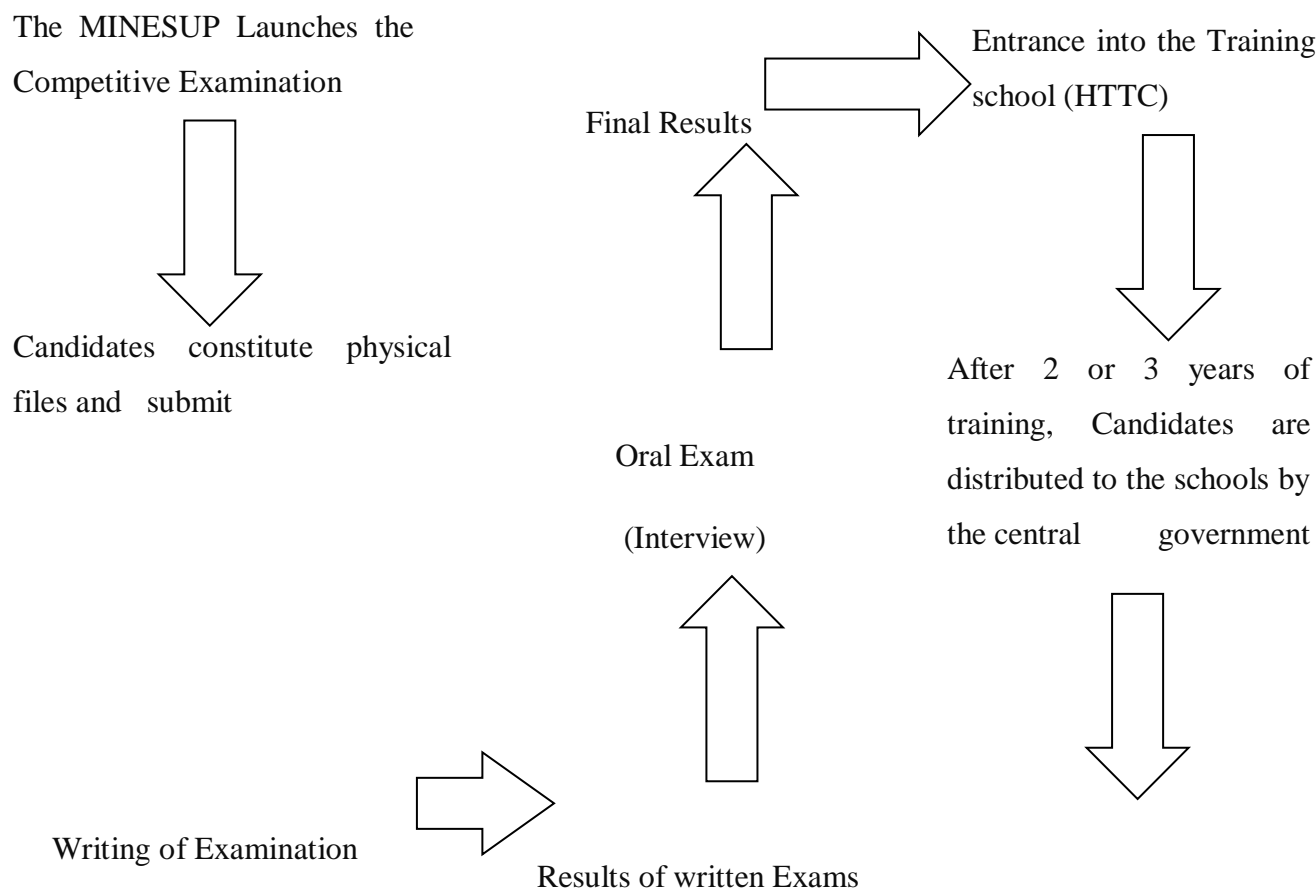
Figure 1. Steps for teacher selection and recruitment and training in Cameroon (Guiaké & Tian 2021).

1.2. CRITERIA OF TEACHERS' DEPLOYMENT (POSTING AND TRANSFERS) IN CAMEROON

With regards to the characteristics of good public policies, one thing is pertinent the difficulty to get into contact and accessibility of educational policies documents in Cameroon is crucial. The compounding problem of retrieving major policy documents or legislation in Cameroon today induces easy conclusion that an educational policy is absent. The problem is particularly serious at the lower levels of education as most students and teachers remain largely ignorant about policy guidelines. Most policy documents therefore exist in appellation but are realistically absents such as the law no.2001/005 of 16th April 2001on the orientation of higher

education in Cameroon which is not within the reach of even 20 percent of higher education stakeholders (Ngwa & Mekolle 2020).

Although there are a couple of laws, decrees, regulations and directives concerning education in Cameroon, they stem from the main law of orientation of education in Cameroon which is law no. 98/004 of 14th April 1998 to lay down guidelines on basic education, secondary and teacher education in Cameroon. There are seemingly no specific texts or documents that clearly state the laid down principles concerning postings, deployment and redeployment of secondary school teachers in Cameroon. However, it is done based on different criteria or parameters from which each posting or transfer case whether first posting or old posting is issued with a posting or transfer decision number. Note should be taken that postings and nominations are discrete. Some criteria for postings and deployment will be highlighted below based on criteria that were presented by the chief of personnel at the Regional Delegation of MINESEC and according to the World Bank report (2015). According to them, the deployment of teachers in Cameroon is based on a number of criteria and factors.

❖ **Health Issues**

There is a common saying that ''health is wealth''. Some teachers are deployed from one institution to another due to their ill health condition. If a teacher has an ill health record or is faced with a current health issue, and they have been sent to a rural school with little or no health facilities, they have the right to seek for transfer in an institution where it will be easy for them to seek urgent medical attention anytime need arises.

❖ **Family Reunion**

Family reunion is another criterion that is taken into consideration during teacher deployment from one school to the other. Teachers always seek to work where their spouse or family is. Those who started working before they got married will always request for transfers after possessing a married certificate.

❖ **Normal transfer(s)**

Normal transfer is in different categories. They include the first posting of student teachers who are newly sent to different institutions as they immediately leave the training school and go through the posting and integration as civil servants under the MINESEC. Other transfers have to do with teaching or administrative staff that has been promoted and is sent to another institution to continue with service. Again, there are series of redeployment decisions annually to change staffs that have stayed for more than five years in a particular institution.

❖ **Cases of Indiscipline**

Some teachers are teachers are deployed from one institution to another for disciplinary reasons. Deployment especially from an urban area to a rural area could sometimes be a way of punishing teachers who were absentees from work.

❖ **Needs of each Institution**

Institutional need for man power or workforce may lead to the movement of teachers from one institution to another. After various need analysis have been made, the principals present to their hierarchy who sends to the ministry and to this effect, teachers are deployed. Teachers are typically assigned to teach in schools based on the needs of specific regions or localities. In some cases, teachers may be required to serve in remote areas that are underserved. The availability of teachers is a key factor for in deployment decisions. If there are not enough qualified teachers to fill all available positions, some teachers maybe assigned to teach subjects out of their areas of expertise.

❖ **Pressure from the Hierarchy**

There are some bosses who do not get along with some of their collaborators. There is no cordial relationship between the boss and certain collaborators and they always put an eye on their every move. This type of circumstance can cause a colleague to request to be deployed in another institution because the work climate is not favourable for them.

❖ **The Population of the Institution**

When the government carry out statistics on the population of the students and resources like man power and material resources in the institution, they are likely to increase or decrease the man power based on the population of the students in the institution which is through deployment.

It is of great importance to note that apart from the above-mentioned factors or the specific criteria used for teacher deployment in Cameroon, it may vary depending on a number of factors, including changes in governmental policies and local needs.

1.3. LITERATURE REVIEW ON DEPLOYMENT AND TEACHERS SHORTAGE

What constitutes the training of qualified teachers differs from country to country for secondary school teachers. Moreover, these minimum qualifications generally refer to standard training courses that current teachers must undertake in order to meet national standards. A

qualification-based standard is focused on educational policies that guide the system. In Cameroon, to meet up with the standards of a qualified public secondary school teacher either in the General education or Technical education sector, quality training must take place after passing one of the competitive entrance exams and gaining admission. Teachers undergo training either for two, three or five years depending on the cycle they passed during the competitive entrance exams. The deployment and shortage of teachers in the secondary education system in Cameroon is a call for concern. The deployment of English teachers in Cameroon has been a topic of interest in literature, as it is seen as key to ensuring quality education for students in the country. A review on the literature reveals several important aspects and trends.

One theme that emerges from literature is the importance of deployment policies and practices in ensuring equitable distribution of teachers across different regions and schools in Cameroon. Several studies have highlighted the challenges faced by rural and remote schools in attracting and retaining qualified English teachers and have called for policy interventions to address these disparities. Paul (2004), in his study *Teacher Deployment and the Quality of Education in Sub-Saharan Africa* highlighted the challenges faced by remote schools in attracting and retaining qualified English teachers and called for policy interventions to address these disparities that exist in schools.

Another issue from the literature is the role of teacher training and professional development in improving the quality of English language instruction in Cameroon. Many studies have highlighted the need for ongoing training and support for English teachers particularly in areas of pedagogy, language proficiency and cultural sensitivity. In *Teacher Education and the Quality of Education in Cameroon,* Comfort (2015) examined the role of teacher education and professional development in improving the quality of English language instruction in Cameroon and highlighted the need for ongoing training and support for English teachers.

A third trend that emerged was on the importance of community involvement and participation in addressing the challenges of English teacher deployment in Cameroon. Several studies have highlighted the role of community leaders, parents and other stakeholders in advocating for better teacher deployment policies, practices and supporting local schools and teachers. (Robert & Carlos, 1999) in a chapter of their book *Community Participation in Education*: What Do We Know? Discussed the importance of community involvement and participation in addressing the challenges of English teacher deployment in Cameroon and highlighted the role

of community leaders, parents and other stakeholders in advocating for better teacher deployment policies and practices.

More so, Ingleby, (2017) examined the deployment of English language teachers in developing contexts. The author explored various factors influencing teacher deployment such as policy frameworks, teacher qualifications, recruitment practices, and the impact of teacher deployment on educational outcomes. In the same light Ndaruhutse, & Kioko, (2015) focused on teacher deployment practices in low-income countries. The authors discussed the challenges faced in deploying English teachers effectively, such as teacher shortages, uneven distribution, and the need for targeted policies to address deployment issues in marginalised areas.

Chetty, R, et al (2014) examined the impact of teacher deployment policies on student achievement. While not specific to English teachers, the research provides valuable insights into the effectiveness of teacher deployment strategies and their influence on student outcomes. A similar study was carried out by King, & Palmer, (2020) which focused on the relationship between teacher deployment and the achievement gap. The authors analysed existing literature to explore how teacher deployment practices can either exacerbate or mitigate educational disparities, including those related to English language proficiency.

One key aspect of poor HRM and planning practices is the Urban-rural divide in teacher deployment. From research carried out, there is a shortage of teachers in rural areas of Cameroon, while urban areas are relatively well-served. This uneven deployment of teachers can lead to disparities in educational outcomes between urban and rural students. The shortage of teachers in Cameroon is significantly evident in the rural areas. This can lead to overcrowded classrooms, a lack of individual attention for students, attrition rate. Nkengafac, (2015) in *Unequal Deployment of Teachers in Cameroon: An Overview of the Situation* provided an overview of the disparities in teacher distribution across regions and schools in Cameroon and highlighted that there is the need for policy interventions to address these disparities.

The use of incentives and policy interventions is also a growing trend in addressing the uneven deployment of teachers in Cameroon. Incentives such as high pay and better working conditions can encourage teachers to work in rural areas. Teachers prefer to work in urban areas where there are better pay and a favourable working condition (Tchokoté, 2015). Policy interventions such as targeted recruitment and training programs can also help to address teacher shortage in specific regions. These can limit management style and the quality of education received from students of the rural regions. Teacher training is another important aspect when addressing the

uneven deployment of teachers in Cameroon. Research has shown that many teachers in Cameroon lack the training and qualifications necessary to be effective in the classroom (Kouakou, 2014). Providing training and professional development opportunities for teachers can help to improve the quality of available to students. A majority of some highly qualified teachers in Cameroon leave the country to other countries to seek for better pay and working conditions (Nkemleke, 2014).

In Cameroon, the majority of schools are facing teacher shortages (Bahtilla, 2017). The World Bank (2010) made a similar observation and stated that there is an acute teacher shortage in Cameroon, especially in the regions not desired by teachers but paradoxically where the need is the greatest. The increase of students' number, added to the rate of attrition, retirement, and the use of teachers by other ministries or public institutions have forced the student-parent association to hire more community teachers, which represented 29 per cent of the teaching force in 2013-2014 (World Bank, 2016). Despite continuous external support in the field of teacher recruitment, major structural issues remain unchanged (World Bank, 2016).

The situation of teacher's shortage and unequal deployment raises the question about the system of recruitment, distribution and retention across the country. To the question, a ministerial circular N°004/CAB/PM of February 2000 from the Prime Ministry Service related to the admission into national training schools, including recruitment into public service in general, civil servant teachers are recruited and distributed across schools all over the country by the central government (CAB/PM, 2000). In Cameroon, public secondary school teachers are, first of all, recruited into the High Teacher Training College (HTTC) through a national competitive examination to undergo teaching training. After the completion of the training, they are distributed to the schools by the central government. Yet, according to World Bank (2012), this model of teacher's distribution in Cameroon does not benefit schools with the most significant needs. The distribution of resources remains largely high in wealthier regions and major cities, while rural areas and education priority zones (ZEPs) are underestimated (World Bank, 2018).

The observation shows that policymakers and government are not making enough efforts to resolve the issue of teacher shortages in rural areas, for instance. Apart of the failed ZEPs initiative which aimed at determining some poor regions, borderland localities, conflict-affected communities and refugee localities in order to solve education challenges (Djontu Mouaffo, 2013), there is no significant policy with special and practical goals to reduce the gap between disadvantaged and urban areas.

(Guiaké &Tian 2021) conducted a study which confirmed the existing literature on the issue of teacher shortages and uneven distribution in Cameroon. In Cameroon, a report on an acute need of teachers, especially in some regions and undeveloped areas such as the Far-North region. While there is a surplus of teachers in the megacity's schools, the less developed and remote area's schools are in an acute need. Teachers reported that besides the subject they had been recruited to teach, they sometimes find themselves teaching other subjects. For instance, one teacher said he was recruited to teach African languages and culture, but he was also assigned to teach French and English due to the shortage of teachers in these subjects in that school.

The government invest heavily in improving access to quality of primary education, and in developing strong networks of university colleges while the secondary level not forgotten has been given lower priority and has received less attention (Moraa et al., 2017). For many decades, well-qualified teachers have been inequitably distributed to students in different government institutions in Cameroon by every measure of qualification, certification, subject matter background and pedagogical training. Less qualified teachers often teach in schools serving greater numbers of low-income and minority students (Lankford, et al, 2002). (Socias, et al, 2007) share the same point of view.

In the *Disparity in availability of public General secondary teachers in the city of Dschang and its periphery*, (Tafelefack, et al, 2020). Carried out a comparative research on the availability of teachers in the city of Dschang and its periphery. To effectively meet the demand for education, Cameroon is called upon to train teachers and ensure their equitable distribution throughout the country. The research however reveals that in Menoua Division, the situation is different as compared to the rest of the country. The spatial distribution of teachers per school shows unequal distribution between the town and its periphery. Indeed, while the number of pupils in general secondary schools is increasing. This increase is not accompanied by an increase in the number of teachers and this general shortage does not present itself within the city as compared to its periphery.

The principal objective of their research was to show the reasons accounting for these disparities. The methodology applied included both qualitative and quantitative data from teachers and administrative officials of general secondary education. The reflection led to three main results. Firstly, the shortage of teachers couple with the mechanism for assigning teachers favor's schools in urban area of Dschang to the detriment of its periphery. Secondly, secondary

school teachers use the loopholes in the teacher assignment to position themselves in urban schools where they avoid the periphery which they stigmatize. Finally, this disparity has many consequences in the demand of education.

In a study carried out by Adamson & Darling- Hammond (2012) on *Funding Disparities and the inequitable distribution of teachers,* evaluating sources and solutions revealed that the inequitable distribution of well-qualified teachers to students in the United States is a longstanding issue. Despite federal mandates under the No Child Left behind Act and the use of a range of incentives to attract teachers to high-need schools, the problem remains acute in many states. The study examined how and why teacher quality is inequitably distributed, by reviewing research and examining data on school funding, salaries, and teacher qualifications from California and New York-two large states that face similar demographic diversity and educational challenges. Using wage adjustments to control for cost of living differentials, they found out that both overall school funding and teacher salary levels are highly inequitable both across and within states, generally exhibiting a ratio of 3 to 1 between high- and low-spending jurisdictions.

However, they reviewed research on strategies that have been largely unsuccessful at addressing this problem, such as "combat pay" intended to recruit teachers to high need schools, suggesting that small bonuses might be productive if added to an equitable salary structure where working conditions are comparable. The researchers also looked at studies illustrating successful policy strategies in states that have taken a more systemic approach to equalizing salaries, raising teaching standards, and providing supports for teacher learning and school development. They recommended federal initiatives that could provide stronger supports and incentives for equalizing students' access to well-qualified and effective teachers to schools serving different populations of students, evaluating progress on resource equity in state plans and evaluations under the law, and requiring states to meet standards of resource equity including the availability of well-qualified teachers for schools identified as in need of improvement.

Behrstock & Clifford (2010) in *Ensuring the equitable distribution of teachers: Strategies for school, Districts and state leader,* revealed that national and state-level policies recognized the critical role that talented teachers play in ensuring that all students learn and in building capacity for instructional excellence in schools. Teachers influence student learning more than any other factor in the school, and the dividends of effective teaching are cumulative. A growing body of

research suggests, however, that the distribution of high-quality teachers is not equitable within states, districts, or schools. Schools serving high percentages of minority students and students from families of low socioeconomic status are less likely to be taught by high-quality, experienced teachers (Plecki & Knapp 2006). This is because teachers are central to the learning that takes place in classrooms, the equitable distribution of teachers is essential for ensuring that all students have equal opportunities to learn. Although broader social factors also contribute to student performance, public education leaders at all levels of the education system have the opportunity and obligation to improve the distribution of teachers so that minority children and those from families of low socioeconomic status are not systematically denied access to effective teachers and high-quality learning.

This Teacher quality Research & Policy briefly discusses how school and district administrators, with the support of state and federal leaders, can influence the equitable distribution of teachers through hiring, placement, working conditions, and compensation policies and practices. Understanding the scope of inequitable teacher deployment and scale of teacher distribution issues is the first step toward developing effective solutions. The Research indicated that teachers are not equitably distributed among schools within districts and among districts within states, which suggests that state policy makers and planners should monitor teacher workforce placement and assignment and take action when necessary.

Researchers have focused less on the problem of inequitable teacher distribution between classrooms in a given school, but several studies suggest that social norms and official policies can create staffing inequities within schools as well. Studies consistently concluded that students attending high-poverty schools are likely to be taught by less qualified and less experienced teachers than other students (Clotfelter et al, 2007) and they are taught by teachers assigned to classes outside their content area or grade-level specialization and Subjected to higher teacher-turnover rates (Ingersoll & Perda, 2009).

 The unequal distribution of high-quality teachers across schools, districts and regions has been of concern in national education policies all over the world. School manpower is one of the most important inputs in a school system because the HR are the ones to manage all other available resources, directing and coordinating them to meet set school objectives. Despite various policy interventions, a fair distribution of high-quality, experienced teachers has not been fully realized in most countries. This disparity in teacher distribution has been primarily explained as an issue of teacher turnover. Studies investigating teacher turnover consistently

reported that low income and rural students are subjected to higher teacher-turnover rates and therefore more likely to be exposed to inexperienced, less-qualified or out-of field teachers (Sass, et al, 2012).

Teacher turnover refers to the mobility of teachers across schools, here referred to as mobility-related turnover (Ingersoll & Merrill, 2012). Mobility-related teacher turnover that leads to an unequal distribution of experienced teachers across regions has been a longstanding policy issue in Turkey, pervading policy agendas for decades. This issue has recently been addressed in the 9th Development Plan of Turkey that covers 2007 through 2013. This plan called for a more equitable distribution of teachers across regions and settlements. This same issue is reflected in the Cameroonian context through the rural and urban schools.

Hiring process, is somehow a common policy that vacancies in schools are first filled by transferring teachers then the remaining positions along with positions vacated by transferring teachers are filled by novice teachers. After taking into account the above-mentioned teachers' preferences, it is not hard to predict that experienced teachers seek transfers from less-desired, low-achieving schools to desired, high-achieving ones, and new or less-experienced teachers are often assigned to disadvantaged, low-achieving, hard-to-staff schools that have been vacated by experienced teachers (Barbieri et al., 2011).

Tambo (2003), pointed out that Cameroon general secondary educational system faces a number of serious problems. Among these are shortage of teachers, disparities in distribution of teachers in schools between the urban and rural areas, shortage of classrooms and other school facilities. Again, a high dropout rate and a narrow subject centred curriculum focused that on examination. All these obstacles put together would certainly militate against quality education that does not enable students to acquire the required skills necessary for self-reliant living. Also, Fonkeng (2006) reiterates that quality education at secondary level is a problem due to lack of increase in adequate number of qualified and experienced recruited teachers compared to the demand for education.

Manpower in our educational system has to be provided with much more professionalism, assiduity and commitment on the part of teachers, administrator and supervisors. In education, teachers constitute what can be called a constituent of school manpower. Teachers are the salient factor in the education production function considering the fact that education is highly labour intensive. Production in this field cannot be maximized if the teacher is poorly deployed

or if they are inefficient. The teacher is a fundamental bridge between other scarce resources and the required output.

Teacher availability and deployment issues remain largely unresolved as significant structural challenges regarding teacher management and deployment persist. The system is undermined by the absence of a comprehensive medium term policy for teacher recruitment, deployment, and financing. National statistics mask regional disparities in teacher recruitment and proper teacher deployment has been identified as a strategy to improve education quality. However, no specific strategies or targets have been identified to train, recruit and retain qualified teachers in Cameroon.

Tamghe, (2019). In The organizational justice and organizational commitment of public secondary school teachers in Cameroon analysed the impact of organizational justice on the work commitment of public secondary teachers in Cameroon. He carried out this research with the theory of social exchange Blau, 1964 and the method was quantitative. This was conducted using a random sample of 426 teachers. The result of the descriptive analysis shows that the level of equity in managerial practices of human resource/teachers concerning public secondary schools in Cameroon is low. Similarly, the linear regression reveals that distributive justice, procedural justice and interactional justice have a significant influence on teachers' commitment to work.

In contrast with (Muller & Djuatjo 2011), they found no significant link between distributive justice and employee commitment. The conclusion suggested or made was that, if equity in human resource management practices is taken into account, it would improve the level of work commitment of public secondary school teachers in Cameroon. The International Task Force on Teachers for EFA 2030 stated in a report on teacher supply that different institutional and individual factors continue to drive chronic teacher shortages in sub-Saharan African countries. The problem is exacerbated by high rates of teacher attrition (UNESCO, 2021). The report attributes the main reasons for this high attrition as being un-meritocratic recruitment, poor working conditions and insufficient teacher support, lack of physical security, and the greater ability of better qualified teachers to move on to greener pastures. Teacher deployment at secondary level is further complicated by teacher specialization. Teachers are typically specialists in one or two subjects, and there are frequently shortages in specific subject areas such as science, English and mathematics.

Analysis of Programme for International Student Assessment (PISA) 2015 data showed that while most countries deployed more teachers to low-performing schools, UNESCO International Institute for Educational Planning (IIEP) Pôle de Dakar found that pupil/teacher ratios in secondary schools and the number of teaching hours in secondary schools varied greatly between districts and regions within a country. More experienced and trained teachers tend to work in urban centres rather than remote locations (IIEP-UNESCO Pole de Dakar, 2016. UNESCO, 2016). The poor HRM and planning practice in Cameroon emphasises the importance or the need of collaboration between government, non-government and other stakeholders. Addressing the issue of teacher deployment requires a coordinated effort from multiple actors, including policy makers, educators, and community members (Tchokote, 2015).

1.4. TEACHING IN GOVERNMENT SECONDARY PUBLIC SCHOOLS IN CAMEROON

This part will present how the structure of the Cameroon educational system has been scheduled, the types of languages that have been integrated in the Cameroonian systems of education and the approach that is used to teach in Cameroon. Brief emphasis will be made on the teaching of English Language.

1.4.1. The Structure of Secondary Education System in Cameroon

In Cameroon, two sub-systems of education (the Francophone and the Anglophone systems) co-exist. Originally, only Anglophone children followed the Anglophone sub-system and only Francophone children for the Francophone system. The Francophone sub-system begins with kindergarten classes in urban areas and with the *Section d'initiation au Langage* (SIL) that is, Class One in rural areas. Elementary education lasts for six years and, throughout this period, francophone pupils are taught 18 subjects listed in MINEDUC (2001).

At the end of the sixth year, francophone pupils sit for a public examination called *Certificat d'Etudes Primaire*s (CEP) while Anglophone pupils sit for the First School Leaving Certificate (FSLC). They also sit for the entrance examination into secondary education, which offers two major options: general education (with the focus on subjects like literature, history, mathematics) and vocational education (which includes a technical component like electricity, masonry, carpentry). Secondary education lasts for seven years in both sub-systems. In the francophone sub-system, general education pupils read various subjects including history,

mathematics, biology and languages from *Sixième* (Form One) to *Troisième* (Form Four) through *Cinquième* (Form 2) and *Quatrième* (Form Three). In *Troisième* (Form Four) they sit for a nation-wide examination to obtain a certificate called *Brevet d'Etudes du Premier Cycle* – BEPC.

These four classes constitute what is called *Premier Cycle* (First Cycle of secondary education). The *Second Cycle* (Second Cycle of secondary education) which lasts for three years, is a specialization cycle. On the basis of students' performance in the *Troisième* class, they are required to specialize in Arts or Sciences. Arts students go to *Seconde A* (Form Five – Arts) or *Seconde C* (Form Five – Science). They move on to Premiere (Lower Sixth Form) where they sit for a nation-wide examination called *Probatoire*. Lastly, they go to *Terminale* (Upper Sixth form) where they sit for the *Baccalaureat* (GCE Advanced Level), which is the secondary education exit examination. Francophone technical education is structured in just about the same way, with their certificates being referred to as *Probatoire Technique* and *Baccalaureat Technique*.

In 2018, by Order Number 227/18/MINESEC/IGE/ of August 23, 2018, the Second Cycle of the francophone education system was modified, with the number of specializations moving from two to four: Arts, Science and technology, Social sciences, and Cinema. In both the Cinema and Science and technology specializations, English is to be taught three hours a week for three years. In the Arts and Social sciences specializations, it is to be taught four hours a week for three years. Within the Arts specialization, there is a special sub-specialization referred to as *Series ABI, A4 Bilingue*. In this sub-field, English is to be taught five hours a week for three years. In addition, it is to be the medium of instruction of three subjects taught five hours a week in all. These subjects are: citizenship education, sports and physical education, and manual labour/handicraft/drawing. These four specializations are to be introduced gradually, beginning with the *Seconde* (form 5) classes.

In the Anglophone sub-system, general education pupils read subjects like mathematics, biology, literature and the like for five years, from Form One to Form Five, where they sit for the nation-wide certificate called General Certificate of Education – Ordinary Level (GCE O' Level). This certificate also serves as an orientation guide, as some pupils are good at the Sciences and others at the Arts. Successful candidates move on to Lower Sixth Form and lastly to Upper Sixth Form, where they sit for the General Certificate of Education – Advanced Level (GCE A' Level). Secondary technical education is structured in the same way. The certificate

required for admission into tertiary level education institutions in the country is either the *Baccalaureat* or the GCE A' Level. In most of these institutions, an effort is being made to apply the Bachelor-Master-Doctorate (BMD) system

1.5. LANGUAGES IN SECONDARY EDUCATION IN CAMEROON

Several languages are taught in the education system of Cameroon. These are: French, English, Latin and Greek, Arabic, Spanish and German, Italian, Portuguese and Chinese and indigenous languages.

1.5.1. French

It is the dominant official language of the country and it is therefore the medium of instruction in all French-medium schools in the national territory. In addition, it is taught as a subject in all English-medium schools from the first day of school throughout the education system. It should be noted that French-medium schools exist in the Anglophone regions of the country and so are English-medium schools in the francophone regions. Actually, in big towns, English-medium and French-medium schools share the same campuses. The variety of French targeted in the country is Parisian French, even though both teachers and pupils hardly reach this target. Circular letter No B1/1464/MINEDUC/IGE/IGE/GP/BIL of December 2, 2002 instructed secondary education state officials to see that the National Bilingualism Day is observed in all schools and that in addition, Language Clubs (LC), to be called "Club Français" for Anglophone pupils and "English Club" for Francophone pupils, be set up in all schools, that the National Anthem be sung in English and French on alternate days and that a prize be awarded to the best bilingual pupils in each class

1.5.2. English

It is the second official language of the country and it is therefore the medium of instruction in all English-medium schools. Besides, it is taught as a subject in all French-medium schools from the first day of school throughout the education system. The variety of English targeted is Standard British English coupled with its Received Pronunciation (RP) accent. Any speech form short of this target tends to Francophones, hence their annoyance with Anglophones who at times switch to Pidgin English. Actually, two different models of English operate in Anglophone and Francophone Cameroon. The circular Order No 66/C/13 of February 16, 2001 stipulated that the second official language subject should be in both the written and oral parts

of the First School Leaving Certificate (FSLC) examinations and its French equivalent, the *Certificat d'Etudes Primaires* (CEP)

The English syllabus stipulates: "French and English are respectively the first and second language of communication and instruction and shall be taught as such." The general objectives of teaching English in primary and secondary francophone schools are to enable the pupils and students to "acquire an elementary mastery of the language, that is, the aptitude to understand oral and written messages and to express themselves orally and in writing at school and out of school making use of vocabulary items of the immediate environment."

In francophone Cameroon, English is a foreign language (EFL) as it performs no official function. Actually, many educated people can operate fully with French alone. It falls here under what Kachru (1985) termed Expanding Circle in his three Circles Model. It also falls in what Buschfeld and Kautzsch (2017) called Extra- and Intra-Territorial Forces (EIF). These forces are anything that comes from outside and from inside and affects the linguistic development of a given community. The internal forces that pushed Francophones to scramble for English are mainly a series of decisions taken by Government in the 1990s. Many decisions had been taken after the Unification of Anglophone and Francophone Cameroon in 1961.

1.5.3. Arabic, German and Spanish

Latin and Greek are two classical languages taught as an optional course in some secondary schools in the francophone sub-system of education. Arabic, German and Spanish are three optional languages taught in secondary schools in the francophone sub-system of education. In the *Quatrième* class (Form Three), all pupils doing general education must choose either *Anglais Renforcé* (Intensive English) when it is offered, or one of these three languages. *Quatrième* classes are divided according to these choices into: *Quatrième-Anglais Renforcé* (Form Three Intensive English), *Quatrième-Arabe* (Form Three Arabic), *Quatrième - Allemand* (Form Three German), and *Quatrième-Espagnol* (Form Three Spanish). Each pupil learns his chosen language for two years and takes it as a subject in the *Brevet d'Etudes du Premier Cycle (BEPC)* examination. The certificate obtained indicates the language chosen: *BEPC-Option Anglais Renforcé, BEPC-Option Arabe*, *BEPC-Option Espagnol*, and *BEPC-Option Allemand*. In *Seconde* (Form Five), general education students choose to do either Arts or Sciences. Science students drop the modern languages while Arts pupils continue to learn them till they exit from secondary education. At the tertiary level, there

are departments of German and of Spanish in many universities including teacher training institutions.

1.5.4. Indigenous Languages

In the 1996 Constitution of Cameroon, it is stipulated that Cameroon indigenous languages shall be promoted. With this constitutional provision in mind, Government instructed the Higher Teacher Training School to set up a Department of Cameroonian Languages and Cultures, where teachers are to be trained to teach Cameroonian languages. Teacher trainees are taught a variety of subjects, including the Alphabet, Orthography and Culture of all Cameroonian languages and cultures. For a start, the following eight languages were chosen: Basaa, Beti, Bulu, Duala, Ghomala, Limbum, Ngiembon, and Yemba. No decree announcing the choice of these languages was issued and very few Cameroonians are aware of what is going on.

1.6.THE APPROACH OF TEACHING IN SECONDARY SCHOOLS IN CAMEROON

The Competency-based Approach (CBA) is the approach used in teaching in secondary schools in Cameroon and was officially introduced in Cameroon in 2012 (Ntongieh, 2016). The CBA began in USA in the 1970s and was introduced in the United Kingdom in1986 (Richards& Rogers, 2001). The shift in teaching in Cameroon educational paradigm has moved from objective based approach (OBA) also called the communicative approach (CA) to the CBA over the years. The glossary of educational reforms stated that, CBA or CBL refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills expected of them as they progress through their education. The original working definition of CBA was developed in 2011 at the National Summit for K-12 Competency-Based Education (Sturgis, et al, 2011). Eight years after creating the original working definition, feedback from across the field indicated that it should be updated to reflect a deeper understanding of key issues and developments. The new definition was developed at the second National Summit on K-12 Competency-Based Education in 2017 from a technical advisory group of more than 40 experts and leaders in the field to 2019.

Therefore, CBA refers to teaching and learning that focuses on targeted competencies which are linked to the everyday needs of the learners. With CBA in connection to language teaching and learning, learners study language in situations and contexts that are varied and relevant. For example, applying for a job, shopping in a super market and making an offer. This is to ensure

that learners develop linguistic competence and problem-solving abilities that can be used in new and challenging situations in life. This gives meaning to students' learning and puts them at the centre of the teaching/learning transaction. It focuses on what learners are expected to do with language, the focal point being the outcomes of teaching. Here, concentration is not on the learners' knowledge of the language rather on how they use it in real life situations to solve problems.

This chapter presented insights on criteria of teacher recruitment, training and deployment in Cameroon. Studies offered valuable insights into the deployment of English teachers, highlighting the impact of policy frameworks, challenges in low-income regions and countries. The relationship between deployment and student achievement, the role of teacher deployment in addressing educational disparities were mentioned. A brief hint was made on the secondary education system of Cameroon and the approach in teaching. One can affirm thatbetter teacher recruitment and deployment strategies can contribute directly to Sustainable Development Goal (SDG) 4 of ensuring inclusive and equitable quality education for all as stated by (UNESCO, 2016). SDG 4 acknowledges the importance of teacher recruitment through target 4, which seeks to substantially increase the supply of qualified teachers and provide direct result of effective and equitable teacher deployment by 2030 (United Nations, 2015).

In planning education, focus should not be made solely on the curriculum, teaching approaches and methods. Emphasis must also be made on how resources should be allocated especially the HR (teachers and administrators) because it has been realized that the deployment of teachers in different urban and rural schools are unequal irrespective of the population of the school.

CHAPTER TWO:

LITERATURE REVIEW ON HUMAN RESOURCE PLANNING PRACTICES AND THEORETICAL FRAMEWORK

This chapter of the study will be talking on literature concerning HR planning practices in organizational a whole and particularly in educational organizations. After a brief review, it will handle some selected theories. HRM and planning practices are critical components of organizational success in education. A brief review of literature on HRM and planning practices in education reveals key aspects and trends.

Strategic HRM is one key theme in HRM and planning practices. It involves aligning HRM practices with an organization's overall strategy. This approach emphasises the role of HRM in achieving the organizational goals and objectives. Research has shown that organizations that adapt a strategic HRM approach are more likely to achieve better organizational performance and employee outcomes (Wright & McMahan, 2011). Human Resource is the most important component in an organisation and there must be a goal to be achieved by the organizational members (Niati et al., 2021). Therefore, HRM is important in the sustainability of the organisation (Hadji et. al, 2022).

Environmental scanning is a critical component of human resource planning practices, it enables organisations to identify and respond to changes in the external environment that may impact their workforce. Damanpour's (1991) study explored the impact of environmental scanning on organisational innovation. He found that organisations that engage in environmental scanning are more likely to innovate and that the effectiveness of environmental scanning is influenced by factors such as the size, age, and complexity of the organization.

Schuler and Jackson (1987), examined the link between competitive strategies and human resource management practices, including environmental scanning. They argued that environmental scanning is essential for identifying emerging trends and opportunities in the external environment, and that HRM practices should be aligned with the organisation's competitive strategy. Wright and Snell (1998) proposed a framework for exploring fit and flexibility in strategic human resource management, which includes environmental scanning as a key component. They argued that environmental scanning enables organisations to anticipate changes in the external environment and adjust their HRM practices accordingly, in order to maintain a competitive advantage.

In the Research in Personnel and Human Resources Management series, Jackson and Ruderman (1999). explored emerging issues and challenges in HRM in the 21st century. These challenges included aspects like the importance of environmental scanning and its impact. They argued that environmental scanning is critical for identifying opportunities and threats in the external environment and that HRM practices should be designed to respond to these changes.

Blyton and Turnbull (1992) in their book examined the dynamics of employee relations, including the role of environmental scanning in HRM practices. They argued that environmental scanning is essential for identifying changes in the external environment that may impact employee relations and that HRM practices should be designed to respond to these changes. All these authors suggested that environmental scanning is a critical component of human resource planning practices as it enables organisations to identify and respond to changes in the external environment. By engaging in environmental scanning, organisations can maintain a competitive advantage and ensure that their HRM practices are aligned with their strategic goals.

According to a study by Kipkoech and Wambua (2021), effective human resource planning policies in education involved aligning the staffing needs with the institution's mission, vision, and goals. The authors suggested that institutions should have clear HR policies that outline the standards for recruitment, selection, training, retention, and evaluation of staff. In their book *Managing Human Resources in Education*, Ron and Roy (2015) argued that human resource planning policies should consider the changing needs of the education sector. They suggested that institutions should adopt a proactive approach to HR planning that anticipates future needs and develops strategies to meet them.

In a report by the World Bank (2019), the authors emphasised the importance of human resource planning policies in addressing the challenges facing education systems. They suggested that institutions should develop HR policies that focus on improving the quality of education, increasing access to education and promoting equity in education. In an article *The Role of Human Resource Planning in the Implementation of Educational Policies,* Adeyemo and Omotayo (2016) argued that human resource planning policies in education should be flexible and adaptable to changing circumstances. They suggest that institutions should develop HR policies that are responsive to the needs of students, teachers, and other stakeholders. Therefore, effective human resource planning policies in education should align with the institution's

mission, consider the changing needs of the education sector, address the challenges facing education systems, and be flexible and adaptable to changing circumstances.

Cascio (2018) conducted a study on human resource operational planning and mentioned it involved developing and implementing strategies to manage an organisation's workforce to achieve its goals. The author suggests that effective operational planning should consider the organisation's internal and external environment, its mission, vision, and values.

In their book *Human Resource Management: Functions, Applications, and Skill Development,* (Robert & John 2016) defined human resource operational planning as the process of identifying the human resource needs of an organisation and developing strategies to meet those needs. The authors suggest that effective operational planning should involve analysing the organisation's current workforce, forecasting future needs, and developing strategies to address any gaps.

In a report by the Society for Human Resource Management (SHRM) (2019), human resource operational planning is defined as the process of aligning an organisation's human resources with its strategic goals and objectives. The report suggests that effective operational planning should involve developing strategies to attract, retain, and develop employees, as well as managing employee performance and ensuring compliance with legal and ethical standards. In addition, a comprehensive overview of human resource management practice and the role of human resource operational planning revealed that effective human resource operational planning is essential for managing the daily operations of an organisation's workforce and that planning should be made on a thorough analysis of the organisation's workforce needs most especially the man power/ HR (Armstrong, & Taylor. 2014).

An overview of human resource management practices was carried out by some researchers who focused on the role of human resource operational planning. In their book, they argued that effective human resource operational planning is essential for ensuring that the organisation's workforce is aligned with its strategic goals and that planning should be based on a thorough analysis of the organisation's workforce needs (Jackson et al, 2012). More so, Mathis and Jackson's (2010) provided an overview of human resource management practices and made mention of the role of human resource operational planning. They presented that effective human resource operational planning is essential for managing the daily operations of an organisation's workforce and that planning should be based on a thorough analysis of the needs of the institution.

(Noe, et al 2017) provided an overview of human resource management practices with emphasis on the role of human resource operational planning. They concluded that effective human resource operational planning is essential for ensuring that the organisation's workforce is aligned with its strategic goals and that planning should also be based on a thorough analysis of the organisation's workforce needs. The above suggested that human resource operational planning involves developing and implementing strategies to manage an organisation's workforce to achieve its goals. Proper operational planning must consider internal and external environment, identify the human resource needs and develop strategies to address any gaps in an institution while aligning the human resources with the organisation's strategic goals and objectives

Monitoring and evaluation (M&E) is an essential human resource planning practice that helps organisations track, measure, and improve their performance. M&E involves collecting and analysing data on key performance indicators (KPIs) related to the organisation's goals and objectives. This practice helps organisations identify areas for improvement, make data-driven decisions, and demonstrate accountability to stakeholders. M&E is critical for effective human resource planning because it enables organisations measure the impact of their interventions and make course corrections as needed. Organisations use a results-based management (RBM) approach to M&E, which involves setting clear objectives, defining indicators, collecting and analysing data and using the results to inform decision-making Kusek and Rist (2004)

The importance of M&E in human resource planning particularly in the context of learning institutions permit organisations to learn from their experiences, adapt to changing circumstances, and continuously improve their performance. Institutions should use a balanced scorecard approach. It is essential for improving the quality of education and ensuring that resources are used effectively. Recommendation that were made was that education systems use a participatory approach to M&E, which will involve all stakeholders in the process and using the results to inform policy and practice. Senge et al. (2008).

In summary, M&E is a critical human resource planning practice that enables organisations track, measure, and improve their performance. By using a results-based or balanced scorecard approach, organisations can set clear objectives, define indicators, collect and analyse data, and use the results to inform decision-making. In the context of education, a participatory approach to M&E can help improve the quality of education and ensure that resources are used effectively.

Another thing to note is the importance of teacher recruitment and retention. Research has shown that teachers turn over can have negative effects on students' achievement. HRM practices that can help with teacher recruitment and retention include competitive salaries and benefits, professional development opportunities and a supportive work environment (Ingersoll & Strong, 2011). Employee engagement is also an important aspect in HRM and planning practices in education. Engaged teachers are more likely to be effective in the classroom and improve student outcomes. HRM practices that promote teacher engagement include opportunities for collaboration and professional development, recognition and rewards for good performance and positive school culture (Eccles & Roeser, 2011).

More so, the role of HR planning in education is very vital. HRP can help schools and districts ensure they have the right number and mix of teachers to meet students' needs. Effective HRP in education involves analyzing student enrolment data, projecting future staffing needs and developing strategies to recruit and retain teachers (Liu & Johnson, 2015). HRP involves forecasting the future work needs and developing strategies to meet those needs. Effective HRP can help organizations avoid workforce shortage and surpluses and ensure that the organisation has the talent it needs to achieve its goals. (Kehoe & Wright, 2013).

The use of technology is also a growing trend in HRM and planning practices in education. HR technology can help schools and districts streamline HR processes, improve data management and enhance employee engagement. Technology can also be used support teacher professional development and student learning (Boser, 2013). HR technology can help organizations streamline HR processes, improve data management and enhance employee engagement. However, the adoption of HR technology can also present challenges such as data security risk and the need for employee training. (Kwon & Adler, 2014). Most HR managers reconfigure human resource practices and policies in order to empower employees to achieve better satisfaction, employee engagement and organizational culture which are important for organizations to be able to continue their business in line with the times (Aggarwal, et.al, 2020).

The development of human resources is a process of changing the human resources who belong to an organisation from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020). Development is a change towards improvement. Changes towards improvement require the mobilisation of all human resources and reason to realize what is aspired (Shah et al, 2020). With the current condition of the organisation, it is more dynamic and flexible in which educational institutions not only generate

profits but also shape institutional branding and employee relations in the workplace. Therefore, it is necessary to dig deeper into useful human resource policies and practices in order to attract, motivate, develop and retain employees in the long term (Daft, 2015).

From the above, one can deduce that, HRM and planning practices are widely used in every institution in various sectors especially in the educational domain. Further analysis of HR practices and policies in a comprehensive manner is required in achieving institutional effectiveness and efficiency. Again, HRP practices in education emphasises the importance of identification of needs, teacher retention and they used technology to enhance HR processes.

2.1. Conceptual Background to the Study

This section will be divided into two parts or sections. That is, a brief evolution of some human resource planning practices and deployment in general.

2.1.1. Evolution of Human Resource Planning Practices (HRPP)

With the changing trends of industry in the competition-oriented environment of open markets, human resource management becomes a significant variable for the efficient growth of any organisation. Manpower planning was the very first concept used in ancient eras and as the time went on the trends changed dramatically and the concept of manpower planning changed and turned into personal management. Today personal management is known as Human resource management (Aslam et. al, 2013).

Smith the historian stated that during the industrial revolution, American industry captains used to view employees as raw material commodities and not humans although those captains faced difficult circumstances in their past from 1945–1960 in world war II (WWII), much influence and emphasis on the enhancement of employee functions were made. The productivity of the firm was greatly influenced by employee productivity and inspiration. After the war ended, the unions and associations for human relationsemphasised that employee motivation should be increased by using in addition to money, some social and psychological factors for instance, acknowledging their work, appraising their work standards (Aslam et al, 2013).

From 1963–1980, an extraordinary increase of performing and accomplishing labour legislation in the United States was observed. Legislation that controlled different parts of the employment association, including the excluding prejudiced practices, provision of retirement settlement, encouragement of work-related issues like health and safety and tax regulation. It was at that

time when personnel department was called human resource management departments. This was how HRM department came into being. The HR function has evolved to be protecting one from being caretaker with an increased importance of employee involvement and empowerment. (Aslam et. al, 2013).

Throughout 1990s to present is considered as the technological advancement and advent of strategic HRM era. The economic background has undergone various drastic changes like increase in the pace of globalization, high-tech progression especially internet, web services, and hectic rivalry. For this reason, the human resource management function has gained strategic level importance and viewpoint emphasized on to attract, preserve, and hold talented employees. These developments have been directed to the formation of the HR balanced scorecard (Huselid, et al, 2005). The basic goal of HRP is to do a forecast, predict the future based on these predictions, implementation of programs to avoid anticipated problems are made. The technological era of HRP in Cameroon has evolved drastically that an online platform PALENCA has been created by MINESEC to manage HR services such as to carry out postings of graduates of HTTC, deployments and online census. The SIGIPES is equally an online department that manages the career development of the MINESEC HR. Below, some HR planning practices will be elaborated upon.

2.1.2. Situational Analysis /Environmental Scanning

The strategic management started in 1960s in organizational management and evolved. By the 1970s-1990s, the strategic planning emerged and situational analysis became an integral part of the strategic planning till date. Therefore, situational analysis became the first and important component/step in the strategic planning process. Situational analysis is a term popularized by Karl Popper. Situational analysis and its synonyms have been used for over a century in a variety of fields from military strategy, to psychology, to sociology and education. Popper first deployed the idea of situational analysis in an early draft of *the poverty of historicism,* which was ultimately published in 1957 (Popper, 1982).

 It seeks an objective positive explanation of behavior through imputing a dominant goal to individuals and then identifying the action that would be objectively appropriate to the situation as the action actually taken. Popper's account of situational analysis and some criticisms that have been levied against it are reviewed (Hoover, 2016). Situational analysis or environmental scanning refers to the process of gathering and analyzing information about the organizational

internal and external environment to identify potential opportunities and threats. These may impact the organizational workforce and HR planning strategies.

Environmental scanning refers to the systematic monitoring of the external forces influencing the organisation. The forces essential for pertinent HRP include: economic factors, technological changes, demographic changes, age, political and legislative laws and social educational facilities and priorities. The information thus gathered must be collected, arranged and disseminated among the company directors and managers (Ambedkar. B, 2015). It is designed to help an organisation and its departments with better understanding of their operating environment. It improves their human resources planning by facilitating the identification of their current and future human resources needs (Ambedkar. B , 2015).

From the definitions provided the operational definition of the study is, environmental scanning involves doing a critical analysis of both the external and internal environment. External environment is explored in different areas like population, society and culture, science and technology, physical environment and politics and governance. On the other hand, scanning of the internal environment is linked to concepts like: Public Service workforce (demographics, employment equity) and goals and objectives of the organization. Looking at HRES in the perspectives of education, HR planners make diagnosis and forecast of the teaching staff and administrators in different subjects in a particular school environment before further work is done. This is because the basic goal of human resource planning, is to predict/forecast the future HR needs in an institution. Once a need assessment has been conducted, and the policy has been determined, the writing process can begin. Once the policy has been written and approved, it can be implemented. Based on these predictions, implementations of programs are done to avoid anticipated problems.

2.1.3. Human Resource Planning Policies

During the 1960s, the importance of planning and then integrating personnel strategies within a coherent framework was emphasized, which highlighted the need to earn employee commitment to deliberate management action. However, many practitioners found the somewhat idealistic tone, difficult to apply to the prevailing environment of the period. In the 1970s, work to improve the application of planning and a strategic framework to personnel management found expression in manpower planning. These theoretical frameworks demonstrated the gradual emergence of a cultural focus to managing people at work. During 1980s, further research was carried out to find new methods of managing human resources

effectively. Firstly, it was essential that organizations identified a need for people-oriented approach. Secondly, the theoretical framework had to be seen in practical operational contexts. Management Specialists called the 1980s, a decade of computers and human resources development (Aslam et. al, 2013).

The Institute for Employment studies (IES), defined HR planning (HRP) *as a process in which an organisation attempts to estimate the demand for labour and evaluate the size, nature and sources of the supply which will be required to meet that demand.*

Dessler (2017) defined HRP that it *involves the systematic identification and analysis of an organization's current and future human resource needs and the development of strategies to meet those needs, including recruitment, selection, training and development.*

Gennard (2004) suggested that, *Human resource planning maybe defined as a strategy for the acquisition (recruitment /selection), utilization, (deployment), improvement (training and development) and preservation (pay and reward) of organization's human resources.*

From the definitions, one can say that HRP is linked to man power planning. Therefore, HRP can be defined as a technique organization use to evaluate and balance the flow of work force and prevent shortage or surplus of the work force. The basic purpose of conducting HRP is to have an accurate estimate of the number of employees required with the matching skills to meet the organizational goals. Apart from this, it's a flow chart wherein we also try to estimate the future requirements of human resource and the existing movement of the workforce towards it

Tambo (2003) noted that policy is *a guide to action, especially collective action. It is a deliberate road map for the attainment of particular goals and objectives or addressing issues of concern by an actor or group of actors.* A policy is a plan of action and they become benchmarks to compare and evaluate performance. Overall organizational objectives are converted into specific personnel policies, plans, strategies and executive actions. The recruitment, development and utilization of human resources invariably depend upon these activities of the organisation for its future growth, diversification and contraction.

The Inc. Magazine defines Human Resource Planning Policies (HRPP) *as formal rules and guidelines that institutions put in place to hire, train, assess and reward the members of their workforce.*

Teacher policies are one of the factors that directly influence the delivery of secondary education (World Bank, 2010). Teacher policies in general are those of recruitment and retention in particular, which are different from one country to another. From the perspective of strategic HRM, policies and practices can be mutually reinforced and create a strong impact on organizational goals (Morris &Snell, 2010). They can be general or specific: General policies are used on a wide organizational basis and are usually broad and comprehensive. Specific policies relate to operational levels of work, having significance to a specific department. An effective set of personnel policies serve a number of different functions. Firstly, formulation of policies may require the management to think on the needs of both the employees and the organisation. Secondly, it may lead to consistent application and treatment to all employees, minimizing both favoritism and discrimination. Lastly, such policies would assure continuity of action, irrespective of change in supervisors in any department (Kipkoech &Wambua, 2021).

Therefore, human resource planning policies are macro and involve guidelines that outline employees' expectations, organizational obligations, disciplinary procedures, promotion, work load, work environments, deployment and number of years to be retained in the same school, behaviour standards and other important functions. HR policies also outline how an organisation will treat its people, property and handle retirement plan.

2.1.4. Human Resource Operational Planning

Operational planning in education is detailed planning that shows how an institution will convert its strategic goals to technical ones. Typically, an educational ministry makes decision on employees, time and carry out specific tasks. Executing as part of the operation planning handles personnel recruitment, selection, placements and deployment, personnel skill development through training and skill acquisition (Forsyth & Michael. 2022).

The distribution of personnel to the various units, divisions and departments is done through aspects such as task analysis, job analysis, job description and job specification. The implication of this exercise is that a right person should fit into a right job that would not only ensure work efficiency and quality output but also give the person job satisfaction. Professional and career development is a practice in human resource operational planning. Human resources development (HRD) is an operational plan that facilitates individual development, prospectively fulfilling the organizational goals (Cascio, 2018).

An insight of these definitions enables the researcher to the opinion that, HR operational planning is based on the micro level of an institution as it handles daily functions and transactions concerning man power and the institution on sight. Operational HR staff can perform tasks like recruiting, managing worker's compensation issues such as health and maternity leaves, creation of employee reward programs, coaching and mentoring. The HR operational planning entails recruitment, training, professional development and deployment.

2.1.5. Monitoring and evaluation

UNESCO (2005), monitoring is the continuous process of collecting and analyzing information to track progress towards achieving intended outputs, outcomes and impacts while evaluation is the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. Therefore, monitoring and evaluation (M&E) of HR in educational planning involves the systematic collection and analysis of data to assess the effectiveness of HR policies and practices in achieving the goals and objectives of the education system. Effective M&E of HR is essential for ensuring that the HR policies and practices are aligned with broader education goals and that they are able to meet the evolving needs of students and teachers / other personnel.

The underlining principles for effective M&E in educational planning warrants to develop clear and measurable indicators of success. Again, M&E of HR requires a focus on continuous improvement using data to identify areas where HR policies and practices can be improved and developing strategies to address these areas of weakness. By focusing on clear and measurable indicators of success, data quality and accuracy, continuous improvement and sustainability, education policy makers can develop M&E systems that are effective and responsive to the needs of the education system.

2.1.6. Deployment

This concept in education refers to the process of assigning teachers and other educational personnel to specific roles and locations within the education system. Effective deployment of HR is essential for ensuring that students receive high quality instruction and that teachers are able to work in environments that support their professional growth and development. It is important to carry out effective deployment so that teachers are assigned to roles and locations that are aligned with their skills.

Deployment is the process of matching the right people to the right jobs based on their skills, knowledge, abilities and interests (Noe et al, 2017). Again, deployment can be defined as the process of placing people in jobs where they can make best use of their skills and abilities, and where the organisation can make the best use of their potentials (Armstrong 2012). The concept deployment is often used to refer to the distribution or allocation of staff in their various work stations. The Canadian Public Service Employment Act stated that *deployment means the transfer of a person, from one position to another* (Government of Canada 2016).

Therefore, relating the term in an educational milieu, deployment is the arrival (posting), departure / movement of the teaching and administrative staff from one work assignment to another, to meet operational needs while taking into consideration the ministry's goals. HRP is therefore a managerial function which helps to coordinate the needs and availability of different types of employees and institutions before deployments are made.

2.2. THEORETICAL FRAMEWORK

This section has to do with the theoretical framework and three theories will be used to discuss and support this study. These theories include; contingency theory, resource based theory and the theory of change. The researcher selected the above theories because it is in line with human resource management and planning practices and is suitable for the research.

The history of HRM theory was originated virtually in 1980 when the Harvard School introduced the Harvard Analytic Framework. However, certain drastic changes occurred when machines and factory methods were introduced in early 1900s. Factory authorities began to draft rules, regulations, work time, job assignment procedures, pay structures and they further designed plans for getting a maximum output of the labour through job specialization. This trend was influenced for the development of the scientific Management. (Taylor, 1856-1915). These theories have been borrowed and applied from other disciplines like psychology, education, sociology and natural sciences. Theory can be defined as a coherent group of assumptions put forth to explain the relationship between two or more observable facts and to provide a sound basis for predicting future events. The theories stated above will be explained and their limitations and relevance will also be expatiated upon based on the research.

2.2.1. The contingency theory of HRM

This theory is mostly attributed to theorists like Burns and Stalker, Woodward, Lawrence and Lorsch, Thomson who were the principal developers of this theory. A brief summary of their different view point concerning the theory will be discussed below.

Burns and stalker in their work ''Management innovation'' (1968), identified two types of organizational structure and two categories of environment. They include the mechanistic and organic and the stable and dynamic environment. Mechanic structures are more common in stable environments while organic structures are common and suitable in dynamic environments. John Woodward analysed the influence of technology on the organizational structure and observed that the type of technology used for production consist of unit, small batches, large batches, mass production and continuous process of production. She also examined how production shifts directly affected the span of control, use of committees, participative decision making and other structural characteristics.

Lorsh and Lawrence in studies around 1969 highlighted that organizations functioning in a complex environment adopted a much higher degree of differences and integration than those operating in a simple environment. They identified as key concepts; environmental uncertainty and information flow. They advocated to focus on exploring and improving the organization's relationship with its environment which can be certain or uncertain.

According to Delery and Doty, (1996) the contingency theory, indicates that the relationship between the relevant independent variable and the dependent variable will vary according to influences like the company's size, company's age, technology, and capital intensity, the degree of unionization, industry sector, ownership and location. It stipulates potentially complex interactions amongst HRM variables, between HRM variables and performance indicators between HRM variables and contingency factors as well as between performance and contingency factors. The theory is essentially about the need to achieve best fit between what the organisation is and wants, technology, size, structure, the people, its employees and its external environment and what the organisation performs and how it is structured and the processes, procedures and practices it implements.

Contingency theory suggests a situational view point which enables for any organisation to face any challenging circumstances and opportunities. That is why it is often referred to as the situational approach. It is based on the fact that; all management is essentially situational in

nature. There is a common believe that there is no universally accepted principle or best practice in managing human resource that is why managers must take into account these contingencies before making decisions that affects the organization. It is an opposing view point to universalistic theory. Hence, managers are supposed to act according to environmental factors both internal and external to the organisation. The theory builds upon accepted elements of the system theory because it acknowledges the fact that an organisation is built upon an open system made of interrelated sub-units. Therefore, the proponents of this theory are classified as contingentists or situationalists and their ideology as best fit theory or contingency theory of HRM. The underlying philosophy of the above theory is the intricate relationship that exists between the change and the permanence and it is a mixture of both.

The major characteristics of the contingency theory include; the non-universality of management which states that there are no perfect way management practices, the management decision making process is contingent upon the situation, for managerial policies and practices to be effective, they must adjust to changes in the environment. In addition to the above characteristics, managers must possess and continue to improve diagnostic skills so as to anticipate and ready for environmental changes, managers should have sufficient human relation skills to accommodate and stabilize change, managers must develop a communication system adequate to deal with environmental changes.

Fiedler is considered as the theorist who made a detailed expatiation of the theory of contingency in the 1960s. To him, the effectiveness of a leader depends on a combination of two forces: The Leader leaders-managerial style, and the favoured situation. Fiedler is the founder of contingency theory that shows the relationship between leadership effectiveness and situational circumstances. Fielder argued in the 1960s that the approach of effective leadership depends on the contingencies of the situation, demanding the nature of the task and how secure they are. He believed that his effectiveness in leading depends on controlling the situation and the style of leadership.

Fiedler's theory of Contingency proposes the following concepts: There is no better way to manage an organisation, leadership theory says that a leader should be able to identify which management style will help achieve the goals of the organisation in a particular situation and he made mention of three variables. The three variables to consider are: how well employees perceive the leader, the degree to which the employee's jobs are described in detail, and the authority the leader possesses through his/her position in the organisation. Contingency

theorists claim that leaders will be able to exert more influence if they are able to have good relationships with employees. In addition, contingency management states that in organizations where the task is described in detail, the leader has more influence over employees than in those organizations that do not have structured tasks. He equally stated that there are many internal and external factors that can affect the optimal organizational structure. These factors include the size of the organisation, the technology that is in use, the leadership style, and how the organisation can adapt to changes in strategy.

2.3. LIMITATION OF THE CONTINGENCY THEORY IN OUR STUDY

Using the contingency theory to talk about the human resource of MINESEC can be applied to the fact that this ministry has a centralized system of management which explains why there is a huge discrepancy between deployment and the human resource planning. The contingency theory states that the size of an organisation affects its success, it means it also affect the human resource and the structure does so too. That is why the theory talks of dependent and independent variables. There is no attention given to the contingencies because in some schools there are more teachers of a particular subject than in other schools where we find one teacher of that same school. With a situation like this, some teachers will be over worked while the others will be underworked or idle. If the ministry was working based on the contingencies by looking at the size, structure and the nature of the environment of the school, then there would be a decentralized system of planning in the deployment of MINESEC HR at the local level so that these resources could fit the needs of the environment.

Identifying and categorising the specific and relevant contingencies that contribute to unequal teacher deployment can be challenging. It may require a comprehensive analysis of various factors, such as geographical location, student population, student needs, teacher qualifications, and government policies. Again, the theory does not provide clear guidelines or solutions for making decisions in different contexts in addressing concepts like unequal teacher deployment. It serves as a framework for understanding the relationship between contextual factors and organisational practices but it may not determine the most effective human resource planning policies for teacher deployment in public secondary schools in the Centre Region.

In the case of teacher deployment in Cameroon, there may be issues related to resource constraints, including shortages of qualified teachers, inadequate funding, and limited access to technology and infrastructure, that limit the ability of educational institutions to adapt their HRM and planning practices. The impact of HRM and planning practices on educational

outcomes may be difficult to measure and evaluate, given the complexity of the factors that contribute to student achievement and success. The minister of secondary education recently released a note for principals to recruit part time teachers based on chapter IV on recruitment and payment of part time teachers on the 23rd of June 2023.

2.3.1. Relevance of the Contingency Theory to the Research

The Contingency theory recognises the importance of considering the specific context and environment. This is valuable when examining the unequal deployment of teachers in Cameroon, as it allows for an analysis of the unique factors that contribute to HR planning. It emphasises that organisational practices should align with the specific circumstances and needs of the environment. This is relevant to understanding the impact of human resource planning practices on teacher deployment in public secondary schools in the centre region. Again, the theory's emphasis on adaptation and flexibility can help identify strategies and approaches that are best suited to address the unequal deployment of teachers in different regions of Cameroon because it acknowledges that there is no one-size-fits-all approach and allows for adaptation based on contextual factors. This flexibility can be valuable when examining the influence of environmental scanning on effective teacher deployment.

Although the theory has a universal implication and was developed years ago and in a different context, we are applying to HRM and planning practices in the educational context. The implication of the theory is linked to HR planning practices such as: situational analysis, HR planning policies, HR operational planning and monitoring and evaluation processes. Therefore, all these contingencies must be taken into account or must be considered even though they are not clearly mentioned in the traditional theory. The above mentioned are relevant to the study because in HR, our system require that a careful planning, monitoring and situational analysis has to be done for there to be an effective HR deployment in the various schools in order to attain school goals.

From the above, the contingency theory of management is a useful framework for guiding HRM and planning practices and looking into the challenges of unequal deployment of teachers in Cameroon. By emphasizing the importance of context, flexibility, resource allocation, and performance evaluation, the contingency theory can help institutions to develop management practices that are geared towards specific needs.

2.4. RESOURCE BASED THEORY

Strategic HRM is based on two key concepts which include; the resource-based view and strategic fit. The focus on our work will be on the resource based view. Though the concept of fit or integration is equally one of the major feature of strategic HRM. When developing HR strategies to achieve congruence between them and the organization's strategies, there is the need to verify within the context of its external and internal environment. This is due to the fact that to maximize competitive advantage, a firm must match its capabilities and resources to the opportunities available in its environment.

The resource-based theory (RBT) of a firm is one of the most recent entry into the theoretical discussions of strategic human resource management. It comes from the organizational economics and strategic management literature and has been coined this way by (Barney 1991, Conner, 1991; Penrose, 1959 & Wernerfelt, 1984). RBT of HRM draws attention to the strategic value of the work force and to the issues of work place learning. It also stated that it is the range of resources in an organisation, including its HR that produces its unique character and creates competitive advantage. RBT was first put forward by Penrose (2009), who proposed a model on the effective management of firms' resources, diversification strategy, and productive opportunities. Penrose who conceptualized the firm as a collection of productive resources distinguishes between physical and human resources and drew attention to the issues of learning including knowledge and experience of the management team.

Barney, (1995) stated that competitive advantage arises first when firms within an industry are heterogeneous with respect to the strategic resources they control and secondly, when these resources are not perfectly mobile across firms. Creating sustained competitive advantage therefore depends on the unique resources and capabilities that a firm brings to competition in its environment. For a firm's resource to have the potential for creating sustained competitive advantage it should have four attributes: it must be valuable, rare, imperfectly imitable and non-substitutable (VRINS). To discover these resources and capabilities, managers must look inside their firm for valuable, rare and costly-to-imitate resources, and then exploit these resources through their organisation.

Company resources can be grouped into three categories; physical capital resources, human capital resources and organizational capital resources (Barney, 1991). Physical capital resources refer to company equipment, its access to raw materials, geographical location and they include the physical technology utilized by a company. Human capital resources

encompasses experience, intelligence, training, judgment, relationships, and insights from employees, such as managers and workers in a company. Finally, organizational capital resources refer to a company's formal structure, the company's formal and informal system, which comprises planning, managing, and coordinating systems.

According to Armstrong, RBT recognizes that the strategic capability of a firm depends on its resource capability, specifically the HR. The human is highly utilized as a resource. Hamel and Prahalad exposed that competitive advantage could be achieved by the firms through developing human resources by way of learning organisation and practicing, before their competitors in a healthiest manner. Heery and Noon noted that competitive advantage means the situation that an organisation is implementing a strategy that has not been adopted by its current or potential competitors. Competitive advantage is temporary while the sustained competitive advantage is permanent.

Wright et al (2019) noted that there are three important components of HRM that constitute a resource for the firm and are influenced by HR practices like: Firstly, the human capital pool that comprised the stock of employee knowledge, skills, motivation and behaviours. Secondly, the flow of human capital through the firm which is the movement of people and of knowledge and lastly the dynamic processes through which organizations change and/or renew themselves. Again, evaluating the resources needed by the organisation for big data application is very vital (Wright et al., 2019).

They suggested that HR practices are the primary levers through which the firm can change the pool of human capital as well as attempt to change the employee behaviours that lead to organizational success. Resource-based strategic HRM can produce what Boxall and Purcell (2003) referred to as human resource advantage. The aim is to develop strategic capability. This means strategic fit between resources and opportunities, obtaining added value from the effective deployment of resources, and developing people who can think and plan strategically.

According to Purcell et al, if any organisation could develop extraordinary, non-imitable strategies, values and policies and practices, that organisation is able to achieve sustained competitive advantage which emanates the view of resource based approach. Therefore, sustained competitive advantage is that if any strategy in such way is always targeted at the virtue of internal resources particularly the human resource and applied such strategy or strategies through an effort of benchmarking. The underlined principle of this theory is that resources are the fundamental forces in HRM and particularly the human resources and

managers are accentuated to understand the immerging trends of knowledge, learning and learning organizations. RBT specifies the postulation that caliber and human talents have to be developed and utilized for achieving both organizational and personnel objectives a success.

2.4.1. Limitations of the Theory to the Study

Resource-based theory tends to focus on internal resources and capabilities, potentially overlooking the influence of external factors on organisational performance on aspects such as government policies, funding, and societal norms. These external factors may often play a significant role in shaping external teacher deployment policies and practices in Cameroon. Identifying and measuring resources can be subjective and challenging, making it difficult to establish a direct relationship between specific resources and effective teacher deployment. This may possibly relate to some poor quality results as it is static. In our context, there will be a problem of man power wastage/ insufficiency if organizational activities are not verified in short and long term. Despite the limitation of RBT, the rapid development of RBT and the innovation to the theory through adjustment, clarification and modification continue to improve its applicability and scope. The theory is supposed to take into consideration both internal and external factors.

2.4.2. Relevance of the Theory to the Study

Resource-based theory emphasises the importance of organisation's internal resources and capabilities. It focuses on the importance of influencing internal resources to gain a competitive advantage. When examining the impact of human resource planning policies and on effective teacher deployment in Cameroon, this theory can help identify the organisational resources that contribute to or hinder equitable deployment practices. RBT highlights the need to develop unique and valuable resources (competitive advantage) that are difficult for competitors to replicate. This perspective can be relevant when exploring the human resource planning policies that support effective teacher deployment in public secondary schools in the Centre Region. It encourages the identification and development of resources that can lead to long-term improvements in deployment practices.

A key to this approach will be strategy formulation in order to understand the relationships that exist between resources, capabilities, competitive advantage, and profitability. This requires the design of strategies which exploit to maximum effect each institution's unique characteristics.HR have to be seen within the context of an institution's broad array of resources

and employees are central for every institution to retain its valued product reputation, but also vice versa as highly reputable institutions will find it easier to attract highly qualified employees.

2.5. THEORY OF CHANGE

The term theory of change (TOC) first emerged in the 1990s and it is a theory of how and why an initiative works. TOC is therefore considered as a purposeful model of how an initiative such as a policy, a strategy, a programme, or a project contributes through a chain of early and intermediate outcomes of the intended result. Theories of change help navigate the complexity of social change. (The Center for Theory of Change Inc., 2019). The TOC is therefore a tool and a guiding framework used in program planning, evaluation, and social impact assessment. It helps organizations and evaluators understand and articulate how and why a desired change is expected to occur. The Theory of Change outlines the logical connections between the activities, outcomes, and impacts of a program or intervention. It has been influenced by contributions from multiple fields and individuals over time. Some modern proponents include:

Carol Weiss (1995), in her article "The Theory of Change: A Framework for Assessing the Impact of Social Change Efforts.", Carlisle Levine and Suzanne F. Strong (2004) in their book "Making Evaluation Matter''., John Mayne (2007) , in the book "Program Theory and Evaluation", Patricia Rogers (2008) in "Theoretical and Conceptual Frameworks in Evaluation: Mapping the Field," and Hallie Preskill and Rosalie Torres (2009) , in their book "Evaluation Strategies for Communicating and Reporting: Enhancing Learning in Organizations."

Carol Weiss was a prominent scholar and evaluator known for her work in program evaluation and policy analysis. She emphasized the importance of understanding the assumptions and causal pathways that drive social change efforts. In her publication "The Theory of Change: A Framework for Assessing the Impact of Social Change Efforts" (1995), she outlined the TOC as a framework for assessing the impact of social programs and interventions. She also highlighted the significance of clearly articulating the theory of change, including the underlying assumptions, program activities, and intended outcomes.

John Mayne is a renowned evaluator and author who has made significant contributions to the field of program evaluation. His main principle advocated for the need for clarity and specificity in program design, particularly in articulating program theories. In his book "Program Theory and Evaluation" (2007), Mayne explores the importance of program theory as the foundation

for evaluation. He discusses how theories of change can be developed to guide program design and evaluation. He equally emphasized on the need for explicit program theories to ensure clear expectations and effective evaluation.

Rogers emphasized the importance of understanding the complexity and context of change processes in evaluation. In his work "Theoretical and Conceptual Frameworks in Evaluation: Mapping the Field" (2008). She provided an overview of the theoretical and conceptual frameworks used in evaluation. She discussed various perspectives and approaches to understanding and evaluating change. Rogers highlighted the need to consider context and complexity in evaluation practice.

Patton encourages the use of utilization-focused and participatory evaluation approaches in shaping and assessing change. In the publication: "Getting to Maybe: How the World Is Changed" (2006). Explored the nature of complex systems and transformative change. It emphasized the importance of engaging diverse stakeholders and fostering collaboration to address complex social issues. Yin emphasized the use of the theory of change to guide case study research and evaluation. In this widely recognized book "Case Study Research and Applications: Design and Methods" (2017). In this widely recognized book, Yin discussed the design and methods of case study research. He highlights the importance of developing a clear theory of change or framework to guide case study research and maximize its effectiveness.

Hallie Preskill and Rosalie T. Torres emphasized the significance of learning and adaptation within the theory of change process. In their book "Evaluation Strategies for Communicating and Reporting: Enhancing Learning in Organizations" (2009), they discussed evaluation strategies that focus on enhancing learning within organizations. They emphasized the need for ongoing reflection, feedback, and adaptation within the theory of change process to improve program implementation and outcomes. Constance L. Flanagan and Peter Levine emphasized the importance of incorporating youth participation and empowerment within the theory of change. The publication "Civic Engagement and the Transition to Adulthood" (2011)., they explored the role of civic engagement in the positive development and transitions of young people. They highlight the importance of youth participation and empowerment in bringing about social change and the need to incorporate these elements within the theory of change frameworks.

Its purpose in the 1990s was to address some of the problems evaluators faced when trying to assess the impact of complex social development programmes. These included poorly

articulated assumptions, a lack of clarity about how change processes unfolded and insufficient attention being given to the sequence of changes necessary for long term goals to be reached (O'Flynn, 2012). Theory of Change can be seen as an on-going process of discussion-based analysis and learning that produces powerful insights to support programme design, strategy, implementation, evaluation and impact assessment, communicated through diagrams and narratives which are updated at regular intervals (Vogel, 2012).

Theories of change can be linked into different management processes through project and programme cycles such as planning, monitoring, evaluation and impact assessment. While a theory of change is not a planning tool per se, it can enable essential analysis that is needed in order to develop effective plans. So it might enable the development of a better strategic plan at organizational level. At programme level, it might enable the development of a more robust logical framework or other type of planning document. As described above, there may also be links between the theory of change and the monitoring process. Critical parts of a conceptual framework, and the linkages between change at different levels may be continually assessed with programme alterations made based on real-time data. However, the most significant links may be with evaluation and impact assessment processes. (Green, 2014).

The theory of change often lays out an explicit framework for the assessment of long-term change with focus on appropriate impact assessment methodologies that can help address some of the bigger questions facing organizations development. These questions include; what actually changed as a result of our efforts? For whom? How significant was this? Did we work in the right way with the right people at the right time? Does our theory of change still hold? If not, what is wrong with it? What do we need to do differently?

TOC does not have any specific guidelines or recommendations but when done properly it helps lay out a framework within which planning, monitoring, evaluation, impact assessment, learning and improving can all take place more effectively. This does not mean it necessarily makes monitoring and evaluation easier. On the contrary, it sometimes makes it much more difficult. But, if done properly, it makes it more useful because it better reflects the reality of what is happening (Green, 2014).

TOC may differ greatly between different organizations, both in the process of developing them and the look of the final product. However, there are some elements that are common to many theories of change. They include understanding how change happens in context that you are working in, identify your specific role in contributing to these changes, develop a conceptual

pathway illustrating how your efforts will contribute to identified changes, identify the assumptions that will need to be tested through life of programme, continuously monitor change and your change pathway and test assumptions, critically reflect on your pathway and your role in the light of emerging changes. (James, 2011).

TOC sketches the sequence of causes and effects that underlie a nonprofit's strategy, beginning with the organization's activities and ending with its intended outcome. An organization's TOC gives you and its leadership a common framework for understanding what it aims to accomplish and how it plans to do it. It incorporates three elements: they include the activities that describe the services of an organization (what it does), the next element is the intermediate outcomes that describe changes often in beneficiaries' behaviour that are predicted to occur as a result of the organization's activities and necessary to achieve its ultimate outcome. The last element is the ultimate outcome of what success would be in solving the problem the organisation is tackling.

Therefore, it proposes that if the organisation provides its workers with psychological counseling, job training, and job placement assistance, then they will learn to cope with the world outside prison, succeed at job training, and acquire jobs. Counseling, job training, and placement are the activities the organisation conducts. Learning to cope in society, being prepared for employment and getting and maintaining a job is intermediate outcomes that result from those activities.

Monitoring involves tracking activities, intermediate outcomes, and ultimate outcomes as the organisation implements its theory of change. In monitoring an institution, an effective organisation will have metrics for assessing progress at each stage and it will also have targets. Ambitious but realistic targets keep the staff accountable to the organization's management and keep the organization's management accountable to its beneficiaries and funders. They are an indication that the program is on course or in need of course correction.

Impact evaluation asks and answers an important question that goes beyond whether the intended outcome occurred or not. That is, did the program contribute to the outcome or not? What makes evaluation difficult is that it tries to compare a programme's actual outcome with the outcome that would have occurred even without the intervention. In theory, the evaluation technique that can instill the most confidence that the intervention did or did not make a difference is a randomized controlled trial (RCT). Here, beneficiaries are randomly assigned to receive or not receive the intervention. Although every organisation can gather feedback and

monitor its progress, many organizations do not have the ability to evaluate their outcomes and their hierarchy do not evaluate and monitor them too.

Organizations should get feedback from beneficiaries and other stakeholders, monitor its activities to assess what is actually working, and make course corrections as needed. Ideally, an organisation will rely on some form of evaluation to assess whether it is actually achieving its intended outcomes. But some organizations do not have the resources to conduct evaluations. It may suffice that an organisation is faithfully implementing an intervention that has been evaluated elsewhere and shown to be effective.

Results-Based Management (RBM) is a performance management strategy that has increasingly been adopted by institutional donors over the past decade. It has significant implications for strategic planning, monitoring and evaluation. RBM places the measurement of results at the heart of management. It has become increasingly popular in the donor community, particularly since the Paris Declaration on Aid Effectiveness in 2005.

RBM can therefore be defined as a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and higher-level goals or impact). The actors in turn use information and evidence on actual results to inform decision making on the design, resourcing and delivery of programmes and activities as well as for accountability and reporting." (UNDG, 2011).

2.5.1. Limitations of the theory to this Study

A theory of change is used in organizations or institutions to ameliorate lapses found in given institutions though the theory itself failed to handle certain issues. Developing a theory of change requires a deep understanding of the complex causal relationships between inputs, activities, outputs, and outcomes (relationships between human resource planning practices, teacher deployment, and educational outcomes). This can be challenging when studying the deployment of teachers in Cameroon, as it involves multiple interconnected factors and stakeholders to establish direct cause and effect relationship in complex educational systems.

The theory of change is primarily focused on understanding and explaining the logic behind interventions. It may have limited predictive power when it comes to anticipating the specific outcomes of different human resource planning practices in addressing teacher deployment. It promotes collaboration and shared responsibility for equitable teacher deployment.

Implementing the TOC can be time-consuming and resource-intensive, requiring careful planning, data collection, and evaluation. Limited resources and capacity constraints may hinder the effective implementation of this theory. It may also oversimplify the complex dynamics and interactions involved in human resource planning practices and teacher deployment.

2.5.2. Relevance of the theory to this study

The importance of this theory to this research will be discussed below taking into consideration the educational system at the macro and micro level. TOC provides a framework for understanding how interventions or practices lead to desired outcomes. When examining human resource planning practices and teacher deployment in Cameroon, this theory can help identify the specific steps or processes that contribute to or perpetuate deployment patterns. It encourages a systematic approach of the use of monitoring and evaluation processes to access the effectiveness of interventions which can be valuable in evaluating the impact of different human resource planning practices on teacher deployment, ensure that they align with the intended outcomes and identifying areas for improvement. Monitoring and evaluating human resource frequently will improve the quality of deployment in the human resource management and planning practices in MINESEC.

This section of our study explained some related works, concepts and theories that are linked to our research. The relevance and limitations of the theories were equally highlighted. This chapter equally presented the conceptual framework of the study and their evolutions and definitions**.** From the aforementioned, one can affirm that the theories above have been adapted to the context of our work which is specifically based on some human resource planning practices and deployment at the MINESEC, based on some relevance and limitations mentioned concerning this research. Strategic HRM and planning is necessary to carry out effective deployment of teachers or Personnels in a ministry. Again, effective planning and evolution of the working environment will reduce the rate of attrition and poor management style of deployment which illustrates why some teachers are overcrowded and other are less in different institutions.

PART TWO: METHODOLOGICAL AND EMPIRICAL FRAMEWORK OF THE STUDY

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. CHAPTER OVERVIEW/INTRODUCTION

The chapter deals with the method /procedure used in order to collect data. It under sees the total population and the sample population for the study. It is through the methodology that findings to the research problem and results are obtained. Methodology has to do with a systematic manner of answering unanswered questions in order to explore new ideas. To ensure reliability and validity, methodology is the best means in analyzing research problems. In seeking answers to unanswered questions, the study must make use of informants. Therefore, it is very relevant to use an adequate procedure of collecting data that will lead to reliable results. In this third chapter, the focus of the researcher will be to present aspects like the research cite, the type of research, the population of the study, sampling technique, method of data collection and instruments of data collection and analysis.

The administration of the instruments and the methods of data treatment will also be a point of focus. The choice of the centre regions is a strategic choice. It is based on the relevance of the information the researchers want to collect. The centre region-Yaounde is the capital city of Cameroon and it is regarded as one of the most developed regions in Cameroon. However, within this region, there are some schools in the peripheries with a lot of inequalities in human and material resources as compared to some other schools in the urban areas of the centre region of Cameroon. Hence, data from this region is likely to be representative of the whole country, especially with a common system of teacher recruitment, educational policies and pedagogic approach used all over the country.

3.2. RESEARCH APPROACHES (DEDUCTIVE APPROACH AND QUALITATIVE METHOD)

The approach that will be used in this study will be that of deduction because conclusions will be made from the results that will be obtained after the researcher must have finished with the field work. This will be with the help of the questions that will be asked and the responses that will be provided from the interview guides that will be distributed to some school HR personnel at the central administration, regional delegation, principals and teachers in MINESEC in the Centre region. In social science, there exists three methods to carry out a scientific work: we have the qualitative, the quantitative and the mixed method of research. Note should be taken that with the aim of understanding some HR planning practices and teacher's deployment in public secondary schools in the Centre region of Cameroon and its impact on deployment, the

researcher will carry out a qualitative study. The method that will be used in the present study will be qualitative because is going to make us interpret and understand the phenomenon of HR planning practices and its influence on deployment.

3.3. RESEARCH DESIGN

Qualitative Method (Phenomenology)

A research design is a strategy for answering research questions using empirical data. A well planned research design helps to ensure the researcher's method matches with the research objectives and that the right kind of data analysis is used. Pritha (2023). This study is an investigation and an analysis research as it seeks to understand subjective experiences and concepts considering the fact that qualitative designs are flexible and inductive. Again, an in-depth knowledge of specific context /phenomenon will be acquired, explore under-researched problems and generate new ideas. The interview guides will be used as methods of collecting information from respondents about some HR planning practices on their ideas, impressions, experience, perceptions, attitudes, needs, motivation and notion of deployment in the MINESEC. HR planning practices and deployment have been widely employed in social science research as well as in the field of education. Interview guide is appropriate for the present study because it involves the collection of qualitative data for the purpose of understanding and interpreting a phenomenon, behaviour of groups, facts or persons and interpreting an existing situation under study. Findings from this research will be used to draw and make general statements/results/inferences concerning the human resource planning practices and unequal deployment of teachers (EFL) in public general secondary schools in the Centre region of Cameroon.

3.4. AREA OF STUDY

3.4.1. Presentation of the site of the study

Our research is carried out in Yaounde-Cameroon. Yaounde is one of the biggest regions of Cameroon, the capital city of Cameroon and it is situated in the Centre region. It lies between the south, littoral, west and east regions. The official languages spoken are English and French as stipulated in the language policy. It has different divisions and sub-divisions; the divisions of the Centre region include ''Upper Sanaga, Lekie, Mbam and Inoubou, Mbam and Kim, Mefou and Afamba, Mefou and Akono, Mfoundi, Nyong and Kelle, Nyoung and Mfoumou, Nyong and So'o''. Some respondents will come from the HR personnel at the central

administration and at the regional delegation of MINESEC. The principals and teachers who will participate in responding to the interview guides will fall under different institutions of the Mfoundi, Lekie and Mefou and Afamba divisions.

3.5. POPULATION OF THE STUDY

According to Amin, (2005, p.7). Population refers to the totality of subjects or individuals having one or more characteristics in common who are later inferred to entire population. Therefore, in social science statistics, a population of a study has to do with a group of people with common characteristics from which a statistical sample is drawn for a study. Thus, in this study three types of population: the mother population, target population and the accessible population will be presented below to situate the study.

3.5.1. The mother population

A mother population of a research work is an exhausted group of individuals that have the same characteristics in which a research can be carried out on them by the researcher. The choice of the mother population is that it is going to enable the researcher have concrete information concerning the research as it deals with pedagogues who live the reality of the situation of uneven deployment of teachers in public secondary schools in the Centre region. The mother population in our study will be teachers of English as a foreign language (EFL) or English as a second language (ESL) as English teaches fall under these two categories although there exist teachers of other subjects.

3.5.2. The Target Population

The target population is the entire set of cases the researcher wants to study and it represents part of the accessible population. Therefore, the target population has to do with the population with which the results of the research can be generalized. It has to do with the group of population that meets the same characteristics that the researcher is looking for in the research. The target population in this study constitutes members of each group of teachers and principals from the mother population of the Centre region and HR personnels at the central administration and at the regional delegation of MINESEC.

3.5.3. The Accessible Population

The accessible population is that population that meets population criteria and is available for study and could feasibly be included in the study. This has to do with a part of the target

population that the researcher has in their possession to carry out their research. In this case, it deals with a significant reduction of the target population. The accessible population in our study is made up of a group of three set of different categories of teachers with a particular criterion as well as three principles of different public secondary schools with the same specific criteria. Some HR personnels at the central administration and those are the regional delegations are included. The specific criteria to meet here will be a group of EFL teachers with normal working hours as stipulated from the text/policy, those with heavy work load and others with less working. The particularity about the present research is that it examines if the deployment of teachers is a result of HR planning practices in some schools in the Centre region. The schools that will be used included

Table 1: Presentation of the population

As earlier mentioned, the population of the study will be divided into three categories of teachers and principals from the accessible population. From the three accessible population, we will have15 respondents. HR personnel from the central administration and the regional delegation, teachers and principals from selected schools will equally be interviewed.

Population sample	Institutions	Teachers hours
Population A	-Government high school kokodo -Government bilingual high school Obala	-High working hours (18hours and above).
Population B	-Government secondary school Mendong II -Government high school Biyem-Assi. -Government bilingual high school Etuge-Egbe	-Less working hours (4hours per week). - Normal working hours.
Population C	- HR Personnel from the central administration (MINESEC). -HR personnel from the regional delegation	-Here they work in their offices from 7.30am-3,30pm.

Source: Adopted by the researcher after investigation from the various institutions on 1st June 2023

3.6. SAMPLING AND SAMPLING PROCEDURES

3.6.1. Sampling

A sample is a statistically significant portion of a population. That is selection of members of a population. It is a smaller group drawn from the population that has the characteristics of the entire population. The observations and conclusions made against the sample data are attributed to the population as a whole. In statistical equation, the population is always denoted with an upper case (A) while the sample is always denoted by a lower case (a). The researcher's sample is made up of fifteen (15) respondents. That is: in the three category of teachers from each set with high hours of teaching, teachers with normal working hours and teachers with low working hours. Again, we equally have three principals from three of those institutions and 1 HR personnel from the central administration (MINESEC) and 3 HR personnel from the regional delegation will be part of the sample.

3.6.2. Sampling Technique: Non probability

The researcher opted for the non-probability sampling technique. This is because in the study, the respondents or individuals are selected based on non-random criteria that is units are selected on purpose. The HR personnel from MINESEC, the regional delegation, teachers and principals that will be used in the study are susceptible to provide us with valid information concerning the study that is why we have chosen teachers and principals in some selected public schools in the Lekie, Mfoundi and Mefou and Afamba division of the Centre region.

3.6.3. Purposive Sampling

This is also known as judgment sampling and it involves the researcher using their expertise to select a sample that is most useful of the purposes of the research. It is mostly used in qualitative research and mixed methods research where the researcher wants to gain detailed knowledge about a specific phenomenon, rather than make statistical inferences or where the population is very small and specific. The criteria for the choice of the different teachers and principals' rationale too has been made clear. The advantage of this sample type is that it enables researchers to squeeze a lot of information out of the data that they have collected. It allows the researchers to describe the major impact their findings have on the population. The main goal of purposive sampling is to identify the cases, individuals or communities best suited to help the researcher answer their research questions.

A purposive sampling technique will be used to sort respondents. According to Msuya (2017), *a purposive sampling technique allows the researcher to use personal judgment in selecting respondents who suit the needs of the study*. This sampling model will then be used in order to include any participants judged relevant to provide information the researcher needs. It was based among others, on the service location and administrative position or type of teacher.

The study's population concerns HR personnel at the central administration, regional delegation, secondary schools' principals and teachers. A total number of 13 respondents will participate in this study; 4 HR personnel, 3 school's principals and 6 teachers from the selected institutions. The participants from schools are both from rural, sub-urban and urban areas.

Both face-to-face and phone call in-depth interviews will be used. The in-depth structured interviews will be used with all types of respondents (HR personnel, school principals and teachers). However, to ensure the validity and reliability of the interview guides, a pretest was conducted. The Interview questions will be the same for respondents and the categorization will be based on principals and teachers aimed to be consistent with the competencies of each respondents' group. Questions will cover among many others, inquiry about environmental scanning in teacher deployment process, the state of teachers' shortage, the procedures, main criteria and factors taken into account during deployments, challenges, monitoring and evaluation process, their opinion and suggestions for better HR planning practices and deployment.

Most participants will be contacted in advance to request their participation in the interview. Then, the arrangement regarding the time of the interview will be discussed. Special attention will be paid to the ethical considerations when conducting the interviews, treating information and its report. For instance, the participants will be guaranteed that personal information and their institutions/schools will be kept anonymous and confidential. Cultural values and traditions will respectfully be considered. Informed consent will be provided to the interviewees before starting an interview. They will be told to feel free to participate without any worry. Findings will be analysed using thematic content analysis method. In other words, the results will be broken down into main themes in line with analysis.

3.6.4. Purposive sampling method

For the purpose of the research, the purposive sampling method that will be used will be the thematic content analysis. We will use it to capture a widest range of perspectives possible in the domain of HR planning and deployment practices. This is due to the fact that thematic analysis will be made from different angles both in the urban and rural areas of some secondary institutions of MINESEC. We are going to be researching on HR planning practices and deployment on teaching hours that are considered average, normal and extreme in nature from different angles as well as some HR planning practices.

3.7. DETERMINING SAMPLE SIZE MODEL

Sample size determination is the act of choosing the number of observation or replicates to include in a sample. It affects the validity and reliability of the of the research findings which is determined by a number of factors such as the research population, research questions, design and method used in collecting and analyzing data. In this study, the sample size will be determined by the point of saturation where additional collection is unlikely to yield new information. Determining the correct sample size does not require science but accurate strategy.

3.8. DATA COLLECTION

Information that will be collected in our study will be transformed to data and this will be done through different data collection tools, instruments and methods. Note should be taken that the period of research was is from 2022-2023 academic year where the researcher first of all went for internship at the regional delegation of MINESEC for Centre region where some insights were gained. After the three months internship programme, the researcher went on the field where interviews were conducted in the various respondents.

3.8.1. Instrument of Data Collection, Tools of Data Collection, Treatment and Analysis

The instruments that will be used to collect data will be in-depth interview guides to some HR personnel from the central administration (MINESEC), HR personnel from the delegation, heads of institutions and teaching staff from the various institutions that will be used as sample. Open ended questions will be used in the interview guide to enable the respondents freely express their experiences and perception on the concepts. There are so many tools and software programs for collecting data depending on the type of research. The tool that will be used in our study will be a smart phone to carry out the face to face interview and online whatsapp

calls. Block notes too will be used with the interview. In obtaining data from respondents, the researcher will arrange a programme with them before the day of the open ended interview questions. The data will be transcribed and the instrument of the qualitative data analysis will be thematic content analysis and hermeneutic interpretation. The source of data was primary as it was collected directly or the information was first hand from the interview guide.

3.8.2. Validity of the instrument; Construct validity

Construct validity will be used in our study because it is an objective assessment of whether an instrument actually measures the underlying construct it is intended to measure. In a qualitative study like this, the instrument was given to the supervisor for review before administration to test its validity. The interview was constructed and sent for expert evaluation by the supervisor who made some remarks and adjustments were made based on the remarks. There was an exchange between supervisor to expert, expert to supervisor and peer review four times.

3.8.3. Reliability; Construct reliability

Construct reliability is a measure of how consistently an instrument or test measures a particular concept. That is, it is the degree to which the scores on an instrument are consistent across different administrations or with different groups of people. One common method to measure it is through internal consistency analysis, which involves examining the correlation between different questions on an instrument that are intended to measure the same construct.

3.9. OPERATIONALISATION OF VARIABLES

3.9.1. Independent variables

The independent variable in our study is HR planning practices: This variable refers to the specific human resource practices implemented by the Ministry of Education or other relevant authorities in Cameroon. It could include measures such as workforce forecasting/ environmental scanning, skills inventory, HR planning policies, HR operational planning and monitoring and evaluation.

3.9.2. Dependent variable

The dependent variables in our study is unequal deployment of teachers and it refers to the uneven distribution of teachers across different regions or within schools in a region in

Cameroon. It could be measured in terms of the number of teachers per student, the percentage of teachers with specific qualifications and teacher deployment.

Teacher retention is another variable and it refers to the ability of schools or regions to retain their teachers over time. It could be measured in terms of teacher turnover rates; the average length of time teachers remains in a particular school or region. Lastly, students' achievement is a variable that refers to the academic performance of students in Cameroon. It could be measured in terms of standardised test scores and graduation rates.

Table 2: A summary of indicators of the independent variables

Independent variables; Human resource planning practices	Indicators of independent variables
1. Environmental scanning	- Forecasting and demand analysis: Number of sources used to gather information about the organization's internal and external environment (Student and teacher enrolment Projections, number of interviews conducted, number of reports reviewed,). - Teacher turnover rates and curriculum and Program Needs: Frequency of environmental scanning conducted (annually, bi-annually, or on an ongoing basis).
2.HR planning policies	- Workforce Planning and talent management: Number of key factors identified and analysed (economic trends, demographic changes, technological advancements, political and legal developments). - Number of formal HR planning policies in place (policies related to recruitment, retention, training and development, and succession planning) - Degree to which policies are aligned with organizational goals and objectives - Level /percentage of teachers involvement in policy development and implementation of HR planning policies
3.HR operational planning	

Monitoring and evaluation	- Succession Planning Degree of alignment between HR operational plans and organizational goals and objectives
	- Number of specific HR operational goals or targets identified (number of employees to be hired or trained in the next year)
	- Degree of flexibility in HR operational planning to respond to changing circumstances (percentage of HR operational plans that include contingency plans for unexpected events)
	- Performance evaluation systems: Frequency of monitoring and evaluation activities (conducted annually, bi-annually, or on an ongoing basis)
	- Number of key performance indicators used to measure HR planning effectiveness (e.g., employee turnover rate, employee engagement score, time to fill vacancies)
	- Degree to which results of monitoring and evaluation activities are used to inform HR planning decisions (percentage of HR planning decisions that are based on data from monitoring and evaluation activities)

Table 3: A summary of indicators of the dependent variables

Indicators of dependent variables unequal deployment	Indicators of dependent variables
Deployment	-The number of teachers in each school, the distribution of teachers across different geographic locations
	-The number of teachers with specialized subject matter expertise

	-The teacher-student ratio in different schools and the teacher retention rate in different schools or regions.
	-The availability of professional development opportunities for teachers in different schools.

REFERENCING STYLE SHEET

The referencing style sheet that will be used in our work will be the American Psychological Association (APA 7th) style sheet. This is a commonly used referencing style for academic writing in the social sciences. The latest version of the APA style is the 7th edition, which was released in 2019.

From the above, one can deduce that this chapter handled the methodology of our study. Concepts / aspects that were discussed in this chapter included; the research design, data collection method, sample selection criteria, data analysis method, description of instruments used to collect data such as questionnaires, interview guides and focus group discussions. This chapter equally discussed the validity and reliability of the study as well as it provided indicators of the dependent and independent variable of the study. Overall, the methodology chapter is critical component of any research study as it provides a detailed account of the procedures used to gather and analyse data and allows readers to evaluate the validity and reliability of the study's findings.

CHAPTER FOUR:

PRESENTATION AND INTERPRETATION OF RESULTS

The main objective of this study was to explore if the deployment of teachers of EFL is a result of the influence of human resource planning practices in the Centre of Cameroon. This chapter presents the results of the data collected through semi-structured interview guides. This involves all the four variables selected to present the study. The data was collected from various stakeholders engaged in the management of human resources in secondary education in the centre region of Cameroon: these stakeholders included: HR personnels from the MINESEC, regional delegation, principals and teachers. The data was organised, presented and analysed using hermeneutic-interpretative analysis grounded in the qualitative approach. This approach is built out of the social constructivism and transformative approach to understanding social phenomena. These variables are: environment scanning, human resources policy planning, human resource planning operations, human resources monitoring and evaluation and effective teacher deployment. Therefore, this chapter will present and interpret the findings as follows:

4.1. THE PRESENTATION AND INTERPRETATION OF TRANSCRIPTS FROM THE HR DELEGATES, ON HUMAN RESOURCES PLANNING AND EFFECTIVE TEACHER DEPLOYMENT IN THE THREE DIVISIONS.

Environmental Scanning /Situational Analysis and Teacher Deployment

This data here concerns environmental or situational analysis

How do you gather and analyse information about the staffing needs and demands of your school

> **RD1:** *We carry out environmental scanning based on the existing files/ personnel sheet report in each subject. We also make use of reports or demands made by principals sent to us.*

> **RD2:** *We collect from school principals and vice principals who work in collaboration with the HOD. When principals send in information, we to the divisional delegation it is transferred to us. This is carried out at the beginning of each term and is given to the hierarchy.*

According to delegates, information is obtained through scanning of **"***existing files and personnel sheet report" and "demands made by the principals work in collaboration with the heads of department"*. Human resources situational analysis national in Cameroon is done in hierarchical manners. This chain involves, the *"heads of departments, principals, divisional*

delegates, regional delegates and the system human resources department." This is a kind of command system of human resources practices in information gathering. This process may account for some of the challenges encountered in the human resources deployment in the Cameroon secondary school where some school have more teachers than others or some subjects have more teachers than others.

How does this information and knowledge influence effective teacher deployment

> **RD1***: "This information influences effective deployment of teachers in that it enables us to know where urgent need arises in terms of teachers. Also, principals propose list of staff to be deployed at our level when they notice a particular department crowded. It equally permits the amelioration of working condition in case of posting due to bad health condition."*

> **RD2:** *"The information influences effective deployment of teachers in that we look at statistics from annual report provided to us to verify if teachers are overstaffed or understaffed."*

On the influence of information, environmental scanning enable delegates to know/have information *"information influences effective deployment of teachers,"* it provides information on *"where urgent need arises in terms of teachers''.* Situational analysis as a human resources analysis technique is crucial to responding to contextual needs of school and in given subject area. *"Principals propose list of staff to be deployed at our level when they notice a particular department crowded."* According to these delegates, principals play an important role in human resource decision-making by providing and proposing list for staff as way of decongests some departs or school information gathering also "*permits the amelioration of working condition."* From this except, information gathering techniques is an important tool of situational analysis which help to improve on the health situation of teachers as well as their living. It also enables the human resources managers at the operation and system levels where there is *"overstaffed or understaffed."* balancing these human resources condition will improve he working and academic performance of students as well as improve school management.

What are some of the factors you consider during information gathering and analysis of human resources

> **RD1***: "During the collection of information, factors like the number of years a particular staff have made in service in a particular post and we try to redeploy them. We also look*

at the age of the teachers. We cannot redeploy a teacher who is almost on retirement to a rural area but we can easily redeploy a youth."

RD2: *"The factors we take into consideration during the collection of information include factors like longevity in service and punitive measures. In the case of punitive measures, we look at the names of teachers who are in town and are not working. As a means of punishing them; we propose their names for postings in the rural schools."*

From this excepts, there are many factors considered during information gathering in human resource management. Some of these factors include*; "number of years a particular staff has made in service in a particular post." "The age of the teachers," "longevity in service and punitive measures." "Postings in the rural schools", "the number of hours each teacher"* As situational analysis indicators, these factors enable human resource managers in secondary education in the centre region to ensure effective planning and deployment of teachers. However, in some schools we still experience inequality in teacher deployment especially in some subjects like English as a foreign language/ Anglais.

Human resource planning policies and its influence on effective teacher deployment

What are some policies/ guidelines you put in place regarding teacher management in your school?

RD1: **"***With regards to operational planning policies concerning deployment and retention of teachers, we take into consideration need analysis. That is, the number of hours for Anglais, number of hours each teacher is supposed to teach and the number of teachers available in the school. If it does not correspond, then some adjustments will be made."*

RD2: *"Concerning policies, we do not make them but we simply execute the instructions prescribed by the minister in line with the different schools under our service."*

On human resource policies planning, the actors consider *"need analysis"* in the deployment of teachers*, the number of hours for Anglais and the number of teachers available,*" it clears here that they do not make policies but they *"simply execute the instructions prescribed by the minister."* At this meso level the delegates only implement the decisions and the regulations set forth by the ministry. They are in charge of monitoring the progress and performance of resources placed under their delegation. From the administrative point of view, the ministry of

secondary education delegates some of it human resource responsibilities to the regions and division to better have effective policy implementation.

2. How do you develop these human resources in your school?

> **RD2:** *"We develop our HR in different ways such as making posting proposals on normal basis (teachers who go online and deposit their requests to be redeployed) and we also redeploy teachers when they are many in a particular school."*

Human resource planning is development through *"making posting proposals," "teachers apply online and deposit their requests to be redeployed" these* permit the human resource department at the ministry to make effective planning, deploy and redeployment of human resources from various schools.

What are some challenges or limitations you face in implementing these policies

> **RD2***: "One major difficulty we encounter is that when we propose names in our reports to be redeployed the hierarchy does not always take into consideration whereas we find certain schools over crowded with teachers of a particular subject like Anglais while other schools especially in the rural regions are understaffed."*

According to this participant, one of the challenges is *"that when we propose names in our reports to be redeployed the hierarchy does not always take into consideration. Even when teachers apply online almost nothing is done*", when the hierarchy fails to take into consideration the proposals of actors in the field, there is bound to be imbalance in teacher's deployment in secondary education especially in certain subjects. It is important for government or the ministry to consider the proposals of field action in human resource planning operation. *"We find certain schools over crowded with teachers of a particular subject like Anglais while other schools especially in the rural regions are understaffed".* To balance this phenomenon there is need for effective planning before deployment or redeployment. Human resource planning is central to effective teaching and learning as well as school management performance.

Does human resource operational planning influence effective teacher deployment in the center region

What specific strategies do you use to ensure effective teacher deployment in your school*?*

RD1: The specific strategies we use in our level to ensure effective teacher deployment based on HR operational planning is the teachers-student ration, the need analysis presented by the principal and the number of hours each subject is supposed to have and so we look at the time due for each period and calculate the number of hours each teacher has to verify if they correspond or not.

RD2: The specific strategies we use in our level to ensure effective teacher deployment is, we look at the teachers-student ration, the number of hours each teacher is supposed to teach and then compare with the number of teachers in Anglais.

On the human resource operation planning, the HR personnels at the delegation think that strategic technique used is *"the teachers-student ration, the need analysis presented by the principal and the number of hours each subject."* In this perspective, balancing human resource operation is very important. Also, time management by the principal also determine the deployment and redeployment of teachers especially in Anglais. Time management is very important in school performance and effective human resources operating in an organisation. Therefore, school administrators should always in their strategic analysis consider time allocation as key indicators of teacher deployment.

How do you handle HR planning policies relating to recruitment, training, deployment, retention and professional development

RD1: Concerning policies we employ relating to recruitment, training and deployment is that what you should note is that we don't recruit, train, deploy nor do we retain Anglais teachers. What we do is, we simply propose names to the minister for signature as far as redeployment is concerned

RD2: With regards to operational planning policies concerning deployment and retention of teachers, we take into consideration need analysis. That is, the number of hours for Anglais, number of hours each teacher is supposed to teach and the number of teachers available

According to this except, delegate *"don't recruit, train, deploy nor do we retain Anglais teachers,"* the *"propose names to the minister for signature as far as redeployment is concerned need analysis".* The regional and divisional delegates simply execute ministerial decisions and transmit information or data from the schools to the ministry. They also, do recommendations or proposals on the human resources operational planning in terms of

deployment and redeployment. Here we noted that information and data collection play an important role in the decision-making process.

Monitoring and evaluation

What are some of the steps and tools used in teacher deployment

> **RD2:** *"In order to carry out effective monitoring and evaluation the first step we take into consideration is to carry out a need analysis, after which we make proposals for postings based on the report and the last thing, we do is to hold some sort of board meeting with our boss and the delegate and our boss presents the proposals we made to the delegate. Our M&E tools are list of various schools and the number of teachers, postings and redeployment."*

In the monitoring and evaluation phase, the delegate does *"need analysis" "make proposals for postings based on the report," "to hold some sort of board meeting," "Our M&E tools are list of various schools and the number of teachers, postings and redeployment."* The need analysis at this evaluation phase is to draw baseline for evaluation, from there posting proposals are forwarded to the hierarchy. This is a long way process which may turn to affect the effective function of teacher and teaching management. The process can also create delays in the implementation processes. School establishments are used as monitoring and evaluation tool for data and information collection. It is based on these data collected that decisions concerning human resources are made. Limited monitoring and evaluation tools indicate and explain the human resource crises experienced each year in this sub sector of education. The ministry's decision of working with the delegations and schools to take up new monitoring and evaluation tools and strategies is a very vital step which includes part and parcel of human resource information management systems.

How do you appreciate the follow up processes that take place in teacher deployment in your school and what is the frequency of monitoring and evaluation activities

> **RD1**: *As what concerns our appreciation, we really do not have any appreciation to make as far as M&E and deployment are concerned. We do not recruit, post and retain teachers but the minister does. What we do is to provide the minister with necessary elements she needs to have in order to sign postings and redeployment decisions.*

RD2: "*Hmmmm, I must say there are many problems linked to monitoring and evaluation because we don't have the powers to post, deploy or redeploy. The minister is responsible for the signing of documents like this. Before now, when student teachers leave school and are waiting for 1st postings, lists are sent to the human resource service and to inspectors at the delegation so that they could make posting proposals based on the demand for teachers in different schools but now it is different. Now, immediately they leave school, they are being posted by MINESEC. About the frequency of M&E carried out, there is no specific frequency of follow up carried out. It is mostly at the beginning of the first term.***"*

The delegate is not involved in the recruitment process **"***We do not recruit, post and retain teachers but the minister because we don't have the powers to post, deploy or redeploy.***"** They are functional management at the meso level that determine the effective implementation of school programmes and follow up human resources operations in the field**.** *"The minister is responsible for the signing of documents lists are sent to the human resource service and to inspectors at the delegation."* The inspectors also play the role of middle human resources managers by ensuring follow up and guides of teachers in their various roles. One of the challenges with this practice is the competences and resources to operate the monitoring and evaluation process. *"There is no specific frequency of follow up carried out. »* This implies follow up as well as monitoring and evaluation at the regional and divisional levels are not regular. If this is the case, the human resources management practices such as planning will also have challenges

How does the hierarchy react on the report of teacher deployment

RD1: *The system in which we work with is somehow centralised so the hierarchy can readjust the names of teachers to post in different schools. So, she is not obliged to take into consideration the block that has been sent to her use. We cannot also question her actions so we just have to accept it like that"*

RD2: "*With regards to our hierarchy's reaction towards teacher deployment, I can say there is no follow up as they do not respect the names or proposals made based on the demands in terms of Anglais teachers in different schools it is as if others schools especially in suburbs have been abandoned on their own."*

It is evident that human resource management in Cameroon secondary education is centralized just as its governance structure. A centralized structure in vast country with ten regions like Cameroon create delays in the management processes which affects the personnel negatively. This makes the middle management just to executive the decision of the central administration. These actors turn not to question some of the faulty resources practices due to the hierarchical nature. These actors may only make proposals which may be considered or not. For the best practices, the governance must accelerate decentralization for effective human resources management in Cameroon secondary Education.

Deployment of Teachers in Secondary Education

What can you say about the distribution level of teachers in your school and across other schools

> **RD1***: "Due to the fact that we are look at need analysis/ demand for teaching staff, we cannot say we have perfectly achieved our objectives concerning the distribution of these Anglais teachers in the different urban, sub -urban and rural schools in the centre region and Cameroon as a whole."*

> **RD2:** *"Concerning deployment, there is unequal distribution of teachers across schools in the centre region especially within urban, sub -urban and rural."*

Based on the need of human resources, the participant is of the opinion that they have not attended their objective. It is important for school administrators and other stakeholders to work and enhance this situation. The participant highlights here that there is unequal distribution of teachers in the Centre region. This unequal distribution of teachers may be due to lack of information that can permit the decision makers to effectively apportion teacher's in different schools. Information on the human resource distribution in the centre region will enable planners at the central administration to do an objective planning that will bring about equity in human resource distribution.

Are the number of Anglais teachers sufficient for your students

> **RD2***: "We are faced with teacher shortage so the number of Anglais teachers are not yet sufficient for the growing rate of students. Actions must be taken to make an equilibrium in teacher deployment especially in a department like Anglais which is dominant with women who refuse to work in rural areas. It's a pity there is unequal distribution of*

teachers in subjects like Anglais, computer sciences and maths whereas in other departments like history and geography are overcrowded and wants to work only in towns. When I look at statistics, there is no equilibrium between teacher -student ratio in different schools in the centre region because some schools have more Anglais teachers and there is wastage of man power while others lack Anglais teachers making other teachers to over-work. I must say that there is generally shortage of teachers before looking at the different level of specialities, like lack of Anglais teachers."

According to this participant there *is "teacher shortage, the number of Anglais teachers are not yet sufficient for the growing rate of students," "make an equilibrium in teacher deployment especially in a department like Anglais computer science and maths whereas in other departments like history and geography are overcrowded is wastage of man power"* these statements show the imbalance in teacher deployment in the centre region. These variations are visible according to subjects. Human resource planning, recruitment and deployment must be done in accordance with field data or information across sub division, division, and regions. This means data collection on teacher human resources should be a regular activity which permits human resource manager at the central administration to make the right distribution. If the right decisions are not taken, the intended objectives will not be achieved. Therefore, stakeholders must make sure that the right information is provided to the policy makers and for the policy to best exploit the information by making informed decisions in relation to human resource practices in the secondary education sub sectors.

4.2. THE PRESENTATION AND INTERPRETATION OF TRANSCRIPTS FROM THE PRINCIPALS, ON HUMAN RESOURCE PLANNING AND EFFECTIVE TEACHER DEPLOYMENT FROM THE DIVISIONS

Environmental scanning /situational analysis

How do you gather and analyse information about the staffing needs and demands of your school

> **Principal A**: *"Yes, thank you. For us to gather the staffing needs of our school, we have to come or we need to come together as a team. We start with the head of department. Each head of department has to give us a statistic of his or her needs in his own department and it is from these needs that we analyse and see how we can do the staffing."*

> **Principal B:** "*When you talk about, when you talk about staffing needs, they're the needs of teachers because we're talking about academic institutions. So, how do we gather the needs? We know from the ministry, the text... how many hours a teacher is supposed to… how many hours of workload the teacher is supposed to have per week. For example, if a person is a PLEG – PLEG is a high school teacher, the person should have 18 periods per week, and if that person is a PCEG which is a secondary school teacher, that person should be having 21 periods of work in a week. So, what we do is, in a particular department, for example; Anglais, we take the number of teachers that are in that department, multiply it with the number of periods we are supposed to have for the whole school and then divide it to see the number of teachers that we'll be needing. To see I f we need more teachers or we need to reduce the teachers that we need. So, practically, that's how we do the staffing in our institution.*"

At the school level principals, they use different strategies to gather information on the human resources of their institution. Some of these strategies include *"head of department has to give us a statistic of his or her needs in his own department,"* When the heads of departments provide information on the needs of their department, the principal now writes a report and further to hierarchy. They also gather information by determining how *"many hours of workload the teacher is supposed to have per week",* taking into account the category of each teacher- *a "PLEG – PCEG."* The category of teachers in human resource planning is very important. This permits the institution to knowledge the human resource potentials of his institutions and needs equally. The principal also *"take the number of teachers that are in that department, multiply it with the number of periods we are supposed to have for the whole school."* Time management resurface as one of the most important indicators of information gathering in the human resource planning. Time allocation in terms of hours of teaching, exposes the imbalance in human resource capacity in given schools.

How does this information and knowledge influence effective teacher deployment

> **principal A***: "This information helps to, uh, for the deployment of Anglais teachers in our school in the sense that it either reduces the workload or increases the workload because according to the text, every leg has entitled of at least 18 hours per week while ……. 21 hours per week. If this, uh the information gotten from the analysis will either influence employment or will rather influence deployment. The information gotten from the collection of data from HODs will influence the deployment of teachers."*

Principal B: *"Yeah, it does. It does because when the teachers are overstaffing, normally, we're supposed to report back to hierarchy. When we report back to hierarchy, at times the teachers will be removed from our institution and sent to an institution where they are needed the most; where their services are needed. Because it is not necessary to keep a teacher in an institution where he or she has nothing to offer. So, I think the staffing that we do actually helps us in the redeployment of teachers or deployment of teachers."*

Information gathered during environmental scanning is important in that they influence *"the deployment of Anglais teachers", "influence employment"* and identify subject in which *"the teachers are overstaffing,"* as well as *"redeployment".* From these concepts we noticed that information gathering in the situational analysis is very important in ensuring balance teacher distribution, they determine areas of needs and overstaffed subjects. Therefore, selection and recruitment and also built out of Information gathering from the field actors. However, the secondary school in Cameroon still experience disequilibrium in teacher deployment. Government and the stakeholders involve should improve the information gathering processes and facilitate human resource decision making, as well as ensure balance in human resource distribution in the centre region of Cameroon.

Human Resource Planning Policies Influence Teacher Deployment in Secondary in the Center Region of Cameroon

What specific strategies do you use to ensure effective teacher deployment in your school?

Principal A: *We uh we use the strategy of timetable, workload. We consider the other things put in place such as the ineffectiveness of teachers. Yeah, because some, when we go through the log book, because in my school we go through the log book at least once a week. If we go through the log book and see that a teacher is not effective, we call the teacher, try to see why he or she is not effective. It is from there that we write our report to them to the hierarchy;*

Some strategic indicators used by school principals to determine teacher deployment in include: *"the strategy of timetable, 'workload" "the ineffectiveness of teachers".* These indicators are recurrent in in data. This implies that human resources manager at the central administrator should further operationalise these indicators in order to diagnose the challenges encountered in the field. If any of these indicators are in disequilibrium, there will be negative influence of

academic performance quality of training and students' outcomes. Therefore, school administrators have to work hard to provide the right data to hierarchy.

What are some challenges or limitations you face in implementing these policies

> **Principal A***: "Some of the limitations are that we, because, we don't have the power to employ, we make our report and send to the ministry but these, sometimes they are not respected. Yeah, because sometimes, they too, the demand for teachers in various schools is not equilibrated. In conducting environmental scanning, some of the challenges we face is that sometimes when we apply to the ministry and it is not respected."*

> **Principal B:** "The *challenges are always there you know, they can never lack because some teachers are present in school, the ministry knows that they are there, there is effective presence, but there is no effective service. So, at times you really tell the hierarchy that in this department, we are okay, we no more need teachers and then you realize that the ones that are there are actually not doing their job. At times you'll need to go back to hierarchy to remove some of them to send in people who are ready to do the job. So, at times also, it is a little bit difficult. There are a lot of challenges because at times we might have our required number of teachers but hierarchy do not most of the time ask our opinion when they are doing, when they're doing their deployment. So, we just sit and we see teachers coming to take service. So, for that reason, I think the scanning at one moment is affecting it… because if hierarchy could ask at any instance before they do their deployment to our institution, we'll tell them exactly where we have the needs, but at times, they don't do it, because at times, deployment is of various variables. It could be a disciplinary sanction, it could be lack of the fact that the personnel are understaffed where the person was, it could be transfer for a health reason or family reunion and at times the ministry just sends to the closest school without contacting the school institution to see if they are really in the demand. So, at times, our staffing might only be good at the level of the institution, but out of institution, it is a problem."*

The challenges encountered by the school principals in the deployment process included the following *"we don't have the power to employ," "we make our report and send to the ministry but these, sometimes they are not respected," the demand for teachers in various schools is not equilibrated,", "there is effective presence, but there is no effective service." "Hierarchy do not most of the time ask our opinion when they are doing."* From these factors one can notice is that the challenges are both personal at the level of the staff who fail to do their job and at the

administrative level, at the system. From the views of the principal some of the deployments are done to schools without their knowledge or without consultation. This kind of human resources management can only create the kind of challenges we experienced in our educational system. Decentralisation of human resources management operations will create consultations procedures that are closers to the schools' administrators. This can limit some of the shortcoming highlighted above

Also, some of the deployment variables that create challenge in human resources planning operation in the centre region include: *"It could be a disciplinary sanction," "personnel are understaffed," "transfer for a health reason or family reunion"*. Discussing this with school administrators will help provide adequate information and the best human resources will be deployed or redeployed in given school. Human resources operational planning work in according with the national human resources policies. When these policies are poorly executed the national level, the repercussions will be felts at the level of the schools. Therefore, the central administration must improve its human resources planning practices for effective deployment of teacher in secondary in the centre region.

Human resource operational planning in teacher deployment is experience through activities and task distributions

What are some of the practices you use in the distribution of activities and tasks to your teachers

> *Principal A: The guidelines, the guidelines put in place first of all is the timetable. When you look at the timetable, the timetable, we look at the workload. If the workload is high, we see how to equilibrate it. If, so that each teacher should not be having less period or more periods.*

> *Principal B The principles are just as I told you before. We give the workload in respect to the ministerial text that is given to us and at times, for example; if a teacher does not have the required number of hours but has the aptitude that could work in that department. Take for example those that did bilingual letters can teach English language very well, can teach Anglais, and can teach French. So, at times, we could use them in each of these departments if we see that it is overstaffed this way and understaffed that way, we make our own guidelines to see how they can do the balancing.*

In the distribution of activities and task the principals take into account the workload, time allocated for the each of the subjects, this is actually the human resources operational planning which permit teachers to be able to implement the curriculum as it is designed by state. There are equally internal strategies that principals use at the level operationally organize learning and teaching in such way that fit into the available human resources. The contingency of the school environment in relation to the available human resources determine the distribution of activities and task.

Monitoring and evaluation

> **Principal** *A: "For monitoring and evaluation, we monitor them, we monitor them, and we see that they are working effectively. For those who are not working effectively, we try to put them in order and if they are not, they don't work according to what we tell them. For example; a teacher that is constantly absent, we tell you, if we register some absences, we invite you and we ask you to do some catch-up classes so that you should uh, you should finish your scheme before the end of year exams. But if this is not done and we see that the future of the student is at stake, we write a report and they deploy you."*

> **Principal B**: *"It goes "corps-à-corps". Monitoring and evaluation go "corps-à-corps" because in my institution for example; we do monitor on daily bases and on weekly bases. We have for example, attendance sheets in classes where the teachers actually fill their presence when they are in class. We have our record of work book in class where the teacher actually fills in what is being taught, so with all these instruments, we try to evaluate what the teachers are delivering to the children and at times, when we find out that the teacher is maybe… it is harsh, say incompetent, but some of them have gone through the training and the training did not go through them, so at times, we refer back to hierarchy. When we refer back to hierarchy, some are removed from the classroom and sent to delegation to do administrative work because they can actually not teach in the classroom. So, the monitoring and evaluation really goes a long way to help in the deployment process."*

According the principal, A Monitoring and evaluation process is to ensure that the teachers are: *"**working effectively**".* Also, the process ***"some register some absences,". This*** implies some teachers are ineffective. Form the ineffectiveness of some teachers the principal's prescript ***"some catch-up classes"*** to ensure that the programmes are covered. This is corrective measure

taken to attend results. In some situations, where some of these teachers fail to comply, the principals write reports to hierarchy *"we write a report."* this monitoring as indicated by the first participant is done on daily basics **"We monitor on daily bases and on weekly".** This regular monitoring enable administration to enhance quality and performance of the resource management and course delivery by teachers. School monitoring and evaluation instruments include*: "attendance sheets," "record of work book in class".* These are important instruments to guarantee human resources effectiveness. *"**Some of them have gone through the training and the training did not go through them."*** This statement implies that some teachers exhibit incompetents in the teaching and learning processes even though they have received professional training. Incompetency in the teaching operations can mare the quality of education and competences transmitted to students.

Effective Deployment of Teachers

What can you say about the distribution level of teachers in your school and across other schools?

> **Principal** *A: "The distribution of Anglais teachers in my school and compared to other schools. For my school, I feel that it is quite different from other schools because I know, like these teachers to join the family, most of them, when they do their choice they always, our school is always a hot cake. They will make their choices and their people respect their choices in the ministry."*

> **Principal B**: "*From my experience in my school, it is not a big problem because for now, the gap is filled. Though the… since it is a big institution, the teachers have a lot of work to do and they are complaining, but I believe they are not overstaffed or understaffed. It's just that teaching is one thing, and evaluating is another. We have too many classes, means we have too many students and we have a lot of scripts to mark at the end of the day. So that causes the teachers to complain. But when you go to other sister schools around, you discover that they have a deficiency in this Anglais teachers and we believe that training more of the teachers in the training institutions will help uplift this deficiency because in recent years, the number of teachers they are sending in is relatively low as compared to before."*

Generally, from these principals they seem to be okay with teacher's distribution in their schools. But there are undertones to indicate that there is overcrowding which make teachers to

complain about correction scripts. They also highlighted that other schools around them suffer teachers deficient. They suggest that government can be training more teachers in Anglais because the number of teachers deployed in recent years are very low. From this finding, we can note that human resources planning and the overall human resources management practices in the center of Cameroon still face challenge when comes to teacher's deployment.

4.3. THE PRESENTATION AND INTERPRETATION OF TRANSCRIPTS FROM THE TEACHERS, ON HUMAN RESOURCES PLANNING AND EFFECTIVE TEACHER DEPLOYMENT FROM THE DIVISIONS

This presentation and interpretation involve thematic concerns such as: environmental scanning, human resources policy planning, human resources operational planning, monitoring and evaluation. This has to do with guidelines, effectiveness, and involvement in policy development, positive outcomes, turnover, professional development and deployment. These will help identify human resources planning practices in secondary education sub sector in the centre region of Cameroon.

Environmental scanning /situational analysis as human resources planning practices that influence effective teacher deployment.

How do HR guidelines support or reflect environmental scanning and the effective deployment of teachers in your school

> **SCHOOL A** 1: "*Okay, talking about the frequency of environmental scanning in my school, to be honest, I'll say I can't give a very concrete answer in relation to that because I think that it is the responsibility of the administration, maybe the principals, the discipline masters and the vice principals but generally, I have a feeling that environmental scanning is really not done in my school because I've never heard about that. Maybe the principle receives them and never informs us as teachers but I have never seen them; I have never heard about their presence in school. So, if they do come, I really have no idea about that.*"

> **SCHOOL A2**: *As far as this is concerned, I don't think the frequency of environmental scanning is conducted in my school usually because you always see these workers from deliberations, these workers from the ministry of secondary education, most of they come to my school just at the beginning of the school year. After that, you won't see them again. I think that it is not sufficient and I also think that this is because my school*

is found in the suburbs so they don't see any reason coming there all the time. So, I think as far as this is concerned, there is still much to be done.

SCHOOL A 1: "*I'm afraid, I'll say they don't. Because when you look at the situation on ground, you have an impression that things are done haphazardly and so there is no equitable division or… you have the impression that they don't consider whether the economy, the demography, technological or even the political development of the school when they come for these needs' analysis. That is if they actually do.*"

CHOOL B1*: "As the case of my school, we have some environmental scanning but not very frequent – at least twice per year. For the past two years, it has been more frequent than the other years because we have members from the ministry, inspectorate, who come down to find out how things are functioning in school but it's not as frequent as it ought to be. As it would be expected, the environmental scanning is fewer, so I don't think they take into consideration all those aspects, so I really don't have much to say about that. As I earlier said, we have visited maybe twice a year and we don't know which criteria they use to come to do their inspections or their search. As it would be expected, the environmental scanning is fewer, so I don't think they take into consideration all those aspects, so I really don't have much to say about that. As I earlier said, we have visited maybe twice a year and we don't know which criteria they use to come to do their inspections or their search.*"

SCHOOL B2: *"To be sincere, I cannot really say how often because I don't even know when they come but I want to believe they come at least once a year or once in two years."*

SCHOOL C*:'As a teacher, I've never witnessed it so I don't know if they do it or not but I've never been involved in such activities. As HOD, we usually send our reports at the end of each term. The number of teachers, their periods, and their classes. That's all we do."*

SCHOOL D: "*Gathering and analyzing information about the internal and external factors in my school is sometimes done at the beginning of each school term. This is supposed to be done regularly to enable schools stay aware of changes, trends, and challenges both within the school and in the broader environment. In general, ES should be conducted regularly to ensure that schools are proactive in responding to changes*

and adapting their strategies accordingly. In urban areas, like where my school is found, schools often have more resources and access to information networks, which may facilitate more frequent and comprehensive environmental scanning unlike rural schools which are faced with challenges due to remoteness and limited resources. I think Understanding economic and the demographic shifts can help schools anticipate budgetary changes, seek funding opportunities, and adapt initiatives to suit the economic climate but these things are not detailing looked into. In my school, I think it is reflected somehow because we are sufficient in our department of Anglais as we have the number of hours due but I don't think it's the same in other schools. HR planning policies should prioritize equity in teacher deployment, ensuring a fair distribution of teachers across schools and regions. In both rural and urban areas, policies can be designed to address teacher shortages, promote equitable opportunities, and consider the needs of underserved communities. This avoids concentration of experienced teachers in certain schools or regions, leading to a more balanced this. to deal with many students. You'll find a department where you have more than ten teachers with a few students so I think that as far as the demographic changes is concerned, much still has to be done. That level is not yet okay. I think they still have to do more as far as that is concerned. No, I don't think so because sometimes they just do it haphazardly meanwhile there are times that we need teachers but we don't get them even when we ask. Even when the HOD meets the VPs concerned or the principal concerned, we'll stay and we'll go for some years without having teachers so I don't think they put all these into considerations."

According participant **A1** environmental scanning *"is the responsibility of the administration"*. This implies that these teachers are not engaged in the need analysis of their institution or they do not understand environmental scanning as tool of addressing human resources need of their school this show limited knowledge of school human resource management. For participant *A2* situational analysis are done *"at the beginning of the school year,"* he further explains that this is once may be because his *"school is found in the suburbs"*. From the excepts it shows that it's the external stakeholders who the scanning. The fact the school is found at suburbs does not explain why environmental school should not be regularly. It is responsibility of the school administrators in collaboration with the teachers to carry out this managerial practice. *To participant* A1 *"things are done haphazardly and so there is no equitable division."* This phrase signifies a poor managerial practice and most significantly human resources planning in teacher

deployment. This participant also, thinks that *"they don't consider whether the economy, the demography, technological or even the political development of the school when they come for these needs' analysis."* They here may refer to the inspectors and other stakeholders engage in human resources management in education. The factors highlighted above are indispensable in strategic human resources management need analysis in education. Effective scanning can only be done if all these factors and many others are taken into account. For participant B1 *"we have some environmental scanning but not very frequent – at least twice per year."* This means that in this school the administrators do environmental scanning at least two times in years. From the managerial point of view this may not be enough but is a good practice which others schools that have not adopted these practices should get involve in order to improve human resource management practices.

According to participant D *"Gathering and analyzing information about the internal and external factors in my school is sometimes done at the beginning of each school term."* To this participant, situational analyses are done at the beginning of year. This is a best practice to design the plan of action for the school. He also thinks that *"ES should be conducted regularly to ensure that schools are proactive in responding to changes and adapting their strategies accordingly, to changes, trends and challenges."* School performance and quality education depends on how the school administrators understand and respond to changes and trends in a proactive manner. Addressing educational challenges especially human resources challenges demands internal and external analysis to have an insight how to forecast human resources need. Therefore, school management has to be equipped with these strategic management skills

Environmental scanning is sources of *"resources and access to information networks."* This participant thinks that *"Understanding economic and the demographic shifts can help schools anticipate budgetary changes, seek funding opportunities, adapt initiatives to suit the economic climate."* These are important human resources variables which educational administrators must take into consideration when do environment scanning. The context of the school is very determinant of the kind of human resources that should be needed and the kind of management approach to be adopted but the school administrators. Also, school administrators *"should prioritize equity in teacher deployment, ensuring a fair distribution of teachers across schools and regions, the needs of underserved communities."* Imbalance in teacher's distribution in schools create injustices and unfairness in the provision of education to citizens. Therefore, stakeholder should engage in fair and equitable teacher distribution of teachers. Organizational justice in terms of procedural, distributive and interactive and informational justices are need

to attain institutional objectives in education. *"You'll find a department where you have more than ten teachers with a few students*." This should injustices and unequal teacher distribution. This implies that there are poor human resources practices in Cameroon secondary education and *"we don't get them even when we ask*," this means as heads of departments teachers request for teachers to be allocated to their departments, but there are not but some others are overcrowded. Decentralisation of teacher resources management in the secondary to the regions can help resolved some of these impending challenges encounter by interiors schools.

Human Resource Planning Policies Contribution to Effective Teacher Deployment in Secondary Schools in the Centre Region

What do you think about teachers' involvement in human resources policy development and implementation in Cameroon secondary education

> **SCHOOL A1**: "*Well, the policies in place, if we are talking about human resource policies, and maybe I'll love to lay emphasis on issues that concern classes like form one and two or sixième and Cinquième, I know that their decree that was passed like some years ago which said sixième and Cinquième or form one and two should not have more than sixty students per class but in my school, like this year to be specific, I had a sixième with about one hundred and fifty students. So, from this example, we can already understand that the policies are not respected. It is true that for some years, I noticed that they tried to respect them for like… you have in sixième maybe sixty students or sixty-five at most or even seventy, but it has not been consistent. Now, there are also other times when we have classes with very few students. I'm going to take the example of the special bilingual classes where despite the fact that there are so many students in other classes, those bilingual classes tend to be very small. We have very few students in those classes because when the selection for students to be sent to that class is done, very few students meet the requirements to be considered there and so it is almost impossible to consider any policy when it comes to the number of students that are found in those other classes but if not, generally in my school, we have very large classes. I don't know exactly what the policy says... how many students are supposed to be in each class but most of our classes have at least eighty students. Sometimes it goes to a hundred and even above like I talked about a sixième class that I had this year. I think it's a categorical "No". teachers are almost excluded from everything that has to do with policy making in Cameroon so the decisions are taken by people out of the classroom and what teachers need to do is*

just to implement them and even when it comes to implementing, teachers are not even given the resources that will permit them to even implement the policies that are put in place so the teacher is just at the receptive end and teachers' voices are not even heard most of the time because teachers' complaints are not taken into consideration so most policies that are made concerning teaching in Cameroon do not even consider the teachers' voices… the teachers' complaints so teachers have almost no voice… they have no place when it comes to policy making in educational affairs in Cameroon."

SCHOOL A2: *"I think that teachers are not consulted as far as some decisions are concerned. Most if the things that we do in classrooms, we just receive them from the hierarchy. I think they sit there and decide what we are supposed to do and they just send it for us to implement. I may say that some of the decisions taken up there, the teachers are not consulted."*

SCHOOL B1: *"I think there is a great problem with that because our teachers are few as compared to the number of students we have. Normally we are supposed to have say, two-hundred students per teacher but in my school, that's not the case. We have at least four-hundred, three-fifty which makes work very tedious. We are hardly, maybe never even involved in all these planning, development implementations. We are only given things and we follow. We are what the French call "le cobaye". We are stooped to the system. Everything they tell us, we just follow – most probably to the betterment of our learners"*

SCHOOL B2: *"I don't think so. They don't put these policies into place. They don't consider because for instance, a teacher may come to our school just because that teacher wants to reunite with his family. There, it will be considered that he is going there as a form of family reunion and some will also come because where they were being in the suburbs; no light, no electricity, no network and now, they are looking for a school where they will have all of these social amenities. They want to go to a school where it would be in the center, where everything is gotten easily, so I don't think the ministry put all these into place before redeploying teachers in schools in Yaounde. They are not involved. It is centralized. It is coming from the top so they don't even consider teachers when carrying out their policies. It is just done and being imposed on the teachers. We are just there to grab and do what they want us to do – and implement what the text wants us to do."*

SCHOOL D: "*In my opinion, teachers are the ones on the frontlines of education, experiencing firsthand challenges and opportunities within the classroom. Therefore, their expertise and insight are invaluable in shaping policies but unfortunately, this is not the case in our context because teachers are not involved in policy implementation. When teachers are engaged in shaping the policies that affect their work, they are more likely to be invested in their successful implementation.*"

According to participant A1 and A2 teachers are not involvement in the development of human resources policy development, they only receive instructions of from the hierarchy on what to do. Participant A1 highlights that "*there decree that was passed like some years ago which said sixième and Cinquième or form one and two should not have more than sixty students per class but in my school, like this year to be specific, I had a sixième with about one hundred and fifty students.*" This shows the no respect of policies in terms of teachers' students' ratio. When the classes are over populated, there will be no effective teaching and this affect the quality of education. Educational administrators should also assure that school respect policies designed to enhance quality education and also development infrastructures and provide humans resources that can accommodate the populations demanding access to education

"*I think it's a categorical "No". Decisions are taken by people out of the classroom and what teachers need to do is just to implement them……They have no place when it comes to policy making in educational affairs in Cameroon, teachers are not even given the resources that will permit them to even implement the policies, because teachers' complaints are not taken into consideration.*" This explains why decisions taken are reflecting the reality on the field. This should consult on the regular basics on the current challenges they are confronting when it comes to specific educational policies human resources planning. Policy making in public administration should be participative approach in which all the stakeholder is engaged in policy development and effective and implementation. Teachers are a resource for data collection and their opinions should be considered educational policy development especially human resources management policies which directly affects. Deployment of teachers has been a challenge due this poor educational management by public administrators at the system level.

Participant B1 think that they "*hardly, maybe never even involved in all these planning, development implementations.*" For participant B2 this explain why some teachers turn to be selected. Because some school have "*no light, no electricity, no network and now, they are looking for a school where they will have all of these social amenities, it is centralized. It is*

coming from the top so they don't even consider teachers when carrying out their policies." Teacher use traffic of influence or influence peddling to gain access to deployment or redeployment given that some these school do not have infrastructures and social amenities. Also, the human resource planning policies are centralized in the ministries. This impedes effective deployment of teachers. Decentralization of teacher management to the regions will decongest the central administration and permit regions to do contextual operational planning that better improve their teachers working conditions

According to participant D *"teachers are the ones on the frontlines of education, experiencing firsthand challenges and opportunities within the classroom. Therefore, their expertise and insight are invaluable in shaping policies but unfortunately."* In this study align with this view completely because innovation in human resources policy development comes the knowledge and the expertise that teachers offer to the educational human resources managers. Teachers are legitimating stakeholders in the implementation of educational policies not getting them involve is a show of bad faith in the side of the administrators.

Human resource operational planning contributions to effective teacher deployment in the center region of Cameroon

How do you evaluate the effectiveness of teacher deployment in your school

> **SCHOOL** *A1: "In terms of effectiveness of deployment of teachers, the degree… I may not be very specific when talking about the degree but I think that it is very limited… it is very insignificant, if I can use the word insignificant because the deployment is… we have the impression that it is done haphazardly. They don't follow a particular policy. They don't follow particular rules before it is done and so you are left with the feeling that people do it… the policy makers or those in charge with the deployment, they could just get up one morning and think about a school A or school B and say okay, let us send two Anglais teachers to this school. Whether that school is in need of two teachers or three teachers, they really do not care and when you observe what obtains ground, you realize for example, let me take my context. In my school, most of the time, we are overstaffed in terms of Anglais teachers. We are usually more than we are needed in my school and there is another school just by our school and most of the time, they lack teachers and teachers there suffer a lot from issues of overload because they don't have teachers and that makes me to think that teachers are just sent without any prior need's analysis because if the needs analyses were carried out, why would there be a school with more*

teachers and another school nearby with just few teachers of the same subject? It's not like, okay, there are different subjects and the teachers are available for that subject but it is the same subject, more teachers in one school, lesser teachers in another school and that is what obtains even in most schools in town; for those people who teach in town. There are schools in town where you find Anglais teachers who are obliged to go and do some administrative work because there is no timetable for them. All the hours available have been occupied by other teachers. But since they have to justify – that is what we call it in Cameroon. They have to justify their salaries; they have to prove that they are working, they need to be given something to do but of course, let's not talk about teachers who work in those remote areas or schools found in those remote areas. If we want to talk about that, it is a disaster because there are some schools in remote areas with not even a trained teacher and then the principal finds himself or herself recruiting either part-time teachers or getting teachers of other subjects to teach Anglais, because there is this faulty assumption that someone who speaks English can automatically teach Anglais. So, you find a history or geography, or chemistry teacher, if they are English speaking or they are of the English-speaking background, they are forced to teach Anglais in most of those schools in remote areas because there are no teachers meanwhile in town, there are teachers who have nothing to do; they don't have timetables because there are no hours for them. So, it makes me to believe that they really do not consider these things and teachers are just sent by some… I don't know. That is what I think."

SCHOOL A2*"I think that it's not flexible. The effectiveness of human resource operational planning in terms of teacher deployment is not respected in my school. It is not flexible because first, we don't have a discipline master in our school, we don't have a vice-principal in my school. Who does that work? And you would see, it's difficult for you to sit and hear that you have been appointed somewhere, you have been appointed a discipline master, a vice-principal, even though you have reached that level. Even though you fulfil all the conditions. You're the one who is always going to look for that advancement in your career, look for that appointment in your career, meanwhile it's supposed to be automatic but we find ourselves always running behind the hierarchy in order to have these appointments."*

SCHOOL B: *"If I were to rate it using percentages, I would rate it like thirty-five to forty percent because as I earlier said, we are very few for the number of students we have to teach. Because we don't have enough teachers, work is slow, work is not effective, and*

motivation is dead because the workload is heavy and interest dies down and it affects the results of the students as well as the teachers' outcome too."

SCHOOL D: *"I will look at the effectiveness of HR operational planning in alignment with school needs. Assessing whether the HR operational planning effectively aligns teacher deployment with the specific needs of my school in terms of subject expertise, student populations and class sizes to meet the demands of the curriculum, I will say in my school it aligns. But when I look at equitable allocation of qualified teachers in different school resource levels and student needs, I will say it does not tie. Regarding the degree of flexibility in HR operational planning to respond to changing circumstances, it is rigid and does not allow adjustments and adaptations in response to changing circumstances naturally. It does not examine the planning for reallocation of resources to meet changing needs. I will say people are not deployed based on some of these criteria accurate decision-making processes."*

participant A1 *"think that it is very limited… it is very insignificant, we have the impression that it is done haphazardly, there are schools in town where you find Anglais teachers who are obliged to go and do some administrative work because there is no timetable for them."* These statements signify that there is ineffectiveness in teacher deployment in the centre region. As highlighted Anglais teachers who are supposed to be teachers are found doing administrative duties in some schools in town while other school do not have teachers. This incoherency in human resources practices in secondary education create injustices in teacher's management. This may equally be because of incompetence of or hyper-concentration of management in Yaounde as well as transactional influence in human resources decision a making. The expression "done haphazardly" explains the disorder that comes with human resources management. Consequently, ineffectiveness.

Also*, "there are some schools in remote areas with not even a trained teacher and then the principal finds himself or herself recruiting either part-time teachers or getting teachers of other subjects to teach Anglais."* This goes to amplify the ineffective of teacher deployment in secondary school in the centre region. As already leaving a school without a trained teachers and other are over staffed in town is a gross injustice to communities demanding education. Public administration engagement in human resources management should improve human resources practices as a means of addressing this challenges situation. If this addressed there will be effectiveness in teacher deployment and quality of education will improve. This

participant says that *"there is this faulty assumption that someone who speaks English can automatically teach Anglais. So, you find a history or geography, or chemistry teacher, meanwhile in town, there are teachers who have nothing to do; they don't have timetables because there are no hours for them."* In this light it is clearly that their poor human resources managerial practices like the above-mentioned assumption. This may explain why some students end up not have a mastery of the English language because those teachers to do have the mastery of the subject matter because matter. This phenomenon goes back to address the issue of environmental scanning which should per school administrators or human resources planners to do need analysis. This also confirms the fact need analysis are poorly done or not done at all. School management has to holistic in addressing teachers needs in their various schools.

Participant A2 also confirms that *"the effectiveness of human resource operational planning in terms of teacher deployment is not respected in my school, you're the one who is always going to look for that advancement in your career."* This explains the fact that teachers working conditions are not the best. Teachers are the ones who follow their documents for advancement in an effective system this will be something done automatic. We think from this view that teachers working condition have to improve if there is effectiveness in human resources operational planning, teachers will be motivated to teach and when there is motivation certainly there will be quality and transformative learning.

This participant (B1) rates "it like thirty-five to forty percent (35-40%), we don't have enough teachers, work is not effective, and motivation is dead". This rating of deployment effectiveness is very low. This means ineffectiveness of teacher deployment and human resources planning is at 60 to 65%. This only confirms the observations we make on the field. This explains why we experience attrition in the teaching field in recent times. The human resource operational planning has to be improved for better working conditions and attainment of quality education as well as student's productivity.

Participant D argues that *"with the specific needs of my school in terms of subject expertise, student populations and class sizes to meet the demands of the curriculum, I will say in my school it aligns, but when I look at equitable allocation of qualified teachers in different school resource levels and student needs, I will say it does not tie. Regarding the degree of flexibility in HR operational planning to respond to changing circumstances."* He confirms that in his school his there is effectiveness in teacher deployment but compared to other schools there is

ineffectiveness or no aligned with the need this means there is imbalance in teacher distribution as early highlighted by another participant. There is no agility or flexibility in the human resources operational planning. Human resources operational planning should be capable of identifying the needs of teachers in all governments in the centre region and addressed them in a more equitable manner. He also that "It *does not examine the planning for reallocation of resources to meet changing needs. I will say people are not deployed based on some of these criteria accurate decision-making processes.*" Lack of accurate and pertinence of decision-making human resources operation makes deployment and implementation ineffective in all its ramifications. Its responsibility of field coordinators and central administration to ensure that all these criteria are respected.

What are some of the positive outcomes of Human resource management practices in your school

> **SCHOOL D: "***An aspect of positive outcome related to HR operational planning and teacher deployment in my school is that some teachers are redeployed from my school to other schools with post of responsibilities. On the negative aspect, a majority of teachers are redeployed from my school to other schools not because of merit but because they searched and paid for it. The work load or available teachers in the school is not taken into consideration. Whereas it is important for HR policies to be closely aligned with the institution's goals and objectives to ensure that the deployment of teachers and allocation of resources are in harmony with the specific vision and mission of MINESEC distribution of expertise and allocation of resources.*"

This respondent thinks some of the positive outcome of human resources operational planning and teacher deployment is that *"some teachers are redeployed from my school to other schools with post of responsibilities, but a majority of teachers are redeployed from my school to other schools not because of merit but because they searched and paid for it, the work load or available teachers in the school is not taken into consideration."* so, some teacher deployment is promotion practices. This is good aspect in human resource management. This motivates other teachers to work hard. However, there are still malpractices when comes to teacher deployment. From this respondent, it is clears that there are corrupt practices in deployment and redeployment of teaching. This malpractice hinders school progress. More so, the participant thinks that *"HR policies should be closely aligned with the institution's goals and objectives to*

ensure that the deployment of teachers and allocation of resources are in harmony with the specific vision and mission." If there is coherency in human resource policies and institutional objective and goals, there will be efficiency and effectiveness in programmes and activities delivery. These will enhancement productivity and overall educational achievement in Cameroon secondary education.

Monitoring and evaluation contributions to effective teacher deployment in secondary schools in center region of Cameroon

How do you perceive the concept of monitoring and evaluation from the number of public teachers in your school

SCHOOL A1: *"It comes back to what I said earlier, that I feel that there is no need analysis when teachers are redeployed or transferred from schools. Sometimes the transfer is done as punishment from a principal; maybe there is a recalcitrant teacher or there's a teacher that is threatening the principal's position, you'll hear of it very often and so when the principal feels that you are a threat to them, they may recommend that you are transferred to another school as a way of punishment or teachers who are stubborn, they are not working well, they may be transferred to remote areas as a way of punishment and so when teachers are transferred, sometimes, or hardly are there other teachers replaced or deployed to replace them. Like I talked about a neighbouring school, they have very few teachers. If there was need analysis, it means that teachers would be sent there. So, a teacher is transferred from a school and no teacher is sent to replace them and then the school stays like that for so many years and then they'll wake up one morning before they remember that there is need for a teacher in this school or they just remember that we need to send a teacher to this school or maybe a teacher may request that they want to teach in that particular school and the teacher is sent there. Whether there are too many teachers in that school or not, they don't care. They just send the teacher according to their request. So, in terms of filling the vacancies, it is not automatic."*

SCHOOL A2: *"As far as this is concerned, in my department, the monitoring and evaluation is not taken into consideration because we are up to five or six teachers in the department and some of them don't have work to do. I think we are six of us for four classrooms. Two of them don't have work to do and I am sure that next year, some students are graduating from the various ENS and you will see more Anglais teachers*

coming in. To come and do what? There is no work for them so I think that that level is not respected at all."

SCHOOL B1: "*How often are we monitored? How often do they listen to what we say? How often do they give us what we want? How often do they listen to our cry? It's a pathetic situation because we are pace setters as Anglais teachers because we engulf a lot. We are the ones to impact on these learners and yet, when we cry, the head doesn't listen. So, I will rate the monitoring and the evaluation to forty percent."*

SCHOOL C: "*There is no monitoring because in my school, we have more Anglais teachers than French teachers so there is no monitoring."*

SCHOOL D: "*Monitoring and evaluation play a crucial role in assessing and ensuring the effectiveness of teacher deployment. I think the purpose of M&E is to identify strengths, weaknesses, and areas for improvement in the teacher deployment process but this is usually not the case in the process of deployment in my school and in other schools. A combination of M & E enables education authorities to continuously track the progress and performance of public teachers in secondary schools in the Central Region. Proper M&E will ensure accountability and transparency in the education system by ensuring that public teachers are deployed effectively and efficiently to achieve the desired educational outcomes."*

According the respondent A1, monitoring and evaluation is ineffective because there is "*no need analysis when teachers are redeployed or transferred from schools, done as punishment from a principal."* In this view, teachers are as result of conflict between them and administrators in a given school. This appears too happy as issues of egos. This kind of practices turn to affects human resources planning or management negative as practices are not based on institutional need but on personal preferences. Deployment should not be used as punitive measure because it affects school performance negatively. School administrators have development human relation management strategies that do not affect the teaching-learning process. To A2, "*the monitoring and evaluation is not taken into consideration because we are up to five or six teachers in the department and some of them don't have work to do. Us for four classrooms."* This means two teachers do have any work to do in the department. The department is overstaffed. This means that monitoring and evaluation is not effectively done. There should be coherency between internal and external monitoring in the collection and communication information on the human resources for effective teacher deployment.

Overstaffing in one school is injustice committed to for other school because others suffer from overload *and burn out*

Participant B1*"rates the monitoring and the evaluation to forty percent."* This shows ineffectiveness in this management practice. When there is poor practices of monitoring and evaluation, there will be poor performance oriented-results in human resources management practices. It is the responsibility of school administrators to ensure monitoring and evaluation practices and the meso managers like pedagogic inspectors should also help government analysis need and effective human resource decisions should make for better quality management in school. Participant C also corroborates participant B1 on the view that *"There is no monitoring because in my school, we have more Anglais teachers than French teachers so there is no monitoring. »* This situation needs to be ameliorated by the all stakeholders involved.

To Participant D*, monitoring evaluation play a "crucial role in assessing and ensuring the effectiveness of teacher deployment. identify strengths, weaknesses improvement in the teacher deployment process, »* it equally helps "*to continuously track the progress and performance of public teachers, ensure accountability and transparency in the education system, deployed effectively and efficiently to achieve the desired educational outcomes."* monitoring and evaluation in this perspective is a governance approach for pertinence efficiency and effectiveness in institutional human resources. Accountability and transparency are very important in the attainment objectives, assurance quality, productivity and performance in education. It is imperative for school managers to employ this management process in human resources planning and the overall institutional management.

How do you look at key performance indicators (teacher turnover rate, engagement score and time to fill vacancies) used to measure HR planning effectiveness

SCHOOL A1: "In *Cameroon, the law says that a teacher should spend five years in a particular school, and after five years, he or she should be transferred to another school. Unfortunately, it is far from what we have on ground – reality. You have teachers who have been teaching in a particular school for twenty-five years. You can find a teacher who left from the teacher training college was posted in a particular school and he or she taught there their whole life until they went on retirement. It is very common in Cameroon. Myself talking, my school, I have been teaching there for ten years and I'm not sure that the authorities have thought about me. I'm not even sure they are aware of the fact that I*

have been in my school for ten years and that there is need for me to be transferred to another school and it is the case with other teachers in Cameroon, not just Anglais teachers but with almost every teacher in Cameroon. So, if we are talking about teacher retention rate, it is a factor that is not considered. It is null and void. It doesn't exist."

SCHOOL A2: "*For the teacher turn-over rate and for the vacancies as you said, vacancies are still a huge nightmare because once they transfer a teacher, they don't immediately replace that teacher. I will not say that for my department because in my department, we are many of us. We don't have that problem and teachers keep coming into the department so in my department, we don't have that problem but in other, departments, it's a big problem because they transfer teachers and they don't replace them immediately and I'm also afraid to say that what my department is facing, we don't have that problem but in other schools, they are facing this problem. They keep transferring teachers but they don't replace them. They keep transferring administrators and they don't replace them.*"

SCHOOL B "*Yes, still another problem because if the monitoring was done properly, the government will know that our school has few teachers as compared to the workload we have and the students we have to encounter on daily basis. And they will also know that when there are vacancies, they are supposed to send us teachers and it should be done immediately. For teachers to be motivated and to have their work light, knowing fully well that they can count on a colleague and they can count on themselves to do work properly. But when there are no teachers, how will the work be done effectively?*"

SCHOOL C: "*It takes time. It is not automatic. It can take up to three years.*"

SCHOOL D: "*Teachers' monitoring turnover rate helps identify areas for improvement in HRP as it is good in my school. I think teachers' engagement score level of commitment, motivation, and satisfaction with their work is very efficient in my school because we are sufficient withe the number of students we have. Generally, the time to fill vacant Anglais teaching positions are generally long. We know that a shorter time to fill vacancies suggests efficient recruitment processes, sufficient candidate pools, and effective HR planning. Regular M&E of these key performance indicators (KPIs) provides decision-makers with valuable data to inform HRP strategies, identify areas for improvement, and promote effective practices in teacher recruitment, engagement, and retention.*"

According to participant A1 *"You have teachers who have been teaching in a particular school for twenty-five years."* This implies a poor practice in teacher management. The turn over cannot effective. This makes teachers to be redundant in their teachers' practices because of over familiarity with their environment. *"Myself talking, my school, I have been teaching there for ten years, retention rate, it is a factor that is not considered. It is null and void. It doesn't exist."* It is evident from this field data human resources practices like retention and transfers are not effective. This poor human resource management practices turn to affect competences, knowledge and skills transfers to students. There is great work to be done in order to improve human resources management practices in Cameroon secondary education. This view is support by A2 the statement *that "the teacher turn-over rate and for the vacancies as you said, vacancies is still a huge nightmare because once they transfer a teacher, they don't immediately replace that teacher."* This is not good practices, when a transfer is to done in a given school there should be ready replacement which enable that position to function properly. When there not replacement, this creates disequilibrium in teaching-learning practices. Also, managing teacher shortage become combat-some to the school administrators. He higher *that "in my department, we don't have that problem but in other, departments, it's a big problem because they transfer teachers and they don't replace them immediately they keep transferring teachers.* This signifies that it is practices that cut across the whole system. It is a systemic problem. This can be sign of incompetence at the level of central or a sign of negligence on the proper management or planning of human resources.

Participant D says "teachers' engagement score level of commitment, motivation, and satisfaction with their work is very efficient in my school." To him, there is *"Regular M&E of these key performance indicators (KPIs) provides decision-makers with valuable data to inform HRP strategies, promote effective practices in teacher recruitment, engagement, and retention."* From this respondent we understand that his school is doing great when come to teacher's commitment and motivation. This implies that management is doing well to satisfy teachers need. This makes human resources engagement effective. There is equally regular monitoring and evaluation as opposed to other school where it is in-existent. Therefore, we can highlight that some of the school principals are incompetent in the institutional management practices.

Effective Teacher Deployment in secondary school in the center region

What do you think about the teacher-student ratio and retention rate in your school and in different schools

SCHOOL A1: *"It is not balanced. Our educational system is already the one that is characterized by very large classes and so Anglais teachers are not the only ones who suffer from that. We tend to have really very large classes, too many teachers, too many students for a single teacher and so there is a possibility for a single teacher, a year, to have above five-hundred students to take care of just in a single year because if you have a teacher who has maybe five classes with… sometimes you have teachers teaching from sixième to terminale and in big schools which are highly populated where you have maybe eighty students per class, hundred students per class, imagine a teacher teaching seven classes. How many students will that teacher have? They can go up to maybe even nine-hundred, one-thousand students and you can already imagine the output because there is no way that that teacher is ever going to be effective in his or her teaching. So, the student-teacher ratio is not really balanced."*

SCHOOL B1: *"Teacher-student ratio in my school, I will start from my school, I think it's thirty of teachers and seventy for students. So, there are more students than teachers, making work low. As of the retention rate, teachers stay longer in my school; meanwhile we are supposed to rotate have various experiences; to face and meet those other challenges that will help us grow professionally. There are schools where there are so many teachers in the field, yet few students and the teachers become unemployed because they have barely few hours to teach which makes work a little bit boring because nothing motivates you to go and teach four or two hours per week."*

SCHOOL B2: *"For me, the student-teacher ratio is not equal. There is no equilibrium in that because some schools are understaffed while others are overstaffed. Like in our school, we have understaffed teachers. The students are many meanwhile the teachers are just few, because they redeploy some without bringing in their replacement. But talking to other colleagues and other friends who work elsewhere, there, especially in the rural areas, their schools are… they have less students and many teachers. To an extent. Some stay there for a very long time. Some even stay there till they go on retirement. Others look for transfers elsewhere, where it is favourable. Some look for appointments and in other ministries where it is more fruitful."*

SCHOOL C*: "At that level, the ratio is okay since they don't have problems of teachers in that department so the ratio is okay. They are in town and they are comfortable. When you are comfortable somewhere, you will not like to leave that place."*

SCHOOL D: *"Hmmmm, I think the teacher-student ratio in Anglais is sufficient in my school but when I look at other schools, there is a great majority of imbalance as Anglais teachers are found saturated in one school and limited in other schools. It's important to note that teacher retention rate in my school is high stable, continuous because the school is in the urban area and also because of a positive working condition. However, retention rate of teachers in the rural schools is very very low."*

According to participant A1, here "is no balanced. Our educational system is already the one that is characterized by very large classes." The presence of large classes makes difficult for there to equilibrium in teacher-students ratio. This may be also as result of limited financial resources that can permit government to recruit and deployment more teachers to school. This can be serious challenge to school administrators. Also, *"there is a possibility for a single teacher, a year, to have above five-hundred students to take care, imagine a teacher teaching seven classes.* This is overpopulation and overload for a single teacher. These factors may cause burn out, stress which have psychosocial important. Overload may lead to demotivation. If there is demotivation a may abandon his/her job. This could also explain why there is high rate of attrition in recent years. He continues by saying that some of them *"can go up to maybe even nine-hundred, one-thousand students and you can already imagine the output."* This kind of student population can make learning not to be effective as the teacher may pass his or her time trying to control students rather teacher. These explains why there is poor productivity and quality outcomes in some school therefore, human resources planning is very important in teacher deployment

 To participant B1, he has *"thirty of teachers and seventy for students. So, there are more students than teachers, making work low."* This view complement that of A1 above. We can then student-teachers are most a general human resources crisis. Concerning *"the retention rate, teachers stay longer in my school; meanwhile we are supposed to rotate have various experiences."* This respondent confirms that in terms of retention rate teachers stay for a long time in their various school. For him he thinks that there should rotations which can permit teachers to gain new experiences.

School B2, "the student-teacher ratio is not equal. There is no equilibrium in that because some schools are understaffed while others are overstaffed. Our school, we have understaffed teachers, their schools are… they have less students and many teachers." The participant in this except express the disequilibrium in teacher-student which vary from school to school. However, to participant C *"At that level, the ratio is okay since they don't have problems of teachers in that department so the ratio is okay. They are in town and they are comfortable."* To this participant there is a balance between teachers and students in his own school. It also implies this because the school is in town and these teachers are comforts. From this expects it seems that schools in town have more teachers than those in the rural community but the population many may not various much. The human resources managers have balanced this disequilibrium in teacher-student through effective human resource planning which will guarantee effective deployment. These will ameliorate school quality management and productivity of teachers

Participant D think that *"the teacher-student ratio in Anglais is sufficient in my school but when I look at other schools, there is a great majority of imbalance as Anglais teachers are found saturated in one school and limited in other schools.* This except reinforces the above commentaries made on other excepts on teacher-student ratio. He further thinks that *"It's important to note that teacher retention rate in my school is high stable, continuous because the school is in the urban area and also because of a positive working condition."* We can conclude for this statements that government prioritizes school in town over those in the village. This is not justice to the communities demanding education. Limited teacher deployment in rural school deprives students of equal opportunities to education and make the policy of poverty alleviation through education unrealistic. Therefore, human resources planning in Cameroon secondary education should be holistic consider the rural communities to teacher parity. This will go a long way to improve quality learning, quality management and positive outcomes.

What can you say about the professional development opportunities for teachers in your school and other schools

> **SCHOOL A1**: *"In terms of professional development opportunities, I would say that they are very limited. I wouldn't say that they are inexistent, but they are very limited and one professional development opportunity that I am very sure of is what we usually have maybe one month or three weeks after back-to-school; they call it pedagogic week. It is that week during which we have seminars where inspectors come and meet with*

teachers… I think that is the famous professional development opportunity that Anglais teachers have that is provided by the government. Any other one, they just come as surprise, that is, if they do come and even when they do come, most of them are just around the canter. Not just the canter region, but in town, in the heart of Yaounde. So, teachers who teach in the outskirts of Yaounde do not even have access to most of these opportunities – these are very limited opportunities. And now, even talking about the pedagogic week where teachers have the opportunity to meet with other teachers from other schools and meet with regional and national pedagogic inspectors, they are so poorly organized that teachers most of the times are not even motivated to attend. First of all, teachers are not motivated financially. Those seminars usually hold in different places so teachers have to displace themselves from their jobsite to travel to different places to attend them and most of the time and even almost all the time, not even teachers' transport fares are covered. Of course, we are already suffering from low payments and most teacher will not see any reason why they would spend extra money paying transport to go somewhere for teacher development and then, not just that, professionals in the field are not even sent to come and conduct these professional activities. Sometimes, inspectors who come from the ministry are as confused as and emptier than the teachers themselves that they have come for the professional development and so some teachers feel that there is no need to attend them because they are likely not going to learn something new and so they don't even participate. Teachers should normally be motivated like what obtains in other countries. There are professional developments that happen every term/month. They are very frequent, that keep teachers ……. with innovations in the different teaching methodologies, but in Cameroon, and in the enter region to be specific, they are very limited. Sometimes you even have the impression that the only place where you can learn about teaching Anglais is when you are in the teacher training college and when you are out from the teacher training college, it's now your responsibility to either become a better teacher by looking for professional development opportunities for yourself because if you have to wait for the government, you risk being an outdated teacher and then, professional development is something that Cameroon Anglais teachers are not very familiar with. Most of them don't even want to improve. They don't want to get better. They are just comfortable with the little knowledge that they gained while in the training school and upscaling is not part of their business. There are thousands of professional development opportunities nowadays with the advent of the internet, with the possibility for you to attend webinars, conferences online, taking online courses and there is a

plethora of professional development opportunities for Anglais teachers who want to improve themselves, who want to develop but very few of them want to take that responsibility. Most of them just want to sit and have those opportunities brought to them and unfortunately, the government is not ready to do that. So, most teachers find themselves wanting in that field."

SCHOOL A2: "The availability of professional development opportunities for Anglais teachers in my school. There is still much to be done because for instance, if you want to talk about the pedagogic seminars; pedagogic seminars are carried on just annually at the beginning of the school year and this is done in a haste. We always go there and wait for the facilitators. Wait for them for a very long time. When they come, we don't have much time to discuss with them. We can work for about one or two hours and we are rushing over things so I think that as far as the development of Anglais teachers in my school is concerned, they still have to work on that. Then, just to add, the digitalization that has just been introduced into the school curriculum, some of us have little or no idea on how that works and you see, when they will organize seminars, they will tell you it is about digitalization but when you go there, they receive you in a hall where there is no electricity. How is that possible? Digitalization without electricity. I think it's a bad joke so much has to be done."

SCHOOL B1: "This is a bitter cry, a hard nut to crack and a very pathetic situation because after five years in the field, every teacher should feel redundant and want to do something new, want to develop more, want to have new experiences. We have systems that are being poured upon us without even consulting us; without even training us. I will take for example; digitalization. The CBA approaches. How many teachers were taught the CBA method? That they were supposed to leave teacher training colleges to go and teach using these same approaches. You only develop those things while in the field and it can never be effective when you were not trained. So, I think the government should lay more emphasis on professional development; especially five years after a teacher has been in the field. There are new approaches, new methods every day. The talk of digitalization is not something new. Yet it's new to our system. How do you want a woman who is going on retirement or a man who is going on retirement some two to three years to apply something that he has not been trained for? He has never been used to using a computer to teach his learners. How effective is it even when our learners themselves can't procure a normal phone; talk less of an android phone? So, the government has to

do a lot when it comes to professional development. Teachers themselves have to learn to search for other opportunities for professional development. It's not only the government's work. As teachers, we must find out, we must do research, we must struggle to overcome our challenges."

SCHOOL B2: "*As far as professional development is concerned, the government is trying her best to make sure teachers go for seminars, especially at the beginning of every year. They attend seminars, workshops and the government are also trying her very best to reinforce this digitalization because she's trying her best to make sure that each school has a computer lab where teachers can take students from time to time in the lab to work using digitalization and etc., they are mostly in the urban regions. It's not everywhere. Even in the urban regions, not all the schools have these facilities. Just some schools are lucky to have it and in rural areas, it is something that is yet to happen."*

SCHOOL C*: "Yes, because every year, at the beginning of the school year, they always organize seminars with regional and national inspectors to train teachers or to make sure their teaching methods are in line with the CBA approach and they do it at least twice per year."*

SCHOOL D*: "The Ministry of Secondary Education in Cameroon and other relevant educational authorities often play a role in developing policies and initiatives related to professional development for teachers. These initiatives may include structured training programs, workshops, seminars, conferences, and educational networks though they are not sufficient. At the school level efforts, it is rarely done. For teachers' personal efforts, just few teachers use online resources to develop and increase their skills. Some schools may have more resources or prioritize professional development differently."*

According to participant A1 there are limitations in professional development opportunities, *"I would say that they are very. These are very limited opportunities."* Government should provide teachers with many professional development opportunities as means of fostering quality teacher a learning. Professional development is manifested in the form of *"the pedagogic week where teachers have the opportunity to meet with other teachers from other schools and meet with regional and national pedagogic inspectors."* It important for teachers to meet with their inspectors to exchange knowledge on the challenges they encounter in their different schools**.** These pedagogic weeks are *"so poorly organised that teachers most of the times are not even motivated to attend."* This participant thinks that pedagogic seminars are poorly organised.

Professional development programmes should be able to help teacher improve their skills in their different subject areas. Participant A2 corroborate this by highlighting that professional development is express in form of *"pedagogic seminars; pedagogic seminars are carried on just annually at the beginning of the school year and this is done in a haste."* More time or many of such opportunities should be multiple so as to recycle teacher's knowledge of their disciplines. Professional development is key quality human resources management   and performance-based management in any human organisation. School administrators at the institutional level should previewed these programmes at departmental level and at school level.

With the integration technologies in education*, "digitalisation that has just been introduced into the school curriculum."* There is need for professional development to provide teachers with digital competences that permit them to be able to exploit digital resources and diffusion knowledge to learners through these changes. Seminars provides simulation programmes for teachers to acquire more knowledge. This is because, some teachers *"have little or no idea on how that works and you see, when they will organize seminars, they will tell you it is about digitalization."* This respondent expresses negative perception about professional development in relation to digitalisation. This signifies that they seminar or workshops are poorly organised.

To participant B1, it is **"***a hard nut to crack a very pathetic situation because after five years in the field, every teacher should feel redundant and want to do something new, want to develop more, want to have new experiences, digitalization and The CBA approaches."* he has cited digitalisation and the CBA as examples of methods that demand professional development but the situation is pathetic. This means professional development is human resource management practices in Cameroon secondary is highly ineffective. If this is highly ineffective teacher never be efficient and motivated. Professional development programmes are incentives in ensuring teachers job satisfaction.

Also, participant B2 think that *"As far as professional development is concerned, the government is trying her best to make sure teachers go for seminars, especially at the beginning of every year. They attend seminars, workshops.* From this excepts there are degree of these professional programs and that the government is trying their best. The efforts the government is putting may not be enough given the need that is in the fields. So, they have to step up their capability in professional development as means of equipping teachers with new skills and competences for better work performance. The participant's view is that *there are "structured training programs, workshops, seminars, conferences, and educational networks available*

though they are not sufficient." All the respondents are unanimous here that the currents professional development programs are insufficient to boast their career development and job satisfaction.

On the whole, this chapter focused on the presentation and interpretation of qualitative field data. These data were based on sample of 13 interviewees which were presented and interpreted from hermeneutic-interpretative approached. These were constituted by interview transcripts a. The content of the transcripts \ revealed the human resources planning activities, tasks, strategies and methodologies employ in effective teacher deployment in the centre region of Cameroon. The results show that the selected variables: environmental scanning/situational analysis, human resources policy planning, human resources operational planning and monitoring and evaluation in employed in the programme were appropriate to the selected organisational activities, contexts and the target population. Also, there are challenges of structural or implementations due to the environmental factors: for the general consensus by the different stakeholders is on the importance of human resource planning in enhancing education literacy, health, and nutrition of the school going children. All the stakeholders advocate the sustainable performance human resource management in investments and continual teacher engagement through professional development and monitoring and evaluation. Conclusively the results show that effective human resource planning, policy and operation and monitoring and evaluation in education will enhance effective teacher deployment. Human resources planning will lead to social justice and efficiency in the limited resources and competitiveness of the graduates. The effective implementation of these human resources management practices will contribute tremendously to effective and sustainable education management in the centre region in particular and in Cameroon in general.

CHAPTER FIVE:
DISCUSSIONS, CONCLUSION AND PROPOSALS

The purpose of the study was to examine if deployment of teachers of EFL is a result of HRPP / the impact of human resource planning practices on the deployment of teachers in some Public General Secondary Schools in the Centre region Yaounde. That is, the extent to which effective human resource planning practices affect the deployment of teachers in some public general secondary schools in the Mfoundi, Lekie and Mefou and Afamba divisions. The findings were guided by the objectives and research questions of the study. Furthermore, the study assessed the relationship between HRPP and teacher's deployment as well as the factors of deployment that affects teachers' productivity.

This research explores the challenges related to teacher deployment and its impact on educational equity. The discussion of this topic will be linked it to the theoretical frameworks including the contingency theory of HR, resource-based theory, and the theory of change. Additionally, we will discuss using key variables such as environmental scanning/situational analysis, human resource planning policies, human resource operational planning, monitoring and evaluation, and teacher deployment used to analyse the data.

5.1. DISCUSSION OF FINDINGS

Based on the data and other information obtained and analysed to answer the research questions of the study, a number of research findings were presented in chapter four. The findings are summarised in this section in accordance with the objectives of the study. The results show that HRPP has little or no impact on deployment and human resource management as a whole. The research topic highlights the issue of unequal distribution of teachers and human resource planning practices, its impact on the education system. To analyse this topic, we connected it to various theoretical frameworks such as the contingency theory of HR, resource-based theory and the theory of change with key variables like environmental scanning/situational analysis, human resource planning policies, human resource operational planning, monitoring and evaluation, and teacher deployment.

The research findings presented in a clear and concise manner shows that human resource planning practices such as forecasting and demand analysis, work force planning and talent management, performance and management development which are integral parts of the four variables used in the study are scarcely done before or during the process of deployment. We

discovered that in urban and sub-urban schools, the number of teachers from 2021-2023 keep increasing each year. While in rural schools the number of English teachers keep reducing without them being replaced. Even before the years 2021-2023, some teachers and principals complained that teachers are sent in their schools without seeking their notice or asking if there is the need of those teachers in their schools. This phenomenon is recurrent in urban and suburban schools like in G.S.S Mendong II, G.B.H.S Beyem-Assi while undeserved schools like G.H.S Kokodo and G.B.H.S Obala lack adequate English teachers despite the fact that principals in these institutions always write down their demands and send to the regional, divisional delegations and even to the MINESEC. We discovered that English teachers who were posted in rural institutions are constantly seeking to be redeployed in urban schools that are already populated with teachers.

A majority of teachers who are overstaffed explained that because they have less working hours like less than 5hours a week, some of them are given other funny job descriptions like manual labour so that they can at least say they have 7hours of work per week which is still very low. Some of them are asked to teach other subjects that they were not even trained to teach in the teachers' training schools, others apply as part time teachers in private schools, and others run their businesses in town while students in the rural schools are abandoned with fewer or no English teachers for the entire school. We find a single English teacher who teaches from form one to upper sixths or sixieme to terminale alone in deplorable working conditions and no motivation while their colleagues are in the urban areas are busy doing other things in towns to enrich themselves.

There are other inappropriate practices like removing English teachers in rural schools to go in as in service teachers in the teachers training colleges without replacing them with immediate effect. Some teachers in rural schools see the option of going for further studies as a means to be removed from the misery of working in villages where they can hardly afford good accommodation and other facilities. They said once they are granted authorisation to go as in service teachers, they will make sure after training they are no longer sent in their former school or in another rural school by means of ''bribe''. This means deployment and redeployments are done sometimes not because of practices like forecasting and need analysis but due to inappropriate practices.

Another inappropriate practice discovered from the study is that some teachers said from their experience, all the English teachers in their school are either ''big peoples relatives '' that is,

they are either relatives (children, wives, cousins, brothers or sisters) of influential people in the country. This explains why their school is overstaffed and there is wastage of human resource or man power. On the other hand, teachers in suburbs who remain there is not because they have professional consciousness or because of love of their job, but because they do not have relatives who can influence their redeployment to urban schools. Others do not have the financial means to ''bribe'' and go to urban schools especially the novice teachers. Some of them who manage to bear with the environment and other circumstances that characterise these urban schools can teach for one year or two while saving up money to bribe and go to urban schools with a favourable work environment.

More so, some personnel at the HR office of the regional delegation of MINESEC said when they are given the opportunity to propose names and schools for redeployment they are not respected. They propose base on the demand of human resource identified on the field in different schools but they are shocked that when posting are out those specific human resource needs are not respected because they do not have a final say on the deployment decision.

Environmental Scanning/Situational Analysis

Based on the findings, we found out that environmental scanning is carried out in some schools though not on a regular base. It however influences teacher deployment in few public general secondary school in the Centre region to an extent because this activity is carried out within some institutions though some teachers are not aware of it. At times it takes place only within the internal school environment by the school administrators but the reports of the activity does not usually get to the hierarchy. Those from the external environment do some environmental scanning that is used during deployment although the percentage t which is respected is not up to 50%. Looking at Damanpour's (1991) study to our present study we realise that it is in relation to what we found out on the field. This is due to the fact that some respondents who acknowledge the fact that environmental scanning is done in different MINESEC institutions were of the fact that the impact of environmental scanning on organisations brings about innovations. Institutions that engage in environmental scanning are more likely to innovate and the effectiveness of environmental scanning is influenced by factors such as the size, age, and complexity of the institution. In the same light, Blyton and Turnbull (1992) demonstrated that by engaging in environmental scanning, institutions can maintain a competitive advantage and ensure that their HRM practices are aligned with their strategic goals.

Based on some of the principles of the contingency theory by Delery and Doty, (1996) the contingency theory can be explained as the relationship between the relevant independent variable and the dependent variable which will vary according to influences like the company's size, company's age, technology, and the degree of unionization between the environmental factors and the actual fact. This implies that looking at our study, in some institutions in the Centre region these variables are not looked at during the deployment of teachers. In order to have effective school administration, management and planning, ES must be done with respect to all these variables. Again, it is not enough that in some schools it is done only by the principals or people who come from the ministry while some teachers are not aware of it. All teachers should be aware of it because it affects them one way or the other. The school as an organisation should carry out their own internal evaluation while relating to that of the ministry that will be implemented.

Environmental scanning or situational analysis involves examining the external factors and internal conditions that impact teacher deployment in the Centre region of Cameroon. This analysis includes assessing factors such as demographic trends, student enrolment, school infrastructure, subject demands, and teacher availability. Understanding the situational context will help identify disparities and inform decision-making processes to achieve more equitable teacher deployment. To address the unequal deployment of teachers in secondary schools, an environmental scanning or situational analysis is essential. This involves conducting a comprehensive assessment of the current state of the education system in the Centre region of Cameroon. By examining factors like school infrastructure, student population, teacher availability, and the quality of education, policymakers and education authorities can identify existing inequalities and disparities in teacher deployment.

Environmental scanning or situational analysis plays a crucial role in understanding the educational landscape and identifying disparities in teacher deployment. This process involves gathering and analysing information about some public secondary schools from these divisions, student population, infrastructure and teaching requirements. It helps identify areas with teacher shortages, assess the educational needs of different communities, and ensure equitable distribution of teachers. The HR personnels and teachers from these divisions of Cameroon engage in gathering and analysing information about staffing needs and demands in schools. They rely on existing personnel reports, demands from principals, and collaboration with heads of departments for data collection. The information and knowledge obtained through

environmental scanning will significantly influence effective teacher deployment if it is done properly and respected. It will enable delegates, HR officials at the central administration and principals to identify urgent staffing needs, decongest crowded departments and consider working condition improvements. The collected information will also help determine if teachers are overstaffed or understaffed, providing insights for appropriate deployment decisions.

The findings suggest that environmental scanning or situational analysis play a crucial role in informing decision-makers in charge of teacher deployment. The involvement of principals, heads of departments, and delegates highlights the hierarchical system of human resource practices in Cameroon. The data collected through such processes allows for better understanding of staffing needs and contributes to more effective and equitable teacher deployment.

Human Resource Planning Policies

From the analysis of the data collected, there are policies that are put in place for teachers' deployment. However, these policies such as number of hours each teacher should have, size of the school that is the student teacher ratio and longitivity of a particular staff in a school are not fully respected in public general secondary schools in the Centre region of Cameroon during deployment. This is in contrast to the study of Kipkoech and Wambua (2021), who demonstrated that effective human resource planning policies in education involved aligning the staffing needs with the institution's mission, vision, and goals. These authors suggested that institutions should have clear HR policies that outline the standards for recruitment, selection, training, retention, and deployment /evaluation of staff.

In a report by the World Bank (2019), the authors emphasised the importance of human resource planning policies in addressing the challenges facing education systems. They suggested that institutions should develop HR policies that focus on improving the quality of education, increasing access to education and promoting equity in education. When we look at the publication of the World Bank in relation to our study we get to realise that this is not the case in the deployment of teachers in some schools in the centre region because the policies do not align with the reality.

Looking at the principle of RBT by Penrose, it is realized that Penrose conceptualized an institution as a collection of productive resources and distinguished between physical and

human resources, drew attention to the issues of learning including knowledge and experience of the management team. We see that the HR is a vital variable in any organisation and so administrators at the MINESEC should collaborate with the teaching staff during policy implementation and the factors that affect deployment must be correctly implemented and ready to be adjusted at every time in point where need arises. This is because the strategic capability of an institution / organisation depends on its resource capability, specifically the HR. The school organisation could develop extraordinary values, policies and practices that will encourage equitable deployment of EFL teachers in the Centre region of Cameroon.

The effectiveness of human resource planning policies plays a crucial role in ensuring equitable distribution of teachers. Education authorities need to establish clear policies and guidelines that govern the process of teacher recruitment, placement, and transfer. These policies should prioritise equal access to quality education across different schools and regions within the Centre region and Cameroon as a whole.

Human resource planning policies are vital for addressing unequal teacher deployment. Policies need to be designed to ensure fair and transparent teacher recruitment, retention, and deployment processes. Such policies should consider the specific needs of schools in different areas of the Centre region. Clear guidelines should be established to ensure that teacher allocation is based on objective criteria to minimise disparities.

HRPs address the strategic guidelines and principles that guide the allocation and distribution of teachers. Applying the contingency theory of HR to this variable helps to analyse the various factors that influence teacher deployment practices such as student-teacher ratios, subject specialisation, teacher qualifications, and the availability of resources. Effective policies should aim for equitable distribution, considering the unique needs and challenges of different schools and regions.

Human Resource Operational Planning

From the information gathered, HR operational planning does not influence the effective teacher deployment in public general secondary school in the Centre region. When we examine the work of Noe, et al 2017, we notice it is contrary to our study because they concluded that effective human resource operational planning is essential for ensuring that the organisation's workforce is aligned with its strategic goals and that planning should also be based on a thorough analysis of the organisation's workforce needs. This is unfortunately not the case in

our study because hierarchy do not always respect proposals made after need analysis has been done to manage the organisation's workforce to achieve its goals. Proper operational planning must consider internal and external environment, identify the human resource needs and develop strategies to address any gaps in an institution while aligning the human resources with the organisation's strategic goals and objectives.

Looking at the TOC by Weiss in program evaluation and policy analysis, we see that it is important to understand the assumptions and causal pathways that drive social change efforts and this draws us to the conclusion that during deployment the central administration does not take into consideration causal operational planning factors which explains why we they don't respect operational planning strategies which leads to unequal deployment of EFL teachers in some public general schools in the Centre region.

Effective human resource operational planning is vital for balanced teacher deployment. It involves aligning the distribution of teachers with the specific needs and demands of different schools in the Centre region. By analysing student-teacher ratios, number of hours due per teacher and the number of teachers in one department, subject demands, and school-level requirements, education authorities can allocate teachers more strategically to minimise inequalities in teacher-student ratios and ensure the availability of qualified teachers in every school. HRO planning involves translating broader policies into actionable strategies.

In the context of teacher deployment, operational planning should address the specific challenges of unequal deployment in the Centre region. This may involve targeted recruitment efforts, incentivize teachers to serve in underserved areas, and developing mechanisms for equitable teacher distribution based on detailed assessments of school and community needs. Efforts should be made to identify professional development opportunities aligned with the requirements of each region. This variable focuses on processes such as recruitment, selection, training, and professional development of teachers. Operational planning should consider factors like teacher evaluation, performance management, and ongoing support to ensure effective and fair teacher deployment throughout the Centre region.

Monitoring and Evaluation

The results portray that there are specifically some HR monitoring and evaluation processes that influence effective teacher deployment in public general secondary school in the Centre

region such as a list of every school and the number of students and teachers, need analysis so as to see where there are gaps/lapses in terms of HR. Some inspectors and principals on the field carry out this exercise though it is not regularly done and when it is done, it is backed by numerous challenges such as them not having the power to deploy and also the fact that when proposals are made for deployment or redeployment based on field work, they are not usually taken into consideration.

When we compare this study with that of Senge et al. (2008), we realise that there is no correlation with the concept of M&E in human resource planning particularly in the context of learning institutions we find ourselves in. M&E permits organisations to learn from their experiences, adapt to changing circumstances, and continuously improve their performance. Maybe if a balanced scorecard approach is used, it may improve the quality of education and ensuring that resources are used effectively. Recommendation that were made was that education systems use a participatory approach to M&E, which will involve all stakeholders in the process and using the results to inform policy and practice as well as develop solid professional development processes to backup this situation.

When we emerge the principle of Constance L. Flanagan and Peter Levine (2011) in their TOC, we notice the importance of incorporating other stakeholders involved in the educational process in M&E. Involving everyone responsible in this process and actually putting in practice the changes observed will improve deployment. The importance of the opinion of other stake holders in this process like delegates, principals and novice teachers' participation and empowerment in bringing about social change` need to be incorporated to see if change has taken place or not in the deployment of EFL teachers in the Centre region.

Ongoing monitoring and evaluation of teacher deployment practices are essential to address inequalities and ensure the effectiveness of human resource planning strategies. Regular assessments of teacher distribution and performance, as well as feedback from students, parents, and school administrators can provide insights into any imbalances in teacher deployment. Monitoring and evaluation mechanisms can help identify schools or regions with an insufficient number of teachers and enable timely interventions and resource allocation to rectify the disparities. M & E are essential for identifying disparities, tracking progress, and ensuring the effectiveness of human resource planning practices. Regular monitoring allows for the identification of regions or schools with teacher shortages or imbalances. Evaluation helps determine the impact of interventions, providing insights to refine strategies for equitable

teacher deployment. By regularly assessing the distribution of teachers, areas with inequalities can be identified promptly and corrective measures can be taken.

M & E play a critical role in assessing the effectiveness of teacher deployment strategies and identifying areas of improvement. This variable includes establishing mechanisms to track the distribution of teachers and measure outcomes. By collecting data on teacher deployment practices, monitoring progress, and conducting regular evaluations, education authorities can identify disparities, address challenges and continuously improve teacher deployment processes.

Deployment

Teacher deployment is a critical phase that requires careful consideration to achieve equity. The results illustrate that deployment of EFL teachers in some public general secondary schools in the centre region is not equal. Teachers are redeployed unnecessarily especially within the urban and rural zones which portrays a wide gap. This is in the same light as Ndaruhutse, & Kioko, (2015) focused on teacher deployment practices in low-income countries. A similar study was carried out by King, & Palmer, (2020) which focused on the relationship between teacher deployment and the achievement gap. The authors concluded that unequal deployment mitigates educational disparities, including those related to English language proficiency which is exactly the case in our study. There is the need to discover the challenges faced in deploying English teachers effectively, such as teacher shortages, uneven distribution and develop targeted policies to address deployment issues in marginalised areas.

Deployment involves identifying the needs of individual schools and regions within the Centre region and deploying teachers accordingly. Ensuring that qualified and experienced teachers are allocated to schools facing teacher shortages or educational challenges can help improve the quality of education and reduce inequalities. Teacher deployment strategies should consider the specific needs and conditions of schools in different areas of the Centre region. This involves deploying teachers based on an analysis of student-teacher ratios, subject demands, and community requirements. Efforts should be made to attract and retain teachers in underserved areas by considering incentives, professional development opportunities and support networks.

Deployment entails the actual placement and distribution of teachers in different schools and regions. It involves carefully matching teachers' skills, qualifications, and subject expertise with

the specific needs of schools and communities. Optimal deployment requires considering factors such as student-teacher ratios, availability of resources, and geographic considerations to ensure equitable access to quality education for all students in the Centre region of Cameroon.

Addressing the unequal deployment of teachers in secondary schools in the Centre region of Cameroon is a complex challenge that requires a comprehensive approach. By integrating theoretical frameworks like the contingency theory of HRP, RBT and the TOC, policymakers and education authorities can develop strategies that promote equitable teacher distribution. Environmental scanning, well-crafted human resource planning policies, effective operational planning, regular monitoring and evaluation and thoughtful teacher deployment can contribute to reducing disparities and improving the quality of education in the region and Cameroon as a whole.

5.2. IMPLICATIONS OF THE STUDY

In education, HR planning is important at the central administration, regional administration, even at the level of the school because it connects the school authorities to be able to know the needs of the school and of teachers in order to be able to address them in time and improve on the quality of education. These HRP practices according to our study included environmental scanning, HR policies, HR operational planning and M&E. If all these steps are considered and implemented, there will be effective deployment and little or no inequalities in the deployment of teachers. From the findings of the study, it can be concluded that, though some human resource planning practices such as environmental scanning, human resource planning policies, operational planning, monitoring and evaluation are significant strategies that are supposed to enormously influence deployment of teachers in some public secondary schools in Mfoundi division but this is not even 80% of the case. By incorporating theoretical frameworks such as the contingency theory of HR, resource-based theory, and theory of change, policymakers and education authorities can develop strategies to address disparities and ensure equitable teacher distribution.

5.3. SUGGESTIONS

Implementing these recommendations should contribute to creating a more equitable and balanced teacher deployment system in the Centre region of Cameroon, ultimately leading to improved educational outcomes and reduced disparities. Based on the analysis, discussion and conclusion above, the following suggestions and proposals were made:

- The Ministry of Secondary Education in Cameroon should strengthen data collection / conduct thorough forecasting and demand analysis, work force planning and talent management to enhance the quality of information gathered from bottom to top and vice versa. The central administration and the delegations should consider implementing standardised data collection procedures and templates to ensure consistency and accuracy. By this, we mean implementing an online platform (a software / a robot/ an Artificial intelligence system) which has all the institutions in Cameroon from all the ten regions registered in it, it will be updated each year with the number of students, teachers and other human and material needs. So once a particular teacher of a subject like English goes to the system to apply for redeployment in a school that does not need an English teacher, the system should be able to create a red zone (or indicate no teacher needed here). With this, centralised decision making processes on teacher deployment will not have its place and this will reduce the inequalities or disparities in different institutions. In doing this, they will identify existing disparities and assess the specific needs and challenges of schools in different regions, divisions and sub-divisions of Cameroon as a whole.

- Decentralisation of decision-making that is, greater autonomy should be granted to individual schools to recruit and retain teachers based on their specific needs and circumstances. Higher incentives should be given to those in rural schools with high working hours to encourage them to stay and engaging communities in the planning process and involving them in teacher recruitment and retention initiatives can foster a sense of ownership and support for local schools.

- Develop and implement clear human resource planning policies that prioritise equitable teacher distribution, taking into account factors like student populations, subject demands, and school-level requirements. This should be implemented and not just put in paper form in form of texts /policy guidelines.

- Develop clear guidelines and policies regarding teacher redeployment strategies based on the collected data. Consider factors like retirement proximity, rural/urban placements, and the need to address disparities in teacher distribution. Ensuring effective HROP entails aligning the distribution of teachers with the specific needs of schools, subject areas, and regions. This will improve operational planning by respecting laid down texts concerning deployment of teachers with the specific needs of different schools and communities.

- ➤ Establish robust monitoring and evaluation mechanisms to assess the impact of teacher deployment strategies and identify areas where inequalities persist. This M & E system will track the impact of teacher deployment strategies and identify disparities for prompt interventions.

- ➤ Carry out ongoing Evaluation: Continuously evaluate and refine teacher deployment practices based on feedback from students, parents, teachers, and school administrators to promote a more balanced and equitable allocation of teachers within the Centre region and Cameroon as a whole. Monitoring the effectiveness of deployed teachers and regularly evaluate the impact of deployment decisions on student performance and school management will help identify areas where adjustments or improvements are necessary.

- ➤ Provide incentives, professional development opportunities, and support networks to attract and retain teachers in underserved areas leading to improved educational equity and enhanced learning outcomes. Regular meetings or feedback sessions can be helpful in this regard.

- ➤ Consider a Holistic Approach: Beyond age and years of service, it is vital to consider additional factors such as teacher qualifications, performance, the need of each institution and subject expertise during the analysis. A comprehensive evaluation will support more informed deployment decisions.

If these suggestions are put in place, this can lead to more effective human resource planning practices and it will ensure a more equitable deployment of teachers in secondary schools not only within the Centre region of Cameroon, but in the entire country. It will contribute to enhancing the quality of education and support the overall academic performance of students and make the teaching profession an enjoyable one for many teachers especially the novice teachers.

5.4. DIFFICULTIES ENCOUNTERED DURING THE STUDY

For us to have succeeded to carry out this research, we encountered numerous challenges.

Firstly, the researcher had a problem getting books and laid down texts that could provide adequate information about deployment and redeployment strategies or criteria for novice teachers who are still in school, those who have worked and are redeployed to other schools as well as in service teachers. It was equally problematic to get in touch with concrete literature review on this topic especially in our Cameroonian context because of the originality of the

study. Due to this, the work was not submitted at the time given by the researcher's supervisor and the administration.

Secondly, there was a problem in administering the interview guides to the teachers, principals and those at the central administration and at the regional delegation because at the time when this exercise was done, the teaching staff and administrative personnel were preparing for the BEPC, PROTATOIRE and BACC public examinations that were to take place and others who were not involved in exams were already on holidays. Consequently, this had to be done on different occasions and some teachers complaint they don't have time to undergo any interview which made the work to be strenuous and time consuming.

Finally, the inability to carry out this investigation on all EFL teachers in all the public secondary schools in the centre region, principals and all the HR personnel at the central administration and at the delegation in the centre region was also a limitation to the study. Many respondents refused/ shy away to be interviewed although we told them about the anonymousness of the research. This lead to us not administering the initial number of interview guides as was planned.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

This research focused on one context, some human resource planning practices and unequal deployment of teachers in some public secondary schools in the centre region precisely in the Mfoundi, Lekie and Mefou and Afamba divisions. There is a need to request other sectors to find out about other aspects of HRP practices and how they affect the educational system as a whole. Based on the research topic, some suggestions for further studies were made:

➢ To begin, further research can focus on conducting a more comprehensive and detailed environmental scanning or situational analysis. This can involve examining additional factors that influence teacher deployment, such as school infrastructure, student demographics, socioeconomic conditions, and educational resources. A more in-depth analysis will provide a more nuanced understanding of the challenges and disparities in teacher deployment.

➢ Again, comparative studies can be conducted to compare the human resource planning practices and teacher deployment strategies between the Centre region and other regions of Cameroon or even other countries with similar socio-economic context. This will

provide insights into regional variations, identify effective practices, and offer lessons that can be applied to improve teacher deployment practices.

➢ Furthermore, research can focus on evaluating the effectiveness of human resource planning policies in addressing unequal teacher deployment. This can include assessing the impact of policies related to teacher recruitment, training, and allocation. The evaluation can be quantitative by analyzing teacher distribution data while on the qualitative aspect, it will involve interviews or surveys with educators, school administrators, and policymakers.

➢ In addition, longitudinal studies can be conducted to track changes in teacher deployment patterns and the effectiveness of human resource planning practices over time. This will help identify any improvements or challenges that arise as policies and practices evolve. Long-term data collection and analysis will contribute to a more comprehensive understanding of the factors influencing unequal teacher deployment and inform evidence-based decision-making.

➢ More so, research can focus on identifying best practices in human resource planning and teacher deployment that have been successful in reducing inequalities in the Centre region or other regions with similar challenges. Such studies can provide policy recommendations and practical strategies that can be implemented to improve teacher deployment practices and promote educational equity.

➢ To add to the above, further research can investigate the underlying causes and root factors contributing to the unequal deployment of teachers. This can involve exploring factors such as teacher preferences, school infrastructure, geographical accessibility, socio-economic conditions, and government policies. Understanding these factors will provide insights into the complexities of the issue and help develop targeted interventions.

➢ Further studies can explore the perspectives and experiences of various stakeholders involved in teacher deployment in the centre region. This can include teachers, school administrators, education officials, community leaders, and parents. Understanding different perspectives will help identify areas of alignment and divergence and facilitate collaborative efforts in addressing the issue.

➢ Research can assess the impact of unequal teacher deployment on student outcomes such as academic achievement, attendance rates, and dropout rates. This can help establish a clear understanding of the consequences of the issue and provide evidence to advocate for more equitable teacher deployment policies and practices.

> ➢ Research can focus on exploring the impact of capacity-building initiatives and professional development programs on teacher deployment and retention. This can involve evaluating the effectiveness of training programs, mentorship opportunities, and support networks in addressing unequal deployment and improving teacher quality.

By conducting further studies in these areas, researchers can deepen their understanding of human resource planning practices and teacher deployment, then make significant contributions to addressing the issue of unequal teacher deployment within in the Centre region and Cameroon as a whole. These recommendations aim to foster a more inclusive and equitable educational environment for all students that can lead to evidence-based policy interventions and practical recommendations that will enhance educational opportunities for all students.

GENERAL CONCLUSION

The purpose of this study was to investigate if the deployment of teachers is a result of some HRP practices or the impact of HRP practices in the deployment of public secondary school teachers in some schools in the Mfoundi, Lekie and Mefou and Afamba divisions, centre region. It can be concluded that the HRP practices chosen in the study are vital and are considered important aspects during the deployment process of teachers at the MINESEC. However, those HRP practices that are involved in the planning process do not have a great impact during the deployment process, a situation that is not supposed to be the case. This is due to the fact that, a majority of respondents both from the central administration to the school level made it clear that they carried out some environmental scanning and the other HRP practices that were involved in the study. They however also made mentioned that, HR policies, operational plan and M&E are not fully looked at during deployment of teachers at the MINESEC.

We get to understand that the unequal deployment of teachers of EFL in some public general secondary schools in these divisions of the Centre region is as a result of poor human resource management and planning. There is however a slight correlation between HRP practices and the deployment process though they are not frequently respected. If we want to rate the correlation level of HRPP and effective deployment, it can be a percentage of twenty/20%. The study in general illustrates that in an educational system where HRP practices are well structured and implemented correctly will improve on the educational system because teachers constitute a vital part as far as the educational system is concerned. This explains why the deployment of teachers should be treated with much care and attention in order to avoid inequalities in the educational system. Teachers should be deployed and redeployed taking into consideration the needs or demands of schools. The concept of deployment and redeployment of teachers at the MINESEC in Cameroon portrays an imbalance of teachers in different public secondary school in the Mfoundi, Lekie and Mefou and Afamba divisions. This inequality especially between the rural, sub-rural and urban areas may hamper the quality of education leading to inequality of educational rights. Education is the most effective instrument for national development while teachers are the executors, facilitators and pacesetters of formal education.

The study concluded that there was no significant part teachers' play as far as those policies guiding their job and deployment is concerned. When teachers are unevenly deployed without taking into consideration the norms, some will have a heavy workload and others will be underemployed. This will influence their morale and performance because they work in

different working environments and working conditions but have the same salaries. The teachers in the rural, sub-rural and urban areas have different working conditions and environment but they are expected to perform in the same way. This is very impossible because those in the suburbs work in deplorable conditions with no incentives to encourage them. It is due to poor working condition and environment that many teachers bribe to be redeployed in other schools in the urban area. Some use their influence as relatives of big and famous people in the country to make sure they are not deployed or posted or redeployed in schools in the suburbs. This explains why a majority of schools in the urban areas and sub-urban areas are overstaffed, leading to man power wastage because they will be underemployed when we are faced with the problem of teacher shortage in Cameroon.

We equally realise that when teachers are promoted to different levels of responsibilities, in many cases they are redeployed in other schools. At times they are redeployed to other schools whereas their institution is still in need of their services. It is shocking that they are redeployed and their replacements are not sent immediately. It can take a duration of one to five years before another person is sent to replace them. This type of human resource management and planning is bound to fail and it will not produce the desired outcome of the education system. Most at times principals and PTA committees are left on their own to decide on what becomes of teachers lacking in their schools for more than a period of two years. It is realised that there are actually many schools in the suburbs that do not have qualified and trained teachers in particular subjects for years while that same subject has teachers in the urban schools that are overstaffed as we see in the case of teachers of EFL.

There is a saying that the development of a country depends on it education system. Therefore, a well-planned education system will lead to the development of an economy. In the process of management and planning, the HR should not be neglected because they are core in education and play a vital role in the attainment of educational goal. The central administration, administrators and stakeholders should make sure that what happens on the field should align with the texts, norms stated by the government during their deployment and redeployment process. It is therefore imperative for the central administration to consider the needs and feelings of its work force and not just overlook them in order to safe guard school harmony, because a happy worker they say is a productive worker. Proper education management information systems will go a long way to promote equity in education.

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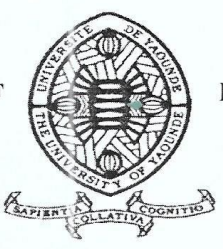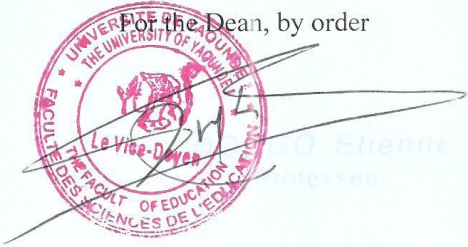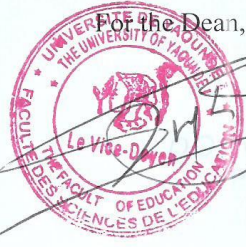World Bank. (2017). *Combined project information documents/ integrated Safeguards Datasheet(PID/ISDS).* http://documents1.worldbank.org/curated/en/839091517638153085/pdf/Cameroon-Education-Reform-Support-Project.pdf

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APPENDIXES

Appendice 1: research authorization

REPUBLIQUE DU CAMEROUN		REPUBLIC OF CAMEROON
Paix-Travail-Patrie	**S**	Peace-Work-Fatherland
**********		**********
UNIVERSITE DE YAOUNDE I		UNIVERSITY OF YAOUNDE I
************		************
FACULTE DES SCIENCES DE L'EDUCATION	**F** **E**	FACULTY OF EDUCATION
************		************
DEPARTEMENT DE CURRICULA ET EVALUATION		DEPARTEMENT OF CURRILUM AND EVALUATION
••••••••••••••••••••••••••		••••••••••••••••••••••••••
Option : MANAGEMENT DE L'EDUCATION		Option: EDUCATIONAL MANAGEMENT

N° _296_ 22/UY1/FSE/VDSSE/

RESEARCH AUTHORISATION

I the undersigned , **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **ELAD Bryce NGOBE**, matriculation N° **20V3634**, is a research student in Masters II, Faculty of Education, Department : **Curricula and Evaluation**, option: **Education Management Information System and Planification of educational system**

She is carrying out a research work in view of preparing a masters degree, precisely in field of **EDUCATIONAL PLANNING**. Her work is entitled: **"The unequal distribution of teachers and its impact on teaching in some selected public secondary schools in the Centre Region"**, under the supervision of Professor **NDJENGOUE NGAMALEU Henri Rodrigue**.

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

This authorization is to serve the concerned for what ever purpose it is intended to.

Done in Yaoundé on. 2. 0. AVR 2022

For the Dean, by order

Appendice 2: Application for authorization to interview

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
****
REGION DU CENTRE
****
DELEGATION REGIONALE
DES ENSEIGNEMENTS SECONDAIRES
****
INSPECTION REGIONALE DE PEDAGOGIE CHARGEE DE
L'ORIENTATION ET VIE SCOLAIRES
BP 5281 Yaoundé-Nlongkak; Tél. / Fax.: 222 23 51 87
Email: drescentre@gmail.com

REPUBLIC OF CAMEROON
Peace - Work - Fatherland
****
CENTRE REGION
****
REGIONAL DELEGATION
OF SECONDARY EDUCATION
****
REGIONAL INSPECTORATE OF PEDAGOGY IN CHARGE
OF GUIDANCE, COUNSELING AND SCHOOL LIFE

Yaounde_____

N° 429 /23/AL/RC/DRES-CE/IRP-OVS
Ref : N° 294 (A) du 25/07/2023

THE REGIONAL DELEGATE
TO
Mrs ELAD BRYCE NGOBE
University of Yaounde I/Faculty of Education
Telephone : 676827805/655916614

Subject : Y/Application for authorization to
interview human resource personnel

Madam,

I acknowledge the reception of your file with the aforementioned reference by my service,

I have the honour to indicate my satisfaction for your research topic titled:

"Human resource planning practices and unequal deployment of teachers in some schools in the Centre Region".

If I may inform you, we noticed the absence of your research authorisation.

For this reason, it is not currently possible for me to grant your request.

Best regards.

THE REGIONAL DELEGATE
leur des
Affaires Générales

Ambassa A. Eveline

Ingénieur de Conception
PLET - Hors Echelle

Appendices 3: Interviews guide

| UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

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DEPARTEMENT DE CURRICULA ET EVALUATION

MANAGMENT DE L'EDUCATION |

PRINCIPALS' SEMI STRUCTURED INTERVIEW GUIDE

Dear Respondent,

This interview is developed for a master thesis in the Department of Curriculum and Evaluation (section B: Educational Management), Faculty of Education at the University of Yaoundé 1. At the end of the master training, the student is expected to write and defend a thesis in partial fulfilment of the Programme. The study centres on **''The Human Resource planning practices and unequal deployment of teacher in Some Public Secondary schools in the centre region of Cameroon.''** All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The interview guide is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

Fill in the appropriate information

Name/code……………………………………………Location……………………………………. …………

Place of interview…………………………………………Date………………………………………………..

Start time………………………………………………… End Time………………………………………..

Environmental scanning /situational analysis

1. How do you gather and analyse information about the staffing needs and demands of your school

2. How does the information and knowledge influence effective teacher deployment

3. What are some of the factors you consider during information gathering and analysis of human resources

Human resource planning policies

1. What are some policies/ guidelines you put in place regarding teacher management in your school

2. How do you develop these human resources in your school

3. What are some challenges or limitations you face in implementing these policies

Human resource operational planning

1. what are some of the practices you use in the distribution of activities and tasks to your teachers

2. What specific strategies do you use to ensure effective teacher deployment in your school.

3. How do you handle HR planning policies relating to recruitment, training, deployment, retention and professional development.

Monitoring and evaluation

1. What are some of step and tools used in teacher deployment.

2. How do appreciate the follow up processes that take place in teacher deployment in your school and what is the frequency of monitoring and evaluation activities.

3. How do hierarchy react on the report of teacher deployment.

Deployment

1. What can you say about the distribution level of teachers in your school and across other schools.

2. Are the number of Anglais teachers sufficient for your students.

3. What can you say about the number of teachers with specialised subject matter expertise in your school.

Thanks for your participation as your responses will help in knowledge development.

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REGIONAL DELEGATION OF MINESEC INTERVIEW GUIDE

ENVIRONMENTAL SCANNING

1. We carry out environmental scanning based on the existing files/ personnel sheet report in each subject. We also make use of reports or demands made by principals sent to us.

2. This information influences effective deployment of teachers in that it enables us to know where urgent need arises in terms of teachers. Also, principals propose list of staff to be deployed at our level when they notice a particular department crowded. It equally permits the amelioration of working condition in case of posting due to bad health condition.

3. During the collection of information, factors like the number of years a particular staff has made in service in a particular post and we try to redeploy them. We also look at the age of the teachers. We cannot redeploy a teacher who is almost on retirement to a rural area but we can easily redeploy a youth.

HR PLANNING POLICIES

1. Concerning policies, it is left to the minister when she needs to redeploy, it means there is demand somewhere so she sends agents on the field since she cannot go to all the schools at the same time. So agents merely execute instructions given by the minister.

2. We develop our HR using online posting platform like PALENCA where individuals can deposit their requests for transfers and also longitivity of service in a particular institution.

3. One major challenge we face is the lack of teachers because I think the government lack adequate funds to train as many teachers as possible that is why few teachers are recruited and we have to work with the number of teachers at our disposition. Another issue is the free will of the teaching staff to fully work where there is need. There is a policy that states teachers are supposed to reside in their area of posting but that is not the case of workers in the rural schools.

HR OPERATIONAL PLANNING

1. The specific strategies we use in our level to ensure effective teacher deployment is, we look at the teachers-student ration, the number of hours each teacher is supposed to teach and then compare with the number of teachers in Anglais.

2. With regards to operational planning policies concerning deployment and retention of teachers, we take into consideration need analysis. That is, the number of hours for Anglais, number of hours each teacher is supposed to teach and the number of teachers available in the school. If it does not correspond, then some adjustments will be made.

M&E

1. Those who carry out monitoring and evaluation in our level is at the inspectorate where some inspectors go on the field to gather information.
2. As what concerns our appreciation, we really do not have any appreciation to make as far as M&E and deployment are concerned. We do not recruit, post and retain teachers but the minister does. What we do is to provide the minister with necessary elements she needs to have inorder to sign postings and redeployment decisions.
3. The system in which we work with is somehow centralized so the hierarchy can readjust the names of teachers to post in different schools. So she is not obliged to take into consideration the block that has been sent to her use. We cannot also question her actions so we just have to accept it like that.

DEPLOYMENT

1. Due to the fact that we are look at need analysis/ demand for teaching staff, we cannot say we have perfectly achieved our objectives concerning the distribution of these Anglais teachers in the different urban, sub -urban and rural schools in the centre region and Cameroon as a whole.
2. We are faced with teacher shortage so the number of Anglais teachers are not yet sufficient for the growing rate of students. Actions must be taken to make an equilibrium in teacher deployment especially in a department like Anglais which is dominant with women who refuse to work in rural areas.
3. Its a pity there is unequal distribution of teachers in subjects like Anglais, computer sciences and Maths whereas in other departments like history and geography are overcrowded and wants to work only in towns.

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CENTRAL ADMINISTRATION OF MINESEC INTERVIEW GUIDE

ENVIRONMENTAL SCANNING

4. We collect from school principals and vice principals who work in collaboration with the HOD. When principals send in information, we to the divisional delegation it is transferred to us. This is carried out at the beginning of each term and is given to the hierarchy.

5. The information influences effective deployment of teachers in that we look at statistics from annual report provided to us to verify if teachers are overstaffed or understaffed.

6. The factors we take into consideration during the collection of information include factors like longitivity in service and punitive measures. In the case of punitive measures, we look at the names of teachers who are in town and are not working. As a means of punishing them; we propose their names for postings in the rural schools.

HR PLANNING POLICIES

4. Concerning policies, we do not make them but we simply execute the instructions prescribed by the minister in line with the different schools under our service.

5. We develop our HR in different ways such as making posting proposals on normal basis (teachers who go online and deposited their requests to be redeployed) and we also redeploy teachers when they are many in a particular school.

6. One major difficulty we encounter is that when we propose names in our reports to be redeployed the hierarchy does not always take into consideration whereas we find certain schools over crowded with teachers of a particular subject like Anglais while other schools especially in the rural regions are understaffed.

HR OPERATIONAL PLANNING

3. The specific strategies we use in our level to ensure effective teacher deployment based on HR operational planning is the teachers-student ration, the need analysis presented by the principal and the number of hours each subject is supposed to have and so we look at the time due for each period and calculate the number of hours each teacher has to verify if they correspond or not.

4. Concerning policies, we employ relating to recruitment, training and deployment is that what you should note is that we don't recruit, train, deploy nor do we retain Anglais teachers. What we do is, we simply propose names to the minister for signature as far as redeployment is concerned**.**

M&E

4. Inorder to carry out effective monitoring and evaluation the first step we take into consideration is to carry out a need analysis, after which we make proposals for postings based on the report and the last thing we do is to hold some sort of board meeting with our boss and the delegate and our boss presents the proposals we made to the delegate. Our M&E tools are list of various schools and the number of teachers, postings and redeployment.

5. Hmmmm, I must say there are many problems linked to monitoring and evaluation because we don't have the powers to post, deploy or redeploy. The minister is responsible for the signing of documents like this. Before now, when student teachers leave school and are waiting for 1st postings, lists are sent to the human resource service and to inspectors at the delegation so that they could make posting proposals based on the demand for teachers in different schools but now it is different. Now, immediately they leave school, they are being posted by MINESEC. About the frequency of M&E carried out, there is no specific frequency of follow up carried out. It is mostly at the beginning of the first term.

6. With regards to our hierarchy's reaction towards teacher deployment, I can say there is no follow up as they do not respect the names or proposals made based on the demands in terms of Anglais teachers in different schools.

DEPLOYMENT

4. Concerning deployment, there is unequal distribution of teachers across schools in the centre region especially within urban, sub -urban and rural

5. When I look at statistics, there is no equilibrium between teacher -student ration in different schools in the centre region because some schools have more Anglais teachers and there is wastage of man power while others lack Anglais teachers making other teachers to over-work.

6. I must say that there is generally shortage of teachers before looking at the different level of specialties, like lack of Anglais teachers.

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TEACHERS' SEMI STRUCTURED INTERVIEW GUIDE

Items /Questions

Environmental scanning

1. What do you think about the frequency of environmental scanning conducted in your school

Gathering and analysing information about the internal and external factors in my school is sometimes done at the beginning of each school term. This is supposed to be done regularly to enable schools stay aware of changes, trends, and challenges both within the school and in the broader environment.

2. What do you think about key factors (economic trends, demographic changes, technological advancements and political development) identified and analysed in your school

In general, ES should be conducted regularly to ensure that schools are proactive in responding to changes and adapting their strategies accordingly. In urban areas, like where my school is found, schools often have more resources and access to information networks, which may facilitate more frequent and comprehensive environmental scanning unlike rural schools which are faced with challenges due to remoteness and limited resources. I think Understanding economic and the demographic shifts can help schools anticipate budgetary changes, seek funding opportunities, and adapt initiatives to suit the economic climate but these things are not detailing looked into.

Human resource planning policies

3. How do HR policies support or reflect the effective deployment of teachers in your school

In my school, I think it is reflected somehow because we are sufficient in our department of Anglais as we have the number of hours due but I don't think it's the same in other schools. HR planning policies should prioritise equity in teacher deployment, ensuring a fair distribution of teachers across schools and regions. In both rural and urban areas, policies can be designed to address teacher shortages, promote equitable opportunities, and consider the needs of underserved communities. This avoids concentration of experienced teachers in certain schools or regions, leading to a more balanced distribution of expertise.

4. What do you think about HR planning policies and teachers involvement in policy development and implementation

In my opinion, teachers are the ones on the frontlines of education, experiencing firsthand challenges and opportunities within the classroom. Therefore, their expertise and insight are invaluable in shaping policies but unfortunately, this is not the case in our context because teachers are not involved in policy implementation. When

teachers are engaged in shaping the policies that affect their work, they are more likely to be invested in their successful implementation.

Human resource operational planning

1. **How do you evaluate the effectiveness of HR operational planning in terms of teacher deployment**
2. **What is the degree of flexibility in HR operational planning to respond to changing circumstances**

I will look at the effectiveness of HR operational planning in aalignment with school needs. Assessing whether the HR operational planning effectively aligns teacher deployment with the specific needs of my school in terms of subject expertise, student populations and class sizes to meet the demands of the curriculum, I will say in my school it aligns. But when I look at equitable allocation of qualified teachers in different school resource levels and student needs I will say it does not tie.

Regarding the degree of flexibility in HR operational planning to respond to changing circumstances, it is rigid and does not allow adjustments and adaptations in response to changing circumstances naturally. It does not examine the planning for reallocation of resources to meet changing needs. I will say people are not deployed based on some of these criteria accurate decision-making processes.

1. **What are some positive outcomes or challenges related to HR operational planning and teacher deployment? What is the degree to which HR policies are aligned with goals and objectives in your institution**

An aspect of positive outcome related to HR operational planning and teacher deployment in my school is that some teachers are redeployed from my school to other schools with post of responsibilities. On the negative aspect, a majority of teachers are redeployed from my school to other schools not because of merit but because they searched and paid for it. The work load or available teachers in the school is not taken into consideration. Whereas it is important for HR policies to be closely aligned with the institution's goals and objectives to ensures that the deployment of teachers and allocation of resources are in harmony with the specific vision and mission of MINESEC.

Monitoring and evaluation

1. **How do you perceive the concept of monitoring and evaluation from the number of public teachers in your school**

Monitoring and evaluation play a crucial role in assessing and ensuring the effectiveness of teacher deployment. I think the purpose of M&E is to identify strengths, weaknesses, and areas for improvement in the teacher deployment process but this is usually not the case in the process of deployment in my school and in other schools. A combination of M & E enables education authorities to continuously track the progress and performance of public teachers in secondary schools in the Central Region. Proper M&E will ensure accountability and transparency in the education system by ensuring that public teachers are deployed effectively and efficiently to achieve the desired educational outcomes.

2. **How do you look at key performance indicators (teacher turnover rate, engagement score and time to fill vacancies) used to measure HR planning effectiveness**

Teachers' monitoring turnover rate helps identify areas for improvement in HRP as it is good in my school. I think teachers' engagement score level of commitment, motivation, and satisfaction with their work is very efficient in my school because we are sufficient withe the number of students we have. Generally, the time to fill vacant Anglais teaching positions are generally long. We know that a shorter time to fill vacancies suggests efficient recruitment processes, sufficient candidate pools, and effective HR planning. Regular M&E of these key performance indicators (KPIs) provides decision-makers with valuable data to inform HRP strategies, identify areas for improvement, and promote effective practices in teacher recruitment, engagement, and retention.

Deployment

1. **What do you think about the teacher-student ratio and retention rate in your school and in different schools**

Hmmmm, I think the teacher-student ratio in Anglais is sufficient in my school but when I look at other schools, there is a great majority of imbalance as Anglais teachers are found saturated in one school and limited in other schools. It's important to note that teacher retention rate in my school is high stable, continuous because the school is in the urban area and also because of a positive working conditions. However, retention rate of teachers in the rural schools is very very low.

2. **What can you say about the availability of professional development opportunities for teachers in your school and other schools**

The Ministry of Secondary Education in Cameroon and other relevant educational authorities often play a role in developing policies and initiatives related to professional development for teachers. These initiatives may include structured training programs, workshops, seminars, conferences, and educational networks though they are not sufficient. At the school level efforts, it is rarely done. For teachers' personal efforts, just few teachers use online resources to develop and increase their skills. Some schools may have more resources or prioritize professional development differently.

Billboard of Government high school Kokodo

Billboard of Government high school Biyem-Assi

Billboard of Government bilingual high school Obala

Billboard of Government bilingual high school Etoug-Ebe