

THE UNIVERSITY OF YAOUNDE I

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POST GRADUATE SCHOOL FOR THE
SOCIAL AND EDUCATIONAL SCIENCE

DOCTORATE UNIT OF RESEARCH AND
TRAINING IN SCIENCES OF EDUCATION
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UNIVERSITE DE YAOUNDE I

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FORMATION DOCTORALE EN SCIENCES
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UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES DE
L'EDUCATION ET INGENIERIE EDUCATIVE

HUMAN RESOURCE MISMANAGEMENT AND TEACHER INEFFECTIVENESS: THE CASE OF SOME PUBLIC PRIMARY AND NURSERY SCHOOLS IN NGUELEMENDOUKA SUB DIVISION

*A Dissertation of a Master's Degree of Education defended on 23rd
September 2024*

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CERTIFICATION

This is to certify that the dissertation entitled “***Human Resource Mismanagement and teacher ineffectiveness: The case of some Public Primary and Nursery schools in Nguelemendouka Sub Division***” and submitted by Lumngwa Mercy is the original research work for an award of a master’s in curriculum and evaluation in the department of Curriculum and Evaluation, Faculty of Education at the University of Yaoundé I. Also, it is certified that the dissertation represents an independent research work of the student and has not been submitted for an award of any other degree.

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To my husband and children.

ACKNOWLEDGEMENTS

A dissertation of this level cannot be attributed to an individual. My sincere gratitude and appreciation are hereby extended to the following people who contributed enormously to the realisation of this dissertation.

Firstly, I wish to express my sincere gratitude to my supervisor professor Einstein Moses Egebe Anyi who accepted to supervise this work, his expertise, assistance, guidance, comments, remarks and his unfailing fatherly support contributed greatly to the finalization of this dissertation.

Secondly, my sincere appreciation goes to my lecturers in the Department of Curriculum and evaluation, whose training enlightened my understanding of research methodology

Also, my appreciation equally goes to Dr Nji Genervarius and Mr. Bafon Joel Nshom, who's enlightening, sacrifice and suggestions greatly influenced my thoughts and made it possible for me to work on the study. His friendly support and encouragement gave me the confidence and more inspiration in this area of study.

Furthermore, I would like to thank in a special way the following people who willingly shared their precious time during the process of writing this dissertation who gave me some orientation in the study. My sincere gratitude goes to all the head teachers who took out time to accept my interview and the teachers who accepted to assist answer the questionnaires.

Also, I would like to extend my gratitude to my classmates and friends. Special thanks for all their inspiration and motivation towards the realisation of this project.

Last but not the least; I would like to thank my husband Mr Eben Martin Eben and my entire family for their unconditional support, both financially and morally throughout my study.

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ABBREVIATIONS

CESA:	Continental Education Strategy for Africa
GESP:	Growth and Employment Strategic Paper
HRM:	Human Resource Management
ICTS:	Information and communication technologies
MDGs:	Millennium Development Goals
NDS:	National development strategy
NQFs:	National Qualification Frameworks
RQFs:	Regional Qualification Frameworks
SDGs:	Sustainable Development Goals
SWSE:	Sector Wide Strategy for Education

ABSTRACT

The purpose of this study was to assess the influence of human resource mismanagement practices on Teachers' ineffectiveness in some public primary and nursery schools in Nguemendouka Sub Division in the East Region of Cameroon. the concepts adopted were: human resource mismanagement practices, professional development, work life balance, employee motivation Programme, workplace environment and teachers' ineffectiveness. Theoretically, resource-based theory, equity theory and two factors theory were used. This study adopted the mixed method with a descriptive research design. A questionnaire and semi structure interview guide were used for data collection. The data was presented in form of descriptive and inferential statistics as well as thematic interpretation from the qualitative data. The findings revealed that In Ha1: which stated that there is a significant relationship between professional development training and teacher effectiveness in primary schools in Nguemendouka Sub Division $0.002 < 0.005$ with the spearman correlation rank coefficient of 38.9%. the result in Ha2: There is a link between employee motivation programs and teacher ineffectiveness in primary schools in Nguemendouka Sub Division Shows $0.00274 > 0.005$ with the spearman correlation rank coefficient of 14.4%. in Ha3: There is a significant relationship between work life balance and teacher ineffectiveness in primary schools in Nguemendouka Sub Division the findings revealed that the $0.360 > 0.005$ with the spearman correlation rank coefficient of 12.0%. For Ha4: There is a significant relationship between work place environment and teacher ineffectiveness in primary schools in Nguemendouka Sub Division. The findings indicated $0.000 < 0.005$ with the spearman correlation rank coefficient of 44.7%. from this results hypothesis 1 and 4 have statistics relationships between human resources mismanagement practices and teachers' ineffectiveness while hypotheses 2 and three have no statistical signification. The qualitative data findings revealed that efforts in improve human resources practices in relation to teacher's ineffectiveness, but these efforts are still very limited to actually respond to teachers' problems in primary education in in Nguemendouka Sub Division. Therefore, improvement of human resources mismanagement practices will have a significant ineffective and contribution greatly to teachers' ineffectiveness in Cameroon basic education.

Key Words: *human resource mismanagement practices, professional development, and teachers' ineffectiveness*

RESUME

L'objectif de cette étude était d'évaluer l'influence des pratiques de mauvaise gestion des ressources humaines sur l'inefficacité des enseignants dans certaines écoles primaires et maternelles publiques dans l'arrondissement de Nguemendouka dans la région de l'Est du Cameroun. Les concepts adoptés étaient les suivants : les pratiques de mauvaise gestion des ressources humaines, le développement professionnel, l'équilibre entre vie professionnelle et vie privée, le programme de motivation des employés, l'environnement de travail et l'inefficacité des enseignants. Théoriquement, la théorie des ressources, la théorie de l'équité et la théorie des deux facteurs ont été utilisées. Cette étude a adopté la méthode mixte avec un modèle de recherche descriptif. Un questionnaire et un guide d'entretien semi-structuré ont été utilisés pour la collecte des données. Les données ont été présentées sous forme de statistiques descriptives et inférentielles ainsi que d'interprétation thématique à partir des données qualitatives. Les résultats ont révélé que dans Ha1 : qui a indiqué qu'il existe une relation significative entre la formation de développement professionnel et l'inefficacité des enseignants dans les écoles primaires dans l'arrondissement de Nguemendouka $0,002 < 0,005$ avec un coefficient de classement de corrélation de spearman de 38,9%. Le résultat en Ha2 : Il existe un lien entre les programmes de motivation des employés et l'inefficacité des enseignants dans les écoles primaires dans l'arrondissement de Nguemendouka montre $0,00274 > 0,005$ avec un coefficient de corrélation de 14,4 %. Dans Ha3 : Il existe une relation significative entre l'équilibre entre vie professionnelle et vie privée et l'inefficacité des enseignants dans les écoles primaires dans l'arrondissement de Nguemendouka, les résultats ont révélé que le coefficient de $0,360 > 0,005$ avec le coefficient de corrélation de spearman de 12,0 %. Pour Ha4 : Il existe une relation significative entre l'environnement de travail et l'inefficacité des enseignants dans les écoles primaires dans l'arrondissement de Nguemendouka. Les résultats indiquaient $0,000 < 0,005$ avec un coefficient de corrélation de 44,7%. À partir de ces résultats, les hypothèses 1 et 4 ont des relations statistiques entre les pratiques de gestion des ressources humaines et l'inefficacité des enseignants tandis que les hypothèses 2 et 3 n'ont pas de signification statistique. Les résultats des données qualitatives ont révélé que les efforts visant à améliorer les pratiques en matière de ressources humaines en ce qui concerne l'inefficacité des enseignants, mais ces efforts sont encore très limités pour répondre réellement aux problèmes des enseignants dans l'enseignement primaire dans l'arrondissement de Nguemendouka. Par conséquent, l'amélioration des pratiques de mauvaise gestion des ressources humaines aura un effet significatif et contribuera grandement à l'inefficacité des enseignants dans l'éducation de base au Cameroun.

MOTS CLÉS : les mauvaises pratiques de gestion des ressources humaines, le développement professionnel et l'inefficacité des enseignantes

CHAPTER ONE

INTRODUCTION

1.1. Background of The Study

The background of the study in this work is made up of the contextual, conceptual and theoretical. This background prepares the phenomenon under study

1.1.1. Contextual Background to The Study

The continents policy makers highlighted that primary education is the bedrock on which future learning and training are grounded. However, it is a neglected area in terms of policy and investment. The sub-sector is marked by inequalities, poor management and absence of coherent curriculum which needs relevant skills. The continent has work tremendously to improve the sub sector of education. It is a sub-sector that deserves a special attention in terms of capacity building, deployment of resources and incentives and norms that boost school performance.

Professional development: Teacher's effectiveness is also guaranteed by the professional development of the teacher and the headteacher which is more holistic in all dimensions and facilitates quality education in primary schools once it is implemented effectively. Teachers are thought to be more effective when they have participated in quality professional development activities. High-quality professional development should enhance student or pupils learning (Choy and Ross 1998; Mullens et al. If government and private institutions allow the teachers to develop themselves in courses that enhance their teaching capabilities, then the quality of education will be increased. But in this present situation, the lack of professional development in schools has led to considerable fall in the quality of education in the Nguelemendouka subdivision. This is evident in the fact that many Cameroonian children and Nguelemendouka children in particular attending primary school are unprepared and so discontinuities between the home and classroom environments are prevalent. This challenge explains the reason why most parts of Cameroon and Nguelemendouka in particular experience low educational performance at the primary level of education. We believe that professional development of both school administrators and that of teachers will help mitigate this longstanding problem plaguing Cameroonian schools for so long. Reinforcing the capacities of administrators (Headteachers) through conferences and seminars could be a great strategy to salvage the situation (CESA 16-25).

Africa is the only continent where the language of instruction is most often than not a foreign language, this make it difficult for children to cope with a new linguistic structured approach to teaching and learning. “*Early Childhood Care and Education*” (ECCE) is based for Africans to achieve sustainable quality education and training. Therefore, educational stakeholders should consider this concept in **professional development**. This will help teachers develop skills that will enable them handle some complex contextual problems CESA 16-25

Quality of education as measured by learning outcomes has been a concern. Some of the children going through the system are not acquiring the knowledge and skills expected at each stage. May be the knowledge transmitted does not meet the needs of these children. In some cases, data on learning achievements points to more than two-thirds of the children failing to read competently at the grade levels they are in (Adams and Van der Gaag, 2013). This failure is as a result of sporadic capacity building, lack of incentive and information flow that can enable teachers pass on right knowledge to pupils using the right approaches. This is a result of poor quality of teaching, facilities and dire lack of learning materials. Moreover, school management and quality assurance in this sub-sector have been ineffective in bringing about meaningful reforms. (CESA 16-25).

The main challenge in Africa is the sustainability of access and improvement in the learning outcomes. There is need to bring in more than 30 million children currently out of school while at the same time ensuring that those who are enrolled acquire relevant competencies and knowledge at the end of basic level of education. This signifies giving attention to the teaching, training, deployment, professional development as well as working and living conditions of teachers.

Knowledge societies are driven by skilled human capital as stipulated in the Agenda 2063 2- Holistic, inclusive and equitable education with good conditions for lifelong learning is sine qua non for sustainable development. 3- Good governance, leadership and accountability in education management are paramount. 4- Harmonized education and training systems are essential for the realization of intra-Africa mobility and academic integration through regional cooperation. 5- Quality and relevant education, training and research are core for scientific and technological innovation, creativity and entrepreneurship. 6- A healthy mind in a healthy body-physically and socio-psychologically-fit and well-fed learners. revitalize the teaching profession to ensure quality and relevance at all levels. (CESA 16-25). These lofty principles can only be achieved when the educationists value professional development of the various education stakeholders like teachers.

These priorities strategic principle cannot be realised with clear vision at the state level. Therefore, the interpretation of these principles, institutional frameworks is key to effective school management performance in Africa and Nguelemendouka in particular.

This continental initial also focusses on; Recruitment, training, and deployment of well qualified teachers as well as promote their continuous professional development with emphasis on instilling core values, results and accountability to learners. The Provision of good working and living conditions to teachers in order to enhance their status and value in society, the development of quality and relevant teaching and learning materials, the enhancement of quality assurance and assessment mechanisms for learning outcomes, strengthening curricula to include life skills and other key competencies such as civics, Identify and reward dedicated and innovative teachers (CESA 16-25). The effective implementation at the country level will help improve quality education in Africa. Subsequently its implementation in the Nguelemendouka subdivision will go long way to improve the quality of education.

Another aspect of the continental strategy for quality and equity education is establishment and institutionalisation of assessment of classroom learning outcomes at various stages. It also looks at capacity building of teachers in formative assessment and continuous assessment, their implication in the improvement and remediation of learning outcomes. It equally focusses, on Setup national qualification frameworks (NQFs) and regional qualification frameworks (RQFs) to facilitate the creation of multiple pathways to acquisition of skills and competencies as well as mobility across the sub-sector. Develop continental qualifications framework linked to regional qualifications and national qualification frameworks to facilitate regional integration and mobility of graduates. Establish and strengthen quality assurance mechanisms and monitoring and evaluation systems.

All these are to improve quality education and continuous professional development in Africa. The recognition of the strategic position of education in the development of the continent by heads of states and governments was established following the decision by the African Union summit. Its mission is to defend and promote the development of education, science, technology and innovation on the continent. They are therefore responsible to actively engage their peers in their respective regions for Education, Science and, Technology (EST). They will undertake to invite heads of enterprises from the public and / or private sector, members of the civil society and philanthropists on the continent and abroad to get involved in the development ESTI. These

continental initiatives at the governmental level is promising a better future of the African education but there are still challenges due to poor information flow, lack of effective collaboration and incentives to stimulate engagement at the grassroots level. These discrepancies explain why the African continent still has much to meet up with the global expectations in education (CESA 16-25).

Following the independence, two parts of Cameroon integrated two colonial educational systems of education and administration that is Francophone subsystem in the French Cameroon in 1960 and an Anglo-Saxon sub system in the British southern Cameroon in 1961 (NUFFIC 2016). In the struggle for the best roadmap of action to which served as a means of answering to important national and international educational relevance, the Cameroonian nation opted for a continuous educational curriculum and programmes that will bring the best out of the both educational systems. These policy developments were to determine that the curriculum, activities and programmes were built out of the realities of the Cameroon society. (Atemnge, 2021)

The reunification of the two Cameroons gave birth to the Federal Republic in 1961. This federal republic later became the United Republic of Cameroon in 1972 and the Republic in 1982. This was a country with more central public administration system. These political transitions also influenced educational policies evolution. The efforts have been on-going in order to realise the objective of harmonising the secondary school programmes (Seemndze & Ngalim, 2014) However, this political processes continued to evolve the curriculum, programmes and teaching materials continuously deteriorated throughout the country leading to a general out burst from all education various stake holders for the system to be adequately reviewed (Seemndze & Ngalim, 2014).

This forced the government to organise a national Education Forum in 1995 where all educational stakeholders were called upon to and charged with the responsibility to make necessary proposals to government which go a long way to address the impending educational reforms at all sectors. This national educational Forum met and made proposals to government addressing all aspects of the national education system. The recommendations made by the national Forum taken in to consideration the prominent publication of the National Education Policy, embodied in the 1998 education law laying down the implementation guidelines for Education in Cameroon. These guidelines were to serve as a roadmap for educational stakeholder. In all the sub sectors of education but more emphasis was given to the primary and secondary sub sectors (Atemnge, 2021).

In spite of, the long-awaited reform leading to the new and harmonisation secondary schools' curriculum and programmes found expression within the general reform movement (GESP, 2010, pp. 4). This was a holistic strategic document whose main objectives were to transform and develop the national economy from producing and commercialising primary products to an emergent one by 2035. The document advocated effectiveness, efficiency and quality education. Therefore, innovation and technological development could only emerge if the necessary curriculum implementation approaches were put in place for better school system (Alemnge, 2021).

The transformation of local primary products will add value to its products by transforming them into finished or semi-finished good before commercialisation. To this end, the new curriculum are guided by the desire to produce the human resources that will be imbued, with the required skills, knowledge, attitudes and creativity to be able to transform the society to achieve emergence by 2035 (GESP, 2010).

According to World Bank (2018) Cameroon is a lower-middle-income country with an estimated population of 23.4 million (2016). Cameroon's average annual gross domestic product (GDP) growth, in real terms, ranged between 5.5 percent and 5.9 percent between 2013 and 2015, with GDP per capita estimated at US\$1,429 in 2014.¹ Over the last decade, the pace of economic growth has been too slow to drive significant poverty reduction, or promote shared prosperity in a socially and environmentally sustainable way. Between 2001 and 2014, the incidence of poverty declined marginally from 40.1 percent to 37.5 percent, with the poorest 40 percent of the population becoming poorer over the same time.² Despite a significant endowment of natural resources (including oil, high-value timber, and agricultural products) and a comparably well-educated workforce, the pace of economic growth is stymied by poor infrastructure, an unfavourable business environment, and weak governance. Moreover, the current stock of skills in the labour force is poorly aligned with labour market demand. These factors contribute to a challenging environment for poverty reduction). (World bank, 2018).

The impact of the refugee crisis has reinforced existing patterns of spatial inequity. this inequality affects education in terms of resources. The human resource is one of the main educational resources affected by inequality. As of November 2017, Cameroon was host to 338,505 refugees, over 70 percent of whom originated in the Central African Republic (CAR), 28 percent in Nigeria, and 0.5 percent in Chad, with the remainder originating in other African countries. In general, there

are two distinct refugee situations in Cameroon: (a) approximately 248,000 Central African Republic refugees live along the eastern border (the majority of them in the East region and the rest in the Adamawa region, who fled violence in the country) and (b) approximately 91,000 Nigerian refugees who fled violence in north eastern Nigeria live in the Far North region. The destabilizing impact of refugee populations in the Far North region is compounded by the presence of 242,000 internally displaced persons (IDPs) (see annex 6). (World bank,2018)

Human resource planning and forecasting:In cameroon in general and Nguelemendouka in particular,human resource planning and forecasting has not been considerable in terms of growth of the workforce needed in the schools.The fact that the number of teachers needed in the educational sector is not well forecasted goes a long way to affect educational quality negatively.The number of teachers needed,where and when needed is not planned out accurately.In this case,there are schools that are over-staffed while others are under-staffed.On the other hand if there is forecasting in planning out the number of teachers needed,where and when needed at a particular time,schools will not be over-staffed and this will lead to educational quality in educational institutions in Nguelemendoukasub-division.

Human resource planning and forecasting permits the headteacher to plann out recruitment of the right kind of teachers at the right time.Forecasting of human resources also permits the planning of professional development of teachers in the educational institution.Since the schoool environment is a dynamic one,forecasting helps in personnel management for both day-to -day operations in the institution.With the planning and forecasting function in education, planning of the amelioration of the working conditions of teachers will be possible. Once teacher's working conditions are ameliorated through forecasting,the output in terms of quality will be high.

Rationalisation in human resources allocation:Rationalisation in human resources allocation,has a considerable impact and great effect on the quality of education. Teacher allocation is also known as deployment, it refers to the distribution of teachers throughout the national territory and to their assigned schools. Suboptimal utilisation and allocation of teaching staff contributes both to a waste of resources and to greater inequalities in the education services provided and consequently quality. The distribution of teachers throughout the territory often shows significant inter-regional and intra-regional disparities, which are very often linked to the

urban/rural divide. Remote areas in Cameroon and those in Nguelemendoukain particular tend to be deserted by teachers, obliging communities to recruit teachers locally. Since most of these locally recruited teachers are sometimes poorly remunerated, they bring down the quality of education by not teaching with effectiveness and commitment. Most often, these teachers are unqualified. The pupil-teacher ratio (PTR) is good indicator of quality. The PTR is the average number of pupils per teacher. The international standards generally fixes a PTR limit of 40/1 (UNESCO, 2010). The PTR in Cameroon generally is 60 per teacher which is greater than the international standard. Most of the primary schools in Nguelemendouka most especially public schools, have a PTR of above 60 pupils per teacher. With this excess above the international standard has led to great decline in the quality of education. “The analysis of coherence in teacher allocation throughout the territory is based on the simple principle of considering that the number of teachers in a school should be connected to the number of pupils. The more pupils in a school, the more teachers there should be and, consequently, schools with the same number of pupils should have roughly the same number of teachers. We need therefore to look at the relationship between the number of pupils and the number of teachers in a school” Universal primary education in Africa: the teacher challenge, Pôle de Dakar, 2009.

Involve socio-professional circles in the elaboration of technical, technological and vocational education training programmes (GESP. 2010-2020) Technologies of information and communication are commonly-used pedagogic tools of schools with a Multimedia Resource Centre up by at least 30% (CEPS. 2013.2020) The country’s 2035 vision of development calls for a major redefinition of the tasks assigned to schools as well the adoption of fundamental principles of governance. Schools remain responsible for developing citizens, fostering: individuality, economic understanding, collective responsibility, moral values, intellectual ability, political and civic understanding.

1.1.2. The Conceptual Background to The Study

The availability and efficient management of both human and material resources are critical to any organization's success (Hdiggui, 2006). With the fast growth of the educational sector, as well as predicted increases in class sizes and demand for education, managers must focus their attention on the function and use of human resources in a given organization. If this does not happen, the school's mission of establishing teaching and learning will be undermined. Teachers' work

performance is critical in influencing the extent to which children learn in the classroom, and it is their responsibility to guarantee that they raise excellent pupils with good character (Tadesse, 2011). As a result, teacher job performance refers to the statutory curricula function that teacher do which is essential for learners to achieve the school's set educational goals. This, in return, is dependent on managers and teachers' commitment to make rational and adequate use of both human and material resources, to harness them together, and to bring job effectiveness in line with the required standards. Teachers' job performance is measured by their subject matter knowledge, skills, and competencies in the teaching and learning processes, all of which contribute to the achievement of the specified educational goals. For effective teaching and enjoyable learning in the classroom, a true teacher must exhibit these characteristics. Human resources practices are functional activities and strategic initiatives that help employers to provide better services to their employees while also increasing profitability. Organizational performance refers to an organization's actual outcomes or results as compared to its expected output. Most scholars agree that most organizations' human resource practices fall into two categories: operational and managerial roles. People, process, and technology all play a role in operational effectiveness; therefore they must possess the necessary knowledge, skills, and abilities. (Mbithi (2018) defined Performance job effectiveness as the completion of a task in accordance with predetermined standards that prescribe accuracy, cost, speed, and completeness in a way that relieves the individual concerned of any contractual obligations. Hashmi,(2014)takes a more systemic approach to teacher effectiveness, claiming that it is a management strategy that ensures a harmonious working of the organization and all of its components in order to achieve goals in the most efficient way possible. Departments, labor force, processes, and teams, among other things, make up an organization. To achieve the organizational performance design, the systemic view indicates that all processes and their components must be addressed.

1.2.Theoretical Background to The Study

The resource-based approach emphasized internal resources, which were seen as the most important aspect in achieving long-term competitive advantage. In effect, the value provided by human resources is at the heart of this strategy, where flexibility is improved in order to reduce production costs and boost efficiencies. Human resources, by effectively utilizing resources, tend to increase a form's competitive edge over other forms (Jeckoniah et al., 2013). As a competitive

advantage, RBT tends to overlook the baseline of specific industries, focusing instead on the differences in forms within the same sector (Tadesse, 2011). Adams (1963) proposed this theory, stating that the degree of equality or inequity that employees perceive in their work environment has a significant impact on job performance and satisfaction. When a person believes that the ratio of his or her output to input on the man's side of the exchange is unequal, he or she is said to be experiencing inequity. Education, Level of intelligence, and experience training skills, as well as seniority, gender, and social standing, are all considered as inputs. Job security, compensation, employee benefits, recognition, praise, and responsibility are among the efforts put forward for the intended job outcomes. Individual motivation is determined by what the individual perceives to be fair in comparison to others. The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion. The motivation –hygiene theory was proposed by psychologist Frederick Herzberg in 1959. In His belief that job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with factor which define the context. Herzberg suggested certain extrinsic factor or hygiene factors those associated with environment surrounding a job. The extrinsic or hygiene factor largely corresponding to Maslow's higher order needs which include the work itself, responsibility, recognition for work well done, advancement and achievement

1.3.Justification of The Study

Many teachers in Nguelemdouka Sub Division in the East Region of Cameroon do not appear to be meeting these standards, depending on the indices of effective teachers' work performance mentioned above. Due to the negative attitudes displayed by several Primary and Nursery school teachers who appear to be uncommitted to their professions, the quality of teachers' job performance in the area has been doubted. Some primary school teachers come late to school, some rarely teach children, and creating lesson notes appears to be a tedious process for many teachers who could have behaved professionally. The fact that many primary school teachers are ineffective in their job performance is evidenced by their absenteeism to work, inconsistent attendance to school or classes, poor record-keeping attitude, and poor disciplinary attitudes. According to Muthoni, (2015) the danger of poor job performance by teachers in the area has been high, and it

cannot be emphasized, as it has not only eaten into the quality of pupils produced, but has also contributed to the poor quality of leaders generated in the Cameroon job market.

The purpose of human resource management in an organization cannot be overstated. This is owing to the critical role it plays in motivating workers, strengthening key relationships, and coordinating with physical facilities to achieve organizational objectives. Human resources management, according to Akpakwu (2012), is the process of recruiting, selecting, and retaining the finest people and placing them in jobs that allow them to use their abilities and skills. Human resources management, according to Flippo (2015), is the "planning, organizing, directing, and managing of procurement, development, compensation, integration, maintenance, and separation of human resources with the goal of achieving individual, organizational, and social objectives.

As a result, human resource management is critical in the school system, and it offering a range of avenues for school administrators to carry out their statutory duties and additional responsibilities. Human resources can be properly managed in the formal education system in a variety of ways. Promotion, punishment, remuneration, motivation, supervision, staff involvement in decision-making, inter-personal relationships, effective communication, tasks delegation, and so on are examples of these (Owan, 2018). However, in this study, the focus was on four aspects of human resource management: professional development and training, teacher motivation, teacher work-life balance, and work environment. Based on the literature review, it appears that there are several gaps that the present study may very well be able to fill. Variables, location, scope, and/or methodology all contribute to these gaps. It's worth noting that the majority of the studies referenced here were conducted in other countries, including Africa. Previous studies did not include the variables chosen for this study and were unable to provide empirical evidence for this effect in terms of the existing relationship. The methodology, instruments, and procedures used in the previous study are not the same as those used in this study. Based on the gaps identified above, the researcher thought it was important to see if human resource mismanagement practices have anything to do with teacher ineffectiveness and job performance in primary and nursery schools in Nguemendouka Sub Division in the East Region of Cameroon.

1.4. Statement of The Problem

Teaching is a challenging task that requires a lot of thought. Teachers play an important role in shaping the future of children, as they are the society's future. As a result, most countries have

made significant investments in early childhood education in order to achieve worldwide educational goals. However, there is rising worry that the teaching profession is in a state of emergency (Namondo, 2017). Teachers are the driving force behind the country's development program, yet the factors that influence their success have been largely overlooked. According to studies, the human resource practices used by teachers may influence their motivation and, as a result, their performance. However, little attention has been paid to effects of human resource practices on teacher productivity.

According to Okoro, (2018), the human resource literature broadly accepts that worker motivation leads to optimum performance in both the private and public sectors. Scholars are also agreeing that implementing human resource performance best practices has a positive impact on motivation and, as a result, good performance and effectiveness. When a company wants to increase its employees' performance, it faces several obstacles that hinder its capacity to meet the ultimate purpose of delivering enough motivation incentives to its staff. Job satisfaction, according to Sheldon (2013), is critical to the long-term growth of any educational system around the world. It is one of the most important drivers of teacher effectiveness, alongside professional knowledge and skills, core competences, educational resources, and strategies. Moreover, because these forms the foundation for working in life, needs satisfaction and motivation are extremely important in the teaching profession. While practically every teacher strives to meet his or her own needs, he or she also wishes some amount of job satisfaction because it affects job performance. In this sense, job performance and effectiveness refers to a teacher's capacity to meet their demands and increase their output. In this regard, Tosam, (1988), placed a strong emphasis on the link between HRM practices and the quality of service delivery in Cameroon's primary and nursery schools. She points out that in order to provide high-quality services, teachers must be well-paid, well-trained, and well-developed. There is also a requirement for performance management as well as staff safety, health, and welfare.

In recent times in Nguemendouka Sub Division in the East Region of Cameroon, the government has increased primary school supervision, increased teachers' salaries, and improved teachers' retraining opportunities in an effort to address this situation. Despite the government's efforts, primary school teachers, particularly those in the Nguemendouka Sub Division Area, continue to fall short of expectations in their teaching roles. Pupils continue to do poorly in the classroom and

on standardized tests, and everything appears to be stagnant. However, the researcher believes that if appropriate measures are put in place to improve their performance and direct their actions, teachers can execute their tasks effectively in the school system. It is on this note that the researcher wonders whether human resource management has any relationship to teachers' job performance and effectiveness in Primary and Nursery schools in Nguemendouka Sub Division in the East Region of Cameroon; and whether an improvement in human resource management will improve teachers' job performance. Based on this, it became necessary to raise the question: "how does human resource mismanagement relate to teachers' job performance and ineffectiveness in Primary schools in Nguemendouka Sub Division in the East Region of Cameroon?"

1.5.Objectives of the Study

1.5.1. Main Objective of the study

The objective of this study was to assess the influence of human resource mismanagement practices on Teachers' ineffectiveness in some primary and nursery schools in Nguemendouka Sub Division in the East Region of Cameroon.

1.5.2. Specific Objectives

1. To determine the extent to which Professional development and training influence Teacher Performance in Primary and Nursery Schools in Nguemendouka Sub Division
2. To assess the influence of Employee Motivation Programs on teacher Performance in Primary and Nursery Schools Nguemendouka Sub Division
3. To examine the influence of Work Life Balance on Teacher Performance in Primary and Nursery Schools in Nguemendouka Sub Division
4. To determine the extent to which worker environment influences Teacher Performance in Primary and Nursery Schools in Nguemendouka Sub Division.

1.6.Research Questions

The research sought to answer the following questions;

1.6.1. General Research Questions

To what extent does human resource mismanagement affect teacher ineffectiveness in Primary Schools in Nguelemendouka Sub Division?

1.6.2. Specific Questions

1. To what extent does Professional development training influence teacher performance in Primary and Nursery Schools in Nguelemendouka Sub Division?
2. How do employee Motivation programs influence teacher performance in Primary and Nursery Schools in Nguelemendouka Sub Division?
3. In what ways does work life balance influence teacher performance in Primary and Nursery Schools in Nguelemendouka Sub Division?
4. How does work place environment influence teacher performance in Primary and Nursery Schools in Nguelemendouka Sub Division?

1.7. Research Hypotheses

1.7.1. General Hypotheses

Ha: There is a significant relationship between human resource mismanagement and teacher ineffectiveness in primary and Nursery schools Nguelemendouka Sub Division.

1.7.2. Specific Hypotheses

SHa1: There is a significant relationship between professional development training and teacher ineffectiveness in primary and Nursery schools in Nguelemendouka Sub Division.

SHa2: There is a link between employee motivation programs and teacher ineffectiveness in primary and Nursery schools in Nguelemendouka Sub Division.

SHa3: There is a significant relationship between work life balance and teacher ineffectiveness in primary schools in Nguelemendouka Sub Division.

SHa4: There is a significant relationship between work place environment and teacher ineffectiveness in primary schools in Nguelemendouka Sub Division.

1.8. Significance of the Study

The findings of this study, ideas, and recommendations are useful to management, primary and nursery school teachers in understanding the importance of HRM practices and its impact on primary school performance. It would also be greatly useful to policymakers in the Ministry of Basic Education in developing and implementing employment policies that are consistent with HRM practices in organizations. This study was of importance in supplementing the literature on the relevance of human resource management in Cameroon firms. Academic researchers would benefit from the discussion and results of this study because they are focused toward providing important factors about the application of human resource practices and its impact on employee performance in educational institutions. Researchers and scholars will benefit from the study because it aims to expand the body of knowledge in this field.

1.9. Scope of the Study

The research study was carried out in Some Primary and Nursery Schools in Nguelemendouka Sub Division in the Eastern Region of Cameroon. The study aimed at establishing the influence of human resource mismanagement practices on teacher ineffectiveness in Public Primary and Nursery Schools in Nguelemendouka Sub Division. The study population covered some Public Primary and Nursery Schools in Nguelemendouka Sub Division in the East Region of Cameroon. Descriptive survey research design was used. Stratified sampling method was used to sample the respondents. Data was analyzed using questionnaires.

1.10. Delimitation of the Study

The study endeavored to get information on influence of human resource mismanagement practices on Teachers' ineffectiveness in some Public Primary and Nursery schools and therefore the issue of getting first-hand information was very challenging. This was because the respondents may feel they are exposing their practices to competitors. The researcher overcame this challenge by showing the importance of research and building rapport with respondents. The researcher was limited and hampered by scarcity of data and lack of current research studies with respect to teachers' performance on Primary and Nursery schools. The researcher overcame this challenge by comparing studies in different countries and inferring to the various research findings. Another limitation foreseen is financial and time constraints. The study required good amount of money, and

this may not be readily available. The researcher tried to mobilize resources for the success and handle schools in the same location on the same day exhaustively since she was working and cannot be out of school for long. The study was delimited on focus and scope. In terms of geographical coverage, the study focused on Nguelemendouka Sub Division in the upper Nyong division in the East region of Cameroon. The study could not take the whole of the Sub Division because of many schools for administrative purpose. There are fourteen sub divisions in the Upper Nyong division and in Nguelemendouka sub division we have forty-two (42) public primary schools and fourteen (14) public Nursery schools. With this study, we delimited ourselves to five schools. The choice of Nguelemendouka sub division is backed by the fact that it is the oldest sub division in the upper Nyong division created in 1957.

1.11. Organization of the Study

This study was divided into five chapters. The first chapter contains the background of the study, problem statement, objectives, significance, scope, limitations, and organization of the study. The theoretical literature review, empirical literature review, summary of literature review, research gaps, and conceptual framework are all included in chapter two. The methodology is covered in Chapter Three and includes the research design, target population, sampling design, research instrument, data collection procedure, data analysis, and ethical issues. The research findings and discussion are presented in Chapter four, which includes the response rate, background information, descriptive statistics, inferential statistics, and qualitative data analysis. The summary, conclusion, policy and practice recommendations, and suggestions for future research are all presented in the fifth chapter.

This chapter treated the background (contextual, conceptual and theoretical) to the study justification, statement of the problem, significance of the study, delimitation, organisation of the work. These components give the general introduction to the study. Human resource management and teacher effectiveness interesting concepts in improving school performance and quality education in the primary sub sector of education. The next chapter will present the review of related literature to establish position of the research.

CHAPTER TWO

REVIEW LITERATURE

This chapter presents the review of the literature by examining the works of other authors on the subject matter being studied. It goes further to discuss appropriate theories and gaps identified in the research and what new thing the study seeks to fill. This literature is presented in terms of conceptual, theoretical and empirical reviews. The conceptual review helps the conceptualization and framework the research work. The theoretical review presents explicative theories that better suit the study. At the end of the study empirical gaps and discrepancies are identified and the research positions herself within the human resources management practices in the primary sub sector of education.

2.1 Conceptual review

2.1.1. Human Resource Management Practices

Goal-setting, measuring results, individual accountability, and their link to remuneration must all be emphasized in the human management process. Management by results is one of the methods to assess and evaluate human resources. Management by results focuses on the past and stresses what was not accomplished as well as future human resource demands that may occur. Employee engagement can help an organization improve its human resource performance (Hashmi, 2014). Human resource practices such as selection and recruitment, professional development , performance and feedback, supportive work environment, compensation and recognition influence teachers' effectiveness in the primary educational system(Hashmi, 2014)

Human resource development is a crucial issue in managing performance in the industry. Both in private and public institutions, the managerial competences of the human resource functions are closely linked to the success of the organization (Demeter and apardel, 2013). Tausif (2012) defines training as a systematic strategy for learning and growth that improves the efficiency of individuals, teams, and organizations. The authors go on to say that training is important since it improves employee work performance and leads to other positive changes such as the acquisition of new skills. Training and development, according to Newman, Thanacoody, and Hui (2011), plays a significant part in the attainment of any organization's policies because it promotes both effectiveness and efficiency not just for the organization but also for its employees.

2.1.2. Motivation Programs

Employee Motivation is increasingly being used by organizations to encourage employees to attain high levels of performance and productivity. The goal of employee recognition, according to Kitonyi, (2018), is to allow a person to know and understand that their work is valued and appreciated, to provide a sense of ownership and belongingness, to improve morale, to enhance loyalty, and to increase employee retention rates in the organization. Motivation is now more relevant and embraced globally in firms committed to thrive in an economically competitive era, with organizational success related to employee performance. Effective recognition and reward programmes accepts teachers efforts and achievement, promoting a sense of importance and appreciation, positive reinforcement through recognition and reward can influence teachers progress and engagement, satisfaction and commitment in the profession

2.1.3. Work life Balance

Employee attitudes, behaviors, and well-being, as well as organizational effectiveness, are all affected by work-life balance (Biwott, 2020). Work-life balance, according to Redmond Valiulis and Drew (2016), refers to flexible working arrangements that allow both parents and non-parents to take advantage of working arrangements that provide a balance between work and personal commitments. Work-life balance methods help to reduce Work-Life Conflict while also addressing the antecedents. Heavy job demands and job overloads are some of the antecedents of work-life problems. Effective human resource address well-being and work-life balance of teachers, fostering policies of managerial workloads, agility, planning accessibility of support systems can reduce stress and burnout within teachers therefore positively influences teachers' ineffectiveness.

2.1.4. Work Place Environment

According to Makolle, (2015), the work environment is defined as the physical setting, job profile, culture, and market conditions in which people work. Each factor is linked and has an impact on the overall performance and productivity of employees. The quality of an employee's work environment has the greatest impact on their motivation and, as a result, their effectiveness. Chandrasekar (2011) claims that the type of working environment in which people work has an impact on whether or not schools succeed. The promotion of collaboration in the workplace encourage team work, idea sharing, and the exchange of the best practices, teachers collaborate to

learn from each other's and respond to the challenges collectively and design innovative techniques of teaching that significantly improve on their effectiveness in the classroom.

2.1.5. Teachers Ineffectiveness and Performance Appraisals

Teacher evaluation is defined as a means of evaluating the effectiveness of a teacher's service delivery (Hervie & Winful, 2018). The performance of the workers is evaluated against particular expectations in a judgmental assessment. According to Ahmed (2010), performance evaluation is a procedure in which an employee's job performance is assessed. It is recognized as a crucial component in the effective management of human capital (Ahmed, 2010). There are three key objectives of performance evaluation, according to Peter (2012): it shows and furnishes aspects of employee member performance, alerts employee members to the degrees of improvement required in any weaker component of their performance, and prioritizes the performance aspects in which development is required. Rahman, Jumani, Akhter, Chisthi & Ajmal (2011) have added other objectives and roles, such as evaluating performance for institutional growth, for self-development, for enhanced pay and promotion, which is the most relevant aim of the evaluation (Owence et al., 2014).

They will not argue that development-based assessment of employees offers how enhanced coordination between employees and senior partners can assess the structured identification of duties, obligations, priorities, and training programs that support developmental and institutional goals (Machio, 2011). Moreover, successful teacher evaluation can be used as a catalyst for the learning and advancement of teachers. For those who see it, effective testing offers an opportunity to reflect on their performance, accomplishments, and achievements. A key indicator of the effectiveness of a development evaluation should also contribute to the development of staff (Rahmanet. Al., 2011). "Furthermore, Peter (2012) advised that to ensure that the evaluation framework or system is efficient and effective, it is important to achieve and sustain the balance between transparency and growth objectives." Assessment also helps to establish and improve the line of management control. This is achieved by improving the management skills of the assessor and developing their ability in the apprentices "(Hervie & Winful, 2018). If used to reinforce and discipline disciplinary decisions, such as staff promotions, bar performance and salary raises, and termination of contracts, performance reviews can be efficient and successful. The main elements of effective testing are: appraiser preparation is a very important topic because it cannot be taken

as a mere procedure to perform staff evaluations and annual evaluations, and is by no means a process.

Rahman et. al., (2011) asserted that the assessor needs to be qualified to develop their abilities, including writing and therapy, to address the faults and difficulties associated with performance assessment. In engaging with workers' abilities and skills, inspectors should be prepared to be versatile, constructive, and professional, and truthful. Assessors should be a professional, truthful, rational, report on students' shortcomings and strengths, and have the capacity to make appropriate and unrestricted interventions to assist and enhance the educator's potential success (Hervie & Winful, 2018). Wasonga (2010) added that " the ability of analysts to create an environment for effective dialogue becomes increasingly important for effective and efficient evaluation". Nominees will be in a tough position if they do not trust their assessors because, in realistic research, respect and trust were quite necessary.

All of these matters contribute to successful evaluation that helps increase productivity and provide opportunities for employees to build a learning organization and improve their performance. Peter (2012) points out that the evaluation of the academic workforce aids to achieve the goals and objectives of the organization provides a holistic view of the level of teaching, empowers teachers to understand better their expectations, raises discipline and motivation, and inspires development and training. Performance appraisals serve as a souvenir to teachers of their key responsibility, identify workplace weaknesses and strengths, and promote effective teaching that results in teaching equity in practice (Rahman et. al., 2011).

2.2. Conceptual framework

The conceptualization of the study was based on the assumption that Human resource practices influences teacher performance and effectiveness in Primary and Nursery schools in Cameroon. The dependence variable was teacher ineffectiveness and independent variables were training and development, employee Motivation programs, work life balance and work place environment. The relationship of the variables was illustrated in the figure below:

***INDEPENDENT VARIABLE
(Human Resource Mismanagement
Practices)***

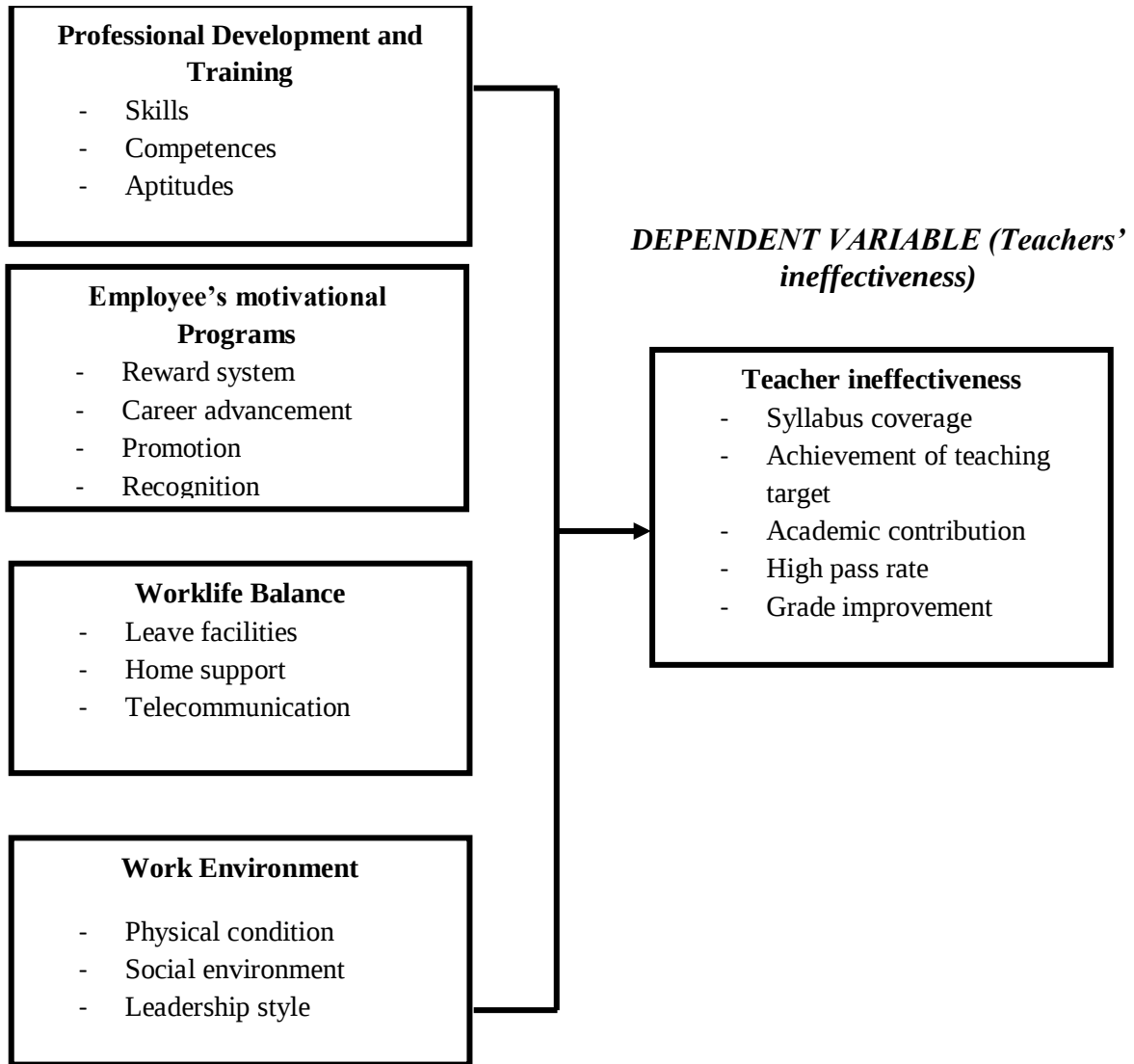


Figure 1: Conceptual Framework

Source: Researcher conceptualization (2022)

2.3. Theoretical literature review

2.3.1. The Resource Based Theory (RBT)

The resource-based approach emphasized internal resources, which were seen as the most important aspect in achieving long-term competitive advantage. In effect, the value provided by human resources is at the heart of this strategy, where flexibility is improved in order to reduce production costs and boost efficiencies. Human resources, by effectively utilizing resources, tend to increase a firm's competitive edge over other firms (Jeckoniah et al., 2013). As a competitive advantage, RBT tends to overlook the baseline of specific industries, focusing instead on the differences in firms within the same sector (Tadesse, 2011).

The resource-based view, according to Kitonyi, (2018), asserts that firms have resources that enable them to gain a competitive edge and a subset of those that contribute to superior long-term performance. Because human capital is one of the important resources that a corporation can develop into a competitive advantage, this theory is suited for the research. When an organization has adequate staff retention measures, the human resource advantage can be preserved for a longer period of time. Because the study confirmed how training and development, work life programs, employee motivation, and the work environment can build superior human resources that offer a higher level of performance in some Primary and Nursery Schools in Nguemendouka Sub Division, the study concluded that training and development, work life programs, employee motivation, and the work place environment can build superior human resources that offer a higher level of performance.

2.3.2. The relevance to the present study

The theory helps in redefining profession development and management according to context, available human resources and technologies in the environment human resources management practices in Cameroon will have to be implemented based on the resource-based view of the macro and micron environments. There are different cultural realities which demand resources development and leadership in the deployment of resources. In this way, it will improve the teachers' effectiveness in primary and Nursery school in more sustainable in Cameroon.

2.3.3. Herzberg's Two Factors Theory

The motivation–hygiene theory was proposed by psychologist Frederick Herzberg in 1959. In His belief that job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with factor which define the context. Herzberg suggested certain extrinsic factor or hygiene factors those associated with environment surrounding a job. The extrinsic or hygiene factor largely corresponding to Maslow's higher order needs which include the work itself, responsibility, recognition for work well done, advancement and achievement. Although Herzberg is most noted for his famous hygiene and motivational factors theory, he was essentially concerned with people's wellbeing at work, he was basically attempting to bring more humanity and caring in to work place. Herzberg's theory thus posits that there are two classes of factors that influence employee motivation which are; Intrinsic and extrinsic. Herzberg's research proved that people will strive to achieve hygiene needs because they are unhappy without them. But once satisfied the effect soon wears off, satisfaction is temporary. Example of Herzberg's hygiene needs (or maintenance factors) in work place are: -salary policy, relationship with supervisor working condition, status, security, personal life and security. Hygiene factor lead to dissatisfaction with a job because of the need to avoid unpleasantness. They are referred as hygiene factors because they can be avoided or prevented by the use of hygiene methods.

Herzberg's theory is relevant for the study because both hygiene and motivator factors impact on the performance of employees at all levels from the school management to the teaching staff. Achievement and recognition contribute to enhanced prestige about the job for the teachers. The study will therefore confirm these findings in some Primary and Nursery Schools Nguelemendouka Sub Division.

2.3.4. The relevance to the present study

The two factors theory is an important approach in the study of motivation in human resources management in primary education. It identifies all the components and gives a comprehensive understanding the motivation in teachers' effectiveness. In motivation programme in human resource management practice for teachers effectiveness we remark that the motivation programme in the Cameroonian primary school demands a two factor theory in understanding how resources management practices affect teachers' effectiveness. The cultural diversities give school administration reasons to develop different motivational strategies in human resources

management processes. Conceiving human resources management practices need the knowledge of in motivational theory. The implementation of reward practices should also integrate the two factors dimension.

2.3.5. Equity Theory

Adams (1963) proposed this theory, stating that the degree of equality or inequity that employees perceive in their work environment has a significant impact on job performance and satisfaction. When a person believes that the ratio of his or her output to input on the man's side of the exchange is unequal, he or she is said to be experiencing inequity. Education, Level of intelligence, and experience training skills, as well as seniority, gender, and social standing, are all considered as inputs. Job security, compensation, employee benefits, recognition, praise, and responsibility are among the efforts put forward for the intended job outcomes. Individual motivation is determined by what the individual perceives to be fair in comparison to others. The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion.

Biwott, (2020)points out that the relationship held between supervisors and employees must have equity in order to succeed and maintain perceived justice. This theory is relevant to the study because it covers both hygiene and motivator factors of the working environment where remuneration is one of the major concerns. The Adams Equity theory of motivation states that positive outcomes and high levels of motivation can be expected only when employees perceive their fair treatment. Equity theory focuses on determining whether the distribution of resources is fair to both rational partners. Equity theory is measured by comparing the ratios of contribution and benefits of each person within the relationship. Equity theory is relevant to head teachers and teachers. When the head teacher and teachers are overworked, underpaid quit teaching to look other jobs that pay better, Primary School Teachers may take long breaks which hinder implementation of the curriculum.

2.3.6. The relevance to the present study

The equity theory is relevant to this work in that it does not only highlight the need for work life balance which is an organisational justice approach to human resources management practices, but it also identifies their roles and show how it contribute to sustainable human resources management of the education establishment and how this leads to school achievement in Cameroon primary schools. Effective human resources management practices are an organisational management concept which advocate for teachers' effectiveness, access and quality education, equity and effective school management. Therefore, integrating all the equity principles in terms of policy, management, implementation and sustainability of the human resources management practices will influence teachers' effectiveness in Cameroon primary school.

2.4 Empirical Literature Review

2.4.1 Human Resource Practices and Teachers' Ineffectiveness

Samwell (2018) says Human resource planning is one of the most important human resource practice in the organization. Organizations rely much on human resource planning to determine their current position and future needs of manpower. The purpose of this paper is to examine the importance of human resource planning to the organization by reviewing different literature on human resource planning. This paper reviews the literature relating to human resource planning and it focuses on the objectives of human resource planning, the process of human resource planning and importance of human resource planning to the organization, The findings depicts that there is a significant relationship between human resource planning and organizational manpower requirements and between human resource planning and organizational performance, therefore this paper recommends that organizations should continue to practice and maintain effective human resource planning as it plays fundamental role in achieving the objectives of the organizations.

Nagendra and Deshpande (2014) think that role of HRM has changed altogether from a traditional (popularly called personnel management) to a strategic one. Most medium and large scale organisations spend large amounts of money and reserves on HR software, but unfortunately many of them utilise it only for HR administrative purposes rather than for effective and efficient human resource planning (true HRP). This study aims to explore the extent of usage of a Human Resource Information System (HRIS) in mid to large sized organizations and the advantages they derive

from the implementation of the same in the Human Resource Planning (HRP) subfunctions. HRIS outline the integration between Human Resource Management (HRM) and Information Technology (Gerardine de Sanctis, 1986). Primary data was collected by means of questionnaires from 50 senior and junior HR executives/managers in three organizations in Pune. It was found that the greatest uses of HRIS were its contribution to the efficiency and effectiveness of HR planning through HRIS skills' inventory, HRIS training needs analysis, HRIS succession planning and HRIS labour demand and supply analysis. Results showed that identification of unfilled job positions accurately is the most frequently accepted HRIS feature. Organisations can record good HR planning efficiency and effectiveness if HRIS aligns with information system strategy and HR strategy. Organisations need to integrate HRIS functions with other business functions. The study revealed that HRIS needs to offer more intelligent capabilities to increase the effectiveness of HR planning.

AL-Qudah and Osman (2014) examine the human resource (HR) planning, training and development towards organizational performance in the Government Ministry in the Kingdom of Jordan. It investigated the factors that affect HR planning, training and development in Jordanian ministries. The study population, which consisted of employees in the HR departments in 23 Jordanian ministries, comprised 166 respondents. To achieve the study objectives, the researcher developed and distributed a questionnaire, and collected and analyzed the data using SPSS. An overall analysis was performed based on the descriptive statistics and correlation analysis. The results indicated that HR planning, training and development significantly correlated with the organizational performance in the Jordanian Ministry. The paper provided recommendations for improving HR in the Jordanian Ministry.

Pournader et al (2015) Developing a comprehensive human resource (HR)-planning framework that corresponds to the variety of HR-related issues has seldom been observed in existing project management literature. The present study applies a three-step design science approach to introduce a holistic HR planning framework. The rigor and relevance cycles in this approach address the HR-related issues in projects and the shortcomings of the literature associated with developing a thorough HR-planning framework. Subsequently, the proposed framework is being validated by an exploratory study undertaken at Parsons Brinckerhoff (USA) and BISOL Group (EU). Next, in line with the guidelines of the design cycle for justifying the use of the framework, a survey is

conducted on the collected data from 110 Iranian experts in the construction industry. Using Partial Least Squares for analyzing the data, the outcomes indicate that ‘Empowerment/Training’ could significantly improve the performance of HRs in projects. The results also confirm the substantial impact of ‘Quality Assessment’ on the constructs included the HR-planning framework. Furthermore, ‘Networking Management’, ‘Delegating’, and ‘Reward/Compensation’ are prioritized as the subsequent influential constructs for effective HR management practices.

Prashanthi (2013) blend Human Resource Management (HRM) and Human Capital Management (HCM) has replaced the already existing branch of Knowledge, Personnel Management in the Post Globalization Scenario. Since then Human Resource Planning (HRP) has acquired immense importance in terms of organizational development. HRP is largely based on the concept that people are an organizations most important strategic resource. Generally, it deals with matching resources to business needs. It also addresses human resources needs both in terms of quality and quantity. HRP also deals with broader issues of the employment and development of people so as to improve organizational effectiveness. It is therefore imperative that HRP is required to be analytically studied for a fair understanding.

Pamela et al (2017) empirically test human resource planning as it concerns forecasting manpower demand and strategic action on organizational performance of oil and gas firms in Port Harcourt. It tries to make available solution to the relationship between human resource planning and organizational performance. 5(five) firms were selected using stratified sampling technique in oil and gas firms in Port Harcourt. The Taro Yamane was used to determine the sample size which aggregate of 70 managers and supervisors was derived. Using the spearman rank order correlation coefficient, we found out that there is a significant relationship between human resource planning and organizational performance and that the relationship between the variables is moderated by organizational structure. From the findings, we recommended that oil companies and their human resource managers should continually carryout manpower audit and planning to determine in advance the demand and supply situation in the labour market prior to recruitment of employees. Finally, conclusion and contribution to knowledge was provided.

2.4.2. Professional development

Hill (2013) commentaries regarding appropriate methods for researching professional development have been a frequent topic in recent issues of *Educational Researcher* as well as other venues. In this article, the authors extend this discussion by observing that randomized trials of specific professional development programs have not enhanced our knowledge of effective program characteristics, leaving practitioners without guidance with regard to best practices. In response, the authors propose that scholars should execute more rigorous comparisons of professional development designs at the initial stages of program development and use information derived from these studies to build a professional knowledge base. The authors illustrate with examples of both a proposed study and reviews of evidence on key questions in the literature

According to Sultan et al., (2021) human resources practices are functional activities and strategic initiatives that help employers to provide better services to their employees while also increasing profitability. Human resources are an organization's most valuable asset and the source of its competitive edge. A good HRM system should be accompanied with good HRM practices. Organizational practices aimed at managing the pool of human resources and ensuring that resources are used to achieve organizational goals are referred to as human resource practices. Many businesses operate in a volatile market environment and must constantly enhance their business performance in order to cope with the changing climate and maintain a competitive advantage. Organizations are increasingly recognizing the potential that human capital possesses for a sustainable competitive advantage. In response, many organizations are depending on measurement approaches such as workforce scorecards to gain insight on how employees add value. Most scholars agree Human Resource Practices in most organizations fall under two main categories namely Operational and Managerial Roles. Performance of an organization depends largely on effective operational performance. The operational performance is function of people, process and technology; therefore, they need to be competent with the required knowledge, skills and abilities. Every organization wants to attract, retain and motivates employees to enhance its performance. Operational roles of HRM refer to those tasks and duties performed in both and small organizations. The society for Human Resource Management (HRM) has identified seven major functions of HRM which include:- Planning, Recruitment and Selection, Training and Development, Safety and Health, Performance Appraisal and Employee and Labour Relation,

Waitoller and Artiles (2013) reviewed the research on professional development (PD) for inclusive education between 2000 and 2009 to answer three questions: (a) How is inclusive education defined in PD research? (b) How is PD for inclusive education studied? (c) How is teacher learning examined in PD research for inclusive education? Systematic procedures were used to identify relevant research and analyze the target studies. We found that most PD research for inclusive education utilized a unitary approach toward difference and exclusion and that teacher learning for inclusive education is undertheorized. We commend using an intersectional approach to understand difference and exclusion and examining boundary practices to examine teacher learning for inclusive education.

NIEMI (2015) reflects on teacher professional development as a continuum that starts during pre-service time, continues into the first years of newly qualified teachers' induction phase, and spans a career-long development throughout their teaching careers. Finnish teachers work in contexts that provide high professional autonomy and agency in their work. Pre-service teacher education prepares them for this responsible role. In earlier years, in-service training occurred on training days and through short courses. The new trend sees teachers as developers in the whole school community. Teachers have research-based orientation in pre-service teacher education, which makes them capable to design school-based projects and their own development as it relates to school development. The article introduces four cases in which new trends have already been implemented. These best practices are examples how to (1) support the school community to cross boundaries towards multi-professional cooperation, (2) design an innovative school community using a design-based approach together with many partners, (3) connect pre-service and in-service research-based teacher education in science, technology and math (STEM) teaching, and (4) promote induction for new teachers. Avalos (2011) reviewed of publications in *Teaching and Teacher Education* over ten years (2000e2010) on teacher professional development is the subject of the paper. The first part synthesises production referred to learning, facilitation and collaboration, factors influencing professional development, effectiveness of professional development and issues around the themes. The second part, selects from the production nine articles for closer examination. The paper concludes by noting how the production brings out the complexities of teacher professional learning and how research and development have taken cognisance of these factors and provided food for optimism about their effects, although not yet about their sustainability in time.

Mitchell (2013) considered the nature of professional development, how it occurs in individuals, and how educational leaders and managers can facilitate professional development for the purpose of school improvement. Social theories of learning provide compelling explanations of the conditions through which professional development occurs in and among individuals within a community of practice. Research into professional learning communities suggests ways forward for educational leaders and managers to foster environments in which individual and organisational learning is optimised through collaboration and shared leadership

Avidov-Ungar (2016) evaluated the manner in which teachers perceive their professional development process. Forty-three teachers from Israeli schools participated in the study. I used a semi-structured interview to understand the teachers' perceptions about their professional development. The qualitative analysis identified two dimensions that teachers referred to in their professional development stories: the professional development motivation (intrinsic/extrinsic) and types of aspirations (lateral/vertical). Using these dimensions, four 'professional development patterns' emerged. Participants' professional trajectories are described in terms of these patterns: Hierarchically Ambitious, Hierarchically Compelled, the Laterally Ambitious and the Laterally Compelled. This categorisation could serve as an essential tool to help principals and decision-makers analyse teachers' personal course of professional development. Hence, the categorisation of the teaching staff according to individuals' professional aspirations could be utilised to design professional development programmes and incentives that would correspond to teachers' particular needs.

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Hence, the categorisation of the teaching staff according to individuals' professional aspirations could be utilised to design professional development programmes and incentives that would correspond to teachers' particular needs.

Bayar (2014) Teacher preparedness is linked to student achievement, yet regularly teachers are entering the profession unprepared. In-service training, or professional development activities, are increasingly being used to remedy this situation. There is little agreement regarding exactly what key components should be included in an effective professional development activity. This study seeks to provide the meaning of effective professional development activities and to offer a list of key components inherent in any effective professional development offering. Sixteen elementary school teachers (8 male, 8 female), from a large city in Turkey, were interviewed about their experiences with professional development activities offered over a 12-month period. They were asked to generate a list of the key components to be included in an effective professional development activity. Additionally, document analysis of result reports from Ministry of National Education trainings was performed. The findings indicate that any effective professional development activity should consist of the following components: 1) a match to existing teacher needs, 2) a match to existing school needs, 3) teacher involvement in the design/planning of professional development activities, 4) active participation opportunities, 5) long-term engagement, and 6) high-quality instructors. The researcher hopes that the Ministry of National Education will consider these findings and begin providing more effective professional development activities for teachers. With, this means of on-going professional development Turkish teachers' growth will be enhanced and students will be better prepared to compete in a 21st century global environment. (Archambault et al, 2010)

Stewart (2014) reviews teacher professional development norms as they are shifting toward collaborative practice. It is posed that passive and individual practices are inadequate to prepare teachers to integrate the academic skills that learners need for both workforce and college readiness. Promising practices in professional development are identified. Specifically, learning in a professional community is considered to be more effective than traditional professional development methods. This paper discusses aspects of professional learning communities that could be incorporated into Adult Basic Education programs to improve teaching and learning.

Baran and Correia (2014) postulates that the quality of online programs in higher education is strongly correlated with how the professional development approaches respond to the needs of online teachers. These approaches are critical in helping online teachers adopt online pedagogical practices and reconstruct their teacher persona in an online environment. This study proposes a nested professional development framework for online teaching. The proposed framework intends to recognize successful online teaching in higher education as an outcome of the interaction of support activities at teaching, community, and organization levels (Borko et al, 2010).

Kennedy (2016) thinks that Professional development programs are based on different theories of how students learn and different theories of how teachers learn. Reviewers often sort programs according to design features such as program duration, intensity, or the use of specific techniques such as coaches or online lessons, but these categories do not illuminate the programs' underlying purpose or premises about teaching and teacher learning. This review sorts programs according to their underlying theories of action, which include (a) a main idea that teachers should learn and (b) a strategy for helping teachers enact that idea within their own ongoing systems of practice. Using rigorous research design standards, the review identifies 28 studies. Because studies differ in multiple ways, the review presents program effects graphically rather than statistically. Visual patterns suggest that many popular design features are not associated with program effectiveness. Furthermore, different main ideas are not differentially effective. However, the pedagogies used to facilitate enactment differ in their effectiveness. Finally, the review addresses the question of research design for studies of professional development and suggests that some widely favoured research designs might adversely affect study outcomes.

Parkhouse et al (2019) When their teachers are well equipped to foster inclusive and equitable classrooms, students from marginalized communities show higher rates of academic achievement, motivation, self-confidence, and self-efficacy. However, many teacher's complete preparation programs feeling underprepared to work in culturally diverse classrooms, making high-quality professional development in this area crucial. We undertook a meta-ethnographic, systematic literature review of 40 studies of multicultural-education-focused professional development programs in order to better understand the forms and features of such programs that contribute to

teachers' self-efficacy and success in working with culturally diverse students. We found a small literature base with too much variation across types of programs studied and outcomes analysed to draw conclusions about the factors that contribute to effectiveness. However, the extant literature does point to important questions and considerations for both providers and researchers of multicultural education professional development. One area for future research is how PD providers navigate tensions or challenges arising from resistance to discussions of diversity and equity. Another is locating the balance between providing specific knowledge about students' cultures and guarding against promoting stereotypes or broad generalizations. Researchers and PD developers should also pay close attention to their underlying theories related to both teacher learning and multicultural education.

2.4.3. Training and teachers' ineffectiveness

The study by Hervie and Winful (2018) examined how teachers' performance is influenced by training and development in the Ghana Education Service. A case study and a quantitative research approach were used in the investigation. The study's respondents (teachers) were chosen using a simple random sampling procedure. A total of 40 questionnaires were distributed, with 30 (or 75%) of them being returned. Questionnaires were used to collect data. The study's findings found that low teacher performance was caused by a lack of frequent in-service training and a lack of teaching materials, and learning materials, lack of incentives and motivation, and improper supervision.

Peter (2012) examined the impact of teacher training on student performance in Gem District, Kenya's Mixed Secondary Schools. The research used a descriptive survey design. The study's participants included 107 teachers from 20 different schools. These were chosen using a stratified random selection technique in the study. The study relied heavily on secondary data obtained from the DQASO offices. According to the findings, training alone does not significantly improve student performance in Gem District.

The study by Rahman, Jumani, Akhter, Chisthi, and Ajmal (2011) examined the relationships between teacher training and teaching effectiveness. The study's instrument was a questionnaire for both target groups. Teachers were found to have a positive attitude toward teacher education and its effectiveness in the classroom, including actual instruction/academic work, classroom

management, evaluation procedures, assignments, and developing human relationships with students, the principal, and society in general.

2.4.4. Motivation Programs and Teacher ineffectiveness

Ndungu (2017) carried out a study on the effects of motivation on employee performance in public educational institutions: A Case of Kenyatta University, Kenya. A descriptive research design was used in the investigation of the effects of rewards and recognition on Kenyatta University staff performance. Stratified random sampling and purposive random sampling were used in sampling design. Results also showed that salaries and fringe benefits as well as job security to be weak in Kenyatta University and caused dissatisfaction and affected employee performance.

Danish and Usman (2010) study examined the impact of motivation on job satisfaction and motivation: An empirical study from Pakistan. The data were collected from employees of diverse type of organizations to gain wide representation of sectoral composition. In all, 250 self-administered questionnaires were distributed among the employees of different sectors. The statistical analysis showed that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees.

Alam, Saeed, Sahabuddin and Akter (2013) study focused on the relationship between employee recognition and employee contribution in service industry. The research design was descriptive research by using the semi-structured questionnaire. Regression analysis was used to analyse data. A study of motivation among professionals found that members were most likely to perceive recognition and that is one of the causes of performance appraisal.

2.4.5. Work-Life Balance and Teacher ineffectiveness

Mwangi, Boinett, Tumwet and Bowen (2017) conducted a study on the effects of Work life Balance on Employees Performance in Institutions of Higher Learning. Primary data was gathered through structured questionnaires. To determine if the independent variables influence the dependent variable Chi-square tests was done. The study revealed that work family priorities conflict affected the performance of employees. The study, therefore, concluded that work life balance is an important aspect of work and family which should be embraced to improve employee's performance.

Otieno (2010) study examined the influence of work-life balance on job satisfaction and commitment of women employees at the Commercial banks in Kisumu City, Kenya. A Semi structured questionnaire was used to gather data which was analyzed using spreadsheets. 60 respondents answered the questionnaires; ten from each bank. The research established that work-life balance has a positive influence on employee commitment and job satisfaction. There is a significant correlation between work-life balance and job satisfaction and also between work-life balance and commitment. Muchiti (2015) carried out a study on the influence of work life balance on employee productivity in Kenya; a case of Milimani law courts Nairobi. Kenya. The study adopted descriptive survey and case study design. The primary data was collected through the use of questionnaires and secondary data was obtained from published documents such as journals, periodicals, magazines and reports to supplement the primary data. The study findings showed flexible working schedule was the most significant factor and had a positive significant relationship at 5% level of significance.

2.4.6. Work Place Environment and Teacher ineffectiveness

Gitonga (2015) carried out a study on the influence of work environment on organizational performance in government ministries in Kenya. Stratified random sampling technique was employed in selecting the sample. The study adopted descriptive research design and primary data was collected using a questionnaire in the selected government ministries. The study employed quantitative analysis techniques and correlated and generated findings showing that the variables were significantly and positively influenced organizational performance in government ministries in Kenya. Chandrasekar (2011) study investigated the relationship between workplace environment and its impact on organizational performance in public sector organizations. The research work was a descriptive research of both primary data and secondary data. Questionnaire was used to collect primary data. The study established that workplace environment plays a vital role in motivating employees to perform their assigned work. Since money is not a sufficient motivator in encouraging the workplace performance required in today's competitive business environment. Manu (2016) study examined the effects of work environment on employees' productivity in government organizations. A case study of Obuasi Municipal Assembly. A stratified random sampling was used to select a sample of 100 employees for this research. The data collected from the employees was analyzed using multiple regression and descriptive statistics. It was found that,

each of the components that define work environment were statistically significant to productivity of the Municipal Assembly.

This chapter presented conceptual framework, theoretical literature which was concerned with Herzberg's Two Factors Theory, resources-based theory and equity theory which explain human resource management practices and teachers' effectiveness in primary schools' school in Nguelemedouka in the east region of Cameroon the empirical literature which focuses on professional development workplace environment, work life balance, training influences educational outcomes. It equally identifies gaps in the literature as means of establishing the position of the present study. From the present literature we highlighted that there is no or limited human resource management practices and teachers' effectiveness in the east region. Therefore, focusing on this area will create awareness and equally inform the policy makers and community leaders on the importance of developing human resource management practices and teachers' effectiveness strategies and approaches in are geared toward sustainable quality education for sustainable development.

CHAPTER THREE

RESEARCH METHODOLOGY

This section dealt with introduction, research, design, variable, and target population, sampling procedure, sample size, research instrument reliability, data analysis logistical and ethical consideration.

3.1. Research Approach

This study adopted the mixed method. A research method refers to the approach used by the researcher in a study. For Creswell (2014), the choice of research method depends on personal experiences. For the present study, a mixed approach or method was adopted as the research method. This method permits the researcher to collect both qualitative quantitative data to provide answers to the research questions, realise the research objectives and confirm or reject the hypothesis of the study. To ceswell (2014) in the mixed method researcher, quires pragmatic and pluralistic perspective to the generalizability of results. The choice of this method by the researcher lies in the fact that we wanted to collect a large quantity of data from the participants on their experiences about the studied phenomenon. The mixed method was equally chosen because we had to work with a heterogenous population.

3.2. Research Design

A descriptive survey research design is a means of gathering information from a group of people by interviewing them or presenting a questionnaire to them (Vaus, 2008). The descriptive survey research design was chosen because it allowed the researcher to generalize the findings to a larger population and because it was more precise and accurate and it involved a well-organized description of events.

3.3. Area of study

Nguelemendouka is one of the sub division of the upper Nyong Division of the east region of Cameroon. Nguelemendouka is one out of the fourteen Sub-divisions in the Upper Nyong Division of the East Region of Cameroon. It became a sub-division in 1951. Nguelemendouka Centre is the headquarter of the sub-division. It is made up of fifty villages and a population of 21.097 inhabitants taken from the statistics of the 2005 population census. It is bounded in the North by Minta Sub-division, south by Mboma and Doumaintang Sub-divisions, East by Doume and Diang Sub-

**LOCALISATION DE LA COMMUNE
DE NGUELEMENDOUKA**

MINTA

DIANG N

DOUME

NGUELEMENDOUKA

DOUMAI TANG

KOBDOMBO

MBOMA

Références spatiales:
Système de projection: UTM Zone 33 N
Ellipsoïde: WGS 1984
Système de coordonnées: m

0 15 30

3.4. Target Population

37

3.5. Sampling technique and Sample Size

A sample is a small group of persons or items selected from the population that will be subjected to the study; it is usually a representation of the entire population (Naing, 2003). Sampling is the process of selecting the required individuals for the study. It involves selecting a number of individuals from a population such that the selected group has elements representative of the characteristics found in the entire population. in this study we employed the simple random sampling

The sample size comprised of 5 Head teachers and 115 Primary school teachers drawn from the 5 public Primary and Nursery schools in Nguelemendouka Sub Division. The sample size complied with the suggestions of Mugenda & Mugenda (2003), who maintained a sample size of 30 percent was sufficient to provide a representative picture of the population.

Table 1 : Sample Size

Category	Population	Sampling Percentage	Sample
Head teachers	5	100	5
Teachers	196	75%	115
TOTAL			120

(source: field data 2023)

The researcher used simple random sampling method where every school has an equal chance of being selected from the sampling frame. Stratified random sampling was also most appropriate because the selected sample elements have heterogeneous characteristics since they are a mixture of head teachers and teachers who must be divided into different strata.

3.6. Data Collection Instrument

According to Zaza et al., (2000) a research instrument are devices or tools a researcher uses to collect data for the purpose of answering certain research questions. The researcher in this study used questionnaires to gather data on demographics and the data on influence of human resource mismanagement practices on teacher ineffectiveness in Public Primary and Nursery Schools in Nguelemendouka Sub Division. Kothari (2012) points out that questionnaires are suitable for a large population. In this study the questionnaire are suitable since the study used a large population

to make enquiry on human resource mismanagement practices influencing teacher effectiveness in public Primary schools in Nguemendouka Sub Division in Cameroon. The research also used interview guides to explore the opinions of Head-teachers on how human resource mismanagement practices influence teacher effectiveness in Public primary and Nursery schools in Nguemendouka Sub Division in Cameroon.

3.6.1. Validity of the Instrument

Instruments validity refers to extent to which instruments accurately measures what it is designed to measure ((Naing, 2003). To enhance content validity, the researcher conducted a pilot study in five Public Primary and Nursery schools and thereafter modified or deleted questions that were not appropriate. The researcher ensured the instrument reach relevant population in relation to their contribution or management of the selected samples of head teachers, and teachers in the Sub-division.

3.6.2. Reliability of the Instrument

Instrument reliability refers to which a research instrument and precisely field similar results from a similar group under study in similar context (Cohen, Manio & Morrison 2007) In this study the researcher tested the instrument during the piloting period and retest again in the actual study population reasonable amendments were also done after pilot study to ascertain content criterion and constructs validity being measured are standard in the actual administration of questionnaires and interviewed schedules on the same note the items in the research tools will be standardized and structured in a manner avoid ambiguity

Table 2 : Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.748	0.735	25

(Source Field data, 2023)

3.7. Data Analysis Techniques and Presentation

This study obtained both quantitative data and qualitative data. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation and presented in tables, charts and graphs. These were generated using Statistical Package for Social Sciences (SPSS) version 26.0. Grounded Theory Analysis technique was used to analyze qualitative data collected using interview schedules.

The study used Analysis of Variance (ANOVA) to test the level of significant of the variables on the dependent variable at 95% confidence level. In addition, the study conducted a multiple regression analysis to test the relationship between independent variables and dependent variable.

3.7.1. Procedure of Data Analysis Using Grounded Theory

Strauss & Corbin (1990) presented grounded theory method (GTM) as a qualitative research method that uses a systematic set of procedures to develop an inductively derived GT about a phenomenon, emphasizing that GTM is an analytical approach based on grounding the analysis in the data that have been gathered and inductively reaching conclusions from these data (Shannak & Aldhmour, 2009). To achieve this data collected using interviews, the researcher used Grounded theory approach to data analysis because it allows for the development of new context-specific (substantive) theories based on data (Charmaz, 2014). GT is essentially an inductive methodology for conducting research with the objective of attaining a thorough understanding (qualitative inquiry) of a subject matter (in this case, head-teachers were interviewed to explore their opinions on the use of HRM practices to influence Teacher effectiveness (Creswell & Poth, 2016).

During data collection, analysis, and memo writing, the Strauss & Corbin (1990) version of Grounded Theory was used, with a combination of Theoretical Sampling and Theoretical Saturation. The variables that needed further exploration included the Work life Balance, Motivation programs, Training and Professional development and Work Environments. Participant observations and semi-structured interviews were used as data collection methods.

3.7.2. Analysis Process of Grounded Theory Method

Since the researcher used the Grounded Theory Method, the data collection and analysis processes were carried out simultaneously in this study. In other words, after the first interviews, the analysis

process began in order to determine the next theoretical sampling and provide information about the location where more focus data can be collected. Following the data collection, detailed memos were written. This procedure was followed for all subsequent interviews in order to keep the findings fresh and alive, as part of GTM. The interviews were analyzed using the coding method, which is defined as a crucial link between data collection and the development of an emergent theory to explain the data (Charmaz, 2006). During this stage of the study, the coding process was left open. In addition, after the researcher concluded the initial interviews, he attempted to make an initial comparison, attempting to find a link between the concepts that were generated from the initial interviews, in order to categorize them. Furthermore, memos were written immediately after data collection, making it a continuous process throughout the research.

Open Coding: During the initial analysis of the researcher's interviews, open coding was considered. According to Charmaz (2006), the researcher should be able to think freely and allow new ideas to emerge as a result of the openness of the initial coding. During this stage, the interviews were analyzed using line by line coding and, as recommended by Charmaz (2006), the data was broken down into segments called incidents. An incident can be found in a phrase, a sentence, or two (Glaser, 1998). To discover or develop the code, the incidents were compared to other incidents and other data. In other words, the researcher attempted to identify and codify the actions in each data segment.

Selective Coding: Selective coding is the second stage of the grounded theory method, and it entails a greater depth of focus. The researcher prepared interviews based on the preliminary fieldwork findings at this point. Emerging concepts guided the second stage, which included a more strategic selection of informants and a more structured interview protocol (Glaser & Strauss, 1967).

Theoretical Coding: The researcher followed Glaser (1998) by using theoretical coding, so that, after the second stage of analysis, which was selective coding, the researcher tried to connect and explore the relationship between categories and their properties in order to develop the hypotheses leading to a theory. This was done according to the collected data and its analysis, and the memos which were created continuously during field work.

3.8. Ethical Considerations

The research process is a social process that involves human interaction and gives rise to various ethical issues. The researcher was well conversant with the fact that the collection and use of data requires ethical sensitivity. The researcher assured respondents of the confidentiality with which information provided was handled. This assurance was part of the consent form that was attached to the introductory letter and questionnaire. The researcher also provided all information necessary to allow the respondent to give an informed consent on participating in the study.

Table 3 : Operationalisation

Independent variable	Dependent variable
Human resource mismanagement practices	Teachers ineffectiveness
Training and development	
Employees motivation	
Work life balance	
Workplace environment	

Table 4 : Synoptic table

The main hypothesis	Specific hypotheses	Independent variable	Indicators	Dependent variable	indicators	Statistical model and tool	scale
Ha: There is a significant relationship between human resource mismanagement and teacher ineffectiveness in primary schools Nguemendouka Sub Division. Ho: There is no significant relationship between human resource mismanagement and teacher ineffectiveness in primary schools Nguemendouka Sub Division.		Human resource mismanagement practices	Policy planning Training and development Employee motivation Workplace environment Recruitment and selection Simulations Work life balance	Teacher ineffectiveness	Practical knowledge Achieving objectives Effective communication Flexibility within the school Achieving targets	Spearman correlational analysis SPSS version 20	Likert scale
	There is a significant relationship between professional development training and teacher ineffectiveness in primary schools in Nguemendouka Sub Division.	Training and development	Hiring process New employees Adapting to the environment Socialization Rules Regulations Goals/mission, Training Value/culture				disagree Disagree. Agree Strongly agree

There is a link between employee motivation programs and teacher ineffectiveness in primary schools in Nguelemendouka Sub Division.	Employees motivation	Attraction and retention Recognition Rewards Incentive Competitive advantage Effectiveness Good performance
There is a significant relationship between work life balance and teacher ineffectiveness in primary schools in Nguelemendouka Sub Division	Work life balance	Need satisfaction Work Overload Social security Leisure Study leave Parental leave
There is a significant relationship between work place environment and teacher ineffectiveness in primary schools in Nguelemendouka Sub Division.	Workplace environment	Conducive environment Specious work space Good leadership Safe environment Infrastructure

Stylesheet APA 7th edition: In this study we adopted APA 7th edition for the in text citations and references. This abbreviation stands for American psychological association. This organisation prescribes the norms which are to be respected in scientific writing in the social and educational sciences.

This chapter presented the various elements of the research methodology. These elements included: The research approach, the research design, the area of the study, population, sample size, Instruments, validity and reliability, model, ethical considerations, operationalization of variables, and the synoptic table. These elements constituted the overall scientific approach of the research process in the social sciences. It equally gave a delimitation to present study as an original topic that contribute to human resource mismanagement practices and teachers' ineffectiveness in primary and nursery schools in Nguelemenduka in the east region of Cameroon. The chapter four will present and analysis field data collected through a Likert scale questionnaire with the close ended statements.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

This chapter presents the results of field data that were collected through a closed questionnaire and semi structured interview guide which were developed for this study. The data was collected from some five public primary and nursery schools in Nguelemendouka of the east region. The technique used in presenting the data is one in which data is organized, presented and analysis are made to show the impact on the whole study. It uses tables and graphs for descriptive representation of results as well as thematic presentation of qualitative data. Thus, the first part will present the demographic information results, the second will present analyses of the questionnaire main items and the third will verify the hypotheses that were stated at the beginning of the study. The part presents the qualitative data

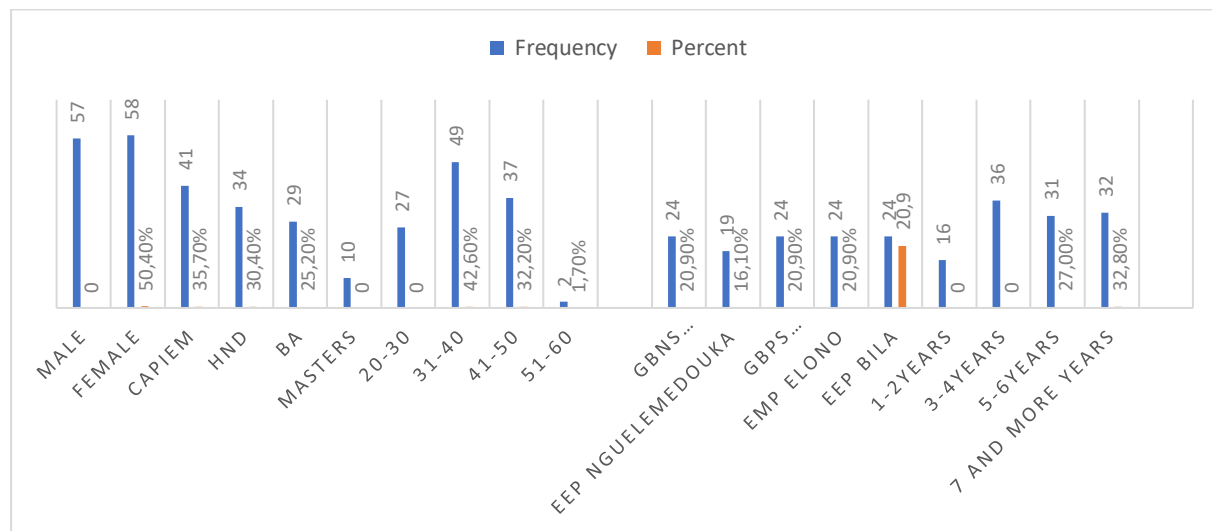
4.1. Descriptive statistics

This section deals with descriptive statistics on demographic information of the respondents and concepts (variables) selected for the study. This descriptive statistical analysis is presented in percentages. This is to determine the rate prediction and accessibility indicators. These statistical interpretations involve of percentages for gender, level of education and age in access to quality education, these graphics inform add credence to the integrate of the research.

Table 5: Statistical Description According to Gender, Level of Education and Age

Items	Modalities	Frequency	Percent
GENDER	MALE	57	49,6%
	FEMALE	58	50.4%
LEVEL OF EDUCATION	CAPIEM	41	35.7%
	HND	34	30.4%
	BA	29	25.2%
	MASTERS	10	8,7%
AGE	20-30	27	23,5%
	31-40	49	42.6%
	41-50	37	32.2%
	51-60	2	1.7%
SCHOOL	GBNS NGUELEMENDOUKA	24	20.9%
	EPP NGUELEMEDOUKA	19	16.1%
	GBPS NGUELEMENDOUKA	24	20.9%
	EMP ELONO	24	20.9%
	EEP BILA	24	20.9%
WORK EXPERIENCE	1-2YEARS	16	13,9%
	3-4YEARS	36	31,3%
	5-6YEARS	31	27.0%
	7 AND MORE YEARS	32	32.8%

(Source : Field data 2023)

**Figure 3: Demographic information**

The simple distribution according of the respondents' gender 30(49.2%) of represented male and 30(49.2%) are females. the sample is equally distributed . The sample distribution according level education. CAMPIEM 22(36.7%), HND18(30.0%), BACHELORS15(25.0%), and MASTERS

5(8.3%). in terms of level education respondents with the CAPIEM are the most represented of the population. sample distribution according to age show that 14(23.3% represents the age range of 20-30 years, 26(43.3% represents 31-40 years, 19(31.7% represent the age range of 41-50 years and 1(1.7%) represents the age of 51-60. therefore, the age of 31-40 is the most representative of the normative categories. this signifies that the teacher population is still very young. School administrator can work to improve the working condition of these teachers for there to be effectiveness. The sample distribution according to school is evenly distributed at a frequency of 12 with the percentage of 20%. Sample distribution according to work experience shows that 1-2years has a frequency of 8 with the percentage of 13.3%,19(31.7%) represents the work experience of 3-5 years,17 (28.3%) present the work experience of 5-6 and 16(26.7%) stands for the working experience 7and more. From these distributions the work experience of 5-6 and 7and more are the most representative of the population. The variations of these demographic data highlights the influence of these variable in the human resource management practices in primary and nursery schools in Nguemendouka of the east region of Cameroon.

Table 6: Distribution According to Training and Development

Items	Statement		SA	A	DA	SDA	Mean
1	Whenever my School embarks on the hiring process, it attempts to search and secure the best possible candidate	<i>f</i>	40	60	11	4	3.83
		%	34.8%	52.2%	9.6%	3.5%	
2	Few, if any, new employees that come into my School do not immediately become fully functioning	<i>f</i>	19	57	29	10	3.25
		%	16.5%	49.6%	25.7%	8.7%	
3	Employees recruited to my School adapt to their new surrounding through socialization.	<i>f</i>	57	49	9	/	3.58
		%	49.6%	42.6%	7.8%	/	
4	The management of my School focuses on orienting the new employees to the rules, regulation and goals of the organization	<i>f</i>	42	55	18	/	3.76
		%	36.5%	47.8%	15.7%	/	
5	My School invests in training its teachers on skills, values culture change, vision and mission of the organization	<i>f</i>	37	48	16	14	3.06
		%	32.2%	41.7%	13.9%	12.2%	

Source: field data2023(strongly agreed=1, agreed=2, disagreed=3, strongly disagreed=4)

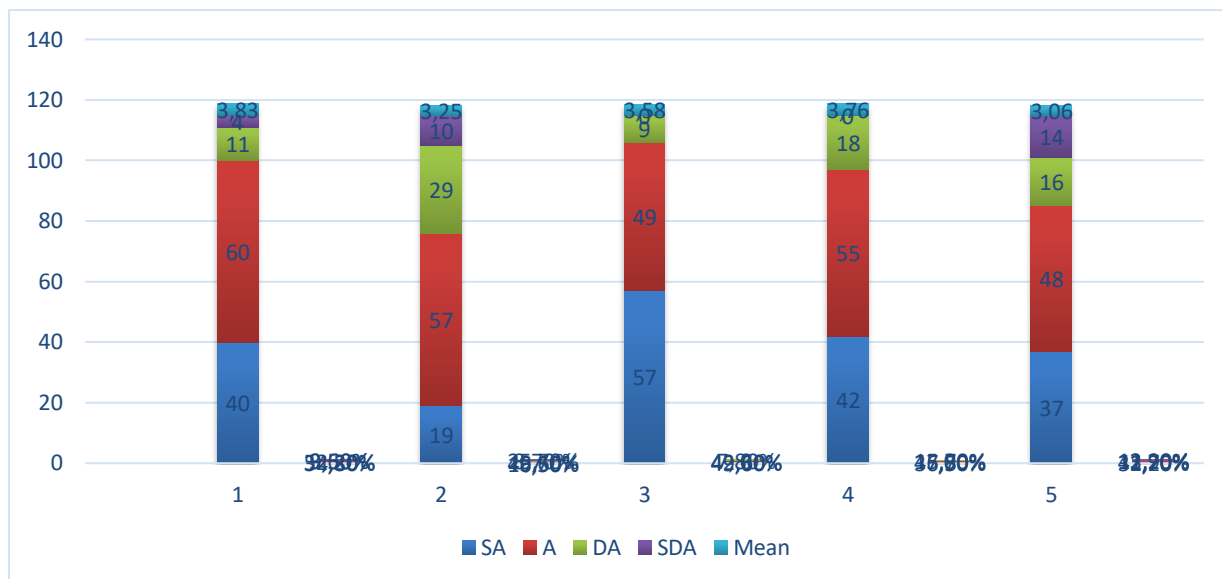


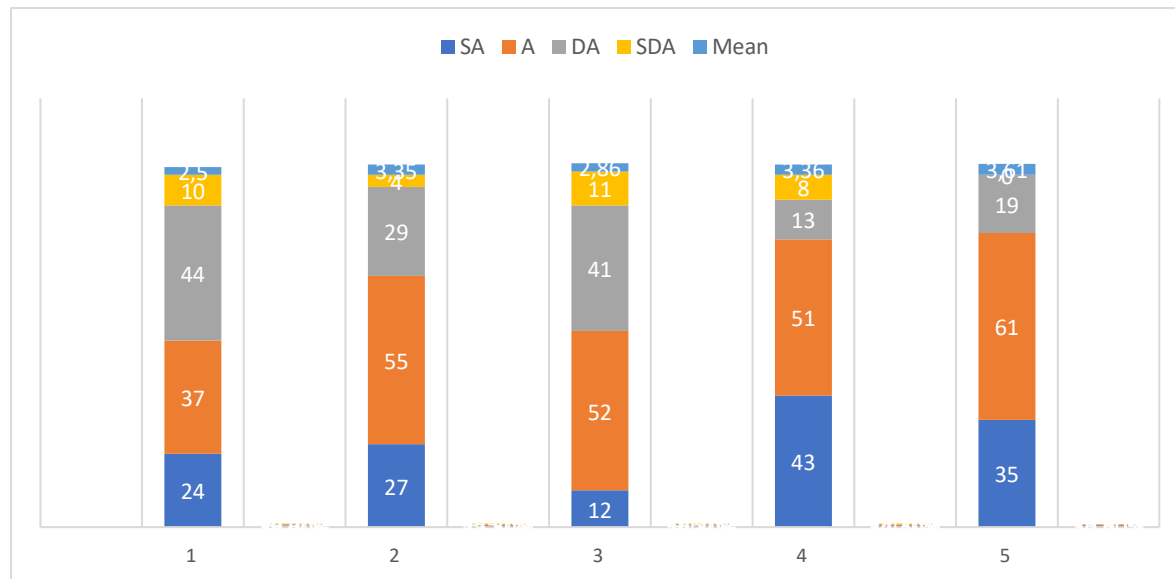
Figure 4: Training Development

The above table presents the sample distribution according to training and development. The first item shows that 40(34.8%) of the respondents strongly agreed, 60 (52.2%) agreed, 11(9.6%) disagreed, and 4(3.5%) strongly disagreed with statement that Whenever my School embarks on the hiring process, it attempts to search and secure the best possible candidate (mean =3.82). in the second item 19(16.5%) of the respondent strongly agreed, 57(49.6%) agreed, 29(25.2%) disagreed and 10(8.7%) strongly disagreed that Few, if any, new employees that come into my School do not immediately become fully functioning(mean=3.25). In the third item 57(49.6%) the respondents strongly agreed, 49(42.6%) agreed and 9(7.8%) disagreed that Employees recruited to my School adapt to their new surrounding through socialization (mean=3.58). in the fourth item 42 (36.5%) of the respondents strongly agreed, 55(47.8%) agreed and 18(15.7%) disagreed with the statement that the management of my School focuses on orienting the new employees to the rules, regulation and goals of the organization (mean=3.76). In the fifth item 37 (32.2%) of the respondents strongly agreed, 41(41.7%) agreed, 16(13.9%) disagreed and 14(12.2%) strongly disagree that My School invests in training its teachers on skills, values culture change, vision and mission of the organization (mean =3.06). from the general tendency of the results the respondents strongly agreed and agreed throughout the responses. This shows that training and development take place in all primary and Nursery in school in Ngelemendouka sub division of the east region.

Table 7: Distribution According to Employees' Motivation

items	Statement	SA	A	DA	SDA	Mean
1	You are supplied with specific information about what behaviours or actions being rewarded	f 24 % 20.9%	37 32.2%	44 38.3%	10 8.7%	2.50
2	You are comfortable with how your school recognizes your contribution	f 27 % 23.5%	55 47.8%	29 25.2%	4 3.5%	3.35
3	There exists an employee motivation system in my school that is used by Human Resource Managers for attracting and retaining suitable teachers	f 12 % 10.4%	52 44.3%	41 35.7%	11 9.6%	2.86
4	Non-financial Motivation especially recognition, if managed well can be source of competitive advantage and hence influence teacher effectiveness	f 43 % 37.4%	51 44.3%	13 11.3%	8 7.0%	3.36
5	Techers are recognised for good performance in my school	f 35 % 30.4%	61 53.3%	19 16.5%	/	3.61

Source: field data (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

**Figure 5: Employee's Motivation**

The above table presents the sample distribution according to employees' motivation. The first item shows that 24(20.9%) of the respondents strongly agreed, 37(32.2%) agreed, 44(38.3%) disagreed and 10(8.7%) strongly disagreed with the view that You are supplied with specific information about what behaviours or actions being rewarded (mean =2.50).

in the second item 27(23.5%) of the respondentstrongly agreed, 55(47.8%) agreed, 29(25.2%) disagreed and 4(3.5%) strongly disagreed that You are comfortable with how your school

recognizes your contribution(mean=3.35). in the third item 12(10.4%) of the respondents strongly agreed, 51(44.3%) agreed, 41(35.7%) disagreed and 11(9.6%) strongly disagreed that There exists an employee motivation system in my school that is used by Human Resource Managers for attracting and retaining suitable teachers (mean=2.86). in the fourth item 43(37.4%) of the respondents strongly agreed, 51(44.3%) agreed, 13(11.3%) disagreed and 8(7.0%) strongly disagreed with the point of view that Non-Financial Motivation especially recognition, if managed well can be source of competitive advantage and hence influence teacher effectiveness (mean=3.36). In the fifth item 35(30.4%) of the respondentsstrongly agreed, 61(53.0%) agreed and 19(16.5%) disagreed that Teachers are recognise for good performance in my school that (mean =3.61). the results the respondents agreed with of the items out of. from the scales and means the results revealed that the respondents mostly strongly agreed and agreed on the fact employees' motivation by the school administrators have provide influence on teacher effectiveness in Nguemendouka.

Table 8: Distribution According to Work Life Balance

item s	Statement		SA	A	DA	SDA	Mean
1	My work place provides an undisturbed environment without any noise that gives me time to perform my	F	26	44	27	18	2.51
		%	22.6%	38.3%	27.5%	15.7%	
2	I am happy with my office space and arrangement	F	23	36	49	7	2.55
		%	20.0%	31.3%	42.6%	6.1%	
3	My manger exercises good leadership for quality performance	F	22	19	25	49	1.81
		%	19.1%	16.5%	21.7%	42.6%	
4	The School is situated in a safe and friendly neighbourhood	F	18	46	39	12	1.81
		%	15.7%	40.0%	33.9%	10.4%	
5	A better work environment (spacious, enough lighting e.t.c) will make me perform better at my job.	F	21	36	22	36	1.61
		%	18.3%	31.3%	19.1%	31.3%	

Source: field data 2023 (strongly agreed=1, agreed=2, disagreed=3, strongly disagreed=4)

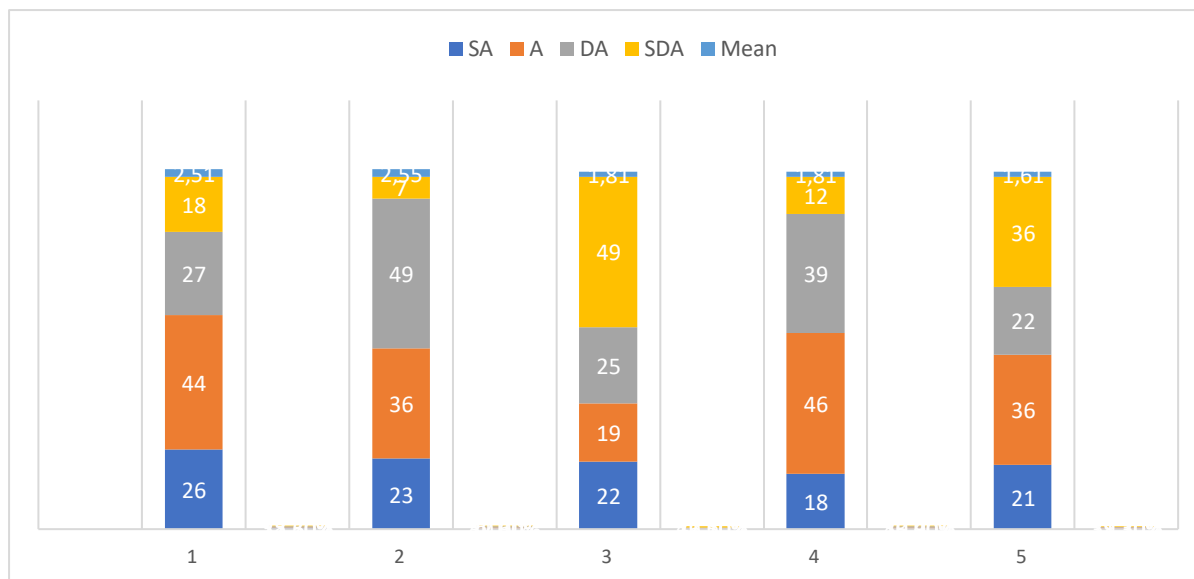


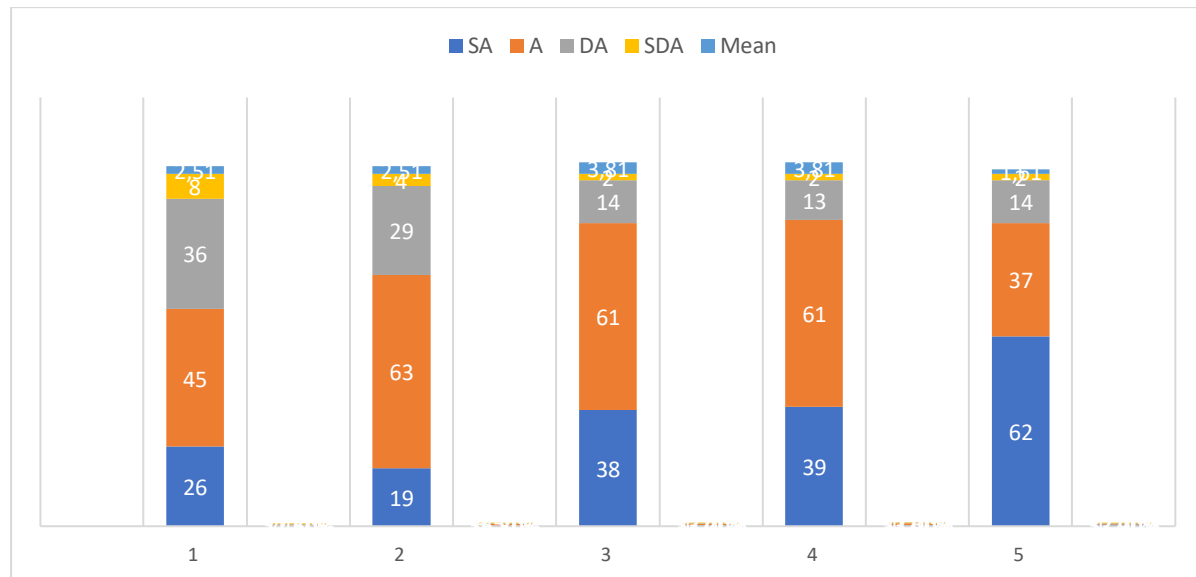
Figure 6: Work life Balance

The above table presents the sample distribution according to work life balance. The first item 26(22.6%) of the respondents strongly agreed, 44(38.3%) agreed, 27(23.5%) disagreed and 18(15.7%) strongly disagreed that the reason as to why I work in this School is to satisfy my needs and before I do anything, therefore I look for work-life balance (mean =2.51). in the second item 23 (20.0%) of the respondents strongly agreed, 36(31.3%) agreed, 49(42.6%) disagreed, and 7(6.1%) strongly disagreed with the statement that Your work is more than you can handle(mean=2.55). in the third item 22(19.1%) of the respondents strongly agreed, 19(16.5%) agreed, 25(21.7%) disagreed and 49(42.6%) strongly disagreed that the school takes care of you depends e.g. provision of privacy rooms, caring for children before and after school (mean=1.81). in the fourth item 18(15.7%) of the respondents strongly agreed, 46(40.0%) agreed, 39(33.9%) disagreed and 12(10.4%) strongly disagreed that You have flexible working hours which allows adequate time for leisure and personal development (mean=1.81%). In the fifth item 21(18.3%) the respondents strongly agreed, 36 (31.3%) agreed, 22(19.1%) disagreed and 36(31.3%) strongly disagreed The School provides paid and unpaid time off e.g. study leave and parental leaves that (mean =3.66). the respondents are most strongly agreed on the role of work life balance on the effectiveness of teachers in Nguelemendouka of the east region.

Table 9: Sample Distribution According to Workplace Environment

item s	Statement	SA	A	DA	SDA	Mean
1	My work place provides an undisturbed environment without any noise that gives me time to perform my	F 26 % 22.6%	45 22.6 %	36 31.3 %	8 7.0%	2.51
2	I am happy with my office space and arrangement	F 19 % 16.5%	63 54.8 %	29 25.2 %	4 3.5%	2.51
3	My manger exercises good leadership for quality performance	F 38 % 33.0%	61 53.0 %	14 12.2 %	2 1.7%	3.81
4	The School is situated in a safe and friendly neighbourhood	F 39 % 33.9%	61 53.0 %	13 11.3 %	2 1.7%	3.81
5	A better work environment (spacious, enough lighting e.t.c) will make me perform better at my job.	F 62 % 53.9%	37 32.2 %	14 12.2 %	2 1.7%	1.61

Source: field data2023(strongly agreed=1, agreed=2, disagreed=3, strongly disagreed=4)

**Figure 7: Workplace Environment**

The above table presents the sample distribution according to workplace environment. The first item shows that 26(22.6%) of the respondents strongly agreed, 45(39.1%) agreed, 33(31%) disagreed and 8(7.0%) strongly disagreed with the statement My work place provides an undisturbed environment without any noise that gives me time to perform my (mean =2.51). in the second item, 19(16.5%) of the respondentstrongly agreed, 63(54.8%) agreed, 29(25.2%) disagreed

and 4(3.5%) strongly disagreed that I am happy with my office space and arrangement (mean=2.51). in the third item, 38(33.0%) of the respondents strongly agreed, 61(53.0%) agreed, 14(12.2%) disagreed and 2(1.7%) strongly disagreed with the view that My manger exercises good leadership for quality performance (mean=3.81). from the fourth item, 39(33.9%) of the respondents strongly agreed, 61(53.0%) agreed, 13(11.3%) disagreed and 2(1.7%) strongly disagreed that The School is situated in a safe and friendly neighbourhood (mean=3.81). for the fifth item, 62(53.9%) of the respondentsstrongly agreed, 37(32.2%) agreed, 14(12.2%) disagreed and 2(13%) strongly disagreed with the statement that A better work environment (spacious, enough lighting e.t.c) will make me perform better at my job. that (mean =3.61). workplace environment from the respondent's perception contribute to teacher effectiveness in primary school Nguelemendouka of the east region of Cameroon.

Table 10: distribution according to teachers' effectiveness

items	Statement	SA	A	DA	SDA	Mean
1	I teach too much practical knowledge when I am motivated to work	<i>f</i> 31 % 27.0%	54 47.0 %	26 22.6 %	4 3.5%	3.00
2	The safe working Environment in school enable me to achieve my course objectives and goals in the class	<i>f</i> 44 % 38.3%	60 52.2 %	11 9.6%	/	3.71
3	Professional training and personal development programs provided by the school enables me to develop the ability to communicate clearly about the subject content	<i>f</i> 41 % 35.9%	62 53.9 %	10 8.7%	2 1.7%	3.75
4	Work schedules for school is flexible to enable me look after my children and remain effective	<i>f</i> 22 % 19.1%	77 60.9 %	17 14.8 %	6 5.6%	3.06
5	I have always achieved my targets in School and my Head-teacher is pleased with me	<i>f</i> 31 % 3.5%	61 16.5 %	19 53.0 %	3 27.0 %	3.96

Source: field data2023(strongly agreed=1, agreed=2, disagreed=3, strongly disagreed=4)

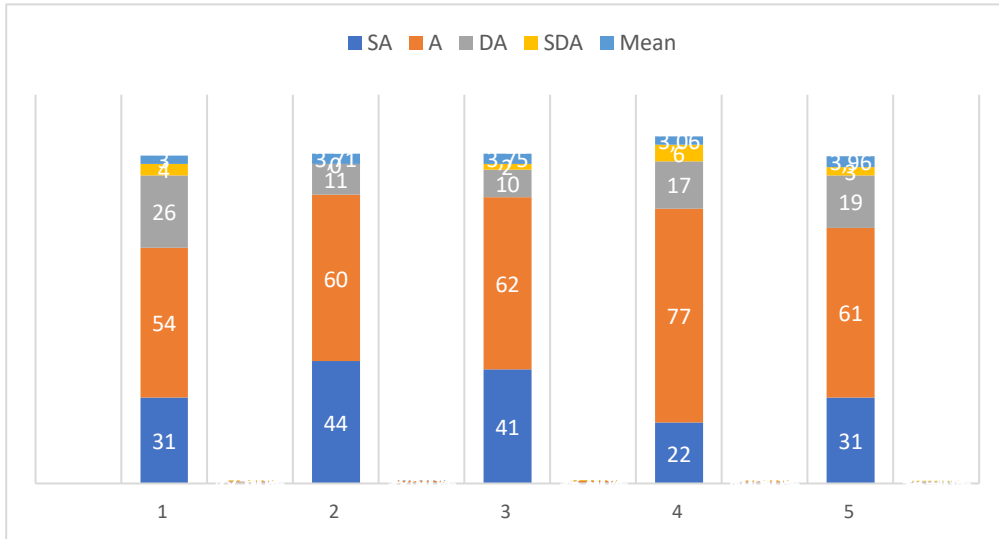


Figure 8: Teacher's Effectiveness

The above table presents the sample distribution of the respondents' perception according to teachers' effectiveness. The first item, 31(27.0%) of the respondents strongly agreed, 54(47.0%) agreed, 26(22.6%) disagreed and 4(3.5%) strongly disagreed with the perception that I teach too much practical knowledge when I am motivated to work (mean =3.00). for the second item, 44(38.3%) of the respondentstrongly agreed, 60(52.2%) agreed and 11(%) disagreed that the safe working Environment in school enable me to achieve my course objectives and goals in the class(mean=3.71). From the third item, 41(35.7%) of the respondents strongly agreed, 60(53.9%) agreed, 10(8.7%) disagreed and 2(1.7%) strongly disagreed with the notion that Professional training and personal development programs provided by the school enables me to develop the ability to communicate clearly about the subject content (mean=3.75). in the fourth item, 22(19.1%) of the respondents strongly agreed, 70(60.9%) agreed, 17(14.8%) disagreed and 6(5.2%) strongly disagreed that Work schedules for school is flexible to enable me look after my children and remain effective (mean= 3.06). In the fifth item, 31(27.0%) of the respondentsstrongly agreed, 61(53.0%) agreed, 19(16.5 %) disagreed and 4(3.5%) strongly disagreedwith the statement that I have always achieved my targets in School and my Head-teacher is pleased with me that (mean =3.96). based on these results the respondents' express positive perception on teachers' effectiveness in primary schools in Nguemendouka of the east region of Cameroon.

4.2. Inferential Statistics

This section shows inferential statistics of the sample population of the study. the model used in this is correlation. this model is use to test the relationship between the independent and dependent variables.

4.3. Hypotheses testing

1. *There is a significant relationship between professional development training and teacher effectiveness in primary and nursery schools in Nguelemendouka Sub Division.*

Table 11: correlation between professional development training and teacher effectiveness

<i>Correlations</i>				
			TE	TD
Spearman's rho	TE	Correlation Coefficient	1.000	.838**
		Sig. (2-tailed)	.	.000
		N	115	115
		Bootstrap ^b Bias	.000	-.003
		Std. Error	.000	.024
	TD	95% Confidence Interval	Lower	1.000
			Upper	.877
		Correlation Coefficient	.838**	1.000
		Sig. (2-tailed)	.000	.
		N	115	115
	Bootstrap ^b	Bias	-.003	.000
		Std. Error	.024	.000
		95% Confidence Interval	Lower	.784
			Upper	.877
				1.000
				1.000
				1.000

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

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

This table present the correlation between professional development training and teacher effectiveness in primary and nursery schools in Nguelemendouka Sub Division. The calculated PV 0.02 which is less than 0.005. The 0.005 is the alpha and standard error margin. This indicates that professional development training have a statistical significant relation with teacher effectiveness in primary and nursery schools in Nguelemendouka Sub Division. On the other hand,

the spearman correlation index is 0.838. means that professional development training and influence teacher effectiveness in primary and nursery schools in Nguelemendouka Sub Division at 83.8%. In this light, improvement in professional development training will show a corresponding impact on teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division

2. *There is a link between employee motivation programs and teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division.*

Table 12: employee motivation programs and teacher ineffectiveness

<i>Correlations</i>				
			TE	EM
Spearman's rho	TE	Correlation Coefficient	1.000	.764**
		Sig. (2-tailed)	.	.000
		N	115	115
		Bootstrap ^b Bias	.000	-.003
		Std. Error	.000	.025
		95% Confidence Interval	Lower	.711
			Upper	.808
	EM	Correlation Coefficient	.764**	1.000
		Sig. (2-tailed)	.000	.
		N	115	115
		Bootstrap ^b Bias	-.003	.000
		Std. Error	.025	.000
		95% Confidence Interval	Lower	1.000
			Upper	1.000

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

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

This table present the correlation between employee motivation programs and teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. The calculated PV 0.274 which is great than 0.005. The 0.005 is the alpha and standard error margin. This indicates that employee motivation programs have a statistical significant relation with teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. However, the spearman correlation index is 0.764. This implies that employee motivation programs influence

teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division at 76.4%. In this way, employee motivation programs will show little corresponding effect on influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division.

3. *There is a significant relationship between work life balance and teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division.*

Table 13: work life balance and teacher ineffectiveness

<i>Correlations</i>				
			TE	WLB
Spearman's rho	TE	Correlation Coefficient	1.000	.838**
		Sig. (2-tailed)	.	.000
		N	115	115
		Bootstrap ^b Bias	.000	-.003
		Std. Error	.000	.031
		95% Confidence Interval	Lower	.768
			Upper	.888
	WLB	Correlation Coefficient	.838**	1.000
		Sig. (2-tailed)	.000	.
		N	115	115
		Bootstrap ^b Bias	-.003	.000
		Std. Error	.031	.000
		95% Confidence Interval	Lower	.768
			Upper	.888

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

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

This table present the correlation between work life balance and teacher ineffectiveness in primary schools in Nguelemendouka Sub Division. The calculated PV 0.838 which is great than 0.005. The 0.005 is the alpha and standard error margin. This indicates that work life balance have a statistical significant relation with teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. nevertheless, the spearman correlation index is 0.360. Signifies that work life balance influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division at 83.8%. more so, work life balance in will show a corresponding

impact on work life balance influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division

4. There is a significant relationship between work place environment and teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division.

Table 14: the correlation between work place environment and teacher ineffectiveness

<i>Correlations</i>					
Spearman's rho	TE	Correlation Coefficient		TE	WPE
		Sig. (2-tailed)		1.000	.860**
		N		.	.000
		Bootstrap ^b Bias		115	115
	WPE			.000	-.004
		Std. Error		.000	.020
		95% Confidence Interval	Lower	1.000	.815
			Upper	1.000	.894
		Correlation Coefficient		.860**	1.000
		Sig. (2-tailed)		.000	.
		N		115	115
		Bootstrap ^b Bias		-.004	.000
		Std. Error		.020	.000
		95% Confidence Interval	Lower	.815	1.000
			Upper	.894	1.000

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

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

This table present the correlation between work place environment and teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. The calculated PV 0.00 which is less than 0.005. The 0.005 is the alpha and standard error margin. This shows work place environment that have a statistically significant relation with teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. however, the spearman correlation index is 0.860. this implies that work place environment influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division at 86.0%. In this work place environment will indicates a corresponding impact in teacher effectiveness in primary and nursery schools in Nguelemendouka Sub Division.

Section B: Qualitative Data Presentation and Interpretation

This section presents the participants view on human resources practices and teachers' ineffectiveness in Nguelemenduka in the east region of Cameroon. These participants are head teachers in the five selected schools

How long have you been in this sub-Division?

H1: *"hmm I've been in this sub division for six years' madam"*

H2: *"Thank you madam. I've been in this subdivision for the past six years"*

H3: *"I've been here for the past twenty-one years"*

H4: *"Ten years"*

H5: *"Okay, I've been in this subdivision for three years; this is my third year in this division."*

According to participant's responses they have minimum of three and maximum of 20years of practice in the sub division. This signifies they have deep understanding of the human resource practices in their various school and they affect teachers' ineffectiveness.

What human resource practices have you put in place to achieve the performance of teachers in this School?

H1: *"You know we are dealing with human beings so we have to put things that they have to motivate teachers to do their work well. As concerns human resource practices that I've put in place, I've put motivation programs where I appreciate teachers at the end of each term and the appreciation is not equal because they don't work at the same level. I appreciate them at their various outputs; so at times, appreciation can be material or financial and this helps to push other teachers to work hard so that they improve their performance. I also put in place professional development; that is, I increase their skills in their work. They don't just sit like that and teach continuous for the whole year. I organize pedagogic meetings with them at the end of every Friday. We sit together, everybody ousts what she has not been able to achieve by within the week. So, we work together so that at the end, they would know what they have to do. And also, we have coordinators and inspectors from the regional delegation and even from divisional delegation and from the inspectorate. We organize seminars that these teachers attend and improve in their performances. There is saying that, a teacher that ceases to learn also ceases to teach. So they organize seminars at the level of the inspectorate and even at the divisional delegation. We also have pedagogic cells at each level and we present model lessons regularly so that they should also improve their human resource practices. Also, we improve on their work life balance. Work without play makes Jack a dull boy. There are times that we go out, we have socials in school that we sit together and fellowship together, we cook, we eat a common meal and share a common cup. We also give them permission to go and solve some of their family and personal problems."*

H2: *"Okay, first of all I would like to tell you that this school is complete class. That is, from class one to six, but being in a rural environment, we don't have full staff that is required to teach those six classes. So we have grouped them in levels. Classes one and two go into one classroom that is*

level one, three and four, level two and five and six level three. We have three teachers to teach those three levels including myself. Talking about the human resource practices, we try to assist teachers to have maximum performance, professionalism, thus the communal development. We also bring motivation programs and link work-life balance in the rural area.

H3: *“First of all, putting more experienced teachers to help pedagogic cells in the school, they meet on the last week of every month to evaluate the level of program coverage and propose ways to cover up the lapses that have been witnessed through the pedagogic month. Also, they have some seminars that they attend that are being organized by the inspectorate and the divisional delegation. These seminars are obligatory and compulsory for all the teachers. “*

H4: *“Okay. First of all, I would like to present my school. My school is made up of two teachers. That’s, I have a staff of two teachers plus myself making us three. Our classes are from classes one to six but due to the lack of teachers, we try to organize our school into levels. So, we have three levels; level one, two and three. One corresponding to classes one and two. Level two corresponding to classes three and four and level three corresponding to classes five and six. So, we struggle with the little resources we have to carry our work effectively. We have motivation programs that motivate our teachers. We make sure that every information we have is communicated to teachers and on time. In case a teacher is absent; we carry her work; that is to assist her in her class so that her absence will not hinder the work of the children. With that it creates a conducive environment to work. With the little we have we try to handle our work effectively and improve the performance of teachers.”*

H5: *“Okay, some of the human resource practices that are out in place for my teachers. One is that we organize seminars. In these seminars, teachers are being taught how to teach, in their various classes. At times I do appreciate them so that they can teach more and very well for the children and the parents to be in good mood. “*

Do you have training and development programs and how have they influenced teacher ineffectiveness the last three years?

H1: *“Yes, we have training programs as I earlier said. We organize seminars from regional level, inspectorate level, even from schools. If there’s an activity that a teacher is facing difficulties, we sit together and brainstorm on it and facilitate the teaching for the teacher in the next lesson so that when she’s facing the lesson next time, she would not have any difficulties. I visit classes so as to see the effectiveness of the teachers. My work is not only sitting in the office. At times I go down to the classes, I take a lesson and I teach. Thank you madam.”*

H2: *“Yes we do have those programs and the influence have been huge in the last three years as you said. We have programs like seminars that are organized by the regional delegation and they are always obligatory. Then the one we do organize here; we have pedagogics cells for each level with a cell leader who may organize their meetings weekly. Apart from that, we have what they call here, it has a francophone acronym call UNAPED (pedagogic animation) which is every last Friday of the month. So, during our UNAPED meetings, all the teachers from this school and all the government schools around, we meet, develop a lesson on a challenging topic and discuss, brainstorm and see where there are difficulties and handle them. At the end every teacher goes*

home with the copy of that lesson just like copies are forwarded to the hierarchy; that is the inspectorate.”

H3: “Yes, we have training and development programs. These include monthly meetings of pedagogic cell groups, seminar organized within and out of the school which teachers are obliged to attend. We also have model and demonstrative lessons. The model lessons are always done by the head teacher and demonstrative lessons are always done at times by the pedagogic cell leader or any teacher that has been chosen.”

H4: “Okay, thank you for that question. Well, for the training programs, yes. We have seminars organized by the hierarchy. That is, we have our general seminars. We have facilitators from the inspectorate for example, from the delegation and we try to assist to this seminar so as to increase in our output. So with these pedagogic seminars, at least they help us to learn more in our work. But as far as our school is concerned, we have pedagogic animations. Every Friday for example, we have a staff meeting to see the difficulties encountered during the week. That’s we talk about pedagogy, discipline and even social matters to see how to look for solutions and amend them. So at least that has really encouraged and teachers are happy with the way we function and that one I think it’s a positive call as far as performance for teachers’ performance is concerned.”

H5: “Yeah, we have some development programs that we do put in place, for instance, we have animators at each level. These animators will teach lessons that we all correct and amend. I also teach, but model lessons. When we correct ourselves, we move forward.”

Do you have Motivation programs and how have they influenced teacher performance?

H1: “Yeah, yes we have motivation programs. We have so many motivation programs such as rewards at the end of each year. For example, I can buy a package and give to a teacher that has really excelled well within the year because I myself I move round, I see their work, I see their performance and at the end of the year, I can prepare a package and motivate the best teacher and at times the package can be in kind. It has been a competition since I started doing it and most of the teachers are fighting to have that package. They’re fighting because the one that takes last year or year before last is not the one that took last year. So you see how it is motivating them and I try to help them to promote them in certain areas. Maybe promoting like a level head depending on your work. Then I give them some rewards even at times verbal appreciation which encourages other teachers to work hard. These motivation programs have really made the teachers to be working very hard”

H2: “Yes, we do have motivation programs madam. You know if children are competing in their various classes and teachers are not also following that light, it will be difficult. So we reward teachers here in terms of the results of their learners. So teachers that produce the best results are always rewarded. We do write them appreciation letters and at the end of the year sometimes the PTA (Parents’ Teachers’ Association) also give gifts, prizes to the best teachers.”

H3: “Yeah, we have motivational programs in our institution. Some of these motivational programs are appreciation by letters for the work well done. At times we give prizes to teachers that excel highly. We give gifts and at times we congratulate them by words. This will go a long way to motivate our teachers to excel highly”

H4: “Okay, as motivation programs are concerned, we motivate teachers according to what they give out. That is; according to their work. There are some criteria that we look to motivate our teachers. Nevertheless, all the teachers are motivated because it is not easy. Our work; a teacher’s work is not easy to carry on so all the teachers are first of all motivated but we now go into the effort done by each teacher. So we also add some little plus to those type of teachers. So we have motivation programs, by the end of the term motivation is given. So at the end of each term at least we give something to the teachers. Then at the end of the year for example, we have special prizes for the teachers who really distinguish him or herself during that academic year. But at least that prize is there and most of the time it is always a prize taken with joy and it really encourages the other teachers. So these are some of the little motivation programs that we have that encourage teachers in their performance.”

H5: “Yeah, we do have motivation programs. They influence the teachers in a way that when they motivate them, they are able, eager to teach more. They are willing, they are happy. You know that when you motivate a child, the child would be happy and do more; so we do that to teachers who are not motivated, they will know that my colleague has been motivated, let me do it so that I will have more than what they have been motivated with. Yes, we also motivate them by the end of the academic year. They go home with some packages; they can either be in kind or cash.”

How do you undertake work life balance programs in your School?

H1: “Mmmmm, as concerns work-life balance, when a teacher delivers, she has her normal leave that the government gives that she has to go and deliver, the time she has to take care of the baby and the hours that she has to breastfeed the baby before coming to school. So I cannot be so strict that others are in school at seven thirty, she should also be there at that time. I also give her time to go and vaccinate the child and when the child is sick I will give her permission to take the child to the hospital. We are humans! We are not dealing with sticks. I give them permission to go to the hospital with their children or when they have their family problems. I do communicate any information that comes from above (hierarchy) to them. I support the teachers by sharing with them during their happy and sad moments.”

H2: “Okay, work life balance program is that we have to know that we are teachers yes, we have a program to cover, yes. But sometimes, like human beings, things do happen to us so as I said, we are just four of us, if somebody is on permission, I’ll go and assist in that teacher’s class. If a lady is due maternity leave, we forward the documents because it’s not us that grant the maternity leave. We will forward documents and she will be granted her maternity leave. We give permission to the person that is due. That is, I’m not supposed to give permission for more than one day. That’s what the text says. If the teacher wants permission for more than that; let’s say two days, I will not hesitate to assist her take the documents to the inspectorate for the inspector to sign the permission.

H3: “Yes, some of the ways that we take work-life balance in our school is that some of the classes are opportuned to have two teachers. In case a teacher is absent in any class due to one reason or the other, one teacher from a class where there are two goes and fill the gap. In most time, the absence of a teacher in the class is an opportunity for me also to evaluate the pupils and the teacher himself. I don’t only stay in the office. I also go to class to teach and so in the absence of a teacher, I myself I go into the class to teach. Thank you.”

H4: *“Yes, as far as work- life balance, you know we are teachers, yes. There is also this human and social aspect. There is pedagogy, there is work but we are flexible. We remain flexible. A teacher may need permission. We make sure that we grant permission according to the problem exposed to us. We try our best to understand the teachers and give them permission when the matter is important.”*

H5: *“Okay, that one, I can say that, if a teacher comes to me and tell me that he has a problem, we have to see in it. You know we are dealing with women in the nursery section. If the baby is sick, we can visit her in the house and even in the hospital, call to make them belong because when we are in school we are away from our families. So we make a family in which we are one another’s keeper. So we do interact and communicate, yeah.”*

What have you put in place to ensure work place environment influence teacher performance?

H1: *“Mmmm Concerning that question that you have asked, nobody is really perfect but I do my best to make sure that the workplace environment is cordial. It should not be tensed. I don’t want to create tension because when they’re tensed they will not do their work well. So I always create an environment that it is cordial. If there’s a problem between two teachers and the other, I use my leadership skills to solve the problem so that peace should reign in school. So I use my leadership skill to solve problems so that the environment should be cordial. Also, I propose teachers to hierarchy for appointments in case they need a head teacher somewhere. Following work place environment, you cannot see a mother that is having a baby, you take and put in a class that is over populated. So I try to moderate that way so that the environment should be comfortable to everybody so avoiding tension and other conflicts around school*

H2: *“Okay, to influence teachers’ performance in work place environment, we like to encourage them to respect professional ethics. Then, as I said above, I said we are government-based. We relieve, we have to show solidarity to each other so that we should have a conducive environment. In this campus we like to organize some sporting activities that we come together on Wednesdays in the afternoon to do keep-fit exercises so that we would be fit to carry the work.”*

H3: *“As of the atmosphere it’s very conducive. There is interaction among teachers of the same level and entire staff equally. Socials are organized termly to reduce stress and certain days, teachers come together to relax themselves. These are some of the means we have put in place to ensure that the environment is conducive to work.”*

H4: *“Yes, you know, eh, a teacher cannot really carry out the work effectively if at least a little is not awarded to that teacher to carry out his or her work effectively. As I earlier said our school is divided into levels. Level one, two and three. So the teacher is like teaching two classes. So what we try to do, we understand that the work load is heavy; is difficult but at least we give the available didactic material to the teachers where teachers can refer to. We have text books and so on that we give to teachers so that the teachers can carry out their work effectively. Then if teachers have any worry, pedagogically and so on, we try to meet and see where the difficulty or the problem lies and we will come together and see how we can solve the problem. As earlier said, we are humans, we have a social gathering at the end of each month, we have a social gathering where*

we come together. We have this mutual assistance if a teacher has a problem, be it good or bad. So that is how we try to organize ourselves as far as socials is concerned so that we can live in a conducive environment though working in this type of environment as the village is not very easy but at least, we try to make our work interesting. We try to value our work. So that is how we live and I think it is good for everybody and everyone is happy.”

H5: *“Okay, I can say that we have environment that is cordial. I know when to talk to them when things are going wrong. I don’t just shout to them in front of other teachers or in front of the children. I have to call the concern to the office, advise her on what he is supposed to do. So our relationship with the teachers is cordial and friendly.”*

Do you have other human resource practices in place apart from the mentioned above? If yes explain.

H1: *“Uhh no madam, I don’t have other human resource practices that I’ve put in place except maybe they can come up but any time they can come up, I will use them which will help to improve the output of the school.”*

H2: *“Yes. We do have others. Just to add that our meetings, because we hold staff meetings very regularly. In our meetings, we do, try as much as possible to discourage discriminatory practices. We urge do urge them to show love to one another to avoid gossiping because that’s what kills the lively spirit in the staff.”*

H3: *“Yes, we are opportune to have a library with so many books. We have more than one thousand books in the library. This is one of the resource practices that we have put in place to increase teachers’ performance here. And as earlier said, we have a very clean environment that the teachers are living very free, they feel very free to do their work. Thank you.”*

H4: *“No no this is how we try to organize ourselves in our school. So I think if we have some other proposals, advise and recommendation, we will not fail to apply.”*

H5: *“No, for the moment, no! Thank you so much.”*

On the whole, this chapter handled data analyses which is divided into section A and B. section A concerns descriptive statistics which frequencies and percentages were interpreted. This involve demographic information on sex, age, level of education and school, the items of each independent variable were also interpreted according to scales of strongly disagree, disagree, agree and strongly agree. This was immediately followed by the inferential statistics in where the. Therefore, human resources mismanagement practices and teacher ineffectiveness in some primary and nursery schools in Nguemendouka Sub Division. For section B we present verbatim the semi structured interview of head teachers in the various schools. The interview focus on the various human resource mismanagement practices and their relations with teacher ineffectiveness All the stakeholders advocate the sustainable performance human resources mismanagement in

investments and continual teacher r engagement through professional development and monitoring and evaluation. Conclusively the results show that effective human resource planning, policy and operation and monitoring and evaluation in education will enhance effective teacher deployment. Human resources practices will lead to social justice and efficiency in the limited resources and competitiveness of the graduates. The effective implementation of these human resources management practices will contribute tremendously to effective and sustainable education management in the east region in particular and in Cameroon in general.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY OF THE FINDINGS, CHALLENGES OF THE STUDY, PERSPECTIVES FOR FURTHER RESEARCH, RECOMMENDATIONS

The general objective of this study was to examine the relationship between human resource mismanagement practices and teacher ineffectiveness in Nguelemendouka sub division. This chapter deals with the discussion of findings from the quantitative data which were carried out under the predetermined hypotheses. The discussion of finding will highlight the thematic development from qualitative data as well as integrating view from the empirical literature, theories and results obtained from the field. It will propose perspectives for further research drawn from the shortcomings of the present work. And recommendation was made to various stakeholders in the Basic education sub sector.

5.1. Discussion of Findings

The discussion of findings will follow the logical flow of the data presentation and will be making arguments based on data and previous empirical works reviewed in the empirical literature

5.1.1. Professional Development Has Significant Contribution to Teachers ineffectiveness

5.1.1.1. In Public Primary and Nursery Schools in Nguelemendouka

Professional development training is an important indicator of teachers' ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. The field revealed that the calculated PV 0.02 which is less than 0.005. The 0.005 is the alpha and standard error margin. This indicates that professional development training have a statistical significant relation with teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. On the other hand, the spearman correlation index is 0.389. Means that professional development training influence teacher ineffectiveness in primary schools in Nguelemendouka Sub Division at 38.9%. In this light, improvement in professional development training will show a corresponding impact on teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. Samwell (2018) says Human resource planning is one of the most important human resource practice in the organization. Organizations rely much on human resource planning to determine their current position and future needs of manpower. The findings depict that there is a significant relationship

between human resource planning and organizational manpower requirements and between human resource planning and organizational performance, therefore this paper recommends that organizations should continue to practice and maintain effective human resource planning as it plays fundamental role in achieving the objectives of the organizations. Nagendra and Deshpande (2014) think that the role of HRM has changed altogether large scale organisations that spend large amounts of money and reserves on HR software, but unfortunately many of them utilise it only for HR administrative purposes rather than for effective and efficient human resource planning (true HRP found that the greatest uses of HRIS were its contribution to the efficiency and effectiveness of HR planning through HRIS skills' inventory, HRIS training needs analysis, HRIS succession planning and HRIS labour demand and supply analysis. Results showed that identification of unfilled job positions accurately is the most frequently accepted HRIS feature. The study revealed that HRIS needs to offer more intelligent capabilities to increase the effectiveness of HR planning (Nagendra & Deshpande, 2014).

AL-Qudah and Osman (2014) examine the human resource (HR) planning, training and development towards organizational performance in the Government Ministry in the Kingdom of Jordan. It investigated the factors that affect HR planning, training and development in Jordanian ministries. The study population, which consisted of employees in the HR departments in 23 Jordanian ministries, comprised 166 respondents. The results indicated that HR planning, training and development significantly correlated with the organizational performance in the Jordanian Ministry. Pournader et al (2015) Developing a comprehensive human resource (HR)-planning framework that corresponds to the variety of HR-related issues has seldom been observed in existing project management literature. The study applied a three-step design science approach to introduce a holistic HR planning framework. The rigor and relevance cycles in this approach address the HR-related issues in projects and the shortcomings of the literature associated with developing a thorough HR-planning framework. Subsequently, the proposed framework is being validated by an exploratory study undertaken at Parsons Brinckerhoff (USA) and BISOL Group (EU). Next, in line with the guidelines of the design cycle for justifying the use of the framework, a survey is conducted on the collected data from 110 Iranian experts in the construction industry. Using Partial Least Squares for analyzing the data, the outcomes indicate that 'Empowerment/Training' could significantly improve the performance of HRs in projects. The results also confirm the substantial impact of 'Quality Assessment' on the constructs included the

HR-planning framework. Furthermore, 'Networking Management', 'Delegating', and 'Reward/Compensation' are prioritized as the subsequent influential constructs for effective HR management practices.

Prashanthi (2013) blend Human Resource Management (HRM) and Human Capital Management (HCM) has replaced the already existing branch of Knowledge, Personnel Management in the Post Globalization Scenario. Since then Human Resource Planning (HRP) has acquired immense importance in terms of organizational development. HRP is largely based on the concept that people are an organizations most important strategic resource. Generally, it deals with matching resources to business needs. It also addresses human resources needs both in terms of quality and quantity. HRP also deals with broader issues of the employment and development of people so as to improve organizational effectiveness. Pamela et al (2017), empirically test human resource planning as it concerns forecasting manpower demand and strategic action on organizational performance of oil and gas firms in Port Harcourt. It tries to make available solution to the relationship between human, resource planning and organizational performance. 5(five) firms were selected using stratified sampling technique in oil and gas firms in Port Harcourt. The Taro Yamane was used to determine the sample size which aggregate of 70 managers and supervisors was derived. Using the spearman rank order correlation coefficient, we found out that there is a significant relationship between human resource planning and organizational performance and that the relationship between the variables is moderated by organizational structure. From the findings, we recommended that oil companies and their human resource managers should continually carryout manpower audit and planning to determine in advance the demand and supply situation in the labour market prior to recruitment of employees. Finally, conclusion and contribution to knowledge was provided.

Hill (2013) commentaries regarding appropriate methods for researching professional development have been a frequent topic in recent issues of Educational Researcher as well as other venues. In this article, the authors extend this discussion by observing that randomized trials of specific professional development programs have not enhanced our knowledge of effective program characteristics, leaving practitioners without guidance with regard to best practices. Sultan et al., (2021) human resources practices are functional activities and strategic initiatives that help employers to provide better services to their employees while also increasing profitability. Human

resources are an organization's most valuable asset and the source of its competitive edge. The society for Human Resource Management (HRM) has identified seven major functions of HRM which include: - Planning, Recruitment and Selection, Training and Development, Safety and Health, Performance Appraisal and Employee and Labour Relation,

Waitoller and Artiles (2013) reviewed the research on professional development (PD) for inclusive education between 2000 and 2009 to answer three questions: (a) How is inclusive education defined in PD research? (b) How is PD for inclusive education studied? (c) How is teacher learning examined in PD research for inclusive education? Systematic procedures were used to identify relevant research and analyze the target studies. We found that most PD research for inclusive education utilized a unitary approach toward difference and exclusion and that teacher learning for inclusive education is undertheorized. We commend using an intersectional approach to understand difference and exclusion and examining boundary practices to examine teacher learning for inclusive education (Jumani, Akhter, Chisthi, & Ajmal, 2011).

NIEMI (2015) reflects on teacher professional development as a continuum that starts during pre-service time, continues into the first years of newly qualified teachers' induction phase, and spans a career-long development throughout their teaching careers. Finnish teachers work in contexts that provide high professional autonomy and agency in their work. Pre-service teacher education prepares them for this responsible role. In earlier years, in-service training occurred on training days and through short courses. The new trend sees teachers as developers in the whole school community. Teachers have research-based orientation in pre-service teacher education, which makes them capable to design school-based projects and their own development as it relates to school development. The article introduces four cases in which new trends have already been implemented. These best practices are examples how to (1) support the school community to cross boundaries towards multi-professional cooperation, (2) design an innovative school community using a design-based approach together with many partners, (3) connect pre-service and in-service research-based teacher education in science, technology and math (STEM) teaching, and (4) promote induction for new teachers. Avalos (2011) concludes by noting how the production brings out the complexities of teacher professional learning and how research and development have taken cognisance of these factors and provided food for optimism about their effects, although not yet about their sustainability in time. Mitchell (2013). This article considers the nature of professional

development, how it occurs in development for the purpose of school improvement. Social theories of learning provide compelling explanations of the conditions through which professional development occurs in and among individuals within a community of practice. Research into professional learning communities suggests ways forward for educational leaders and managers to foster environments in which individual and organisational learning is optimised through collaboration and shared leadership (Peter, 2012)

Avidov-Ungar (2016) This research aims to evaluate the manner in which teachers perceive their professional development process. Forty-three teachers from Israeli schools participated in the study. I used a semi-structured interview to understand the teachers' perceptions about their professional development. The qualitative analysis identified two dimensions that teachers referred to in their professional development stories: the professional development motivation (intrinsic/extrinsic) and types of aspirations (lateral/vertical). Using

these dimensions, four 'professional development patterns' emerged. Participants' professional trajectories are described in terms of these patterns: Hierarchically Ambitious, Hierarchically Compelled, the Laterally Ambitious and the Laterally Compelled. This categorisation could serve as an essential tool to help principals and decision-makers analyse teachers' personal course of professional development. Hence, the categorisation of the teaching staff according to individuals' professional aspirations could be utilised to design professional development programmes and incentives that would correspond to teachers' particular need (Hervie & Winful, 2018)

The resource-based approach emphasized internal resources, which were seen as the most important aspect in achieving long-term competitive advantage. In effect, the value provided by human resources is at the heart of this strategy, where flexibility is improved in order to reduce production costs and boost efficiencies. Human resources, by effectively utilizing resources, tend to increase a firm's competitive edge over other firms (Jeckoniah et al., 2013). As a competitive advantage, RBT tends to overlook the baseline of specific industries, focusing instead on the differences in firms within the same sector (Tadesse, 2011). The resource-based view, according to Kitonyi, (2018), asserts that firms have resources that enable them to gain a competitive edge and a subset of those that contribute to superior long-term performance. Because human capital is one of the important resources that a corporation can develop into a competitive advantage, this

theory is suited for the research. When an organization has adequate staff retention measures, the human resource advantage can be preserved for a longer period of time. Because the study confirmed how training and development, work life programs, employee motivation, and the work environment can build superior human resources that offer a higher level of performance in Primary and Nursery Schools in Nguelemendouka Sub Division, the study concluded that training and development, work life programs, employee motivation, and the work place environment can build superior human resources that offer a higher level of performance.

5.1.1.2. Employees' motivation programmes is one of the influential factors of teachers' ineffectiveness in some public primary and nursery schools in nguelemendouka

The *employee* motivation programs are predictive in teachers' ineffectiveness in some public primary and nursery schools in Nguelemendouka Sub Division. The findings indicated that the calculated PV 0.274 which is greater than 0.005. The 0.005 is the alpha and standard error margin. This indicates that employee motivation programs have a statistical significant relation with teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. However, the spearman correlation index is 0.144. This implies that employee motivation programs influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division at 14.4%. In this way, employee motivation programs will show little corresponding effect on influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. Ndungu (2017) carried out a study on the effects of motivation on employee performance in public educational institutions: A Case of Kenyatta University, Kenya. A descriptive research design was used in the investigation of the effects of rewards and recognition on Kenyatta University staff performance. Stratified random sampling and purposive random sampling were used in sampling design. Results also showed that salaries and fringe benefits as well as job security to be weak in Kenyatta University and caused dissatisfaction and affected employee performance.

Danish and Usman (2010) examined the impact of motivation on job satisfaction and motivation: An empirical study from Pakistan. The data were collected from employees of diverse type of organizations to gain wide representation of sectoral composition. In all, 250 self-administered questionnaires were distributed among the employees of different sectors. The statistical analysis showed that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees. Alam, Saeed,

Sahabuddin and Akter (2013) focused on the relationship between employee recognition and employee contribution in service industry. The research design was descriptive research by using the semi-structured questionnaire. Regression analysis was used to analyse data. A study of motivation among professionals found that members were most likely to perceive recognition and that is one of the causes of performance appraisal.

The motivation –hygiene theory was proposed by psychologist Frederick Herzberg in 1959. In His belief that job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with factor which define the context. Herzberg suggested certain extrinsic factor or hygiene factors those associated with environment surrounding a job. The extrinsic or hygiene factor largely corresponding to Maslow's higher order needs which include the work itself, responsibility, recognition for work well done, advancement and achievement. Although Herzberg is most noted for his famous hygiene and motivational factors theory, he was essentially concerned with people's wellbeing at work, he was basically attempting to bring more humanity and caring in to work place. Herzberg's theory thus posits that there are two classes of factors that influence employee motivation which are; Intrinsic and extrinsic. Herzberg's research proved that people will strive to achieve hygiene needs because they are unhappy without them. But once satisfied the effect soon wears off, satisfaction is temporary. Example of Herzberg's hygiene needs (or maintenance factors) in work place are: -salary policy, relationship with supervisor working condition, status, security, personal life and security. Hygiene factor lead to dissatisfaction with a job because of the need to avoid unpleasantness. They are referred as hygiene factors because they can be avoided or prevented by the use of hygiene methods.

Herzberg's theory is relevant for the study because both hygiene and motivator factors impact on the performance of employees at all levels from the school management to the teaching staff. Achievement and recognition contribute to enhanced prestige about the job for the teachers. The study will therefore confirm these findings in Primary and nursery Schools in Nguelemendouka Sub Division.

5.1.2. Work-life-balance has significant contributive effect on teacher ineffectiveness in primary and nursery schools in Nguelemendouka

Work-life balance contributes to improve teacher effectiveness in primary and nursery schools in Nguelemendouka Sub Division. Based on the result, the calculated PV 0.360 which is great than 0.005. The 0.005 is the alpha and standard error margin. This indicates that work life balance have a statistical significant relation with teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. Nevertheless, the spearman correlation index is 0.360. Signifies that work life balance influence teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division at 36.60%. More so, work-life balance will show a corresponding impact on teacher ineffectiveness in primary and nursery schools in Nguelemendouka Sub Division. Mwangi, Boinett, Tumwet and Bowen (2017) conducted a study on the effects of Work-life Balance on Employees Performance in Institutions of Higher Learning. Primary data was gathered through structured questionnaires. To determine if the independent variables influence the dependent variable Chi-square tests was done. The study revealed that work family priorities conflict affected the performance of employees. The study, therefore, concluded that work-life balance is an important aspect of work and family which should be embraced to improve employee's performance.

Otieno (2010) study examined the influence of work-life balance on job satisfaction and commitment of women employees at the Commercial banks in Kisumu City, Kenya. A Semi structured questionnaire was used to gather data which was analyzed using spreadsheets. 60 respondents answered the questionnaires; ten from each bank. The research established that work-life balance has a positive influence on employee commitment and job satisfaction. There is a significant correlation between work-life balance and job satisfaction and also between work-life balance and commitment. Muchiti (2015) carried out a study on the influence of work life balance on employee productivity in Kenya; a case of Milimani law courts Nairobi. Kenya. The study adopted descriptive survey and case study design. The primary data was collected through the use of questionnaires and secondary data was obtained from published documents such as journals, periodicals, magazines and reports to supplement the primary data. The study findings showed flexible working schedule was the most significant factor and had a positive significant relationship at 5% level of significance.

Adams (1963) proposed this theory, stating that the degree of equality or inequity that employees perceive in their work environment has a significant impact on job performance and satisfaction. When a person believes that the ratio of his or her output to input on the man's side of the exchange is unequal, he or she is said to be experiencing inequity. Education, Level of intelligence, and experience training skills, as well as seniority, gender, and social standing, are all considered as inputs. Job security, compensation, employee benefits, recognition, praise, and responsibility are among the efforts put forward for the intended job outcomes. Individual motivation is determined by what the individual perceives to be fair in comparison to others. The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion.

Biwott, (2020) points out that the relationship held between supervisors and employees must have equity in order to succeed and maintain perceived justice. This theory is relevant to the study because it covers both hygiene and motivator factors of the working environment where remuneration is one of the major concerns. The Adams Equity theory of motivation states that positive outcomes and high levels of motivation can be expected only when employees perceive their fair treatment. Equity theory focuses on determining whether the distribution of resources is fair to both rational partners. Equity theory is measured by comparing the ratios of contribution and benefits of each person within the relationship. Equity theory is relevant to head teachers and teachers. When the head teacher and teachers are overworked, underpaid quit teaching to look other jobs that pay better, Primary and Nursery School Teachers may take long breaks which hinder implementation of the curriculum.

5.1.3. Workplace environment influence teachers' ineffectiveness in primary schools in Nguemendouka

Work place environment and teacher ineffectiveness in primary and nursery schools in Nguemendouka Sub Division. The calculated PV 0.00 which is less than 0.005. The 0.005 is the alpha and standard error margin. This shows work place environment that have a statistically significant relation with teacher ineffectiveness in primary and nursery schools in Nguemendouka Sub Division. However, the spearman correlation index is 0.447. This implies

that work place environment influence teacher ineffectiveness in primary and nursery schools in Nguemendouka Sub Division at 44.7%. In this work place environment will indicates a corresponding impact in teacher ineffectiveness in primary and nursery schools in Nguemendouka Sub Division.

Gitonga (2015) carried out a study on the influence of work environment on organizational performance in government ministries in Kenya. Stratified random sampling technique was employed in selecting the sample. The study adopted descriptive research design and primary data was collected using a questionnaire in the selected government ministries. The study employed quantitative analysis techniques and correlated and generated findings showing that the variables were significantly and positively influenced organizational performance in government ministries in Kenya. Chandrasekar (2011) study investigated the relationship between workplace environment and its impact on organizational performance in public sector organizations. The research work was a descriptive research of both primary data and secondary data. Questionnaire was used to collect primary data. The study established that workplace environment plays a vital role in motivating employees to perform their assigned work. Since money is not a sufficient motivator in encouraging the workplace performance required in today's competitive business environment. Manu (2016) study examined the effects of work environment on employees productivity in government organizations. A case study of Obuasi Municipal Assembly. A stratified random sampling was used to select a sample of 100 employees for this research. The data collected from the employees was analyzed using multiple regression and descriptive statistics. It was found that, each of the components that define work environment were statistically significant to productivity of the Municipal Assembly.

5.2. Education Implication

The adoption of professional development, employees' motivation, work life balance and workplace environment work to ensure efficiency, competencies and skills development, quality education better performance, sustainable socio-economic development, improvement instructional techniques and teachers ineffectiveness in primary and nursey school

5.3. Suggestions

Suggestions help in the improvement of human resource practices and teachers' effectiveness in primary and nursery schools which turn to impact effective organization performance of the school system in terms of results, quality learning, classroom management, professional development, human relation, and knowledge and competencies dissemination. Therefore, it is important for us at that end of this study to propose some processes for effective teacher management.

- The researcher suggests more seminars to be organized with the first focus being to change the mentality of teachers when it comes to the newly implemented professional development of teachers. This will go a long way to ameliorate teachers' effectiveness which can be viewed as an opportunity for ensure quality education
- Equally measures should be put in place to ensure that the seminars organized come to a compromise when it comes to the understanding of human resource mismanagement as veritable strategy for teacher ineffectiveness in primary and nursery schools in Cameroon.
- The Basic Educational authorities should provide a better workplace environment that will ensure that teachers can comfortably and conveniently teach.
- Equally the ministerial text should be re-examined when it comes to work-life balance and workplace environment to help in ensure quality education and effective transfer of competence
- Teacher should be consulted when coming up with any human resource management since they are the key implementers of the curriculum and they contribute to the overall school management. When this is effectively done, it equally reduces ineffectiveness which may generate poor performance.
- Incentives should be given to primary and nursery school teachers to motivate them to remain active in service for example compensations, grants, loans, in-service training should be given to teachers. School managers should ensure that staff development programs such as in-service programs, refreshers course, seminars, workshops, equipment of school with modern libraries and information technology centres be put in place to ease teachers research and lesson preparation

5.3.1. Suggestion for Further Research

- This study was limited to primary and nursery schools in Nguemendouka; a study can be conducted on the similar topic in the secondary schools in the same area

- This study was carried out only in Nguelemendouka, another study could be carried in the entire east region for a better understanding of human resources management practices and teachers' effectiveness in the region.
- A comparative study can also be carried out between government and private primary and nursery schools in the Nguelemendouka

5.5. challenges of the Study

This research as scientific exercise experiences some challenges or difficulties. These limitations include the following: There were challenges in terms of accessing documents on human resource management and teachers' effectiveness. Few works exist in area making working on the concepts more stressful. Carrying out a scientific investigation of this level requires time, sacrifice and determination. The study was conducted in Nguelemendouka, a sub division in the east region of Cameroon with teachers and head-teachers as the target population. However, the researcher succeeded with the study although she experienced or went through challenges. It was only by the grace God this work was realised. The researcher encountered a lot of difficulties in the course of the findings of this study. The following are the main difficulties encountered by the researcher in the course of the study.

Reluctance of some teachers to provide useful information. In some schools, some teachers were very reluctant and some of the teachers were not all receptive to provide full information on the problem under study. The researcher had to visit some schools more than two times to show the importance of the study. Given the fact that the researcher has a background in human resource management, the assistance of a statistician was unavoidable, as such, it was not only difficult to find one, but it entailed financial means.

CONCLUSION

The study is divided into five chapters; namely chapter one which handled the back ground, problem objectives and hypothesis of the study. Chapter two focused on literature review which had to do with conceptual review, theoretical framework and empirical review. Chapter three focused on research methodology. Chapter four was presentation and analysis of data to test the hypothesis. While chapter five focused on discussion of findings which was done in relation to literature review. The instruments used for data collection was questionnaire which has closed ended question making thus, it purely a quantitative study and the data was analyzed using descriptive statistics as well as inferential analysis using the multiple linear regression. For the descriptive statistics percentages and frequencies were presented in determining the various perceptions of teachers. The empirical analysis of the study was done using regression. The Pearson ranking correlation was used for testing hypothesis at 0.005 level of significance. In the study all of the alternative hypotheses retained, and the null hypotheses was rejected indicating a strong significance connection between human resource management practices and teachers' effectiveness in primary and nursery schools. From the results of the study, we came out with a conclusion that effective implementation of human resource practices has a significant influence on teachers' effectiveness in some primary schools in Nguelemendouka. This is based on the fact that 2 alternative hypotheses were retained and 2 null hypotheses and retain. Based on the findings of the study, significant recommendations were made to the stakeholders of the Basic Education sub sector in the east region.

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APPENDIXES

Appendix 1: Authorisation for Data collect

REPUBLIQUE DU CAMEROUN	REPUBLIC OF CAMEROON
Paix-Travail-Patrie	Peace- Work-Fatherland
MINISTRE DE L'EDUCATION DE BASE	MINISTRY OF BASIC EDUCATION
DELEGATION REGIONALE DE L'EST	EAST REGIONAL DELEGATION
DELEGATION DEPARTEMENTALE DU	DIVISIONAL DELEGATION FOR
HAUT-NYONG	UPPER-NYONG
INSPECTION D'ARRONDISSEMENT DE	INSPECTORATE OF
NGUELEMENDOUKA	NGUELEMENDOUKA

Alfonse O. Njongo
Professeur Adjoint des Ecoles
Normales d'Instituteurs
Officier des Palmes Académiques

Je soussigné **Alfonse O. Njongo** AUSTIFICATION DE RECHERCHE

Inspecteur de L'Education de Base de L'Arrondissement de Nguemendouka certifie d'avoir reçu l'étudiante LUMNGWA MERCY de la faculté de science de l'Education de L'Université de Yaoundé I, promotion 2018 pour modalités d'enquête concernant la recherche sur le thème : "Human Resource Management and Teacher Effectiveness : The case of some Government Nursery and Primary Schools in Nguemendouka sub-Division".

Cette étudiante a effectivement menée son enquête dans mon arrondissement. En foi de quoi je lui délivre ce certificat pour servir et valoir ce que de droit.

Fait à Nguemendouka le 09 JUL 2021

L'INSPECTEUR DE L'ARRONDISSEMENT

Alfonse O. Njongo
Professeur Adjoint des Ecoles
Normales d'Instituteurs
Officier des Palmes Académiques



Appendix 2: Questionnaire

REPUBLIQUE DU CAMEROUN

Paix -Travail- Patrie

UNIVERSITE DE YAOUNDE I

Faculté des Sciences de l'Education

Département de Curricula et Evaluation



REPUBLIC OF CAMEROON

Peace-Work-Fatherland

THE UNIVERSITY OF YAOUNDE

The faculty of Education

Department of curricula and Evaluation

HUMAN RESOURCE MANAGEMENT AND TEACHER EFFECTIVENESS THE CASE OF SOME PUBLIC PRIMARY AND NURSERY SCHOOLS IN NGUELEMENDOUKA SUB DIVISION

SURVEY INSTRUMENT

SECTION A : PARTICIPANT CONSENT

Dear Respondent,

I would like to thank you for taking part in this survey to enable me complete my Master's thesis entitled **“Human Resource Management and teacher effectiveness The case of some Public primary and nursery schools in Nguemendouka Sub Division”** .I am inviting you to participate in the survey below because you are a teacher in the selected schools of this study that is keen at implementing Human Resource Practices to influence Teachers effectiveness. Your responses will remain strictly confidential. You may choose to skip any questions that you are uncomfortable to answer. The survey should take you 10 - 15 minutes to complete. Participation is voluntary and you may choose to discontinue anytime.

For any questions concerning this survey, do not hesitate to contact Lumngwa Mercy on the following contacts:694228445 or 650489825

SECTION B: DEMOGRAPHIC INFORMATION

For questions under this section, please tick one choice that is applicable to you

1. What is the name of your school? (Tick to show)

	NAME OF THE SCHOOL	TICK
1	GBNS NGUELEMENDOUKA	
2	EPP NGUELEMEDOUKA	
3	GBPS NGUELEMENDOUKA	
4	EMP ELONO	
5	EEP BILA	

2. Indicate your Gender

MALE	
FEMALE	

3. What is your highest level of education (Tick Appropriately)

CAPEIM	
HND	
BACHELORS	
MASTERS	

4. Indicate your Work Experience

1 to 2 Years	
3 to 4 Years	
5 to 6 Years	
More than 6 Years	

5. What is your Age Range?

	Tick appropriately
20-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

SECTION C: Influence of training and development on Teacher Effectiveness

X

Please complete the following questionnaire with specific regard to the enquiry, by placing a CROSS in the appropriate box. **SA** is for Strongly Agree, **A** is for Agree, **D** is for Disagree and **SD** is for Strongly Disagree

	Training and Development	SA	A	D	SD
TAD1	Whenever my School embarks on the hiring process, it attempts to search and secure the best possible candidate.				
TAD2	Few, if any, new employees that come into my School do not immediately become fully functioning.				
TAD3	Employees recruited to my School adapt to their new surrounding through socialization.				
TAD4	The management of my School focuses on orienting the new employees to the rules, regulation and goals of the organization.				
TAD5	My School invests in training its teachers on skills, values culture change, vision and mission of the organization.				
	Influence of employee Motivation on teacher Effectiveness				
MTV1	There exist an employee motivation system in my school that is used by Human Resource Managers for attracting and retaining suitable teachers.				
MTV2	You are comfortable with how your school recognizes your contribution.				
MTV3	You are supplied with specific information about what behaviours or actions being rewarded				
MTV4	Non-financial Motivation especially recognition, if managed well can be source of competitive advantage and hence influence teacher effectiveness.				
MTV5	Teachers are recognized for good performance in my school				
	Work-life balance influence on teacher Effectiveness				
WLB1	The reason as to why I work in this School is to satisfy my needs and before I do anything, therefore I look for work-life balance				
WLB2	Your work is more than you can handle				
WLB3	The School takes care of your dependents e.g. provision of privacy rooms, caring for children before and after school				
WLB4	You have flexible working hours which allows adequate time for leisure and personal development				
WLB5	The School provides paid and unpaid time off e.g. study leave and parental leaves.				
	Influence of work place environment on teacher Effectiveness				
WPE1	My work place provides an undisturbed environment without any noise that gives me time to perform my duties.s				
WPE2	I am happy with my office space and arrangement.				
WPE3	My manger exercises good leadership for quality performance.				
WPE4	The School is situated in a safe and friendly neighborhood.				

WPE5	A better work environment (spacious, enough lighting e.t.c) will make me perform better at my job.				
	Teacher effectiveness (Dependent Variable)				
TE1	I teach too much practical knowledge when I am motivated to work				
TE2	The safe working Environment in school enable me to achieve my course objectives and goals in the class				
TE3	Professional training and personal development programs provided by the school enables me to develop the ability to communicate clearly about the subject content				
TE4	Work schedules for school is flexible to enable me look after my children and remain effective				
TE5	I have always achieved my targets in School and my Head-teacher is pleased with me.				

Appendix 3: Interview schedule for Head-teachers

REPUBLIQUE DU CAMEROUN

Paix -Travail- Patrie

UNIVERSITE DE YAOUNDE I

Faculté des Sciences de l'Education

Département de Curricula et Evaluation



REPUBLIC OF CAMEROON

Peace-Work-Fatherland

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HUMAN RESOURCE MANAGEMENT AND TEACHER EFFECTIVENESS THE CASE OF SOME PRIMARY AND NURSERY SCHOOLS IN NGUELEMENDOUKA SUB DIVISION

Interview schedule for Head-teachers

1. How long have you been in this sub-Division?
2. What human resource practices have you put in place to achieve the performance of teachers in this School?
3. Do you have training and development programs and how have they influenced teacher effectiveness the last three years?
4. Do you have Motivation programs and how have they influenced teacher performance?
5. How do you undertake work life balance programs in your School?
6. What have you put in place to ensure work place environment influence teacher performance?
7. Do you have other human resource practices in place apart from the mentioned above? If yes explain.



