

UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR
HUMAN, SOCIAL AND EDUCATIONAL
SCIENCES

DOCTORAL UNIT OF RESEARCH AND
TRAINING IN SCIENCE OF
EDUCATION AND EDUCATIONAL
ENGINEERING

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND
EVALUATION



UNIVERSITE DE YAOUNDE I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
(CRFD) HUMAINES, SOCIALE ET
EDUCATIVES

UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
EDUCATIVES ET INGENIERIE EDUCATIVE

FACULTE DES SCIENCES DE L'EDUCATION

DEPARTEMENT DE CURRICULA ET
EVALUATION

**EFFECTS OF PERSONNEL MANAGEMENT
PRACTICES ON TEACHERS' JOB PERFORMANCE:
A CASE STUDY IN SELECTED PRIVATE
SECONDARY SCHOOLS OF YAOUNDE IV**

*A Dissertation of a Master's Degree of Education defended on 29th
of November 2024*

Option: **Educational Management**
Specialty: **Administration and Inspection**

by

Rita EWI BENG

Registration Number: 22W3117
Bsc. in Sociology and Anthropology
University of Buea



jury

Ranks	Names and grade	Universities
President	NDJEBAKAL SOUCK Emmanuel, MC	UYI
Supervisor	SHAÏBOU Abdoulaï HAJI, CC	UYI
Examiner	BIOLO Joseph Thierry Dimitri, CC	UYI

ATTENTION

This document is the result of extensive work approved by the defense jury and made available to the entire extended university community.

It is subject to the intellectual property of the author. This implies an obligation to cite and reference when using this document.

Furthermore, the Center for Research and Doctoral Training in Human, Social and Educational Sciences of the University of Yaoundé I does not intend to give any approval or disapproval to the opinions expressed in this dissertation; these opinions should be considered as their author's own.

APPROVAL

This Master's dissertation entitled "*Effects of Personnel Management Practices on Teachers' Job Performance: A Case Study in Selected Private Secondary Schools of Yaounde Iv Subdivision*" has been read and approved by the undersigned as meeting the requirements of the University of Yaounde I (UYI).

President of Jury

Signature: _____

Name: _____

Date: _____

Examiner

Signature: _____

Name: _____

Date: _____

CERTIFICATION

This is to certify that **Rita EWI BENG**, registration number **22W3117**, a student in the Department of Curriculum and Evaluation in the Faculty of Education of the University of Yaounde I, has satisfactorily completed the requirements for the master of Education. This work entitled “*Effects of Personnel Management Practices on Teachers’ Job Performance: A Case Study in Selected Private Secondary Schools of Yaounde IV Subdivision*” under my guidance and supervisor, was carried out in the Department of Curriculum and Evaluation.

Supervisor

Signature: _____

Name: Dr SHAIBOU ABDOULAI HAJI

Date: _____

President of Jury

Signature: _____

Name: _____

Date: _____

Examiner

Signature: _____

Name: _____

Date: _____

Head of Department

Signature: _____

Name: _____

Date: _____

DECLARATION

I, **Rita EWI BENG**, a student of the Department of Curriculum and Evaluation in the Faculty of Education of the University of Yaounde I, registration Number 22W3117, hereby declares that this piece of work entitled “*Effects of personnel management practices on teachers job performance: A case study in selected private secondary schools of Yaounde IV subdivision*”, under the supervision of Dr SHAÏBOU Abdouläi HAJI, is my personal work and all used materials have been acknowledged by means of questions and references.

Rita EWI BENG

Student

Signature: _____

Date: _____

DEDICATION

This piece of work is especially dedicated to my dear parents Mr. and Mrs. BENG who have always sowed the seed of academic progress in my life. I also dedicate this piece of work to my families and lovely husband for all the financial and moral supports that made this dream come through. To my first son BOKWE Lesleyvynal whom I would love to see him persist on the further study of this work or related studies for more recommendations of the major goals of this piece of work. I won't leave out all those who have mentored me all through this journey, in all areas and aspects that made this work be a success. To God be the Glory

ACKNOWLEDGEMENT

It is evident that this study would not have been realised without the direct and indirect contributions of some persons. A dissertation of this magnitude cannot be accredited to a single individual. My sincere gratitude and appreciation hereby extended to the following persons.

Firstly, to my supervisor Dr. SHAIBOU Abdoulay Haji who accepted to guide me through this piece of work, his bona fide guidance, remarks, assistance and fatherly directions cannot be underestimated to the realisation of this project.

Secondly, my profound gratitude goes to the entire Administration of the Faculty of Science of Education and beyond under the leadership of the Dean Prof. BELA Cyrille Bienvenu and the Head of Department Prof. DAOUDA Maigari for ensuring a serene learning environment. I also acknowledge all the lecturers of the Department of Curriculum and Evaluation, Prof CHAFFI, Cyrille, Prof NDJEBAKAL SOUCK. Emmanuel, Dr. NDJONMBOG Joseph Roger, Dr. MENGOUA and Dr. GUIAKE and others whose lectures enlightened my understanding to achieve this goal.

Special thanks to my families and dear husband Mr. BOKWE Edwin for their financial and moral supports. My gratitude is heavily indebted to my parents the fundamental contribution to my academic path. I wish to also point out the guidance and encouragement of Mr. NGEH Valerie for sustaining the writing of this piece of work. To the General Administrator Mr. OJONG Francis, the entire family of Ladybird Group of schools and all the Anglo-Saxon schools who accepted to provide feedback to my questionnaires.

My acknowledgement also goes to all my classmates of the Department and Specialty whom we have shared ideas that kept us alive and successful all through this journey of Masters in Education. May we be able to shine the candle light that has been ignited in us by our academic mentors and coaches. To God be the Glory.

TABLE OF CONTENTS

APPROVAL	i
CERTIFICATION	ii
DECLARATION	iii
TABLE OF CONTENTS	vi
LIST OF ABBREVIATIONS.....	ix
LIST OF FIGURES	x
LIST OF TABLES	xi
ABSTRACT	xiii
RESUME.....	xv
CHAPTER ONE: INTRODUCTION.....	1
Background of the Study	2
Historical Background	2
Conceptual Background	5
Theoretical Background.....	11
Scientific Management Theory (Frederick Winslow Taylor (1856-1915)	11
Human Relations Theory: Elton Mayo (1880-1949) and colleagues (Hawthorne Studies, 1920s-1930s)	12
Statement of the Problem.....	12
Objective of the Study	13
General Objective	13
Specific Objectives	13
Research Questions	14
Research Hypothesis.....	14
Significance of the study.....	15
Scope/Delimitation of the Study	16
Operational Definition of Terms	17
CHAPTER TWO: LITERATURE REVIEW.....	20
Conceptual review	20
The concept of personnel management Practices	20
Elements of Personnel Management	21

Nature of Personnel Administration	24
Objective of Personnel Administration	26
Role of Personnel Administration.....	26
Importance of Human Resource Development in Personnel Administration	26
Significance of Personnel Administration	27
Types of Personnel Management	29
Personnel Management Strategies and its Impact on Teachers' Job Performance	30
Challenges to Effective Personnel Management and Teachers' Job Performance	32
Types of Remuneration.....	42
Performance appraisal as a personnel management practice	57
Theoretical Review.....	67
The Theory of Management (Scientific Management Theory).....	67
The Human Social Theory of Personnel Management and Performance	73
The Effects of Hawthorne Experiments	76
Human Relations theory	79
The Human Relations Theory, is highly relevant to this study in that;.....	81
Empirical studies	82
Summary of Literature Review	86
Research Gap	87
CHAPTER THREE: RESEARCH METHODOLOGY.....	89
Research Design.....	89
Area of Study	89
Population of the Study	91
Sample and Sampling Technique	92
Research Instruments.....	92
Teachers' Questionnaire.....	93
Validity of Research Instruments	93
Reliability of the Research Instrument	94
Method of data collection	94
The return rate of the questionnaire	95
Presentation of Demographic Results.....	95

Method of Data Analysis	96
Ethical Considerations	96
CHAPTER FOUR: PRESENTATION OF FINDINGS	98
Presentation of Results According to Research Questions	98
Dependent variable (teacher's job performance).....	107
Pearson's Correlation analysis between personnel management practice and Teachers Job performance	108
Linear Regression Analysis	109
Verification of hypothesis	110
CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	117
Discussion of Findings based on research objectives.....	117
To examine the effect of in-service training and development on teachers' job performance	117
To assess the effects of staff remuneration on teachers' job performance.....	118
To assess the effects of performance appraisal on teachers' job performance.....	119
To determine the effect of employee relations and communication on teachers' job performance	120
Conclusion	122
Recommendations	122
Limitation of the Study	124
REFERENCES	125
APPENDIXES	xvi

LIST OF ABBREVIATIONS

DES	Directorate of Education Standards
DVs	Dependent Variables
ERs	Employee Relations
FCT	Federal Capital Territory
HRD	Human Resource Development
HRM	Human Resource Management
IST	In-service Training
ITPQ	In-service Training Parameter Questionnaire
IV	Independent Variable
MINESEC	Ministry of Secondary Education
NCDC	National Curriculum Development Centre
NDS	National Development Strategies
OECD	Organisations for Economic Cooperations and Development
PA	Performance Appraisal
SACCOs	Saving and Credit Cooperations
SHRM	The Society of Human Resource Management
SMART	Specific, Measurable, Attainable, Reliable and Time bound
SR	Staff Remuneration
UK-	United Kingdom
UNEB	Uganda National Examination Board
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America

LIST OF FIGURES

Figure 1: Map showing the location of Yaounde IV subdivision.....17

Figure 2: Conceptual diagram88

LIST OF TABLES

Table 1: English Secondary Schools and their respective number of teachers in Yaounde IV Sub Division	91
Table 2: Sample size of the study	92
Table 3: Distribution of questionnaire items according to variable.....	93
Table 4: Reliability of the instruments.....	94
Table 6: respondents' views on age of respondents.....	95
Table 7: respondents' views on longevity in service	96
Table 8: Respondents' view on in-service training.....	99
Table 9: Respondents' view on staff remuneration	101
Table 10: Respondents' View on performance appraisal.....	103
Table 11: Respondents' view on employee relationship.....	105
Table 12: Respondents' view on the dependent variable (teacher's job performance)	107
Table 13: Correlations among variables.....	108
Table 14: Model Summary of the Effects of In-service Training (IST) on Teachers' job performance	110
Table 15: ANOVA ^a of the effects of In-service Training (IST) on Teachers' job performance.	110
Table 16: Coefficients of the effects of In-service Training (IST) on Teachers' job performance.....	111
Table 17: Model Summary of the Effects of Staff remuneration on Teachers' job performance.....	111
Table 18: ANOVA ^a of the effects of Staff remuneration on Teachers' job performance.....	112
Table 19: Coefficient ^a of the effects of Staff remuneration on Teachers' job performance	112
Table 20: Model Summary of the Effects of Performance. Appraisal on Teachers' job performance.....	113
Table 21: ANOVA ^a of the effects of Performance. Appraisal on Teachers' job performance ...	113

Table 22: Coefficients ^a of the effects of Performance. Appraisal on Teachers' job performance.....	113
Table 23: Model Summary of the Effects of Employee Relations on Teachers' job performance.....	114
Table 25: Coefficient ^a of the effects of Employee Relations on Teachers' job performance	115
Table 26: Summary of Findings	116

ABSTRACT

The performance of teachers is a very important aspects in the field of education, in the teaching and learning process. Teachers' performance has a major influence on students learning outcomes, hence achieving the major educational goal and societal transformation of desired vision of a nation. Personnel Management Practices have been a called for concern in determining the performance of teachers. Therefore, the general objective of this study was to find out the effects of personnel management practices on teachers' job performance in some selected secondary schools of the Yaounde IV Sub Division. The Specific objectives were to ascertain whether the variables –independent variables (IVs) such as in –service training (IST), teachers' remuneration (TR), performance appraisal (PA) and employee relations (ER) have effects on the dependent variable (DV) teachers' job performance. The two theories used for this study were “The Scientific Management Theory of Frederick Taylor (1856 – 1915) and The Human Relation Theory of Elton Mayo (1880-1949) and Hawthorne Studies (1920 -1930). The methodology used was quantitative random probability sampling. The study adapted a descriptive survey design, sample size was 285 teachers including administrators. Questionnaires were distributed both online and onsite for data collection, 250 questionnaires returned (100females and 150males) respondents. The highest age group of respondents was between 25 – 40 years (59.6%). Data was analysed using the descriptive and inferential data analysis method of Pearson correlation and simple regression. Simple percentages, frequency, mean and standard deviation were used. The study conclusively demonstrated that the independent variables of personnel management practices highlighted for this study (IST, TR, PA and ER) have significant effects on teachers' job performance, $p < .01$). As such, the study recommends the necessity for consistent and vital professional development of workers, fair recognition and compensation, comprehensive performance appraisal system and strong employee relations and communication to foster a productive and positive work environment for teachers, thereby enhancing the overall organizational and educational goal.

Keywords: *Personnel Management practices, In-service training, Staff remuneration, Performances appraisal, Employee relations, Job performance.*

RESUME

La performance des enseignants constitue un aspect très important dans le domaine de l'éducation, dans le processus d'enseignement et d'apprentissage. Les performances des enseignants ont une influence majeure sur les résultats d'apprentissage des élèves, permettant ainsi d'atteindre l'objectif éducatif majeur et la transformation sociétale de la vision souhaitée d'une nation. Les pratiques de gestion du personnel sont devenues une préoccupation majeure pour déterminer la performance des enseignants. Par conséquent, l'objectif général de cette étude était de découvrir les effets des pratiques de gestion du personnel sur la performance professionnelle des enseignants dans certaines écoles secondaires sélectionnées de la sous-division de Yaoundé IV. Les objectifs spécifiques étaient de vérifier si les variables indépendantes (IV) telles que la formation continue (IST), la rémunération des enseignants (TR), l'évaluation des performances (PA) et les relations de travail (ER) ont des effets sur la variable dépendante (DV) performance professionnelle des enseignants. Les deux théories utilisées pour cette étude étaient « La théorie de la gestion scientifique de Frederick Taylor (1856 – 1915) et la théorie des relations humaines d'Elton Mayo (1880-1949) et Hawthorne Studies (1920 – 1930). La méthodologie utilisée était un échantillonnage probabiliste aléatoire quantitatif. L'étude a adapté un plan d'enquête descriptif, la taille de l'échantillon était de 285 enseignants, administrateurs compris. Des questionnaires ont été distribués à la fois en ligne et sur place pour la collecte de données, 250 questionnaires ont été renvoyés (100 femmes et 150 hommes) répondants. La tranche d'âge la plus élevée des répondants se situait entre 25 et 40 ans (59,6 %). Les données ont été analysées à l'aide de la méthode d'analyse descriptive et inférentielle des données de corrélation de Pearson et de régression simple. Des pourcentages simples, la fréquence, la moyenne et l'écart type ont été utilisés. L'étude a démontré de manière concluante que les variables indépendantes des pratiques de gestion du personnel mises en évidence pour cette étude (IST, TR, PA et ER) ont des effets significatifs sur la performance professionnelle des enseignants, $p(0.01)$. À ce titre, l'étude recommande la nécessité d'un développement professionnel cohérent et vital des travailleurs, d'une reconnaissance et d'une rémunération équitables, d'un système complet d'évaluation des performances et de relations et communications solides avec les employés pour favoriser un environnement de travail productif et positif pour les enseignants, améliorant ainsi l'ensemble de l'organisation et de l'éducation. but.

Mots clés: *Pratiques de gestion du personnel, Formation continue, Rémunération du personnel, Évaluation des performances, Relations avec les employés, Performance au travail.*

CHAPTER ONE

INTRODUCTION

Management in general is a very important aspect in any functioning system. Effective management of human resource and risk management lead to efficiency and achievement of set goals. Effective personnel management procedures are essential preconditions for employment and continual development of adequately qualified and dedicated staff that would promote an optimum level of performance with quality education in secondary schools.

Organisations, whether profit-oriented or service-oriented are designed towards the achievement of set goals. As workers (teachers) consciously contribute towards the goals of the organization, they also have personal or group goals they expect to satisfy (Koko, 2005). Aide (2007) deposited that, of all tools in management i.e. (men, machines, materials, money and market), without any iota of doubt, the most important is men or personnel. Personnel is the only animated instrument that is capable of achieving the other 4Ms or making them moribund and hence affect positively or negatively the purpose of a system.

Personnel Management, otherwise referred to as Human Resource Management is concerned with the people dimension in management. (Aja- Okorie, 2014) perceived personnel management as important management function concerned with obtaining, developing and motivating the human resource required by an organization to achieve its objectives. Generally, education is perceived as an instrument “per excellence” for affecting national development of a nation.

Education is the key component for building up any nation and the performance of teachers contribute a huge part to the education system as a whole. The educational system of Cameroon as stated by the government is for the benefit of all citizens, as the country’s educational goal shall be clearly set out in terms of their relevance to the needs of the individual and the nation at large, in consonance with the realities of our environment and the modern world. If education is to achieve the national goal, then well trained, well qualified and efficient educators are absolutely essential. Thus no educational system may rise above the quality of its teachers, is an old academic. Therefore, acquiring teachers’ services, developing their skills, motivating them to high level of

performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goal.

Teachers' personnel management is responsible for activities such as recruitment and selection, training, wages and salary administration, establishing staffing ratios, benefits planning and performance. It is their responsibility to develop and recommend policies and procedures which contribute to the achievement of the goal in the educational system. In summary, the functions of personnel Managers are to select, train, develop, assimilate and remunerate teachers efficiently (Aja-Okorie, 2014). Managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organisation, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success. Even in the recent times of technological advancement, teachers are still a prevailing factor for educational growth Arifin (2015). Teachers still remain a tool for transformation in the education.

Management of teaching workforce involves a number of strategies that begin and maintain activities towards the achievement of personal and organizational goals. Omebe (2001) is of view that well managed teachers will always look for better ways to do their teaching job. They are more quality oriented and more productive. Management of teachers can be through the adaptation of these management strategies; supervision, in-service training and compensation amongst others. Hence any teacher that enjoy the influence of the above-named strategies is bound to give all his best in discharging his or her duties because he would derive the performance of being a teacher, which in-turn will boost his/her performance. It is to this regard that the study wishes to examine the "Effects of Personnel Management Practices on Teachers' Job Performance" in selected secondary schools of Yaounde IV Sub Division of Cameroon as the case study.

Background of the Study

Historical Background

Historically, People have been managed in groups and organizations since prehistoric times. Personnel Management began in the early days of a welfare officer of the end of the 19th century

in the UK. The sources of any organization including school system hinged on the establishment of a conducive working environment that is geared towards the achievement of productive capacities of people at work. These capacities are in pursuit of achieving the educational objectives as well as satisfying the needs of the individual staff. Bearing in mind that, the quality of education in any society depends considerably on the number and quality of its personnel, the teachers is no doubt the pivot on which qualitative education and development hang. The secondary aim of school personnel management is to secure sufficient number and categories of suitable teachers and support staff to undertake the task of educating learners or student to the standard expected by the students, parents and the society at large. Thus the quality of education does not lie on the traditional personnel management strategies of Labour vis – a – vis salary but has evolved to the capability, commitment, motivation and training of teachers together with significant number of non – teaching staff employed in a variety of support role to sustain the system. Job performance has been assumed by research to be a great contribution factor to the level of work performance amongst teachers, group cohesion, and management. Personnel Management systems have greatly evolved and modern strategies are now operationalizing to give the best of performance in organizations.

Evolution and Development of Personnel Administration

While the evolution and development of personnel administration in U.K. and U.S.A. was largely voluntary, in India, the growth of personnel administration can be attributed to the efforts made by the government. While in the West, the pioneering work in the field of personnel management was motivated by the managerial preoccupation with the concept of welfare, in India, unsystematic recruitment practices, growing labour unrest, loss of production etc., initiated some interest in personnel management. In U.K., personnel administration had its origin in the concept of welfare as propounded and practiced by some of the enlightened entrepreneurs, who sought the establishment of modern personnel administration.

The term personnel management originated in the U.S.A. it was F.W. Taylor's scientific management that laid the foundation for the development of personnel administration. Taylor emphasized scientific selection and systematic training and development of the individual worker. H.L. Gantt, a close associate of Taylor, in scientific management movements, foresaw the need

for obtaining the willing cooperation of the worker. He maintained that it was not enough to tell the worker how to do a job, but it was also necessary to promote the ability and willingness to do job. Mary Parker Follet also laid stress on training and development aspects of management. The pioneers of scientific management, apart from increasing efficiency, aimed at fighting fatigue and monotony among the workers.

The most important breakthrough for personnel administration was Elton Mayo's Hawthorne experiments and the human relations movement. These experiments paved the way for using the disciplines of sociology, psychology, industrial psychology, social psychology etc., to understand employees and organizational behaviour and influence them through a motivational approach. All this led to the gradual evolution and development of a theory and practice of personnel management. There were also other events and influences which led to the growth of personnel management. Various revolutionary concepts like mass production, mass distribution and mass financing were evolved by industrial and business empires. The labour shortages during the world wars and various labour problems posed a challenge to management. With the Great Depression in 1929, big business suffered a severe setback. The State, the public and the trade unions, aimed at efficient professional management. Their demands were elimination of waste and maximum utilisation of resources, particularly human resources. All these developments in America emphasised the fact that management of people or personnel management is just as important as the management of production. Thus the entrepreneurial interest, apart from other events in the sphere of worker welfare provided the source of inspiration for the evolution of modern dynamic personnel administration.

The history of the evolution and growth of personnel management in our country is not very old. It was the Royal Commission on Labour which recommended in 1931 the appointments of Labour Officers to deal with the recruitment of labour to settle their grievances. The industrial disputes of 1920s forced the government and businessmen to think in terms of labour problems and promotion of personnel management. The recognition of trade unions in India gave a new perspective to the employer and employee relationship. Entrepreneurs like the Tatas, Calico Mills, British India Corporation etc. had appointed Welfare Officers as early as 1920. These Labour Welfare Officers performed the functions of redressed of employee grievances and promotion of industrial harmony. In 1937 in Bengal, on the suggestion of the Government, the Indian Jute Mills Owners' Association

appointed a Labour Officer to bring about a settlement of employee grievances with the mills and by 1939 five more Labour Officers were appointed.

Other Employers' Associations like the Indian Engineering Association, Indian Tea Association, the Engineering Association of India etc., also followed the example of the Indian Jute Owners' Association in appointing labour officers. In 1941, the Government of India initiated the Tripartite Labour Conference with the representatives of the Government, labor, and employees to promote uniform labor legislation, determine a procedure to settle industrial disputes, and promote consultations on industrial matters affecting the country. Now they have become permanent and regular features of labour policy. In 1948, the Factories Act Rules laid down the appointment, duties and qualifications of a new statutory officer in industry called the Welfare Officer.

The following years saw the emergence of yet another office called the Personnel Officer. The Personnel Officer deals with labour welfare, industrial relations and personnel administration. Many companies in India now have specialised personnel departments and a full-time Personnel Officer in charge. Now the number of personnel is increasing at a very fast rate, expenditure on is also correspondingly increasing. There has also been a trend in regard the diversification in the personnel as more and more specialists, experts and technicians are being appointed in government departments, public and private organisations. Contemporary personnel do not just deal with welfare of employees but also aim at achieving profits for the organization. The motive is to earn profits as well as benefits for the organisation and its employees.

Conceptual Background

Conceptually, this work tackled the main concepts such as personnel management practices and teachers' job performance. A conceptual framework is a prototypical presentation where an analyst abstracts and speaks to connections between variables in the study, demonstrating relationships realistically or diagrammatically (Orodho, 2004). Conceptual framework is the method of presentation where the researcher represents the effect variables in the study and explains them diagrammatically.

Personnel management practice:: According to Armstrong and Taylor (2014), personnel management practices involve "the range of activities aimed at ensuring that the organization

attracts, retains and develops the skills of employees needed now and in the future, and that employees in turn will be motivated to achieve the organization's objectives" in this study, Personnel management practices refer to the strategies, policies, and procedures that schools implement to effectively manage their workforce. These practices encompass various aspects of managing employees throughout their employment lifecycle, from in-service training and development, remuneration, performance management to employee relations and communication.

In essence, personnel management practices are designed to align organizational goals with the needs and aspirations of employees, fostering a productive and motivated workforce. Effective personnel management practices contribute to employee performance, organizational performance, and the attainment of strategic objectives. In other words, Personnel management practices refers to the factors and conditions put in place by the school management to effectively provide leadership in the institution in a bit to improve on their performance (job performance) (Adpta, 2021) Teacher's personnel management is synonymous with staff personnel management, which is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and performance. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals of the organization. In summary, Durosaro, (2010) stated that the functions of personnel is to select, train, develop, assimilate and remunerate employees

In-service training and development: According to the United State of America Department of Education (1985) in service training is a system of systematized activities promoted and directed by the school system that contribute to the professional or occupational growth and competence of staff members during the time of their service to the school system. In this study, in-service training and development refers to the various programs put in place by various institutions to make their teachers more equipped and ready to deliver their services in order to increase in their job performance. The indicators of in-service training are Training hours per employee, skill improvement rates, training costs as a percentage of payroll. In-service training allows employees to develop and enhance their skills, which include socialization in different forms. Newly recruited staffs need training before beginning work, while more experienced staff requires retraining to keep up with the demands and challenges of their present job. The success of any organization depends on its workforce, and to get the best from the workforce, it must be continuously trained

and developed. Ubeku (2020) states that money spent on training and development of employees are well- invested. Staffs are motivated to work harder when given the opportunity to develop their skills by training.

Remuneration is the reward or remuneration given to the employees for their work performances. It is a method of promoting morale, increasing motivation and foster team cohesion (Dan, 2021) remuneration is referred to as pay or reward given to individuals work done. He quoted that remuneration was an important factor especially in affecting performance in most organizations. In this study, remuneration includes all the financial obligation, allowances and bonuses given by the school to the teachers to enable them feel happy, comfortable be in tranquillity and satisfied while discharging their duties as teachers. The indicators or remuneration include: Salary competitiveness, benefits package value, employee performance with compensation etc. Remuneration is the human resource management function that deals with every type of reward individuals receive in exchange for performing organizational tasks (Ivancevich, 2016).

In an organization, employees are the key resources through which all the other objectives are achieved. Teachers are the employees of the educational organizations, and their job performance promotes teaching and learning. Employees will demonstrate pleasurable positive attitudes when they are satisfied with their job (Millan, J. M. et al, 2011). Thus, high job performance will increase the performance of an organization, in turn increasing the organizational overall performance. Remuneration plays an important role in determining an employee's level of job performance. According to Heath field S.M. (2012), remuneration is a fixed amount of money paid to an employee by an employer in exchange for a productive work performed. If individuals believe they are not compensated well, a state of emotional dis-performance develops. This emotional discrepancy grows and accumulates over time making employees to grumble as they render their service to the organization. Worse still, indicators such as absenteeism, turn over, go slow and strikes are experienced. Remuneration has long been considered one of the most important organizational rewards (Heneman, 2010) because it allows employees to obtain other rewards. Taylor (1911) was one of the earliest to recognize the motivating effects of pay when he proposed that workers put forth extra effort on the job to maximize their economic gains. Remuneration is considered the major cost incurred by a business organization. It is a systematic approach to providing monetary value to employees in exchange for work performed. Remuneration may

achieve several purposes; assisting in recruitment, job performance, and job performance (Yamoah, 2013).

Performance appraisal: According to Pulakos and O'Leary (2011), performance appraisal is defined as the process of evaluating an employee's job performance and providing feedback on how well the job is being performed, usually about established standards, organizational goals, or peer group expectations" In this study, performance appraisal refers to the systematic evaluation of teachers' or educators' job performance based on established criteria and standards. It involves assessing their effectiveness in teaching, classroom management, student engagement, professional development, and overall contribution to the school's mission and objectives. In schools, performance appraisal serves several purposes: Feedback and Development; Providing teachers with constructive feedback to improve their teaching methods and skills; Reward and Recognition; Identifying outstanding teachers for rewards, bonuses, or promotions based on their performance; Alignment with Educational Goals:** Ensuring that teachers' performance aligns with the school's educational objectives and standards; Professional Growth; Supporting teachers' professional development by identifying areas for improvement and providing training or resources to enhance their effectiveness.

Performance appraisal in schools is crucial for maintaining educational standards, fostering a culture of continuous improvement among educators, and ultimately enhancing the quality of education provided to students. Performance Appraisal is one of the most important functions of human resource managers. It is concerned with identifying, measuring, influencing and developing job performance of employees in the organization about the set norms and standards for a particular period to achieve various purposes (Gichuhi, Abajadr & Ochieng, 2012). Fisher (1995), defines appraisal as a process of management which entails improving the organization's performance through the enhanced performance of individuals. Moreover, appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibility and performance (Aksal et al., 2011; Bartlett, 2010; Haynes et al., 2013). According to Armstrong and Baron (2015), performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a period interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed to identify weaknesses and strengths as well as opportunities for improvement and skills development

Employee relations and communication: Employer relations in schools encompass the interactions and engagements between school management (administration) and employees (teachers, staff). It involves creating a positive work environment, addressing employee concerns, promoting fairness in employment practices, and fostering a supportive workplace culture. (Arthur J. Gallagher & Co., 2020). In this study, employer relations and communication refer to the strategies, practices, and processes that schools employ to manage their relationships with employees (teachers, administrators, and staff) and facilitate effective communication within the school community. While specific authors may not universally define "employer relations" in the school context, it generally aligns with the broader understanding of managing relationships between employers (school management) and employees (teachers and staff) to ensure mutual understanding, collaboration, and alignment with organizational goals.

Communication in schools refers to the exchange of information, ideas, and feedback among all stakeholders including teachers, students, parents, and administrators. Effective communication ensures clarity, transparency, and alignment of goals within the school community. According to Arthur J. Gallagher & Co., "Effective communication involves consistently articulating the school's mission and goals, keeping everyone informed and involved in school activities, and responding promptly to concerns and inquiries. In summary, employer relations and communication in schools are essential for fostering a positive work environment, promoting collaboration, and ensuring that all stakeholders are informed and engaged in achieving the school's educational objectives. These practices contribute to a cohesive school community and support the overall effectiveness of educational delivery.

Teachers' job performance: Stronge (2018) states that job performance encompasses the Teachers' role of teaching students in and outside the classroom. The key aspects of teaching involve the use of instructional materials and teaching methods, making professional documents, participating in co-curriculum activities and guiding the learners. Therefore, in this study, teacher job performance is the Teachers' ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom. Teacher performance as asserted by Birabwa (2010), is a key determinant of the quality of education and this is true principally at the secondary level, where most children are graduating

from the childhood stage to the early stage of their youth, thus, still in need of more acquaintance. 2021).

The Ministry of Secondary education (MINESEC) (2005) identified teachers as one of the most important inputs to the education system. Therefore, the efficient administration and utilisation of this resource remains critical to the quality of learning outcomes (Nilsen & Gustafsson, 2016). The success of any school in Cameroon is measured by the quality of grades attained in national examinations (Tambo, 2015). Secondary schools in Cameroon have performed differently every year in the national examinations. One clear contributing factor is the personnel management practices being collegial and successful or individualised system and dismal performance

Contextually, the secondary Education (MINESEC) (2005), identified teachers as one of the most important inputs to the education system. Therefore, this resource's efficient administration and utilization remain critical to the quality of learning outcomes (Nelson, 2016). The personnel management practices of in-service training and development, remuneration, performance appraisal, and relation among teachers by school management in Cameroon started as far back as 1907, a period during which most schools were owned by the missions. Since education in Cameroon witnessed increased attention in the mid-1990s (Fonkeng, 2010), so are personnel management practices. A key theme running through the reports of Sector-Wide Approach to Education (Republic of Cameroon, 2016) is the need to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services at the secondary level. One of the strategies adopted by the government to improve and guarantee teacher performance is the appointment of Regional Pedagogic Inspectors (RPIs) for effective supervision in the secondary education ministry and to ensure a good pay package (remuneration).

The Ministry of Secondary Education, within the framework of its 2012 Road Map for quality education and to meet up with the vision of an "Emerging Cameroon in 2035", lays its emphasis on the function of motivation and professional development of educators in secondary education. In this regard, school managers are called upon to be wise in their personnel management practices to enable an increase in teachers' objectivity. According to Sustainability Development Goal 4(SDG4) of Cameroon, quality education is needed, which can only be achieved if the main actors in education like the teachers are well-managed and given job performance to trigger better and

effective teaching performance. Therefore, proper discharge of personnel management is an important activity in promoting effective teaching and learning in schools. One of the objectives of the National Development Strategy of 2024 (NDS30) indicates that citizens should be educated on skills revolution based on science, technology, and innovation; this places a huge task on the shoulders of teachers who are the main implementers of the curriculum. It is focused on the in-service training and development of teachers (Acheson, 1987).

As enshrined in the education law in Cameroon, law N° 98/004 of 14th April 1998 to lay down guidelines of education, the teacher is the main guarantor of the quality of education who should enjoy working and living conditions and within the framework of academic frankness and in the exercise of his functions have complete freedom of thought and expression. Based on this law, the teacher needs to be well remunerated, have good in-service training, and good relations and communication at work to boost his /her job performance to offer quality education. In this light, inadequate remuneration, in-service training, performance appraisal, and relations among teachers will cause a lot of laxity among teachers in their work environment (Ligondo, 2019). Such laxity among teachers often results in student poor performance during examinations. Against this backdrop, this research sought to examine the effects of personnel management practices on teachers' job performances in the Yaounde IV sub-division.K

Theoretical Background

Theoretically, two main theories guided this study; the Scientific Management Theory and The Human relation theory.

Scientific Management Theory (Frederick Winslow Taylor (1856-1915))

The first theory, Scientific Management Theory (Frederick Winslow Taylor (1856-1915)) also known as Taylorism, emphasizes the systematic study of work methods to improve efficiency and performance in industrial settings. Frederick Taylor pioneered this theory by advocating for detailed task analysis, standardization of work processes, time-motion studies, and offering financial incentives to motivate workers. Taylor believed that through scientific analysis and management control, performance could be maximized, and worker performance optimized.

This theory is related to this work i in several ways:

Taylorism emphasizes the systematic study of work methods to improve efficiency and performance. When applied to teachers' job performance, principles of scientific management could involve analyzing teaching methods, curriculum delivery processes, and classroom management techniques. By standardizing effective teaching practices and using time-motion studies, schools can optimize the use of teachers' time and effort, potentially enhancing their overall performance.

Human Relations Theory: Elton Mayo (1880-1949) and colleagues (Hawthorne Studies, 1920s-1930s)

The Human Relations Theory emerged as a response to the limitations of Scientific Management, particularly its neglect of human factors and social dynamics in the workplace. The theory gained prominence through the Hawthorne Studies conducted at the Western Electric Company's Hawthorne Works in Chicago. Elton Mayo and his colleagues found that social and psychological factors, such as group norms, communication patterns, and informal interactions, significantly influence worker performance and performance. The theory emphasizes the importance of treating employees as social beings, addressing their emotional and social needs, and fostering participative decision-making to enhance morale and performance.

Statement of the Problem

Thillmann, Bach, Wurster and Thiel (2015), highlighted that limited research has been conducted on staff development in schools, thus organization must focus on their man power especially as this is the secondary responsibility of human resource of personnel management. Managers of educators must perform their duties to provide suitable substrates for talented and capable forces in the organization so that they can fulfill their duties in a more productive way (Adersson 2007). What really instigated this study was the uncertainty of constant growth rate and management procedures in schools of the Yaounde IV sub Division. Problems identified such as poor supervision of teachers, unavailability of teachers, ineffective teaching methods and devotedness as well as poor and inconsistency in the performance of students.

In addition, personnel management practice varies in different areas across the globe, based on the context, environment, culture and vision. In same light, the management practice also varies in the different Regions of Cameroon and within different colleges of the Mega City of Yaounde.

Teachers in Cameroon and most especially those in the large cities like Yaounde are very unstable at their job environment – typically the private sector. The performance of teachers and learning outcomes of the students in the different schools are significantly ununiformed. Job performance of teachers is a called for concern because it measures the level of execution of duties by the teaching staff, thereby boosting the performance of both teachers and learners. Therefore, there is the need to examine such variability with emphasis on the similarities of their strengths, while developing possible modalities or proposals to minimize their weaknesses for high teacher performance and the efficiency of the educational system. The statement is actionable as in the education sectors, the performance of teachers lead to organizational success and will contribute to the educational standards of Yaounde and Cameroon at large.

Objective of the Study

The study is carried to achieve both general and specific objectives as elaborated below.

General Objective

The major objective of this study is to examine the effect of Personnel Management Practice on teachers' Job performance in secondary schools in the Yaounde IV sub-division.

Specific Objectives

The specific objectives of this study were as follows:

1. To examine the effect of in-service training and development on teachers' job performance in secondary schools in the Yaounde IV Sub Division.
2. To assess the effects of staff remuneration on teachers' job performance.
3. To establish the effect of performance appraisal on teachers' performance in secondary schools in the Yaounde IV Sub Division.
4. To determine the effect of employee relation and communication on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Research Questions

The study came up with the following research questions to ascertain the above-stated objectives. The specific research questions are stated below as follows.

1. To what extent does in-service training and development affect teachers' job performance in secondary schools in the Yaounde IV Sub Division?
2. What the effect of remuneration on teachers' job performance in secondary schools in the Yaounde IV Sub Division?
3. What is the effect of performance appraisal on teachers' job performance in secondary schools in the Yaounde IV Sub Division?
4. To what extent does employee relation and communication affect teachers' job performance in secondary schools in the Yaounde IV Sub Division?

Research Hypothesis

The following hypotheses were formulated to be tested at ($p=0.05$) level of significance

Ha1: in-service training and development has a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Ho1: in-service training and development has no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Ha2: remuneration has a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Ho2: remuneration has no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Ha3: performance appraisal has a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Ho3: performance appraisal has no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Ha4: employee relation and communication have a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Ho4: employee relation and communication have no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Significance of the study

The study on the effects of personnel management practices on teachers' job performance in secondary schools holds significant implications for various stakeholders within the educational ecosystem:

To the Teachers

Teachers are directly affected by personnel management practices. Understanding how different practices influence their job performance can help them advocate for better working conditions, fair treatment, and professional development opportunities. Improved personnel management can enhance job performance, reduce burnout, and increase motivation among teachers, ultimately leading to better student outcomes.

To the Principals and School Managers

Principals and school managers are responsible for implementing personnel management practices and creating a conducive work environment. Insights from the study can guide them in adopting effective management practices that support teacher retention, foster a positive school climate, and promote continuous professional growth.

To the Government and Educational Authorities

Governments and educational authorities shape policies that influence personnel management practices in schools. Findings from the study can inform policy decisions aimed at improving the educational system by ensuring that personnel management practices align with the needs of teachers and the goals of education reform.

To the Students/Learners

Teachers' job performance directly impacts student learning and development. Effective personnel management practices contribute to a higher quality of teaching, which can lead to improved student engagement, academic achievement, and overall school climate.

To Other Researchers

Researchers in the field of education management and organizational behavior can build upon the findings of this study. It provides a foundation for further research into specific aspects of personnel management practices, comparative studies across different regions or educational systems, and the long-term impacts of these practices on educational outcomes.

In summary, the study on the impact of personnel management practices on teachers' job performance is crucial for enhancing educational effectiveness and efficiency. By investigating and recommending effective management practices, the study can contribute to creating a supportive environment for teachers, improving student outcomes, and advancing educational goals at both the local and national levels.

Scope/Delimitation of the Study

The study on the Impact of Personnel Management Practice on Teachers' Job Performance is limited to some selected Secondary Schools of the Yaounde IV Sub Division, Mfoundi Division of the Centre Region of The Republic of Cameroon. This study strictly covers the extent teachers' personnel operational framework or practices determines teachers' performance in some selected secondary schools of the Yaounde IV Sub Division.



Figure 1: Map showing the location of Yaounde IV subdivision

Source: (Tesi, 2015)

Operational Definition of Terms

Personnel management practice

According to Armstrong and Taylor (2014), personnel management practices involve "the range of activities aimed at ensuring that the organization attracts, retains and develops the skills of employees needed now and in the future, and that employees in turn will be motivated to achieve the organization's objectives" in this study, Personnel management practices refer to the strategies, policies, and procedures that schools implement to effectively manage their workforce. These practices encompass various aspects of managing employees throughout their employment lifecycle, from in-service training and development, remuneration, performance management to employee relations and communication

In-service training and development

According to the United State of America Department of Education (1985) in service training is a system of systematized activities promoted and directed by the school system that contribute to the professional or occupational growth and competence of staff members during the time of their service to the school system. In this study, in-service training and development refers to the various programs put in place by various institutions to make their teachers more equipped and ready to deliver their services in order to increase in their job performance

Remuneration

Remuneration is the reward or remuneration given to the employees for their work performances. It is a method of promoting morale, increasing motivation and foster team cohesion (Dan, 2021) remuneration is referred to as pay or reward given to individuals work done. He quoted that remuneration was an important factor especially in affecting performance in most organizations. In this study, remuneration includes all the financial obligation, allowances and bonuses given by the school to the teachers to enable them feel happy, comfortable be in tranquillity and satisfied while discharging their duties as teachers

Performance appraisal: According to Pulakos and O'Leary (2011), performance appraisal is defined as the process of evaluating an employee's job performance and providing feedback on

how well the job is being performed, usually about established standards, organizational goals, or peer group expectations”. In this study, performance appraisal refers to the systematic evaluation of teachers' or educators' job performance based on established criteria and standards. It involves assessing their effectiveness in teaching, classroom management, student engagement, professional development, and overall contribution to the school's mission and objectives.

Employer relations and communication

Employer relations in schools encompass the interactions and engagements between school management (administration) and employees (teachers, staff). It involves creating a positive work environment, addressing employee concerns, promoting fairness in employment practices, and fostering a supportive workplace culture. (Arthur J. Gallagher & Co., 2020). In this study, employer relations and communication refer to the strategies, practices, and processes that schools employ to manage their relationships with employees (teachers, administrators, and staff) and facilitate effective communication within the school community.

Teachers' job performance

Stronge (2018) states that job performance encompasses the Teachers' role of teaching students in and outside the classroom. The key aspects of teaching involve the use of instructional materials and teaching methods, making professional documents, participating in co-curriculum activities and guiding the learners. Therefore, in this study, teacher job performance is the Teachers' ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom. Teacher performance as asserted by Birabwa (2010), is a key determinant of the quality of education and this is true principally at the secondary level, where most children are graduating from the childhood stage to the early stage of their youth, thus, still in need of more acquaintance. 2021).

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the theoretical foundation and summarizes the information from other researchers who have carried out their research in the same field of study. Specifically, the chapter reviews the personnel administration mechanisms or practices, in-service training, remuneration, performance appraisal, and employee relations. This section deals with the selection of closely theoretical frameworks and scholars' reviews of the basis of this study. This portion enables one to critically point out the similarities and differences between other research and this current study. For the basis of comparison to better understand the similarities and differences that exist in such a process, it is important to look at what other scholars have written about the present study as below.

Conceptual review

The concept of personnel management Practices

According to Armstrong and Taylor (2014), personnel management practices involve "the range of activities aimed at ensuring that the organization attracts, retains and develops the skills of employees needed now and in the future and that employees, in turn, will be motivated to achieve the organization's objectives. Personnel management can be defined as obtaining, using, and maintaining a satisfied workforce. It is a significant part of management concerned with employees at work and with their relationships within the organization. Flippo in Sharma (2024) added that personnel management is the planning, organizing, compensation, integration, and maintenance of people to contribute to organizational, individual, and societal goals. Flippo further emphasized that personnel management is about more than just hiring and firing people but about creating a comprehensive system that helps employees to be productive and satisfied. Personnel management refers to the process of managing employees in an organization. This includes tasks such as hiring, training, development, remuneration, and performance appraisal of workers' relationships among others. The goal of personnel management is to ensure that employees have the skills and resources they need to perform their jobs effectively.

Elements of Personnel Management

There are elements of personnel management such as job analysis, recruitment and selection, training and development, performance management, and career planning. These elements are all important for ensuring that employees are productive, motivated, and engaged.

Job Analysis: is the process of identifying and analyzing the tasks, duties, and responsibilities of a job. This information is used to create job descriptions, which are then used to hire and develop employees. Job analysis is important for teachers because it helps to ensure that they have the right skills and abilities for the job (Phillips & Phillips, 2022). It also helps to identify any gaps in training and development. Without job analysis, it would be difficult to determine what teachers need to know and do to be successful.

The Recruitment and Selection Process: is a multi-step process that begins with identifying the need for a new teacher. This could be due to a vacancy, a new position, or the need for additional staff. Once the need is identified, the next step is to develop a job description. This document outlines the responsibilities, skills, and qualifications required for the job. It is used to attract and evaluate candidates for the position (Arnold & Collins, 2019). After the job description is developed, the next step is to advertise the position. The recruitment and selection process is important for finding the right teachers for the job. This process involves advertising open positions, screening and interviewing candidates, and making hiring decisions. For teachers, it is important to find candidates who have the right qualifications, skills, and personality for the job. This ensures that students have teachers who are well-equipped to teach them. Recruitment and selection can also help to increase diversity in the teaching workforce.

Performance appraisal: Performance appraisal relies on performance review. A performance review is a regular review and evaluation of an employee's job performance (Delpo, 2010). It demands that administrators review employee tasks and performance and give constructive criticism (Van Dijk & Schodl, 2015). In addition, performance reviews aim to allow all parties involved to discuss the individual's progress and growth. The discussions during performance reviews provide valuable insight into past accomplishments and a foundation for future goals (Ambe et al., 2016). Performance review recognizes incompetent teachers, evaluates performance for pay and promotion, detects performance flaws in teachers, and offers proof for disciplinary

measures. In addition, it holds teachers answerable to school leaders and parents for their children's education. Quality education can be achieved through a performance review based on improving teachers' performance, which leads to improved working relationships and career development (Monyatsi et al., 2016).

Screening and Interviewing Candidates: involves reviewing resumes and applications, conducting interviews, and checking references. Screening and interviewing help to narrow down the pool of candidates to those who are the best fit for the job. It also allows the school to assess candidates' knowledge, skills, and abilities. After the screening and interviewing process, the next step is to make a hiring decision (Brannick et al., 2015). The final step in the recruitment and selection process is on boarding and orientation. This helps new teachers to transition into their role and learn about the school and its policies and procedures.

Remuneration: Remuneration is the reward or remuneration given to the employees for their work performances. It is a method of promoting morale, increasing motivation and foster team cohesion (Dan, 2021) remuneration is referred to as pay or reward given to individuals work done. He quoted that remuneration was an important factor especially in affecting performance in most organizations. In this study, remuneration includes all the financial obligation, allowances and bonuses given by the school to the teachers to enable them feel happy, comfortable be in tranquility and satisfied while discharging their duties as teachers. The indicators or remuneration include: basic salary, wages, health schemes, pension schemes, transport allowances overtime allowances and responsibility allowances. Remuneration is the human resource management function that deals with every type of reward individuals receive in exchange for performing organizational tasks (Ivancevich, 2016).

Training and Development. This refers to the process of providing teachers with the knowledge and skills they need to do their jobs effectively. Training and development can take many forms, such as classroom training, online training, mentoring, and job shadowing (Berne, 2021). Teachers need to receive ongoing training and development throughout their careers to keep their skills up to date. This helps to ensure that students receive the best possible education.

Performance Management: This is a process that helps to ensure that teachers are meeting the expectations of their jobs. Performance management involves setting goals, monitoring progress,

and providing feedback (Dessler, 2021). It also includes evaluating performance and providing rewards or incentives for meeting or exceeding expectations. For teachers, performance management helps to ensure that students are learning and that they are meeting state and local standards.

Employee relations: According to Torrington and Hall (1998), the relationship between employees and management is a framework of organizational justice consisting of organizational culture and management styles as well as rules and procedural sequence for grievance and conflict management. Gennard and Judge (2022) stated that employee relations is a study of the rules, regulations and agreements by which employees are managed both as individuals and as a collective group. Lewis et al (2024) explained that employee relations suggest a wider employment canvas being covered with equal importance attached to non-union employment arrangements and white-collar jobs. Armstrong (2015) observed that employee relations is to manage the relationship between employer and employees with the ultimate objectivity of achieving the optimum level of performance in terms of goods and services, employee motivation taking preventive measures to resolve problems that adversely affect the working environment. Walton (1985) narrated that the unitary viewpoint of employee relations is the belief that management and employees share the same concerns and it is therefore in both their interests to cooperate.

Career Planning: This is the process of helping teachers to plan for their career goals and development. Career planning can involve identifying short-term and long-term goals, developing a career path, and identifying resources and opportunities to help teachers achieve their goals. This can be especially important for teachers who are considering a career change or who want to advance in their careers (Allen, 2017). One important aspect of career planning is goal-setting. This involves identifying specific, measurable, achievable, relevant, and time-bound (SMART) goals. For teachers, these goals might include things like increasing student test scores, implementing a new curriculum, or attending professional development workshops. Having clear goals helps teachers to focus their efforts and measure their progress. Another aspect of career planning is identifying a career path. This involves looking at the various career options available and determining which one is the best fit for a teacher's skills, interests, and career goals.

It is clear that all of these elements are important, but some are especially important for teachers. For example, planning and organizing are crucial for creating a well-run classroom. Integration is important for creating a positive school culture and building relationships with students and parents. And maintenance is important for ensuring that teachers can grow and develop throughout their careers.

Nature of Personnel Administration

Personnel function is crucial in any administrative organization. The organization cannot afford to ignore it. Hence it becomes a basic responsibility of the management, be in the government or in semi or non-government organizations. The change in the socio-economic environment has its effect on management. The management environment keeps changing due to the changes that occur in the total socio-economic environment. The political environment also affects the work environment in an organization. Such changes get reflected in personnel administration. These changes can be changing mix of the personnel entering government service organization; changing values of personnel; increasing expectations of the government from their employees, and increasing expectations of the people from the government at different levels. Thus, management is affected by the changes in the social, economic and political scenario. In fact it has to keep up with these changes. A higher number from schedule castes, tribes and other economically backward classes are joining the government service. A greater number of people with higher education, more women, and more technically skilled workers are also joining the government service. This has really changed the ratios of working force. With the proliferation of activities under 'development' and 'welfare' programmes, the employees are now expected to be more competent and efficient. People at large expect the administration to be efficient, effective and sympathetic. People's involvement in administrative activities is increasing. Due to the constant demands on administration, the role of personnel administration is also changing. Personnel are required to perform 'line' and 'staff' functions. Activities directly related to the secondary objective of an organisation are called as 'line' functions. The 'staff' functions are those which facilitate and assist the performance of line work. They are in the nature of secondary activities and enhance the effectiveness of the line agencies. For example, assistance in processing and supplying the required number of personnel and training and development of personnel are essentially staff functions. An organisation cannot function without the assistance of line and staff personnel. At the same time,

personnel function cannot be isolated from the rest of the administrative functions. Personnel functions include both line and staff activities in an organisation.

Personnel administration does not always function in a formal organisation. No organisation can solely run on the basis of formal rules and regulations, it comprises human beings who are structured in an authority and responsibility network in order to carry out the tasks and activities for the fulfilment of organisational objectives. This formal structure is supplemented, supported or sometimes obstructed and on occasions taken over by the informal organisation. Informal organisation grows within the formal organisation. It is a natural phenomenon and is based on social and cultural relations among the personnel of formal groups. Political, economic and psychological factors also contribute to the growth of informal organisation. The functions of personnel administration are becoming more complicated day by day. The problems of personnel administration differ from one organisation to the other. Big organisations have more tasks to perform, they employ more people and serve varied objectives. The task of personnel administration in such organizations becomes more intricate. As personnel administration deals with human beings all the time, the crucial functions of motivation and morale of employees have to be performed by it. It has to meet the growing needs of the people as well as satisfy the increasing expectations of its employees.

1.3.1. Features of Personnel Administration.

The important features of Personnel Administration are that it is concerned with human element in an organisation. It deals with people at work. It relates to the basic function of management of getting better results with the co-operation of the people. It is an integral part of management. Every manager whatever his job or level has to deal with the people, has to get maximum out of them and has to win their cooperation in getting the task done. Therefore, he must possess human relation skills. Personnel Management is the responsibility of the management. This responsibility cannot be completely left to the Personnel Agency created with the organization because that agency performs only operative functions like recruitment, training development, etc. Personnel Management is a pervasive function. It is inherent in all enterprises. It is a basic management function performed at all levels and in all areas of management such as production management, financial management, etc. It is a continuous function, which every manager has to perform. It cannot be practiced only one hour each day or one day a week. Personnel Management requires a constant alertness and awareness of human relations and their importance in every day operations.

Objective of Personnel Administration

R.K. Chopra, in his book, “Management of Human Resources”, has mentioned the specific objectives of Personnel Administration. They are to achieve and maintain good human relationships within an organization; to enable each person to make his maximum personal contribution to the effective working of the organization; to ensure respect for human personality and the wellbeing of the individual; to ensure maximum development of personnel and to ensure performance of various needs of individuals for achieving their maximum contribution towards organizational goals.

Role of Personnel Administration

The personnel administration is responsible for ensuring that the organization gets the right type of people, in right quantity, at the right time and at the right place to achieve the goals of the organization. It is responsible for using human resources in the most effective and efficient way to reduce personnel costs, to size the organization and to eliminate unnecessary work. It helps in enhancing employee skills on present jobs and upgrading skills for future jobs, through training and development programmes, to improve the work performance of the employees. It conducts performance appraisal to determine how well employees are doing their job and communicates that information to employees, agreeing on new objectives, targets or standards and establishing a plan for performance improvement. It provides and rewards employees with equitable pay or remuneration and other benefits and compensation for their contribution towards the achievement of organizational objectives. It maintains positive and harmonious relationship between the management and the employees through handling grievances, disciplinary proceedings, trade unions and collective bargaining process.

Importance of Human Resource Development in Personnel Administration

The Human Resources Department deals with the management of an organization's most valuable asset or resource- its employees. It has a number of responsibilities. First of all, the Department is responsible for hiring skillful and competent employees. This will involve attracting employees, keeping them in their positions and ensuring that they perform to expectations to achieve the organization's

objectives. One of the major functions of the Human Resource Department is to motivate employees to perform better. This is done through an attractive monetary compensation package to retain its most valuable workers. The Human Resource Department takes on the role as trainer to new employees, empowering and motivating them through orientation, on-the-job and in-service training programmes. The Human Resource Department is also responsible for implementing personnel policies and regulations relating to compensation, benefits, discipline, and retirement as determined by the Public Service Department. The Human Resource Department is entrusted with the duty of conducting performance appraisal of staff on an annual basis in cooperation with the other Departments in the organization.

Significance of Personnel Administration

The importance of Public Administration has increased in recent times due to servable reasons like rapid advancement in technology requiring continuous development in human resources, large size of modern organization in the age of liberalization and globalization, long range need of man power, high wage bills requiring optimum use of man power and reorganization of human aspects of organizations. Personnel administration is important because it helps the organization in making the right decisions in hiring competent people, developing their potentials and giving them the right motivation to ensure performance and fair return on the organization's investment. It ensures that employees who are the greatest and most valued assets of the organization are efficiently and effectively used and managed through proper planning and implementation of relevant policies and programmes that can enhance employee abilities and performance in the organization's overall efforts to achieve its goals and objectives. It helps the organization in developing competitive advantage in the form of lower cost of production, development of innovative products and unique methods of product marketing. It brings together and develops into an effective organization of the employees who make up an enterprise and taking into consideration their well-being and enable them to make their best contribution to the success of the organization.

Need for Reforms in Personnel Administration

The personnel in an organisation determine the quantity and quality of the performance and output of an organisation. The contribution of money and material to the performance of an organisation depends substantially upon their manipulation by the human beings in an organisation. Even the

poorly devised machinery may be made to work if it is manned with well-trained, intelligent and imaginative staff the best-planned organization may also produce unsatisfactory results if it is operated by mediocre and disorganized staff the personnel constitute an integral part of the organisation. It is with their requisite skills, aptitude, integrity and organising capacity that they can build the image of their organisations as effective institutions in nation building. Efforts to this regard are on. Policies and programmes, and establishing positive relationship between the organisation and environment.

A constantly changing scenario calls for better recruitment procedures, newer training techniques, superior re-training methods, smoother coordination between private and public welfare programmes, effective organisational development, better performance appraisal methods and more useful leadership styles. Thus, we can say that it is the personnel which more than anything else determines the quantity and quality of the performance and output of an organisation. Even the contribution of money and material to the performance of an organization depends substantially upon their manipulation by the human beings in an organisation. Even the poorly devised machinery may be made to work if it is manned with well-trained, intelligent and imaginative staff. On the other hand, the best planned organization may produce unsatisfactory results if it is operated by mediocre and disorganized staff. Personnel constitute an integral part of the organisation. It is with their requisite skills, aptitude, integrity and organising capacity that they can build the image of their organizations as effect institutions in nation building.

Role of Conduct and Discipline in Personnel Administration

The Reader's Digest Great Encyclopedia Dictionary defines conduct as "Manner of conducting any business or oneself" (behaviour) and discipline as "mental and moral training" or "order maintained among persons under control or command". Hence, conduct and discipline imply the behaviour of the personnel and bringing them under control and to train them to obedience and order. Hence, conduct and discipline are essential measures to be taken to build up sound personnel system. All the staff members cannot be expected to conduct themselves with equal zeal in an unimpeachable manner. Hence, a provision for disciplinary action is made inevitable in every organisation. In order to correct the erroneous behaviour or poor performance of the employees the role and need of conduct and discipline is to be stressed.

Types of Personnel Management

Baraldi and Vivian (2016) identified the following types of personnel management:

Strategic Personnel Management: Strategic personnel management focuses on the long-term goals and objectives of the school. It involves planning for future staffing needs, developing policies and procedures, and identifying resources. Strategic personnel management also has a direct impact on teachers' job performance. By planning for future staffing needs, schools can ensure that they have the right number of teachers and staff members to meet the needs of their students. This helps to prevent teacher burnout and ensures that teachers have the time and resources they need to be effective in the classroom (Tatikonda & Viswesvaran, 2017). Furthermore, developing policies and procedures helps to create a consistent and fair environment for teachers. This can help to reduce turnover and promote a positive work environment. In short, strategic personnel management is essential for creating an environment that supports teachers and allows them to do their jobs effectively.

Tactical Personnel Management: Focuses on the day-to-day operations of the school. It involves things like scheduling, managing employee relations, and addressing any issues that arise. Tactical personnel management is directly related to teachers' job performance. By ensuring that the day-to-day operations of the school are running smoothly, teachers can focus on teaching and learning (Bhushan & Bhatia, 2019). For example, having a clear and accurate schedule helps teachers plan their lessons and know when they will have time for grading and other tasks. Managing employee relations helps to create a positive and supportive work environment, which can improve teacher morale and motivation. And addressing any issues that arise allows teachers to focus on their secondary job duties, rather than getting bogged down in administrative tasks.

Operational Personnel Management: This refers to the hands-on tasks of managing teachers, such as payroll, record keeping, and benefits administration. While this may seem like a less important aspect of personnel management, it is crucial for ensuring that teachers are paid accurately and on time and that they have access to the benefits they are entitled (Wood & Piva, 2020). This helps to reduce stress and anxiety for teachers, allowing them to focus on their secondary job duties. In addition, having accurate records and well-managed benefits helps to create a sense of security and stability for teachers, which can improve their job performance.

Welfare Aspect (Benefits and Incentives): refers to the benefits and incentives that schools provide to their employees. This includes things like health insurance, retirement plans, and paid leave. These benefits and incentives are important for teachers' job performance for several reasons (Money & Sisson, 2017). First, they help to ensure that teachers have the financial stability they need to focus on their job. Second, they can improve teacher morale and motivation, as teachers feel appreciated and valued when their needs are met. Finally, these benefits can help to attract and retain quality teachers, as they may be more likely to stay at a school that provides them with the support they need.

Consequently, effective personnel management is essential for creating a positive and productive environment for teachers. When schools have the right policies and procedures in place, when they provide teachers with the benefits they need, and when they have a good understanding of the current and future staffing needs, teachers are better able to do their jobs well (Dunklin & Hopkins, 2020). This leads to better outcomes for students, and ultimately, for the school as a whole. Thus, when schools are looking to improve teacher job performance, they should consider all aspects of personnel management.

Personnel Management Strategies and its Impact on Teachers' Job Performance

Few personnel management strategies can significantly impact teachers' job performance, such as goal-setting, feedback, and recognition:

Goal-Setting: this is a strategy where teachers set specific and measurable goals to work towards. As we mentioned before, the goals should be SMART, specific, measurable, achievable, relevant, and time-bound (Dilshani & Hewanayake, 2020). This means that the goals should be specific and clearly defined, and there should be a way to measure the success of achieving the goals. The goals should also be realistic and achievable within a certain time frame. Setting clear and achievable goals can help to motivate teachers and give them a sense of direction. This can lead to improved job performance, as teachers will know what is expected of them and will have a framework for measuring their success. By setting goals in this way, teachers can focus their efforts on what is important and track their progress over time.

Feedback: is information that is given to a teacher about their performance. It can be positive or negative, and it should be specific and constructive. Feedback should focus on the teacher's actions or behaviors, rather than their personality or character. It should also be given promptly so that the teacher can use the information to improve their performance (Maduka, 2020). Feedback can come from a variety of sources, including the teacher's supervisor, colleagues, and students. Providing feedback and recognition to teachers can have a significant impact on their job performance. Feedback can help teachers identify areas for improvement, and recognition can motivate them to continue performing well. Feedback can be given in a variety of ways, such as through formal evaluations, informal conversations, or observation.

Recognition: is a strategy where teachers are rewarded and acknowledged for their achievements. This can be done in a variety of ways, such as through verbal praise, written recognition, or awards. Recognition has been shown to have several benefits for teacher job performance (Buhera & Pasi, 2020). First, it can increase teacher motivation, as teachers feel appreciated and valued for their work. Second, it can improve teacher self-efficacy or their belief in their ability to succeed. Finally, it can lead to higher levels of teacher engagement and job performance. Recognition can be given in the form of verbal praise, written notes of appreciation, or awards.

Coaching and Mentoring: Coaching involves one-on-one guidance and feedback from an experienced professional, such as a school administrator or mentor teacher. Mentoring is similar to coaching, but it typically involves a longer-term relationship between the teacher and the mentor. Both coaching and mentoring can help teachers develop new skills, improve their teaching practice, and become more effective (Sitha & Prija, 2019). Coaching and Mentoring are important ways to support teachers and help them improve their job performance. Coaching and mentoring can have a big impact on teachers' job performance in several ways. First, coaching and mentoring can help teachers to set goals and track their progress. Secondly, they can provide the guidance and support that teachers need to improve their skills. Coaching and mentoring can also provide emotional support, especially for new or struggling teachers. Finally, they can create a positive and supportive environment, which can make teachers more likely to stay in the profession.

Challenges to Effective Personnel Management and Teachers' Job Performance

Personnel management is not always easy, and several challenges can make it difficult to implement effectively.

Lack of Time and Resources: School administrators may not have the time or resources to provide all of the support and training that teacher's need. For example, a state is implementing a new evaluation system for teachers (Wang & Eom, 2018). The state can develop a new performance rubric and is providing training for administrators on how to use the rubric to evaluate teachers. However, administrators report that they are having difficulty finding the time to complete the evaluations, and are concerned about the consistency of the evaluations across the district. Additionally, some teachers have expressed concerns about the fairness of the new system, and have been reluctant to participate. In this example, it is obvious that several of the challenges can arise when implementing personnel management policies.

Lack of Consistency: Schools may have different policies and procedures, which can make it difficult to implement a consistent approach to personnel management. The lack of consistency can be a major challenge for schools, as it can lead to confusion and frustration for both administrators and teachers (Taft & Hadi, 2018). For example, one school may have a different set of policies for teacher evaluation than another school in the same area. This can make it difficult for teachers to know what is expected of them and can create a sense of unfairness. Additionally, different policies may lead to inconsistent outcomes for teachers, which can impact job performance and retention.

Resistance to Change: Teachers may be resistant to new policies and procedures, or may not be willing to make the necessary changes to their practice. There are several reasons why teachers may resist change. One reason is the fear of the unknown. New policies and procedures can be unfamiliar and may require teachers to adjust their practice in unfamiliar ways. This can be particularly challenging for teachers who have been using the same methods for many years. Another reason for resistance to change is the feeling of loss (De Jong & Hartog, 2007). Teachers may feel like they are losing something valuable, such as autonomy or a sense of control over their practice. Finally, teachers may also resist change because they feel that it is not necessary or that it will not make a difference.

In-Service Training and Development as a Personnel Management Practice

In-service training allows employees to develop and enhance their skills, which include socialization in different forms. Newly recruited staff need training before beginning work, while more experienced staff require retraining to keep up with the demands and challenges of their present job. The success of any organization depends on its workforce, and to get the best from the workforce, it must be continuously trained and developed. Ubeku (1970) states that money spent on the training and development of employees is well-invested. Staff are motivated to work harder when allowed to develop their skills by training.

An over view of in-service training, for the good teacher, every facts of his knowledge, skills personality and interests are of potential professional value. Hence every experience he under goes during his career, however, irrelevant it may appear, may be describe as in-service training. In-service training may therefore in the most general series be taken to include everything that happens to a teacher from the day the takes up his first appointment to the day he retires which contributed, directly or indirectly to the way which he executes his professional duties.

The United State Department of Health Education and welfare (2012) has described in-service training as: A programme of systematized activities promoted or directed by the school system, that contribute to the professional or occupation growth and competence of staff members during the time of their service to the school system. Some recent educational literature shows a preference for the phase “in-service education of teachers’. A good deal of the education versus training controversy seems to reflect concern about the status of the teaching profession. However, distribution between education and training is not always dears, this phase in-service education and in-service training is often interchangeable used. In a very broad service, the term in-service education or in-service training has been defined as structural activities designed exclusively or primarily, to improve professional performance. (Henderson 2010).

Hass (2011) for example defined in-service education as all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job “considering this definition to be too broad, vague and inexplicit, Harris, Bessert and Mc in Tyre (2001) have defined the term in a much narrow service as “planned activities for the instructional improvement of staff members”. Here, in-service education is considered to be planned activities

involving only the instructional staff and not all activities engaged in by all staff members for professional improvement as Hass has proposed. It is this definition or slight modification of it that is now generally referred to as the traditional definition of in-service education.

During the best exponent of this traditional view are Johnson (2000) and Edenfet (2002) who have said. In its traditional and most widely, practical form, in-service training is conceived as personal professional development formularized into courses at the graduate level that leads to advanced depress and credential, job promotion and added competence for the individual. (2000) and the UNESCO (2000) one major weakness of this traditional view of in-service education is the fact that it does not reflect the modern trends in education particularly the growing emphasis on the use of para-professionals and the need for the school staffs to work together as a team since the ultimate goal of in-service education is continuous improvement of students individual performances. It is in this modern world that in-service education is increasingly being stwart and Hart (2002) for example defined it as. All activities involving Para-professional teachers and administrators that focus on three discrete dimensions defined operationally as.

- i. Teacher behaviour improvement
- ii. Retraining and
- iii. Staff development

In essence therefore, the modern view holds out great opportunity for the professional development of all staff members who by the nature of their duties are all involved in the education in the education of the child

In-Service Training and Development and Teacher's Performance.

Though generally, in Cameroon in-service education is yet to be accorded the same priority as pre-service education, the need for it is widely recognized. This is evidenced by a large number of conferences, seminars, workshops, symposia and other types of in-service education organized every year at the local, national, regional, and international levels. Handerson (2000) in his book, *The Evaluation of In-service Teacher Training* Stated that the further training of teachers in-service work is like a tonic, like an injection that helps to protect the commonest disease teachers suffer

from is arteriosclerosis, which is a long set habit that becomes a second nature forcing them to act always in the old well-established way, independently of the transformed world around them. In his appreciation of in-service training education Corey (2003) asserted that planned program in-service educations are essential to adequate Professional improvement of school personnel. The demands now being made upon schools and upon the people who are responsible for the quality of schools make it impracticable to place full dependence upon pre-service preparation and the initial of the individual to better himself in the service. Steven and Eric (1999) Opines that even in a period of educational stability it would be desirable for teachers to take the opportunity to renew and extend their professional equipment as well as consolidating their own education as people. Today more than any other time in the history of mankind, we are living in a good of rapid and continuing change, resulting both from demands outside of the educational world.

One of the greatest revolutions of all time is knowledge explosion which can be said to begin on a new scale in the 21st century. According to Toffler (2000) the outputs of books on a world scale approached, the prodigious figure of explosion is of such a dimension that it is believed man's acquisition of knowledge is doubling every five to ten years. Toffler (2000) has suggested that cause of rapid obsolescence of knowledge due to knowledge explosion education many have to be recycled every five (5) years. It appears, however, that keeping abreast today requires not a five recycling of knowledge but a continuous process of education and re-education which must include both subject matter and evolving methodologies. Recent research by Douglas et al (2005) acknowledged that promoting teacher quality through in-service education is a key element in improve performance among teachers in both secondary and secondary education. The above appoint was further strengthened by the findings of Ronald and Dominic (2006) when they postulate that through in-service education, the teacher becomes responsible for his own growth and effectiveness, and is therefore, more sensitive, insight-full open to more options and less frightened to innovate and change.

In-service training is the process of acquiring specific skills to perform a job better (Jucious, 1963). On the other hand, Dahama, (1979) was of the view that in-service training helps people to become qualified and proficient in doing their jobs. Usually an organization facilitates the employees' learning through in-service training so that their modified behaviour contributes to the attainment of the organisation's goals and objectives. Van Dorsal (1962) defined in-service training as the

process of teaching, informing, or educating people so that: (1) They may become as well qualified as possible to do their job, and, (2) They become qualified to perform in positions of greater difficulty and responsibility. In-service training is a process of staff development to improve the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of individuals. "It is a program designed to strengthen the competencies of staff while they are on the job" (Malone, 1984:209). This writer further explains that In-service training is a problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, and broaden perception of the clientele.

Farrant (1982) defines In-service Education as a lifelong process in which the teacher is constantly learning and adapting to new challenges in his/her job. Much of this training, according to him, is self-directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisor's matters concerning teaching by attending courses and conferences on education. According to Jarvis (1990), In-service education is continuing education given to employees during the course of their working-lives; the venue to him does not matter. The most important thing in in-service training is that it is normally conducted by employing agencies within the organisation itself without recourse to formal education.

Morrant (1981) said that, in service is taken to include those activities and courses in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skills. Preparation for a degree, diploma or other subsequent to initial training is included within this definition, Morrart states that there is little doubt that there is a distinction between education and training, though the difference is not important. Training is concerned with the acquisition of skills and techniques using standardised procedures and sequences. In contrast, in-service education is bound up with the motion of bringing about teacher's professional, academic and personal development through the provision of whole series of study experiences and activities of which training should be related as but one aspect. He continues that, it is probably safer to employ the phrase, "In-service education" which by implication is inclusive of its training

In-Service training programme in an organisation is a development by which people are taught with skills and given the necessary information or attitude to enable them to carry out their duties

to the required standard in the present job and to assume greater and more demanding roles for effective job performance.

From another perspective, in-service training of teachers has been linked with the professional development of job commitment (Akinbode, 2006). He argued that teachers who had low commitment to the teaching profession prior to training became highly committed after they were given opportunity to participate in in-service training. Teacher's in-service training can thus be described as a catalyst capable of propelling positive changes in behavior, boosting their morale and their job commitment. Drucker cited in Onasanya (2009) asserted that "*an organization has to provide today, the men who can run it tomorrow*". As explained by Onasanya (2009), training is a form of specialized education aimed at giving the trainee particular or specialized knowledge, skills and attitudes, which he must possess to effectively perform in a given position on a job. In-service training program is important in the education sector same as the other sectors or organisations. The need for training in education particularly for teachers is important to improve the quality of education in Cameroon. Teachers are crucial in implementing educational transformations in accordance with the aspiration of the National Philosophy of Education.

The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. In-service training and development become necessary especially in highly populated school; where schools are short-staffed and some teachers are required to teach subjects outside their fields of specialization. More so, during periods of teacher shortage, unqualified ones are recruited. In order to realize the overall objective of the school system, the teachers must be mobilized, directed, stimulated and motivated towards optimal performance of their duties. In line with this statement, teachers have established number of local, state and national organizations to improve professional standards and to promote their interest. According to Okechukwu (2013), teacher retraining programmes apart from developing in the teacher, self-confidence, it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes.

The importance of training and re-training to career enhancement and capacity of teachers for improvement in teaching and learning processes cannot be over-emphasized. In-service training is conceived as an organized procedure by which people learn and acquire new knowledge and skills for definite purpose while being employed. Idonije (2005) sees in-service training as the process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. Training and retraining are necessary if efficiency is to be attained. When teachers are offered in-service training, they acquire new and improved skills as well as knowledge that will enable them to perform better thereby enhancing their performance. Training and retraining of teachers therefore are capable of enhancing the level of performance and also enabling them to cope with the ever-increasing challenges of educating the students in the country. In Enugu State, a large number of teachers are needed in the education system prior the new government policy of free and compulsory education Secondary education level.

Top priority therefore must be to see that sufficient numbers of young persons who are willing and ready for self- development are recruited. As such, the need for in-service training or staff development programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the proficiency status of teachers, the training program such as in-service training should not be removed from the reformation that occurs.

In-service training has for many years been the driving force behind many changes that has occurred in the area of teaching and learning. As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation. Teachers play active and vital role in the development of productive and dedicated citizens of any society. If the teachers' performance in the classroom is averagely good and at the same time, they feel a sense of accomplishment for their jobs, learning is easily achieved. Iwuagwu (2010) observed teacher-student relationship and opined that it helps to create an environment that is conducive for learning. She also revealed that many teachers have experienced problems which hamper learning processes in many schools

today, but when exposed to in-service training it ameliorates against such challenges. The success of any organization is a resultant effect of quantity and quality of its workforce. In support of this, Ibukun (2009), opined that teachers hold the key to nation building and that the aspiration of any nation to transform into a greater country can only be made possible if there are competent and dedicated teachers to impact them with appropriate attitude skills and knowledge. Teachers have been shown to have important influence on students' academic achievement and they also play a crucial role in education attainment because the teachers are ultimately responsible for translating reforms and policy into actions.

Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their performance. Their performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Okunola (2000), performance may be described as "*an act of accomplishing or executing a given task*". It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 2009). Education having been recognized universally as one of the fundamental building blocks of human development and poverty reduction in the world, it is a way through which millennium national development goals can be achieved. This is so because it is aimed at training the minds and inculcating values, attitudes, skills and positive behavior which leads to the development of the individuals and the society at large. Fafunwa (1974), as mentioned in Ololube (2013), both scholars saw education as the totality of all processes by which a child or young adult develops abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives that enables him live a meaningful life till he or she is old, as such education is a continuous process of learning from birth to death.

However, in Ololube, Dudafa, Uriah and Agbor (2013), they argued that Education is a means of transmitting culture from one generation to another and the process of bringing about a relatively permanent change in human behavior. Seen as one of the oldest industries, it is the main instrument used by society to preserve, maintain and upgrade its social equilibrium. In all human societies, education is meant to pass on to new generations existing knowledge of their physical environment, to introduce them to the organization of society, give them skills for performing their daily jobs and enjoying their leisure, and inculcate sound morals in them for their own benefit and

that of the society. Grounded in this credence, educational reforms in Cameroon are demanding greater performance and commitment from educators, thereby holding teachers responsible for better performance of students in secondary schools.

Teachers are considered basic and very powerful instruments in any education system and as such they are the mainstay of the education system. They are however, charged with the responsibilities of ensuring that learning is sufficient and effective in order for students to discover their potentials maximally. Buttressing the importance of teachers in the education sector, Sanders and Rivers (2014) accentuated that the single best predictor of student success is teacher quality. Griffen (2012) posited that at the centre of any school improvement plan and reform initiatives are the people who translate goals into reality. In a school, teachers are the key implementers of new programmes and practice that impact on students' learning. Consequently, their training is of great significance because teachers' quality determines the quality of education delivery and hence student outcomes within and outside the learning environments. Again, in public secondary schools in Cameroon, students reasonably do not measure up in terms of performance with their counterparts in private schools specifically during external examinations (Okeji, 2015); the question had remained if the lack comes from the teachers or students themselves? The quality of any educational system depends to a great extent on the quality of teachers.

Teachers are the most important component of any educational system because they are the people to shape the behaviour, thinking and attitude of the students/students in the teaching/learning situation. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes. Quality performance in education on the other hand, is that type of education that is relevant to the needs of the learners and the needs of the society. It is the education that yields the complete person, a well-educated wholesome individual that is intellectually, morally, physically, emotionally and socially developed. Thus, quality education should be education that inculcate in the learners' dignity of labour, respect, ethical value, religious tolerance, self-reliance, political stability, security, quality leadership and industrial harmony (Majasan, 2008). Quality education is education that empowers the learners with relevant skills, knowledge, ideas, values and attitudes needed for the person to make informed decisions and live a self-sustaining life.

According to Okechukwu (2013), teacher retraining programmes apart from developing in the teacher, self-confidence, it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes. The importance of training and re-training to career enhancement and capacity of teachers for improvement in teaching and learning processes cannot be over-emphasized. In-service training is conceived as an organized procedure by which people learn and acquire new knowledge and skills for definite purpose while being employed. Idonije (2005) sees in-service training as the process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. Training and retraining are necessary if efficiency is to be attained. When teachers are offered in-service training, they acquire new and improved skills as well as knowledge that will enable them to perform better thereby enhancing their performance.

Training and retraining of teachers therefore are capable of enhancing the level of performance and also enabling them to cope with the ever-increasing challenges of educating the students in the country. In Enugu State, a large number of teachers are needed in the education system prior the new government policy of free and compulsory education Secondary education level. Top priority therefore must be to see that sufficient numbers of young persons who are willing and ready for self- development are recruited. As such, the need for in-service training or staff development programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the proficiency status of teachers, the training program such as in-service training should not be removed from the reformation that occurs.

In-service training has for many years been the driving force behind many changes that has occurred in the area of teaching and learning. As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation. Teachers play active and vital role in the development of productive and dedicated citizens of any society. If the teachers' performance in

the classroom is averagely good and at the same time, they feel a sense of accomplishment for their jobs, learning is easily achieved.

Remuneration as a personnel management Practice

Remuneration is the reward or remuneration given to the employees for their work performances. It is a method of promoting morale, increasing motivation and foster team cohesion (Dan, 2021) remuneration is referred to as pay or reward given to individuals work done. He quoted that remuneration was an important factor especially in affecting performance in most organizations. In this study, remuneration includes all the financial obligation, allowances and bonuses given by the school to the teachers to enable them feel happy, comfortable be in tranquility and satisfied while discharging their duties as teachers. The indicators or remuneration include: basic salary, wages, health schemes, pension schemes, transport allowances overtime allowances and responsibility allowances. Remuneration is the human resource management function that deals with every type of reward individuals receive in exchange for performing organizational tasks (Ivancevich, 2016).

Types of Remuneration

Direct Remuneration

According Dessler (2013), direct remuneration is usually limited to the direct cash benefits that the employees receive on monthly, bi-monthly or weekly basis for the services they render as employees of particular organization. It could also be in the form of stock bonus remuneration, where employees of the organization are given the opportunity to own shares in the organization they work for and at the end of every year they have the opportunity again to gain some dividend in the form of equity on their shares. Financial compensation means monetary payment made to an employee in exchange for his work. This includes basic pay, bonus, incentives, overtime payment, commission and variable pay. Ivancevich (2016) states that direct remuneration includes base and variable. Base Pay refers to the basic remuneration that an employee receives, usually as a wage or salary. In educational institutions, base pay may be hourly and salaried, which are identified according to the way pay is distributed and the nature of the jobs. Hourly pay is the most common means of payment based on time while people paid salaries receive consistent payments

each period regardless of the number of hours worked. Variable Pay, another type of direct pay is remuneration linked directly to individual, team, or organizational performance. The most common types of variable pay for most employees take the form of bonuses and incentive program payments.

Indirect Remuneration

Dessler (2013) refers to indirect remuneration as the indirect financial and nonfinancial payments employees receive for continuing their employment with the company which are an important part of every employee's remuneration. Other terminology such as fringe benefits, employee services, supplementary remuneration and supplementary pay are used. According to Armstrong (2019) indirect remuneration or Employee benefits are elements of remuneration given in addition to the various forms of cash pay. They also include items that are not strictly remuneration such as annual holidays. Management uses it ostensibly to facilitate its recruitment effort or influence the potential of employees coming to work for a company, influence their stay or create greater commitment, raise morale, reduce absenteeism in general and improve the strength of the organization by instituting a comprehensive programme in this area (Khan et al., 2013) From the ongoing discussions, it could be concluded that remuneration packages entail some basic features that tend to make employees satisfied on their job amongst which includes salaries, bonuses, incentives, allowances, promotion, recognition . This goes the same with teachers in a school (Werner, 2011). And as indicated by Yamoah (2013), all these have significant impact on employees' performance.

However, as indicated by Osibanjo et al (2014), to avoid wrong perception and controversy by employees, remuneration system must be clearly communicated to employees with job measurement which will drive the much-needed performance in the employees. Adeniji (2014), indicate that remuneration package must be attractive enough to prevent employees from becoming dissatisfied and looking elsewhere for better salary, career development opportunities, fringe benefits, bonuses and incentives. Thus, an organization's remuneration package could be referred to as a total rewards program and includes all the methods (cash, equity, and benefits) used by employers to pay employees for the work they provide for the organization. An effective remuneration package or total reward package therefore, includes a variety of components that attract and retain employees who have skills needed by the organization. Because people have

different needs, based on their individual circumstances, the components included in the package should be sufficiently varied to address the different requirements of people at different stages in their lives.

For example, employees with young children may be looking for benefits that help them raise their children such as day care or time off to attend to school activities. Though the review discusses remuneration in its various forms, the study will focus more on monetary remuneration. At times, remuneration is called Compensation which is the reward that the employees receive in return for the work performed and services rendered by them to the organization. Compensation includes monetary payments like bonuses, profit sharing, overtime pay, recognition rewards and sales commission, etc., as well as nonmonetary perks like a company-paid car, company-paid housing and stock opportunities and so on(Gante, 2014). Compensation is a vital part of human resource management decision making as it helps in encouraging the employees and improves the organizational effectiveness. Compensation packages with good pay and benefits help to attract and retain the best employees.

Employees consider pay package to be fair when the amount of wage covers basic living expenses, keep up with inflation, leave some money for savings (perhaps for retirement) and leisure and there is increment over time. HRM is concerned with the determination of adequate and equitable remuneration of the employees in the organization. HRM use techniques like job evaluation and performance appraisal for determining remuneration. Factors that are considered for determining the remuneration of personnel are their basic needs, requirements of jobs, legal provisions regarding minimum wages, capacity of the organization to pay, wage level afforded by competitors, nature of job, skills required, risk involved nature of working conditioning, bargaining power of the trade union (Yankety, 2011). Wages and salaries form a substantial part of total costs in most of the organization. Hence a systematic approach must be followed for determining wage and salary structure so as to ensure logical, equitable and fair pay to the employees. The term equity in pay means – pay corresponding to difficulty level of the job assigned to an employee meaning more difficult the job more should be the pay (called internal equity); compensating an employee equally in comparison to similar jobs in the labour market(called external equity and equal pay for equal jobs (called individual equity)

Compensation

Compensation refers to all the provided tangible and intangible rewards an employee receives from the employer as part of the employment relationship. The Society for Human Resource Management (SHRM, 2012) has defined compensation as systematic approach to providing monetary value to employees in exchange for work performed. Compensation may achieve several purposes like assisting in recruitment, job performance, and job performance. It can be said that compensation is the “glue” that binds the employee and the employer together in the organized sector, which is further codified in the form of a contract or a mutually binding legal document that spells out exactly how much should be paid to the employee and the components of the compensation package. Rewards and benefits are also type of compensation program that are important for employees (Cascio, 2003). Financially, the salaries must be fair according to employee’s contribution. This gives a great sense of ownership and an interesting financial advantage for the employees. Non-financial reward should also be provided to employees for their contributions towards any organisations success (SHRM, 2012).

Allowances

According to Armstrong (2006), employee allowances include pensions, sick pay, insurance cover, company cars and a number of other ‘perks’. Perks are used to recognize exceptional contribution, performance, commitment to culture and values. Perks include additional time off, tickets to events, trips, dinners and public recognition. They comprise elements of remuneration additional to the various forms of cash pay and also include provisions for employees that are not strictly remunerated, such as annual holidays. Some benefits are mandated by law, for example social security, unemployment compensation and worker compensation. Besides, benefits can be treated as the payment or entitlement, such as insurance policy employment agreement, or public assistance program.

Benefits may also be seen as a reflection of justice in society. Once injustice is perceived then dis-performance sets in (Herman, 2005). According to Chiu et al., (2002) rewards/allowances tend to retain people because high reward levels lead to high job performance, commitment, and loyalty. Therefore, when employees feel they are not being rewarded as they expected, it will decrease their job performance leading to low performance. For example, if one perceived fairness about

the benefits received from one's employer, this may lead to higher job performance. The use of allowances and rewards varies greatly between countries and professions. Some countries/professions have allowances for certain job types, projects, working hours or regime and location. Other countries, however, have either a holiday allowance or an end-of-year allowance and some have both (Adams, 2005). Allowances are primarily tied to organizational financial performance according to the 2006 HR Practices in Executive-Level Compensation Survey Report by the Society for Human Resource Management (SHRM). Most organizations reward top executives for delivering profit growth and increasing revenue. This study focuses on some specific allowances that teachers enjoy which affect their job performance.

Motivation

Motivation is the driving force that causes a person willing to move the power capability and time to carry out all the activities that have the duty and responsibility so that obligations are met as well as the goals and objectives of the company are realized (Baba & Si, 2015). Stoner (2003) thinks that motivation is one of the earliest concepts in management used by managers and researchers. Managers in an organization determine the most efficient way to perform repetitive work and motivate employees with a wage incentive system based on the number of products produced, the more that is produced by the employee wages. The underlying is that manager knows about the job better than employees, who are lazy and can only be motivated by money. Hence, motivation is an impulse, the desire and level of a person's willingness to expend effort to achieve the best performance. The level of achievement through motivation shows a sense of responsibility, consideration of risk, feedback, innovative creativity, task completion time and the desire to be the best.

Motivation is the most pertinent matter for every organization be it public or private sector. For the success of any organization, motivation plays an important role. Therefore, all organization encounters the matter of motivation whether they are in the public or private sector (Chintallo & Mahadeo, 2013). Motivation is crucial for the organization to operate and without it employee will not put up their best and the company's performance will be inefficient. Abonam (2011) define motivation is a complex of forces starting and keeping a person at work in an organization.

It is the way a person is enthused at work to intensify his desire and willingness to use his energy for the achievement of the organization's objectives. Ajang (2007) supports that it is a behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, and unsatisfied need and the will to achieve. Among the financial, economic and human resources, motivation is essential and can endow a company with a competitive edge as compared to others. Employee performance fundamentally depends on motivation to influence the performance of employees.

Fringe benefits

According to Herzberg (1959), fringe benefits are seen as hygiene or maintenance factors that influence job performance. Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours work, and employer-provided training, which are the concern of the present study, can have an impact on job performance in several ways. These benefits are considered an important component of worker remuneration (Artz, 2010). Despite this, the impact of fringe benefits on job performance is a less frequently examined factor (Ellickson, 2013). Both employees and employers choose fringe benefits as substitutes for salaries. Fringe benefits, such as housing allowances, are free from taxation and are also cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job performance of employees, such as teachers (Artz, 2010). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees. Employees, on the other hand, choose benefits over salaries because they are free from taxation. Thus, the less-taxed fringe benefits can be substituted for salaries, and have the potential to increase the job performance of workers, such as teachers (Artz, 2010).

Remuneration and teachers job performance

In an organization, employees are the key resources through which all the other objectives are achieved. Teachers are the employees of the educational organizations, and their job performance is so much dependent on their remuneration. Employees will demonstrate pleasurable positive attitudes when they are satisfied with their job (Millan, J. M. et al, 2011). Thus, high job satisfaction will increase the performance of an organization, in turn increasing the organizational overall performance. Remuneration plays an important role in determining an employee's level of job

performance especially in education. According to Heath (2012), remuneration is a fixed amount of money paid to an employee by an employer in exchange for a productive work performed. If individuals believe they are not compensated well, a state of emotional dissatisfaction develops. This emotional discrepancy grows and accumulates over time making employees to grumble as they render their service to the organization. This may lead to poor performance worse still, indicators such as absenteeism, turn over, go slow and strikes are experienced. Remuneration has long been considered one of the most important organizational rewards (Heneman, 2010) because it allows employees to obtain other rewards.

Taylor (1911) was one of the earliest to recognize the motivating effects of pay when he proposed that workers put forth extra effort on the job to maximize their economic gains. Remuneration is considered the major cost incurred by a business organization. It is a systematic approach to providing monetary value to employees in exchange for work performed. Remuneration may achieve several purposes; assisting in recruitment, job performance, and job satisfaction (Yamoah, 2013). Remuneration refers to all the provided tangible and intangible rewards an employee receives from the employer as part of the employment relationship. The Society for Human Resource Management (SHRM, 2012) has defined remuneration as systematic approach to providing monetary value to employees in exchange for work performed.

Remuneration may achieve several purposes like assisting in recruitment, job performance, and job satisfaction. It can be said that remuneration is the “glue” that binds the employee and the employer together in the organized sector, which is further codified in the form of a contract or a mutually binding legal document that spells out exactly how much should be paid to the employee and the components of the remuneration package. Rewards and benefits are also type of remuneration program that are important for employees (Cascio, 2003). Financially, the salaries must be fair according to employee’s contribution. This gives a great sense of ownership and an interesting financial advantage for the employees. Non-financial reward should also be provided to employees for their contributions towards any organisations success (SHRM, 2012).

There are some theories that can be associated with job performance, with the Herzberg theory and Maslow Hierarchy of Needs being amongst some of the most widely cited and also forming the content theories. According to Gawel (1997), Herzberg and Howe (1959) introduced the two-

factor theory in an attempt to explain people's attitudes towards their work. The two-factor theory is made up of two parts, the first being the hygiene factors, which cover the working conditions, interpersonal relations, company policy, supervision, and salary. The second bit is the motivators, which include elements like the work itself, promotion, achievement, recognition, and responsibility. The motivators, also viewed as the satisfiers, are linked to long-term and positive effects on work. Hygiene factors, on the other hand, also known as dissatisfiers, constantly give forth to short-term changes towards attitudes and performance at work, hence quickly falling back to its previous level" (Gawel, 1997).

Another theory is Abraham Maslow's Hierarchy of Needs, coined in 1954 (Gawel, 1997). The theory is presented as a pyramid with the basic needs at the lowest level and an individual's self actualisation at the very top of the pyramid. Maslow argues that the fulfilment of the low-level needs in the hierarchy causes motivation for the pursuit of the next-level needs through their work. The factors that have been outlined in this theory will be applied in counter-checking the predicament of public secondary school teachers in Molo Sub-County, Nakuru County. These factors will form a framework for the hindrance of teachers' job performance as well as retention in public secondary schools and will, therefore, be used as the basis for data collection.

Money stands out as a major motivation for working. Apart from enabling an individual to fulfil his/her basic needs, it also enhances one's quality of life. Consequently, when an individual gets an amount lesser than what he/she deserves, they become unhappy. In some cases, employees work overtime, but they do not get compensation in return (Gomba, 2016). When an individual does not get monetary benefits for their work, it is natural that their job performance will be low (Abuhashesh et al., 2019). The findings of Kumar (2019) in a study on the effect of factors of compensation on the job performance of teachers, which was carried out in Bangladesh, reveal that the relation between the factors that affect compensation in a teacher's work and their job performance is significant.

He postulates that compensation is a key factor that drives and motivates employees regardless of their profession. The finding shows that when teachers are well compensated, they will be satisfied with their jobs because they will be encouraged and feel positive towards their jobs. This then implies that one major source of job dis-performance for a teacher is poor compensation.

Furthermore, the study findings showed that there exists a mismatch between the compensation of teachers and their job description, and this subsequently affects their work negatively, leading to low job performance. He further argued that work allowances like retirement, transportation, and medical significantly affect teachers' job performance.

Africa has, for some time now, been reporting poor performance in academics and education at various levels, which have been considerably linked to a band of dissatisfied teachers (Richardson and Radloff. 2014). Adesulu et al. (2015) argue that Cameroon, of all the African states, has been the worst hit due to a number of reasons, the most notable being a total disregard of the teachers by successive governments that have continually refused to pay teachers' salaries (Abayomi et al., 2015). This has, as a result, poorly impacted these teachers both psychologically and physiologically, and in effect, reduced their enthusiasm for their job as well as their efforts in pursuit of quality education.

Iwu et al. (2018) postulate that the effectiveness of teachers will only be achieved when teachers, on their own accord, promote excellence, which can only be realised when they are adequately motivated. This, therefore, means that teachers being very valuable in the socioeconomic development of the country need to be addressed adequately, but even more precisely, their salaries need to be paid fully and on time, for it generally affects their performance, job performance and eventually their development of the society. Iwu et al. (2018) note that teachers in Cameroon are considered to be a major resource in influencing the performance of students in pursuit of quality secondary education and are largely resourceful when it comes to influencing socioeconomic growth, but they are not adequately motivated. In their study on attaining quality education by examining the determinants of teacher job performance, 547 teachers from 23 in the Ibadan South-West Local Government Area in Oyo state, Cameroon, were sampled. The outcome of the study put forth that the pay or salary that teachers receive, as well as increased responsibilities and growth opportunities that are connected to their work, are the main work factors that contribute significantly to the job performance of teachers.

They noted that teachers' remuneration was a very critical and emotive factor that needs to be considered very carefully, for it affects their functioning in all parts of their lives but, most importantly, in their work.

According to Ndiyuje and Tandika (2019) and De Sousa (2013), in most instances, pre-secondary school teachers are reported not to actively take part in their social activities and individual family events, while stating that the reason for this is due to their insignificant financial contribution. This, they further state, is because of inadequate income that can hardly meet their basic needs and those of their extended family members. Pepra-Mensah et al. (2017) carried out a study in the Northern Zone of Ghana on how the job performance of basic school teachers is affected by compensation. They highlight that compensation is essential for every organisation in that attracting and retaining quality employees is dependent on the kinds of compensation it offers. Their study sought to establish the teachers' perception of compensation and what effect compensation has on teacher job performance. Employing a convenience sampling of 100 basic school teachers, the findings of the study showed that teachers' perception of the compensation practices of the teaching service was negative (Pepra-Mensah et al., 2017). They further noted a significant correlation between the job performance of teachers and the compensation dimensions of basic payment, incentives, and benefits. Based on their results, it is shown when teachers are not well compensated, their job will be low, and their performance will go down.

Low job performance of these teachers affects their performance and leads to turnover, which affects the school and the students as well. They note that the role of teachers in building and shaping society is not only far-reaching but has a significant effect on the caliber of individuals they teach and mould. With this in mind, they state that compensation policies and packages need to be revised to effectively address this gap and, hence, have more effective teachers who are satisfied with their profession. Ansah-Hughes (2016) did a study to examine job performance among teachers in Ghana's Techiman Municipality. Teachers from Junior High School and Senior High School were randomly sampled, making a sample of three hundred and six (306) elements. From the study findings, it was shown that the teaching was ideally professional for the teachers in the Techiman Municipality, but most of them would change their profession because they lack job performance.

Many researchers point out that pay ranks as determinant number one in regard to job performance. Also, in Ghana, Addai et al. (2018) state that there is a high frequency of teachers agitating for, among other factors, better pay in their profession. In their study on organisational justice and job performance as predictors of turnover intentions among teachers in the Offinso South District of

Ghana, they sought to assess the influence of job performance and organisational justice on turnover intentions among teachers. Using one hundred and fourteen teachers to complete the organisational justice index, the teachers' performance scale and the turnover intention scale, the findings with regard to the components of job performance revealed that only pay contributed significantly to teachers' turnover intentions. The study findings showed that teachers placed a lot of priority on their pay; hence, when these teachers get satisfactory remuneration, they pay less attention to other factors, such as interactional justice.

Secondary schools in Kenya, including Nairobi County, have experienced problems with the teachers. Due to limited finances, the Kenyan government put in place structural adjustment programmes that had a profound impact on educational financing. This left staff disheartened owing to a number of factors, such as insufficient and non-competitive salaries, as well as they were dis-performance with non-financial factors, including poor working conditions, heavy workload, institutional governance, professional growth, and recognition, among others (Ombima, 2014). There has therefore been an exodus of teachers into private schools or abroad due to these factors with a view of attaining better pay opportunities. As a result of the great value of education in people's socioeconomic development, there are great measures that have been put in place to ensure that one successfully goes through the Education process by attaining high academic results. In Nairobi County, this desire for good achievement has put all relevant stakeholders in the Education Sector on a high alert.

Many strategies have been adopted in pursuit of ensuring high performance and better outcomes, including the government's introduction of performance contracts, Subsidising Secondary Education (SSE), increased hours for teaching and learning, remedial classes on the weekends, intensive testing policies, etc. Muguongo et al. (2015), in a study on the effects of compensation on job performance among secondary school teachers, concluded that insurance coverage, one of the forms and part of the compensation packages, greatly impacts teachers' job performance. It was concluded that of the insurance covers given to teachers, they were most satisfied with medical covers. Whereas the bonuses that were given to them only slightly affected their job performance. The bonus motivates teachers to be more concerned with teaching well, pay incentives for motivation and pay incentive schemes to achieve objectives.

The study by Kumar (2019) was undertaken in Bangladesh with a focus on compensation and did not look at the other factors of teacher job performance, nor did it touch on ma. Pepra-Mensah et al. (2017) from Ghana also studied how compensation for basic school teachers affected their job performance and did not also look at the other variable of job performance as stated herein. Iwu et al. (2018) study, on the other hand, was based on the quality of education and how it was affected by teachers' job performance in Cameroon. In addition, they sampled 547 teachers from 23 in Cameroon's Ibadan South-West Local Government Area in Oyo State. In Kenya. Muguongo et al. (2015) also focused on the effects of compensation on job performance among secondary school teachers. From these studies, it is evident that not much has been done focusing on the relationship between management practices and the job performance of teachers in public secondary schools and even more in Molo Sub-, Nakuru County, Kenya. This, therefore, necessitates the need to undertake a study on the relationship between management practices and public secondary school teachers' job performance in Molo Sub-County, Nakuru County, Kenya.

Dr. Abdullah Al-Ajlan (2019) undertook a study on the factors influencing teachers' job performance in a case study of public secondary schools in Buraidh City, Saudi Arabia, which sought to investigate the dynamics that influence teachers' job performance in the public secondary schools in Buraidah. Being a quantitative research, data was collected by using a questionnaire from 150 teachers and analysed using descriptive statistics. The main outcome of the study showed that remuneration, school managers and working conditions have an influence on teachers' job performance. They further showed that of the three factors, remuneration had the most significant effect on the job performance of teachers at secondary public schools of the study. Remuneration, as he pointed out, not only affects job performance but also affects teachers' performance and output (Rasheed et al., 2016; Al Doghan and Al Bar, 2015), their job attitude (Ahmed et al., 2012), teacher motivation (Matoke et al., 2015) and teacher commitment in the high schools (Alshehry, 2014).

Teachers are the most important resource in schools because the quality of an education system depends on the quality of its teachers (Chong & Ho, 2009). The key to improving public education is placing high performing teachers in all classrooms (Darling-Hammond, 2010). Job performance of teachers has been a matter of concern throughout history. For instance, the clergy in the 1700s in towns in the USA evaluated the effectiveness of teachers. The clergy were considered logical

choices for this role because of their extensive education and presumed ability to guide religious instruction in schools. Individual supervisors or supervisory committees were charged with monitoring the quality of instruction (Marzano, Frontier & Livingston, 2011). In 1837, in the United Kingdom, the Government appointed the first school inspectors to monitor the performance of teachers (Jeong, 2009). The Foster Education Act in 1870 in the UK set up School Boards for effective supervision of the performance of teachers (Doherty, 2012). In the latter part of the 19th century and the early part of the 20th century, Frederick Taylor's scientific management penetrated into schools to ensure teachers job performance (Marzano et al., 2011).

In 1929, in his book *Public School Administration*, Cubberley indicated that schools were, in a sense factory in which the raw products (children) had to be shaped and fashioned into products to meet the various demands of life (Mathison & Ross, 2008). Cubberley laid out a set of principles for school administrators that emphasised measurement and analysis of data to ensure that teachers in schools were productive (Marzano et al., 2011). Since the 1940s, when UNESCO was established, it has monitored the performance of teachers assessing trends and developments in education and educational policies affecting their performance (Mayor, 2008). However, according to Hanushek and Ettema (2017), teachers' performance has declined since 1970, indicated by a decline in scores of students. Symeonidis (2015) indicates that the trend of decline in teachers' performance has been a global phenomenon in a number of countries in the western world, Asia and most of Sub-Saharan Africa, especially in public schools. Taking the example of the USA, teacher performance has recently come under great scrutiny and has triggered a hot political debate in many states. To enhance teacher job performance, policymakers have advocated for abolishing teacher tenure to base job security on performance. States including Colorado, Florida and others have thus passed Bills to abolish teacher tenure. Others have lengthened the number of years teachers have to wait before becoming eligible for tenure (King-McKenzie, Bantwini & Bogan, 2013). In the UK, in the 2000s, teacher morale was reported to be at a low ebb (Torrington, Earnshaw & Ritchie, 2003).

As a measure to fight poor teacher job performance, since 2002, all schools and local authorities for centrally attached staff have been required to review the performance of teachers (Ward, Penny & Read, 2006) annually. In Africa, the challenge of decline in the performance of teachers is higher. For instance, in South Africa, the country is grappling with large numbers of dysfunctional

schools because of dispirited, demoralised and underperforming teachers (Pretorius, 2014). According to Vermooten, Malan and Boonzaier (2020), in 2012 in South Africa, the Ministry of Education reported that teachers had the highest absenteeism rate in the Southern African Development Community. On average, every teacher was absent for 19.7 days in 2012, and the absenteeism rate in 2017 was equally disconcerting. In addition, there teacher late-coming and attrition were also a cause for concern. Within the East African region, teachers' performance of teachers is also low. For instance, there are reports of rampant absenteeism in Kenya, late coming, failing to assess students' work in time, and engaging in examination malpractices (Olurotimi, Asad & Abdulrauf, 2015).

In Tanzania, there are widespread reports of professional misconduct in almost all institutions of education, from secondary schools to higher learning institutions. Especially in rural schools, there is absenteeism, drunkenness, sexual abuse, examination fraud, use abusive language, drug abuse, and unethical dressing. Around 200 to 300 teachers are dismissed each year on the grounds of professional misconduct (Mabagala, 2016). In Uganda, like other East African countries, the situation is not any better. Mugizi, Dafiewhare, Manyange and Zikanga (2020) indicate that teachers highly show a lack of motivation to carry out their teaching job and fail to execute all their professional duties such as effective classroom teaching management to students, and ensuring discipline and regularity. About 15 per cent of teachers have not been turning up to teach their classes. Consistently teachers report late and have not been effectively executing all their professional duties like making schemes of work, lesson plans and performing weekly duty. Over the years, the poor performance of teachers has been reflected in the dismal performance of students in Uganda National Examinations Board (Mugizi, Mujuni & Dafiewhare, 2019).

Concerned with the poor job performance of teachers, the Government has given attention to uplifting the welfare of teachers believing that their morale will improve, enhancing their job performance. For instance, the Government has tried to improve the remuneration of teachers, and overtime salaries of teachers have been improving, and there has been support to teachers Savings and Credit Cooperatives (SACCOs) (Talemwa, 2016). There have also been attempts to construct houses for them to provide decent accommodations (Auma, 2015). Teachers are also guaranteed of retirement benefits, including a monthly pension commensurate with a teachers rank, salary and length of service, and a gratuity paid at the beginning of the retirement (Namara & Kasaija, 2016).

Despite the effort to enhance remuneration for teachers, their performance remains low. In Government aided in the southwestern region where the study was carried out, teaching did not conform to the standards set by the National Curriculum Development Centre [NCDC] and the Directorate of Education Standards [DES] (Uganda National Examination Board [UNEB], 2015). Teachers showed disinterest in their jobs, with a number of them involved in over-consumption of alcohol negatively affecting their jobs and careers in ways that include poor performance, neglect and loss of job (Rukundo & Magambo, 2013). Teachers consistently reported late for duty; some teachers hardly appeared at schools and had poor relations with fellow teachers, among others. Many teachers in secondary schools in Uganda hardly prepared schemes of work and lesson plans, and neither conducted sufficient practical lessons or gave time for remedial classes for academically weak students (Malunda, Onen & Musaazi & Oonyu, 2016). These kinds of pedagogical practices led to poor performance of many students in the national examinations - year after year (Uganda National Examination Board [UNEB], 2015). The persistent poor job performance of teachers despite efforts aimed at improving their remuneration attracted this study.

Herzberg's (1959) Two Factor Theory is also known as the Dual Factor Theory, or Hygiene/Maintenance Theory of Motivation, proposes that certain factors are known as motivators or satisfiers in the workplace that cause job performance, and a separate set of factors known as dissatisfiers cause dis-performance (Dartey-Baah & Amoako, 2011). The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work or get engaged in their work (Tan & Waheed, 2011). Hygiene factors are related to the conditions under which a job is performed. When an employer is unable to provide enough of these factors to his employees, there will be job dis-performance (Burton, 2012). Such hygiene factors are; company's policies and administration, supervision, working conditions, interpersonal relations with supervisors and other subordinates, salary, job security, status, personal life, and employee benefits (Dartey-Baah & Amoako, 2011). On the other hand, motivating factors or satisfiers are intrinsic factors in the job and act as forces of job performance. These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work (Lee, 2017). Motivating factors motivate subordinates to take more interest in the work (Nabi, Islam & Dip & Hossain, 2017). This theory shows that remuneration as

hygiene factor might lead to employee performance. Therefore, Herzberg's Two Factor Theory was the basis for examining the relationship between employee remuneration and employee job performance.

Performance appraisal as a personnel management practice

Performance appraisal relies on performance review. A performance review is a regular review and evaluation of an employee's job performance (Delpo, 2010). It demands that administrators review employee tasks and performance and give constructive criticism (Van Dijk & Schodl, 2015). In addition, performance reviews aim to allow all parties involved to discuss the individual's progress and growth. The discussions during performance reviews provide valuable insight into past accomplishments and a foundation for future goals (Ambe et al., 2016). Performance review recognizes incompetent teachers, evaluates performance for pay and promotion, detects performance flaws in teachers, and offers proof for disciplinary measures. In addition, it holds teachers answerable to school leaders and parents for their children's education. Quality education can be achieved through a performance review based on improving teachers' performance, which leads to improved working relationships and career development (Monyatsi et al., 2016).

Performance Appraisal is one of the most important functions of human resource managers. It is concerned with identifying, measuring, influencing and developing job performance of employees in the organization in relation to the set norms and standards for a particular period of time in order to achieve various purposes (Gichuhi, Abajadr & Ochieng, 2012). Fisher (1995), defines appraisal as a process of management which entails improving the organization's performance through the enhanced performance of individuals. Moreover, appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibility and performance (Aksal et al., 2011; Bartlett, 2000; Haynes et al., 2003).

According to Armstrong and Baron (2005), performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a period interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. Evaluation of individuals in terms of their job performance

is a task requiring a quality of managerial judgement which places a considerable responsibility on the managers involved. It is a task that is delicate as well as complex (Cole, 2004). According to Cole (2004), the most likely reason for the adoption of staff appraisal is to draw attention to present performance in the job in order to reward people fairly and to identify those with potential for promotion or transfer.

Likewise, an annual performance review is an annual evaluation done by administrators and other important stakeholders as part of a formal and controlled evaluation process to assess employees' job performance. The objective is to identify their strengths and limitations, offer helpful feedback for future improvement, and support goal formulation (Conlow, 2022). Even though the annual performance review process may only involve completing the forms once a year, it involves ongoing, even daily, communication between the supervisor and the employees (Delpo, 2010).

Appraisals and Feedback

Performance appraisal (PA) is the process of evaluating and improving a person's performance at work, both in terms of current efficacy and future advancement potential (Strebler et al., 2001). Standards in the performance appraisal process allow teachers and school leaders to make informed choices about teaching performance and may help identify future areas for development and growth. The appraisal process involves formative elements geared toward improving performance, such as professional development, career advancement, and feedback (Elliott, 2015). Giving feedback is an essential and critical way of helping teachers better understand their strengths and weaknesses, which can be a vital first step toward improving classroom practices. Feedback is individualized information derived from direct observation that is prepared and conveyed so receivers can use it to their advantage to realize their full potential. The purpose of providing feedback is to enhance performance, and it must be vivid, constructive and unbiased (Jug et al., 2019). Feedback is comparable to formative assessment, enabling individuals to receive direction on improving their performance throughout the year.

It provides teachers with information about their performance compared to the desired educational results and goals. When teachers receive feedback on their work, it helps reinforce their work that meets standards and, when necessary, provides corrective information for improving their teaching and behavior management. Performance appraisal and feedback give teachers a review of

comments on their performance from the previous year and outline their goals and growth plans for the upcoming one (OECD, 2009a). Recognizing such strengths and weaknesses, informing resource allocation decisions, and motivating teachers to improve performance are all important features that can promote policy goals like school improvement, accountability, and choice (OECD, 2009b).

Self-evaluation

Self-evaluation process involves teachers reflecting on and changing their own teachings to improve instruction (Bailey, 1981). Self-evaluations help teachers discover challenges, celebrate successes, step off the lessons' treadmill, and recognize their accomplishments. Teachers who evaluate their own professionalism consider how they performed on a range of practice-based indicators, set goals for improvement, obtain and consider various things and pieces of information, and make judgments about how they affected their students and the school (Fireside & Lachlan-Hache, 2015). Again, self-evaluating teachers can identify areas that need further development and carefully examine what has worked and what has not in the teaching-learning process and other school activities. It helps teachers become more effective and recognize their strengths and weaknesses (Senapaty, 2019). Ross and Bruce (2007) presented the self-evaluation model as the fusion of three processes used by self-regulating professionals to monitor and analyze their behavior. These three processes are; teachers first conduct self-observations concentrating on elements of teaching that relate to their moral convictions of success. Second, teachers assess their own performance by evaluating how well their overall and targeted objectives were accomplished. The main sources of information on teacher evaluations are changes in student performance gathered from student homework, comments, and formal evaluations. The third category is self-reactions, which are assessments of goal attainment that show how content teachers are with the outcomes of their actions (Ross & Bruce, 2007)

Performance appraisal and teachers' job performance

It was identified that among all other human resource practices, performance appraisal has been identified as an important practice which has direct link with teachers' performance. Schools are now continuously investing more of its resources for development of this resource and for the purpose; public schools have involvement in performance management and performance appraisal

of its teachers. In line with the educational institution efforts, most of scholars and researchers are having the focus on different kinds of performance appraisal system irrespective of the fact that there are already some systems of appraisal found in routine. Among all other systems, institutions are choosing the system which can have the strong influence on teachers' performance to get the work done in a limited time (Rahmawati et al., 2017; Latham, 2012). It is imperative for the organization to have a focus on performance appraisal because it can be helpful for the organization to achieve organizational goals effectively to survive in a competitive environment. This is the same situation with educational organisations.

Beside the best choice of performance appraisal, schools and researchers are having the focus on effectiveness and outputs of the particular performance appraisal system. If an individual teacher displaying the positive behaviours after implementation of performance appraisal can be perceived as its effectiveness. Some schools conducting the performance appraisal on an annual basis and some of the organizations are conducting it on a weekly as well as on a monthly basis due to the nature of the assignment. The performance appraisal system is having some sort of importance for the organization and for the purpose organizations are having the focus that which interval is best for implementation of performance appraisal system. For the purpose of motivation, organizations are having the practices such as displaying the evaluation reports on a notice board to excite the employees (Appelbaum, 2019).

Performance appraisal satisfaction got tremendous attention from the scholars as well as from the organizational practitioners due to its nature and concept. Earlier stages of performance appraisal did not describe and focus on satisfaction of performance appraisal, but with the advancement in the literature and organizations shifting focus to its most important tool i.e. Human Resource Management and staff personnel administration. Organizations are showing more concerns to performance appraisal effectiveness and satisfaction of the staff at workplace (Ansar, 2019; Tanveer, 2019). For the purpose organizations are taking the consent and feedback from the employees after initiating the process of performance appraisal. On the other side, most of the scholars are continuously trying to mature the concept of performance appraisal satisfaction and effectiveness and for the purpose they are trying to explore the antecedents and outcomes of the performance appraisal effectiveness and satisfaction (Rubin & Edwards, 2018).

At organizational level, organization culture, organization structure, organizational policies and practices, role of supervisors, leadership, positive feedback, training and development of employees and organizational communication are being considered. At team level same as there are some factors which are having the potential to create performance appraisal satisfaction and effectiveness (Chae& Choi, 2018).

The current study is including the teachers' performance which may emerge as an outcome of satisfaction with performance appraisal effectiveness/ satisfaction. Performance appraisal satisfaction is all about the employee's satisfaction with the performance rating methods of an organization, school in this context. Organizations are using different methods for rating the performance of an individual employee. It is relating with the attitude of the employee and organization is catering the process to review the performance of employees and reward/punish them accordingly (Zulfeqar, 2014). Basically organizations are critically observing the desire state and current state of organization as well as employee's state which can give a better result for boosting the performance of organization. Setting of goals and defining the objectives and provision of feedback known as the basic activities cater through performance appraisal in any organization. The core elements of employee performance are task performance, creative performance and contextual performance (Chae& Choi, 2018).

These are basically the behaviour of an individual employees shown in response of positive environment employee is getting from the organization. At the stage of evaluation of performance appraisal and its results which are developing the positive attitude of the employee and then as behavioural outcome exhibit in shape of boosting the performance. It is necessary for the organization to identify the potential candidate to do better (Bakhsh, 2014). An employee is properly communicated about his shortcomings and weak areas so he does have the focus on the weak areas which can build the proper satisfaction and effectiveness of the performance appraisal system (Jones, 2018). It is imperative for the organization to work on the policies and train it supervisors and leaders in such a way to build strong and positive relationships with their subordinates so that they are freely communicating the feedback regarding performance appraisal effectiveness and satisfaction. Individual employee if having the perception that the performance appraisal process was fair and organization promote justice and focus on performance rather to use

link and create any biasness during the process. Employee perception of organization justice has imperative role in the performance appraisal satisfaction and effectiveness.

The current study is conducting among the college teachers who are building the nation if they are satisfied with the organizational policies and current performance appraisal system, they can give better results leading to their appreciable task performance as required in this regard (Chae& Choi, 2018). They can motivate the students in such a way to become an efficient resource for the country. If the teachers perceive that the current system is not by their expectations, it can create de-motivated environment which can motivate them to procrastinate and involve in nonwork-related activities (Akhtar& Malik, 2016). The organization needs to promote positivity at workplace which can generate positive results

Employee relations as a personnel management practice

According to Torrington and Hall (1998), the relationship between employees and management is a framework of organizational justice consisting of organizational culture and management styles as well as rules and procedural sequence for grievance and conflict management. Gennard and Judge (2022) stated that employee relations is a study of the rules, regulations and agreements by which employees are managed both as individuals and as a collective group. Lewis et al (2024) explained that employee relations suggest a wider employment canvas being covered with equal importance attached to non-union employment arrangements and white-collar jobs. Armstrong (2015) observed that employee relations is to manage the relationship between employer and employees with the ultimate objectivity of achieving the optimum level of performance in terms of goods and services, employee motivation taking preventive measures to resolve problems that adversely affect the working environment. Walton (1985) narrated that the unitary viewpoint of employee relations is the belief that management and employees share the same concerns and it is therefore in both their interests to cooperate.

Perkins and Shortland (2006) advocated that employee relations is concerned with the social economic relationship that forms and revolves around a contract between the parties to perform work in return for employment benefits such as remuneration. Clarke (2001) commented that effective employee relationship management requires cooperation between managers representatives and employees, that good relationship between employer and employee do not just

happen but they are the result of a strategy and activities that employee relations managers design to improve communication between employees and management (Mayhew, 1985). George and Jones (2008) said that employee relations involve the communication and relationships that in the end contribute to satisfactory performance, job performance, motivation and morale of the employees. Consequently, Foot and Hook (2008) highlighted that the right of employer on employer and employee relationship is to control work performance, integrate employee in the organization's structure and management system and create a mutual trust environment, confidence and supply of enough and reasonable work while employees obey lawful and reasonable orders, maintain fidelity and work with due diligence and care.

Factors leading to effective employee relations in the organization

Gomez-Mejia et al (2001) argued that for organizational members to perceive employee relations management practices positively, the organizational leadership needs to put emphasis on gaining support from employees, having mutual trust and confidence building, allowing freedom of association, improving career and salary tracks, retirement benefits, and retaining measures. Pearce and Robinson (2009) observed that organizations should strive to satisfy their employees with good pay, good supervision and good stimulating work. Mayhew (1985) inferred that best employee relationship management practices incorporate labour and employment laws, resourcefulness and human resource expertise in developing practices that improve working relationships.

Purcell and Ahlstrand (1994) insisted on the need of the existence of a distinctive set of written guiding principles which set parameters to and signposts for management action regarding the way employees are treated and how particular events are handled. Lewis et al (2003) contended that it is good to involve employees direct in decisions that go beyond their immediate work tasks and given opportunity to control their work situation in a manner that benefits the organization also to have a managerial policy where employees and employers share goals and agree on the means to achieve them, their involvement is very important because participation in goal setting has been found relating to acceptance and subsequent commitment to the established goals which leads to favourable outcomes in terms of performance and attitudes (Harzing & Ruysseveldt, 2004).

According to Schweitzer and Lyons (2008) factors that lead to good employee relations in the organization include employee empowerment and involvement, initiating employee suggestions, conflict management and grievance redress measures, facilitating collective bargaining, expertise training and development, encouraging teamwork and transparency in communicating. Ivancevich (2001) supported that employee empowerment improves employee relations because it contributes directly to organizational objectives by increasing skill sets and granting authority to the employees to make a decision that would traditionally be made by managers.

Kovach (1995) focused on the need of effective communication that it is one of the most important factors which either improves or spoils the relationship among employees, employees with open lines of communication with managers are more likely to build effective work relationships with those managers, increase their organizational identification and enhance their performance which at last contributes to organization performance (Tsai, Chuang & Hsieh, 2009)

Employee relations and teachers job performance

Employees (teachers) are among an organization's (school) most important resources and coined as most valuable assets. The nature and amount of work performed by them have a direct impact on the performance of an organization. So maintaining healthy employee relations in an organization is a pre-requisite for any organization in order to achieve growth and success (Abushawish, 2013).

Employee relations is a broad term that incorporates many issues from collective bargaining, negotiations, employment legislation to more recent considerations such as work-life balance, equal opportunities and managing diversity (Armstrong & Stephens, 2016). It comprises the practice or initiatives for ensuring that Employees are happy and are productive. Employee Relations offers assistance in a variety of ways including employee recognition, policy development and interpretation, and all types of problem solving and dispute resolution. It involves handling the pay–work bargain, dealing with employment practices, terms and conditions of employment, issues arising from employment, providing employees with a voice and communicating with employees (Frank & Jeffrey, 2010).

Teacher relations is concerned with maintaining teacher-employer relation, which contributes to satisfactory performance, increase in teachers' morale and motivation (Ahmad & Shahzad, 2011). According to Onyango (2014), employee relations can be seen primarily as a skill-set or a philosophy, rather than as a management function or well-defined area of activity. Despite well-publicized instances of industrial action, the emphasis of employee relations continues to shift from 'collective' institutions, such as trade unions and collective bargaining, to the relationship with individual employees. The ideas of 'employee voice' and the 'psychological contract' have been accepted by employers and reflected in their employee relations policies and aspirations.

Employee relations skills and competencies are still seen by employers as critical to achieving performance benefits through a focus on employee involvement, commitment and engagement (Tepper, Moss, Lockhart, & Carr, 2017). Employee relations is seen as strategic in terms of managing business risk: both the downside risk of non-compliance with an expanded body of employment law, and the upside risk of failing to deliver maximum business performance (Ahmad & Schroeder, 2018)

Teacher Job Performance

Teacher job performance refers to how well a teacher can carry out the duties of their job. This includes things like lesson planning, classroom management, assessment, and communication with students, parents, and colleagues. Effective teacher job performance is important for student success, as well as for the overall functioning of the school (Parkay et al., 2020). Many factors can impact teacher job performance, such as working conditions, job performance, and support from the administration. Teachers' job performance is also the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. This implies that teacher job performance is not just about the quality of instruction, but also about how well the teacher can meet the needs of their students (Mawoyo & Dhliwayo, 2020). This could include things like differentiating instruction, meeting the needs of special education students, and addressing the needs of English language learners. Teachers' job performance also includes things like their ability to create a positive and engaging learning environment, and their ability to build relationships with students.

Teacher job performance is defined as duties performed by a teacher at a particular period in the school system to achieve organizational goals. This implies that teacher job performance refers to the specific duties that teachers are expected to perform within a school system. These duties can include things like planning and delivering lessons, assessing students' progress, communicating with parents, and working collaboratively with colleagues. The goal of these duties is to help students learn and achieve the goals set by the school system. So, the quality of teacher job performance can have a direct impact on student achievement. Teachers' job performance could be measured through teacher's job performance and job attitudes such as job commitment, feelings of job challenge, job meaningfulness, and job responsibility (Cheng, 2002).

Performance as a variable is linked to the teachers' experience, resulting from the ideas generated in the course of learning, training, and acquired classroom management skills/expertise. Teachers' experience has a significant effect on student performance in the sense that students taught by more experienced teachers achieve at a higher level because their teachers have mastered the content and gained classroom management skills/expertise to deal with different types of classroom problems. Therefore, the academic performance of students is dependent on the characteristics that a teacher portrays. Cheng (2002) also discusses this concept of teacher job performance. Cheng found that teachers who have more experience in their field tend to have higher levels of job performance. This may be because they have had more time to develop their skills and knowledge, and they may feel more confident in their abilities.

Cheng (2002) also found that teacher job performance can be affected by factors such as salary, recognition, work environment, and workload. For example, teachers who feel they are paid a fair salary are likely to have higher levels of job performance. In addition, when teachers feel they are recognized and appreciated for their work, it can lead to higher levels of job performance. A positive work environment, with supportive colleagues and administrators, can also contribute to job performance. And finally, teachers who have a manageable workload are more likely to be satisfied with their jobs.

Adeyemi (2010) described teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of the teaching and learning process". It is also described as the duties performed by teachers such as teaching, assessing, and marking students' tests and

examinations, record keeping, and participation in school disciplinary committees at a particular period in the school system in achieving organizational goals. Teachers' job performance is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. Nayyar (2009) teachers' job performance refers to the degree to which a teacher(s) executes a particular role responsibility, by specified standards. Teachers' performance means the behavior of a teacher which changes differently with the change in the surrounding environment, in such a way that when a particular task is assigned together, he/she successfully takes action to carry out that task (Elujekwute et al., 2015).

Notably, teacher job performance is not static, which can change over time. For example, a new teacher may have a different level of performance than an experienced teacher. And even experienced teachers can go through periods of high and low performance. This is why schools need to have systems in place to support and evaluate teacher job performance on an ongoing basis.

Theoretical Review

Two main theories guided this study; the Scientific Management Theory and The Human relation theory

The Theory of Management (Scientific Management Theory)

Scientific Management Theory (Frederick Winslow Taylor (1856-1915)) also known as Taylorism, emphasizes the systematic study of work methods to improve efficiency and performance in industrial settings. Frederick Taylor pioneered this theory by advocating for detailed task analysis, standardization of work processes, time-motion studies, and offering financial incentives to motivate workers. Taylor believed that through scientific analysis and management control, performance could be maximized, and worker performance optimized.

Scientific Management is a theory that focuses on improving the efficiency and performance of the work processes, through systematic measurement, analysis and control of all the activities of the organization. This was developed by Federick Taylor in the late 19th and 20th centuries. This has been studied and applied to various organisations. In education, Scientific Management can be used to design and implement standardized curriculum, test and methods of instructions, as well as to monitor and evaluate the performance of teachers and students. The Scientific management

theory/approach is one of the most important theories of traditional public administration formulated by Frederick Winslow Taylor who was an engineer by profession and always viewed each and every thing and its aspects scientifically and since he was into the production field, he was to be concerned with increasing efficiency of workers to increase production within the least possible time with the least possible resources. Thus, ruling out wastage to the maximum and increase profits to the hilt.

Taylor is regarded as the father of the scientific management approach. The Scientific management approach in its literal sense means a scientific way of managing an organization. His theory helped pave the way for many modern management approaches and techniques, some opposed him whereas some supported him but there is no denying that his theory was the one that started their very existence.

He was employed at a time when the Industrial revolution was at its peak and matured (the 19th century) and industries were trying to find a solution to the complex problems of organizations due to the same. The Industrial revolution no doubt brought along with it enormous capital but also there was an ever increasing demand of goods and production had to be speeded up to meet the demands around the world. Taylor advocated the scientific approach towards industrial work, processes as well as management to increase industrial efficiency and economy as well as profit. To solve all those problems since the traditional conditions and work methods as well as tools and non-standardized procedures in existing factories were pitiful. Workers used their own methods of working and thus there was inconsistent performances.

All this led Taylor who worked his way from bottom to the top management and knew the natty gritty of the job to suggest scientific management as the best solution. Scientific Management as a term was coined by Louis D. Brandies in 1910 and subsequently used by Taylor in his book "Principles and Methods of Scientific management". Though Taylor had written his theory much before the essay by Woodrow Wilson, he got the fame after the publication of the essay and the mass interest that it generated on the lines of having a separate administration from politics and to develop it as a true science. Taylor as an engineer and manager developed and invented many tools for cutting steel and shoveling and many more that lead to a great decrease on the workload of the

worker as well as increased efficiency with minimum number of movements for a particular job thus leading to high profits. The basic principles (rules) of Taylor's scientific management were:

Standardization of work methods: A scientific method for each job/task of a worker via scientific observation and analysis of a particular job to find out the one best way to do that task that would lead to reduced work for the worker as he could do more with a limited number of movements. Use of bench marked and standardized tools and equipment and methods would improve quality control and inspections thus reducing cost of production and increasing efficiency. Taylor emphasized on the 'right man for the right job' by proper selection and training and ensuring fair wages and reasonable prices for standardized goods to consumers.

Equal division of work and responsibility between management and workers: At that time workers had all the load of work and they were left to fend for themselves to complete the work. Thus, Taylor advocated that the management had to seriously undertake functions for which it was best suited to i.e. planning, organising, controlling and determining methods of work instead of leaving all this to the mostly uneducated worker who knew nothing of this and was only concerned with doing his job through the skills he had. This principle according to Taylor would help create a mutual understanding and dependence between the latter and the former in the long run that would eliminate all unnecessary conflict and mistrust that was existing between the two at that time. He believed that this mutual harmony instead of discord is the just and rightful characteristic of scientific management.

Scientific selection of workers and their progressive development: He advocated through this principle the need for the management to study the nature and character of each job/work and then scientifically choose the right worker for the same who possesses the necessary skills for the same. The management also has to study the limitations and possibilities of workers for their development as Taylor believed that every worker had a definite potential for development. He advocated for a systematic and thorough training of workers for the job after being selected. It is also important that the worker accepts the new methods, tools and conditions in their own interest and does it sincerely.

Mutual collaboration of workers and management: According to this principle there should be active cooperation and cordial relations between management and workers instead of discord and distrust in order to increase the production and efficiency of the company/organization. A healthy

environment needs to be created. A formally prescribed scientific method of production in organizations will lead to a lot of conflicts that occur due to lack of clear communication and confusion from top to bottom between the latter and former disappearing.

Apart from these four basic principles Taylor also expressed concern about the following in the process of scientific management:

Mental Revolution: He advocated a change in the attitudes of workers and management towards each other and their responsibilities. Managers should stop worrying about accumulating the most and instead focus on generating the most that will lead to more funds for them. The workers should stop worrying about increasing wages without putting in extra effort and instead increase their responsibility and efficiency and increase production that will definitely lead to raise in their salaries sooner or later.

Division of work: Planning function to be taken over by management who were appointed for the same as they have been trained and skilled for the same and workers to concentrate on completing their functional task as per the rules and guidelines and methods planned by the former. Thus, each doing the job for which they have been appointed and are best skilled for.

Selection and training of workers: Taylor advocated the selection and training of workers for best performance of the work in an organisation. Right person for the right job. This is the duty of the management to choose a candidate for a particular job on the basis of his nature, character and capacities and also provide for formal training and clear instructions to them to perform prescribed motions with the standardized tools and materials.

Work study and work measurement: Work should be studied systematically and scientifically and various laws and rules are to be applied to everyday work to find the one best way to do that job. Taylor studied each and every movement of the worker with a stop watch and removed all the unnecessary movements and found out the minimum time required for each job. This not only helped reduce time but also slow movement and fatigue of workers thus increasing efficiency and production leading to great profits for the organization.

Work as an individual activity: Taylor never advocated group work/activity. He asserted that people were only motivated by personal ambition and tends to lose his individuality/individual drive in a group setting. He stated that workers should have no verbal interaction as it leads to undue personal pressures.

Development of management thinking: He viewed scientific management as a medium to

develop management as a science. It means that specific laws and rules could be derived for management studies and practices and those laws relate specifically to wage rates and way of doing work to increase the rate of production. Taylor advocated the use of standardized tools and equipment as well as methods.

Standardisation of tools: Taylor himself developed and invented many standardized tools to increase production and efficiency and those after a successful stint became the benchmark to be used for those particular jobs. One of his most famous studies involved shovels. He noticed that workers used the same shovel for all materials. He determined that the most effective load was 21½ lb, and found or designed shovels that for each material would scoop up that amount. Taylor was able to convince workers who used shovels and whose compensation was tied to how much they produced to adopt his advice about the optimum way to shovel by breaking the movements down into their component elements and recommending better ways to perform these movements. This led to huge increase in efficiency and production.

Task prescription: It means that a worker should get a clear prescription and description of what task is to be done by them in clear language and instructions that is understandable by him/her by the management through proper planning.

Trade unions: Taylor was against trade unions or group activity as mentioned earlier as he believed that it was unnecessary since the goal of the workers and management was the same. As scientific management would make everything crystal clear for everybody in the organization ridding it of any conflict and with fair wages there is no need for trade unions.

Incentive scheme: Taylor suggested a piece work rate incentive for workers. That means if a worker achieves a greater output than the target assigned to him he/she would then receive a bonus payment for each piece extra. And the bonus should be generous and consistent to encourage the workers to produce more.

Criticism

- 1) Considered as pro capitalist, i.e. only favoring the rich and ruling class society and not the workers.
- 2) Trade unions criticised it as a theory to destroy collective bargaining with the ruling class by the workers for their benefits.

3) Very mechanical and thought of workers as nothing more than mere cogs in a wheel. Not humanistic as it only concerned itself with efficiency and production and managerial problems not the psychological and emotional problems of workers like the routine and monotony of their work and uncertainty of employment, etc. Humanistic approach scholars advocated that workers also needed justice and status as well as opportunities and not just a rise in wages.

4) Managers also opposed Taylor as they felt he was putting unnecessary burden on them and equating them with workers through his principles of equal division of work and responsibility and training for managers.

5) His opposers stated that he made the workers nothing more than robots who were dependent only on orders of management and were not to use their own heads from the experience and skills they had and doing the job physically he knew much more than management.

6) They opposed his idea of functional foremanship by saying that the worker would fail as he would not be able to always please so many supervisors.

7) Psychologists stated that simply following rules makes workers depersonalised and they would develop a dislike for their work which would lead to robotizing of workers with no ideas of their own.

Relevance of Scientific Management

Even though it drew a lot of criticism, the significance of this theory can never be underestimated as it is the one that gave rise to the growth of management science and the theories that followed. Taylor was not totally against human relations as one can see he mentioned in one of his basic principles that there should be a ' mutual collaboration of workers and management'(read it in detail above) and many more. It helped managements in many organisations overcome worker issues in the US successfully and for the long term. That is why his ideas spread to all parts of the world and also to socialist countries like Russia. And it is also being followed in India even now. This shows its importance and relevance to organisations irrespective of the nature of economy.

Taylor's theory brought a practical solution to the enormous problems of complex and growing organisations in the Industrial revolution peak and also lead to alleviate many problems of workers

as well as management and also the issues between the both. However, some critics argued that Scientific Management ignores the Human Social aspects that influence performance in educational settings.

The Human Social Theory of Personnel Management and Performance

This emphasizes on the importance of interpersonal relationships, communication and cooperation in achieving organizational goals. This theory was influenced by Elton Mayo studies in 1920s and 1930s, named the Hawthome Study, which showed that workers' performance and performance were greatly affected by social and psychological factors. These factors are group norms, leadership style and feed backing. In education, Human Social Theory can be used to foster a positive school climate, a democratic decision – making process and a collaborative working environment with highly preformat staff. Technology India. He emphasized that the Human Social emerges as a guiding star to uncover the power of social dynamics in the work place.

The theory of human relations, provides predominance to the human aspect over the elements of institutions, as propagated by the customary public administration schools. It is a trail defiance theory in the discipline of public administration, which sights the organization primarily as a social system by uplifting the human conduct as the elementary component for study. In human relations theory, the employees are seen as human beings, instead of a meagre human supplement of machinery or hands for work. It is mainly established on a humble principle that the 'human problem requires a human solution', subsequently, better-off workers are the secret to a prosperous institute. Those who supported this theory have revealed that in public institute, efforts have been prepared to answer the problems of human with non-human data. This theory emphasizes four important aspects of the institute, and it looks that the classical theorists have unnoticed. These are:

- (a) Organization is to be viewed as a social system;
- (b) Workers are human beings with all humanly attributes;
- (c) Informal elements also play an important role in the overall organizational output; and (d) organization has a social ethics, instead of individual ethics.

The School of Human Relations is in many ways a reply to the classical theories and the establishment of human relations movement is mainly due to the importance of the classical theories on formal structure, control, efficiency, economy and hierarchical authority. The school of human relation takes its appearance mainly in group dynamics, sensitivity training and institutional growth. The stress on the feature obviously replicates the essential standards for the human relation school, like importance on openness, performance of worker on self-actualization, decrease in absenteeism, difference and inter-personal competition and so on. The significant opinion is that the answers of human relations school are generally founded more on tests and assessments than on observation of on-going progressions in multifaceted establishments. It is to propose that the standards on which the movements of human relations movement founded are as immaterial. It ensures that these standards might be in struggle with the standards on which the classical and neo-classical models are founded.

The method of human relation in administration is a gratitude to the element that the informal organisation be present side by side with the formal organisation for advancement of efficiency and performance. It is essential to know the interrelationships in both the formal and the informal institutions. It is clear that the actual presence of informal institute specifies the battle between the aims of the persons and the institute. The outline of human relations school is actually an effort to synchronise the aims of the persons with the institutions. This needs extra devotion and assurance on those persons in the performance of the institution to achieve the performance and fulfilment of the persons. The method of classical would benefit to recognise the formal and freely observable working of the institution, at the same time, it ensures it will not encourage an understanding of the whole functioning of the organisation. The foremost fear of the human relation school is that it tries to mix the organization and individual, in doing so, it also tries to know the basic features of the both things. The major aspect of the institute, is that it associates with people who work together, it collaborates and cooperate with each other and also having their actions which are inspired by the mental and material things, formal and informal behaviour and so on.

The school of human relations has been embodied in the works of Chris Argyris. McGregor, Likert, Maslow, Herzberg and others which has advanced upon the studies carried out by Elton Mayo and Roethlisberger and Dickson and the visions delivered by Chester Bernard. These scholars exposed that the classical organization theory, by captivating the formal institutional

structure as the unit of analysis and focused on economic encouragements, by doing so they overlooked the real determinates of behavior of the person. The school of human relations raised upon the Hawthorne studies agreed the Hawthorne works of the Western Electrical company in Chicago and by Elton Mayo and his associates F.J. Roethlisberger and W.J. Dickson. Mayo précised his findings as follows:

Spinning produces postural exhaustion and it encourages negative reverse.

Rest gaps to release these situations and upsurge performance by re-establishing normal flow, releasing postural fatigue, and interrupting negative daydreams.

Rest gaps are more active when they are regular and the workers have received instruction in the techniques of relaxation.

The life of the worker outside the mill is enhanced as workers become more interested in their families and more moderate.

The investigations on Southern California Aircraft Industry: The last experiment of Mayo, during the World War II was extra study of absenteeism and turnover in the Southern California Aircraft Industry. He accepted wider sociological outlook, Mayo and his associates, first studied the community environment to look for the likely reasons for high rate of absenteeism and turnover in the industry, and they established that the restless population movement typical of the area at that time was not the elementary difficulty. The draft had withdrawn the workers who had earlier held work teams collectively. There had been a like incidence in another place, but, Mayo states that those external forces will have key influence merely once the management has not been adequately focused to the growth of cohesive working groups in their organizations. Thus, as had been the instance at Western Electric Company, the research study attentive on the internal social factors of the organization as feasible causes for the absenteeism and turnover. The study also had gradually constricted the perspective, affecting from an industry and extensive attention to an investigation of a single Company, particular departments within that company, and lastly, a comprehensive examination of a single work centre had a low rate of absenteeism. They followed the similar work like that of Western Electrical research. It was establish that the rate of absenteeism and turnover was due to role of the creation of work “teams”. When those

teams generated a situation of 'active cooperation' along with the policies and means of the company, then absenteeism and turnover were lower. Moreover, the creation of team was established to be mainly reliant on the management quality and leadership of both formal and informal in the work group. Those who had been trained in the techniques of handling human relations were proved to be successful supervisors; and were helpers to upkeep of predictable and technical problems, therefore it frees the supervisor so that he can answer to human problems; and permitted the workers to contribute in the purpose of working conditions. Informal leadership was also found to be significant. For the success of work centre, the work must be in the hands of a lead man, and hardly the foreman visit the centre. The lead man with substantial experience in the industry, enabled the work of others by giving technical, personal, and social help to individual workers; by signing that satisfactory work materials were available; and handling contacts with the rest of the company. These outcomes were confirmed in the interviews with workers who were irregular in their attendance. The "irregulars" were branded by a situation of personal inefficiency and unhappiness. Several workers left the job because their work had on no occasion become an essential part of their entire life. This disorder was outlined the supervisors who were thoughtless and displayed "irritable impatience" reasonably than individual thought and understanding. As a consequence, the irregulars were merely a group of unconnected persons and they are not members of a cohesive group or team. Mayo sights the outcomes of this study as being reliable with the answers of his earlier research. The wish for connotation, he preserves, deeply rooted, and informal social groups will unavoidably occur. The growth of the social group must not be left to chance, instead, management need be thoughtful to the requisite for a significant social group and make the circumstances in that requisite can be satisfied in such a way that it can be harmonious with efficiency in the attainment of organizational goals.

The Effects of Hawthorne Experiments

The conclusion by the research of the Hawthorne unlocked a new look for management, these findings recommended that the management must focus upon the organisation's non-economic inducements rather than focusing on the formal principles of organization and economic incentives to increase production and leadership style. The method of human relations revived a sum of balance into the investigation of organization. These experiments exposed that

people merely were not answering to alterations in physical environment which led the researchers to accomplish that reply of the people was positive when they observe that others are trying to help them. This “Hawthorne Effect” happens whether or not the aims benchmarks of what establishes benefit are forever attained. It was also revealed that informal organization prospering within, and occasionally generate condition of opposing to the wants of the formal organization. It was observed by the scholars that the people are extremely inspired and organised by their social environment. Any upsurge in self-esteem is essentially connected to alter the social environment but not the physical environment or material condition. The growth of the organization in the lines of social system was chief approach of Mayo and his associates. The fact was that man is not inspired by logic and fact but relatively by emotion and social value. It was also pointed out that it is not conceivable to give material goods and other physical belongings like means and hours of work and hence they essentially be combined with the social values. The human relationship method of Mayo is emphasized the role of social groups and social relationship in the institute. This method established that emotional and non- logical outlooks are more significant than logical and economic aspects in enlightening the organizational performance and competence. This method also revealed that human conduct is conditioned to more group relations and group thinking.

In addition to the above, Wallace Bacon (1914 – 2001) stated that performance is the core component of performance in social relation of workers, given that identity, learning skills, knowledge context, and personal factors and fixed are involved. This provides the basis for analyzing performance, defining performance criteria and developing meaningful performance measures within the social cohesion of an organisation. Bacon emphasized that performance is use a lens and vital tool to study and measure academic achievement in any educational setting. This also takes into consideration performing skills such as art, Anthropology, Sociology and personal development skills. Factors such as aptitude, attitude, subject mastery, teaching methodology, personal character, classroom management, general mental ability, adaptability to educational innovations and challenges, personality and interactions with learners have a huge impact on teachers’ performance, coupled with the prevailing personnel management practice. He further stated that, teachers’ evaluation play a key role in educational reform, so it has been important yet difficult issue in educational reform.

This theory is related to this work i in several ways:

Taylorism emphasizes the systematic study of work methods to improve efficiency and performance. When applied to teachers' job performance, principles of scientific management could involve analyzing teaching methods, curriculum delivery processes, and classroom management techniques. By standardizing effective teaching practices and using time-motion studies, schools can optimize the use of teachers' time and effort, potentially enhancing their overall performance.

Taylor advocated for detailed task analysis and standardization of work processes. In the context of teaching, this could mean breaking down teaching tasks into specific components (lesson planning, instruction delivery, student assessment) and standardizing the processes involved. For example, developing standardized lesson plan templates or assessment rubrics can help teachers focus on core teaching objectives and streamline their workflow.

Taylorism includes the use of financial incentives to motivate workers. In schools, this could translate into performance-based bonuses, merit pay systems, or other financial rewards linked to teachers' job performance metrics such as student achievement outcomes, teaching evaluations, or professional development goals. By aligning incentives with desired performance outcomes, schools can encourage teachers to strive for continuous improvement and higher levels of effectiveness.

Taylor believed that through scientific analysis and management control, performance could be maximized. In the context of personnel management in schools, this may involve implementing performance management systems that use data-driven insights to assess teachers' performance objectively, provide constructive feedback, and guide professional development initiatives. By using performance metrics and management controls effectively, schools can support teachers in achieving their full potential and contributing effectively to educational outcomes.

In summary, Scientific Management Theory offers principles and practices that can be adapted to enhance teachers' job performance through systematic analysis, standardization of processes, motivational incentives, and effective management practices. By applying these principles

thoughtfully within the context of educational settings, schools can potentially improve teaching effectiveness, student learning outcomes, and overall school performance.

Human Relations theory

The Human Relations Theory emerged as a response to the limitations of Scientific Management, particularly its neglect of human factors and social dynamics in the workplace. The theory gained prominence through the Hawthorne Studies conducted at the Western Electric Company's Hawthorne Works in Chicago. Elton Mayo and his colleagues found that social and psychological factors, such as group norms, communication patterns, and informal interactions, significantly influence worker performance and performance. The theory emphasizes the importance of treating employees as social beings, addressing their emotional and social needs, and fostering participative decision-making to enhance morale and performance.

Though the effect on the development of organizational theory is notable, but the human relations school was met with severe criticism from several directions. A number of scholars alleged that the conclusions of studies led by the human relations theories has many gaps. The criticisms which was razed against this method can be stated as below:

Firstly, it was expected in most of the studies of human relations that the attainment of high self-esteem / performance would progress worker performance . As early as 1960, McGregor had pointed out the errors in such an argument. Performance was a much more complex subject that was understood and was also reliant on the amount of capability of use in the economy and technological change.

Secondly, the method was fair as prescriptive as that of scientific management and classical administrative theory. The variance between these methods was that they need different treatments. The method of human relations backs social relationships as a required feature of modern complicated organizations and they must have been observed as an ethical scheme to be followed in its own rightfulness.

Thirdly, a lot of these propositions of the human relations school might not be officially verified. This was because the data was not willingly obtainable or because the proposals were ethical, and therefore, it was not suitable for empirical testing. And the other factor that most of

the statements of these methods were related to human sentiments and behaviour and hence could not be tested.

Fourthly, there was no check-up for fight in organizations, nor the significance of outside aspects as clarifications of discrete behaviour within organizations. For Argyris the mismatch between organizational competence and individual requirements might have led to a space which would be filled by conflict.

Fifthly, the relationships of power within the organizations were totally overlooked by the human relations school, particularly when the position of that power was from outside to the organizations.

Lastly, the school of human relations exclusively focused upon the behaviour of industrial organizations and industrial work. Besides, the workers from blue collar and low level white collar workers who were in fact needed to be focused. Whereas the studies of non-industrial and public sector organizations are present, they incline to be the exemption rather than the rule. This bias strictly bounds any claim by the human relations school of having a general theory of organizations.

The philosophies of criticism rotated around three points. The most noted criticism was on the failure of human relation school to take into account the possible conflict between the workers and managers. Second, the human relations school looked to overlook almost the properties of formal structure on the members of the organization. Thirdly, it has been opposed that the kind and complexity of technologies engaged in an organization, significantly matters more in determining informal social structure and human interactions than the features which Mayo and his associates highlighted as imperative.

In a nutshell, the above theories are vital to this study. They have expatiated on the variables that make up this study, highlighting the different suggestions and suppositions concerning this topic and bringing out the relationships that exist between the two variable: “The Independent Variable – Personnel Management Practice and the Dependent Variable – Teachers Job Performance”. Looking at the evaluation, relevance, limitation and criticism of each of the above stated theories in relation to this study, this will be able for the researcher and reader or managers to be able to formulate recommendations for successful outcomes of the relationship that exist between

personnel management and teachers job performance in the Yaounde IV colleges and at large. This will also widen the scope of the researcher to better operationalize on the research topic for critical findings and analysis of data about the study.

The Human Relations Theory, is highly relevant to this study in that;

Unlike Scientific Management, which primarily emphasizes efficiency and task specialization, Human Relations Theory recognizes the critical role of human factors in organizational performance. In the context of teachers' job performance, this theory suggests that factors such as motivation, job performance, interpersonal relationships, and organizational culture significantly influence how effectively teachers perform their roles.

The Hawthorne Studies revealed that social and psychological factors, such as group norms, communication patterns, and informal interactions, have a profound impact on worker performance and performance. Similarly, in schools, teachers' job performance can be influenced by their relationships with colleagues, administrators, and students, as well as the overall school climate and culture. Effective personnel management practices should therefore consider these social dynamics and foster a positive, supportive environment.

Human Relations Theory advocates for treating employees as social beings and involving them in decision-making processes. In schools, this translates to promoting participative decision-making among teachers, encouraging collaboration, and providing opportunities for professional development and growth. Personnel management practices that support teacher autonomy, involvement in school governance, and recognition of their contributions can enhance job performance and overall performance.

Recognizing and addressing teachers' emotional and social needs is crucial for maintaining high morale and performance. Personnel management practices that prioritize supportive leadership, effective communication channels, fair treatment, and opportunities for feedback and growth contribute to a positive work environment. This, in turn, can lead to improved teacher retention, increased job performance, and ultimately enhanced job performance.

In summary, Human Relations Theory underscores the importance of understanding and addressing the social and psychological aspects of work environments, which are highly relevant to studying the effects of personnel management practices on teachers' job performance. By incorporating insights from this theory, schools can develop more effective strategies for managing and supporting their teaching staff, thereby promoting positive outcomes for both teachers and students alike.

Empirical studies

Esie and Ignatius (2024) examined personnel management and teachers' job performance. Personnel management is the process of managing employees, and it has three main aspects: strategic, operational, and welfare. These three aspects work together to create a supportive environment for teachers, which leads to improved job performance. Interestingly, personnel management and its impact on teachers' job performance, with a view on how each of the strategies we've discussed; goal-setting, feedback and recognition, coaching, and mentoring plays an important role in helping teachers to be successful. Together, these strategies create a positive and supportive environment where teachers can thrive. This, in turn, leads to higher levels of job satisfaction, retention, and ultimately, student achievement. The paper further discussed the challenges of personnel management in schools and proposed three strategies to address those challenges. First, it suggested that schools prioritize their personnel management efforts by conducting a needs assessment and focusing on the areas that need the most attention. Second, it suggested that schools develop and implement clear and consistent policies and procedures, with input from stakeholders. Finally, it suggested that schools involve teachers in the planning and implementation process, and provide training and support to help them adjust to any changes.

Aja (2016), investigated contribution of teacher personnel management to teacher productivity in Delta State Secondary School Two research questions and two main operational hypotheses guided the study. The study adopted co-relational survey research designed. The descriptive statistical tool of mean was used to answer research questions while the inferential statistical tool Pearson Product Moment Correlation (PPMC) was used to analyze the null hypothesis formulated. A total of 204 teachers from the 32 Senior Secondary Schools were sampled using stratified random sampling technique. Data collected through a validated and well-structured instrument. Result

show that determinant variables (Teachers' Personnel Management and Management strategies) significantly predict teacher productivity. Based on the findings, the study recommends among others, that management should provide all motivational incentive to boost work performance of teachers in secondary schools.

Akuh (2024) examined the impact of in-service training on the job performance of teachers in selected secondary schools in Gwagwalada Area Council, Abuja FCT. The design for the study was descriptive research survey. All secondary school teachers in the selected secondary schools who have at least once attended in-service training, formed the population of the study. The study sample was made up of twenty teachers from five selected secondary schools in the study area, giving a total number of one hundred (100) teachers. The instrument used by the researcher was structured questionnaire. The reliability of the instrument was ensured by subjecting it to test at 0.05 level of significance. Likert scale was used and the analysis was presented in percentages. Inferential statistical analysis was used to test the hypotheses while Split- Half Cronbachs Alpha coefficient method was used for the reliability test. The findings of the study clearly shown that the success of an academic programme is largely determined by the relationship between the inputs and the corresponding outputs. Inputs into the education system include in-service training and re-training programmes for teachers, supervision of instruction, computer services and provision of education resource centre services for teachers; all these will no doubt determine teachers' job productivity. These positive impacts on the teachers would definitely have a corresponding impact on the students' academic performance.

Amuge (2021) carried out a study to examine the effect of performance appraisal on teacher performance in government aided secondary schools in Namasale Sub County in Amolatar district. The study specifically assessed the effect of management by objectives, rating scale criteria and appraisal interview criteria in government aided secondary schools in Namasale Sub County in Amolatar District. The study used a case study design adopting quantitative and qualitative approaches. The study population included 182 respondents consisting of teachers, deputy, inspector of schools and District Education Officer. 101 questionnaires were returned giving a response rate of 98% and 10 interviews were successfully conducted. The study found a moderate positive and significant relationship between management by objectives and teacher performance and was the most significant predictor of the variance in teacher performance. There was a

moderate positive significant relationship between rating scale criteria and teacher performance and it was the least significant predictor of the variance in teacher performance). Appraisal interview criteria had also a moderate positive significant relationship with teacher performance and it was the second most significant predictor of the variance in teacher. The study recommends that should endeavor to involve teachers during goal setting with a view of increasing sense of belonging and a motivation tool to achieving the set priorities, teachers should also be given practicing permits for a given period of time after which appraisal will be done to assess their performance based on prior targets that were set before their working permits are renewed for the next period of service. This will encourage teachers to work hard so as to achieve the set priorities in fear of losing their jobs failure to meet the school expectations from them, the checklists used by the superiors should be exhaustive enough to avoid appraising teachers on a limited scale or list, the checklists should be made known to teachers and what traits are consider during appraisal, are encouraged to provide and make time with the teachers so that issues affecting teachers' performance are brought on the table with the aim of devising measures and the study also recommends that apart from the appraisal, the government of Uganda should get to the ground in Amolatar to discuss with teachers the issues affecting their performance other than appraisal because it was discovered through the findings that teachers are not meeting their expectations because of issues like no promotions, poor accommodations, staying far away from the schools, over work load due to limited teachers, limited class room blocks and seats among others. The government of Uganda should provide solutions to some of these issues if performance is to improve in this Sub County of Namasale.

Adewule (2024) set out to investigate how Human Resources Development (HRD) has effects on secondary school teachers' performance in Lagos State. This research was thoroughly investigated using a qualitative methodology, with semi-structured interview questions serving as the data path data-gathering ring method. Six administrators, six principals, and thirty members of the teaching staff made up the forty-two respondents to the study, with all of the respondents from secondary schools in Lagos State, Nigeria. These respondents were selected at random from the public and private schools that agreed to take part in the study. The results showed the effects of the HRD department on the performance of teachers, the specific benefit of regular teachers' training, and the importance of reviewing their performance from time to time. Additionally, it demonstrated how this department had helped teachers' careers in the educational field through induction and

initial training before the teachers delivered their service to students. It also disclosed how teachers are compensated based on their qualifications and performance on the job. The research results demonstrated the importance of the counseling division in HRD to the staff. The respondent's ability to handle slow learners and under-performing students so that they can study effectively alongside their classmates and reduce teacher stress was also evaluated. The respondents also discussed measures by which the HRD strategies and motivational programs to ensure the staff are happy and have their service delivered in a good environment were also evaluated.

Khuda, ²Bushra, Javed, and Tanveer (2020) carried out a study whose main objective study was to investigate upshots of performance appraisal satisfaction and teacher performance. The said objectives were met through the quantitative approach under positivism paradigm of the research. The data were collected from one hundred principals through purposive sampling techniques. The principals of government colleges marked the instrument measuring the performance appraisal satisfaction and teacher performance. The overall result suggested that the performance appraisal satisfaction has significant impact on employee's task performance, contextual performance and creative performance. Research based Recommendations has been included regarding the performance appraisal system set for the teaching staff

Hussaini (2019) investigated the impact of in-service training on teacher's job performance in secondary schools in Kogi-East senatorial District of kogi, state. Five hypotheses were formulated to guide the study at 0.05 level of significance. Descriptive survey design was adopted and a total of 320 teachers from secondary schools constituted the sample and were selected using proportionate stratified random sampling. In- service Training Parameter Questionnaire (ITPQ) was used as instrument for data collection. Chi-square (χ^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that sandwich programme, seminars, workshops and correspondence programmes have significant impact on teachers' job performance in secondary schools at calculated value of 128.53 greater than the chi-square table of 7.83 at 0.05 alpha level, calculated value of 139.76 is greater than the chi-square table value of 7.81 at 0.05 alpha level, calculated value of 128.54 is greater than the chi-square table value of 7.82 at 0.05 alpha level, calculated value of 66.75 is greater than the chi-square table value of 7.82 at 0.05 alpha level respectively. Based on the findings, the following recommendations were made: Seminars and workshops should be organized regularly for teachers

to acquire new knowledge and skills in the discharge of their duties. Teachers should be motivated after training as this will enhance qualitative and quantitative teaching and learning in schools.

Janes, (2018) worked on a paper is to examine the effect of employee relations on employee performance and organizational performance and at the same time identify various employee relations practices used by small organizations in Tanzania. The study adopted a cross-sectional survey research design and used a stratified random sampling technique to select a sample size of 387 respondents from selected small organizations in Tanzania. Data was collected using structured questionnaires and interviews and analyzed using descriptive statistics and correlation analysis and the results were presented using tables. The findings of the study show that small organizations in Tanzania are aware of the benefits of maintaining good employee relations and correct remedial actions taken to minimize poor employee relations in the organization. The findings further indicate a positive significant relationship between employee relations and employee performance as well as between employee relations and organization performance. Moreover, the findings reveal the use of unfair labour practices in small organizations in Tanzania. The study recommends that small organizations in Tanzania should focus more on implementing fair labour practices and building effective and sustainable employee relations that will ensure their growth and survival

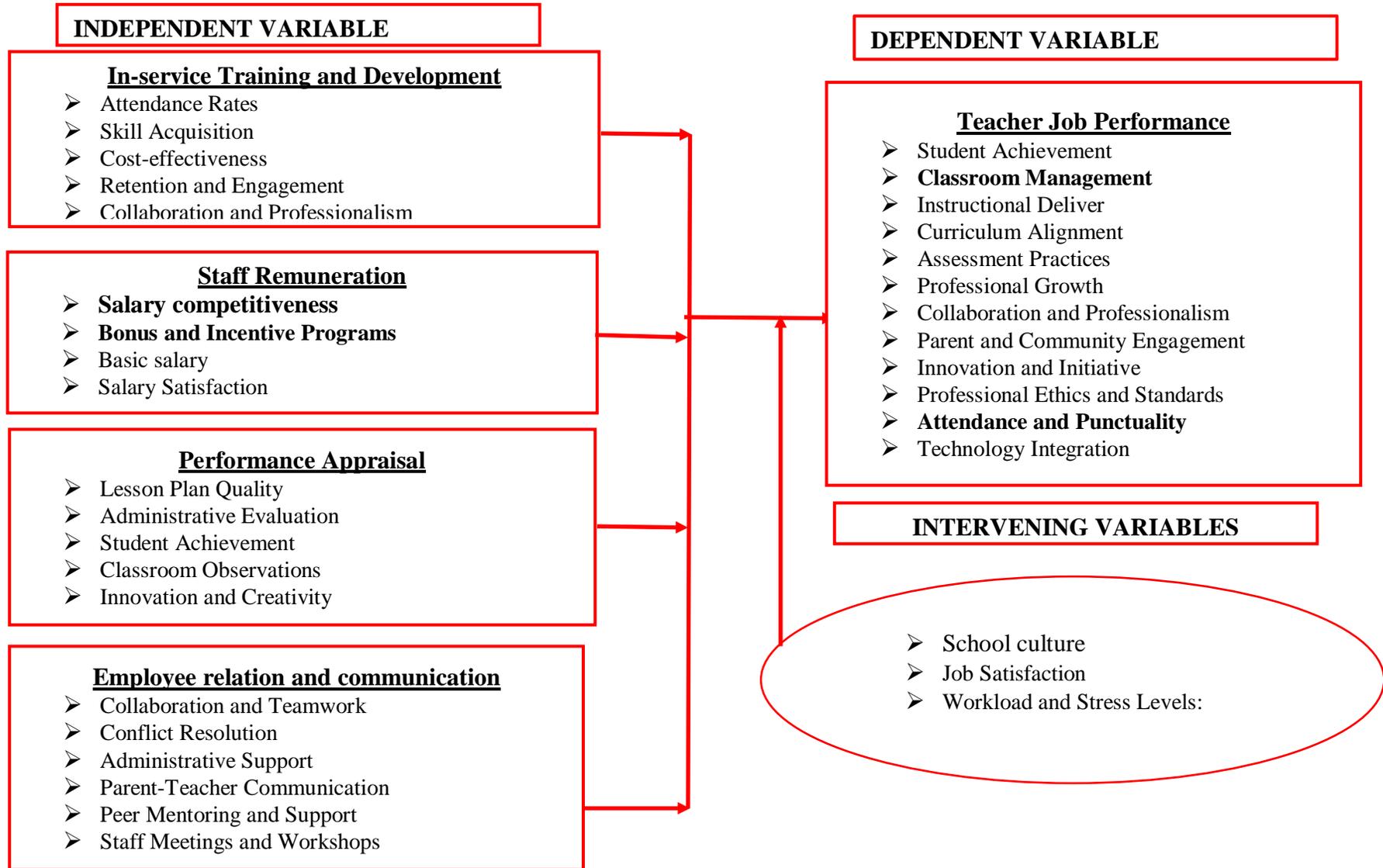
Summary of Literature Review

In conclusion, personnel management and teachers' job performance are closely linked. Personnel management involves a variety of strategies, such as goal-setting, feedback and recognition, and coaching and mentoring. However, the implementation of these strategies can be challenging due to a lack of time and resources, a lack of consistency, and resistance to change (Esie & Ihnatiou, 2024). Despite these challenges, effective personnel management can have a positive impact on teachers' job performance, leading to better outcomes for students, teachers, and schools. Conversely, personnel management is a complex and ongoing process that can have a significant effect on teacher job performance. Successful implementation of personnel management strategies requires careful planning and attention to details, as well as a commitment to overcoming any challenges that may arise (Aja, 2016)

Research Gap

However, empirical gaps emerged with some studies producing controversial results. For instance, while all the studies found a relationship between bonus pay and job performance, Njanja et al. (2013) did not. This suggested a lack of a harmonised position on the relationship between bonuses and allowances and job performance. In addition, the above studies did not point out clearly which personnel management practice is the major factor that effect teachers' performance, on which more emphasis should be laid on. This gap thus called the need for this study to further examine the effects of each of the variables using teachers in some selected secondary schools of the Yaounde IV Sub Division, Centre Region of Cameroon.

Figure 2: Conceptual diagram



Source: Student Researcher, 2024

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research design, study area, population, population sample and sampling techniques, research instruments, validity, reliability, data collection techniques, data analysis techniques and ethical considerations.

Research Design

This study used a descriptive survey design. According to Orodho (2005), descriptive survey design collects information by interviewing or administering questionnaires to a sample of individuals. This design was appropriate for this study due to its ability to obtain a wide range of baseline information. According to Mugenda and Mugenda (2012), descriptive survey research design also allows the researcher to secure information concerning a phenomenon under study from a selected number of respondents. The descriptive survey design was appropriate to this study as it enabled the researcher to analyse the various Personnel management practices, thereby gaining an in-depth understanding of the research problem. Additionally, a descriptive survey design allowed the researcher to gather information for the specific study variables under review without data manipulation. This also allows the researcher to run tests that show the effect the independent and dependent variables (Carlson & Morrison, 2012). Use of the design enabled the researcher to establish the nature of effect the study variables.

Area of Study

This research is limited to the centre region of Cameroon precisely the Yaounde IV sub-division of the Mfoundi division. The Mfoundi division is made up of seven sub-Divisions; Yaounde I, II, III, IV, V, VI and VII. Our study is based in Yaounde IV. This subdivision has a population of about 477,350 inhabitants and a density of about 8,118 inhabitants/km². Yaounde IV Subdivision is an administrative division within the Centre region of Cameroon, specifically located in the city of Yaounde, which is the capital of the country. Here are some key points about Yaounde IV Subdivision: Yaounde IV is one of the seven subdivisions (arrondissements) that make up the city of Yaounde. It is situated within the Centre region, which is known for its administrative

importance and central location in Cameroon. The subdivision is governed by local administrative authorities responsible for managing municipal affairs, public services, and local development initiatives. These authorities include a mayor and councilors who are elected to represent the interests of the local population. Yaounde IV Subdivision is home to a diverse population, reflecting the multicultural and multiethnic fabric of Cameroon.

The population consists of various ethnic groups, including the Beti, Ewondo, and other indigenous peoples, as well as individuals from different regions of Cameroon and abroad. Like other subdivisions in Yaounde and urban centers across Cameroon, Yaounde IV hosts a range of economic activities. These include commerce, small businesses, services, and government institutions that contribute to the local economy and provide employment opportunities. The subdivision is equipped with basic infrastructure such as roads, healthcare facilities, schools, markets, and recreational areas to cater to the needs of residents. Efforts are continually made to improve infrastructure and expand services to meet growing urban demands. Yaounde IV Subdivision is vibrant with cultural activities, festivals, and events that celebrate the rich cultural heritage of Cameroon. Social life centers on community gatherings, religious institutions, and cultural associations that promote unity and diversity among residents. Despite its urban setting and relative development, Yaounde IV faces challenges typical of rapidly growing cities in Africa, including urbanization pressures, infrastructure maintenance, waste management, and ensuring equitable access to services for all residents. Overall, Yaounde IV Subdivision represents a dynamic urban community within the capital city of Cameroon, contributing to the social, cultural, and economic landscape of Yaounde and the Centre region.

This area is chosen for convenience to the researcher and because traces of a teacher's job performance problems have been noted in this area due to ineffective personnel management practices. Yaounde IV Subdivision was selected deliberately because, despite the efforts taken by the government on improving teachers' job performance, there is still a high rate of students' failure reported in some schools in the subdivision (Kenfack 2017). The researcher chose secondary schools as she has been a teacher in the secondary and a principal for more than five years in the primary school. The researcher also chose Yaounde IV due to ease of data collection as it would have proved difficult to collect data from a region far from the researcher's residence. The current

study assumed that personnel management practices are a pioneering factor for poor teachers' job performance.

Population of the Study

Oso and Onen (2011) defined a study population as a set of individuals, households or organisations with similar characteristics about which a researcher wants to make inferences Sekaran and Bougie (2010) define population as the entire group of people or things of interest that the researcher wishes to investigate. This research was carried out in Anglophone secondary schools in Yaounde IV Subdivision in the Centre region. The study population involved teachers of Selected Anglophone Secondary schools in Yaounde IV. To obtain the population for the study, the researcher contacted the inspectorate for secondary education for the Yaounde IV subdivision. According to the statistics given by the inspector, there are more than 70 secondary schools in this subdivision with about 4480 teachers. The researcher however purposely worked with 18 pure Anglo-Saxon secondary schools with a population of 1100 teachers as seen below.

Table 1: English Secondary Schools and their respective number of teachers in Yaounde IV Sub Division

NO.	NAME OF SCHOOL	NO. OF TEACHERS		
		FEMALE	MALE	TOTAL
1.	Baptist High School (BHS) Awae	31	41	72
2.	Joseph Calasanz Messamidongo	23	24	37
3.	Paul Messi Complex Ekoumdoum	32	36	58
4.	Ladybird High School Mvan	29	40	69
5.	Tassah Complex	15	29	44
6.	PI & JU College	31	47	78
7.	St Joseph Complex	25	27	52
8.	Pinacle of Success Ekoumdoum	18	30	48
9.	Amasia Mahamain Bilingual Secondary School	27	39	66
10.	Yondo College	31	32	53
11.	Petou Bilingual School	25	46	71
12.	Marie Albert Bilingual Secondary School	28	38	66
13.	Greener Pasture International College	13	22	35
14.	Advertiser High School	26	36	62
15.	La Piete Bilingual School	27	26	43
16.	GBHS Ekounou	36	52	88
17.	Maison Dolla	17	33	37
18.	Bon Berger College	23	45	58
TOTAL		457	643	1100

Source: adapted from the secondary school map of the 2023/2024 academic year

Sample and Sampling Technique

The sample size was made up of 285 teachers to get this sample, the researcher made use of the Morgan and Krejcie (1970) sample table (see appendix II) the sample size of the schools, and teachers were selected using both the purposive and the convenient sampling techniques. These techniques were used due to language convenience in the area of study and the purpose of the study. Here, 285 teachers were selected due to the convenience in language. All the selected schools were Anglo-Saxon secondary schools in Yaounde IV subdivision.

Table 2: Sample size of the study

NO.	NAME OF SCHOOL	NO. OF TEACHERS		
		FEMALE	MALE	TOTAL
1	Ladybird High School Mvan	29	40	69
2	Tassah Complex	15	29	44
3	St Joseph Complex	25	27	52
4	Pinacle of Success Ekoumdoum	18	30	48
5	Greener Pasture International College	13	22	35
6	Joseph Calasanz Messamidongo	23	24	37
TOTAL		123	172	285

Source: adapted from the secondary school map of the 2023/2024 academic year

Research Instruments

According to Mugenda and Mugenda (2012), research instruments are tools and procedures used in the measurement of variables in research. This study used primary data which was collected using a questionnaire. Kothari and Garg (2014) aver that questionnaires can provide time for respondents to think about responses and are easy to administer and score. Kasomo (2010) also posits that questionnaires reduce the biases which might result from personal encounters and attitudes. Closed-ended questions were used to obtain information based on the study variables. Questionnaires were applied to the teachers. The questionnaire was as outlined in Appendix I

Teachers' Questionnaire

The type of questionnaire used for this study was the closed-ended where the researcher provided the participants with options from which they chose with the 4 points Likert scale (5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD)). It gathered information about the variables of interest in this study such as in-service training and development, staff remuneration, performance appraisal, employee relation and communication, and teacher job performance.

Section A was designed to gather data on the demographic characteristics of the teachers such as gender, level of education and teaching experience. Section B was further based on research variables (in-service training and development, staff remuneration, performance appraisal, employee relation and communication, and teacher job performance.) Questionnaires have advantage over other instruments because the respondents are given time to fill them at their convenience. This increases the chances of getting valid information.

Table 3: Distribution of questionnaire items according to variable

Research Variable	No of items
In-service training and development (ITD)	1,2,3,4,5,6
Staff remuneration (SR)	,7,8,9,10,11,12
Performance appraisal (PA)	,13,14,15,16,17,18,
Relation and communication (RC)	19,20,21,22,23,24
Teacher job performance (TJP).	,25,26,27,28,29,30
TOTAL	30

Source; student researcher, 2024

Validity of Research Instruments

Validity is the accuracy and meaningfulness of inferences that are based on the research results (Lakshmi & Mohideen, 2013). Thus, the degree to which results obtained from data analysis represent the phenomena under study. To ensure validity in this research, the questionnaire and interview guides were passed through a series of checks from friends to colleagues and to the

supervisor who is also an expert in measurement and evaluation in order to ensure the face and content validity.

Reliability of the Research Instrument

Reliability is the consistency of measurement and is frequently assessed using the test-retest reliability method Kothari (2004). Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals, and by using uniform testing procedures. Cronbach's Alpha was applied to measure the co-efficient of internal consistency and therefore reliability of the instrument. The reliability coefficient of all the items was 0.757 which was considered high enough for the instruments to be used for the study (Jwan, 2010). The research further tested the reliability of the instruments for separate items as seen below.

Table 4: Reliability of the instruments

Research Variable	Cronbach's Alpha (α)
In-service training and development (ITD)	0.713
Staff remuneration (SR)	0.828
Performance appraisal (PA)	0.817
Relation and communication (RC)	0.722
Teacher job performance (TJP).	0.716
Reliability for all items	0.757

Source: Student Researcher, 2024

Method of data collection

The researcher sought consent from the principals of the schools concerned before data collection. For instance, the researcher paid a visit to Ladybird High School Mvan to obtain a research permit. The researcher also paid a visit to Tassah Complex to get permission to undertake the research. In addition, the researcher paid a courtesy call to the principal of St Joseph Complex and did same to other sampled schools to book an appointment with the principal to be allowed to administer the interviews and questionnaires. Since the researcher couldn't meet all the teachers in school, she went an extra mile to get teachers even in their homes and localities to enable the process of data collection successful. The researcher administered the questionnaire using the self-delivery method

and the drop-and-pick technique. The researcher also contacted some teachers online to fill the questionnaires. The researcher did not engage any research assistants. She established an understanding with the respondents on the mission at hand and made them fill the questionnaires as soon as possible.

The return rate of the questionnaire

The researcher had a sample size of 285 teachers after the administration of the questionnaire and collection of data, 25 questionnaires were missing and 10 were screened for unilabiate outliers. This gave a return rate of 87.72%. Therefore, our analysis was based on 250 questionnaires.

Presentation of Demographic Results

Table 5: Gender of respondents

Gender	Frequency	Percent
Male	150	60.0
Female	100	40.0
Total	250	100.0

Source: student researcher 2024

The table above shows that 150 of the respondents were males making up a percentage of 60.0% while 100 of the respondents were females making up a percentage of 40.0%

Table 6: respondents' views on age of respondents

Age	Frequency	Percent
Below 25years	50	20.0
25 – 40years	149	59.6
40years above	51	20.4
Total	250	100.0

Source: student researcher 2024

The table above shows that 50(20.0) respondents are below 25 years, 149(59.6) respondents are between the age of 25-40 years, and 51(20.4) respondents are between the age of 40 years and above.

Table 7: respondents' views on longevity in service

longevity in service	Frequency	Percent
Less than 5years	125	50.0
5 – 10 years	100	40.0
10 – 20years	25	10.0
Total	250	100.0

Source: student researcher 2024

The table above shows that 125(50.0) respondents have taught for less than 5 years, 100(40.0) respondents have taught from 5-10 years, and 25(10.0) respondents have taught from 10-20 years.

Method of Data Analysis

The data collected was quantitative. It was analysed through descriptive and inferential statistics. The descriptive statistics included frequency counts and percentages. The Statistical Product for Service Solution (SPSS) version 21 was utilised in running the analysis. The quantitative data was presented in form of tables to make meaningful conclusions. Person-product moment Correlation and simple linear regression were also used to determine the effects of personnel management practices on teachers' job performance and to test the previously stated hypothesis.

Ethical Considerations

Wilson and Hunter (2010) insist that before conducting research, there should be awareness on both parties of institutions and research participants. Nosizo (2018) maintains that ethical considerations in research are essential because they discourage fabrication or falsifying data, and thus encourage the quest of knowledge and truth, which is the main objective of undertaking a study. This research was conducted in respect to the fundamentals of research ethics. The respondents were assured of anonymity to avoid prejudice and victimisation. All the information gathered from the respondents was held in confidentiality in that names of the respondents were not indicated in the questionnaires, and the research findings were not used otherwise apart from for academic purposes. They may become weary of the implications of the research; thus the researcher communicated to the respondents beforehand. The contents of the questionnaires such

as what is being studied, the purpose of the study, those involved in the study and the nature of participation of each subject and methods of data collection were conveyed to respondents in advance.

CHAPTER FOUR

PRESENTATION OF FINDINGS

In this chapter, the findings of the study are presented. This study aimed to determine the impact of Personnel Management Practice on Teachers' Job Performance: A Case Study in some Selected Secondary Schools in Yaounde IV. This chapter aims to answer the questions raised in the study and test the research hypotheses.

Presentation of Results According to Research Questions

Research Question 1: To what extent does in-service training and development affect teachers' job performance in secondary schools in the Yaounde IV Sub Division?

The first objective sought to examine the effect of in-service training and development on teachers' job performance in secondary schools in the Yaounde IV Sub Division. Descriptive data was collected from teachers and the findings are shown in Table 8 below.

Table 8: Respondents' view on in-service training

No.		SA	A	N	D	SD	mean	Std. D
		f (%)	f (%)		f (%)	f (%)		
1.	The school's investments in training and development programs enhance teacher performance and organizational efficiency	200 (80.0)	25 (10.0)	0	25 (10.0)	0	4.60	0.92
2.	Teachers must attend workshops and seminars to be performant.	150 (60.0)	50 (20.0)	0	50 (20.0)	0	4.20	1.17
3.	A school that offers regular in-service training has more performant teachers.	75 (30.0)	75 (30.0)	0	50 (20.0)	50 (20.0)	3.70	1.10
4.	Teachers with professional qualifications can still perform better without in-service training.	175 (70.0)	75 (30.0)	0	0	0	4.70	0.46
5.	In-service training influences the innovation, adaptability, and productivity of teachers	75 (30.0)	125 (50.0)	0	25 (10.0)	25 (10.0)	4.00	0.90
6.	You feel supported in acquiring new skills and knowledge relevant to your teaching role	150 (60.0)	75 (30.0)	25 (10.0)	0	0	4.50	0.67
	Grand Mean				4.2833			
	Std .D				.57875			

Source: student researcher, 2024

From Table 8, item 1 indicates that 90.0% of respondents generally agree that the school's investments in training and development programs enhance teacher performance and organizational efficiency. Item 2 reveals that 80.0% of respondents also generally agree that teachers must attend workshops and seminars to maintain high performance. Item 3 shows that 60.0% agree that schools offering regular in-service training have more effective teachers. Item 4 demonstrates that 100% of respondents believe teachers with professional qualifications can still perform well without in-service training. Item 5 indicates that 80.0% support the notion that in-service training influences teachers' innovation, adaptability, and productivity. Finally, 90.0% of respondents agree that they feel supported in acquiring new skills and knowledge relevant to their teaching role.

Research Question 2: What is the effect of remuneration on teachers' job performance in secondary schools in the Yaounde IV Sub Division?

The second objective sought to assess the effects of staff remuneration on teachers' job performance. Descriptive data was collected from teachers and the findings are shown in Table 9 below.

Table 9: Respondents' view on staff remuneration

No.		SA	A	N	D	SD	mean	Std. D
		f (%)	f (%)		f (%)	f(%)		
1	Teachers are compelled to be performant irrespective of their pay package	125 (50.0)	50 (20.0)	25 (10.0)	50 (20.0)	0	4.00	1.19
2	Fair and competitive remuneration positively impacts your motivation and job performance	200 (80.0)	50 (20.0)	0	0	0	4.80	0.40
3	Overall, you are satisfied with your current salary package, considering your qualifications and experience	150 (60.0)	100 (40.0)	0	0	0	4.60	0.49
4	High but irregular salary flow can cause teachers to be less performant	125 (50.0)	100 (40.0)	0	25 (10.0)	0	4.30	0.90
5	Are you satisfied with the benefits package provided by the school (e.g., health insurance, retirement plan, professional development opportunities)	100 (40.0)	100 (40.0)	0	50 (20.0)	0	4.00	1.10
6	You are satisfied with the bonus and incentive programs offered by the school to recognize and reward your contributions	150 (60.0)	50 (20.0)	0	50 (20.0)	0	4.20	1.17
	Grand Mean				4.3167			
	Std .D				.68226			

Source: student researcher, 2024

Six items were designed in the questionnaire to address this section. All six items have a mean greater than 2.5, which is the cutoff mean. From Table 6 above, item 1 indicates that 70.0% of teachers generally agree that they are compelled to perform well regardless of their pay package. Item 2 shows that 100% of teachers agree that fair and competitive remuneration positively impacts their motivation and job performance. Item 3 reveals that 100% of teachers are satisfied with their current salary package, considering their qualifications and experience. Item 4 indicates that 90.0% of teachers agree that a high but irregular salary flow can cause decreased performance. Item 5 shows that 80.0% of teachers are satisfied with the benefits package provided by the school, such as health insurance, retirement plans, and professional development opportunities. Finally, item 6 reveals that 80.0% of teachers are satisfied with the bonus and incentive programs offered by the school to recognize and reward their contributions.

Research Question 3: What is the effect of performance appraisal on teachers' job performance in secondary schools in the Yaounde IV Sub Division?

The third objective sought to establish the effect of performance appraisal on teachers' performance in secondary schools in the Yaounde IV Sub Division. Descriptive data was collected from teachers and the findings are shown in Table 10 below.

Table 10: Respondents' View on performance appraisal

No.		SA	A	N	D	SD	mean	Std.D
		f (%)	f(%)		f(%)	f(%)		
1	You are evaluated based on how best you complete your assignment	175 (70.0)	50 (20.0)	25 (10.0)	0	0	4.60	0.66
2	Performance appraisals motivate you to improve your teaching practices.	125 (50.0)	50 (20.0)	0	75 (30.0)	0	3.90	1.30
3	The student's exam results make your administration and colleagues respect you.	75 (30.0)	150 (60.0)	0	25 (10.0)	0	4.10	0.83
4	you are satisfied with the feedback and evaluation provided by school administrators regarding your overall performance as a teacher	100 (40.0)	125 (50.0)	0	25 (10.0)	0	4.20	0.87
5	The quality of your lesson plans in terms of alignment with curriculum objectives and student learning outcomes?	100 (40.0)	125 (50.0)	0	25 (10.0)	0	4.20	0.87
6	you receive classroom observations and feedback on your teaching practices from peers or instructional leaders	100 (40.0)	125 (50.0)	0	25 (10.0)	0	4.20	0.87
	Grand Mean				4.2000			
	Std .D				.66717			

Source: student researcher, 2024

Six items were designed in the questionnaire to address this section, all with a mean greater than 2.6, which was the cutoff mean. From Table 10 above, item 1 indicates that 90.0% of teachers generally agree they are evaluated based on how well they complete their assignments. Item 2 shows that 70.0% of teachers agree that performance appraisals motivate them to improve their teaching practices. Item 3 reveals that 90.0% of teachers believe that students' exam results earn them respect from administrators and colleagues. Item 2 indicates that 90.0% of teachers are satisfied with the feedback and evaluation provided by school administrators regarding their overall performance. Item 5 shows that 90.0% of teachers agree that the quality of their lesson plans, in terms of alignment with curriculum objectives and student learning outcomes, is important. Finally, item 6 reveals that 90.0% of respondents agree they receive classroom observations and feedback on their teaching practices from peers or instructional leaders.

Research Question 4: To what extent do employee relations and communication affect teachers' job performance in secondary schools in the Yaounde IV Sub Division?

The third objective sought to determine the effect of employee relations and communication on teachers' job performance in secondary schools in the Yaounde IV Sub Division. Descriptive data was collected from teachers and the findings are shown in Table 11 below.

Table 11: Respondents' view on employee relationship

No.		SA	A	N	D	SD	mean	Std.D
		f (%)	f(%)		f(%)	f(%)		
1	conflicts among staff members are effectively resolved within your school	100 (40.0)	125 (50.0)	0	25 (10.0)	0	4.20	0.87
2	you feel supported by school administrators in your professional development and daily responsibilities	50 (20.0)	125 (50.0)	0	25 (10.0)	50 (20.0)	3.40	1.43
3	there is good communication between parents and teachers regarding student progress and academic concerns in your school	125 (50.0)	75 (30.0)	25 (10.0)	25 (10.0)	0	4.20	0.98
4	you often engage in peer mentoring or receive support from colleagues in improving your teaching practices	75 (30.0)	50 (20.0)	25 (10.0)	75 (30.0)	25 (10.0)	3.30	1.42
5	you participated in conflict resolution training provided by the school to help manage disagreements among colleagues	75 (30.0)	25 (10.0)	50 (20.0)	100 (40.0)	0	3.30	1.27
6	There are transparent and accessible school administrators who provide support and guidance to teacher	50 (20.0)	150 (60.0)	25 (10.0)	25 (10.0)	0	3.90	0.83
	Grand Mean				3.7167			
	Std. D				.56411			

Source: student researcher, 2024

Six items were designed in the questionnaire to respond to this section. All six items have a mean greater than 2.5 which is the cutoff mean. From table 11 above, item 19 show that only 90.0% of the respondents generally agreed that conflicts among staff members are effectively resolved within their school. Item 20 show that 70.0% of the respondents equally generally agreed with the notion that they feel supported by school administrators in their professional development and daily responsibilities. Item 21 shows that 80.0% of the teachers agreed with the idea that there is good communication between parents and teachers regarding student progress and academic concerns in their school. Item 22 show that 50.0% of the teachers supported the notion that they often engage in peer mentoring or receive support from colleagues in improving their teaching practices. Item 23 show that 40.0% of the teachers supported the notion that they participated in conflict resolution training provided by the school to help manage disagreements among colleagues. Finally, 80.0% of the teachers agreed that there are transparent and accessible school administrators who provide support and guidance to teacher.

Dependent variable (teacher's job performance)**Table 12: Respondents' view on the dependent variable (teacher's job performance)**

No.		SA f (%)	A f (%)	N	D f (%)	SD f (%)	mean	Std. D
1	you maintain a structured and productive classroom environment conducive to learning	100 (40.0)	150 (60.0)	0	0	0	4.40	0.49
2	You are satisfied with your student's academic progress and achievements under your instruction	75 (30.0)	125 (50.0)	25 (10.0)	25 (10.0)	0	4.00	0.90
3	Time management is viewed as important in the classroom during lesson delivery	150 (60.0)	75 (30.0)	025 (10.0)	0	0	4.50	0.67
4	you know the teaching content area and know-how to teach it	125 (50.0)	50 (20.0)	50 (20.0)	025 (10.0)	0	4.10	1.05
5	you employ effective instructional methods in engaging students and facilitating their understanding of the subject matte	100 (40.0)	125 (50.0)	0	25 (10.0)	0	4.20	0.87
6	your lesson plans and teaching strategies align with the school curriculum and learning objectives	100 (40.0)	0	125 (50.0)	25 (10.0)	0	3.90	1.14
	Grand Mean	4.1833						
	Std .D	.56608						

Source: student researcher, 2024

Six items were designed in the questionnaire to address this section, and all have a mean greater than 2.5, which is the cutoff mean. From Table 12 above, item 1 shows that 100% of respondents agree they maintain a structured and productive classroom environment conducive to learning. Item 2 indicates that 80.0% of respondents are satisfied with their students' academic progress and achievements under their instruction. Item 3 reveals that 90.0% of teachers agree that time management is important during lesson delivery. Item 4 shows that 70.0% of teachers feel confident in their knowledge of the teaching content area and how to teach it. Item 5 indicates that 90.0% of teachers support the notion that they employ effective instructional methods to engage students and facilitate their understanding of the subject matter. Finally, item 6 shows that 40.0% of teachers agree that their lesson plans and teaching strategies align with the school curriculum and learning objectives.

Pearson's Correlation analysis between personnel management practice and Teachers Job performance

To test the previously established hypotheses using simple linear regression analyses, Saunders et al. (2016) emphasize that the collected data must meet the precondition of linearity between the independent variables (IVs) and the dependent variable (DV). Consequently, the researchers first conducted a correlation test to examine the relationships between the different IVs—namely In-service Training, Staff remuneration, Performance Appraisal, and Employee Relations—and teachers' job performance as the DV.

Table 13: Correlations among variables

	IST	SR	PA	ER	TJP
In-service Training (IST)		.804**	.707**	.780**	.730**
Staff remuneration (SR)			.514**	.634**	.634**
Performance. Appraisal (PA)				.591**	.542**
Employee Relations (ER)					.505**
Teachers' Job Performance (TJP)					
Mean	4.2833	4.3167	4.2000	3.7167	4.1833
<i>SD</i>	.57875	.68226	.66717	.56411	.56608
N	250	250	250	250	250

To be more precise and thoroughly test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose

main results are displayed in Table Above. The Outcome shows that In-service Training (IST), Staff remuneration (SP), Performance Appraisal (CT), and Employee Relations (PA) correlate significantly with Teachers' job performance (TJS).

Concerning the strength of the relationship, the IVs of In-service Training (IST), and Staff remuneration (SP), (Pearson's $r(250) = .804, p < .01$), In-service Training (IST) and Performance Appraisal (PA) (Pearson's $r(250) = .707, p < .01$), In-service Training (IST) and Employee Relations (ER), (Pearson's $r(250) = .780, p < .01$), In-service Training (IST) and Teachers' job performance (TJS), (Pearson's $r(250) = .730, p < .01$), Staff remuneration (SP) and Performance. Appraisal (CT) (Pearson's $r(250) = .514, p < .01$), Staff remuneration (SP) and Employee Relations (ER) (Pearson's $r(250) = .634, p < .01$), Staff remuneration (SP) and Teachers' job performance (TJS) (Pearson's $r(250) = .634^{**}, p < .01$), Performance. Appraisal (PA) and Employee Relation (ER) (Pearson's $r(250) = .591, p < .01$), Performance. Appraisal (PA) and Teachers' job performance TJS (Pearson's $r(250) = .542, p < .01$), Employee Relations (PER) and Teachers' job performance (TJS) (Pearson's $r(250) = .505, p < .01$). Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to test the previously developed hypotheses is met (Saunders et al., 2016).

Linear Regression Analysis

The standard regression with the four independent predictors (In-service Training (IST), Staff remuneration, Performance. Appraisal, and Employee Relations) to predict teachers' job performance was used to verify each research hypothesis

The study utilized linear regression analysis to determine the strongest predictor of teachers' job performance among several independent variables: In-service Training (IST), Staff remuneration, and Performance. Appraisal, and Employee Relations. Assumptions such as acceptable correlations and the absence of multicollinearity were verified. Outliers were checked using Mahalanobis distance, confirming no significant outliers. Normality was assessed through Normal Probability Plots and scatterplots of standardized residuals, indicating the data's fair normal distribution. Case-wise diagnostics identified one potential outlier by standardized residuals, but its Cook's distance

was within acceptable limits as recommended by Field, (2009); Pallant, (2005); Tabachnick & Fidell, (2007). Overall, the study employed rigorous regression techniques to evaluate predictors of teachers' job performance, reporting adjusted R-squared values for more accurate prediction in small samples as recommended by Tabachnick and Fidell (2007)

Verification of hypothesis

Hypothesis one

Ha1: in-service training and development has a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Ho1: in-service training and development has no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Table 14: Model Summary of the Effects of In-service Training (IST) on Teachers' job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 ^a	.533	.531	.38763

a. Predictors: (Constant), IST

The outcome shows a moderately positive linear effect of In-service Training (IST) on Teachers' job performance scores, which was confirmed with a Pearson's correlation coefficient of $r = .730^a$. the regression model predicted 53.1% of the variance. The model was a good fit for the data.

Table 15: ANOVA^a of the effects of In-service Training (IST) on Teachers' job performance

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	42.529	1	42.529	283.047	.000 ^b
1	Residual	37.263	248	.150		
	Total	79.792	249			

a. Dependent Variable: TJP

b. Predictors: (Constant), IST

The table above is the F test. The linear regression F test has the null hypothesis that In-service Training (IST) has no statistically significant effect on Teachers' job performance at $p = .05$. In other

words, $R^2 = 0$, but with $F(42.529) = 283.047$, $P < .001$, the test is highly significant. Thus we can assume a statistically significant effect of In-service Training (IST) on Teachers' job performance

Table 16: Coefficients of the effects of In-service Training (IST) on Teachers' job performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.569	.157		9.969	.000
	IST	.606	.036	.730	16.824	.000

a. Dependent Variable: TJP

The regression results showed a significant effect of In-service Training (IST) on Teachers' job performance scores ($t = 16.824$, $p < 0.001$). The slope coefficient for In-service Training (IST) was .730, so Teachers' job performance increases by a factor of .730. Since the ($t > 1.96$) we reject the null hypothesis (H_0) and retain the Alternative (H_a) then conclude that, In-service Training (IST) has a significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Hypothesis two

Ha2: staff remuneration has a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Ho2: staff remuneration has no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Table 17: Model Summary of the Effects of Staff remuneration on Teachers' job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.364	.360	.51870

a. Predictors: (Constant), SR

The outcome showed a moderately positive relationship between Staff remuneration and Teachers' job performance scores, which was confirmed with a Pearson's correlation coefficient of $r = .634^a$. The regression model predicted 36.0% of the variance. The model was a good fit for the data

Table 18: ANOVA^a of the effects of Staff remuneration on Teachers' job performance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.067	1	13.067	48.566	.000 ^b
	Residual	66.725	248	.269		
	Total	79.792	249			

a. Dependent Variable: TJP
b. Predictors: (Constant), SR

The above table is the F test. The linear regression F test has the null hypothesis that the Staff remuneration has no statistically significant effect on teachers' job performance at $p=.05$. In other words, $R^2= 0$, but with $F (13.067) = 48.566$, $p < .001$, the test is highly significant. Thus we can assume a statistically significant effect of Staff remuneration on teachers' job performance.

Table 19: Coefficient^a of the effects of Staff remuneration on Teachers' job performance

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.741	.210		13.083	.000
	SR	.343	.049	.634 ^a	8.969	.000

a. Dependent Variable: TJP

The regression results showed a significant effect of Staff remuneration on teachers' job performance scores ($t = 8.969$, $p < 0.001$). The slope coefficient for Staff remuneration was .634a, so teachers' job performance increases by a factor of .634a. Since the ($t > 1.96$) we reject the null hypothesis (H_02) and retain the Alternative (H_a2) then conclude that, Staff remuneration has a significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Hypothesis three

Ha3: performance appraisal has a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Ho3: performance appraisal has no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division

Regression was carried out to ascertain the extent to which Performance. Appraisal scores predict Teachers' job performance.

Table 20: Model Summary of the Effects of Performance. Appraisal on Teachers' job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.243	.239	.55495

a. Predictors: (Constant), PA

The outcome showed a weak positive linear effect of Performance. Appraisal on teachers' job performance scores, which was confirmed with a Pearson's correlation coefficient of $r = .542^a$. the regression model predicted 23.9% of the variance. The model was a good fit for the data

Table 21: ANOVA^a of the effects of Performance. Appraisal on Teachers' job performance

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3.414	1	5.414	15.086	.001 ^b
	Residual	76.377	248	.308		
	Total	79.792	249			

a. Dependent Variable: TJP
b. Predictors: (Constant), PA

The above table is the F test. The linear regression F test has the null hypothesis that the Performance. Appraisal has no statistically significant effect on Teachers' job performance at $p = .05$. In other words, $R^2 = 0$, but with $F(5.414) = 15.086$, $p = .001$, the test is highly significant. Thus we can assume a statistically significant effect of Performance. Appraisal on Teachers' job performance.

Table 22: Coefficients^a of the effects of Performance. Appraisal on Teachers' job performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.317	.263		12.628	.000
	PA	.202	.061	.542	5.330	.001

a. Dependent Variable: TJP

The regression results showed a significant effect the teachers' Performance. Appraisal on Teachers' job performance scores (5.330, $p < 0.05$). The slope coefficient for Performance.

Appraisal functions of the teachers was .542, so Teachers' job performance increases by a factor of .542. Since the ($t > 1.96$) we reject the null hypothesis (H_0) and retain the Alternative (H_a) then conclude that Performance. Appraisal has a significant effect on teachers' job performance in the public schools Yaounde I subdivision

Hypothesis four

Ha4: employee relation and communication have a statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Ho4: employee relation and communication have no statistically significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division. Regression was carried out to ascertain how In-service Training (IST) scores predict teachers' job performance

Regression was carried out to ascertain the extent to which Employee Relations scores predict Teachers' job performance.

Table 23: Model Summary of the Effects of Employee Relations on Teachers' job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505 ^a	.138	.134	.55636
a. Predictors: (Constant), ER				

The outcome showed a weak negative linear relationship between Employee Relations and teachers' job performance scores, which was confirmed by Pearson's correlation coefficient of $r = .505^a$. The regression model predicted 13.4% of the variance.

Table 24: ANOVA^a of the effects of Employee Relations on Teachers' job performance

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3.027	1	4.027	10.778	.002 ^b
	Residual	76.765	248	.310		
	Total	79.792	249			
a. Dependent Variable: TJP						
b. Predictors: (Constant), ER						

The above table is the F test. The linear regression F test has the null hypothesis that the Employee Relations has no statistically significant effect on Teachers' job performance at $p=.05$. In other words, $R^2= 0$, but with $F (4.027) = 10.778$, $p= .001$, the test is highly significant. Thus we can assume a statistically significant effect of Employee Relations and Teachers' job performance

Table 25: Coefficient^a of the effects of Employee Relations on Teachers' job performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.910	.235	20.897	.000	
	ER	-.195	.063	.505	4.127	.002

a. Dependent Variable: TJP

The regression results showed a significant effect of Employee Relations on Teachers' job performance scores ($t = 4.127$, $p = 0.001$). The slope coefficient for Employee Relations was .505, so Teachers' job performance increases by a factor of .505. Since the ($t>1.96$) we reject the null hypothesis (H_0) and retain the Alternative (H_a) then conclude that Employee Relations has a significant effect on teachers' job performance in secondary schools in the Yaounde IV Sub Division.

Table 26: Summary of Findings

Hypotheses	Regression weights	Beta coefficient	Adjusted R²	t	P- value (p=0.05, CI=95%)	Decision
<p>Ho1: In-service Training (IST) has no significant effect on teachers' job performance</p> <p>Ha1: In-service Training (IST) has a significant effect on teachers' job performance</p>	IST→TJP	.730	.531	16.824	P<0.001	Ho1 rejected
<p>Ho2: Staff remuneration has no significant effect on teachers' job performance</p> <p>Ha2: Staff remuneration has a significant effect on teachers' job performance</p>	SR→TJP	.634a	.360	8.969	P<0.001	Ho2 rejected
<p>Ho3: performance appraisal has no significant effect on teachers' job performance</p> <p>Ha3: performance appraisal has a significant effect on teachers' job performance</p>	PA→TJP	.542	.239	5.330	P<0.001	Ho3 rejected
<p>Ho4: Employee Relations has no significant effect on teachers' job performance</p> <p>Ha4: Employee Relations has a significant effect on teachers' job performance</p>	ER→TJP	.505	.134	4.127	P<0.001	Ho4 rejected

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter brings out the main findings and conclusions based on the research findings. Recommendations based on the research findings and suggestions for areas for further study are also given.

Discussion of Findings based on research objectives

This section presents the summary of the research findings in line with the study objectives. The main objective of the study was to examine the effect of Personnel Management Practice on teachers' Job performance in secondary schools in the Yaounde IV sub-division. Findings revealed a great significant effect of Personnel Management Practice on teachers' Job performance

To examine the effect of in-service training and development on teachers' job performance

The first objective of the study was to investigate the impact of in-service training and development on teachers' job performance in secondary schools in the Yaoundé IV Sub Division. The null hypothesis proposed that in-service training and development have no statistically significant impact on teachers' job performance. However, the findings revealed a statistically significant effect, with the slope coefficient for in-service training (IST) being 0.730, indicating that teachers' job performance increases by this factor. The results suggest that effective in-service practices significantly enhance teachers' job performance. Despite the general lack of priority given to in-service education compared to pre-service education in Cameroon, its necessity is widely recognized. This is evidenced by the numerous conferences, seminars, workshops, and other forms of in-service education organized annually at various levels.

The study's findings align with Handerson (2010), who stated in his book "The Evaluation of In-service Teacher Training" that further training acts like a tonic, preventing teachers from falling into rigid, outdated habits. Corey (2013) also emphasized that planned in-service education programs are essential for the professional improvement of school personnel, as current demands on schools and staff make reliance solely on pre-service preparation impractical. Steven and Eric (1999) argued that even in stable educational periods, teachers should take opportunities to renew

and extend their professional skills. In-service training, as defined by Jucious (1963), is the process of acquiring specific skills to improve job performance. Dahama (1979) supported this view, stating that in-service training helps individuals become qualified and proficient in their roles, ultimately contributing to organizational goals. Van Dorsal (1962) described in-service training as educating individuals to become highly qualified for their current jobs and prepared for more challenging roles. Malone (1984) added that in-service training is a staff development program designed to enhance competencies while on the job, promoting professional growth and providing a sense of purpose. In conclusion, in-service training is crucial for improving teachers' job performance.

To assess the effects of staff remuneration on teachers' job performance.

The second objective of the study was to investigate the effect of staff remuneration on teachers' job performance in secondary schools in the Yaoundé IV Sub Division. The null hypothesis proposed that staff remuneration has no statistically significant effect on teachers' job performance. However, the analysis revealed a significant impact, with the slope coefficient for staff remuneration being 0.634a. This indicates that teachers' job performance increases by this factor. Since the t-value was greater than 1.96, the null hypothesis was rejected, leading to the conclusion that staff remuneration significantly affects teachers' job performance.

The findings align with Yamoah (1911), who viewed remuneration as the major cost incurred by business organizations and a systematic approach to providing monetary value to employees in exchange for their work. According to Yamoah, remuneration serves several purposes, including aiding in recruitment, job performance, and job satisfaction. He argued that remuneration directly influences teachers' job performance.

Herzberg and Howe (1959) introduced the two-factor theory to explain people's attitudes towards their work. This theory comprises two parts: hygiene factors and motivators. Hygiene factors include working conditions, interpersonal relations, company policy, supervision, and salary. Motivators encompass the work itself, promotion, achievement, recognition, and responsibility. While motivators are linked to long-term positive effects on work, hygiene factors result in short-term changes in attitudes and performance, often reverting to previous levels. This suggests that both monetary and non-monetary remuneration can influence teachers' job performance.

Gomba (2016) highlighted that insufficient remuneration leads to employee dissatisfaction. Employees who work overtime without adequate compensation naturally experience low job performance. Abuhashesh et al. (2019) echoed this sentiment, noting that the lack of monetary benefits negatively affects job performance. Thus, inadequate remuneration has a detrimental effect on teachers' job performance.

Furthermore, Kumar (2019) supported the findings of this study with his study on the impact of compensation factors on teachers' job performance in Bangladesh, revealing a significant relationship between compensation and job performance. He argued that well-compensated teachers are more satisfied and motivated, leading to better job performance. Conversely, poor compensation is a major source of job dissatisfaction and low performance. Kumar also found a mismatch between teachers' compensation and job descriptions, negatively impacting their performance. Additionally, allowances like retirement, transportation, and medical benefits significantly affect teachers' job performance. In summary, the study demonstrates that staff remuneration plays a significant role in enhancing teachers' job performance. Properly structured compensation packages are essential for maintaining job satisfaction and motivation, ultimately leading to better performance and fulfillment of job responsibilities

To assess the effects of performance appraisal on teachers' job performance.

The third objective of the study was to determine the effect of performance appraisal on teachers' job performance in secondary schools. The null hypothesis proposed that performance appraisal has no statistically significant impact on teachers' job performance. However, the study results demonstrated a statistically significant effect, with the slope coefficient for performance appraisal functions being 0.542. This indicates that teachers' job performance increases by a factor of 0.542 with effective performance appraisals. Given that the statistical test (t) exceeded the critical value of 1.96, the null hypothesis (H_03) was rejected in favor of the alternative hypothesis, confirming that performance appraisal significantly affects teachers' job performance.

The findings of this study are consistent with those of Amuge (2021), who investigated the impact of performance appraisal on teacher performance in government-aided secondary schools in Namasale Sub County, Amolatar District. Amuge's study specifically examined the effects of management by objectives, rating scale criteria, and appraisal interview criteria. Using a case study

design with both quantitative and qualitative approaches, the study revealed a significant positive effect of performance appraisal on teachers' job performance. Amuge emphasized that performance appraisal is a crucial function of human resource management, aimed at identifying, measuring, influencing, and developing employee performance according to set norms and standards.

Gichuhi, Abajadr, and Ochieng (2012) further highlighted that performance appraisal is essential for achieving various organizational purposes. Fisher (1995) defined appraisal as a management process aimed at improving organizational performance through enhanced individual performance. Additionally, appraisal is seen as a means to improve the relationship between remuneration, responsibility, and performance, as supported by Aksal et al. (2011), Bartlett (2000), and Haynes et al. (2003).

Khuda, Bushra, Javed, and Tanveer (2020) conducted another relevant study to investigate the outcomes of performance appraisal satisfaction on teacher performance. Utilizing a quantitative approach under the positivism paradigm, data were collected from one hundred principals through purposive sampling techniques. The findings indicated that performance appraisal satisfaction significantly impacts teachers' job performance, contextual performance, and creative performance. The study concluded with research-based recommendations for improving the performance appraisal system for teaching staff.

In summary, the study underscores the significant impact of performance appraisal on teachers' job performance. Effective performance appraisals are vital for enhancing job performance, aligning individual performance with organizational goals, and fostering positive relationships between remuneration, responsibility, and performance. The consistent findings across various studies highlight the importance of implementing robust performance appraisal systems to support teachers' professional development and overall job performance.

To determine the effect of employee relations and communication on teachers' job performance

The fourth objective of the study was to determine the effect of employee relations and communication on teachers' job performance in secondary schools in the Yaoundé IV Sub Division. The null hypothesis proposed that employee relations and communication have no statistically

significant effect on teachers' job performance. However, the results indicated a significant impact, with the slope coefficient for employee relations being 0.505. This suggests that teachers' job performance improves by a factor of 0.505 with better employee relations. Given that the statistical test (t) exceeded the critical value of 1.96, the null hypothesis (Ho4) was rejected in favor of the alternative hypothesis (Ha4), confirming that employee relations significantly affect teachers' job performance.

These findings align with Janes (2018), who examined the effect of employee relations on employee and organizational performance in small organizations in Tanzania. Janes adopted a cross-sectional survey design and used a stratified random sampling technique to select 387 respondents. The study found that small organizations in Tanzania recognize the benefits of maintaining good employee relations and take appropriate actions to address poor relations. It highlighted a positive significant relationship between employee relations and both employee performance and organizational performance. However, the study also identified the prevalence of unfair labor practices in these organizations, recommending a focus on fair labor practices and sustainable employee relations for growth and survival.

Supporting this, Abushawish (2013) emphasized that employees, including teachers, are among the most valuable assets of an organization. The work they perform directly impacts the organization's performance. Maintaining healthy employee relations is crucial for organizational growth, success, and increased job performance. Stephens (2016) added that employee relations involve initiatives to ensure employee happiness and productivity, such as employee recognition, policy development, problem-solving, and dispute resolution.

Furthermore, Frank and Jeffrey (2010) outlined that effective employee relations include managing employment practices, terms and conditions of employment, and providing employees with a voice. These aspects are essential for fostering a positive work environment that enhances job performance. By addressing pay-work bargains, handling employment issues, and ensuring clear communication, organizations can create a supportive atmosphere that benefits both employees and the organization.

Finally, the study underscores the significant effect of employee relations and communication on teachers' job performance. Establishing robust employee relations practices is essential for

improving job performance and achieving organizational goals. The consistent findings across various studies highlight the importance of fair labor practices, effective communication, and strong employee relations in fostering a productive and positive work environment for teachers.

Conclusion

The study conclusively demonstrates that personnel management practices, encompassing in-service training, remuneration, performance appraisal, and employee relations, significantly influence teachers' job performance. Implementing robust and effective practices in these areas is essential for enhancing job performance, job satisfaction, and overall organizational success. The consistent findings across various studies highlight the necessity of continuous professional development, fair compensation, comprehensive performance appraisal systems, and strong employee relations to foster a productive and positive work environment for teachers.

Recommendations

- Schools in this subdivision should prioritize regular and structured in-service training programs tailored to teachers' specific needs. These programs should focus on current educational trends, teaching methods, and technological advancements to keep teachers up-to-date.
- Additionally, offering incentives such as certificates, recognition, or financial bonuses for participating in these programs can motivate more teachers to engage actively. Promoting collaborative learning environments through workshops, seminars, and peer observations will further enhance the effectiveness of in-service training by encouraging the sharing of best practices and experiences.
- To improve job performance and satisfaction, it is crucial to ensure that teacher salaries are competitive and reflective of the cost of living. Regular salary reviews should be conducted to keep compensation aligned with market standards. Implementing performance-based incentives, such as bonuses and promotions, can reward exceptional performance and dedication.
- Moreover, providing comprehensive benefits packages, including health insurance, retirement plans, and allowances for professional development, will help in retaining talented teachers and improving overall job satisfaction.

- Developing transparent and equitable performance appraisal systems is essential. These systems should clearly define evaluation criteria and processes so that teachers understand what is expected of them. Regular feedback mechanisms should be established to provide constructive insights on performance, accompanied by personalized development plans to address improvement areas.
- Again, training appraisers to ensure fairness and competence in evaluations will help in delivering meaningful and supportive feedback to teachers.
- Effective employee relations can be fostered through open communication channels between teachers and school administration. Regular meetings, suggestion boxes, and anonymous surveys are useful tools for gathering feedback and addressing concerns. Establishing clear conflict resolution mechanisms will provide a fair process for resolving grievances and disputes. Recognition programs that celebrate teachers' achievements and contributions will boost morale and motivation, creating a positive and supportive work environment.

Areas for Further Research

1. Investigate how digital tools and online platforms can enhance the effectiveness of in-service training programs. Assess the impact of virtual training sessions, webinars, and online resources on teachers' job performance and professional development.
2. Conduct longitudinal studies to understand the long-term effects of various remuneration strategies on teachers' job performance, job satisfaction, and retention rates.
3. Examine how changes in salary structures and benefits packages influence these factors over time.
4. Compare the effectiveness of various performance appraisal models in different educational contexts. Explore how different approaches, such as self-assessment, peer reviews, and 360-degree feedback, impact teachers' performance and professional growth. - Study the role of employee relations and communication practices in teacher retention. Identify specific employee relations strategies that are most effective in reducing turnover rates and enhancing job satisfaction among teachers.

5. Examine the direct and indirect effects of in-service training on student outcomes. Investigate how improvements in teachers' job performance through in-service training translate into better student performance and overall school success.

Limitation of the Study

The limitation to this study were basically time, financial and intellectual constraints as briefly analyse below;

First of all the study has the limitation of its scope Yaounde IV due to inadequate time and finance to extent the study to a wider scope across other divisions of the Centre Region.

In addition, collection of data using questionnaire was not an easy task. This needed much time and financial cost to go through. Some correspondence were even reluctant to respond to the questions. Data collection too using electronics was not an easy nut to crack. Some teachers and schools even ask for tips before they can fill the questionnaires or even grant access for data collection.

Furthermore, accessing information from the internet was the most difficult part with much time, knowledge and finance to sacrifice. Sometimes, one is compelled to subscribe to certain website in order to gain access to vital information.

However, despite the above limitation, the researcher went ahead with determination and zeal to break through and gather the necessary information needed for this study

REFERENCES

- Adejoh, A.J. Akogwu, M.J. & Ameh, T, (2010). *The impact of training on teachers Job performance in schools in Makurdi local government area*. Unpublished Bed Project, Benue State University, Makurdi.
- Aguinis, H. (2009). *An expanded view of performance management*. In J.W. Smither & M. London (eds.) *Performance Management: Putting research into action*. Jossey-Bass.
- Ahmed, P., Hardaker, G., & Carpenter, M. (1996). Integrated Flexibility. A key to Competitive in Turbulent Environment. *Long range planning*, 29(4), 562-571.
- Aide, O.S. (2007). Motivation and organizational Performance. *Journal of Business Studies and Technology Development* 3(2), 104-109.
- Aja – Okorie U. (2014). Teacher Personnel Management as Determinant of Teacher Productivity.
- Akani, S.O. (2005). *The challenges of educational growth in Nigeria*. Ibadan: Heinemann Educational Publisher.
- Akhtar, A., & Malik. (2016). Why do we appraise? The Managers' Perspectives
- Akpakwu, O.S (2008). *Essentials of educational management*, Makurdi: Jalim Press Nig. Ltd.
- Akpakwu, O.S. (2004). Proposals for the training and orientation on personnel in Educational planning and management. *Benue State University Journal of Education Foundations*. 1(1) 11-20.
- Akyeampong, K. (2009). Revisiting Free Compulsory Universal Basic Education (FCUBE) in Ghana. *Comparative Education*, 45(2), 175-195.
- Alabi, J. [2002] .Mechanism for organizing micro and small enterprise [MSCs] in Ghana; *African journal of Business management*, 1(8)201-208.

- Ali, L., Rehman, K., Ali, S. L., Yousaf, J., & Zia, M. (2010). Corporate social Responsibility influences employee commitment and organizational performance. *African Journal of Business Management*, 4(12), 2796-2801.
- Ali, T. (2007). Professional Development of Teachers at Higher Education in Pakistan, paper presented at National Conference on Professional Development of Teachers in Higher Education in Pakistan. 73–79.
- Ambe, S. V., Okoth, G. P., & Ododa, H. (2016). The Performance Appraisal System. In *International Journal of Recent Research in Social Sciences and Humanities (IJRRSSH)*, 3, 171-178.
- Amessa, K., & Drakeb, L. (2003). *Executive Remuneration and Firm Performance: Evidence from a panel of mutual organizations*. Published International Journal Article. University of Leicester and Nottingham University.
- Amin, E. M. (2005). *Social Science Research, Conception, Methodology and Analysis*. Makerere University.
- Amolatar District Education Personnel. (2020). Amolatar District Education Personnel Report.
- Ansar, A. (2019). Achievement goals and the classroom motivational climate. Daily Express, May 14, 2019
- Appelbaum, P. S. (2019). Can a theory of voluntariness be a priori and value-free? *The American Journal of Bioethics*, 11(8), 17-18.
- Arbuckle, J. L. (2011). IBM SPSS Amos 20 user's guide. Amos development Corporation, SPSS Inc, 226-229.
- Arifin Muhammad, H. (2015). The influence of Competence, Motivation and Organisational Culture to High School Teachers, job satisfaction and performance vol.8, No.1, 2015.
- Armstrong, M. (2003). *A hand book of Human Resource Management Practice (6th Editio)*. Kogan Page.

- Armstrong, M. (2005). *Armstrong's Handbook of Management and Leadership: Approaches to HRM and L&D*. Kogan page Limited Publishing. United States.
- Armstrong, M. (2009). *Strategic Human Resource Management; A Guide to Action Paperback*,.
- Armstrong, M. and Baron, A. (2005). *Managing Performance: Performance Management in action*.
- Aslam, H.A, Noor A, Rasheed M I., and Y. S. (2011). A critical analysis of Performance appraisal system for teachers in public sector universities of Pakistan: A case study of the Islamia University of Bahawalpur (IUB). *African Journal of Business Management*, 5(9), 3735 – 3744.
- Ayugi, P. V. (2016). *Appraisal and teacher performance in public primary schools in gulu district (unpublished maters' thesis)*. Uganda Management Institute.
- Bailey, G. D. (1981). *Teacher self-assessment: A means for improving classroom Instruction: National Education Assn*.
- Bakhsh, A. (2014). *Glamour and Beauty in Dancing: www.beaconbooks.com.pk*
- Bartlett S. (2000). The development of teacher appraisal: A recent history. *British Journal of Educational Studies*, 48, 24–37.
- Berman, W. F. (1980). MBO in student personnel: Can it work? In C. H. Foxley (Ed.), *Applying management techniques New Directions for Student Services*. Jossey-Bass.
- Bhattacharya, C. B., Sen, S., & Korshun, D. (2008). Using corporate social Responsibility to win the war for talent. *MIT Sloan Management Review*, 49(1), 37 44.
- Bipp, T. and Kleingeld, A. (2011). Goal-setting in practice: The effects of Personality and perceptions of the goal-setting process on job satisfaction and Goal commitment. *Personnel Review*, 40(3), 306–323.
- Birabwa, M. (2010). *Motivational factors and teacher performance in universal Primary education (UPE) schools in nyenga sub-county, Mukono district; A Research report*.

- Blakely, S. (2017). Performance appraisal design, development, and implementation. *Handbook of Human Resource Management*
- Borman, M. (2018). Expanding the criterion domain to include elements of Contextual performance. *Personnel Selection in Organizations*; San Francisco: Jossey-Bass
- Boyle, T. A. (2006). Resources for Employees, APA Centre for Organizational Flexibility. *Journal of © 2018 Global Journals 37 Global Journal of Management and Business Research Volume XVIII Issue VIII Version I (A) Year 2018 Effect of Employee Relations on Employee Performance and Organizational Performance-Study of Small Organizations in Tanzania Manufacturing Technology Management, 17(1), 16- 21.*
- Brefo-Manuh, A., Anlesinya, A., Ama, A., Odoi, S., & Owusu, D. (2016). Evaluating/organisational uses of performance appraisal system: a conceptual analysis and framework for the future. *International Journal of Business and Management Review, 4, 8-20.*
- Brookins, M., & Media, D. (2002). *The Business Review, Workplace Conflicts not Inevitable.* California, W. Bruce Newman.
- Burnas, R.G. Hollman, T. D. (2002). An empirical comparison of the relative effects of rater response bias on three rating scale formats. *Journal of Applied Psychology, 59, 307 – 312.*
- Burns, A. (2012). Employee Relations. In Prescott RK, Rothwell WJ (Eds.) *Encyclopaedia of Human Resource Management, Key Topics and Issues, 1:186.* John Wiley & Sons.
- Cameron, D. (2008). *Performance Appraisal and review.* MCB Publication Ltd.
- Cawley, B. (1998). Participation in the performance appraisal process and employee reactions: A meta-analytic review of field investigations. *Journal of applied psychology, 83(4), 615.*
- Chae, H., & Choi, J. N. (2018). Contextualizing the effects of job complexity on creativity and task performance: Extending job design theory with social and contextual contingencies. *Journal of Occupational and Organizational Psychology, 91(2), 316-339.*

- Christen, M., Iyer, G., & Soberman, D. (2006). Job Satisfaction, Job Performance, and Effort: A Reexamination using Agency Theory, *Journal of Marketing*, 70(1), 137-150.
- Clarke, K. F. (2001). What businesses are doing to attract and retain employee becoming an employer of choice. *Employee Benefits Journal*, 9(7), 34-37.
- Cohen, J. (2013). *Statistical power analysis for the behavioral sciences*: Academic Press.
- Conlow, R. (2022). What is a annual performance review? Retrieved from <https://digital4press.com/what-is-a-annual-performance-review/>
- Cole, G. A. (1998). *Management theory and practice*. The Guernsey Press Ltd.
- Cole, G. A. (2004). *The administrative theory and Workers Motivation*. Zante Institute of administration press Ltd.
- Cooper, W. (1998). Ubiquitous halo. *Psychological Bulletin*, 91, 218 – 244.
- Creswell, J. W. (2009). *Research designs: Qualitative, quantitative, and mixed methods approaches*. Callifornia: Sage.
- Creswell, J. W., & Creswell, D. J. (2018). *Research design: qualitative, quantitative and mixed methods approaches* (Vol. 53).
- Cronbach, L. J. (1951). Coefficient alpha and the internal Structure of tests. *Psychometrika*, 16(3), 297–334. <http://psych.colorado.edu/>
- Daily Nations. (2016). Teachers Appraisal System has improved Curriculum Delivery, April 25th.
- Danku, L. S., Soglo, N. Y., Dordor, F., & Bokor, M. J. (2015). Performance appraisal in the Ghana Education Service, the case of basic school teachers in Ho Municipality. In *International Journal of Managerial Studies and Research*, 3, 117-133.
- Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Center for American Progress.
- De Vaus, D. (2002). *Surveys in Social Research* (5th Editio).

Decenzo, A & Stephens, P. (1998). Personnel/human resource management. Prentice hall of India.

Delpo, A. (2010). The performance appraisal handbook: Legal and practical rules for managers
Berkeley: CA: Nolo Press.

DeVries, D. L., Morrison, A., Shullman, S., & Gerlach, M. (1981). "Performance Appraisal on the
Lin.

District Inspector of Schools Records. (2020). Human Resource Records.

Donaldson, C. and Stobbe, C. (2003). Teacher Evaluation: A self – directed, inquiry-based
approach. Thrust for Educational Leadership, 29, 30 – 32.

Drucker, P. F. (1954). The practice of management (1st Editio).

Drucker, P. F. (2013). People and Performance.

Elliott, K. (2015). Teacher performance appraisal: More about performance or development?
Australian Journal of Teacher Education, 40, 102–116.
doi:<https://doi.org/10.14221/ajte.2015v40n9.6>

Elton, M. (1933). “The Human Problem of an Industrialized Civilization and the Hawthorne
Studies”.

Emaikwu, S.O. (2008). Fundamentals of educational research methods and statistics Kadunna:
Deray Punts Ltd.

Erasmus, B. Swanepoel, B. Schenk, H. van der Westhuizen, EJ. Wessels, J. (2005). South African
human resource management for the public secto.

Federal Republic of Nigeria (2004). National policy on education (4th Ed),, Lagos:
NERDC press.

Federal Republic of Nigeria (2004). National Policy on Education, (4th Edition).Lagos:
NERDC Press.

- Fireside, D., & Lachlan-Hache, L. (2015). Uncommon Measures: teacher self-evaluation to encourage professional growth. American Institute for Research, November.
- Fisher, C. D., Schoenfeldt, L. F. and Shaw, J. B. (1996). *Human Resource Management* (3rd Editio). Houghton Mifflin Company.
- Fisher, M. (1995). *Performance Appraisals*. Kogan Page.
- Fletcher, C. and Williams, R. (1996). Performance Management, job satisfaction and organizational commitment. *British Journal of Management*, 7(2), 169–179.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50. doi:<https://doi.org/10.1177/002224378101800104>
- Ghana Statistical Services. (2019). *Ghana living standards survey round 7th edition*. In Ghana Statistical Service (1-343).
- Gichuhi, A. W. Abajadr, P.O. Ochieng, I. (2012). Effect of performance appraisal on employee productivity; a case study of supermarkets in nakuru town, kenyaAsian. *Journal of Business and Management Sciences*, 22(11), 42–58.
- Goe, L., & Croft, A. (2009). Methods of evaluating teacher effectiveness. research-to-practice brief. National Comprehensive Center for Teacher Quality.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). *Partial Least Squares Structural Equation Modeling: Rigorous Applications, Better Results and Higher Acceptance*. Long Range Planning. <https://doi.org/10.1016/j.lrp.2013.01.001>
- Harris, M. (1997). *Human Resource Management: A Practical Approach*. Dryden Press.
- Hattie, J. and C. (2001). The assessment of teachers. *Teaching Education*, 12(3), 279–300.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *EvidenceBased Nursing*, 18, 66–67. doi:<https://doi.org/10.1136/eb-2015-102129>

Henry, L. Gantt. (1919). *The Principles of Scientific Management*.

Hersey P. & Blanchard, K. (1998). *Management of organizational behaviours: utilizing human resources*. Prentice Hall.

Huang, S., Durcikova, A., Lai, H. and Lin, W. (2011). The influence of intrinsic and extrinsic motivation on individuals' knowledge sharing behavior. *International Journal of HumanComputer Studies*, 69(6), 415–427.

Ilumo, H (2010). *The Fundamentals of Entrepreneurship Lagos*; Inside House Press Limited.

International Encyclopedia of the Social & Behavioral Sciences: Second Edition (Second Edition, Vol. 23, pp. 44-50): Elsevier. *International Journal of Management & Entrepreneurship Research*, Volume 5, Issue

James, G., Witten, D., Tibshirani, R., & Hastie, T. (2012). *Introduction to Statistical Learning with Application*. *European Review for Medical and Pharmacological Sciences*.

James, G., Witten, D., Tibshirani, R., & Hastie, T. (2012). *Introduction to Statistical Learning with Application in R*. In *European Review for Medical and Pharmacological Sciences*.

Jensen, B. and Reichl, J. (2010). *The OECD Teaching and Learning International Survey (TALIS) and teacher education for Diversity, Education Teachers for Diversity: Meeting the challenges*, OECD.

Job, C. (2017). *What is teacher effectiveness? A case study of educator perceptions in a midwest elementary school*: The University of North Dakota.

Jone, B. (2018). *The essence of research methodology: A concise guide for master and PhD students in management science*. Springer Science & Business Media.

Joy (2012). *Staff training as an incentive to optimum performance in secondary schools in Ilorin zone area of Kwara State*. An unpublished M.Ed Dissertation of University of Ilorin.

- Jug, R., Jiang, X. S., & Bean, S. M. (2019). Giving and receiving effective feedback, a review article and how-to guide. *Archives of Pathology and Laboratory Medicine*, 143, 244- 250. doi:<https://doi.org/10.5858/arpa.2018-0058-RA>
- Kampkötter, P. (2014). Performance appraisals and job satisfaction; SOEP papers on Multidisciplinary Panel Data Research. No. 672.
- Karyeija, K. G. (2010). Performance Appraisal in Ugandan Civil Service. Does Administrative culture matte. University of Bergen, Norway.
- Keeping, L.M., Levy, P. (2000). Performance appraisal reactions: measurement, modeling and method bias. *Journal of Applied Psychology*, 85(5), 708–723.
- Kihama, J. W., & Wainaina, L. (2019). Performance appraisal feedback and employee productivity in water and sewage companies in Kiambu County, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3, 376-393.
- Ko, J., & Bakkum, L. (2014). Effective teaching. *Peabody Journal of Education*.
- Koko, M. N. (2005). Human management: A practical approach. Port Harcourt Harey publications Coy.
- Kola, A. J., Sunday, O. S., & Ayinde, G. I. (2015). Teachers' effectiveness and its influence on students' learning. *Advances in Social Sciences Research Journal*, 2. doi:<https://doi.org/10.14738/assrj.24.1082>
- Krejcie,R. & Morgan, D. (1970). Determining sample size for research activities. *Education & Psychological Measurement*, 30, 607–610.
- Kyei, B., & Junior, I. (2021). Appraising teachers' performance in the Ghana education service: a case of Birim Central Directorate of Ghana Education Service (G.E.S.). *Education, Sustainability & Society*, 4, 15–24. doi:<https://doi.org/10.26480/ess.01.2021.15.24>
- Latham and Locke. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-year odyssey. *American Psychologist*, 57, 705–717.

- Latham, G. P. (2012). *Work motivation: History, theory, research, and practice*. Sage.
- Latham, G. P. and Wexley, K. N. (1997). *Increasing Productivity Through Performance Appraisal*. Reading, Mass.
- Latham, G. P., & Locke, E. A. (2007). New developments in and directions for goal setting. *European Psychologist*, 12, 290–300.
- Lloyd Baird , Richard W. Beatty , Schneier, C. E. (1982). Paperback, *Performance Appraisal Source Book*.
- Lloyd, K. (2014). *How to Use Performance Appraisals to Motivate Employees*.
- Locke, E. A. (1965). The relationship of task success to task liking and satisfaction. *Journal of Applied Psychology*, 49, 379–385.
- Maier, N. (1976). *The Appraisal Interview*; La Jolla, Calif University Associates. 13(1), 4–20.
- Mary Parker Follett, (2003). *Prophet of Mnagement*.
- McNamara, C. (2002). Performance measurement and management: Some insights from practice. *Australian Accounting Review*, 15(35), 14–28.
- Ministry of Education and Sports. (2020). *Performance Management Guidelines for Schools and Tertiary Institutions*.
- Ministry of Public Service of Uganda. (2007). *Staff performance appraisal in the public service*.
- Minsongue, M. (2011). *The Internationalization of Public Management Reinventing the Third World States*.
- Mondy, W. (2008). *Human Resource Management (9th Editio)*. Prentice Hall.
- Monyatsi, P., Steyn, T., & Kamper, G. (2006). Teacher perceptions of the effectiveness of teacher appraisal in Botswana. *South African Journal of Education*, 26(3), 427-441.

- Mukili, C. (2012). *The New Performance Appraisal Scheme And Employee Performance In Local Governments In Uganda. Case Study: Arua Municipal Council Local Government*. Post graduate dissertation. Uganda martyrs university.
- Mukundan, J. & Ahour, T. (2010). A review of textbook evaluation checklists across four decades (1970- 2008). In Tomlinson, B., Masuhara, H. (Eds.). *Research for materials development in language learning: Evidence for best practice*.
- Murphy, K. R. and J. N. C. (2005). *Understanding Performance Appraisal: Social, Organizational and Goal-Based Perspectives*. CA: Sage.
- Nairuba, J. (2004). *Motivational practices and teachers' performance in Jinja Municipality secondary schools, Jinja district, Uganda*. Unpublished Master's Thesis. Bugema University.
- Namuddu, J. (2010). *Staff appraisal systems and teacher performance at Aga Khan schools in Kampala district*, unpublished thesis. Makerere University.
- Naoise Collins Brian Vaughan, Keith Gardiner, C. C. (2018). *Towards a Conceptual Framework for the Development of Immersive Experiences to Negotiate Meaning and Identify in Irish Language Learning*.
- National Teachers Institute (2011). *Manual for the training of junior secondary school teachers*. Kaduna: NTI Press.
- Ndu, A.M (2007). *Dynamics of educational administration and management. The Nigeria perspective*. Onitsha: Meks Pub. Ltd.
- Nickson, D. (2020). *Performance management and appraisal. Human Resource Management for Hospitality, Tourism and Events*, 185–206.
- Nunnally, J. C. (1978). *Psychometric Theory*. New York, NY.
- Nunnally, J. C., and Bernstein, I. H. (1994). *Psychometric theory* (3rd Ed). McGraw-Hill, Inc.

- Nwachukwu, C. C. (2006). *Management Theory and Practice*. Onitsha: Africana – Fep. Publishers.
- British Journal of Education Vol.4, No.8, pp.13-23, August 2016 Published by European Centre for Research Training and Development UK (www.eajournals.org) ISSN 2055-0219(Print), ISSN 2055-0227(online)
- Nwakwo, J.T. (1994). *Educational administration and supervision*. Ibadan: Heinemann Educational Books Ltd.
- Nwoye, O. J. (2016). *Performance appraisal as a tool for enhancing productivity in an organization*.
- nyango, Olivia Apondi. 2014. “Perception of the effectiveness of employee relationship management practices in large civil society organizations in Nairobi.” Research project, University of Nairobi.
- Oberg, W. (1972). Make performance appraisal relevant. *Harvard Business Review*, 50(1), 61– 67.
- Odeyemi, AC. (2001). *Educational training in Nigeria*. Ibadan: Spectrum books.
- OECD. (2009b). *School evaluation, Teacher appraisal and feedback and the Impact on Schools and Teachers* (9789264056053). Retrieved from
- Omebe, B. (2001). *Management strategies and secondary school teacher job*
- Orodho, J.A. (2004): *Elements of Education and Social Science Research Application in Education and Social Sciences*, Masola Publishers, Nairobi Kenya
- Owiye, B. A. (2013). *A survey of performance appraisal practices in public secondary schools in Ugunja District, Kenya*, Un published Masters Thesis from University of Nairobi.
- Panari, Chiara; Guglielmi, Dina; Simbula, Silvia; Depolo, M. (2010). Can an Opportunity to Learn at Work Reduce Stress?: A Revisitation of the Job Demand-Control Model. *Journal of Workplace Learning*, 22(3), 166–179.
- Patten, T. H. J. (1997). *Pay: Employee compensation and incentive plans*. Free Press.

- Pearce, John A., and Richard Braden Robinson. 2007. *Formulation, implementation, and control of competitive strategy*. Boston: McGraw-Hill.
- Performance in Akwa ibo South Senatoria District Asia; *Journal of Management Science and Education* 4(2) 13-20.
- Perraton, H. (2000). *Open and Distance Learning in the Developing World*.
- Preacher, Kristopher J., and Andrew F. Hayes. (2004). "Behavior Research Methods." *Instruments, & Computers* 36: 717–731.
- Pride, M. W., Hughes, R. J., & Kapoor, J. R. (2012). *Business*. South-Western Publishing.
- Rahman, Md. Sahedur, and Rabeya Khatun Taniya. 2017. "Effect of employee relationship management (ERM) on employee performance: A study on private commercial banks in Bangladesh." *Human Resource Management Research* 7(2):90-96. doi:10.5923/j.hrmr.201707
- Rahmawati, R., Rispanyo, R., & Djamaluddin, S. (2017). Mentoring function and quality of supervisor auditor relationship: Organizational justice as a mediation. *Indonesian Journal of Sustainability Accounting and Management*, 1(1), 40-48.
- Rashidirad, Mona, Ebrahim Soltani, and Hamid Salimian. 2015. "'Reductionistic' and 'Holistic' views to Resource-Based Theory (RBT): a review of the literature and suggestions for future studies." *Strategic Change* 24(6):509-525.
- Rashidirad, Mona, Ebrahim Soltani, and Hamid Salimian. 2015. "Behavioral strategy and resourcebased theory (RBT): application and the resulting implications." In *The practice of behavioral strategy*. Research in Behavioral Strategy, edited by T.K. Das, 193-211. Charlotte, New York: Information Age Publishing.
- Rezghi, R. (2000). *Performance evaluation system*. Tadbir Publication.
- Roslender, R. Kahn, H. and Stevenson, J. (2009). *Recognising workforce health as a key organisational asset: a study of current thinking and practice*.

- Rubin, E. V., & Edwards, A. (2018). The performance of performance appraisal systems: understanding the linkage between appraisal structure and appraisal discrimination complaints. *The International Journal of Human Resource Management*, 1-20.
- Sajuyigbe, Ademola Samuel, Adebajji Ayeni, and Henry Inegbedion. (2021). "Strategic Agility and Organizational Competitiveness of Multinational Companies." *International Journal of Information Management Sciences* 5(1):38-52. doi:10.1234/ijims.v5i1.95.
- Salajeghe, Sanjar, and Mojtaba Nasrollahpoor. (2016). "Studying the relation of knowledge management strategy with organization agility in General Administration of Customs of Kerman province." *International Journal of Humanities and Cultural Studies* 2016(M Par 0):237-248.
- Salciuviene, Laura, Veronica Erika C. Buenaventura, and Kelvin Lee. (2019). "Employee proactiveness in engaging in sustainable consumption leads to societal benefits." *Engineering Economics* 30(1):112-120. doi:10.5755/j01.ee.30.1.17385.
- Salder, Jacob, Mark Gilman, Simon Raby, and Aineias Gkikas. 2020. "Beyond linearity and resourcebased perspectives of SME growth." *Journal of Small Business Strategy* 30(1):1-17.
- Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Students* (5th Editio). New York: Prentice Hall.
- Segun (2009), Role and functions of training and development in schools system in Minna West Area of Niger State. Unpublished B. E.d Project .ISSN: 2411-5681 www.ijern.com 178
- Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach* (5th Editio). John Wiley and Sons, Hoboken.
- Senapaty, H. (2019). Teachers' self-assessment. Retrieved from <https://ncert.nic.in/pdf/announcement/TSAR.pdf>
- Shapiro, & Wilk, M. B. (2015). *he Shapiro-Wilk And Related Tests For Normality. Statistics.*

- Shapiro, & Wilk, M. B. (2015). The Shapiro-Wilk And Related Tests For Normality. Statistics.
- Shapiro, S. S., & Wilk, M. B. (1965). JSTOR: Biometrika, Vol. 52, No. 3/4 (Dec., 1965), pp. 591-611. Biometrika.
- Shapiro, S. S., & Wilk, M. B. (1965). JSTOR: Biometrika. Biometrika, 52(3/4), 591–611.
- Sillup, P. George, Klimberg, K. R. (2010). Assessing the ethics of implementing performance appraisal systems. *Journal of Management Development*, 29(1), 38–55. <https://doi.org/10.1108/02621711011009063>
- Smith, T., Gildeh, N., & Holmes, C. (2007). The Montreal cognitive assessment: Validity and utility in a memory clinic setting. *Canadian Journal of Psychiatry*. <https://doi.org/10.1177/070674370705200508>
- Smither, J. W. (1998). Performance appraisals: A state of the art in practice.
- Stein, G. (2010). *Managing People and Organizations*. Emerald Group Publishing.
- Stronge, J. H., Grant, L. W., & Xu, X. (2015). Teacher behaviours and student outcomes. In Swan, S. (2012). *Ready-to-Use Performance Appraisals*. John Wiley & Sons.
- Tanveer, A. (2019). Justice perceptions of performance appraisal practices. *Journal of Managerial Psychology*, 25(3), 201-228.
- Taylor, F.W., (1911). *The Principles of Scientific Management*.
- Thillmann, Bach, Wusrster and Thiel. (2015). School-based staff development in federal states in Germany. *International journal of education management* 29(2015)6, S. 714-734.
- Timperley, H. Wilson, A. Barrar, H. and Fung, I. (2011). Teacher professional learning and development: Best evidence synthesis iteration.
- Toppo, L., & Prusty, T. (2012). From performance appraisal to performance management. *IOSR Journal of Business and Management*, 3(5), 1–6.

Torrington, D. and Hall, L. (1998). *Human Resource Management* (4th Editio). Prentice Hall.

Van Dijk, D., & Schodl, M. M. (2015). Performance appraisal and evaluation. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 716-721.

Vroom, Victor, H. (1964). *Work and Motivation*. Wiley.

Wanzare, Z. (2002). Rethinking teacher evaluation in the third world: the case of Kenya. *Educational Administration and Management*, 30(2), 213–229.

Wayne, F. C. (1992). *Managing Human Resources: Productivity, Quality of work life, Profits*. McGraw-Hill Publishers.

Weise, D.S. and Buckley, R. (1998). The Evolution of the Performance Appraisal Process. *Journal of Management History*.

Yin, R. K. (2014). *Case Study Research: Design and Methods, Applied Social Research Methods Series (3rd Editio)*. Sage Publication

Zulfeqar, K. (2014). Accountability: What Matters Most: Daily Tribune, May14,

APPENDIXES

Appendix A: Research authorisation

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DÉPARTEMENT DE CURRICULA ET
EVALUATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION.

DEPARTMENT OF CURRICULUM
AND EVALUATION

Le Doyen
The Dean

N° *117* /24/UYI/FSE /CD

AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiante Rita EWI BENG, Matricule 22W3117, est inscrite en Master II à la Faculté des Sciences de l'Éducation, *DEPARTEMENT DE CURRICULA ET EVALUATION*, filière : MANAGEMENT de l'EDUCATION, option : ADMINISTRATION et INSPECTION.

L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du Dr SHAIBOU Abdoulay HAJI. Son sujet s'intitule: « *Impact of personnel management practice on teachers' job performance : A case study in selected secondary schools of Yaounde IV* ».

Je vous saurai gré de bien vouloir la recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le



Pour le Doyen

P. Jacques Evouana

20 FEB 2024

Appendix B: Research questionnaire

Université de Yaoundé I

Faculté des Sciences de l'Éducation

Département de Curricula et Evaluation



University of Yaounde I

The Faculty of Education

Department of Curriculum and Evaluation

SELF ADMINISTERED QUESTIONNAIRE

Dear Respondent,

I am **RITA EWI BENG** a student of the **University of Yaounde 1**, the Faculty of Science of Education – **Department of Management of Education** – Specialised in **Administration and Inspection** with the registration matricule **22W3117**. I will be grateful if you provide me with information on the topic “**EffecSts of Personnel Management Practices on Teachers’ job Performance: A Case Study in some Selected Secondary Schools in Yaounde IV**”. This will serve as partial fulfillment of the requirement for the award of **Master of Science of Education in Administration and Inspection**.

This exercise is purely for academic purposes, I ensure that all information provided will be strictly confidential. Thank You

Please kindly **tick (√)** your options below.

A) DEMOGRAPHIC DATA

Gender	Male <input type="radio"/>	Female <input type="radio"/>	
Age Range	Below 25years <input type="radio"/>	25 – 40years <input type="radio"/>	40years above <input type="radio"/>
Post of Responsibilities	Administrator <input type="radio"/>	Teacher <input type="radio"/>	
Longevity in teaching	Less than 5years <input type="radio"/>	5 – 10 years <input type="radio"/>	10 – 20years <input type="radio"/>
			20years and above <input type="radio"/>

Answer Options: (5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD)).

IN-SERVICE TRAINING ON TEACHERS PERFORMANCE

Question	Answer option				
	A	SA	N	D	SD
The school's investments in training and development programs enhance teacher performance and organizational efficiency					
Teachers must attend workshops and seminars to be performant.					
A school that offers regular in-service training has more performant teachers.					
Teachers with professional qualifications can still perform better without in-service training.					
In-service training influences the innovation, adaptability, and productivity of teachers					
you feel supported in acquiring new skills and knowledge relevant to your teaching role					

STAFF REMUNERATION AND TEACHERS' PERFORMANCE

Question	Answer option				
	A	SA	N	D	SD
Teachers are compelled to be performant irrespective of their pay package					
Fair and competitive remuneration positively impacts your motivation and job performance					
Overall, you are satisfied with your current salary package, considering your qualifications and experience					
High but irregular salary flow can cause teachers to be less performant					
Are you satisfied with the benefits package provided by the school (e.g., health insurance, retirement plan, professional development opportunities)					
You are satisfied with the bonus and incentive programs offered by the school to recognize and reward your contributions					

PERFORMANCE APPRAISAL AND TEACHERS' PERFORMANCE

Question	Answer option				
	A	SA	N	D	SD
You are evaluated based on how best you complete your assignment					
Performance appraisals motivate you to improve your teaching practices.					
The student's exam results make your administration and colleagues respect you.					
you are satisfied with the feedback and evaluation provided by school administrators regarding your overall performance as a teacher					
The quality of your lesson plans in terms of alignment with curriculum objectives and student learning outcomes?					
you receive classroom observations and feedback on your teaching practices from peers or instructional leaders					

EMPLOYEE RELATIONSHIP AND TEACHERS' JOB PERFORMANCE

Question	Answer option				
	A	SA	N	D	SD
conflicts among staff members are effectively resolved within your school					
you feel supported by school administrators in your professional development and daily responsibilities					
there is good communication between parents and teachers regarding student progress and academic concerns in your school					
you often engage in peer mentoring or receive support from colleagues in improving your teaching practices					
you participated in conflict resolution training provided by the school to help manage disagreements among colleagues					
There are transparent and accessible school administrators who provide support and guidance to teacher					

TEACHERS JOB PERFORMANCE

Question	Answer option				
	A	SA	N	D	SD
you maintain a structured and productive classroom environment conducive to learning					
You are satisfied with your student's academic progress and achievements under your instruction					
Time management is viewed as important in the classroom during lesson delivery					
you know the teaching content area and know-how to teach it					
you employ effective instructional methods in engaging students and facilitating their understanding of the subject matter					
your lesson plans and teaching strategies align with the school curriculum and learning objectives					

Thanks for your kind acceptance and response