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THE IMPACT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON STAFF COMMITMENT: THE CASE OF THE CENTRAL SERVICES OF THE MINISTRY OF HIGHER EDUCATION

A Dissertation of a Master's Degree of Education defended on 17th of July 2024

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DEDICATION

To my husband and my entire family.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS AND ABBREVIATIONS

ABBREVIATIONS	MEANING
ANOVA	Analysis of variance
CAMPOST	Cameroon Post and Telecommunications
EU	European union
HRM	Human resource Management
ILO	International Labour Organisation
MINFOF	Ministry of Forestry and Wildlife
MINESUP	Ministry of Higher Education
MINPOSTEL	Ministry of Post and Telecommunications
MINFOPRA	Ministry of Public Service and Administrative Reforms
MINESEC	Ministry of Secondary Education
MINEPAT	Ministry of Economy, Planning and Regional Development
MINCAF	Ministry of State Property, Surveys and Land Tenue
NDS	National Development Strategy
SDG	Sustainable Development Goals
T&D	Training and Development
HRIS	Human resource Information System
USA	United States of America
RLAs	Regional and Local Authorities
NIPM	National Institute of Personal Management
BMD	Bachelor-Masters-Doctorate
UN	United Nations
DAJ	Legal Affairs Division
DSI	Information System Division
CS	Follow-up Unit
CELCOM	Communication Unit
CELTRAD	Translation Unit
SDACL	Sub-Department for Reception, Mails and Liaison

SDDAR	Sub-Department for Documentation and Archives
DDES	Department for the Development of Higher Education
DCAA	Department for the Coordination of Academic Activities
DAUQ	Department for University Accreditations and Quality
DAOU	Department of Student Assistance and Welfare
DRCU	University Research and Cooperation Division
DPDSU	Division for the promotion of Dialogue and University Solidarity
DEPS	Division of Studies Prospections and Statistics
DAG	Department of General Affairs.

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ABSTRACT

This study aims to examine the impact of Human Resource Management practices on staff commitment at the Central Services of the Ministry of Higher Education. This research work was motivated by the observations that, there is a problem of lateness to work, lack of assiduity and lack of effective presence at work (lack of commitment) by workers at the Central Services of the Ministry of Higher Education, which affects the achievement of organizational goals and objectives. Hence, staff welfare cannot be overlooked if excellent outputs are to be ensured in the Ministry of Higher Education. The Quantitative approach was adopted for this study and a closed ended questionnaire was used as instrument to collect data from 210 lower level staff. We used descriptive and inferential statistics. The data collected was analysed using the simple linear regression to establish the degree of relationship that exists between the independent and the dependent variables, with the help of Statistical Package for Social Sciences (SPSS version 22). Based on the data collected and analyzed, the two hypotheses for the research were accepted. The findings of the research revealed that there were positive relationships between HRM Practices and employee commitment where Training and Development had an R^2 of 8.35, with a **β** value of .914 at p= .000, and Performance appraisal had an R^2 of 8.96, with a **β** value of .947 at p= .000. Based on these results, it was concluded that the human resource management practices under study, that is: Training and Development and Performance appraisal have a significant impact on Staff Commitment in the Central Services of the Ministry of Higher Education. With regards to these results, some recommendations were made both to the managing Directors and to the staff of the Central Services of the Ministry of higher Education. To the managing Directors of MINESUP, they were asked to: Give the opportunity to everyone who wants to further his/her study to do so; Clearly spell out the criteria for performance appraisal; promote the positions of staff based on considerations of experience, longevity, abilities, qualification and certain conditions that have been met. To the staff, they were advised on the need to develop an intrinsic interest in their work and develop a sense of punctuality, assiduity and effective presence at work.

Key words: Human Resources, Management, Staff, Commitment, Ministry of Higher Education.

RESUME

Cette étude vise à examiner l'impact des pratiques de gestion des ressources humaines sur l'engagement du personnel au sein des services centraux du ministère de l'Enseignement supérieur. Cette recherche a été motivée par les observations selon lesquelles il existe un problème de retard au travail, de manque d'assiduité et de présence effective au travail (manque d'engagement) de la part des travailleurs au sein des services centraux du ministère de l'Enseignement supérieur, ce qui affecte la réalisation des buts et des objectifs organisationnels. Par conséquent, le bien-être du personnel ne peut être négligé si l'on veut assurer des résultats excellents au sein du ministère de l'Enseignement supérieur. L'approche quantitative a été adoptée pour cette étude et un questionnaire à réponses fermées a été utilisé comme instrument pour collecter des données auprès de 210 employés de niveau inférieur. Nous avons utilisé des statistiques descriptives et inférentielles. Les données collectées ont été analysées à l'aide de la régression linéaire simple pour établir le degré de relation qui existe entre les variables indépendantes et dépendantes, avec l'aide du logiciel Statistical Package for Social Sciences (SPSS version 22). Sur la base des données collectées et analysées, les deux hypothèses de recherche ont été acceptées. Les résultats de la recherche ont révélé qu'il existait des relations positives entre les pratiques de GRH et l'engagement des employés, où la formation et le développement avaient un R^2 de 8,35, avec une valeur β de 0,914 à $p = 0,000$, et l'évaluation de la performance avait un R^2 de 8,96, avec une valeur β de 0,947 à $p = 0,000$. Sur la base de ces résultats, il a été conclu que les pratiques de gestion des ressources humaines étudiées, à savoir la formation et le développement et l'évaluation de la performance, ont un impact significatif sur l'engagement du personnel au sein des services centraux du ministère de l'Enseignement supérieur. En ce qui concerne ces résultats, certaines recommandations ont été faites aux directeurs généraux ainsi qu'au personnel des services centraux du ministère de l'Enseignement supérieur. Aux Directeurs du MINESUP, on leur a proposé de : donner l'opportunité à tous ceux qui veulent poursuivre leurs études de le faire ; définir clairement les critères d'évaluation de la performance ; promouvoir les postes de personnel en fonction de considérations d'expérience, de longévité, de capacités, de qualification et de certaines conditions qui ont été remplies. Au personnel, on leur a conseillé de développer un intérêt intrinsèque pour leur travail et de développer un sens de la ponctualité, de l'assiduité et de la présence effective au travail.

Mots clés : Ressources Humaines, Gestion, Personnel, Engagement, Ministère de l'Enseignement Supérieur.

CHAPTER ONE:

INTRODUCTION

Background of the Study

The Cameroonian government in the National Development Strategy paper had emphasized the need for the enhancement of human capital (Human Resource) especially in the public sector so as to provide an efficient and effective public sector services to the people at large. According to Saari (2010), public institutions are facing myriads of issues in enhancing the performance and commitment of their employees. Among the issues were lack of commitment, absenteeism, rude behavior and inefficiency in performing tasks given to them. There is therefore, an urgent need for a human capital that meets the need of the constantly changing world. Hassan et al., (2013) assert this when they said that, day-to-day, Human Resource Management (HRM) is becoming very important for every organization to become more powerful and develop itself to be the standard and successful one in the market. To them, to attain and sustain the competitive advantage of every organization, Human Resource occupies more importance than technology and finance. That is why Che et al., (2020) said that Organizations are more successful if they are able to hire the right people, successfully on-board them, fairly rewards them and continuously optimize their performance. In his discussion about gaining competitive advantage in global arena, (Porter, 1990) mentioned that most critical of all the activities is managing the human resource. Appropriate management of human resources plays an essential role in the development of employee commitment that assists in attaining organizational goals (Mohyin et al., 2012). Sial et al. (2011) researched universities and indicate that effective management of HRM practices leads to the development of organizational commitment. Thus all that transcribes that if an organization really wants to perform outstandingly well and aspire to hold a strong footing in the market it truly has to manage its workforce effectively and efficiently while keeping in mind the best practices of HRM.

Historical Background

With the changing trends of industry in the competition-oriented environment of open markets, human resource management becomes a significant variable for the efficient growth of any organization. Manpower planning was the very first concept used in ancient eras and as the time went on the trends changed dramatically and the concept of manpower planning changed and turned into personal management. Today personnel management is known as Human resource management (Hassan et al., 2013). According to Harzing and Ruysseveldt (2004) as stated by Hassan and other

researchers, "A better way to understand the philosophy of human resource management demands a thorough understanding about the evolution of the concept". For the sake of this study, we shall look at the evolution of human resource in the central services of the Ministry of Higher Education from its creation as follows:

Historical review of Human Resource in MINESUP

Previously under the supervision of the Minister of National Education, Higher education became for the first time a Ministry on its own in 1984. Since its creation, the Ministry of Higher Education has had 9 Ministers and four Secretary Generals as seen on the tables below.

Table 1: List of Ministers of Higher Education Since its creation till date

Periods	Names	Appellation
2006-Date	Jacques FAME NDONGO	Higher Education
2002-2006	Maurice TCHUENTE	
1997-2002	Jean Marie ATANGANA MEBARA	
1994-1997	Peter AGBOR TABI	
1992-1994	Titus EDZOA	
1990-1992	Joseph OWONA	Higher Education, Information Technology and Scientific Research
1986-1990	Abdoulaye BABALE	
1985-1986	David ABOUEM à TCHOYI	
1984-1985	Gibering BOL ALIMA	

Source: http://www.minesup.gov.cm.

List of Secretary General of Higher Education Since its creation till date

Periods	Names	Appellation
2018-Date	Wilfried NYONGBET GABSA	Higher Education
2012-2017	NGOMO Horace MANGA	
2003-2011	Dominique MVOGO	
XXXX-1996	Pierre OWONA ATEBA	

Source: http://www.minesup.gov.cm.

For the sake of this research work, we shall equally look at the evolution of the Department of General Affairs of the Central Services of the Ministry of Higher Education where the Personnel Service is lodged. This Department has evolved over the years in different organigrams through various presidential Decrees, organising the Ministry of Higher Education as follows:

Decree No 98/231 of 28 September 1998 to organise the Ministry of Higher Education. This decree breaks down the DAG in four services namely:

- Personnel Service
- Training and Internship Service
- Budget and Material Service
- Project monitoring Service

Decree No 2005/142 of 29 April 2005 to organise the Ministry of Higher Education saw a change from services to Sub-Departments and Units, thus reducing the DAG to two Sub-Departments and one Unit

- SIGIPES Project Management Unit
- Sub Department of Personnel, Salaries and Pensions
- Sub Department of Budget, Equipment and Maintenance

Decree No 2012/433 of 1 October 2012 to organise the Ministry of Higher Education saw no change in the breakdown of Sub-Departments and Unit. The three of 2005 were maintained as follows.

- SIGIPES Project Management Unit
- Sub Department of Personnel, Salaries and Pensions
- Sub Department of Budget, Equipment and Maintenance

Contextual Background

In general, human resource management philosophy is focused on some elements of organizational success in which people take the central position. Therefore, Human resource management in contemporary situation is a very important key factor for the success of every business including public sector organizations like the Ministry of Higher education.

Different researchers: international organizations, psychologist, sociologist, economist, lawyers, doctors and others included human factor in their studies, motivational factors, conflicts,

interpersonal relationships, creativity, expertise, intelligence- as terms which should be thoroughly and carefully examined in order to obtain the goal of good research in the management of human resources and it's improving economic policies in general.

The Sustainable Development Agenda is a comprehensive plan of action for humanity, the planet and prosperity, which aims to strengthen peace around the world by 2030. It affirms the importance of the Universal Declaration of human Rights, as well as other international instruments relating to human rights and international law.

The U.N. Sustainable Development Goals (SDG) 8 prescribes that, countries should promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. It aims at putting an end to exploitative employment practices. It further emphasizes in goal 8.8 that, "protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employments". Also vital is the recognition of collective voice for all those at work, as advocated by International Labour Organization (ILO) and UN reports. Thus, ILO and the United Nations human rights instruments and institutions inform and promote this approach of the SDG 8. This is a clear indication that the rights and protection of human resource in every organization is a top priority and calls for non-discrimination in the labour market.

The Universal Declaration of Human Rights and the African Charter on Human and People's Rights both uphold that everyone has the right to work, to just and favourable conditions of work, the right to equal pay for equal work and the right to form and to join trade unions for the protection of their interests. They also say that, everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary by other means of social protection.

The National Development Strategy 2020-2030, which is a new reference framework for development in Cameroon, enunciates the country's domestic and international economic, social and environmental commitments with a view to achieve the objectives of vision 2035 that aim to make Cameroon "an emerging and democratic country united in its diversity". With the Sustainable Development Goals (SDGs), the country is committed to "leaving no one behind" in its march towards emergence. Moreover, the President of the Republic, His Excellency Paul BIYA, in his oath-taking speech on 6 November 2018, invited all Cameroonians to make the emergence of the

country a national cause by declaring that: "the objective of emergence must be established as a major national cause that rallies all our fellow citizens in order to make Cameroon a modern and socially advanced country".

The National Development Strategy 2020-2030 in its chapter four on the development of Human Capital and well-being states that, a country's development is closely linked to the structure of its population. On the one hand, development is intended to meet the needs of the people by providing them with all the conveniences of modern life, including employment, health, social and economic well-being. Conversely, this development is possible only if it relies on a population that has the suitable characteristics such as: good training, good health, and social and economic well-being, etc (NDS30).

It is evident that, the NDS 30 supports the fact that a healthy, competent competitive and productive human capital will boost the industrial sector of every economy and hence development by ascertained that; the national economy requires the availability of competent and competitive human capital for its structural transformation. This depends on the existence of a large and dynamic workforce that is well trained and optimally employed. To do this, it is necessary to implement health and education policies that, in a climate of good governance, will allow the development of a healthy and productive human capital (NDS30). This indicates a positive shift on the way human resource is viewed nowadays, which include transnational collective bargaining and policy initiatives encompassing state and non-state actors. The Constitution of the republic of Cameroon under Law Nº 96-06 of 18 January 1996 modified by Law Nº 2008/001 of 14th April 2008 states in its preamble that "the freedom of communication, of expression, of the press, of assembly, of association and of trade unionism, as well as the right to strike shall be guaranteed under the conditions fixed by law". The generally agreed phenomenon is that the job of a manager involves getting results through people. A manager is a person who plans, guides, leads, coordinates, encourages, and motivates the people who work with him in order to get the desired results. Therefore, for a person to get a job, maintain it and derive satisfaction from it, he must have an intimate relationship with his boss to be known and seen as the man that contributes to making the organization successful.

In a public organization in Cameroon such as the Ministry of Higher Education which is a public establishment, there are a large number of workers among the number of departments found, who need to know the rules and regulations, job requirements, and expected outcomes. The

Department of General Affairs (DAG) plays a crucial role in managing human Resources within the Ministry of Higher Education. This is why Decree no 2012/433 of 1st October 2012 to organise the Ministry of Higher Education, clearly outlines in its chapter 9, article 74 up to 80 the responsibilities of the Department of General Affairs in the management of the personnel of the Ministry of Higher Education. For the Ministry to achieve its goals, there is need for appropriate HRM practices put in place. This study relates to the role played by the human resource department (Department of General Affairs) to get the workers commitment at work since employees' needs and satisfaction are highly interrelated.

It is common in Cameroon and other countries of the world to employ workers in an organization who might have the educational qualifications, but are not professionally trained to carry out specific functions in order to ease workflow within and out of the organization. While organizations in itself cannot do anything without humans and machines who are employed; while it is also widely known both in theory and practice that personnel or employees are the backbones of the success of every organization, be it public or private, it will therefore be very important to research and know what makes employees/workers to be committed to their work.

Conceptual Background

Management literature often considers the idea of "manager" as self-evident. When the question is asked, it is often understood as "What does a manager do?" or "What should a manager do? (Kletz, P., et al 2002). The generally agreed phenomenon is that the job of a manager involves getting results through people. A manager is a person who guides, leads, encourages, and motivates the men who form his team in order to get the desired results. Therefore, for a person to get a job done with a group of people working as a team, he must have an intimate relationship to be known and seen as the man that contributes to making the organisation successful. Here, we will be looking at the independent and the dependent variables including their indicators.

Human Resource Management

For Keenoy, T. (1990), human resource management is the conceptual euphemism to describe all the apparently transformative changes in the management of employee relations in the 1980s. In 1987 David Guest constructed what was to become an iconic model of HRM and he has subsequently emerged as a key figure in developing the discourses of HRM. In his model he

suggested four key elements when he said that HRM comprises a set of policies designed to maximize organizational integration, employee commitment, flexibility and quality of work (Guest, 1987, 503) as quoted by Wilton, 2013. His prime concern was to create a 'model' of high-trust employment relations.

In contrast, John Storey adopted a more contingent approach and he defined HRM as a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques (Storey, 1995).

Arthur and Boyles, (2007) on their part, suggest five aspects to define and analyse HR issues, including climate, principles, policies, programs, and practices. Furthermore, human resources climate refers to the shared employees' perceptions and interpretations of the meaning of the human resources principles, policies, programs, and practices in an organisation. Human resources principles, defined as values, beliefs, and norms, are the abstract component Arthur and Boyles to quote (Ihedlgbo, K., et al, 2022).

In a public organization in Cameroon such as the Ministry of Higher education (MINESUP), there are a large number of employees among the number of departments found, who need to know the rules and regulations, job requirements and expected outcomes. This study relates to the role played by the human resource department denoted the Department of General Affairs in collaboration with other Directors at the MINESUP in the management of the staff since staff's needs and satisfaction are highly interrelated.

Training and Development

In this era, organizations are facing tremendous challenges due to globalization. To deal with these challenges, organizations have to invest in human capital to increase their skills and knowledge. Today human Resources have become an important asset for the organizations. Organizations can enhance the performance of employees by providing them effective training that in turn increase the productivity (Vlachos, 2009) as cited by (Saira & Babak, 2016). Training and development are actually the process of providing the employees with sufficient or additional skills and at the same time will help them in improving their performance level in the organization (Che S., et al, 2020). They further state that when the employees are able to obtain something from the

training and development program provided for them, then it will also increase the sense of ownership which will increase the level of commitment of the employee towards the organization. Training is therefore an inevitable aspect of human resource management that will boost staff commitment in an organization.

Armstrong, (2006) identifies Training and Development as steps or systematic improvement of the employee's experience, competencies, and concepts to perform adequate duties or a specific function where the change of behaviour in the workplace is expected to enhance operational efficiency and develop new talent and try to improve employee performance by increasing their ability, skills or knowledge. To confirm this, Cherrington, (1995) said that a successful training and development program would create and develop more favourable attitudes in employees thus it will help to increase their commitment towards the organization. In the same light, Nkosi (2015) found out that training has a significant effect on employee's commitment, retention and performance enhancement among his respondents of a local municipality staff in South Africa. In addition, HR training programs include functions and activities that indicate achievement and sustainability of employee-management cooperation, admiration, care and supervision (Wang et al., 2018). However, development refers to "acquiring the knowledge, skills and behaviours that improve an employee's ability to meet changes in job requirements and customer requirements" (Torrington et al., 2008).

Performance appraisal

DelPo (2007) identifies Performance Appraisal as a process to regulate employee relationships while providing legal protection to the organization. Performance Appraisal according to Denisi (1996), is an official management system that accommodates the evaluation of excellent employee performance in the organization where it has the way to compare an employee performance following their Organizational Commitment. It is therefore, a step which includes job standards that locate employee performance and provide feedback to employee towards motivating them to improve the Organizational Commitment or to wipe outperformance inadequacy (Torrington et al., 2008). Bratton & Gold (2001) suggested that Performance Appraisal was a part of performance management that is based on the objectives of the organization and employee, operated without any surprises within one year, helps the employee to focus on the official goals and performance expectations that affect employee wages, bonuses or promotions. Grote (2002) recognized that Performance Appraisal is a process that is used to display and support employee for the

Organizational Commitment, which is very important for the performance of the organization by discovering the capability of the employee from their associated tasks. Performance Appraisal helps to enable communication by providing timely reviews of employee; and making effective regulatory decisions on pay, professional development and promotion (DelPo, 2005). According to Daley & Vasu (2005) Performance Appraisal is used in making decisions to ensure that the promotion, payment, retention and relocation of the employee to help organizations to verify Recruitment and Selection techniques and understand organizational culture.

Park, Erwin and Knapp (1997) stated that praise, appreciation, and positive feedback from supervisors and colleagues for a job well done are crucial in generating job satisfaction and commitment among employees. Some HRM specialists have also used different methods to estimate the performance of an employee. Vicky (2002) upholds that some appraisal methods include trait scales, ranking, critical incident, and criteria-based. To understand different organizations may take the help of diverse methods and techniques in evaluating employee's performance which can satisfy their organizational needs. Performance Appraisal allows employers to lead organizational performance to achieve organizational goals while enhancing the Organizational Commitment of employees. Kaposambo (2016) identified Organizational Commitment as a kind of emotional attachment to the organization's values and objectives. Thus, if there is a lack of regulatory commitment, the quantity and quality of the work will be reduced. Neha & Himanshu (2015) show that employees who are satisfied with Performance Appraisal systems of their organizations are committed to their organizations. A fair and transparent Performance Appraisal system has an impact on how employees demonstrate the commitment to their organization. Farndale et al., (2011) supports the conclusion that an employee's Performance Appraisal experience is the key variable determining the level of employee engagement.

Uchenna et al (2018) state that we have two types of performance appraisal namely: the open and confidential (closed) appraisal systems. In the open appraisal system, the appraisee is fully aware of the exercise as he is consulted and shown the report. This approach ensures freedom from bias and protects employees from prejudices and irrationality of superiors. In the confidential (closed) appraisal system, the rater works with the personal data of the appraisee and does not disclose appraisal reports to employees. This approach allows appraisers to rate employee performance purely on merit, minimizing needless argument and confrontations that are usually encountered in open systems between the appraiser and appraisee

Performance appraisal can be used by the management to evaluate the performance of employees in order to determine their promotions and rewards and appraisal has become the necessity of the organizations (Lim and Ling, 2012). Organizations are focusing more on performance appraisal to increase the organizational outcomes. A Study conducted by Nasurdin (2008) on 214 employees of Malaysian manufacturing sector determines that performance appraisal has a positive relationship with organizational commitment.

Commitment

Different authors and researchers have defined employee commitment in different ways and in different contexts. The underlying fact is that commitment is a binding force between two entities.

Wainwright, (2022) defines Commitment as the bond employees experience with their organisation. He says, employees who are committed to their organisation generally feel a connection to it, feel that they belong, and feel that they understand the goals of the organisation. He concluded that, the benefit of these employees is that they tend to be more determined in their work, demonstrate relatively high productivity and are more proactive in offering their support.

Organizational commitment is defined by Allen and Meyer (1990) as a "psychological state that binds the individual to the organization that is, makes turnover less likely." Zeinabadi (2006) reports that "organizational commitment is the strength of an individual's identification and involvement in a particular organization as characterized by a strong belief in and acceptance of the organization's goals and values along with a readiness to exert considerable effort on behalf of the organization and to remain a member." High commitment of employees reduces absenteeism and turnover rate and increase performance of employees (Mowday et al., 1982). Organizational commitment increases the work potential of employees. They propose three qualities that a highly committed employee has: (1) a strong belief in the values of the organization and its goals, (2) a willingness to put effort for the betterment of the organization, and (3) a strong desire to work long term in the organization (Mowday et al., 1982).

Allen and Meyer (1984, 1990 & 1991) on their part, suggest a three-dimensional commitment model in the psychological aspect: affective, normative, and continuance commitments.

Affective commitment*:* Affective commitment relates to how much employees want to stay at their organization. Kanter (1968) describes cohesion commitment as the attachment of an

individual's found of affectivity and emotion to the group. If an employee is affectively committed to their organization, it means that they *want* to stay at their organization. Meyer and Allen (1990) correlate affective commitment with work experiences where employees experience psychologically comfortable feelings, increasing their sense of competence. The development of affective commitment involves recognizing the organisation's worth and internalizing its principles and standards (Beck & Wilson, 2000). Individual employee commitment is reflected by the attribute that directly affects the person. It is better explained as individuals' psychological and emotional attachment to their jobs, work groups or team, peers, and careers (Sahoo & Das, 2011). They typically identify with the organizational goals, feel that they fit into the organization and are satisfied with their work. Employees who are affectively committed feel valued, act as ambassadors for their organization and are generally great assets for organizations.

Normative or Moral commitment*:* Normative commitment develops based on earlier experiences influenced by family-based experiences or cultural experiences (Allen & Meyer, 1996). The normative aspect develops as individuals perceive their moral obligation to remain with a specific organisation, irrespective of how much status improvement or fulfilment the organization gives the individual over the year (March & Mannari, 1977) as cited by Ihedlgbo, K., et al, 2022. So normative commitment/obligation is seen as a result of receiving benefits, which encourages a feeling that one should reciprocate and accept the terms of a psychological contract. Normatively committed employees feel that leaving their organization would have disastrous consequences, and feel a sense of guilt about the possibility of leaving.

They explain that the reasons for such guilt vary, but are often concerned with employees feeling that in leaving the organization they would create a void in knowledge/skills, which would subsequently increase the pressure on their colleagues. Such feelings can, and do, negatively influence the performance of employees working in organizations.

Continuance commitment*:* Continuance commitment relates to how much employees feel the need to stay at their organization. Allen and Meyer (1990) propose that continuance commitment develops based on the number of investments individuals make in their current organisation and the perceived lack of alternatives. These investments can be anything the individual considers valuable, such as pension plans, organisation benefits, and status. They would be lost by leaving the organisation, making them stay with their current employers (Meyer & Allen, 1984). Similarly, a

lack of employment alternatives also increases the perceived costs associated with leaving the organisation and, therefore, increases employees' continuance commitment to the organization (Meyer & Allen, 1990). In employees that are continuance committed, the underlying reason for their commitment lies in their need to stay with the organisation. Possible reasons for needing to stay with organisations vary, but the main reasons relate to a lack of work alternatives, and remuneration. Employees that are continuance committed may become dissatisfied (and disengaged) with their work and yet, are unwilling to leave the organisation (Ihedlgbo, et al, 2022). They further states that *"Do not hire a man who does your work for money, but him who does it for the love of it"*.

Theoretical Background

Organizations are now fully aware that committed employees will drive down turnover, absenteeism and improving job related attitudes and performance.

Two sociological theories will be used to expatiate this piece of work namely: the human capital theory of Gary Becker and the Theory X and Theory Y of Douglas McGregor.

The Human Capital Theory of Gary Becker (1964)

The first writings on human capital come from the 18th century Scottish economist, Adam Smith. The American economist, Gary Becker, was the biggest pioneer for the human capital theory. Through his works in economic sciences, he coined the idea of investing in people. His works showed the link between human labour and production, and how human capital can enhance the workplace today.

He proposed that investing in human talents and performance, is beneficial to themselves and the business. Becker's central premise is that rational economic choices, based on self-interest, govern most aspects of human behaviour—not just the purchasing and investment decisions traditionally thought to influence economic behaviour. In Human Capital 1964, he argued that an individual's investment in education and training is analogous to a company's investment in new machinery or equipment.

Theory X and Theory Y of Douglas McGregor (1960)

In the 1960s, social psychologist Douglas McGregor developed two contrasting theories that explained two sets of assumptions that managers make about what motivates their people and which can affect their management style. He labelled these Theory X and Theory Y. These theories continue to be important even today.

Theory X and Theory Y were first explained by McGregor in his book, "The Human Side of Enterprise," and they refer to two styles of management – authoritarian (Theory X) and participative (Theory Y).

Statement of the Problem

Human Resource Management Practices are integrated activities and processes which are directed towards attracting, developing and retaining the employees in organizations (Noe, 2010). Human Resource Management (HRM) has undergone numerous changes over the last couple of years in terms of its application, development and its role in organizational success. According to Kavyashree et al, (2022), Skinner, (1981) and other researchers, the activities involved in managing human resource in the aggregate include: Recruitment, Selection, Training and development, Compensation, Reward, performance appraisal, Motivation, working conditions, Placement, etc.

The Cameroon Labour Code under law number 92/007 of 14 August 1992, in its section 80, subsection (1), states that, statutory hours of work in all public and private non-agricultural establishments may not exceed forty hours per week. This brings us to 8 hours a day. Decree No 2000/287 of October 12, 2000, modifying and supplementing certain provisions of decree no 94/1999 of October 7, 1994 relating to the general status of the State civil service in its article 105 states that, any failure to comply with the obligation of effective presence at the workplace, for reasons other than those provided for by this status, constitutes an irregular absence. Decree N° 93/320 of November 24, 1993 fixing working hours in Public Administration states in article 1 that weekly working time is, throughout the country set at 40 hours in public administration and in its article 2(1) says; the working hours referred to in article 1 are distributed from Monday to Friday, from 7:30 a.m to 3:30 p.m. As an internal measure, MINESUP (Sub-Department of Personnel, Salaries and Pensions) put in place a daily attendance register to control the punctuality and assiduity of the personnel of the Central Services of the Ministry of Higher Education.

Despite all of these measures put in place to govern personnel, it was observed that there were still a lot of practices by the staff of the Central Services of MINESUP which violate the laws in place like; long absences from work, late coming to work, hardly do workers stay in their offices, delay and poor treatment of files. The researcher made these observations during their period of internship at the Central Services of the MINESUP from the daily attendance register, which was not regularly singed, offices that were closed until about 9am daily, the regular return of treated files by the superiors for corrections. These practices depict a lack of commitment of the staff which affects their output.

This research work therefore, intends to investigate the reasons for this lack of commitment attitude by the staff of the Central Services of the Ministry of Higher education.

Objectives of the Study

In the present study, the research objectives are divided into two. That is; the general research objective and the specific research objectives.

General research Objective

This research intends to investigate the relationship that exists between Human Resource Management practices and staff commitment at the Central Services of the Ministry of Higher Education.

Specific research objectives

1) To assess the link that exists between Training and Development and staff commitment in the Central Services of the Ministry of higher Education.
2) To investigate the relationship between Performance Appraisal and staff commitment in the Central Services of the Ministry of higher Education.

Research Questions of the Study

The research questions in the present study are divided into general research question and specific research questions.

General Research Question

To what extend does Human Resource Management practices impact staff commitment in the central services of the Ministry of Higher Education?

Specific Research Questions

1. To what extent does Training and Development impact staff commitment in the Central Services of the Ministry of higher Education?
2. To what extent does Performance Appraisal affect staff commitment in the Central Services of the Ministry of higher Education?

Research Hypotheses of the Study

Research hypothesis is a tentative answer to a research question which need to be verified. It is a tentative statement or answer to a research question. The research hypotheses are divided into two; that is, general research hypothesis and specific research hypotheses.

General Hypothesis

Human Resource Management practices have a significant impact on staff commitment at the Central Services of the Ministry of Higher Education.

Specific research Hypotheses

Ha1: There exists a significant impact of Training and Development on staff commitment in the Central Services of the Ministry of higher Education.

Ha2: There is a significant effect of Performance Appraisal on staff commitment in the Central Services of the Ministry of higher Education.

Scope of the Study

In the present study, the scope of the study is divided into three. This include geographical scope of the study, thematic scope of the study, and temporal scope of the study.

Geographical Delimitation

This study is carried out in the Ministry of Higher Education. The Ministry of Higher Education is an inter-ministerial building nº 2, having 18 floors, situated adjacent to the Prime Minister's Office in Yaounde. It is sited on a gentle slope. The inter-Ministerial building is a host of three Ministries namely: MINSUP, MINFOF AND MINCAF. Administratively, the Ministry is located in the Southern edge of the Yaounde II sub division, Mfoundi division of the Center Region of Cameroon. It is at the Central Administrative quarter of Yaounde where many other State Institutions such as MINESEC, CAMPOST, MINFOPRA, MINPOSTEL are found. Latitudinal, the Ministry of Higher Education is located at $3^{o}51''$N of the Equator and $11^{o}30''$ E of GMT. Climatically, the atmospheric condition of where MINESUP is located is typically that of the Guinean Equatorial climate, characterized by two raining and two dry season; (March-June and September-November for raining season) and December – February and July – August for dry season). Average annual temperature reaches 23°c while average annual precipitation reaches 2000mm. Looking at the location maps attached, one will notice that MINESUP is surrounded with green spaces behind, having typical equatorial rain forest of trees like Eucalyptus and Mangoes.

Thematic scope

There are many dimensions of HRM Practices as shown in different studies by many authors. Tan & Nasurudin, (2011) studied HRM practices with five dimensions namely performance appraisal, career management, training, reward system, and recruitment. Kavyashree. et al. (2022) studied the following six dimensions for HRM Practices; career advancement, employee participation, job security, performance feedback, rewards & recognition, training & development. (Hassan and Mahmood 2016) looked at these four dimensions of HRM Practices; Compensation, Training and Development, Performance Appraisal. Mohamad et al. (2020) examined Remuneration, Recognition, Working environment and Training and Development as Human Resource Management Practices. In a thesis for the Master of Human Resource Management, Anis Safwanah Binti Azizan (2015) studied five HRM Practices as follows, Job Satisfaction, Compensation and Benefit, Training, Performance appraisal and Career Progression. Some dimensions and contemporary HRM Practices as cited by Mohamad et al. (2020) include: Work Relations, People Management, Qualification and Development, Organizational Behavior, Working Conditions and Hygiene, Organizational Change (Bastos & Scheible, 2013).

For the purpose of this study, we will focus on Training and Development and Performance Appraisal as Practices of Human Resource Management in the Ministry of Higher Education. The selection of these practices for the study was based on their recurrence in the literature reviewed, their significance, and measurability.

Temporal scope

This study runs from 2021 – 2024. As prescribed by the Bachelor-Masters-Doctorate (BMD) system, the Master's program runs for two years.

Justification of the Study

This research will focus on studying the impact of Human Resource Management practices on staff commitment at the Central Services of the Ministry of Higher Education. What led the investigation into this topic are the observations and the difficulties encountered by the researcher during the period of her internship at the Ministry of Higher Education. The researcher observed a lack of commitment attitude in the staff in terms of; Absenteeism, lateness, etc. The researcher in a quest to understand the cause of this lack of commitment, asked some workers why they behaved the way they do, some will tell you "the work is more than money" among other responses. So the researcher became interested in finding out the effectiveness of some of the Human Resource Practices of the Ministry to know if that was the source of the worker's frustration.

We believe that by means of detailed analysis of some of the HRM practices at MINESUP, we would develop a strategic approach to find, train, recruit and retain the right professionals, for the right job and at the right time, such that they become future leaders to further the government's goals, keeping in mind the Ministry's most important asset- its people.

Significance of the Study

To the Government

The policy of the State is to optimize the output of its personnel through the implementation of the National Development Strategy 2020-2030 (SND 30) developed as a follow up to the Sustainable Development Goals (SDGs). With this, the country is committed to "leaving no one behind" in its march towards emergence. This piece of work will help the government to have a

follow up of the implementation of its policies on its population and also get closer to its population through the Ministries to ensure good training, good health, and social and economic well-being, etc for its population as prescribed by the NDS30, pp 67. Also, Law N° 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon stipulates in article 11 that: "The State shall guarantee the elaboration and implementation of education policy in collaboration with Regional and Local Authorities (RLAs), families, as well as public and private institutions.

In line with the above, this study will also help the government to develop some policies regarding the practices of Human Resource Management in public administration of Cameroon, that will serve as a reference to Human resource managers for a better understanding and management of their human Resource that will boost them to be committed to their work and hence obtain a greater output.

To the Managing Staff of the Ministry of Higher Education

The Ministry of Higher Education is in charge of implementing and developing government policies and programmes in higher education. It studies and advices the government on ways to adapt the higher education system to national social and economic realities; particularly on the appropriateness of higher education in regards to the needs of the national economy. http://www.minesup.gov.cm/. The objectives of Higher Education (HE) in Cameroon as stipulated and documented in MINESUP, (2001) in Law No.005 of 16th April 2001 to Guide HE states that the HE realm shall be assigned a basic mission of producing, organizing and disseminating scientific, cultural, professional and ethical knowledge for development purposes. The missions and goals of HE are stipulated in Article 6: (1) of Chapter I of this law.

Bearing in mind the above objectives, the results of this piece of work will help the Managing Staff of the Ministry of Higher education to make some checks and balances to know if they are on track with the implementation of the objectives set out in this law with respect to the Management of their human Resources. If not, the suggestions that will be provided at the end of this study will serve as a stepping stone. It will also help to ameliorate the practices of Human Resource Management in the Ministry.

To the staff of the Ministry of Higher Education

The interest of this research work to the staff of the ministry is not to be minimized. Thanks to the results and recommendations of this research, the staff of the Ministry of Higher Education will:

- ✓ Will get to know of certain rights that they are entitled to and hence also know their obligations as public agents.
- ✓ May Experience some ameliorations in their working conditions in such domains as duration of the work shift, work schedule, working time, work pace, excessive strain etc.
- ✓ May experience an amelioration in the appraisals by their hierarch in terms of pay, professional development and promotion.
- ✓ Will get to be trained in varied domains as the need may arise at their work place to increase their skills and knowledge.

Definition of Terms

From our research topic, we shall define the following key terms; Human Resource, Management, Human Resource Management and Commitment.

Human Resource

Kleiman (2004) defines HRM as the organizational function that consists of practices that help the organization deal effectively with its people during the various phases of the employment cycle. According to Leon C. Megginson, as cited by Bushra Asad Khan (n.d.) human Resource is the total knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce, as well as the values, attitudes and beliefs of the individuals involved. Frederick H. Harbisson as cited by Bushra Asad Khan (n.d.) considers human resource as the energies, skills, talents and knowledge of people, which are, or which potentially can or should be applied to the production of goods or the rendering of useful services.

From the above definitions, we can conclude that Human resource is every human effort put into use by an organization for the achievement of its objectives. They are the resources a person has or the knowledge and experience developed over the years. It is therefore, a very vital component for the survival of every organization.

Management

According to Fayol (1916), to manage is to forecast and plan, to organize, to command, to co-ordinate and to control. To foresee and provide means examining the future and drawing up the plan of action. To organize means building up the dual structure, material and human, of the undertaking. To command means maintaining activity among the personnel. To co-ordinate means binding together, unifying and harmonizing all activity and effort. To control means seeing that everything occurs in conformity with established rule and expressed command. Theo Haimann and William Scott (n.d.) defined management as a social and technical process, which utilizes resources, influences human action and facilitates changes in order to accomplish organisational goals. Koontz (1961) defines Management as, the art of getting things done through and with people in formally organized groups, the art of creating an environment in such an organized group where people can perform as individuals and yet cooperate toward attainment of group goals, the art of removing blocks to such performance, the art of optimizing efficiency in effectively reaching goals."

Management is therefore, a purposive activity. It is something that directs group efforts towards the attainment of certain pre - determined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from one enterprise to another.

Human Resource Management

Edwin Flippo defines HRM as- "The planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are accomplished". (Flippo, 1984, p. 5). Flippo further explains theses as follows: Planning: Identifying Human Resource needs and developing strategies to meet them. Organizing: Structuring Human Resource activities and allocating resources. Directing: Leading and guiding employees to achieve organizational goals. Controlling: Monitoring and evaluating Human Resource activities to ensure effectiveness.

According to Story (1995), HRM is a distinctive approach to employment management, which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an array of cultural, structural and personnel techniques. The National Institute of Personnel Management (NIPM) of India defined human resources – personnel management as "that part of management which is concerned with people at work and

with their relationship within an enterprise. Its aim is to bring together and develop into an effective organization of the men and women who make up enterprise and having regard for the well – being of the individuals and of working groups, to enable them to make their best contribution to its success".

Commitment

Mowday et al, (1979) also defined commitment as "the relative strength of an individual's identification with and involvement in a particular organisation". According to Scholl (1981) it is a stabilizing force that acts to maintain behavioural direction when expectancy/equity conditions are not met and do not function". Brickman (1987) also see commitment as "a force that stabilizes individual behavior under circumstances where the individual would otherwise be tempted to change that behavior". O'Reilly & Chatman (1986) on their own part defined commitment as "the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the organization"

Staff Commitment

According to Kanter (1968) there are 3 types of Commitment: Continuance, Cohesion and Control Commitment. Meyer and Allen (1991) identified 3 mind-sets for an employee to be committed to an organisation: **Affective Commitment** which is the positive feelings of identification with, attachment to and involvement in the organisation. **Normative Commitment** which is the feelings of obligation to remain with the organization resulting from values and beliefs and **Continuance Commitment** which to them is the result of the perceived cost associated with leaving.

Thus Staff Commitment is the psychological attachment and the resulting loyalty of an employee to an organization.

Summary

This chapter dwelled on the background knowledge of the study specifically; historical, contextual, conceptual and theoretical background. It equally outlined two sociological theories that will be used to expatiate this piece of work namely: the human capital theory of Gary Becker and Theory X and Y of Douglas McGregor. We also stated the statement of the problem, the objectives

of the study, the research questions and the research hypotheses. Finally, we discussed the scope, justification and the significance of the study and then concluded with the definition of terms.

CHAPTER TWO:

REVIEW OF RELATED LITERATURE

Over the years, the practices of human resource management have become part and parcel of modern days' organisation as it is seen by a good number of scholars and experts as a strong determinant of success in organisations. Human resources in social and economic organisations plays a very important role in the realisation of the overall goals and objectives of the organisation. This is so because, other resources or factors of production (Capital, land, material) remains mere resources until it is influenced by human resource. For scholars like Wilkinson and Philips (1997) the way individuals are managed and developed at their respective workplace especially in educational establishment has become something to be recognised as it helps in improving organisational commitment of workers in the workplace. This is why Accenture (2001) in his work made it clear that "people are our most important resource or asset". This chapter therefore dwells the reader on the critical review of literature of the study. This review of literature is divided into three main parts, namely; conceptual literature review, empirical literature and theoretical review of literature. The conceptual review has to do with reviewing all the key concepts and related concepts to our study. The empirical review also known as review by objectives has to do with reviewing works on the various research objectives while theoretical review has to do with reviewing the possible theories which will help in the discussion of the results of the findings, showing clearly the implications of the theories to the present study. The chapter ends with a detailed presentation of the ministry of secondary education.

Conceptual review of literature

The present section focusses on the critical review of key concepts and sub-concepts of the study. Here, concepts such as management, Human resource, Human Resource Management, performance appraisal, working conditions compensation, training and development, motivation, recognition, commitment, workplace, employees, remuneration, engagement are all discussed. This aims to give a broad understanding of the concepts of human resource management and employees commitment at work.

Overview of Human Resource Management (HRM)

Human resources in both business and non-business organisations account in major part for the success of modern days` organisations. People are said to be indispensable in the running of day

to day activities in the society. This is simply because nothing can be achieved without the direct or indirect implication of human beings. In a society characterised by huge innovations and industrialisations where human efforts could be replaced by machines, it seen that human beings still have a bigger role to play in the achievement of organisational objectives. This is for the simple reason that despite the introduction of machines in organisations, they cannot automatically replace human beings. This is because these machines still require the influence of humans to get started.

A good number of authors and scholars in their respective works has proposed a definition of human resource management. According to Wilkinson and Phillips (1997), human resource management is the process which consist of managing and developing people at their workplace. To them, human resource management entails helping workers to develop their full potentials by recognising their importance in the organisation. School as a social organisation is not left aside. Human resource management in the educational milieu provides an opportunity for workers or employees to develop their full potentials which in return participate in the achievement of the overall goals and objectives of the educational system. Human resource management over the past years has become an absolute necessity in todays` organisations. In the point of view of Accenture (2001), "people are our most important resource or asset in the organisation". This means that human resources cannot be left aside or neglected in the running of the day-today running of organisations. Employees has the sole responsibility of participating effectively in the process towards achieving the predefined goals and objectives of the organisation. In order to ensure this effective participation, human resource managers are thus, required to ensure effective and efficient management of the available human resources in schools as well as in other organisations so as to ensure employees commitment, employee retention and avoid employee turnover.

Storey (1995) defines human resource management as "a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques". Human resource management in Storeys perception entails deploying a number of skills and techniques in the process of dealing with individuals in an organisation. Human resource managers are therefore required to possess these skills and competencies deemed necessary for the effective management of human resource management in organisations. In school, the principal who are in charge of managing the human resource are thus call upon to possess these techniques and skills in order to be effective in their function of human resource management. Human resource management is therefore a strategic, integrated and coherent approach to the

employment, development, retention and well-being of the individuals working in an organisation. For Boxall et al., (2007), human resource management is the act of managing people thereby making them to work towards the achievement of the desired outcomes. This implies that human resource management is a strategic approach to managing human beings in the organisation making sure that they work towards the achievement of the organisational goals and objectives. To do this, human resource managers, irrespective of their grades and categories, are obliged to possess qualities considered to be vital for the management of human resources. This is why Som (2008) put forward that human resource management entitles a careful combination of human resource management practices geared towards improving the staff commitment, institutional effectiveness and thus, better performance outcomes.

The term human resource management was first defined by Bakke (1966) who argued that the function of management in organisation is to use effectively the available resources within the organisation. To him, the function of management which is related to understanding, maintenance, retention, growth and development, effective recruitment and selection process, and the integration of the potential human resources in organisations is known as the human resource management function in an organisation. Fombrun et al., (1984) argued that human resource management gained ground thanks to the Michigan "Matching model". Boxall (1992) in his work called this the Harvard framework developed by (Beer et al., 1984). To these authors, there is the need to take human resource management beyond just the selection and compensation to a broader issue that require more understanding and strategic perspective.

Concept of Management: Management is a transdisciplinary concept which is mostly applied to all the domains of the society. Management has been used by scholars in different senses to arrive at the same conclusion. In the work of Mounchikpou (2021) management refers to the process of planning, organising, directing, staffing, controlling, and coordinating activities so as to attain the predefined objectives of the organisation. Some scholars perceived management as the act of managing people and other resources in the organisation. Other scholars argue that management is a leadership technique and decision making process meanwhile others believed that management is an economic resource, a production factor as well as a system of authority (Mounchikpou, 2021). Below are a number of definitions of management according to different pioneers of management.

According to Frederick Taylor, "management is the art of knowing what you want to do in the best and cheapest way". This means that management is a process through which individuals seek to achieve predefined objectives by mobilising the resources as well as rationally using the available resources within the organisation. This entails that in a school, the principal must be aware

of the objectives of the school. This necessitates the principal to have a vision about the school and be able to mobilise and rationalise the use of the resources to guarantee effective realisation of the objectives. Keith and Gu Bellini defines management as "the force which integrate men and physical plant into an effective operating unit". For Barry Richman, "management entails the coordination of human and material resources towards the achievement of organisational objectives as well as the organisation of the productive functions essential for achieving stated or accepted economic goals". In this sense, management is all about coordinating and integrating resources so as to facilitate the achievement of the pre-established goals and objectives of an organisation. Mary Parker Follet on her part insists that "management is the art of getting things done through others". Management in this sense requires managers to influence the perception and manners of the employees in the organisation. This will deliberately increase the engagement and commitment of the working staff. For Henry Fayol, "to manage is to plan, and forecast, to organise, to coordinate, and to control". He believed that management is a five functions process which include planning, organising, commanding, coordinating, and controlling. All the above definitions outline the importance of management in an organisation. In this sense, the principal, who have the administrative and legal authority in school is tasked with the responsibility of effectively managing all the available resources including human resource in school so as to ensure staff commitment.

Strategies of human resource management

Human resource management over the last decades has become a common preoccupation to almost all the modern days` organisations. A good number of researchers has found out that human resource management requires that managers and leaders should develop human resource management strategies in organisations. A dozens of researchers (Huselid, 1995; Wagner, 1998; Gnan & Songini, 2003) referred to these strategies as "best practices of human resource management". Below are some of the strategies of human resource management in organisations.

Recruitment and selection of workers: Recruitment is process which consist of employing a new workforce capable of competing with the existing workforce in the organisation. Recruitment provide an opportunity for managers to look into it that competitive workers are been chosen from a large pool of job seekers. Selection on the other hand is a process which consist of judiciously selecting the best and capable employees from a hundred of thousands. Recruitment and selection can play an important role in shaping the growth and success of the organisation. Al-Ahmadi (2009)

states that performance improvement is not only a result of well-functioning system but also depends on effective human resource strategies that succeed in recruiting and maintaining a committed and motivated workforce. Ballantyne (2009) argues that recruitment and selection in organisations has become even more essential since they perceived their workforce as a source of competitive advantage. This is why he believes that recruitment and selection of workers is not intended to replace the departing employees, or add to the existing one in the organisation, but instead to bring into the organisation workers who are able of working at high levels and can also compete with other workers of other organisations. Armstrong (2010) argued that the process of recruitment and selection consist of four stages: defining requirement, planning recruitment campaigns, attracting candidates and selecting candidates.

Training and development: Training and development refers to the process through which managers, in order to impact skills into employees organised training opportunities to enhance skills development in the organisation. According to Armstrong (2010) training is the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development, and planned experience. This is why Stone (2002) made it clear that training has the distinct role in the achievement of an institutional goal by incorporating the collective interests and individual interests. Pool and Pool (2007) were of the view that the organisational commitment of employees or the relative strengths of an individual`s identification and involvement in an organisation largely depends on the ability of the organisation to provide to the workers effective training and development programs to enhance employee's capacity building. Cheng and Ho (2001) in their findings argues that adequate training produces marked improvements in employee communication and proficiency of performance and also extend retention time. For Tsafack (2003) in a school, for teachers to perform their tasks fully and adequately, they are required to attain training sessions constantly which are aims to revive their abilities. As such, teachers are required to constantly assist in service training and seminars which will impact skills in them. It is believed that the output of teachers who do not attain these seminars will see their ability decline. Karia and Asaari (2006) insisted that training and education is said to have a significant positive effect on job involvement, job satisfaction, and organisational commitment.

Training and development are key to organisational productivity. In a school institution, the teachers and all those involved in the running of an educational institution must participate in training seminars and workshops to enhance their capacity building. This is while Tsafact (2003) once stated

that "a teacher`s training is never complete because knowledge outlives its usefulness. The society evolves and there are new inventions which are the result of scientific research and the will to always improve upon education". In line with this, Tamukong (2002) stated that "the teacher commands of his/her field is vital when the experience of the learners is to be converted into insights… Good teaching requires good training". Tamukong (2000) insisted that "the body of knowledge is always expanding; hence teachers themselves must have opportunity to learn". This illustrate the extent to which training and development are vital tool in organisational commitment.

Compensation/remuneration: Compensation is the act of motivating hardworking employees in an organisation either materially or immaterially. It is way of getting the best out of the employees. Remuneration on it part is the act of giving institutional incentives to hardworking employees. This policy is intended to make distinguish hardworking employees and to incite the rest of the workforce to work like them. Bob (2011) argues that compensation in an organisation must not necessarily be financial or material but can equally be immaterial which in return provides intrinsic or extrinsic motivation for the workers. Hewitt (2009) also mentioned that compensation and remuneration has a motivational effect and therefore implies that possessing a compensation structure in which the employees who perform better are paid more than the average performing employees is essential to ensure organisational commitment of workers.

Performance Appraisal: DelPo (2007) identifies Performance Appraisal as a process to regulate employee relationships while providing legal protection to the organization. Performance Appraisal according to Denisi (1996), is an official management system that accommodates the evaluation of excellent employee performance in the organization where it has the way to compare an employee performance following their Organizational Commitment. It is therefore, a step which includes job standards that locate employee performance and provide feedback to employee towards motivating them to improve the Organizational Commitment or to wipe outperformance inadequacy (Torrington et al., 2008). Bratton & Gold (2001) suggested that Performance Appraisal was a part of performance management that is based on the objectives of the organization and employee, operated without any surprises within one year, helps the employee to focus on the official goals and performance expectations that affect employee wages, bonuses or promotions. Grote (2002) recognized that Performance Appraisal is a process that is used to display and support employee for the Organizational Commitment, which is very important for the performance of the organization by discovering the capability of the employee from their associated tasks. Performance Appraisal helps to enable communication by providing timely reviews of employee; and making effective regulatory decisions on pay, professional development and promotion (DelPo, 2005). According to Daley & Vasu (2005) Performance

Appraisal is used in making decisions to ensure that the promotion, payment, retention and relocation of the employee to help organizations to verify Recruitment and Selection techniques and understand organizational culture.

Park, Erwin and Knapp (1997) stated that praise, appreciation, and positive feedback from supervisors and colleagues for a job well done are crucial in generating job satisfaction and commitment among employees. Some HRM specialists have also used different methods to estimate the performance of an employee. Vicky (2002) upholds that some appraisal methods include trait scales, ranking, critical incident, and criteria-based. To understand different organizations may take the help of diverse methods and techniques in evaluating employee's performance which can satisfy their organizational needs. Performance Appraisal allows employers to lead organizational performance to achieve organizational goals while enhancing the Organizational Commitment of employees. Kaposambo (2016) identified Organizational Commitment as a kind of emotional attachment to the organization's values and objectives. Thus, if there is a lack of regulatory commitment, the quantity and quality of the work will be reduced. Neha & Himanshu (2015) show that employees who are satisfied with Performance Appraisal systems of their organizations are committed to their organizations. A fair and transparent Performance Appraisal system has an impact on how employees demonstrate the commitment to their organization. Farndale et al., (2011) supports the conclusion that an employee's Performance Appraisal experience is the key variable determining the level of employee engagement.

Performance appraisal can be used by the management to evaluate the performance of employees in order to determine their promotions and rewards and appraisal has become the necessity of the organizations (Lim and Ling, 2012). Organizations are focusing more on performance appraisal to increase the organizational outcomes. A Study conducted by Nasurdin (2008) on 214 employees of Malaysian manufacturing sector determines that performance appraisal has a positive relationship with organizational commitment. Wiese and Buckley (1998) pointed out performance appraisal also increases employee commitment in the organisation.

Working conditions: Tertiary institutions comprise various academic, interpersonal, socio-economic, political, and more importantly employment relationships. It is a special workplace where the academic and non-academic staff of varied socio-cultural, ethnic academic backgrounds come together to pursue different objectives but a common goal (Akinsanya & Oludeyi, 2013). These diverse backgrounds make the staff react in different ways to workplace stimuli. To achieve a conducive environment requires that all staff members show a high level of commitment to work. This is because without a comfortable and an

equitable work conditions for staff, commitment to achieve the aims and objectives of the institution would be very hard. The tripartite EU agency (2011) defines Working conditions as the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as: the organization of work and work activities; training, skills and employability; health, safety and well-being; and working time and work life balance.

The work environment can be influenced by both internal and external factors which include but are not limited to climate-related factors such as lighting, humidity and temperature; smoke, noise, dust; duration of the work shift, work schedule, working time, work pace, excessive strain and the likes (Al-Asadi et al. 2019; Bektaş, 2017; Danica & Tomislav, 2013; Rani et al. 2018). Previous researches have proven that work conditions separately or simultaneously affect staff's job commitment, the absence of which might lead to reduced job commitment. That is why Adio and Popoola (2010) stated that good working facilities and comfortable work surroundings would improve job satisfaction resulting in enhanced career commitment of staff. Work condition is therefore an important determinant of the job commitment of employees. Amin (2015) also posited that working conditions located around the employees can affect the employees in carrying out their daily work activities. Hence, a motivating work environment might boost the morale of employees and ensure that their interest to improve on their jobs is sustained.

Batau and Mohamed (2016) had further highlighted that it was a popular assumption that inadequate reward, less work benefits, lack of opportunity for career advancement, non-conducive work environment, unattractive remuneration, lack of training and development and the absent of recognition provided by the public organization to their employees had led them to emotionally and mentally detached from the organization. These show that comfortable work conditions will impact employees' job commitment. Work conditions have also been assessed concerning staff job commitment. Given this, ensuring that employees work in a spacious environment devoid of danger, relevant lighting and stress-free work-stations all add to befitting work conditions. Providing productivity tools such as upgraded information technology to help employees accomplish tasks more efficiently also contributes to job commitment (Brian, 2013).

Motivation: Motivation is the process of encouraging individuals for the work well done. It may consist of verbal recognition or material compensation. Compensation is defined as anything (money, benefits, wage, or words of encouragement) from the boss to the employee that is expected to stimulate and galvanised the worker to perform much better. It is said that motivation and compensation are determinant factors critical to employee retention in an organisation. Das (1996),

in his study found that flexible compensation package is very useful to organisations than standardised compensation. To him, organisation must be flexible in their ways of compensating employees. This is because different age group of employees have different taste and choices meaning that what is desired by the youth will not necessarily be that the adult of aging population desires. As such, it is necessary for organisations to ensure flexibility in their ways of compensating workers if they want to retain the skilled and talented employees for a maximum period of time. According to Hong et al., (2012), a company with no compensation planning affects employee`s performance negatively. For Kumar and Arora (2012), 27 percent of employee's turnover is because of lack of compensation. For this reason, compensation and motivation are very critical in the retention of employees.

Motivation is one of the strategies which plays a vital role in the commitment of employees in the organisation. motivation is a process of giving incentives to the employees to boast their performance in the organisation. According to Tsafack (2003) motivation is a strong determinant of employee commitment in the organisation. the employees tend to work hard when they think they are constantly motivated by the management staff. Motivated staffs in organisation always developed the tendency of performing better than those who are not motivated. It becomes the obligation of the human resource managers to develop motivation policies intended to encourage the employees to work harder and harder for the course of the organisation. In this sense, some researchers lay emphasis on the fact that motivation must not necessarily be material but instead immaterial motivation. This is because when an organisation frequently uses material motivator to motivate the workers, they will develop the spirit of working only once they are motivated. This is negatively affect the organisational commitment of the employees. It advisable that attention should be paid to immaterial motivation such as encouragements and motivational talks. This form of motivation is sustainable and keeps the employees at a high level of commitment in the organisation.

Recognition: Another strategy of human resource management in organisations is employee recognition. Recognition is a process of making the employees feels at home whenever they are at the job side. This entails involving the workers in the running of the organisation, recognising the value of the employees in the organisation. employee recognition plays a vital role in employee's commitment and retention in the organisation for a longer period of time (Tsafact, 2003).

Job satisfaction: Hausknecht et al., (2009), in their study found that job satisfaction is the most important strategy of employee retention in an organisation. To them, job satisfaction determined the stay of an employee in an organisation. When an employee is not satisfied by the current job, he or she will always tend to look for more satisfied jobs outside the organisation. For this reason, ensuring job satisfaction in an organisation is the best way to fight against employee turnover while serving as an indispensable strategy in retaining employees for a maximum period of time in an organisation. For Das and Baruah (2013), job satisfaction is achieved when the expectation of employees matches with the reality of the organisation. In another study by Terera and Ngirande (2014), found that there is a strong relationship between job satisfaction and employee retention. This implies that in the presence of job satisfaction, employees are liable to stay with an organisation and in the absence of job satisfaction, employee will always want to look for better and well paid jobs outside of the organisation. Thus, job satisfaction appears at the front page of strategies of employee retention in an organisation.

Employer`s leadership style: A greater portion of scholars and experts in the domain, have discussed the impact of effective leadership from employers in retaining workers in an organisation. It is said that all is not about money or salary but the most important factor is the ability of the employer to integrate all the employees within an organisation. This means that leadership alone greatly impact the retention of employees. According to Doh et al., (2011), responsible leadership take into consideration three important factors such as stakeholder culture where ethical and social behaviour is of great importance, fair and inclusive human resource management and full managerial support for employee development. This implies that managers must develop an environment which fit the interest of all the workers, ensure equal treatment of employees as well as helps in improving the professional growth and development of workers. Cloutier et al., (2015), in their study found that responsible leadership develops a good interpersonal relationship between the employers and the employees. As a result, employees will be determined to stay where he or she is respected and valorised thus leading to employee retention in an organisation for a considerable period of time.

Effective communication: Many commentators are of the view that effective communication between the employer and the employee will lead to the retention of employees in an organisation. Cloutier et al., (2015), stated that effective communication is seen as the driving force behind employee retention. They equally suggest that for an organisation to maintain a certain degree of competitiveness, it is left on the organisation to develop good leadership, effective communication,

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interpersonal relationship so as to maintain skilful and talented employees in the organisation for a maximum period of time. For Sinha and Sinha (2012), effective communication does not only improve the trust of the employee vis-à-vis the organisation but also creates a conducive working atmosphere. For this reason, it becomes an obligation for companies and organisations (profit or non-profit making) to develop a spirit of communication within the organisation. This is why James and Mathew (2012) found that effective communication is very necessary in every organisation as it generate an amicable relationship in the work place. Thus, better communication is synonymous to better employee engagement and hence, employee retention.

Career planning: Career planning and development in an organisation also help to retain employees within the organisation. It is said that in order for modern days' organisations to retain skilled and talented employees, the development of career planning must be taken into consideration. Career planning or development in an organisation is the process whereby organisations and companies provide employees with opportunities to enhance their professional growth and development. In a study by Mehta et al., (2014), it is observed that a company that presents employees with opportunities of career development at work place is susceptible of retaining the workers for a maximum length of time while on the other hand, a company that does not provide employees with career development opportunities is liable to witness employee disengagement and as such employee turnover. This means that once the employees are presented the opportunity to improve their professional growth and development, they will always want to stay with the organisation thereby making career planning and development an important policy and strategy to ensure employee retention.

Work and family balance: Work and family balance is a process whereby the employee has a precise time for work as well as precise time for his or her family. It is found in recent studies that the imbalance between work and family life account for a reason why employees may decide to quit their job in order to attain to family issues. This usually happens when they are not given adequate time to look after their family. As such, employees may decide to forgo their job so as to attain to most pressing family issues. Jeffrey Hill et al., (2008) stated that work balance can be defined as "the ability of workers to make choices influencing when, where, and how long they engage in the work related task". Work flexibility or balance permit employees to balance their work and private life. Eldridge and Nisar (2011), in their study found that employee will be happier if they are given the right to adjust their working timetable. For this reason, flexible working timetable does not only

reduce the rate of absenteeism but equally permit employee retention. As such, providing employees with work and life balance serves as a strategy for organisations and companies to retain quality, competent, skilled and talented employees.

Social support: Social support in an organisation is a process whereby employees are assisted and encouraged in their respective initiatives within an organisation. It consists of good relationship between the boss and the employees, and between the employees themselves. It relates to a satisfactory relationship between colleagues and employees. In modern days' organisations, good relationship between colleagues appears to be a determinant factor in the retention of employee. In a study led by Alexander (1998), and Tai et al., (1998), found that support from co-workers contribute to the retention of employees. In an organisation where employees support each other in their initiative, it is very clear that employees will be motivated to stay in such organisations. This is because it permits them to be optimistic and feel free to express themselves. In the same line, Wells and Thelen (2002), established a direct relationship between effective human resources practices and the ability to increase employee`s commitment as well as increasing their chances of retaining them for a maximum period of time. Similarly, Miller et al., (2001), found that commitment can be gained by improving the feeling of belongingness to the organisation on the side of the employees. Jasper (2007) on his part stated that the ineffective relationship between the manager and the employee is one of the influential factors of employee turnover. It is for this reason that Ramlall (2003), emphasised that identifying and looking after employee's individual needs contribute to the increase of employee commitment and thus, enhance employee retention.

Autonomy of employee: Autonomy is defined as the ability to choose how to do one`s work, and flexibility in workload decisions. (Alexander et al., 1998; Tai et al., 1998; Boyle et al., 1999), related employee retention to autonomy. In the same light, (Hart 2005; Ellenbecker 2004; Tremblay et al., 2006), observed that autonomy at job side improved job satisfaction and eventually leads to employee willingness to stay with the organisation for a longer period of time. Kooker et al., (2007); Andrews and Wan (2009); Spence et al., (2009), equally pointed out that autonomy at work is the driving force behind employee`s decision to stay in an organisation for another five or ten years.

Challenges related to human resource management in organisations

Managing human beings is always a daunting task. It is no easy to manage people with different ideologies and backgrounds in organisations. Human resource management are pledged

with a number of challenges in the organisations. Challenges are difficulties faced in organisational attempt to retain their valuable and gifted employees. It is believed that retaining employee in an organisation for another five to ten years is not an easy task as many organisations finds it very difficult to practice employee retention. This is because individual's needs are dynamic and may change from time to time. For this reason, some organisation may find it extremely difficult to retain competent and talented employees. In this subsequent part, we will discuss the different challenges related to employee retention in profit making and non-profit making organisations.

In the work of Eldrige and Nisar (2011), and Terrera and Ngirande (2014), it is believed that organisations faced three principal challenges in their attempt to keep their talented and competent employees for another five to ten years. These challenges include; fierce competition from rivals, brain drain (migration of skill labour from country of origin to another country that offers better employment opportunities and rewards) and the inability of companies to predict the future requirements of employees leading to inability to take corrective actions.

Competition from rivals: Some commentators argue that the most important for an organisation is not to have at it possession quality human resources, but the most challenging task is to keep them for a maximum period of time. This is because in a world characterised by fierce competition couple with limited talented human resources, many organisations see competition as the only means to secure the available quality human resources. Thus, some organisations improve working conditions, ensure good pay, favour career planning and development, developed opportunities, ensure collegial relationship, practice good leadership, ensure effective communication, ensure job and life balance, permit autonomy at work just to seduce competent and talented employees to their organisations. This has further intensified with the growing desire to increase productivity. As such, stiff competition is seen first and foremost as a challenge to employee retention in a dynamic and changing world.

Brain drain: This is the process whereby individuals especially the youthful population decide to leave their country of origin because of limited job opportunities or job dissatisfaction in search of greener pastures in neighbouring countries. Brain drain is a common practice in less developed countries where employment opportunities are very limited. This directly affect employee retention since the employees may decide to move ahead leaving behind them home grown organisations. For this reason, organisations are obliged to multiply their effort of retention if they intend to keep the competent and talented employees from moving on to other countries.

Prediction of future requirements: most organisations and companies are unable to predict the future requirements of workers. It is believed that for an organisation to practice retention of employees, the organisation must be capable of identifying the needs of employees so as to take measures that will help in ameliorating the situations. But because some organisations are unable to identify these needs, it becomes absolutely impossible for employers to practice employee retention. This also act as a challenge to employee retention.

Further studies on human resource management demonstrated that the shortage of talented and competent employees due to increase in global talent has also made employee retention a challenging factor (Scott, McMullen and Royal, 2012). This shows that due to an increase demand in quality human resources worldwide, it becomes very difficult to many organisations with limited fund to cope in such an atmosphere. According to Kyndt, et al., (2009). Companies feel that proportional rise in the number of ageing population will escalate the demand for skilled employee. This is because most organisations find it very difficult to replace ageing population. For this to be possible, organisations have to be able to compete with others over limited quality human resources. These challenges are very detrimental for employee retention in an organisation. Thus, overcoming these challenges by an organisation is synonymous to retaining employees in the organisation. As such, employee retention has become an absolute necessity to modern days' organisations worldwide.

Staff commitment

It is believed that in todays` competitive world, no organisation can perform at its peak levels unless all the employees are involved and committed to the organisational goals and objectives and works towards it achievement. This is why Coetzee (2005) stated that the most important thing is not for the employees to come to work every day and perform their jobs independently but employees' needs to think like entrepreneurs while working in teams. In the past, the organisations ensured employees loyalty by guaranteeing job security. Nowadays, a growing portion of the workforce believes that they are victims of broken promises due to poor human resource management. Thus, modern organisations face the challenge of maintaining employee commitment in the actual business milieu. Bergmann et al., (2000) argues that employees are faced with more ambiguity in the workplace in their daily activities due to decreased job security. The importance of staff commitment is quite evident once we consider prior research into the link between commitment

and job satisfaction (Bateman & Organ, 1983), workplace justice (Moormann et al., 1992), perception of supervisor fairness (Niehoff & Moormann, 1993) and trust in and loyalty to the leader (Deluga, 1994).

According to Meyer and Allen (1991), cited by Coetzee (2005) over the years, employee commitment has been defined and measured in many different ways. There is no consensus as to the definition of commitment. This lack of consensus in the definition of the term has contributed greatly to its treatment as a multidimensional construct. Scholl (1981) defines employee commitment as "a stabilizing force that acts to maintain behavioural direction when expectancy/equity conditions are not met and do not function". Brickman (1987) defines staff commitment as "a force which stabilises individual's behaviour under circumstances where the individual would otherwise be tempted to change that behaviour". For Brown (1996) employee commitment is ¬an obliging force which requires that the person honour the commitment, even in the face of fluctuating attitudes and whims". For Mowday et al., (1979) employee commitment is the "relative strength of an individual`s identification with and involvement in a particular organisation". To O`Reilly and Chatman (1986) employee commitment is the "psychological attachment felt by a person for the organisation; it will reflect the degree to which the individual internalises or adopts characteristics or perspectives of the organisation". For Allen and Meyer (1990) staff commitment is "a psychological state that holds the individual to the organisation. All these definitions of staff commitment imply that commitment is a mind-set which relates the employee to the organisation to which he/she belong.

In school, staff commitment can be seen as a state of mind which link the teachers to the school as a social organisation. It therefore important to create a committed staff in school. The principal and other administrative staff in school are therefore required to ensure a committed staff at all levels. Creating a committed staff in the ministry of secondary education requires the top management to make good use of human resource management practices.

Different models of staff commitment: Over the years, a good number of staff commitment models has been developed. Some of these models are;

- Angle and Perry (1981) value commitment and commitment to stay model which indicates the commitment to support the goals and objectives of the organization as well as the commitment to retain their membership of the organization.
- O`Reilly and Chatman (1986) compliance, identification and internalization model. This indicates that in every organization, mangers should ensure instrumental involvement for

specific extrinsic rewards; ensures the attachment based on a desire for affiliation with the organization; and involvement predicted on congruence between individual and organizational values.

- Penley and Gould (1988) moral, calculative and alienative commitment model;
- Mayer and Schoorman (1992) value, and continuance commitment model;
- Jaros et al., (1993) affective, continuance and moral commitment model; and
- Meyer and Allen (1991) affective, continuance and normative commitment model.

Meyer and Allen model of commitment (1991): In 1991, Meyer and Allen developed a model of organisational commitment which is largely used in modern days' organisations. The model developed by Meyer and Allen is based on three general themes which are: affective attachment to the organisation, the perceived cost associated with leaving the organisation and lastly, the obligation to remain with the organisation. The principal three approaches developed by Meyer and Allen (1991) are known as affective, continuance and normative commitment. Commitment is therefore a state of mind or a mind-set which characterises the relationship between the employees and the organisation and may have implications for the decision to continue as a member of the said organisation.

Affective commitment: According to Meyer and Allen (1991) affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organisation. employees who possess this form of commitment have the tendency to continue and to be committed to the organisation for a longer period of time. In line with this, Mowday (1982) in his study found out that the antecedents of affective commitment are generally characterised into four categories. This include (1) personal characteristics, (2) structural or organisational characteristics, (3) job-related characteristics and (4) work experiences. Coetzee (2005) argues that even though a considerable number of research have been conducted to link demographic characteristics such as age, tenure, gender and education to commitment, the relations were neither strong nor consistent. This is because some variables such as job status, work rewards and work values moderate the relationship. In fact, a considerable research has been conducted to determine the relationship between work experience and affective commitment such as reward distribution by Rhodes and Steers (1981), supervisor consideration by Glisson and Durick (1998), fairness of performance based rewards and job challenge by Meyer and Allen (1987), opportunity for advancement by O`Reilly

and Caldwell (1980) and participation in decision making by Rhodes and Steers (1981). All these studies have found out that work experience is a correlate of affective commitment.

Continuance commitment: According to Meyer and Allen (1991), cited by Coetzee (2005), continuance commitment refers to an awareness of the costs associated with living the organisation. For Coetzee (2005) there exist a wide range of consequences attributed to leaving an organisation. The potential costs attributed to this include; wastage of time and effort spent in acquiring non-transferable skills, losing attractive benefits, giving up seniority based privileges, or having to uproot family and disrupt personal relationships.

Normative commitment: According to Meyer and Allen (1991) normative commitment reflects the feeling of obligation to continue employment. Coetzee (2005) on his part states that staff with a high level of normative commitment feel that they ought to remain with the organisation irrespective of the situations. For Wiener (1982) the feeling of obligation to continue in an organisation may result from the internalisation of normative pressures exerted on an individual prior to entry into the organisation. Normative commitment can also arise as a result of the fact that the employees are being given rewards in advance. This is why Scholl (1981) made it clear that the recognition of these rewards causes the employees to feel an obligation to reciprocate by committing themselves to the organisation until the debt has been repaid.

Figure 1: General model of employee commitment at workplace
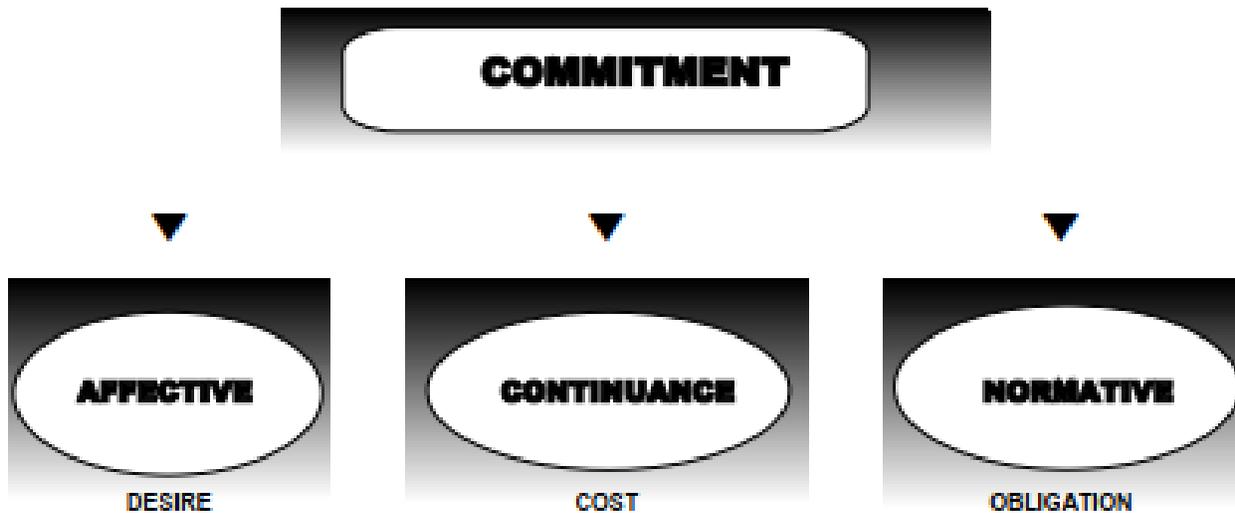
Source: Adapted from Meyer & Herscovitch, (2001:320).

Organisational commitment and work behaviour: According to Coetzee (2005) employee commitment can be best explained by using the social exchange theory which is based on the economic model of human behaviour in which the interaction between individuals within an organisation is blended by the desire to maximise gains and minimise losses. Blau (1964) stated that the basic premise of the social exchange theory is that relationships which provides sufficient rewards and losses will lead to mutual trust and attraction within the organisation. A considerable number of studies in the literature found out that the absence of commitment of employees within an organisation will increase the likelihood of employee turnover. Employee turnover is a situation whereby employees voluntarily or involuntarily quite an organisation. This employee turnover can be caused by either personal factors or collective factors. In todays` competitive world, the most important thing not possessing the best talents in your organisation but retaining the best talents in your organisation for a longer period of time.

Organ (1988) in his findings, revealed that organisational effectiveness does not necessarily depends on maintaining a stable workforce, but most importantly, making sure that all the employees perform assigned duties dependably and be ready to engage in activities which go beyond the requirements of the organisation. As such, the employee's willingness to work towards organisational effectiveness in larger part depends on the nature of commitment of the employee.

This simply means that workers who feel as and want to belong to the organisation (affective commitment) might be more committed than those who need to belong (continuance commitment) or those who feel obliged to belong (normative commitment) to work towards achieving organisational goals and objectives.

Organisations therefore need workers who are ready and willing to extra-miles and also engage in extra-role behaviours to help the organisation achieve its goals and objectives. Such category of employees is animated by affective commitment. In Allen and Smith (1987) and Meyer and Allen (1984) in their studies of correlation between organisational commitment and performance, they found out that measures of work behaviour correlated positively with measures of affective and normative commitment but not with continuance commitment. In the same line, Randall, Fedor and Longenecker (1990) in their study found out that, affective commitment significantly contributes to the prediction of concern for quality, sacrifice orientation and willingness to share knowledge. They subsequently found that normative commitment only contributes to predict sacrifice orientation while continuance commitment did not have any effect on the behaviours.

Predictors of organisational commitment: It is believed that the workplace is changing dramatically which demands for quality service and product. In order to remain competitive under these pressures, employees' commitment is crucial. The reason why employees at times are not committed to the course of the organisation is in a larger part attributed to the failure of the top management in doing their job. In order to enhance productivity in the organisation, employers are required to create a committed staff which can only be achieved through better managerial practices. This is why poor supervision and failure on the part of the managers in creating a committed workforce can lead to the turnover of valued employees. In a survey by Madigan and Dorell (2000) 41 percent of workers feel that their institution is not developing affective managers. Van Dyne and Graham (1994) identified three principal predictors of organisational commitment. These includes; personal, situational and positional factors.

Personal factors: Coetzee (2005) argues that employees who are conscientious and have a positive outlook on life tend to be more committed. Likewise, employees who possesses team spirit and always place the collective goals of the organisation before their personal goals, are also committed to the course of the organisation. Workers who also regard helping others as a top priority tend to be committed to the course of the organisation. Some employees always tend to define their

jobs more broadly than others and for them, engaging in good behaviours is simply seen as an integral part of their jobs (Bolino & Turnley, 2003).

Situational factors: Situational factors consist of workplace values, subordinate-supervisor interpersonal relationship, job characteristics and organisational support. According to Bolino and Turnley (2003) organisational support refers to the interest which the organisation shows towards the workers. Workers develop the tendency of working extra hours within an organisation once they realise that they are being backed-up by the organisation which enables them to balance their work and family life; assisting them through harsh times, providing them with rewards and also accompanying their children. In terms of job characteristics, employees are likely to be committed to the course of the organisation when they feel satisfied with the type and nature of jobs or tasks they are required to perform. In the absence of a well-structured job, employees tend to be less committed to the course of the organisation. Another indicator of situational factor is the relationships between the top management and the workers. The nature of the relationships between the supervisor and the subordinate strongly affect the level of commitment of workers. Butler (1991) identified 11 key behaviours of supervisors among which we have interpersonal trust, loyalty, integrity, openness, availability, competence, consistency, fairness, discreetness, promise fulfilment, receptivity and overall trust. Finally, another indicator of situational factor is workplace values. When an organisation is guided by common values, in which all the workers feel recognised, this will increase the level of commitment of the employees.

Positional factors: The positional factors as predictors of organisational commitment are divided into two. We have organisational tenure and hierarchical job level. It is believed that organisational tenure has to do with the longevity of the workers in the organisation. Rousseau and Parks (1993) argued clearly that workers who have been working in an organisation for a longer period of time have the chance to have developed relationships and ties with the management. The hierarchical job level takes into consideration the structure of the jobs within the organisation.

Drivers of employee commitment

Bragg (2002) in his study identified three principal drivers of employee's commitment. These drivers include; fairness, trust, and concern for employees.

As far as workers are concerned, it is said that employees must be seen as people indispensable for the organisation and not as factors of production. This consists of recognising the

values and importance of the workers irrespective of the position or the job. In a study by Madigan and Dorrell (2000) they found that 15 percent of workers feel that their organisations perform below in providing a safe and secure workplace for workers. 34 percent of the employees feel that their organisation does nothing to retain employees and only 48 percent of the workers could recommend their organisation as a place to work. This justifies the allegations that an organisation which does not show any concern for their workers, will decrease their level of commitment substantially.

Another drive of worker's commitment is trust. It is said that for employers to develop a committed staff in the organisation, they must create an environment of trust where each worker feels safe, secured and protected. Employers are therefore required to bestow trust in their workers by making them feel at home. They need to take the workers as their collaborators and not as their servants. This will enhance employee commitment in the organisation.

Also, employers are required to ensure that they are fair in their treatment towards the workers. Fairness is all about eliminating one`s feelings, prejudices and desire to achieve a proper balance between conflicting interest. This requires employers to always avoid paying particular attention to a group of employees in the organisation. This will go a long way to influence worker's commitment positively.

Human resource management practices and staff commitment linkage in organisations

A considerable number of studies in the literature have found out that there is a direct linkage between human resource management and staff commitment in organisations. A study conducted by Saari (2010) in Malaysia, found out that a good number of public institutions are facing myriads of issues in enhancing organisational performance and staff commitment. He found out that among the most daunting issues were lack of commitment, absenteeism, rude behaviour, job dissatisfaction, and inefficiency in the execution of various tasks attributed them. For Batau and Mohamed (2016) the public sector`s performances are faced with a number of pitfalls caused by the undesirable attitude of the employees coupled with lack of the sense of responsibility among the employees. They further argued that human resource management is a key issue in public organisations. they highlighted that it has become a popular assumption that inadequate reward system, less work benefits, lack of opportunity for career advancement, unconducive working atmosphere, less remuneration, absence of training and development opportunities, as well as absence of recognition from the managers are largely responsible for the emotional and mental detachment of the employees

in organisations. This is because of the poor human resource management practices which is more visible in public organisations.

According to Mohamed Nor et al., (2020) also assert that, employee's commitment towards the organisation is very important in determining the development of the organisation as a whole. This explains why a good number of scholars points out that commitment is very valuable since it is an intangible asset which each organisation must possess in order to ensure the success of the organisation. For Awamleh (1996), cited by Mohamed nor et al., (2020) stronger and more generalised commitment may enhance organisational development, growth and survival. Awamleh (1996) further argued that organisations may find it very challenging to gain competitive advantage over their competitors in term of quality; be it product quality of service quality if the workers are not satisfied and committed with the manager of the company. Similar situations are visible in schools.

Herzberg (1996) came to the conclusion that the presence or the absence of many attributes originating from within the organisation, has a high probability of influencing the behaviour of individuals in relation to their job and also their commitment towards the organisation. This implies that the various factors which can influence employee's commitment in an organisation must imperatively come from within the organisation. It is therefore the responsibility of the human resource managers to make use of integrated and corresponding management practices in order to ensure staff commitment in schools. In a study by Gerhart (2005) it was found out that human resource management is a direct correlate of staff commitment in organisations. For Guest (1997) distinctive feature of human resource management is its assumption that it improves organisational performance through the people in the organisation. Huselid (1995) in his study found out that human resource index was significantly related to the gross rate of return on assets. This underlines the fact that appropriate human resource management policies, processes and strategies introduced have a substantial impact on the staff commitment and the overall organisational performance. This is why Alem Elvis (2019) argued that the effectiveness of human resource management policies depends largely on its alignment with other resource management strategies. MacDuffie (1995) in his study found that human resource management practices has a significant influence on the overall performance of both business and non-business organisations. Youndt et al., (1996) on their part found out that human resource management is related to the high level of staff commitment in organisations. Guthrie (2001) examining the impact of human resource practices on employee turnover and firm productivity among firms in New Zealand and found out that human resource

management practices considerably reduce the rate of employee turnover in organisations. This implies that employee turnover is a common phenomenon affecting organisations today. In order to avoid employee turnover, managers are thus entitled to make use of corresponding management practices in order to tackle the problem of employee turnover.

Similarly, a good number of scholars have established direct relationship between human resource management and staff commitment in organisations. Wang (2005) pointed out that innovative firms which treat human resource management practices as a strategy within the organisation tend to encourage team spirit and responsibility, enhance a positive organisational culture, and built up a positive employee's relationships through participation and empowerment. Green et al., (2006) argued that institutions that vertically aligned and horizontally integrates human resource function and practices performed better and produced more committed satisfied employees and staff ready to carry on the course of the organisation. Khan (2010), cited by Elvis (2019) conducted a study in Pakistan to investigate the effect of human resource management practices such as recruitment, selection, training and growth, performance appraisal, compensation, rewards and employee relationship on organisational performance, found out that there is a significant positive link between human resource management and staff commitment in organisations. Asuinura (2011) in his study found that human resource management practices such as recruitment, selection, performance appraisal, compensation, and training and development have positive impact on organisational performance. This is because all these human resource management practices increased the level of staff commitment, thus, enhancing the overall organisational performance of a school as an institution. In a similar study, Soomro et al., (2011) found out that human resource management practices such as career planning, compensation, job design, staff participation, performance evaluation, recruitment, and selection, have positive impacts on the organisational commitment of workers.

Empirical review of literature

The present section focusses on reviewing the relationship between human resource management practices such as training and development, performance appraisal and working conditions and the organisational commitment of employees.

Training and development and organisational commitment of employees

According to Armstrong (2010) in "Essential Human resource management practices: A guide to people management", published by Page Publishers, found out that training is the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development, and planned experience. This is why Stone (2002) made it clear that training has the distinct role in the achievement of an institutional goal by incorporating the collective interests and individual interests. Pool and Pool (2007) were of the view that the organisational commitment of employees or the relative strengths of an individual`s identification and involvement in an organisation largely depends on the ability of the organisation to provide to the workers effective training and development programs to enhance employee's capacity building. Cheng and Ho (2001) in their findings argues that adequate training produces marked improvements in employee communication and proficiency of performance and also extend retention time. For Tsafack (2003) in "Ethics and deontology in education", published by Press Universitaire d`Afrique, found that in a school, for teachers to perform their tasks fully and adequately, they are required to attain training sessions constantly which are aims to revive their abilities. As such, teachers are required to constantly assist in inservice training and seminars which will impact skills in them. It is believed that the output of teachers who do not attain these seminars will see their ability decline. Karia and Asaari (2006) insisted that training and education is said to have a significant positive effect on job involvement, job satisfaction, and organisational commitment.

Training and development are key to organisational productivity. In a school institution, the teachers and all those involved in the running of an educational institution must participate in training seminars and workshops to enhance their capacity building. This is while Tsafact (2003) Ethics and deontology in education", published by Press Universitaire d`Afrique, once stated that "a teacher`s training is never complete because knowledge outlives its usefulness. The society evolves and there are new inventions which are the result of scientific research and the will to always improve upon education". In line with this, Tamukong (2002) stated that "the teacher commands of his/her field is vital when the experience of the learners is to be converted into insights… Good teaching requires good training". Tamukong (2000) insisted that "the body of knowledge is always expanding; hence teachers themselves must have opportunity to learn". This illustrate the extent to which training and development are vital tool in organisational commitment

Performance appraisal and organisational commitment of employees

Lim and Ling, 2012 Performance appraisal can be used by the management to evaluate the performance of employees in order to determine their promotions and rewards and appraisal has become the necessity of the organizations. Organizations are focusing more on performance appraisal to increase the organizational outcomes. A Study conducted by Nasurdin (2008) in "Does perceived organizational support mediate the relationship between human resource management practices and organizational commitment on 214 employees of Malaysian manufacturing sector determines that performance appraisal has a positive relationship with organizational commitment. Wiese and Buckley (1998) pointed out performance appraisal also increases employee commitment in the organisation.

Performance Appraisal according to Denisi and Griffin (2008) in "Human resource management, published by South-western CENGAGE Learning", is an official management system that accommodates the evaluation of excellent employee performance in the organization where it has the way to compare an employee performance following their Organizational Commitment. It is therefore, a step which includes job standards that locate employee performance and provide feedback to employee towards motivating them to improve the Organizational Commitment or to wipe outperformance inadequacy (Torrington et al., 2011, in Human resource management, 8th ed, published by Pearson). Bratton & Gold (1994) in "Human resource management; theory and practice, published by Macmilian" suggested that Performance Appraisal was a part of performance management that is based on the objectives of the organization and employee, operated without any surprises within one year, helps the employee to focus on the official goals and performance expectations that affect employee wages, bonuses or promotions. Graham and Bennett (1992) in "Human resource management, 7th ed, published by Pitman Publishing" recognized that Performance Appraisal is a process that is used to display and support employee for the Organizational Commitment, which is very important for the performance of the organization by discovering the capability of the employee from their associated tasks. Performance Appraisal helps to enable communication by providing timely reviews of employee; and making effective regulatory decisions on pay, professional development and promotion (DelPo, 2005). According to Daley & Vasu (2005) Performance Appraisal is used in making decisions to ensure that the promotion, payment, retention and relocation of the employee to help organizations to verify Recruitment and Selection techniques and understand organizational culture.

Park, Erwin and Knapp (1997) in "Teams in Australia`s automotive industry: Characteristics and future challeneges, International journal of Human resource management, 8, 780-796", stated that praise, appreciation, and positive feedback from supervisors and colleagues for a job well done are crucial in generating job satisfaction and commitment among employees. Some HRM specialists have also used different methods to estimate the performance of an employee. Vicky (2002) upholds that some appraisal methods include trait scales, ranking, critical incident, and criteria-based. To understand different organizations may take the help of diverse methods and techniques in evaluating employee's performance which can satisfy their organizational needs. Performance Appraisal allows employers to lead organizational performance to achieve organizational goals while enhancing the Organizational Commitment of employees. Kaposambo (2016) identified Organizational Commitment as a kind of emotional attachment to the organization's values and objectives. Thus, if there is a lack of regulatory commitment, the quantity and quality of the work will be reduced. Neha & Himanshu (2015) show that employees who are satisfied with Performance Appraisal systems of their organizations are committed to their organizations.

Theoretical review of literature

In the present study, two principal theories are convoked. They include; the human capital theory by Gary Becker (1964) and the X and Y theory of Douglas McGregor (1960).

Human capital theory by Gary Berker (1964)

Human capital is defined in the Oxford English Dictionary as "the skills the labor force possesses and is regarded as a resource or asset." It encompasses the notion that there are investments in people (e.g., education, training, health) and that these investments increase an individual's productivity as cited by Goldin, C. (2016). According to Bowles et al., (2001) skills represent individual capacities contributing to production as an argument in the production function. There are two main components of human capital which are early ability which can be innate or acquired and skills which can be acquired through formal education. Human capital was first used in modern economic by Schultz (1961). He argued that expenditures on human capital is regarded as investment rather than consumption. Weisbrod (1961) on his part developed the first conceptual framework for estimating the value of assets in the form of human capital. Gary Becker and Mincer were the first people to apply human capital theory in economics in a Chicago School of economics.

Becker (1964) develops a model of individual investment in human capital. In this sense, human capital is similar to the "physical means of production" (Fleischhauer, 2007). Becker (1961) insisted that investing in human capital means "all activities that influence future real income through the embedding of resources in people". Weisbod (1966) explained that investment in human capital refers to expenditures in education, training, health, information, and labour mobility. According to Fleischhauer, (2007) investment in human capital is visible in three principal ways which are; formal schooling (an individual devotes all his time to learning), on-the job-training (post-school training provided by the current employer) and off-the-job training. Also, Mbeh, (2022) confirms that by saying that, for many centuries now, education; whether formal, informal and non-formal constitutes the main lever for developing all human's faculties for full integration in the society.

Becker (1992) argued that the various investments that an individual carry on is in order to gain a return on investment in the future. To him, return on education is classified under two categories. In the first place, investment in education increases worker's earnings and salaries and in the second place, ensures high productivity for the firm as well as increases employment rates and possibilities (Bloch & Smith, 1977).

The key assumptions of Becker`s human capital theory is the fact education is an investment of time and forgone earnings for higher rates of return in later periods. Perri (2003) remarks that the best alternative of investment in specialised human capital is investing in another specialisation of human capital-then the measure of forgone earnings has to cover the complete opportunity costs of specialised education.

**Implications of Becker`s Human Capital theory to the present study:** Becker`s human capital theory is based on the assumption that the acquisition of skills, attitudes, abilities, and aptitudes, have a significant impact on an individual` life and career. He argued that expenditure in education and training is not wastage or misuse of resources but an investment which is expected to yield return on investment over a given period of time. This implies that succeeding in an organisation requires the employee to have a certain level of education or at least to fulfil minimum educational requirements. The human capital theory by Gary Becker thus, appear to be necessary for the present study. The implications of this theory to the present study lies in the fact that Becker argued that the principal method for the acquisition of skills and competencies is through training and development. Training and development permit a worker at the workplace to develop aptitudes, skills, abilities,

attitudes, and competencies either through the formal education, on-the-job-training or even off-the-job-training. This helps to enhance the performance of workers at workplace and thus enhancing the overall rate of production and performance in the workplace. Becker`s human capital theory is therefore essential for this study as it permit us to understand how the provision of training and growth opportunities by the top management to the workers at the workplace enhances staff commitment at central services of the Ministry of Higher Education.

The X and Y theory by Douglas McGregor (1960)

Douglas McGregor (1906-1964), a lecturer at the Harvard University, Massachusetts Institute of Technology (MIT) and Antioch College was one of the influential scholar of his generation. Due to his interest in organisational leadership, McGregor came up with the X and Y leadership theory in 1964. McGregor was of the opinion that the basic beliefs of managers have a dominant influence on the way organisations are run and managed. The assumption that managers have of people`s behaviour in organisation is key to his thinking. Douglas McGregor (1964) argued that these assumptions about people`s behaviour in organisations falls under two broad categories, which he named it theory X and theory Y. The X and Y theory as advocated by McGregor describes two views of people at the workplace. It equally describes two opposing management styles in modern days` organisations.

Theory X: Traditional view of direction and control: According to Cunningham (2011) Douglas McGregor's X theory describes a category of employee in the organisation that is said to be lazy, not hardworking, lack innovative ideas and always need the presence of someone or a supervisor before they can do their job. This category of employee naturally is lazy and always look for excuses. They don't concentrate on their job. For Heil, Bennis and Deborah (2000) the manager is required to carry out thorough supervision of these type of employees to make sure that they execute their job correctly and in due course. Cunningham (2011) identifies three main characteristics of the X employees in the organisation which are;

1. The average human being has an inherent dislike for work and will avoid it if possible;

2. because of this human dislike for work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put fort adequate effort toward the realisation of the goals and objectives of the organisation; and

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security at all cost.

According to Andreas Huczynski (1992) in the management gurus; what makes them and how to become one, argued that the X theory of management thus, requires close and firm supervision of employees in the organisation. This process entitles the manager to either threaten the employees for punishment or simply encourage them with greater pay. In this situation, a manager might decide to use autocratic leadership style which might lead to distrust.

Theory Y: Integration of individual and organization objectives: In McGregor (1959), cited by Cunningham (2011) the Y theory of leadership style in organisations is based on the assumptions that in organisations we have the Y employees who are hardworking, ambitious, who naturally like work and are ready to work despite the condition and environment in which they find themselves. This type of employees generally participates in the management of the organisation. They don't need the presence of a supervisor before they can perform their task. They love what they do and always want to do it all the time. McGregor (1959) identified the following as characteristics of the Y categories of employees:

1. The expenditure of physical or mental effort at work is as natural as play or rest;

2. They always exercise self-direction and self-control so as to achieve the goals;

3. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity;

4. They are happy to work on their own initiative.

5. They are more involved in decision making.

6. They are self-motivated to complete their tasks.

7. They enjoy taking ownership of their work.

8. They seek and accept responsibility, and need little direction.

9. They view work as fulfilling and challenging.

10. They solve problems creatively and imaginatively.

The Y employees in the organisation are therefore people who are ready to take initiative, to innovate, to create and to work towards achieving the goals and objectives of the organisation. McGregor finally concluded that an organisation cannot fully succeed with only the Y employees in the organisation. This is because some sense of direction and structure are required.

Implications of the McGregor`s X and Y theory to this study: The X and Y theory is based on the assumptions that in an organisation, we have two types of workers. We have the X employees who are generally lazy, not ambitious, lack innovative ideas. This type of workers have a high dislike for work. This type of employees is known as average human or average employees. Contrary to the X employees, the Y employees is the direct opposite. The Y employees are employees who have a natural love for work, they are ambitious and hardworking, they are ready to participate and contribute in the realisation of the organisational objectives, and they take initiatives without necessarily waiting on the managers. This type of employee does not need the presence of the supervisor before fulfilling their requirements. This theory is therefore important in this study since it will permit us to understand how a manager is supposed to behave when the latter is in contact with the X or the Y employee. This theory equally permits us to understand the importance and need for the manager not to stick to a particular leadership style but to be able to change leadership styles depending on the situation at hand.

Summary

This chapter in its first part reviewed some existing literature on the concept of human resource management practices and staff commitment. It discussed all other strategies of human resource management. It also discussed some challenges related to human resource management in most organisations nowadays. In part two of the chapter, we discussed the two related theories and their implications to this study.

<center>**Research Methodology**</center>

This chapter looks into the method used to carry out the study. It discusses the research design, research approach, area of study, population of the study, the sample size and sampling technique. It also presents the research instrument used for data collection, the administration of the instrument, data analysis technique and ends with a synoptic table of the study.

Research design

As cited by Tesfaye Boru, (2018), a research design is the "procedure for collecting, analysing, interpreting and reporting data in research studies" (Creswell & Plano Clark 2007). In other words, the research design sets the procedure on the required data, the methods to be applied to collect and analyse this data, and how all of this is going to answer the research question (Grey, 2014). Thus, A research design is the plan used to conduct a research study. It involves outlining the overall approach and methods that will be used to collect and analyse data in order to answer the research questions or test hypotheses. The design for this study is the quantitative, descriptive cross-sectional survey design. The research type is experimental because we want to get the meaning the participants give to their realities.

Area of Study

This study was carried out in the Central Services of the Ministry of Higher Education located in Mfoundi Division of the Center Region of Cameroon. A detailed presentation of this study area will be presented in the section that follows.

Presentation of the central services of the Ministry of High Education

The Ministry of Higher Education is a public institution which is in charge of tertiary education and professional training in Cameroon. According to decree n° 2012/433 of 01 October 2012 to organise the Ministry of Higher Education, this Ministry is headed by a Minister and is in charge of implementing and developing government policies and programmes in higher education. It studies and advises the government on ways to adapt the higher education system to national social and economic realities; particularly on the appropriateness of higher education in regards to the needs of the national economy. The Ministry works in partnership with both the public and the private sector.

The Ministry's headquarter is in Yaounde, Central Region and Political Capital of the country. The Ministry of Higher education is represented in the Regional and Divisions by the Universities and Private Institutions of Higher learning. The Ministry oversees the higher education or tertiary education and professional training in higher institutions of the country. For the Ministry to carry out its mission, the Minister is assisted by:

- A Private Secretary;
- Two (2) Technical Advisers;
- A General Inspectorate for Administration with three Inspectors;
- A General Inspectorate for Academic Affairs with four Inspectors;
- A Central Administration;
- External Services;
- Attached Services.

The Central Administration where this research work was carried out is headed by a Secretary General, a principal collaborator of the Minister, who follows up the functioning of the different Departments and receives instructions from the Minister. This decree in its section VI, article 9 presents the Central Administration as follows:

- SG-The General Secretariat;
- DDES-The Department for Higher Education Development;
- DCAA-The Department for the Coordination of Academic Affairs;
- DAUQ-The Department for University Accreditation and Quality;
- DAOU-The Department of Student Assistance and Welfare;
- DRCU-The Division for Research and University Cooperation;
- DPDSU-The Division for the Promotion of University Dialogue and Solidarity;
- DEPS-The Division for Studies, Prospection and Statistics;
- DAG-The Department of General Affairs.

Chapter I, article eleven (11) of this decree, outlines the Services attached to the General Secretariat as follows:

- DAJ-Division for Judicial Affairs;
- DSI-Division for Information and Communication;
- CELSUIVI-The Follow-up Unit;
- CELCOM-The Communication Unit;
- CELTRAD-The Translation Unit;

- SDACL-The Sub-Department of Reception, Mails and Liaison;
- SDDA-The Sub-Department of Documentations and Archives.

In the form of a diagram, the detailed organizational chart of the Ministry is here presented below for a clearer view:

Organizational Chart of the Ministry of Higher Education
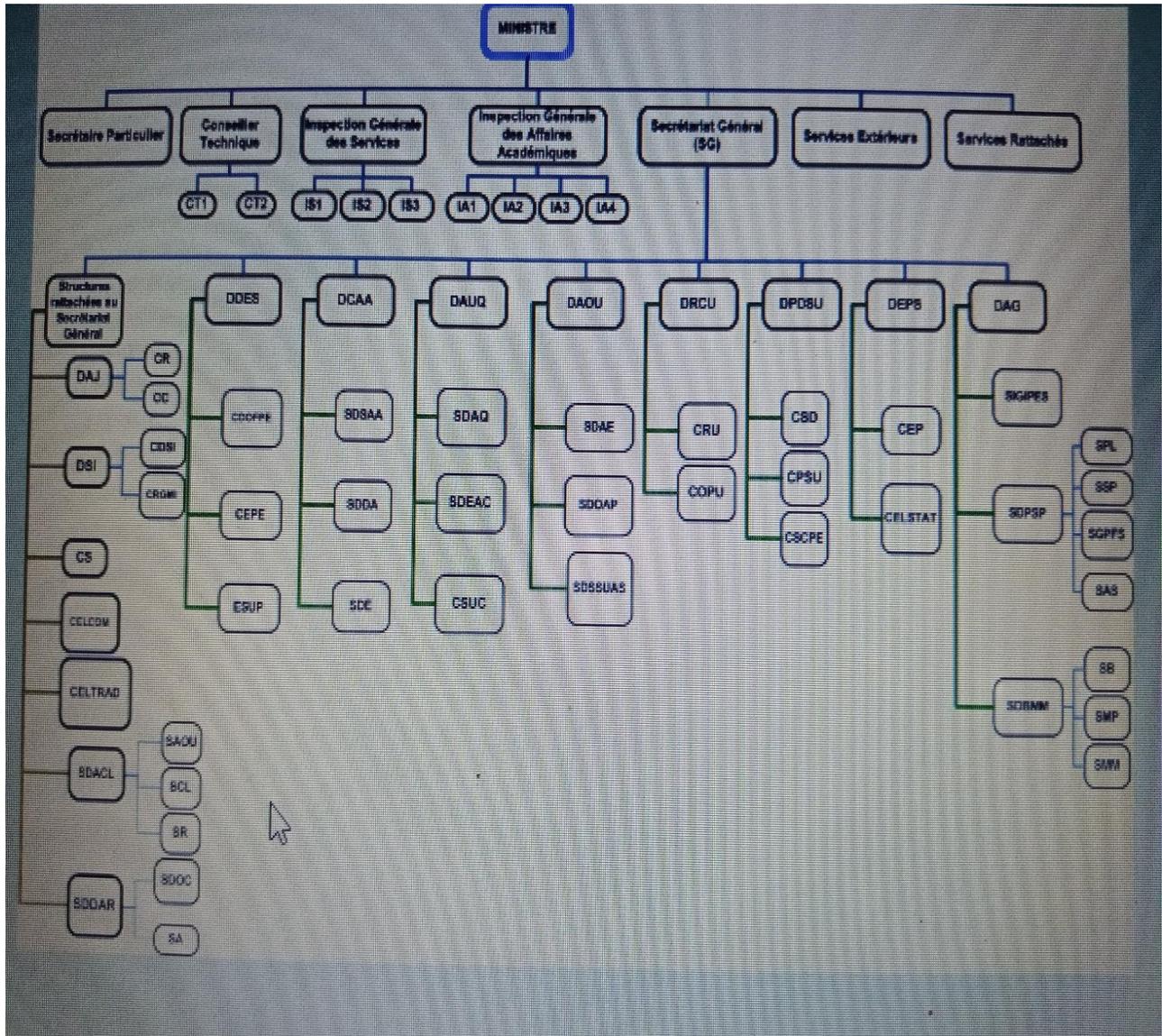
Source: www.minesup.gov.cm

Geographical localisation of the Ministry

The Ministry of Higher Education is an inter-ministerial building no 2, having 18 floor, situated adjacent to the Prime Minister's Office in Yaounde. It is sited on a gentle slope. The inter-Ministerial building is a host of three Ministries namely: MINSUP, MINFOF and MINCAF. The Ministry of Higher Education occupies floors number 9, 10, 13, 14, 15, and 16.

Administratively, the ministry is located in the Southern edge of the Yaounde II sub division, Mfoundi division of the Centre Region of Cameroon. It is at the Central Administrative quarter of Yaounde where many other State Institutions such as MINESEC, CAMPOST, MINFOPRA, MINPOSTEL are found.

Latitudinally, the Ministry of Higher Education is located at 3o51''N of the Equator and 11o30'' E of GMT. Climatically, the atmospheric condition of where MINESUP is located is typically that of the Guinean Equatorial climate, characterized by two raining and two dry season; (March-June and September-November for raining season) and December – February and July – August for dry season). Average annual temperature reaches 23oc while average annual precipitation reaches 2000mm. Looking at the location maps attached, one will notice that MINESUP is surrounded with green spaces behind, having typical equatorial rain forest of trees like Eucalyptus and Mangoes.

Population of Study

According to Satishprakash, (2020), Population refers to the set or group of all the units (individuals, organizations, events, objects, or items) on which the findings of the research are to be applied. In other words, population is a set of all the units, which possess variable characteristics under study and for which findings of research can be generalized. The population used in this study is all the staff of the Central services of the Ministry of Higher Education which was 566 from the Ministry's personnel database as of the date of this study (21st November 2023). This population is divided into target population, accessible population and sample population as illustrated in the diagram below.

Figure 2: Description of the population of study samples
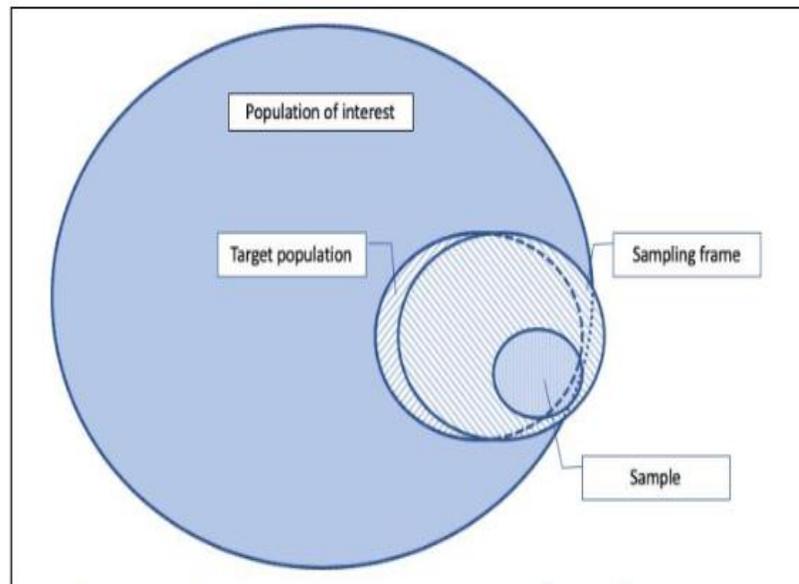
Source: Adapted from Casteel & Bridier, (2021:351).

Target population

Alvi described a target population, saying that: "a target population refers to all the members who meet the criteria specified for a research investigation" (Alvi, 2016) as cited by Mncedisi, (2022). He further attests that the target population corresponds to a portion of the population about which one intends to conclude, thus part of the population whose characteristics are an interest to the investigator. The target population for this study was the lower level staff of the central services of the Ministry of Higher Education (the support staff=65, Senior staff =347, Bureau heads = 29 and Service heads = 73) giving a total of 514.

Accessible population

The accessible population is reached after taking out all individuals of the target population who will or may not participate or who cannot be accessed at the study period (Bartlett et al., 2001). It is the final group of participants from which data is collected by surveying either all its members

or a sample drawn from it. The accessible population for this study was 485 participants as shown on the table below:

Table 2: Distribution of the accessible population

Category of the participants	Participants
Support Staff	62
Senior Staff	329
Bureau Heads	27
Service Heads	67
Total	**485**

Source: Fieldwork 2023.

Sample population

A part of a population that represents it completely is known as sample (Satishprakash, 2020).

The process of selecting a sample from a population is called sampling. A method used to select a sample is called sampling method. The sample population for this study constituted 214 participants which was determined according to the table proposed by Krejcie and Morgan (1970). This sample is presented on the following table per category:

Table 3: Sample population for the study

Category of participants	Participants	Effective participants
Support staff	42	40
Senior Staff	107	106
Bureau Heads	20	19
Service Heads	45	45
Total	**214**	**210**

Source: Fieldwork 2023.

In all, 214 questionnaires were distributed as per sample size. Out of the 214 questionnaires distributed, 210 were effectively answered and returned. They were made up of 40 Support staff, 106 Senior staff, 19 Bureau heads and 45 Service heads.

Sampling Technique

The sampling techniques applied in this research were the stratified random sampling and the simple random sampling. The strata included the four categories of Support Staff, Senior Staff,

Bureau Heads and Service Heads. The 214 participants to whom the questionnaires were distributed were randomly selected from the different categories to give the same opportunity to everybody from the stratas to participate and to avoid being biased.

Sampling criteria of Inclusion and Exclusion

Inclusion criteria: The inclusion criteria used for this study are explained below.

- These were criteria defined by the researcher to guide her throughout the research. They included: Being a lower level staff. This took into consideration their availability and willingness to respond to the questionnaires and due to the fact that they are those through whom staff commitment could be evaluated.
- Another inclusion criterion was that; the staff should have had at least three years' work experience.

Exclusion criteria: The exclusion criteria used for this study are explained below.

- Less than two years work experience
- Be a high-level staff due to their non-availability at the time of the research.

Sources of data

Two sources of data were identified for this study, namely a questionnaire and attendance sheets which are referred to as primary sources of data, and a literature review as secondary data. Secondary data is collected for the primary purpose of re-analysing the data, and has the advantage of compelling the researcher to be explicit about the underlying assumptions and theories pertaining to the data.

Primary source of data

In the present study, the primary data was obtained through the various questionnaire that was administered to the participants. This consisted of a questionnaire of close-ended questions, which was administered to the participants through the direct delivery mode. This instrument permitted us to collect first hand data which helped us in our judgements and declarations.

Secondary source of data

The secondary data in this study consisted of existing works which helps to throw more light on the problem studied. Secondary data are artefacts, objects, books, articles, magazines, newspapers, journals which provide a better understanding of the studied phenomenon. In the case of this study, books, articles, journals, dissertations, thesis, and books chapters serves as the secondary data in this study. This source of data was very essential in the course of this study as it helped us to explore what has been done so far on the studied problem.

Instrument of data collection

A research instrument, according to Trigueros, Juan and Sandoval (2017), is a tool that is used for collecting, measuring and analysing data in a survey. The instrument used for this study is a questionnaire. 'A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion' (Roopa & Rani, 2012). He says, a questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. As indicated in the preceding paragraphs, questionnaires were distributed to 214 lower level staff of the central services of the Ministry of Higher Education to collect quantitative data that provided statistical descriptions, relationships and analysis.

Presentation of instrument of data collection

The questionnaire for this study was divided into four parts. Part one introduces the researcher, part two were statements on the independent variable which covered the two modalities for Human Resource Management Practices that the researcher adopted for this study, namely: Training and development (Q1-Q5) and Performance Appraisal (Q6-Q10). Part three contained items on the dependent variable which is staff commitment (Q11-Q15), and part four was the demographic information(Q16-Q19). Each of the modalities of the dependent and the independent variables indicated above consists of five questions with a four-point scale to determine the extent to which the HRM Practices at the central Services of the Ministry of Higher Education affect Staff Commitment. The questionnaire was structured with the assistance of my supervisor and a statistician. Participants were requested to indicate their responses in a four-point Likert scale varying from SD=Strongly Disagree, D= Disagree, A=Agree to SA=Strongly Agree. The weighting

of the questionnaire ranges as follows; 4= strongly agree, 3= agree, 2= disagree and 1= strongly disagree.

Validity of instrument of data collection

According to MacMillan and Schumacher (2001), validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. The degree to which a questionnaire measures what it was intended to measure. In questionnaire we check four types of validity:

a. Content validity

b. Face validity

c. Criterion validity

d. Construct validity

Content and face validity were checked for the instrument for this research.

Content validity: Content Validity Refers to the extent to which a tool represents all aspects of a given social concept Roopa & Rani, (2012). After operationalizing the independent and dependent variables, the researcher used the modalities and indicators to construct the questionnaire, which was presented to the supervisor for correction. The research supervisor after corrections as expert, judged the content valid for pre-testing.

Face validity: After content validity was accepted, the researcher proceeded to check face validity. Roopa and Rani (2012) uphold that, Face Validity is an estimate of whether the item of a questionnaire seems to be appropriate, i.e. at face value are they getting the response in way the researcher aims to measure. This was done through a pre-test to 20 staff of the Ministry of Higher Education and appropriate corrections were done with the assistance of a statistician.

External validity: External validity refers to a situation whereby the population who answer a questionnaire correspond to the initial population for which the questionnaire was designed. In the case of this study, the researcher made sure that the data collection instrument was administered to

the initial population for which it was conceived. This was intended to facilitate the generalisation of the results of the findings on a bigger population.

Reliability of instrument of data collection

Reliability is used to assess the consistency of response from one time to another. Reliability, according to Silverman (2004), is the degree to which the findings of the research are independent of accidental circumstances. It is closely related to assuring the quality of field notes and guaranteeing the public access to the process of the publication of the research results. Joppe (2001) defines reliability as the extent to which results are consistent over time, and are an accurate representation of the total population under study. If the results of a study can be reproduced under a similar methodology, then the instrument is considered to be reliable. To check the reliability of the instrument, the corrected questionnaire was first administered to a group of 20 staff (5 support staff, 5 senior staff, 5 bureau heads and 5 service heads).

Table 4: Reliability test of data collection instrument

Items	Cronbach's alpha (N=20)	Number of items
Training and Development	0.899	5
Performance appraisal	0.902	5
Staff Commitment	0.927	5
Total	**0.9135**	**20**

Source: Fieldwork 2023

Based on the alpha Cronbach reliability test results above with a value of 0.9135, it shows that the research instrument is highly reliable and can be administered to the sample population. This also means that the results of this study will be consistent over time, and will be an accurate representation of the total population under study.

Technique of data analysis

Satishprakash (2020) says, generally, inferential statistics is used in quantitative type of educational, psychological and sociological researches. For that, research is carried out on selected sample and the results are generalized on a large or entire group of targeted subjects. Such a group

is called population in research. The researcher opted for the regression analysis, more precisely the simple linear regression test as the statistical test. This is justified by the fact that the researcher sets out as objective to analyse the degree of the link between the dependent and the independent variables. The data analysis technique used for this research was descriptive and inferential statistics. Descriptive in that, the responses collected through the questionnaires were presented on tables in the form of percentages and frequencies and inferential statistics was used for the testing of hypotheses. A computer programme called Statistical Package for Social Sciences (SPSS version 22) was used to analyse data and the simple linear regression was used to establish the degree of relationship that exists between the independent and the dependent variables.

Descriptive statistics

Descriptive statistics is a statistical test which consists of analysing and presenting the results in percentages and frequency distribution. The purpose for using descriptive statistics was to present the various responses of the participants. In the present study, the descriptive statistics was therefore used to present the percentages and frequency distributions of the respondent's responses.

Inferential statistics

In the present study, inferential statistics was used to test the various research hypotheses. The purpose for using inferential statistics was to facilitate the testing of the hypotheses of the study. The inferential statistics permitted us to either accepts or rejects the hypotheses of the study at the end of which conclusions were drawn. The inferential statistics test that was used for this study was the simple linear regression test.

Ethical consideration

The current study was subject to certain ethical issues. Clough and Nutbrown (2002) comment with regard to ethics in research that, in order for researchers to understand, they must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects" feeling worlds, whether these worlds are congenial to them or repulsive. They must confront the duality of represented and experienced selves simultaneously, both conflicted, both real." In concert with Clough and Nutbrown's view above, it follows that in planning this research, the researcher had to take into consideration, and protect the feelings, welfare, and rights of the participants.

The respondents were asked whether they want to answer or not, the animosity of respondents was guaranteed. The principle of voluntary participation was explained to the respondents. The principle of informed consent was attached to the questionnaires and verbally explained. Both principles entailed explaining the research process and its purposes to the participants. Respondents were assured that their names and the names of their structures were not required. This aspect includes the principle of trust in which the researcher assured the participants that their trust would not be exploited for personal gain or benefit, but strictly for academic purposes.

Identification of variables

Nwankwo and Emunemu (2014) as quoted by Abiodun (2017) defines a variable as something that varies or changes in value according to situations or how treated. Best and Kaln (1986) equally opined that variables are the conditions or characteristics that the experimenter manipulates, controls or observes as cited by Abiodum, (2017). A variable can be E, F, G, sex, attitude, age, experience, teaching method among others (Aderounmuand Duyilemi, 1988). In a bid to solve a given problem, the researcher in an experimental research focuses on causal relationships, manipulates a variable so as to see its effect(s) on another variable. The manipulated variable is referred to as the independent variable while the variable which is expected to be affected by the manipulation is called the dependent variable (Abiodun 2017). The independent variable for this study is Human Resource Management Practices and the dependent variable being staff commitment.

Independent variable

An independent variable is also known as a predictive variable in a research work. It is the cause variable. It is the variable that can be manipulated to understand the dependent variable. In the present study, the independent variable is Human Resource Management Practices. The modalities of the independent variable are training and development and performance appraisal.

Dependent variable

In a research work, a dependent variable is known as the effect variable. The dependent variable exists because of the influence of the independent variable. It is commonly known as the constant variable since it cannot be manipulated. In the case of this study, the dependent variable is staff commitment.

Table 5: Synoptic Table For The Research Work

General Hypothesis	Specific Hypotheses	Modalities	Indicators	Items	Dependent Variable	Modalities	Items	Instrument of data collection	Technique for data analysis
There exists a significant link between Human Resource Management Practices and staff commitment in the Central Services of the Ministry of Higher Education.	There exists a significant link between Training and Development and staff commitment in the Central Services of the Ministry of Higher Education.	Training and Development	- Job rotation - coaching - workshops and conferences - seminars - melioration of work	Q1-Q5	Staff commitment	SD=Strongly Disagree D=Disagree A=Agree SA=Strongly Agree.	Q11-Q15	Questionnaire	Inferential and descriptive Statistical
	There is a significant relationship between Performance Appraisal and staff commitment in the Central Services of the Ministry of Higher Education.	Performance Appraisal	-Standardized appraisal system -Biased reward to outstanding staff - Enmity amongst colleagues- praises for a job well done - Criteria used to reward staff	Q6-Q10	Staff commitment				

Source: Fieldwork 2023.

Summary

This chapter has focused on the research design and methodology that underpin this study. The researcher used a quantitative, descriptive survey design. A questionnaire was administered by the researcher herself to collect the data from a convenient sample of 214 subjects made up of support staff, senior staff, bureau heads and service heads. The questionnaire had closed questions. Consent was obtained from the subjects themselves. Anonymity, and confidentiality were ensured during administration of the questionnaires. Questionnaires were distributed to subjects to ensure validity. Reliability and validity were further increased by pretesting the questionnaire. This chapter described the research methodology, including; the population, sample, data collection instruments as well as strategies used to ensure the ethical standards, reliability and validity of the study. The next chapter which is Chapter 4, will describe and analyse the data elicited from the questionnaires.

CHAPTER FOUR:
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

Data Analysis, Presentation and Interpretation of Results

The present chapter is known as the analysis of data, presentation and interpretation of the results of the findings. The results are presented in tables. The chapter focusses on the presentation of the descriptive statistics and inferential statistics of the study. The descriptive statistics presents the results in tables with respect to the frequencies, percentages, mean and standard deviation of each of the variables of the study. Descriptive statistics starts with the demographic variables which are sex, age, position occupied, and number of years in the ministry. This is followed by the presentation of descriptive statistics on the modalities of the independent variables such as training and development, performance appraisal and working conditions. The descriptive statistics ends with the presentation of the results of the dependent variable. The second part of the analysis focusses on the testing of hypotheses through the inferential statistics. Here, the hypotheses were tested thanks to the simple linear regression analysis. The last part of this chapter focusses on the interpretation of the results of the analysis.

Descriptive statistics

This section presents the results of the descriptive statistics of the study. It starts with the presentation of the demographic variables such as age, sex, position occupied, and number of years in the institution. The second part presents the descriptive statistics on the independent variable of the study (training and development, performance appraisal and working conditions). The last part of the descriptive statistics presents the results of the findings on the dependent variable (staff commitment).

Descriptive statistics on the background information of the participants

This section focusses on the presentation of the results of the findings related to the background or the demographic information of the participants. A total of four variables are considered. These are; gender, age, position occupied, and longevity in service.

Table 6: Age of the participants

		Frequency	Percentage
	15-25	19	9.0
	26-35	69	32.9
Valid	36-45	112	53.3
	46-55	10	4.8
	Total	210	100.0

Source: Field work 2023.

The table above presents the results of the findings related to the age of the participants. The age ranges from 15 years to 55 years. The table show that a good number of the participants (112) are between 36 to 45 years old, giving a percentage of 53.3%. The table also reveal that 69 of the participants (32.9%) are between 26 to 35 years. The table equally show that 19 of the participants (9%) falls within the age range of 15 to 25 years, meanwhile 10 of the participants (4.8%) are found to be between 46 to 55 years old. It can be noted that majority of the participants falls under the age range of 36 to 45 years while the minority of the participants falls within the age range of 46 to 55 years old.

Table 7: Gender of the participants

		Frequency	Percentage
	Male	103	49
Valid	Female	107	51
	Total	210	100.0

Source: Fieldwork 2023

The table above correspond to the results of the findings related to the gender of the participants. It is reveal that majority of the participants are female (107) which give a percentage of 50.9%. It is also reveal in the table that the male participants account for 103 participants, making a percentage of 49.1%. This implies that in terms of quantity, there is a slight difference between the male and the female participants. This slight difference in number did not affect the reliability of the results of this study.

Table 8: Position occupied by the participants

		Frequency	Percentage
	Support Staff	40	19
	Senior Staff	106	50.5
Valid	Bureau Head	19	9
	Service Head	45	21.5
	Total	210	100.0

Source: Fieldwork 2023

The table above presents the findings related to the position or status of the participants. It reveals that a good number of the participants (106) are Senior Staff, corresponding to 50.5%.

Also, a total of 45 participants are Service Heads, giving us 21.5%. Again, a total of 40 participants are Support staff, corresponding to 19%, meanwhile a total of 19 participants are Bureau Heads, corresponding to 9%. As such, majority of the participants of the study therefore are Senior Staff while the minority is constituted of Support Staff.

Table 9: Longevity in service

		Frequency	Percentage
	1-10 years	33	15.7
	11-20 years	88	41.9
Valid	21-30 years	79	37.6
	31-40 years	10	4.8
	Total	210	100.0

Source: Fieldwork 2023

The table above presents the findings related to the longevity in service of the participants. Majority of the participants (88) admitted to be between 11 to 20 years of experience in the institution, amounting to 41.9%. Also, a total of 79 of the participants admitted to be between 21 to 30 years' experience in the institution corresponding to a percentage of 37.6%. Again, a total of 33 participants admitted to be in between 1 to 10 years' longevity in the ministry giving a percentage of 15.7%. A minority of the participants (10) admitted to be in between 31 to 40 years of experience or longevity in the ministry corresponding to 4.8%. The fact that majority of the participants of the study have at least 10 or 11 years of experience proves the reliability and validity of the results of the present study.

Descriptive statistics on the independent variable of the study

The present section presents the results of the findings related to the independent variable of the study. This focuses on the various modalities of the study. The findings of the sub variables of the independent variable were presented in this section. This includes; training and development, performance appraisal and working conditions.

Table 10: Presentation of descriptive statistics on training and development

No	Items	N	SA		A		D		SD		Mean	Std deviation
			f	%	f	%	f	%	f	%		
1	Job rotation is practiced at my work place	210	64	30.5	130	61.9	8	3.8	8	3.8	3.1905	.67908
2	I receive coaching from elderly colleagues	210	80	38.1	113	53.8	8	3.8	9	4.3	3.2571	.72585
3	We always attend workshops and conferences at my work place	210	8	3.8	15	7.1	184	87.6	3	1.4	2.1333	.47050
4	We always attend capacity building seminars at my workplace.	210	130	61.9	60	28.6	13	6.2	7	3.3	3.4905	.75925
5	The training I receive at my workplace helps me to ameliorate my work	210	160	76.2	27	12.9	13	6.2	10	4.8	3.6048	.80725
	Valid N (listwise)	210									**3.13524**	**0.13049**

Source: Fieldwork 2023

The table above presents the data on the effect of training and development on staff commitment at the central services of the Ministry of Higher Education. In all, a total of five items were designed to measure the impact of training and development on staff commitment. As such, in the first item under training and development, 64 participants (30.5%) strongly agree, 130 of them (61.9%) agree, 8 of them (3.8%) disagree, while 8 of the participant (3.8%) strongly disagree to the statement. In the second item, 80 (38.1%) of the participants strongly agree, 113 (53.8%) of them agree, 8 (3.8%) of the participants disagree and 9 (4.3%) strongly disagree to the statement. In the third item, 8 participants (3.8%) in the study strongly agree, 15 of them (7.1%) agree, 184 of the participants (87.6%) disagree and 3 (1.4%) strongly disagree

to the statement. In the fourth item under training and development, 130 of the participants (61.9%) strongly agree, 60 of them (28.6%) agree, 13 of them (6.2%) disagree while 7 of the participants (3.3%) strongly disagree to the statement. In the fifth item, 160 of the participants (76.2%) strongly agree, 27 of them (12.9%) agree, 13 of them (6.2%) disagree while 10 of the participants (4.8%) strongly disagree on the statement. Among the 5 items that were designed to measure the effect of training and development on staff commitment, all the elements have a mean of more than 2.5 which means that they agree with the statements. This therefore means that, the provision of training and development opportunities such as job rotation, workshops, seminars, on service training, promotions and transfers will contribute largely to staff commitment at the central services of the Ministry of Higher Education. Thus, it is important for the top management to pay maximum attention to training and development of employees in the institution.

Table 11: Presentation of the descriptive statistics on performance appraisal

No	Items	N	SA		A		D		SD		Mean	Std deviation
			f	%	f	%	f	%	f	%		
1	There is a standardized appraisal system at my workplace.	210	44	21.0	27	12.9	123	58.6	16	7.6	2.4714	.90804
2	The reward to outstanding staff at my work place is biased.	210	8	3.8	142	67.6	53	25.2	7	3.3	2.7190	.58866
3	The award system creates enmity amongst colleagues.	210	14	6.7	139	66.2	38	18.1	19	9.0	2.7048	.72447
4	When I am praised for a job well done, I put in more effort.	210	141	67.1	37	17.6	18	8.6	14	6.7	3.4524	.90724
5	I know the criteria used to reward outstanding staff	210	33	15.7	9	4.3	138	65.7	30	14.3	2.2143	.87866
	Valid N (listwise)	210									**2.71238**	**0.14117**

Source: Fieldwork 2023

The table above presents the data on the effect of performance appraisal on staff commitment at the central services of the Ministry of Higher Education. In all, a total of five items were designed to measure the impact of performance appraisal on staff commitment. As such, in the first item under performance appraisal, 44 participants (21%) strongly agree, 27 of them (12.9%) agree, 123 of them (58.6%) disagree, while 16 of the participant (7.6%) strongly disagree to the statement. In the second item, 8 (3.8%) of the participants strongly agree, 142 (67.6%) of them agree, 53 (25.2%) of the participants disagree and 7 (3.3%) strongly disagree to the statement. In the third item, 14 participants (6.7%) in the study strongly agree, 139 of them (66.2%) agree, 38 of the participants (18.1%) disagree and 19 (9%) strongly disagree to the statement. In the fourth item under performance appraisal, 141 of the participants (67.1%) strongly agree, 37 of them (17.6%) agree, 18 of them (8.6%) disagree while 14 of the participants (6.7%) strongly disagree to the statement. In the fifth item, 33 of the participants (15.7%) strongly agree, 9 of them (4.3%) agree, 138 of them (65.7%) disagree while 30 of the participants (14.3%) strongly disagree on the statement. Among the 5 items that were designed to measure the effect of performance appraisal on staff commitment, all the elements have a mean of more than 2.5 which means that they agree with the statements. This therefore means that, the act of appraising the performance of staff such as rewards, compensations, promotions etc. will contribute largely to staff commitment at the central services of the Ministry of Higher Education. Thus, it is important for the top management to pay maximum attention to performance appraisal system in the institution.

Table 12: Presentation of descriptive statistics on staff commitment

No	Items	N	SA		A		D		SD		Mean	Std deviation
			f	%	f	%	f	%	f	%		
1	I am always excited to go to work.	210	40	19.0	158	75.2	7	3.3	5	2.4	3.1095	.55545
2	I always treat all the files given to me on time.	210	119	56.7	57	27.1	22	10.5	12	5.7	3.3476	.88481
3	When I am at work, I often do not realize how quickly the day went by	210	25	11.9	30	14.3	142	67.6	13	6.2	2.3190	.76284
4	I always want to give my best whenever I'm at work	210	44	21.0	136	64.8	21	10.0	9	4.3	3.0238	.69475
5	I usually reach my office at the required time (7:30am).	210	11	5.2	30	14.3	160	76.2	9	4.3	2.2048	.59582
	Valid N (listwise)	210									**2.8009**	**0.13216**

Source: Fieldwork 2023

The table above presents the data on the dependent variable (staff commitment). In all, a total of five items were designed to measure the rate of staff commitment at the central services of the ministry of higher education. As such, in the first item under staff commitment, 40 participants (19%) strongly agree, 158 of them (75.2%) agree, 7 of them (3.3%) disagree, while 5 of the participant (2.4%) strongly disagree to the fact that they are always excited to go to work. In the second item, 119 (56.7%) of the participants strongly agree, 57 (27.1%) of them agree, 22 (10.5%) of the participants disagree and 12 (5.7%) strongly disagree to the statement that they always treat the files given to them on time. In the third item, 25 participants (11.9%) in the study strongly agree, 30 of them (14.3%) agree, 142 of the participants (67.6%) disagree and 13 (6.2%) strongly disagree to the statement that when they are at work, they often do not realise how quickly time goes. In the fourth item under working conditions, 44 of the participants (21%) strongly agree, 136 of them (64.8%) agree, 21 of them (10%) disagree while 9 of the participants (4.3%) strongly disagree to the statement that they always want to give their best whenever they are at work. In the fifth item, 11 of the participants (5.2%) strongly

agree, 30 of them (14.3%) agree, 160 of them (76.2%) disagree while 9 of the participants (4.3%) strongly disagree to the statement that they usually arrived at the office at 7:30 am. Among the 5 items that were designed to measure the rate of staff commitment, only two of the elements have a mean of below 2.5 but with a cut-off mean of above 2.5 which means that they agree with the statements. This therefore means that, staff commitment at the ministry can be enhanced by improving on training and development, performance appraisal and working conditions of the staff. Thus, it is important for the top management to pay maximum attention to these variables to improve on staff commitment in the institution.

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researcher has produced scatterplots of the relationships between the different IVs, namely Training and Development and Performance Appraisal towards Staff Commitment.

Table 13: Pearson's Correlation Coefficient Table between variables

	Training and Development	Performance appraisal	Staff Commitment
Training and Development			
Performance appraisal	.994**		
Staff Commitment	.914**	.947**	
Mean	3.13524	2.71238	2.8009
Standard Deviation	0.13049	0.14117	0.13216
N	210	210	210

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

Source: Fieldwork, 2023

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researcher has conducted a correlation analysis whose main results are displayed in Table 15. Outcomes show that Training and Development and Performance Appraisal are significantly correlated with Staff Commitment.

Concerning the strength of relationship, the IVs of the nature of training and development and performance appraisal, (Pearson's r (210) = .994, p < .01), training and development, and Staff Commitment (Pearson's r (210) = .914, p < .01), Performance appraisal, and Staff Commitment (Pearson's r (210) =. 947, p < .01). Hence, from the correlation analysis, it can be concluded that all three measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Inferential statistics

According to Henk Van Elst (2019), Inferential statistics is used to estimate the plausibility or likelihood of hypotheses given the observational evidence. In other words, Inferential statistics is used to draw conclusions and make inferences after analysing data collected in a survey. It includes hypotheses tests and estimation to make comparisons and predictions and draw conclusions that will serve populations based on sample data. The inferential statistical test used in this study is the simple linear regression.

Regression Analysis

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.2 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations (r > 0.9) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square ($X2$) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are

multivariate outliers, the critical X2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Casewise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 5.655), the Cook's distance produced a maximum value of 0.59. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the three independent predictors (Training and development, Performance appraisal and working condition) to predict Staff Commitment was used to verify each research hypothesis. The adjusted R2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Regression analysis enables the researcher to predict the specific value of one variable when we know or assume values of the other variable(s)' (Cohen and Holliday, 1996). It is a way of modelling the relationship between variables. In our case simple linear regression was used, the model includes one explanatory variable (the independent variable) and one explained variable (the dependent variable).

Hypothesis One Test

Effect of training and development on staff commitment

To understand the effect of training and development on staff commitment, we first of all formulate the alternative and the null hypothesis.

Ha: Training and development significantly influence staff commitment at the central services of the ministry of higher education.

H0: Training and development does not significantly influence staff commitment in the central services of the ministry of higher education.

All the tables below present the linear regression test that was carried out to understand the effect of training and development on staff commitment at the central services of the ministry of higher education. The synthesis and interpretation of the data in these tables are presented as follows.

Table 14: Model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.914[a]	.836	.835	.25282

a. Predictors: (Constant), Training and Development

b. Dependent Variable: Staff Commitment

Figure 3: Simple scattered plot of training and development by staff commitment

Simple Scatter of Training and Development by Staff Commitment

Source: fieldwork 2023

In the table of model summary above, here the Adjusted R square is 0.835, and this shows that in the regression model that we have constructed, the independent variable (Training and Development) accounts for 83.5 per cent of the variance in the dependent variable (Staff Commitment), which is high, i.e. our regression model is robust. Muijs (2004) suggests that, for a goodness of fit from an Adjusted R square. This means that training and development has a positive impact on staff commitment.

Table 15: Analysis of Variance (ANOVA)

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.865	1	67.865	1061.776	.000ᵇ
	Residual	13.295	208	.064		
	Total	81.160	209			

a. Dependent Variable: Staff Commitment

b. Predictors: (Constant), Training and Development

Source: Fieldwork 2023

ANOVA results show that the linear regression F test has rejected the null hypothesis that Training and Development does not have a statistically significant effects on Staff Commitment. In other words, R2= 0, with $F_{(1, 208)} = 1061.776$, p= .000, the test is highly significant. Thus, we can assume that Training and Development has a significant influence on Staff Commitment at p=.000 in our model. The results above thus demonstrate that training and development is a positive and strong predictor of staff commitment at the central services of the ministry of higher education since they are linearly related.

Table 16: Coefficient value

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.231	.095		2.442	.015
	Training and Development	.967	.030	.914	32.585	.000

a. Dependent Variable: Staff Commitment

Source: Fieldwork 2023

The regression equation showed a significant relationship between Training and Development as a predictor of Staff Commitment scores (t = 32.585, p < 0.000). The Standardize Coefficients Beta (β) tells us, that for every standard deviation unit change in Training and development, staff commitment will rise by .914(91.4 per cent) of one standard deviation unit. This therefore means that training and development has a significant effect on staff commitment at the central services of the ministry of higher education. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that training and development has a significant effect on staff commitment at the central services of the ministry of higher education.

Hypothesis Two Test

Effect of performance appraisal on staff commitment

To understand the effect of performance appraisal on staff commitment, we first of all formulate the alternative and the null hypotheses.

Ha: Performance appraisal has a significant effect on staff commitment at the central services of the ministry of higher education.

H0: Performance appraisal has no significant effect on staff commitment at the central services of the ministry of higher education.

All the tables below present the linear regression test that was carried out to examine the effect of performance appraisal on staff commitment at the central services of the ministry of higher education. The synthesis and interpretation of the data in these tables is presented as follows.

Table 17: Model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947[a]	.897	.896	.20079

a. Predictors: (Constant), Performance appraisal

b. Dependent Variable: Staff Commitment

Figure 4: Simple scatter plant of performance appraisal by staff commitment
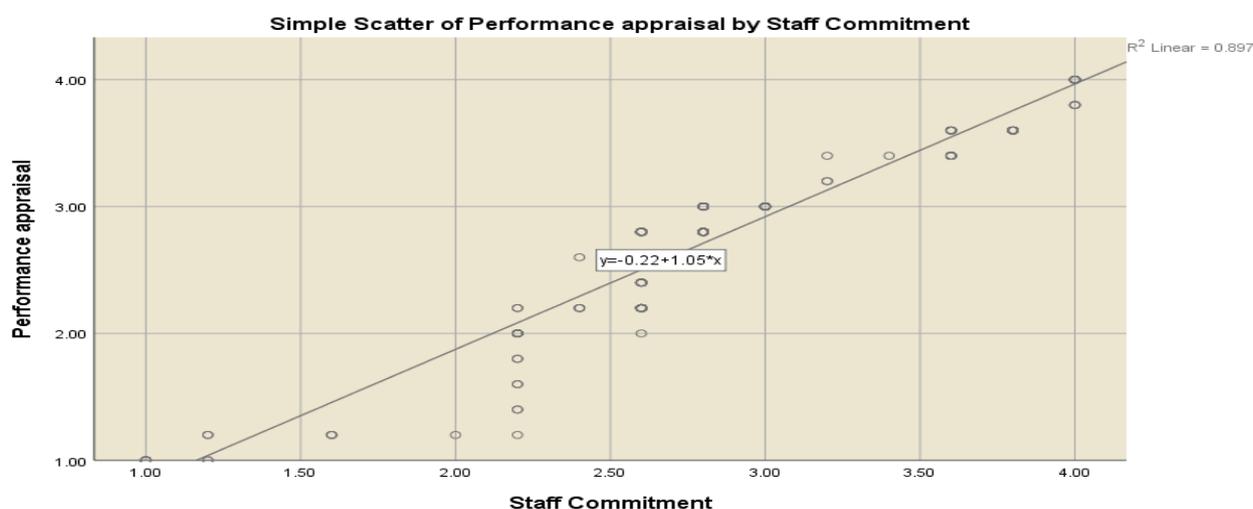
Source: Fieldwork 2023

In the table of model summary above, the Adjusted R square is 0.896, and this shows that in the regression model that we have constructed, the independent variable (Performance Appraisal) accounts for 89.6 per cent of the variance in the dependent variable (Staff Commitment), which is high. This means that Performance Appraisal has a positive impact on staff commitment.

Table 18: Analysis of variance table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.774	1	72.774	1805.003	.000[b]
	Residual	8.386	208	.040		
	Total	81.160	209			

a. Dependent Variable: Staff Commitment

b. Predictors: (Constant), Performance appraisal

Source: Fieldwork 2023

ANOVA results show that the linear regression F test has rejected the null hypothesis that Performance Appraisal does not have a statistically significant effects on Staff Commitment. In other words, R2= 0, with $F_{(1, 208)} = 1805.003$, p= .000, the test is highly significant. Thus, we can assume that performance appraisal has a significant influence on Staff Commitment at p=.000 in our model. The results above thus demonstrate that performance appraisal is a positive and strong predictor of staff commitment at the central services of the ministry of higher education since they are linearly related.

Table 19: Coefficient value

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.475	.056		8.407	.000
	Performance appraisal	.858	.020	.947	42.485	.000

a. Dependent Variable: Staff Commitment

Source: Fieldwork 2023

The regression equation shows a significant relationship between performance appraisal as a predictor of Staff Commitment scores (t = 42.485, p < 0.000). The Standardize Coefficients Beta (β) tells us, that for every standard deviation unit change in performance appraisal, staff commitment will rise by .947(94.7 per cent) of one standard deviation unit. This therefore means that performance appraisal has a significant effect on staff commitment at the central services of the ministry of higher education. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that performance appraisal has a significant effect on staff commitment at the central services of the ministry of higher education.

Hypotheses	Regression weight	Coefficient (β)	Adjusted R^2 %	P value	Results
Ha1	TD $\longrightarrow$ SC	0.914	83.5	0.000	Ha retained
Ha2	PA $\longrightarrow$ SC	0.947	89.6	0.000	Ha retained

Based on the table above, performance appraisal (PA) is the most predictive variable with a β value of 0.947 (94.7%) and then training and development (TD) with a β value of 0.914 (91.4%). From these results, we can draw a conclusion that Human Resource Management Practices have a significant impact on Staff Commitment at the central services of the Ministry of Higher Education thereby retaining our alternative hypothesis and rejecting the null hypothesis.

Interpretation of the results of the findings

Hypothesis one

Our first objective was to assess the link that exists between Training and Development and staff commitment in the Central Services of the Ministry of higher Education. The researcher verified the hypothesis for this objective using the simple linear regression, which indicated that the independent variable (training and development) influences staff commitment by 83.5%. The linear regression coefficient indicated that training and development at a constant of zero, staff commitment will be at 91.4%. This means that, when the employee receives a good and sufficient training and development program, it can actually boost the employee commitment at the workplace. Thus, Human Resource Managers of every organisation and the central services of the Ministry of Higher Education in particular, should give both on the job and off the job training opportunities like seminars, conferences, workshops, mentoring and further studies respectively to their employees to better equip them for their jobs. When employees feel prepared for challenges, they are more likely to complete tasks efficiently and effectively. This is because the more the employee receives training and development program, they will actually gain more consciousness on how they would do for their organization to achieve its success and they will help the organisation to run more smoothly. Furthermore, when team members feel that the organisation is investing in their careers, they are more likely to stay. In addition, when organisations provide employees with training opportunities, they boost employee loyalty and job satisfaction hence commitment. This is in congruent with extant literatures that supported the notion that training and development had positively impacted employees' commitment towards the organization.

$F (1, 208) = 1061.776$, p = .000, the test is highly significant. Thus, we can assume that Training and Development has a significant influence on Staff Commitment at p=.000 in our model. The results above thus demonstrate that training and development is a positive and strong predictor of staff commitment at the central services of the ministry of higher education since they are linearly related.

Hypothesis two

The second objective for this research work was to investigate the relationship that exist between Performance Appraisal and staff commitment in the Central Services of the Ministry of higher Education. The researcher verified this investigated using the simple linear regression,

which indicated that the independent variable (performance appraisal) influences staff commitment by 89.6%. The linear regression coefficient indicated that performance appraisal at a constant of zero, staff commitment will be at 94.7%. An evaluation of the employees of an organisation gives the managers an opportunity to have an up-to date information regarding their employees, enabling them to provide feedback that is more accurate. This will reduce bias in rewarding or compensating their staff for hard work. This will also give the staff the zeal to work harder and to work effectively and efficiently because he /she knows what reward awaits him for a job well done. This means that, an objective evaluation of employee's performance at the central services of the Ministry of higher education will positively affect the commitment of the workers. This implies that the more the performances of employees are evaluated based on established standards (objective evaluation), the more the employees increase their commitment to their job. Indeed, managers also need to investigate the causes of the poor performance of those staff that are lagging behind. In their effort to increase staff commitment through performance appraisal, they could find other variables that are affecting the level of commitment. Directors at the central services of the MINESUP should ensure that performance criteria are clearly spelt against which staff at any level of the ministry is appraised to ensure objectivity in the assessment process. They are also expected to promote the positions of staff based on considerations of experience, longevity, abilities (ability), and the conditions that have been met. For example, by giving promotions to employees who have achieved certain targets that have been set by the hierarchy, so it can be said that they are eligible to get promotions at work. Thus, employees' performance based on clear standards sets plans for his/her development.

F (1, 208) = 1061.776, p = .000, the test is highly significant. Thus, we can assume that Performance Appraisal has a significant influence on Staff Commitment at p=.000 in our model. The results above thus demonstrate that Performance Appraisal is a positive and strong predictor of staff commitment at the central services of the ministry of higher education since they are linearly related.

Summary

This chapter dealt with data analysis, presentation and interpretation of the results of the analysis. It used descriptive and inferential statistics. The hypotheses were tested using the simple linear regression analysis. After the testing of the two hypotheses, the results obtained from the collected data revealed that, all two hypotheses were accepted meaning they are all statistically significant. Thus, Training and Development and Performance appraisal all have a

significant impact on staff commitment. Therefore, they are all essential factors to which Human Resource Managers must pay kin attention. The absence of a proper management of these elements, will lead to an automatic lack of commitment of the staff at their workplace thereby affecting the productivity of the organisation. The next chapter, that is, Chapter 5 will discuss the results of these findings with respect to other authors and relevant theories.

CHAPTER FIVE:
DISCUSSIONS OF FINDINGS AND CONCLUSION

Discussions of Findings and Conclusion

This chapter will discuss the results of the findings with respect to the views of other authors and relevant theories. It will also bring out some recommendations for further studies and hence state the difficulties encountered by the researcher in the course of carrying out this research.

Discussions of Findings

Objective one

The first objective of this study was to assess the link that exists between Training and Development and staff commitment in the Central Services of the Ministry of higher Education. The researcher found out from the results obtained that, training and development has a significant effect on staff commitment at the central services of the ministry of higher education. This result is in line with the results of (Egwu et al, 2022) carried out on construction workers' commitment in Ondo state Olughu, which found out that workers remain more committed to their work based on their level of training and retraining. Oboma (2022) also reports in his article titled Human Resources Management Practice and Employee Commitment in Oil and Gas Servicing Firms in Rivers State that training significantly influenced worker commitment, including emotional, normative, and continuous commitment. Training is one of the activities that improves the capabilities and skills of both current and future workers, according to Zuelv (2003) as cited by Oboma. This assertion was consistent with that of Khulida and Tanfee (2015).

On the other hand, although previous studies indicated that training and development was positively correlated with career commitment, the study of (Irving et al., 1997; Meyer et al., 1993; Tomlinson, 2002) found opposite result. The regression results (Table 3) indicated that employees who have higher perception of training and development are likely to express lower level of career commitment. This could be explained by the fact that examined company had offered variety of training and development programs to employees, but employees faced difficulty to transfer what they had learned into practice. Hence, employees had perception that the skills and knowledge learned from the training and development programs did not guarantee their career commitment towards the organization.

The result of this study also matches with the human capital theory of Garry Becker which is based on the assumption that the acquisition of skills, attitudes, abilities, and aptitudes,

have a significant impact on an individual` life and career. He argued that expenditure in education and training is not wastage or misuse of resources but an investment, which is expected to yield return over a given period of time. Training and development enhances the performance of workers at workplace and thus enhancing the overall rate of production and performance in the organisation. Becker`s human capital theory therefore, backs up the results of this study as it permits us to understand how the provision of training and growth opportunities by the top management to the workers at the workplace enhances employee`s commitment at workplace.

Objective two

The second objective of this research was to investigate the relationship between Performance Appraisal and staff commitment in the Central Services of the Ministry of higher Education. After investigation and testing of hypothesis, it was found out that Performance appraisal has a significant impact on staff commitment at the central services of the ministry of higher education. The result of this study is in line with a study conducted by Nasurdin et al. (2008) on 214 employees of Malaysian manufacturing sector, which showed that performance appraisal has a positive relationship with organizational commitment. It also concords with the work of Munir, Aziz & Muhammad (2013) conducted on fairness of performance appraisal and organizational commitment through a survey on 425 emfployees of government agencies. This study was conducted to examine the perception of public servants towards the fairness of performance appraisal and its effect on organizational commitment. The findings show that perceived fairness of performance appraisal has influenced their commitment towards organization through the mediating factor of satisfaction. Therefore, they concluded that, to make performance evaluation to be more effective in influencing organizational commitment, satisfaction of the civil servants as well as fair performance management within the organization should be given priority. This also corroborate with the results of Ramous, Lavish, Zipporah & Isaac (2016) when they examined the impact of performance appraisal on employee's job satisfaction and organizational commitment which revealed that employees' job satisfaction is positively related to and impacted by fairness in the appraisal system, linking appraisals with promotion, clarity of roles and feedback about their performance. This assertion also ties with that of Neha & Himanshu (2015) who carried out a study on the impact of performance appraisal on organizational commitment and job satisfaction, and the results indicated that employees who were satisfied with the performance appraisal system of their organization were also satisfied with their job and were committed to their organization. The

general view upholds that performance appraisal has a positive relationship with staff commitment which means that, Human Resource Managers need to pay a kind attention to the appraisal system of their organisation to obtain an optimal commitment from the staff.

Recommendations/Suggestions

This part is reserved for recommendations and suggestions to the Ministry of Higher Education and to the staff of the central services of the Ministry of higher education.

To the Human Resource Manager at the central services of the Ministry of higher education

Concerning Training and Development:

✓ In order to improve Staff commitment in MINESUP with respect to training and development, the Human Resource Manager and the other management staff the central services of MINESUP should institute more training programs both on the job and off the job training opportunities like seminars, workshops and coaching. This has been proven by the result of this research work that any effort put into training will yield fruits at the level of commitment.

✓ The HRM director should give the opportunity to everyone who wants to further his/her study to do so. The higher their level of education, the higher their level of confidence and competence in the execution of their tasks.

About Performance appraisal:

✓ Directors at the central services of the MINESUP should clearly spell out performance appraisal criteria to ensure objectivity in the assessment process.

✓ They are also expected to promote the positions of staff based on considerations of experience, longevity, abilities, qualification and certain conditions that have been met.

To the staff of the central services of the Ministry of higher education

The staff of the central services of the Ministry of higher education need to develop an intrinsic interest in their work. They need to also develop a sense of punctuality, assiduity and effective presence at work, for this can encourage the hierarchy to motivate them and create a comfortable working environment for them. Besides, they need to proof their sense of patriotism towards the development of their nation Cameroon.

Perspectives for Further Studies

The results of this piece of work revealed that, the HRM practices under study (training and development, performance appraisal and working conditions) have a strong impact on organizational commitment of employees; but this research work does not exhaust the field of Human Resource Management.

As suggestions for further researchers, if they want to examine the same variable, they may add the independent variable with other variables that affect the dependent variable.

While the findings of the present study are valid and reliable, there is the need to ensure that other studies are carried out to further strengthen the results. This is because the present study used a sample of two hundred and fourteen staff, which may not afford the results to be largely generalizable. Researchers can also suggest increasing the number of respondents in order to provide optimal results.

Hence, this study is limited to the central services of the ministry of higher education and considered a few HRM practices (training and development and performance appraisal). Therefore, further research can be conducted by selecting more HRM practices like Recruitment and selection of workers, Compensation/remuneration, Motivation, Employer`s leadership style, Effective communication, Career planning, Work and family balance, Social support and can be extended to other administrations and cities.

This research is based on a cross sectional study i.e. employees were assessed one time whereas further research can be done based on a longitudinal study.

The data is collected through questionnaire whereas future research can be conducted by collecting data through multiple sources and methods i.e. Internet, interviews, company data etc.

Difficulties/Constraints

During this research, the researcher encountered one major challenge, which is worth mentioning:

Access to documents and information

The availability of certain texts, laws, decrees that were vital for this research work was another challenging issue for the researcher. During the fieldwork, the researcher had to knock at the doors of so many ministries to get some of these documents which were not available in

the database of the central services of the ministry of Higher Education. This was quite stannous and time consuming.

CONCLUSION

From existing literatures, it is evident that Human Resources Management practice is an essential element for every business. That is why Che et al., (2020) said, Nowadays, competitive market advantages are not only related to economies of scale, patent and technology but with committed employees. According to Obeidat, and Abdallah (2014) Human resource management practices have significant positive relationship with organizational commitment. This means that, hiring, training, and retaining a team of skilled employees is a competitive advantage for any organisation. Hence, when HRM practices for employees are good, it will amplify employees' commitment towards the organization. The results of this study are in line with existing literature and have been able to show that HRM practices of MINESUP regarding training and Development and performance appraisal, did heighten the commitment level of respondents. As we can see from the adjusted R^2 values, it showed that training and development influences commitment by 83.5% and performance appraisal influences commitment by 89.6%. This means that other practices of HRM that had not been studied here were responsible for the remaining percentages. Reasons why we are proposing that other variables that directly or indirectly affect staff commitment in the Ministry of Higher Education should be incorporated into future studies. Based on the findings of this study, a number of recommendations were formulated both for the Ministry of Higher Education as well as for the workers in the Ministry. It is therefore recommended to the central services of the MINESUP that the management of human resources in this Institution should pay attention to providing growth and development opportunities to the workers and constantly appreciating the performance of the workers. This will go a long way to enhance staff commitment in the Institution. To the workers, we also recommend that they should seize all the opportunities of training and development available to them for this is not only beneficial to the organisation but most importantly for themselves and for their personal growth.

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APPENDIX ONE: RESEARCH QUESTIONNAIRE

REPUBLIQUE DU CAMEROUN **Paix-Travail-Patrie** ********** **UNIVERSITE DE YAOUNDE I** ********** **FACULTE DES SCIENCES DE** **L'EDUCATION**		**REPUBLIC OF CAMEROON** **Peace –Work - Fatherland** ********** **UNIVERSITY OF YAOUNDE I** ********** **THE FACULTY OF EDUCATION** *********

Part 1

Dear respondent,

I am GLADYS ENIH NDUM, a masters 2 student in the faculty of Education of the university of Yaounde 1, studying Educational Management in the Department of Curriculum and Evaluation, with option Administration. I am carrying out a research on the topic "**The impact of Human Resource Management Practices and Staff Commitment**" with the objective to find out how Human Resource Management Practices Influence Staff Commitment at the Ministry of Higher Education. We guarantee you that all information given within this research will be strictly confidential and the answers are to be used strictly for academic purposes.

Do you agree to freely answer these questions? 1- YES ☐ 2-NO ☐

Part 2: Statements concerning Human Resource Management Practices

Please read attentively the following questions and tick in the answer box that corresponds to your opinion.

SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree.

Coding zone	S/N	Statements	Responses			
I- Training and Development			SD	D	A	SA
	1.	Job rotation is practiced at my work place.				
	2.	I receive coaching from elderly colleagues.				
	3.	We always attend workshops and conferences at my work place.				

			SD	D	A	SA
	4.	We always attend capacity building seminars at my workplace.				
	5.	The training I receive at my workplace helps me to ameliorate my work				
II- Performance appraisal						
	6.	There is a standardized appraisal system at my workplace.	SD	D	A	SA
	7.	The reward to outstanding staff at my work place is biased.				
	8.	The award system creates enmity amongst colleagues.				
	9.	When I am praised for a job well done, I put in more effort.				
	10.	I know the criteria used to reward outstanding staff				

Part 3: Statements concerning staff Commitment.

IV-Staff Commitment			SD	D	A	SA
	11.	I am always excited to go to work.				
	12.	I always treat all the files given to me on time.				
	13.	When I am at work, I often do not realize how quickly the day went by				
	14.	I always want to give my best whenever I'm at work.				
	15.	I usually reach my office at the required time (7:30am).				

Part 4: Demographic Information.

16. Gender 1- MALE ☐   2-FEMALE ☐

17. Age 1- [15-25] ☐ - [26-35] ☐ - [36-45] ☐ - [46-55] ☐ 5- - above] ☐

18. What position do you occupy at your work place? 1- agent (support staff) ☐ 2- cadre ☐
    3- chief of Bureau ☐   4- Service Head ☐

19. Longevity at work 1-[1-10yrs] ☐ [11-20yrs] ☐ 21-30yrs] ☐ 4- [31-40yrs] ☐

Thanks for your collaboration.

APPENDIX TWO: ORGANISATIONAL CHART
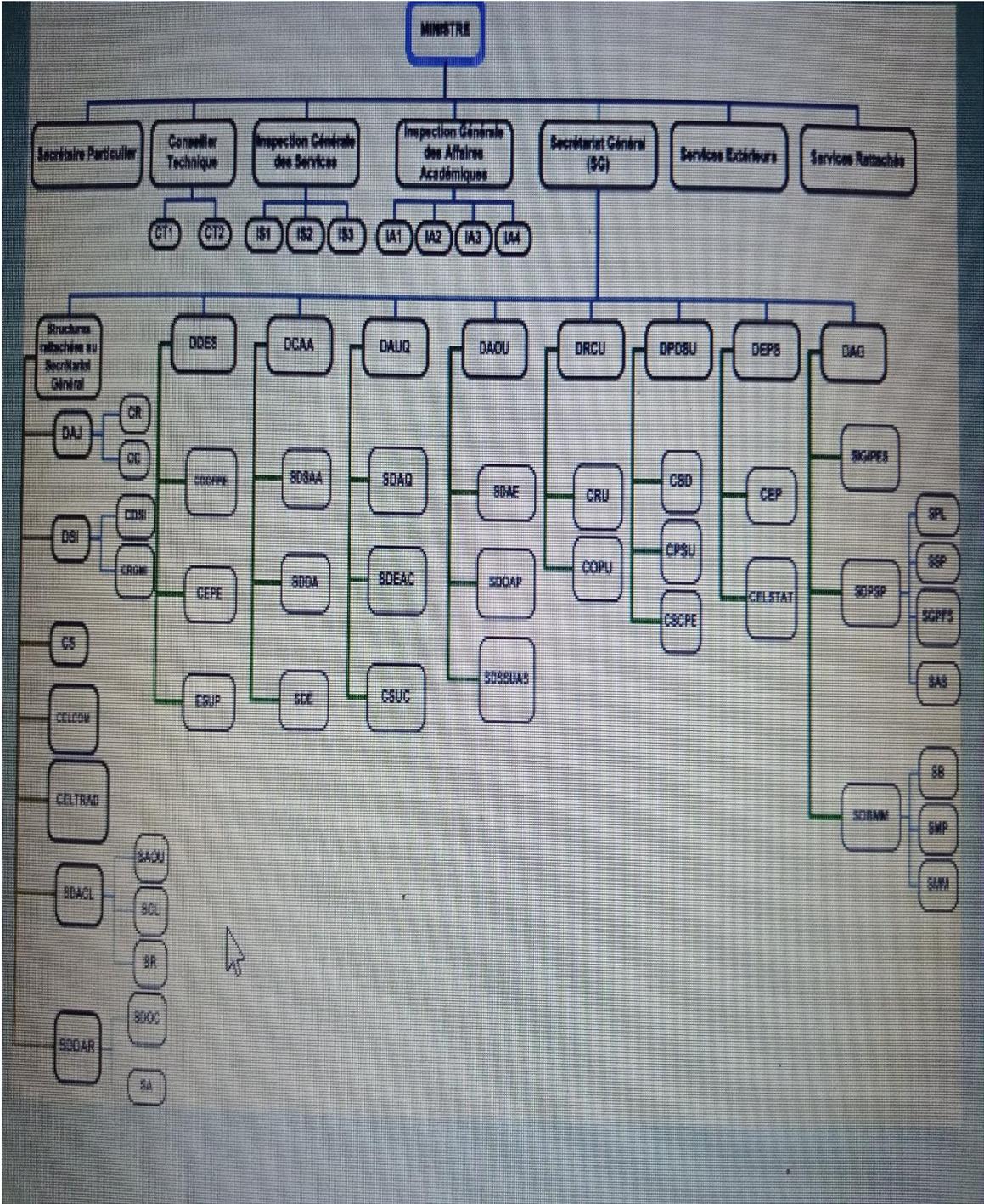
Map I. LOCATION OF MFOUNDI DIVISION WITHIN CAMEROON
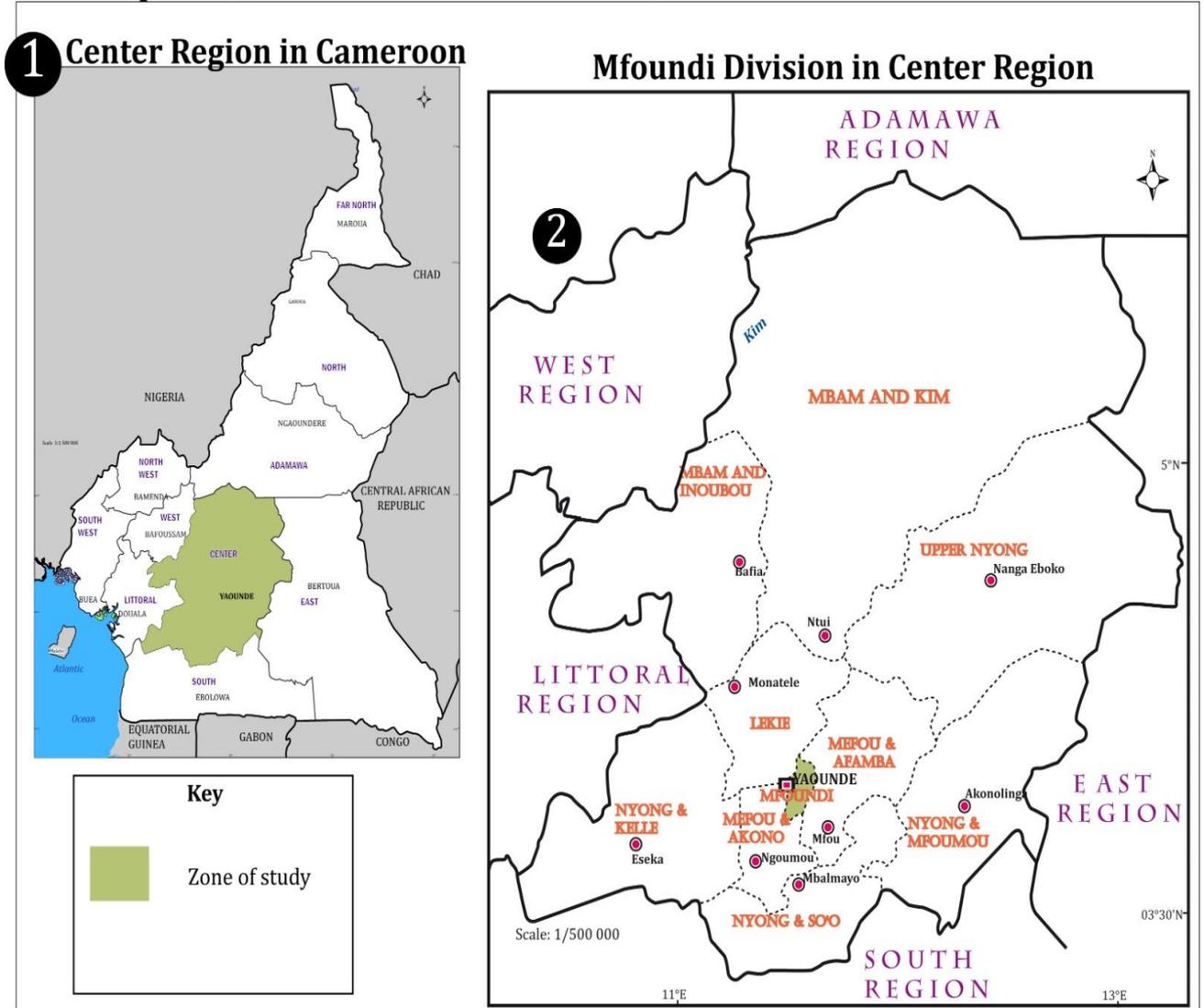
Source: Modified from Cameroon Roodmap, 2007 (NIC)

Drawn by Gilbert EKOH
MINESUP", 2023

APPENDIX 4:

LOCATION OF MINESUP IN YAOUNDE

N

MAHIMA

RED CROSS
RED CROSS

CAMPOST

MINESUP

MINEFOPRA

MINESEC

MINEDUB

MINPOSTEL

Avenue Marchand

Hotel Depute

PM's Office

PM's Office

Hilton
Hotel

20th May Boulevard

Immeubles Rose
Immeubles

Centre Pilote

MINFI
MINFI

3'51°N

11'30'°E

Key

National Road

Regional Road

MINESUP (Zone of
Study)

Green spaces

Municipal Lake

LOCATION OF MINESUP IN MFOUNDI DIVISION
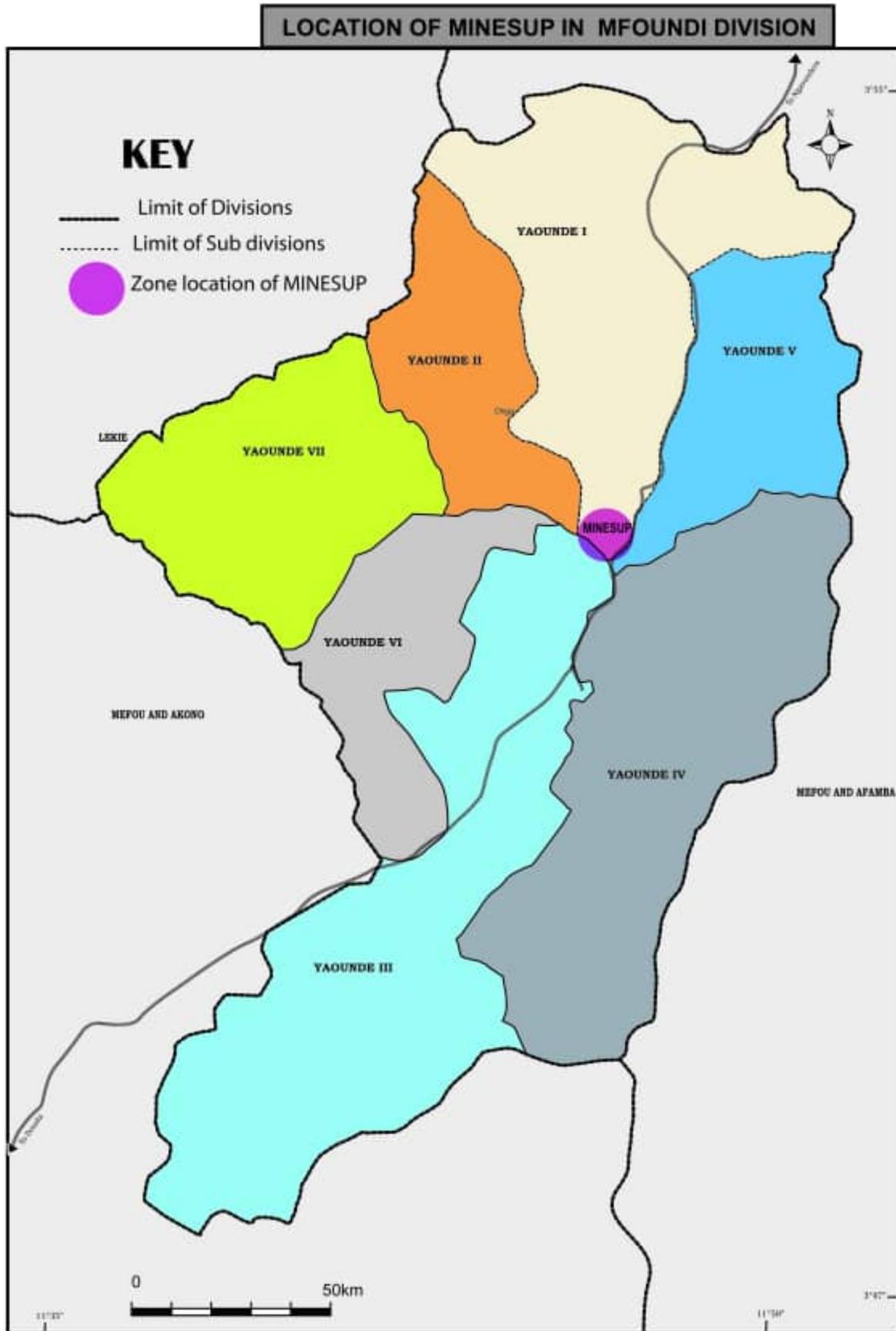
REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie
****
MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
****
SECRETARIAT GENERAL
****
DIRECTION DES AFFAIRES GENERALES
****
SOUS-DIRECTION DES PERSONNELS, DE LA SOLDE ET DES PENSIONS
****

REPUBLIC OF CAMEROON
Peace-Work-Fatherland
****
MINISTRY OF HIGHER EDUCATION
****
GENERAL SECRETARIAT
****
DEPARTMENT OF GENERAL AFFAIRS
****
SUB-DEPARTMENT OF PERSONNEL, SALARIES AND PENSIONS
****

FICHE HEBDOMADAIRE D'EMARGEMENT

OPERATION DE CONTRÔLE ET D'ASSIDUITE DES PERSONNELS DES SERVICES CENTRAUX DU MINISTERE DE L'ENSEIGNEMENT SUPERIEUR

DIVISION DES ETUDES, DE LA PROSPECTIVE ET DES STATISTIQUES

SEMAINE DU __09/08__ AU __14/02/2021__   ETAGE : 16ème

N°	NOMS & PRENOMS	N° PORTE	TEL	LUNDI Arrivée Heure/Signature	LUNDI Départ Heure/Signature	MARDI Arrivée Heure/Signature	MARDI Départ Heure/Signature	MERCREDI Arrivée Heure/Signature	MERCREDI Départ Heure/Signature	JEUDI Arrivée Heure/Signature	JEUDI Départ Heure/Signature	VENDREDI Arrivée Heure/Signature	VENDREDI Départ Heure/Signature	SCORE/10	OBSERVATIONS
1	MOHAMADOU GUIDADO	1603	699 813 727												
2	ETEKI ELOUNDOU Serge Laurice	1640	695 010 578												
3	L. EWUMBUE-MONONO Lydia	1601	677 87 62 42												
4	FIRISSOU WINA Blaise	1637	679 93 49 11												
5	NGO NSOGA Rebecca	1637	699 47 26 41												
6	KABEYENE NKOTO Jeanne	1636	677 57 05 24												
7	EKOM METO'O Prisca épse MBALA NOA	1636	677 16 60 87												
8	EDOU ASSEKO Martin Fabrice	1602	674 73 29 87												
9	JUKA Marie Eudoxie	1602	695 30 61 97												
10	BEVELA Benoit Bruce	1630	699 71 63 44												
11	BITEP KOSSENE NDJA Ursule	1628	696 71 03 74	sign	sign	sign	sign	sign	sign						
12	EWANDE MESSINA Carole	1639	675 30 71 52	sign	sign	sign	sign	sign	sign						
13	FOTSO MBOBDA Josué Kévin	1628	691 70 72 09	sign	sign	sign	sign	sign	sign			sign	sign		
14	LEMANA ONANA Serge	1628	675 36 53 23	sign	sign	sign									
15	MAPAH TAGNE Vanessa	1631	678 63 66 13	sign	sign	sign	sign	sign	sign	sign					
16	MBANDAPOU Thérèse Esther	1630	678 52 80 63												
17	MBE'E ELA Lucien	1628	677 74 35 11	sign	sign	sign	sign	sign	sign	sign	sign	sign	sign		
18	MBIMBIYODI ETOUBE Agnès épse NNA	1631	694 06 03 45	sign	sign			sign							
19	MENDOUGA BILOA François	1650	673 02 55 23	sign	sign										
20	MEZING Gabriel Thierry	1631	694 06 03 45	sign											
21	MINDJIMIZANG OLINGA Landry	1648	670 62 47 85	sign	sign	sign	sign	sign	sign	sign	sign	sign	sign		
22	NDJAMI NDANGANG Sandrine	1630	694 99 87 26												

Division des Etudes, de la Prospective et des Statistiques/MINESUP

23	NGO NJEE Céleste Carole	1639	652 28 94 29
24	NGOTHA Thierry	1650	672 16 09 53
25	NGUEMDJO Rosalie épse KOUAM	1639	677 76 14 10
26	NJIKE TCHOUKWAM Alain Hervey	1630	677 17 00 84
27	ONANA BASSANG'NA Jean Colbert	1628	693 81 85 01
28	TANG Christiane	1628	694 14 76 89
29	YEPMO TCHOUGUE Marius	1650	677 03 32 95
30	YOUKE Jacques	1628	674 94 11 60
31			
32			

CELLULE DE TRADUCTION

1	GONONDO NDOUMHI Marcel	1606	691 22 33 54
2	JABBOSUNG WANJO épse GWANGWA'A	1607	656 23 18 88
3	SEPPI SAMOU Nathalie	1605	675 63 59 42
4	AKOMBI ENOW Nathalia BESSONG	1629	674 72 12 86
5	ENONGENE EHOH Gilbert	1604	699 17 41 18
6	FON Alain	1629	679 29 98 44
7	LONTSI LEMOUBENG Floreat	1604	694 33 21 34
8	MENGUE Angèle	1604	670 45 52 28
9			
10			

DIVISION DES AFFAIRES JURIDIQUES

1	SAMKLA ASONGWE Patricia	1609	699 67 15 54
2			
3			

SOUS-DIRECTION DE LA DOCUMENTATION ET DES ARCHIVES

1	ATANGANA AVA Lydie née EBA MBALLA	1635	677 68 60 51
2	NGUE AVEBA Martine	1633	694 75 55 01
3	SOUGA Thérèse Francine	1633	675 14 42 95
4	MEZOUM Lydie	1633/Bunker	672 66 00 55
5	BALLA ONDOA Félicité	1634	671 46 76 46
6	SCHOUAME Clarisse	1634	694 47 21 33
7	NGAYOLO Marie Estelle	1654	651 10 10 45
8	MBALA MBALA Jean Patrick	1634	698 68 35 15
9			

RESPONSABLE DES EMARGEMENTS

LE COORDONATEUR

Division des Etudes, de la Prospective et des Statistiques/MINESUP

2

xxi

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

*****

UNIVERSITE DE YAOUNDE I

*****

FACULTE DES SCIENCES DE L'EDUCATION

*****

DEPARTEMENT DE CURRICULA ET EVALUATION

REPUBLIC OF CAMEROON

Peace – Work – Fatherland

*****

THE UNIVERSITY OF YAOUNDE I

*****

THE FACULTY OF EDUCATION

*****

DEPARTMENT OF CURRICULUM AND EVALUATION

The Dean

N°_____/23/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that **Gladys ENIH NDUM**, Matricule **21V3124**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *SCHOOL ADMINISTRATION.*

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. Adolf TANYI MBEH**. Her work is titled « *Human resource management practices and staff commitment at work: the case of the Ministry higher education* »

I will be very grateful if you provide her all the information that can be helpful in the realization of her research work.

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

Done in Yaoundé, le………………………

For the dean, by orde

Dr. Mbeh Adolf Tanyi