The Influence of Human Resources Management practices on the Quality of Education in Primary Schools in Yaounde VI

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Specialty: *Planning of Educational Systems*

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This Master's dissertation entitled "The influence of human resources management practices on the quality of education in primary schools in Yaoundé VI" has been read and approved by the undersigned as meeting the requirements of the University of Yaoundé 1 (UY1).

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DECLARATION

I, Kudi Godlove Kanyimi, a student of the Department of Curriculum and Evaluation in the Faculty of Education, University of Yaoundé 1, with the registration Number 20V3572, hereby declare that this piece of work entitled "The influence of human resources management practices on the quality of education in primary schools in Yaoundé VI" under the supervision of Pr. Maureen Ebanga Tanyi is my personal work and all used materials have been acknowledged by means of quotations and references.

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CERTIFICATION

This is to certify that Kudi Godlove Kanyimi, registration number 20V3572, a student in the Department of Educational Management in the Faculty of Education at the University of Yaoundé 1, has satisfactorily completed the requirements for the Master of Education. This work entitled "The influence of human resources management practices on the quality of education in primary schools in Yaoundé VI" under my guidance and supervision was carried out in the Department of Educational Management. This work embodied in the research original, and has not been submitted in part or full for any other Degree of this institution, or another University.

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Date ___/___/2024

DEDICATION

To my beloved mother

Mrs. Kudi Mary Yonde

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LIST OF ABREVIATIONS AND ACRONYMES

ANOVA: Analysis of Variance.

HRM: Human Resource Management

LC: Learning Content.

MED: Educational Management.

SPSS: Statistical Product for Service Solution

UY1:   University of Yaoundé 1.

QED: Quality Education

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ABSTRACT

This study investigates the 'influence of human resources management practices on quality of education in primary schools in Yaounde VI''. It has been observed that the quality of education in many primary schools in Yaounde VI has been declining as seen through performances and results at the end of course examinations. Headteachers are supposed to manage their personnel so as to produce quality results. According to Article 6 of Decree No 80/293, school principals (headteachers) in Cameroon are expected to effectively manage their educational institutions to ensure a smooth atmosphere and improve organizational performance. Unfortunately, there is no professional school in Cameroon that trains school headteachers to manage education. Such headteachers are appointed only from among other teaching staff based on longevity and experience acquired in the field. These appointees lack practical basic principles and theories of educational administration and management. The lack of these skills has led to low quality output in education of primary school teachers, which is a major problem.

Three research questions with three research hypotheses were formulated to guide the study. Some related theories were used such as: the Planning Theory by Robert Beauregard, Resource Based Theory by Penrose and the Continuous Improvement theory by Masaaki Imai. The instruments used for data collection was the questionnaire and an interview guide for headteachers.

Regression analysis was used to test the hypotheses. Data collected was analyzed using descriptive and inferential statistics with the help of SPSSV26.

All the three specific hypotheses were confirmed and all null hypotheses rejected. Therefore, it is recommended that. One major limitation faced was the reluctance from respondents to participate in the answering of the questionnaire.

The target population was made up of all the headteachers and teachers of all the primary schools in Yaounde VI wherein the random sampling and proportional sampling techniques were used to select 5 schools with 174 teachers and 5 headteachers respectively as a sample for the study. Some related theories were used such as: the planning theory, resource-based theory, continuous improvement theory used were human capital theory, scientific management theory, Resource based theory and the theory of continuous improvement.

Analysis of data demonstrated that, quality education and quality performance of pupils through good head teachers' good human resources planning, good recruitment and selection practices, and professional development statistically influenced quality education significantly. The statistical tool used to measure the correlation between variables was the Linear Regression. Correlation analyses have been carried out at three different levels. It uses tables and graphs for descriptive representation of results. The impact of professional development practices has an indispensable influence on quality education in primary educational sector in Cameroon. We therefore concluded that there is a strong significant relationship between human resources management practices and quality education in primary schools in Yaoundé VI. Based on the findings of this study, recommendations were made to educational stakeholders on better ways to improving on educational management with the main aim to improve quality education through improved teacher quality in primary schools in Yaoundé VI.

One major limitation faced was the reluctance from respondents to participate in the answering of the questionnaire.

Keywords: Human resource management, management, head teachers, teachers, quality education.

RESUME

Cette étude examine « l'influence des pratiques de gestion des ressources humaines sur la qualité de l'éducation dans les écoles primaires de Yaoundé VI ». Il a été observé que la qualité de l'éducation dans de nombreuses écoles primaires de Yaoundé VI est en déclin, comme en témoignent les performances et les résultats au niveau scolaire. Les directeurs d'école sont censés gérer leur personnel de manière à produire des résultats de qualité. Selon l'article 6 du décret n° 80/293, les directeurs d'école (directeurs) au Cameroun sont censés gérer efficacement leurs établissements d'enseignement pour garantir une atmosphère fluide. et améliorer les performances organisationnelles. Malheureusement, il n'existe pas d'école professionnelle au Cameroun qui forme des directeurs d'école à la gestion de l'éducation. Ces directeurs sont nommés uniquement parmi d'autres enseignants sur la base de leur longévité et de leur expérience acquise sur le terrain. de l'administration et de la gestion de l'éducation. Le manque de ces compétences a conduit à une formation de faible qualité des enseignants du primaire, ce qui constitue un problème majeur.

Trois questions de recherche avec trois hypothèses de recherche ont été formulées pour guider l'étude. Certaines théories connexes ont été utilisées telles que : la théorie de la planification de Robert Beauregard, la théorie basée sur les ressources de Penrose et la théorie de l'amélioration continue de Masaaki Imai.

Les instruments utilisés pour la collecte des données étaient le questionnaire et un guide d'entretien pour les chefs d'établissement.Une analyse de régression a été utilisée pour tester les hypothèses. Les données collectées ont été analysées à l'aide de statistiques descriptives et inférentielles à l'aide de SPSSV26.Les trois hypothèses spécifiques ont été confirmées et toutes les hypothèses nulles ont été rejetées. C'est pourquoi il est recommandé de le faire.

L'une des principales limites rencontrées était la réticence des répondants à participer aux questions. La population cible était composée de tous les directeurs et enseignants de toutes les écoles primaires de Yaoundé VI où les techniques d'échantillonnage aléatoire et d'échantillonnage proportionnel ont été utilisées pour sélectionner 5 écoles avec 174 enseignants et 5 directeurs respectivement comme échantillon pour l'étude.

Certaines théories connexes ont été utilisées, telles que : la théorie de la planification, la théorie basée sur les ressources, la théorie de l'amélioration continue utilisée étaient la théorie du capital humain, la théorie de la gestion scientifique, la théorie basée sur les ressources et la théorie de l'amélioration continue.

L'analyse des données a démontré qu'une éducation de qualité et des performances de qualité des élèves grâce à de bons directeurs d'établissement et à une bonne planification des ressources humaines. L'outil statistique utilisé pour mesurer la corrélation entre les variables était la régression linéaire. Des analyses de corrélation ont été réalisées à trois niveaux différents. Il utilise des tableaux et des graphiques pour une représentation descriptive des résultats. L'impact des pratiques de développement professionnel a une influence indispensable sur la qualité de l'éducation dans le secteur de l'enseignement primaire au Cameroun.

Nous avons donc conclu qu'il existe une relation forte et significative entre les pratiques de gestion des ressources humaines et la qualité de l'éducation dans les écoles primaires de Yaoundé VI. Basé sur les résultats de cette étude. des recommandations ont été faites aux acteurs de l'éducation sur les meilleurs moyens d'améliorer la gestion éducative dans le but principal d'améliorer la qualité de l'éducation grâce à l'amélioration de la qualité des enseignants dans les écoles primaires de Yaoundé VIL'une des principales limites rencontrées était la réticence des répondants à participer au questionnaire.

Mots clés : Gestion des ressources humaines, management, chefs d'établissement, enseignants, éducation de qualité.

CHAPTER ONE
BACKGROUND AND PROBLEM

Human resource management entails effective and efficient use of the personnel placed under the control of a manager or an administrator (headteachers) with the main goal being the attainment of organizational goals and objectives. Good management is the only key or panacea to success in an organization because it provides the steps and guidelines to follow so as to carry out the day-to-day activities in an organization. Greater and better management from the part of the headteachers as administrators will lead to greater performance on the part of the pupils and the teachers. Therefore, as a headteacher who is a school administrator the quality output in your institution would depend on the level of performance of the pupils and the teachers. Quality in an institution is measured based on the goals of the institution which is performances of pupils, the level of skills acquisition and behavioural improvements and rate of pupils completion rates and reduced rates of class repetition. Thus, the school administrator or manager must be well equiped with management and administrative skills such as the technical, conceptual and inter-personal skills which are the pillars of good management. In this light, it is in the interest of these, that human resource management in an educational establishment is very indispensable as regards quality education. This chapter is divided into four sections, which will give the reader a comprehensive overview of the study. The first section presents the background of the study followed by the statement of the problem, research questions, hypotheses, objectives, importance, interest, delimitation and research type. Finally, the last section presents the definition of key concepts in the study such as human resource, management, headteacher,teacher and quality education.

Background of the Study
This will consider the historical, conceptual, contextual and theoretical backgrounds.

Historical Background
The term human resource management has been commonly used for about the last nineteen years. Human resource management was generally known as personnel administration. Personnel administration which emerged as a clearly defined field by 1920s was largely concerned with the technical aspects of hiring, evaluating, training and compensating employees and was very much of staff function in most organizations. The field did not normally focus on the performance or the systematic relationships among such practices. Human resource management developed as a result of the substantial increase in competitive pressures that American business organizations began experiencing by the late 1970s because of factors such as galloping globalization, and rapid technological change.

These pressures gave rise to an increased concern on the part of firms to engage in strategic planning which is a process of anticipating future changes in the environmental conditions and aligning the various components of the organization in such a way as to promote organizational effectiveness and efficiency.Human resource management emerged as a specific field in the eearly 20th century,influenced by Frederick Winslow Taylor(1856-1915).Taylor termed it as ''Scientific management''which was aimed at improving econmic efficiency in manufacturing jobs.

Human resource management also called resource and operations manager or personnel manager consists of all the activities undertaken by an organization or enterprise such as a school or learning institution to ensure the effective utilization of employees towards the attainment of individual, group and organizational goals. An institution's human resource management focuses on the people or human side of management. It consists of all the practices that help the institution to deal effectively with its personnel or people during the various phases of the employment cycle including pre-hiring, staffing and post hiring phases. During the hire phase, the organization selects its employees through the process of recruiting. In the post hire phase, the organization develops human resource management practices for effective management of the employees.

These practices are designed to increase the performance and satisfaction levels of employees by providing them with the necessary knowledge and skills to perform the jobs and by creating conditions that will motivate, direct and facilitate employee's efforts towards meeting the organizations objectives. Through out the period of history,Human resource management has changed in name. The change in name was as a result of the change in the level of socio-economic activities. From historical sources,the first personnel management department began at the National Cash Register Company in the early 1900s.

After several strike actions and employees' lockouts, the National Cash Register Company under the leadership of John H. Patterson organized a personnel department to handle grievances, discharges and safety as well as training for supervisors on new laws and practices.The first form of human resource management was industrial welfare. In 1833, the factory act was put in place which instituted male factory inspectors. In 1868, the first trade union was formed, and this marked the start of collective bargaining. In 1878, legislation was passed to regulate the hours of work for children and women. In 1913, the Welfare workers association was formed, and this gave birth to the Chartered Institute of Personnel and development. Within the First World War period, personnel development increased due to governments' initiatives to encourage the best use of people from 1916. Equally, in

1921, the National institute of psychologists established and published results of studies on selection tests, interviewing techniques and training methods.

Recruiting and selection, followed by training, enhancing morality and motivation, discipline, health and safety, cooperative consultation, and wage policies placed under the personnel departments for administration, were the main focuses of human resource management during World War II. Industrial relations gained significant importance in human resource management during the 1970s. The use of information technologies in management became unavoidable in the 1990s and 2000s due to the introduction of new technologies, as well as the growing complexity and demand in human resource management inside institutions.

Information technologies are useful in human resource management in a number of areas, including hiring, psychometric training, online shortlisting of candidates, online training strategy development, payroll systems, employment data, recruitment administration, references, and pre-employment screenings. These technologies aid in the delegation of mundane work to human resource managers, freeing up more time for them to address complicated problems and guarantee that a larger quantity of data is accessible for decision-making. Among all resources in an organisation today, human resource management holds a central place, with an emphasis on its growth and efficient use for improved organisational performance.

Conceptual Background

This talks about the main concepts used in the work.

Management

Management has been defined in many ways. A simple definition is "the act of using resources effectively and efficiently in such a way that the end product is more valuable than the original resources ". The advantage of this simple definition is that it focuses on the important role of management in transforming inputs into more valuable outputs. Musaazi (1982) defined management as planning, organizing, commanding, coordinating and controlling. Management is the process of setting and achieving goals through the performance of five management functions which are; planning, organizing, staffing, directing and controlling using human, financial and material resources. The purpose of management is to achieve set goals. People who practice management are called managers.

Human Resource Management

The concept of human resource management is as old as humanity itself. Human resources are a crucial component of an organisation, according to management theories advanced by engineers, sociologists, psychologists, anthropologists, and economists. Human resource management is the process of managing human skills to accomplish an organization's goal, according to Haslinda (2009). He continues by saying that it has to deal with the development of talent; the process of human resource management includes labour relations, benefit management, employee safety, and health. The ability of a manager or school head to lead, motivate, relate, communicate, and promote teamwork are some of the most crucial concepts or traits that spring to mind when one thinks of human resource management,Kleiner and Jayme, (2001). Improved human resource management is frequently seen to have a positive impact on organisational performance. According to Flynn (1997), human resource management is primarily concerned with developing and honing the skills and talents of the people who work for any organisation. Different definitions and methodologies have been used to define the notion of human resource development by economists, sociologists, industrialists, and educationists.

Human resource management, taken in its broadest definition, is the process of improving the capacities, abilities, and knowledge of every individual within an organisation.

Human resources management is a socio-cultural concept that enhances living. "Personnel Management is an integral but distinctive part of management, concerned with people at work and the relationship within the enterprise," said the Institute of Personnel Management (UK). It aims to unite the men and women who work for the company into a productive group so that each can make his or her best contribution to its success, both as a member of a working group and as an individual. It aims to create relationships within the company that promote both effective work and human satisfaction.

Human resource management (HRM) is an organizational function that focuses on recruiting, managing and directing people who work in an organization. Direct managers may also handle personnel management. It is an organizational function that deals with people-related issues such as compensation, employment, performance management, organization, development, safety, welfare, benefits, employee motivation, communication, management and training. Supporting this is the HR function, which provides inspiration and ideas about the most important management tasks that school leaders (headteachers) can implement to enable their staff to be effective in their various roles within the school.

Quality Education

Quality education has been the cornerstone of the development of most countries. Education is the basic and primary prerequisite for increasing knowledge and educating people for multifaceted development. The fourth UN Sustainable Development Goal focuses on quality education. The UN expands on that goal, stating that it aims to "guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all". High quality education creates conditions for all students to be economically productive, develop sustainable livelihoods, promote a peaceful and democratic society and increase individual well-being. The required learning outcomes vary depending on the context, but at the end of the basic education period of study there must be threshold levels of literacy, numeracy, basic science knowledge and life skills, including disease awareness and prevention.

Quality education is an inclusive concept where students and learning environments are healthy, content is meaningful, instruction is learner-centred, and all outcomes include the best of the learner's educational experience It is an education well designed to provide the recipient with versatile skill development and the potential to excel in their future endeavours in society. It is an education whose curriculum is of high quality and designed to impart relevant skills and knowledge that enable learners to acquire academic competence for socio-economic survival.

Contextual Background

Human resource management comes from the fact that organizations such as schools, companies and business establishments do not operate in an empty space. In such organizations, such as schools, almost 90 percent of the resources are people, which include administrative and teaching staff, support staff, students and even parents. All these people have a common vision, which is quality education and good pupils' performances. Collective views of people with different backgrounds, views, aspirations, behaviours and thoughts are under the leadership of the school administrator (headteacher), who must coordinate and direct the efforts of these people and make them productive. In this light (Armstrong 2001), Human resources (HR) are a living and active input that directs other factors of production. Human resource management is based on the context that people create organizations and make them survive and succeed. Therefore, their specific management cannot be overlooked, as other parts of the organization are likely to suffer if this area is mismanaged. Without people, organizations do not work, but people also need organizations so that they can maintain their standard of living by working in these organizations. More recently, the growth of knowledge workers has emphasized the focus on human resources as the key to organizational productivity (Fojt, 1995; Tovstiga, 1999). Human potential, individual skills, time and talents must be managed and developed to maximize organizational quality. Haslinda (2009). Last definition Desimone, Werner & Harris

(2002) defined human resource development (HRD) as a set of systematic and planned activities designed by an organization to enable its members to learn the necessary skills to meet current and future job needs. These systematic and planned activities are said to include **training** and **professional development, resource planning** and **development**, **performance appraisal** and **management**, and change management for organizational development Haslinda, (2010). For an organization to operate successfully, it must have materials, money, supplies, equipment, ideas for goods or services to provide to people who can use its output, and finally human resources to operate the facility. The proper management of people at work is human resource management, and it has become one of the most important functions in many modern organizations. One of the most important components of coordinating and managing the organization's work is personnel. Shen (2004) called human resource management including all management activities and decisions affecting the relationship between the organization and its employees, who are the human resources whose management makes important decisions every day that affect this relationship. Headteachers (administrators and teachers play a central role in the education sector of all countries. It is generally believed that there is no greater nation than the level of its headteachers and teachers. For the education system to achieve the desired goals and objectives, headteachers and teacher and quality must be considered. The future of any educational system depends not only on psychological factors, but also on the emotional factors of teachers (Adu et al 2012). These emotional factors can to some extent depend on the managerial abilities of the headteachers. It is against this background that this research topic gets its meaning, so human resource management belongs to the context of organizational management and individual efficiency of the teacher to improve the effectiveness of organizations and consequently quality output.

Theoretical background

Planning Theory

According to Koontz & O'Donell, "Planning is deciding in advance what to do, how to do and who is to do it. Planning bridges the gap between where we are, where we want to go. It makes possible things to occur which would not otherwise occur". In the 1960s and 1970s, the aspiration to achieve comprehensiveness in relation to the management and guidance of such trends and forces was seen to require interdisciplinary working to secure horizontal or 'inter-sectoral coordination between different policies. The recognition of the need for an integrated approach to land use and transport planning was one of the most salient examples of this (Sanyal, 2007). However, in practice, the desire achieve policy coherence through strategic spatial planning by using space as the reference point for policy not infrequently met "fierce opposition from other and usually more powerful policy fields",

and the formal/statutory status of spatial plans did not overcome the relative lack of "implementation capacity" vested in the spatial planning sector as compared to other policy sectors planning or decision making processes to assess whether they are likely to produce decisions and collective action that are in the public interest(Ferreira, 2009)

This is a procedurally deontic interpretation of the public interest, and its norms are quite usable in theoretical analysis (Alexander, 2002). The differentiation between procedural and substantive theory is clearly the most common and recurrent feature of classification models. This twofold categorization appears to have had its beginnings in the distinction between theories of the planning process and theories concerning phenomena which Hightower identified in his study of planning school curricula in the late 1960s. In this early entry into the field of theory classification, Davidoff and Reiners' Choice Theory (1962). So, in this particular study, the theory guides on how headteachers who are administrators will use strategic planning to organise the teachers and other resources placed under their control to increase the quality of education in the Yaounde VI Sub Division. Good and well-structured planning of human resources will go a long to determine who should teach what and when to teach it.

The Resource-based theory (RVT)

Resource-based theory (RBT) is a strategic management theory developed by Barney, Rumelt, Peteraf and other researchers on how to use organizational and internal resources to achieve competitive advantage. Ma, (2001) Barney and other RBT researchers believe that as changes outside companies accelerate, the external environment becomes more difficult to predict and analyse. Thus, the company should pay more attention to its internal resources to build its competitive advantage with the help of the external environment (Wegloop, 1995). This theory will help this study to focus on the role of the educational manager (the headteacher) and how he or she treats the human resources put at his disposal to education more competitive in Yaounde VI Sub Division. The way the headteacher uses the internal human resources in his or her institution will push the institution to a high level of academic quality.

Continuous Improvement Theory

This theory is important for understanding any type of educational management because it promotes professional development and ensures the transfer of quality management knowledge and skills. A management approach called "continuous improvement"; increases the efficiency of many processes and systems and is closely integrated with total quality management. Continuous Improvement Origin: Toyota and Statistical Reasoning Cl traces its roots to two major historical trends, both dating back to around the 1950s. The first occurred at Toyota, where Tiichi Ohno and Shigeo Shingo developed a just-in-time (JIT) manufacturing system, also known as kanban in Japanese manufacturing, lean manufacturing) and catalysed a manufacturing revolution similar to Henry Ford's generation before psychological learning theory (Zangwill

& Kantor, 1998).This theory will help us relate the professional levels of teachers and see how their further development will influence quality education in Yaounde VI Sub Division.

The Human Capital Theory

This theory created by Gary Stanley Becker (1960) which reflects the value of a person, skills knowledge, intelligence, abilities, experiences, behavior honesty, accuracy, competence and other qualities. These human skills could be developed through education. This increases productivity and thus the quality of education. According to the OFCD, human capital is the; knowledge, skills, competences and other characteristics that individuals or groups of individuals, acquired during their life and used to produce goods, services or ideas under market conditions. Individual human capital is the skills and abilities of individual employees. The human capital of an economy is the human capital of the entire economy, determined according to national educational standards. Beckeras erudite suggestions highlighted the different perspectives from which employers can view human capital. His emphasis went beyond just setting the salary, but the participation of the organization in the personal development of individual employees and talents. Therefore, Journal of Business Administration and Education invests in employee training, skills, values, and all this improves job satisfaction and efficiency, reducing labor turnover in the organization. All health costs for the employees of an organization automatically contribute not only to the health of the employee, but also to the well-being or health of the organization. It can be said that the organization is "sick; it is not a composition in one word, but a reference to the lack of activity of the employees of the organization. All organizations depend on their employees for success. Development of human capital increases interest and commitment to responsibilities and thus investments in on-the-job training With the help of human capital development, interest and commitment to responsibilities are increased, and thus the quality of product training.This theory will further help in this research topic by making us establish the link between human resources refered to as human capital acquired during training and their influence on the quality of education in Yaounde VI Sub Division.

These theories therefore will explain the influence of human resource management practices on the quality of education in primary schools in the Yaounde VI Sub Division and also give rise for deductions (good problems) which will be tested, and, which will make the research of a great significance.

Statement of the Problem

Despite the growing influence of government and other private institutions on teacher training, there is still little literature on HRM issues in developing countries such as Cameroon (Debrah & Ofori

2006.Organizations are increasingly concerned about low-quality services for employee productivity and efficiency which leaves a lot to be desired. Furthermore, it should be noted that while much is known about the economics of HRM in developed countries, there is little research on issues related to human resource planning, human resource organisation, Professional development, interpersonal relationships, motivation and quality education. An orderly distribution of motivation and staff management is rarely found in less developed countries. Current research on this relationship (Harvey, 2002; Harvey, Matt & Milord, 2002; Jackson, 2002; Kamoche, 2002; Kamoche, Debrah, Hortwiz & Muuka, 2004; Kraak, 2005) took general human resource management.

HRM focus creates an opening for questions such as the impact of HRM on employees and quality (productivity). Therefore, this study focuses on management strategies of headteachers such as interpersonal relations, staff management, incentive payments, teachers and professional development and teacher assignment as key elements of staffing in the educational environment. In fact, according to Article 6 of Decree No 80/293, school principals (headteachers) in Cameroon are expected to effectively manage their educational institutions to ensure a smooth atmosphere and improve organizational performance. Chief among the duties of the headteachers is the management of the human resources at their disposal.

Unfortunately, there is no professional school in Cameroon that trains school headteachers to manage education. Such headteachers are appointed only from among other teaching staff based on longevity and experience acquired in the field. These appointees lack practical basic principles and theories of educational administration and management. The lack of these skills has led to low quality output (productivity) of primary school teachers, which is a major problem.

All these together negatively affected teachers and their quality output. The low-quality output (productivity) of teachers is reflected in the poor performance of pupils on the course completion certificate of the FSLC, GCE and lifelong skills and high rates of school drop outs.

Close control of teachers and their attitudes, pedagogical activities and pupils results of continuous assessment and formal examinations such as GCE and FSLC show that teachers and quality output (Productivity) is low because these elements do not meet the expectations of educational stakeholders. The result is high rate of repetition, double spending by parents in terms of school fees and school needs for their children. In some cases, these drop out has resulted in a wave of high crime rates in society and increased number of street children. For example, in the Yaounde VI subdivision, such a practice occurs because the government is looking for better ways to improve education management and teachers' working conditions. This assumption is based on the fact that the present study gains

significance and aims to examine the main HRM practices and their impact on quality output of teachers in the workplace.

The case of primary school teachers in Yaounde VI in particular, in the Centre Region of Cameroon is seen as one way to improve quality education through the better management of teachers and Cameroon in general.

Purpose of the Study

The purpose of this study is to examine the influence of human resource management practices on quality education in primary schools in the Yaounde VI subdivision.

Reseach Objectives

Specifically, this study intended:

- To evaluate the influence of human resource planning on quality education in primary schools in Yaounde VI.
- To ascertain the impact of recruitment and selection practices on the quality education in primary schools in Yaounde VI.
- To the link between professional development and quality education in primary schools in Yaounde VI.

Research Questions

General Research Question

- To what extent does the human resource management practices influence quality education in primary schools in Yaounde VI?

Specific Research Questions

- To what extent does human resource planning influence the quality education in primary schools in Yaounde VI?
- How does recruitment and selection practices affect quality education in primary schools in Yaounde VI?
- Is there a link between professional development and quality education in primary schools in Yaounde VI?

Research Hypotheses

The research questions formulated to address the influence of human resource management practices on the quality of education in primary schools in Yaoundé VI, brought about the following hypotheses of the study.

General Hypotheses:

Ho1: Human resource planning has no significant influence on quality education in some primary schools in Yaounde VI.

Ha1: Human resource planning has significant influence on quality education in some primary schools in Yaoumde VI.

Specific research Hypotheses:

The following hypotheses were tested at 0.05 level of significance:

Ho_1: There exists no relationship between human resource planning and quality education in Yaounde VI .

Ha_1: There exists a relationship between human resource planning and quality education in Yaounde VI .

Ho_2: There exists no relationship between recruitment and selection and quality education in Yaounde VI .

Ha_2: There exists a relationship between human recruitment and selection practices and quality education in Yaounde VI .

Ho_3: Professional development has no influence on the quality of education in primary schools in Yaounde VI.

Ho_4: Professional development has influence on the quality of education in primary schools in Yaounde VI.

Significance of the Study

The results of this study should help to highlight ways in which headteachers can apply HRM theories and practices and how this can be useful not only to schools but also to teachers and also the quality and career development of teachers. The results of this study are expected to be parameters for the head teachers and teachers of educational institutions to change their skills and techniques in performing their administrative and pedagogical tasks diligently and in the most acceptable way to achieve efficiency and high quality. In general, the results open the way to improve the human resources necessary to improve the competitiveness and quality output of teachers in Cameroon, the African continent and elsewhere in the world. Thus, it is hoped that the results of this study will affect educational stakeholders as follows:

To the Pupils

The study will indirectly make pupils improve their academic performance, sustainable education, which will reduce school dropout, over-dependence and over-spending on learning by some parents

and a high crime wave in society. This is because proper management of teachers makes them more knowledgeable, diligent and perform their pedagogical tasks well. For teachers:

The results of this study, if implemented, are bragging rights for teachers who do not feel abandoned or mistreated by their headteachers. Healthy relationships between staff, effective distribution of incentives, staff professional development, communication, openness and respect make teachers feel that they are part of the school, participate in decision-making, carry out the tasks assigned to them, feel safe and respected and it makes them more focused, efficient and productive in their workplace. This is because an efficient and productive teacher needs a sound and healthy mind to think, prepare and carry out his teaching activities in an enabling and friendly environment, without which there can be no real success.

To the Headteachers

Headmasters or headmistresses would develop new human resource management skills and abilities in theory and practice that would enable them to calmly lead the teachers in their institution. The study strengthens the leadership and management skills of headteachers and makes them lead the teachers entrusted to them with care, respect and a great sense of empathy, considering that the human resources of their institution play a key role in the achievement of quality education in their schools which is the major institutional goal and objective. Thus, they adapt to the dynamic management of people in their various institutions, keeping in mind that relationships, effective resource planning, equitable distribution of teachers incentives, effective communication, openness and respect for others are important ingredients to increase teacher effectiveness and quality education in any institution.

To the State of Cameroon

The state, which is the guarantor of education, uses this knowledge of human resource management both in the planning of trainings and in the preparation of improvement programs to train school headteachers to improve their administrative skills with the aim of making education more quality oriented. The appointment of a headteacher would be based on the management qualifications of the person who knows the theories, principles and practical concepts of educational management. Since the state appoints headteachers of public schools and teachers employed and supported by the state, who are equally trained, the information of this study would propose to the government to review training programs and open a department in Government teacher training colleges exclusively for the training of primary school headteachers in Cameroon.

Justification of the study

This study on human resource management will bring more research in the field under study, which will lead to the development of science in this field. The study focused on HRM practices by

educational managers who are headteachers Yaounde VI subdivision. The same research topic could be useful to study elsewhere in Cameroon. The scientific interest of the current study is therefore based on the fact that the results of this study could be generalized and applied anywhere in the world to improve the maturation of human resources, especially in education, and to increase the efficiency and quality output of teachers. Human resource management is still a growing phenomenon in developing countries. In most of the primary schools in Yaounde VI, it has been observed that the working atmosphere between school headteachers and their teachers is not the best possible. Conflicts, severe indiscipline, inefficiency and poor pupils' performance are the most common. Poor performance in end of year exams had been blamed on poor relationships between teachers and the inability of those teachers to be effective in their pedagogical assignments. Also, in most cases there is a lack of discipline and cooperation, unconventional recruitment standards, clearly defined tasks, training and development programs, remuneration of newly posted teachers and PTA recruited teachers, securing these teachers and above all, a positive relationship between school management and teachers negatively affected teachers and productivity. This was a true reflection of the teacher's bad attitude, disorganization, disobedience, lack of toughness, indiscipline, bad pedagogy, the indirect consequences of which were the poor results the GCE and FSLC in most of the schools in the last 10 in the Yaounde VI subdivision. The direct consequences of which are school drop outs and excessive expenses and high rate of repetition in the primary schools in the subdivision.

Scope of the study

The scope of the study was identified to be time, geographical and content or thematic wise.

The Time Scope

This work was carried out for a period of five months between the months of December 2023 and April 2024. The period was deemed necessary for the topic of the study 'the influence of human resource management practices on the quality of education in Yaounde VI'. This was because the period was the period when schools were still going and the teachers and headteachers were readily available in school.

Geographical Scope

The location of this study is Yaounde VI Sub Division. Yaounde VI Sub Division is found in the Mfoundi Division in the center Region of the Republic of Cameroon. Yaoundé VI is located on a site against the 7 hills. It is made up of four seasons divided into two rainy seasons and two dry seasons. It a long dry season, a long rainy season, a small dry season and a short rainy season. Yaoundé VI Sub Division is a very small but cosmopolitan city. The regional economy is dominated by agriculture, bananas, food crops, livestock and fisheries, trade and industries. The city is a tourist attraction. It connects with several other economic regions, notably the towns of Douala and

Bafoussam, Ebolowa and Sangmelima. The city is administered by a municipal authority through its decentralized body and a government delegate. As of 2016 the population of Yaounde VI Sub Division is 324,734 people spread over a surface area of 22.2 square kilometers and a population density of 12,091 habitants per square kilometer.

This study is carried out in Yaounde VI of the Mfoundi Division of the centre region of Cameroon. Within this scope schools were selected for the study. Geographically this study is limited to two public schools GPS Mvog-betsi, GEPS Etoug-ebe and three private school's Holy infant school Melen, Seed of Grace NPS and Franky Academic complex in Yaounde VI sub-division in the Mfoundi Division in the centre region.

The Thematic or Content Scope

This study was focused on the following variables;

Human resource planning (HRP), Recruitment and selection practices (RSP), Professional Development (PD), Quality Education (QE).

Human resource management does include a cross section of activities that occur at the levels of implementation of strategic interpretation. It deals with issues of planning, recruitment, compensation, training, development and employee evaluation and performance in the organization. Referring to this topic "Human resource management and quality education in primary schools in Yaounde VI Sub Division, this research deals solely with the problems related to the management of these teachers by the school headteachers in the school environment. Based on the functions of HR management, the issue here focuses mostly on the good practices and functions whose implementation arouses enthusiasm in teachers and increases their efficiency and quality in education. As such, the content of this research is based on human resource planning, human resource organisation, staff management, interpersonal relations, motivation, staff professional development and their impact on teachers and efficiency and quality education.

Operational Definition of Terms

Human Resources

Hornby (2015) defines human resources as people and the skills and abilities that a company, organization can use. According to the online dictionary of management, human resources refer to people who are employed by a company or organization and operate a company or organisation. Human resource management is also a department of a company which deals with recruitment, training, employee and their benefits. William R T. (2016) defined human resources in the HR dictionary as the people who manage the personnel and operations of an organization, as opposed to the financial and material resources of the human resources of an organization. In this study, human

resource here are the people such as teachers who are recruited and deployed and who are effectively teaching in primary schools in Yaounde VI Sub Division.

Management

Hornby (2015) defines management as the act or ability to successfully deal with people or situations, such as classroom management, time management and personnel management (Hughes, 1974), Fonkeng and Tamajong (2009) define management as an act of controlling an organization to ensure the survival of the organization. Its most important function is to translate the general goals of the organization into specific goals and to choose procedures that affect them. Sherlekar (1984) defines management as directing, guidance and controlling the efforts of a group of people to achieve certain common goals. Gisbon et al (1973) add that management is a set of activities that can be classified as related to planning, organizing and controlling any institution. Thus, the role of management is to define the goals and objectives of the institution, define policies according to personnel policy, identification of various positions and duties, recruitment and remuneration of employees, collection and use of funds, effective use of material, information processing and social development. In this study, management in this sense is concerned with the different ways that headteachers can use in their schools, such as good interpersonal relations, staff management techniques, teacher motivation, communication and respect for teachers to render optimal services.

Human Resource Management

Stewart (1994) defines human resource management as inherent and specific qualities such as skills, creative abilities, experience, skills, energy, knowledge, competence, beliefs that a person needs and uses or group of people to achieve set goals and objectives. Traditionally, human resource management refers to the acquisition, development and retention of the human resources that an organization needs to achieve its set goals and objectives. So, it is considered as the management of the people working in the organization. In addition, human resource management refers to the ways in which a school headteachers treat the teachers in their institution in such a way that they make them highly efficient in their work. This includes developing and managing programs designed to increase organizational efficiency and quality. It covers the entire spectrum of creating, managing and maintaining employer-employee accounts. Human resource management in this study focuses on the ability of the school headteacher to calmly deal with different people and their different behavioural patterns, wishes and thoughts at his disposal, the ultimate goal of which is to make them more aware and effective in their work.

Quality

Quality is a subjective word that depends on who is beholding a thing. According to the online dictionary, quality is defined as the standard of something as measured against other things of a similar kind which is also the degree of excellence of something with another. Quality in education refers to output obtained at the end of an educational process. As a result in this topic, quality will refer to the performances obtained by pupils after a quality teaching has taken place in a school environment.

Quality Education

United Nations (2012) Sustainable Development Goals (SDGs), goal 4 emphasize on quality education, ensure inclusive and equitable quality education and promote lifelong learning. Quality Education here is defined as one that is pedagogically and developmentally sound and educates the learner in becoming an active and productive member of the society. A Quality Education is not one that is measured purely by a test score or by how many words per minute a 5-year-old child can read. Quality is a key issue at the primary level. According to the 2005 EFA Global Monitoring Report, the quality of education remains very poor in most sub-Saharan African countries, including Cameroon. Performance in Cameroonian schools is low. The Cameroonian Government is on track to meet the Universal Primary Education (UPE), but through its new policies if it continues to be implemented effectively and high-level commitment is sustained.

From the research topic, special focus is on the achievement of quality for primary education in the country. Quality Education is an education that serves each child pedagogically and developmentally and this only achieved successfully through the management practices used by the school headteachers who are administrators. In his Landmark text, 'The Quality of Education in Developing Countries', C.E. Beeby made the first attempt to generate a model for understanding educational theory. He conceptualised quality as having three levels. First, **classroom quality**, which is concerned with the acquisition of measurable knowledge and learning skills as well as harder to measure behaviours and attitudes, including "habits of industry, attitudes of respect for authority and love of country" (Beeby, 1966 p11). At the second level, quality education must serve the economic goals of the community in which learners live. Related to this, at the third level, quality is judged by broader social criteria. These last two criteria for quality education are now defined as relevance (Hawes & Stephens, 1990) or "external quality" (UNESCO, 2005). Beeby 's "stages of development" only concerned the first criteria of quality, i.e. the quality of teaching and learning in the classroom.

Teacher

Homby (2015) defines a teacher as a person whose job is to teach, especially in a school. The Collins Online Educational Dictionary defines a teacher as a person who usually teaches in a school or similar

institution Senge (2000). A teacher whose task is to teach others, especially children, defines a teacher as an expert who can convey knowledge that helps students create, identify and acquire skills that he used to deal with the challenges of life. It also provides learners with information, skills and values that promote development. From the above definitions, it can be seen that a teacher is a person who, by relatively constantly changing the frequency of activities with certain conditions and procedures, creates conditions that would lead to learning according to plan. information provider, role model, facilitator, evaluator, planner, instructor and resource developer. In this context, a teacher is considered a person who performs well, unconditionally, his pedagogical and other tasks given by the school authorities. He is seen as a guarantor of pedagogical activity in every dimension and whose main goal is to produce the best results in his pedagogical tasks. He is also seen as a speedster who ensures that the institution succeeds in all its visions, from discipline to intellectual and social development to creating morally just and respectful citizens.

Chapter Summary

HRM outlines the importance of HRM and its various functions in an organization. It examines the various HR processes involved in attracting, managing, motivating and developing employees for the benefit of the organization. Human resource management is the most important strategy to increase and improve the efficiency and quality of teachers in the school environment. Thus, proper management of human resources in an organization leads to high efficiency and output of employees. Since human resource management is an organization's most valuable resource, it should be considered a priority. Therefore, due to a healthy interpersonal relationship between the school administrator and teachers, effective human resource planning, teacher motivation, teacher professional development and staff management distribution, teacher efficiency and quality output will inevitably improve in all sectors.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This work seeks to investigate the influence of human resource management practices on quality education in primary schools in Yaounde VI. This chapter deals with some related literature to the study, the conceptual framework and theoretical framework.

Human resource management is a strategic and consistent approach to the management of an organization, and the most valuable resource is the people who work there, who contribute individually and collectively to the achievement of its goals. According to the definition of Sterry (1995), Human resource management is a distinctive approach to employment management that consists of achieving a competitive advantage through the strategic deployment of a highly committed and skilled workforce using a variety of cultural, structural and HR techniques. It is clear that human resource management is an important part of modern business management. Barasa (2004) argues that all organizations except schools cannot survive without human and material resources. Therefore, this chapter builds on a conceptual framework, theoretical framework, a detailed review of empirical studies, and then concludes with a chapter summary.

Conceptual framework

A conceptual framework is a structure of what has been learned to best explain the natural progression of a phenomenon that is been studied (Camp, 2001). According to Miles and Huberman (1994), conceptual framework is a vital or written product that explains either geographically or normatively the main things under study. They include key concepts, factors or variables and presumed relationships that exist among them. In this study, we shall focalize our interest on the influence of human resource management practices on the quality of education in primary schools in Yaounde VI as an independent and dependent variable respectively.

Human resource planning

As defined by Bulla and Scott (1994), human resource planning is 'the process for ensuring that the human resource requirements of an organization are identified and plans are made for satisfying those requirements. Reilly (2003) defined workforce planning as: 'A process in which an organization attempts to estimate the demand for labour and evaluate the size, nature and sources of supply which will be required to meet the demand.'

Robbins defines human resource planning as "The process by which an organization ensures that it has the right number and kind of people at the places, at the right time capable of effectively and efficiently completing those tasks that will help the organization achieve its overall objectives".

In this study human resource planning is the various ways in which teachers, head teachers and auxiliary staff are organised and managed strategically to achieve quality education in schools. Some indicators of the strategic management of human resources are; skills acquisition and competences by pupils, outstanding pupils' performance and good establishment once they get to college.

Recruitment and Selection practices

Recruitment and Selection is an important operation in HRM, designed to maximize employee strength in order to meet the employer's strategic goals and objectives. In short, Recruitment and Selection is the process of sourcing, screening, shortlisting and selecting the right candidates for the filling the required vacant positions. (Tutorials Point (I) Pvt. Ltd 2022). According to Decenzo and Robbins, Recruitment is the process of discovering the potential for actual or anticipated organisational vacancies. Recruitment and selection is addressed in the fields of economics (in terms of the labour market), and education and training (usually in terms of the impact that qualifications have within the recruitment and selection process). Recruitment of teachers in government schools varies across countries due to both qualitative reasons and quantitative causes such as the number of teacher candidates awaiting to be hired. Each country applies their own way of employment in accordance with the current conditions. Among these, recruitment based on competitive approach is utilized by many countries including Cameroon. Within the scope of this approach, various evaluation methods such as exams, interviews, and observations are used (Hobson et al., 2010). This approach has been adopted by some of the European countries such as Germany, France, and Spain depending on their economic and supply-demand systems (Eurydice, 2013). This approach aims to select more qualified teachers out of the available candidates. Questioning each country's own teacher training institutions in a sense that this system targets to improve the quality of teachers being trained in those training schools. In this study, recruitment and selection practices is seen where the head teachers are also involved in the recruitment process which in turns leads to recruitment of qualified and experienced teachers which goes a long way to improve on the quality of education in schools. Most headteachers in public schools recruit teachers for the PTA who are paid by a budget from the PTA. Once the government considers the exact need of each school and the type of teachers needed, the quality of education will greatly be increased in these schools.

Human Resource Management in education.

When it comes to education, resource management is the work that allows schools to organize the resources they need or have and to make appropriate decisions about such resources. Resource management involves the evaluation and the maximization of such resources. Human resource management in education is a set of practices and methods of integrating and maintaining the teaching

staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. It is the motivation and coordination of the activities and efforts of the workers.

Human resource management can be seen as the designs of formal systems in an organization to ensure effective and efficient use of human talents to accomplish organization goals. Grffin (1997) defined HRM as the set of organizational activities directed at attracting, developing and maintaining an effective workforce. HRM concerns the procurement or recruitment, staffing welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organization.

HRM is the basic function of management that determines the performance of staff in any organization. This simple implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded and provided for, properly developed, appraised and promoted on the job, they will be committed to the job, remain dedicated and productive in the education systems. This can simply be put that it is the co-ordination of the activities and efforts of the workers in educational organization so that educational goals are achieved. In this study, resource management in education includes all the various ways in which resources allocated to education function are well managed so as to bring about quality education.

This involves the deployment of teachers to strategic classes and in areas where the teachers are actually in need.

Professional Development

Since the emergence of human resource movements in the 1940s professional development in management science equally becomes conceptual current to that effect. The improvement of worker's skills and competences is key to organisational performance and competitiveness. In the modern era professionalism is drive production and organisational management. This implies that granting a opportunities for professional development of the teacher will improve the quality of education in the Yaounde VI subdivision.

The definitions of professional development indicate, beliefs about the purpose and focus of professional development have evolved from a conceptualisation focus on training teachers to become familiar with, or experts in, a particular strategy or program, to an approach that emphasizes critical thinking and reflective decision making (Alberta Education,2006). Up to the mid-1990s, the role of professional development in supporting school reform was an important focus. During the mid to late 1990s, questions were raised about the link between professional development and student learning and achievement, and increasingly critical issues of accountability sparked more questions about effectiveness. In the past decade, the focus has shifted to discussions of the role that professional

development plays in affecting teacher quality as an important indicator of student achievement (Alberta Education,2006). In this way professional development in education play central role in ensuring quality, equity, management and governance. Some scholars think that "*The professional development of teachers goes beyond a merely informative stage; it implies adaptation to change with a view to changing teaching and learning activities, altering teacher attitudes and improving the academic results of students.*

 The professional development of teachers is concerned with individual, professional and organisational needs" (Heideman, 1990, p. 4) quoted in (Marcelo 2009). Consequently, professional development means capacity building, collaboration mentoring, accountability and information sharing for quality management.

Human Resource Management Capacity Building

Human resource management capacity building is an important factor in determining organisational performance and commitment. In education, capacity building is the key for ensuring quality teaching and learning. It helps inform stakeholders of pupil's performances, in this way, (Beesley & Shebby,2010) think that Capacity building is a straightforward process which enable the reinforcement of management and governance of an organization so that it can effectively achieve its objectives and fulfil its mission. They add depth to the definition by broadening what is meant by capacity. Capacity building can be looked at as an Effective Organizations strategy developed effectiveness that grantees sustainable organisational performance. Also, it is the ability of an organization to fulfil its objective through mix of sound managerial processes, strong governance, and a sustainable rededication in the achieve of the intended results.

 By merging capacity building with other resources in the educational sector to determine its effectiveness, it gives a more comprehensive understanding of teacher potential and quality in the educational system (Beesley & Shebby,2010). They outline the Stages of capacity building; these stages are based on scholarly literature on Harsh and her colleagues at the Appalachian Regional Comprehensive Centre (ARCC) who identified four stages of capacity building.

The Exploration, stage key actors identify the need for change; determine the desired capacity; and identify the knowledge, skills, structures, and processes that need to be in place to achieve the desired capacity. An important task during this stage is to evaluate the current capacity of the organization, possibly including staff skills, number of staff, computer and other systems, infrastructure, and other resources.

The "capacity gap" is the difference between existing capacity and needed capacity.   Emerging Implementation stage is summarized in three steps: "(*1) the target organization's employees*

participate in activities; (2) the employees build new knowledge, update technological or physical infrastructure, increase resources, or learn to use available resources more efficiently; and (3) the employees apply their new knowledge and utilize new systems". Full Implementation stage involves the integration of the new information and new skills and the refining of practices based on evaluation of the changes. During this stage, evaluations of the capacity building activities can help to inform key actors on the innovation's impact and consequences.

Quality Education

Quality education has been a corner stone of the development of most nations. Education is a basic and primary condition to cultivate knowledge and civilize people for their all-round development. The United Nations" fourth Sustainable Development Goal is centred on Quality Education. The UN expands on this goal, noting that it is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Quality education is an inclusive term in which learners as well as environments for learning are healthy, content is relevant, teaching is learner-centred, and outcomes are all encompassing bringing about all that is good from the learner's educational experience. It is an education that is well designed to provide the recipient with an all-round development of skills and potential to achieve success in their future endeavours in a society. It is an education in which its curriculum is of great quality and designed to impart relevant skills, knowledge enabling learners to gain academic competencies for socio-economic survival.

In this study quality involves excellent results, improvement in cognitive skills and creative abilities, improvement in their social skills to help the learners adapt in the society at the end of the primary cycle. Quality also involves the rate of acquisition of lifelong skills and competences that will enable the pupil to get easy integration in the global challenges in their environment. A quality education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each child regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing. It seeks to develop to the maximum the individual, social, intellectual, cultural and emotional capacities. Quality education is very vital in every human existence and societal development. It enhances the rate of development and increases

the standard of living. Whoever acquires quality basic education, receives the pivot for further development both of himself and his society.

According to (UNICEF, 2000), Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. with this knowledge, education is understood as a complex system embedded in a political, cultural and economic context.

(UNESCO, 2004) declared that quality of education in schools was generally declining in many countries. As such, quality of education is pointed out as the crucial issue of the post-2015 educational agenda worldwide (UNESCO, 2014). Attention on quality of education in schools has centred on the various relationships among the inputs, processes, and outputs, with the recognition that students should receive good quality of education.

The notion of quality becomes more perplexing when applied to education (Elton, 1992). This is because Education is an on-going process of transformation of the participant: the student, learner or researcher. A plethora of studies have shown that how well pupils are taught and how much they learn, can have a crucial impact on the effectiveness of school education they get. Furthermore, whether parents send their children to school at all is likely to depend on judgments they make about the quality of teaching and learning provided. As example, many parents want their children to go whose performance in the Common Entrance Examinations in list A because they assumed that teaching and learning in those schools is of higher quality.

At the level of international debate and action three principles tend to be broadly shared. These are the need to understand quality education in terms of (a) content relevance, (b)access and outcome and (c) observance of individual rights. In much current international thinking, these principles are expected to guide and inform educational content and processes and also represent more general social goals to which education itself should contribute.

This is reflected in the thinking of the following international bodies: **UNICEF:** Recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF, 2000, in UNESCO, 2005).

UNESCO's understanding of education quality seeks to identify unambiguously the important attributes or qualities of education that can best ensure that goals are actually met. Quality education should encourage learner's creative and emotional development, in supporting objectives of peace citizenship and security, promoting equality and passing global and local cultural values down to future generations. It should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. Improving the quality of education would require systems in which the principles of scientific development and modernization could be learned in ways that respect learners' socio-cultural contexts. Thus, a quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life.

This should be achieved without distinctions of any kind such as those based on parents' income, colour, gender, language, religion, political and other opinion, national or social origin. Underpinning UNESCO's quality education framework is a four-fold principle of learning (Jacques Delors, 1996) as illustrated below:

Figure 1: Human Resources Management Practices Conceptual Frame work
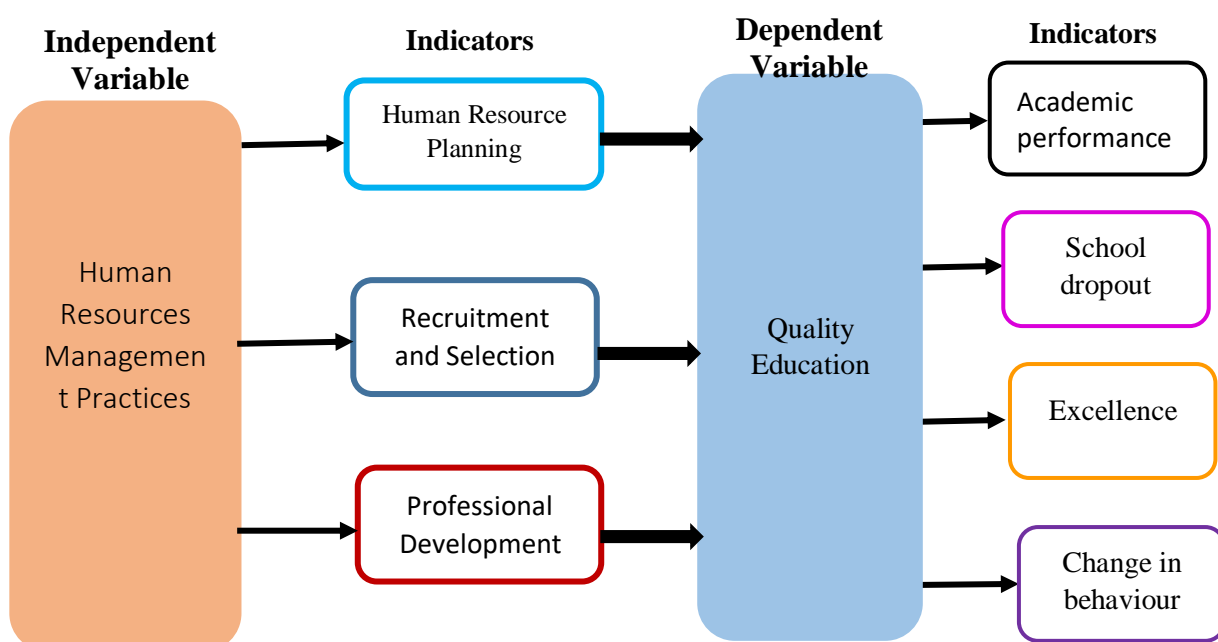
Source: Fieldwork April, 2024) Key

Importance of human resource management in education

Human Resource Management works in different fields for staff growth and development. It takes care of all the concerns of staff and its major importance in the area of education are:

Staff Maintenance: In an educational organization, teachers/employee should be motivated to participate in planning and decision making in school. Human Resource Management helps the staff for their growth and development in both the state i.e. state of mind and state of development.

Staff Development: The main aim of HRM is to build the skills and knowledge of the staff. It identifies the key skills and competences of staff for better performance. It involves providing development programme and training courses that are suitable for the growth of staff. The success of educational organization depends upon the strength and quality of its staff members.

Recruitment and procurement of staff: HRM initiates with the process of staff recruitment. This includes all requirement of personal, for making the favourable work environment, employing pertinent practices like performance appraisal, promoting staff safety, security and health services. It is compulsory that educational organization have fair and sound policies in respect of transfer and promotion of staff to ensure that justice and fairness established. For raising output, the management of educational organizations must ensure the comfort and happiness of the teachers/employees. This can be achieved through healthy workplace, payment of salaries regularly and providing a safe and wealthy working environment.

Human relations (Staff relations): Williams (1981) defines a human relationship as a relationship between people. According to the World Book Encyclopaedia (1982), human relations experts try to find the best means to achieve desired goals with as little unnecessary conflict as possible. Human dignity and respect for individuals are considered fundamental, Onifade (2004). In any organization, people are considered as the wheels of any organization as they play a vital role in ensuring that the organization and its goals and objectives are achieved. Common interpersonal relationships in organizations include, for example, communication, discrimination, conflict resolution, emotional and psychological factors, and mutual respect for the rights and opinions of other people. The future of any educational level depends not only on psychological factors, but also on the emotional factors of teachers (Adu et al. 2012) teachers and roles for pupils' academic success cannot be overemphasized.

The quality of pupils academic achievements depends on the effectiveness of the teachers, which in turn depends on the healthy relationship between the school administration and the teaching staff. Teachers greatly influence pupils and these pupils look up to them for guidance, support and protection. Therefore Adu and Okeke (2014) pointed out that the things that need to be done to make teachers work hard for the school are central to the sustainability of the education sector. There is

evidence (Ilori, 2005) that if issues related to the quality of teachers' professional life are not addressed, they can weaken commitment to teaching Anyanwu (2012) argues that teachers, like people in the field, are influenced by their experiences.This therefore concludes that once the relationship between teachers is good,the quality of education and teachers' perfomance will be great.

Providing compensation, Rewards and Motivation: Rewards and compensation play a crucial role for maintaining the healthy working environment in schools. It deals with the total expenditure incurred by the educational organization. Therefore, the role of HRM is to create opportunities such as bonuses, benefits and compensation for them to attract more employees in the workplace for achieving the set goals. Teachers who well renumerated will put in their optimum best so to increase quality output of students through quality education. It is very important that management or administrators take the issue of reward system very seriously. Staff performance would be encouraged substantially if they are adequately rewarded according to the nature of work done by them.

Teachers' incentives if given on time will go a long way to increase output of teachers in schools. Palmer (2012) defines incentives as external temptations and encouraging factors that lead to the individual(teacher) to work harder, Adequate incentives increase academic quality because it motivates the teachers to put in their optimum while teaching. Therefore, a school administrator who provides appropriate incentives for his or her teachers will experience a very high quality of education in their schools. The incentives can be salary bonuses, non-monetary, positive performance review and public praise from management or administrator. Teachers who are well motivated produce more results and more quality teaching.

Tanyi in Major theories of learning (2016:40) says ''Motives energize the behaviour of the organisation and make it work. Motives not only energise behaviour but maintain interest and behaviour in an activity for a longer period of time''. This shows that once a teacher is motivated to work, he or she will put in the best effort to achieve quality over a long period of time, but a less motivated teacher will not put in his or her best for a long period of time.

Theoretical framework

The theoretical framework provides an overview of the theories that support the research work and guide the researcher towards achieving the objectives of the research work. The study of organizational management has attracted the interest of engineers, sociologists, psychologists, mathematicians, anthropologists, philosophers, lawyers, economists, accountants, and political scientists, each of whom has a different view of organizational management, especially in the production of goods which require human resources. Fonkeng & Tamnajong (2009) stated that the management of an educational institution requires special preparation, experience and personality of

individuals to be successful in school management. As such, the Board of Education tries to borrow operating principles from other public and commercial organizations.

Being in the same group as social organizations, it is important that before any principle or management theory is applied in education, it should first be accepted or adopted Fonkeng and; Tamanjong, (2009). According to Nunvi (2006), no general theory has emerged that would unify or dominate the field of organizational management. This study of human resource management thus draws inspiration or support from classical management, the human relations movement, and motivational theories. The research was guided by the following theories;

- Planning theory
- The Resources-Based Theory (RBT)
- Continuous Improvement theory
- The human capital theory
- Scientific management theory

Planning theory

According to Koontz & O'Donell, "Planning is deciding in advance what to do, how to do and who is to do it. Planning bridges the gap between where we are to, where we want to go. It makes possible things to occur which would not otherwise occur".

In the 1960s and 1970s, the aspiration to achieve 'comprehensiveness' in relation to the management and guidance of such trends and forces was seen to require interdisciplinary working to secure horizontal or 'inter-sectoral' coordination between different policies. The recognition of the need for an integrated approach to land use and transport planning was one of the most salient examples of this (Sanyal, 2007). However, in practice, the desire to achieve policy coherence through strategic spatial planning by using space as the reference point for policy not infrequently met "fierce opposition from other and usually more powerful policy fields", and the formal/statutory status of spatial plans did not overcome the relative lack of "implementation capacity" vested in the spatial planning sector as compared to other policy sectors planning or decision making processes to assess whether they are likely to produce decisions and collective action that are in the public interest(Ferreira, 2009)

This is a procedurally deontic interpretation of the public interest, and its norms are quite usable in theoretical analysis (Alexander, 2002). The differentiation between procedural and substantive theory is clearly the most common and recurrent feature of classification models. This twofold categorization appears to have had its beginnings in the distinction between theories of the planning process and theories concerning phenomena which Hightower identified in his study of planning school curricula

in the late 1960s.In this early entry into the field of theory classification, Davidoff and Reiners' Choice Theory (1962)

The Resources-Based Theory (RVT)

Resource-Based Theory (RBT) is a strategic management theory by Barney, Rumelt, Peteraf and other scholars on how to use the organization's internal resources to gain a competitive advantage (Ma, 2001). Barney and other RBT researchers believe that with the acceleration of the enterprises' external changes, the external environment will be more difficult to be predicted and analysed. So, the enterprise should pay more attention on their internal resources to build their competitive advantage by but not external environment (Wegloop,1995).

Continuous improvement theory by Masaaki Imai (1989)

This theory is important for understanding any education management in that it promotes professional development and assure quality management knowledge and competences transfer. The management approach called "continuous improvement" raises the efficiency of many processes and systems and is closely integrated with total quality management, Origins of Continuous Improvement: Toyota and Statistical Reasoning. CI traces its origins to two major historical trends, both dating from about 1950. The first occurred at Toyota, where Tiichi Ohno and Shigeo Shingo conceived the just-in-time (JIT)production system (also called kanban, Japanese production, lean production) and catalysed a production revolution of a magnitude similar to that of Henry Ford a generation earlier Psychological Learning Theory (Zangwill & Kantor, 1998).

The human capital theory by Gary Becker and Rosen (1972-1976)

This theory invented by Gary Stanley Becker (1972) reflects the value of human capacities (knowledge, skills, intelligence, talents, experiences, behaviour, honesty, punctuality, competence and other attributes). These human capacities could be developed through education and training. This will enhance productivity and thus quality of education. According to the OECD, human capital is defined as: "the knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life and used to produce goods, services or ideas in market circumstances". The Individual human capital is the skills and abilities of individual workers.

The human capital of the economy is the aggregate human capital of an economy, which will be determined by national educational standards. Becker's erudite submissions have highlighted the various perspectives in which human capital can be viewed by employers of labour. His emphasis has gone beyond the mere award of salary but the involvement of the organization in the personal development drive of the individual employee's abilities. Therefore, Journal of Business Administration and Education investment on employee's education, skills, values, etc all enhance job satisfaction and performance with less job turn over in the organization.

All expenditures on medical care given to employees of an organization automatically promote not only the health of the employee but also the well-being or good health of the organization. An organization can be said to be "sick"; it is not the setup per say but a reference to the employees of the organization for lack of performance. All organizations depend on its employees to succeed. Through human capital development interest and commitment to duty is enhanced and hence the stress on investment in education and training in the workplace.

Through human capital development, interest and commitment to duty is enhanced and hence quality of education of the product. When staff of an institution are motivated, trained and developed, they will be committed to their duties and this alongside enhances the quality of the service they offer and hence the quality of the products which is termed quality of education. Managers need to motivate and train their employers. They need to seriously plan, organize and staff the human resources put at their disposal for quality output.

Scientific Management Theory by Winslow Taylor (1856-1915)

The Scientific Management Theory of Winslow Taylor (1856-1915), also known as Taylorism and rationalism, was proposed by the American engineer Frederick W Taylor (1856-1915) .Theoretically; he dealt with efficiency, which is increasing the productivity of the organization. Thus, his main assumption was that man is a rational being motivated by economic needs. According to him, all management had to do was figure out the "one best way" to do the work of any organization and then give attractive rewards to those who obeyed the laws of the organization. Taylor's main concern was to find "one best way out; to get the best out of the employee. In this light, he presented four main principles as follows:

- ✓ The scientific development of one of the best ways to do work.
- ✓ Scientific selection of employees.
- ✓ Scientific training and development of employees.
- ✓ Cooperation between management and employees ensures that the week runs according to the set standards.

He emphasized that these principles should serve as effective management guidelines, where each person in the organization should have clearly defined daily tasks and standard conditions that help employees do their jobs confidently. A high salary, according to this theory, should be a guarantee of success, while an unsuccessful or bad worker must be sure that sooner or later he will be a loser. For the results expected or required by the school, Bobbit (1913), Lubberly andamp;amp; Reeder (1931) proposed that principals(managers) should establish desired standards for school production (teaching and learning), specific production methods, teacher qualifications and training. These teachers are

then given detailed instructions on the work to be done, the standards to be achieved and the methods and tools to be used.

Based on this theory, effective management of human resources and employees; quality is taken care of in the sense that school administrators must set standards and develop the most appropriate and best way to achieve the goals and objectives of the organization. They must objectively, organize seminars and trainings for the professional development of the staff and above all collaborate with the staff to guide them in their work and pedagogical exercises. When school leaders (headteachers) implement these things, it leads to professional growth and increases teacher productivity in schools and hence quality education.

Figure 2: Theoretical Framework
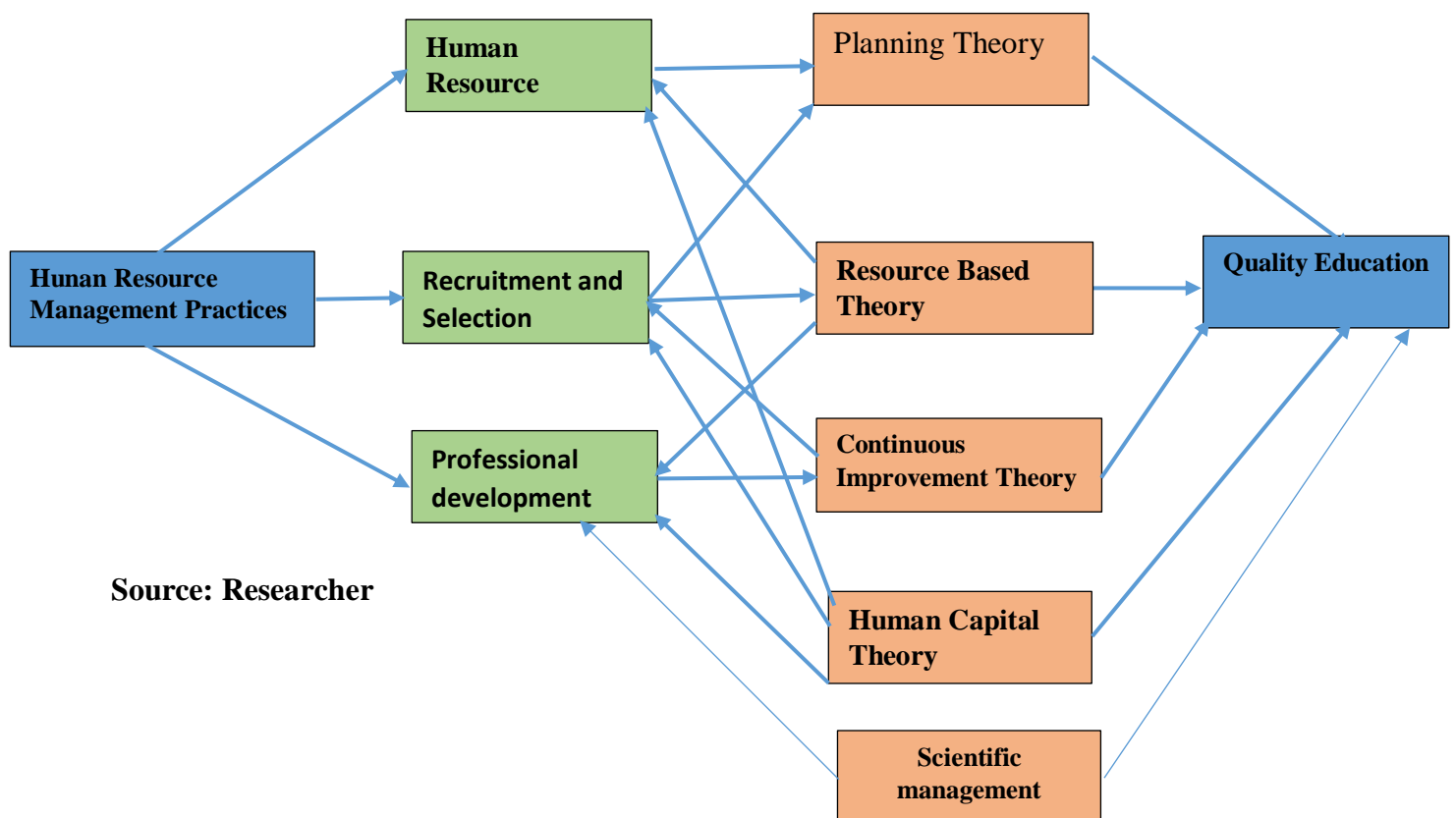
Source: Researcher

Empirical Studies

Empirical studies refer to the works of other authors, including objectives, methods, population sample, findings and recommendations that are linked to the study under research. The following empirical studies were carried in this study.

Human Resource Management

Geh, Renée & Nkeck (2022) conducted a study on the impact of human resource management on the quality of teaching in public primary schools in Cameroon. The aim of the study was to find out the

role of effective and efficient human resource management in promoting quality education. The assumption is that the value of human skills (knowledge, skills, intelligence, abilities, experiences, behaviour, honesty, accuracy, competence and other qualities) can be developed through education to increase productivity and thus the quality of education. Data for the study were collected from some selected public primary schools in Cameroon. A quantitative and descriptive analytical approach was used to confirm the impact of human resource management on teaching quality in public primary schools in Cameroon.

The sample of the study consisted of 615 teachers, 167 principals and 7 inspectors, a total of 789. The sample size of principals was selected from 278 and they used 167 principals in the study. Regression analysis was used because it is a statistical tool that not only shows the relationship between variables but also shows the uniqueness of the relationship. Secondly the study showed that some educational leaders try to meet the educational demands of the time and face challenges by using the learned strategies of HRM to promote teachers and; efficiency to improve the quality of their schools. This study is related to this study on the impact of human resource management practices on quality education in the Yaoundé VI Sub Division, because school headteachers need different skills and strategies to develop and use the human resources at their disposal.

For teachers to produce quality results they must first develop their capacity and this is called human resource development.

The study also revealed that we need to use different HR management strategies, which in this case are HR planning, HR professional development, recruitment and selection as parameters for teacher improvement, output and quality education.

Nju and Elizabeth (2010), conducted a study on HRM practices in public secondary schools in Kiambu East Region.

The main objective of the study was to find out the extent to which headteachers of public schools in Kiambu East region have adopted HRM practices.

The research design used in this study was a descriptive research design method. According to Gay (1976), descriptive research involves gathering information to answer questions about the current state of the subject being studied.

Saunders, M (2007) defines descriptive research as that which aims to create an accurate representation of people, events or situations. Against this backdrop, the respondents better elicited stakeholder perceptions of the issues, challenges and responses affecting HRM practices in public schools in Kiambu East Region.

The report noted that employees in Kiambu East Region were given adequate opportunities for training or development. There was a clear disparity in the status of management and staff in various

sections of secondary schools in Kiambu East State. Teamwork was strongly encouraged in sections of public secondary schools in Kiambu East.

A strict selection process was used to select new employees. Employees felt that their job was secured in the organization. When new leadership positions arose, organizations usually filled them from outside the organization.

Respondents indicated that promotion within the organization was not common and top management was usually recruited from outside. The organization did not link pay to performance in any way. Most of the staff in public secondary schools in Kiambu East were on fixed-term contracts and the rest were on a contractual basis. Management did not fully involve employees in decisions affecting them.

Middle managers and top managers were those who participated in decision making in the organization. Although the study was conducted in Kiambu East Region, it is related to the study in the Yaoundé VI Sub Division because all schools focused on good performance of teachers and students and this can only be achieved through effective and efficient human resources resource management in schools. Also, the mission and vision of the Government of the Republic of Cameroon is the high performance of students in schools and this is only possible with the help of teachers' efficiency and quality.

Thus, HR management offered to school leaders is an invaluable tool to improve quality and organizational performance.

Human Resource planning

Human resource planning is the process of anticipating and carrying out the movement of people into, within, and out of the organization. Human resources planning is done to achieve the optimum use of human resources and to have the correct number and types of employees needed to meet organizational goals. Thus, it is a double-edged weapon. If used properly by managers, it leads not only to proper utilization, but also reduces excessive labour turnover and high absenteeism, and improves productivity and quality.

It can also be defined as the task of assessing and anticipating the skill, knowledge and labour time requirements of the organization, and initiating action to fulfil or 'source" those requirements. Thus, if the organization as a whole or one of its subsystems is not performing to the benchmark, in other words, it is declining, it may need to plan a reduction or redeploys its existing labour force. On the other hand, if it is growing or diversifying, it might need to find and tap into a source of suitably skilled labour (for example: GE, the pioneers in BPO industry went for a large-scale recruitment while setting up office here in India.). That is why; we need to plan in advance even for procuring human resources, which in contrast to a general myth are not abundant.

Thus, in the same line, we propose that organization can achieve its goals effective through effective contingencies of all the HR functions; for example, the structure of an organization and the design of the job within it affect an organization's ability to achieve only through the efforts of people. It is essential therefore, those jobs within the organization be staffed with the personnel who are qualified to perform them. Meeting these staffing needs requires effective planning for human resources.

According to Geisler, "Manpower planning is the process – including forecasting, developing and controlling by which a firm ensures that it has- · The right number of people, · The right kind of people, · At the right places, · At the right time, doing work for which they are economically most useful".

Moses, & Igwe (2021) in a study on human resource planning for quality education delivery in secondary schools in Rivers State to assess human resource planning for quality education delivery in secondary schools in Rivers State. Two research questions and two hypotheses were formulated to guide the study. All principals from the 286 public secondary schools in Rivers State constituted the population and the sample size of 150 principals which represents 52% of the population were randomly selected for the study and they constituted the study respondents.

An instrument titled Human Resource Planning for Quality Education Delivery Questionnaire (HRPQEDQ) was used for data collection and its reliability coefficient was computed at 0.96. Mean and standard deviation was used to analyse the research questions while z-test statistics was used to test the hypotheses. Findings of the study revealed that principals agreed that inadequate funding is a challenge of human resource planning.

The study also revealed that human resource planning and implementing of programmes can help solve the problem of human resource management in secondary schools in Rivers State. This study links with the present in that, the planning of human resources by the educational stakeholders and has a direct link with quality education.

Teacher Professional development

Akpan & Ita (2015), carried out a study on Teacher professional development and quality universal basic education in Lagos state, Department of Educational Administration & Planning Faculty of Education, University of Calabar, Calabar, Nigeria. The study aimed at investigating the relationship between teachers' professional development and quality Universal Basic Education (UBE). The study area was Lagos State. Three hypotheses were formulated to guide the study. Correlation design was used for the study and simple random sampling technique was used to select 500 teachers from the primary and junior secondary schools for the study. Data for the study was collected by the use of a researchers' developed instrument titled "Teacher Professional Development and Quality Universal Basic Education Questionnaire (TPDQUBEQ)".

The instrument was a 4-point Likert type scale and consisted of 20 items. The reliability coefficient was 0.85, using Cronbach Alpha reliability method. Pearson product moment correlation statistics was used for data analysis. The findings of the study revealed that teacher participation in induction programmes, ICT training and seminars/workshop significantly related to quality Universal Basic Education in Lagos State. Premised on these findings, it was recommended that the government and relevant agencies should intensify effort on the provision for teachers' professional development through in-service education to enhance sustainable quality Basic Education.

This study has a connection to the present study on the influence of human resource management practices on quality education in the sense that school managers need the various skills and strategies to develop and make good use of the personnel placed at their dsposal.

For teachers to be effective and produce quality education, they should first build their capacities, and this is referred to as human resource development. Equally, the study revealed that we need to use the various strategies of human resource management which in this case are human resource planning, recruitment and selection practices and quality education as parameters for improving the quality of education through teacher's effectiveness.

Qiu (2015) also studied the professional development of teacher educators in Shanghai focused on exploring the roles and responsibilities, experiences, understandings, and beliefs that guide the professional learning and practices of teacher educators in three different types of institutional settings (university-based, college-based, and teacher training school-based) in Shanghai.

This study used a mixed-methods design, utilizing both quantitative and qualitative data simultaneously in which fifteen teacher educator interviews were used to conduct the interviews. The study produced a good number of findings and included the fact that: the teacher educators in Shanghai were identified as an attractive professional group, in which the professionals had a strong sense of commitment and willingness to work.

Teacher educators in Shanghai made strong demands on both the purposes of, and the approaches to professional development and these were diversely manifested and were highly consistent with the different professional roles, policy directions and organizational cultures.

The development of skills, abilities and competences to teach can only be realized through regular professional development practices in school instituted by the school heads holds with the topic under study.

Enga, (2017), carried out a study on "the impact of training and development on organizational performance. With Case study: National Financial Credit Bank Kumba.

The subject matter of this thesis focused on the impact of employees' training and development on organizational performance.

To tackle the research problem, the researcher had as major objective to find out whether National Financial Credit has training and development programs conducted for all employees; possible hurdles in the implementation of such programs and the practical effects training and development has on the performance at work.

Using the National Financial Credit, Kumba branch, the sample population of this study was 30 respondents. Data was collected through the use of questionnaires, interviews and personal observation.

Findings from this study revealed that training and development is a necessity in every company particularly for the unskilled or the less experience employees. Generally, employees work contribution was greatly improved due to the training methods and tools used by the company. Thus, it led to a positive impact on employee' performance and an improvement in their skills and job efficiency.

Performance reporting system: According to naturalhr.com, Reporting is a crucial part of most business factions. It is important to be able to view and judge whether goals have been reached, what is costing more than budgeted for, and where you may be missing the mark. This implies that any institution or school with a good performance reporting system will enhance quality education. Many schools perform poorly in terms of quality because of the lack of a good human resource performance reporting system. Human resource represents the human element of an educational institution, so human resource reporting provides actionable information on employees. From employee(teachers) performance to retention and revenue per employee(teachers), the data provided from human resource metrics enables the school institution to make informed decisions and reach its goals which is achieving quality education.

According to El Mostafa Hdiggui (2006) performance reports are an essential part of any programme of management by results. The output and efficiency of an administration depend, to a great extent, on the performance of the staff tasked with carrying out the activities that are designed to achieve the institutional objectives.

Going well beyond the random inspection that typically results in a sanction of some sort, periodic performance reporting, the sole purpose of which is to increase staff performance, focuses on gaining a better understanding of staff competency, aptitude, and motivation in order to take timely corrective measures to overcome any systemic dysfunctions that come to light in the process.

It rationalizes the decision-making process by targeting the quantitative and qualitative aspects of a given task. Both transparent and participatory, it presupposes a staff member's commitment to maximizing his/her understanding of the requirements of the assignment and to working to achieve them.

Various types of evaluation are used in the in the public sector, the most common of which is a grading scale which takes the form of a table with various headings covering the areas implicated by his/her assignment, as well as the aptitude and work attitude of the interested party. The score received in this exercise is taken into account in any decision relating to a grade or step promotion. Where teachers are concerned, a grade is also given for teaching effectiveness.

When staff are candidates for promotion in a given year, the performance report is targeted and precisely timed. It tends to attach more importance to length of service than to merit, particularly as regards classroom teaching, since it is rare for a previous performance report score to be lowered in light of the findings of the one in preparation. Indeed, since more than 90% of the staff who have undergone such an evaluation pass to a higher level, it is clear that the exercise does not differentiate between staff and is thus essentially one of pure form.

Finaly, Performance management reports in an institution will permit the headteacher to see who is performing well, who needs additional training, and who should be considered for promotion. Once this is put in place in an institution, there will be educational quality.

Human resource planning and forecasting: Cameroon in general and Yaounde VI 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 Yaounde VI sub-division. Human resource planning or forecasting permits the headteacher to plan 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 school 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 Yaounde VI in 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 fix 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 Yaounde VI 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.

Rationalisation and redeployment: Rationalisation and redeployment in education has benefits which include; It helped to fast tract the process of data capturing and highlighted the need for accurate, relevant and up to date statistics. Put in place equitable staff establishments between institutions within a subdivision.

The academic skills of teachers: Many studies show that students or pupils learn more from teachers with strong academic skills than they do from teachers with weak academic skills (Ballou 1996; Ehrenberg and Brewer (1994-1995); Ferguson (1991); Ferguson and Ladd (1996); Mosteller and Moynihan (1972).

Quality education is enhanced when teachers have high academic skills, teach in the field in which they are trained, have more than a few years of experience, and participate in high-quality professional development programs. Students or pupils learn more from teachers with strong academic skills and classroom teaching experience than they do from teachers with weak academic skills and less experience.

Training and development: Training and development are the process by which individuals change their skills, knowledge, attitudes and behaviour Robbins and DeCenzo, (1998). Training involves designing and supportive learning activities that resulted in a desired level of performance. Training and development are the most commonly used strategy to foster employees 'commitment to companies.

In China, most of the studies showed that providing continual training and development opportunities are a factor that improves employee retention. The training and development is also associated with higher job and company satisfaction (Zhang and Carter). Therefore, if teachers are given the opportunity to undergo long and satisfying training, this will increase the quality of education in Yaounde VI. On the other hand, once teachers are not allowed to undergo long and quality training in improving their skills, this has led to the low quality of education of education in the Yaounde VI subdivision.

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 (1998If 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 Yaoundé VI. Sub Division.

This is evident in the fact that many Cameroonian children and Yaounde VI 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 Yaounde VI 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 makes 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).

This continental initial also focuses 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 Yaounde VI subdivision will go long way to improve the quality of education.

Teacher assignment: Many teachers are currently teaching courses they were not trained to teach, and this appears to affect student achievement adversely (Darling-Hammond 2000; Goldhaber and Brewer 1997; Monk and King 1994). Though several studies show mixed results concerning the relationship between teacher degree and student test scores, most of these studies simply assess whether a teacher has a master's degree (for a review of the results from these studies see Greenwald, Hedges, and Laine 1996; Hanushek 1989) and do not identify the subject in which the degree was received or the type of training a teacher received. The training programs in Cameroon teacher training colleges do not produce teachers who master a particular course to teach in the primary school

once they graduate from training schools. The primary school teacher in Cameroon, is a Jack of all trades but master of none.

This particular weakness has led to the drop of quality education in primary schools in Cameroon and most specifically Yaounde VI. This short coming is observed in the area of Mathematics where by children as from primary five start shying away from Mathematics and science lessons because those teaching the subjects don't master the subject content well as a result of lack of training in that particular subject he or she is teaching.

Quality in Curricular is related to the theory provided through curriculum to what extent it is worthy for life and learner (human) development. Curriculum is what has all been enclosed in it for a specific period of one unit of a class, to achieve certain developmental aspects. So, a curriculum in terms of quality is what enables a learner to lead his present and future life successfully and satisfactory.

It also includes framing the curriculum according to the various psychological aspects as mental ability, age, interest, motivation etc. The curricular quality relies on its student-centeredness, non-discriminatory, standards-based structures, with broad aim and objectives of man making. The curriculum must develop at the pace and standards of development of the relative society, country and in broader sense of world.

The continental education strategy for Africa 2016-2025 stress on the equity, access and quality education at all levels complementing the global agenda for education.

Therefore, continuous professional development of teacher's competence will help boost the performance out of teacher for the continental development vision. It is evident that sub–Saharan African is still facing a lot challenge when it comes to teacher training. This is also informed by the allocation of resources which are fundamental to educational relevance Plecki, Alejano, Knapp and Loch miller (2006).

Internal factor analysis: Some resources used by a school may have an impact on teaching or training quality. Among factors which may influence student performance, we shall focus on those of them which officials can act upon: learning environment logistics (quality of the buildings, availability of water, electricity, and latrines), availability of a school canteen and teaching tools. The table below presents some of these factors for primary and secondary school. The focus on these in neglect on the resources for the development of teacher competence is failure in the side of policymakers. The development of human resources is key to the development of in education.

Resource need allocation and for casting

Equity Resources allocation in education is crucial to teachers' effectiveness in the primary sector of education in Cameroon. Many schools especially in the private sector face this challenge. Government policy identifies Two major issues need to be addressed here:

i) Efficiency in the distribution of resources between schools and their internal management (administration) and

ii) The manner in which the schools transform the resources they have into results (learning in the lower part of the system and professional integration in the upper parts) (ETCP 2013).

Recruitment and Selection

Mutuku et al (2021) aimed to investigate the impact of teacher recruitment and selection on academic achievement in secondary schools in Machakos District, Kenya Resource-based theory, Universalist theory, and human capital theory were based on this study.

The study used mixed methods research. The target group was 413 secondary schools in Machakos District. Principals of schools were selected as observation units.

Purposive sampling was used to select six secondary schools from which the key informants for this study were selected. It consisted of two public, two top performing and two lowest performing secondary schools in Machakos District.

The rest of the schools were selected through stratified sampling based on school category, resulting in a sample size of 201. The study used primary data collected through self-made semi-structured questionnaires and an interview schedule.

The collected qualitative data were analysed using content analysis, while the quantitative data were analysed using descriptive analysis and inferential analysis. Both bivariate and multivariate regression analyses were performed to determine the relationship between study variables.

The study concluded that the personnel survey practices, viz the recruitment and selection of a teacher, were an important variable influencing academic success.

Fernando & Pabalan (2023) in Employment Management in the Public Schools: A Proposed Recruitment, Selection, and Placement System aimed to comprehensively overview the experiences encountered by public school employees during the recruitment, selection, and placement (RSP) process within the Department Education in Bohol Division.

Employing a qualitative-descriptive research design, the researchers utilized a phenomenological approach to delve deeply into these experiences, shedding light on the nuances and intricacies of the division's RSP process. The rigorous analysis revealed that an overwhelming 81% of the participants

recognized significant challenges within the current RSP system of the division, underscoring the pressing need for a renewed approach to address these identified challenges.

This highlighted the necessity for an RSP policy that is responsive and innovative, tailored to meet the evolving needs and expectations of applicants, schools, and the division.

By implementing improvements to the RSP process, a more efficient and timely filling of vacated and newly available positions is anticipated, contributing to the seamless functioning of the educational system and ultimately enhancing the prospects of success. This also ties with the topic under research because recruitment and selection practices that are properly implemented will go a long way to improve quality education in Yaoundé VI Sub Division.

Chapter Summary

The second chapter mainly focused on the works of some famous educators to give a comprehensive picture of HRM in organizations. The subject of the examination was a cross-section of views from the theoretical and practical works of the subject. It was based on four sub-variables and a dependent variable that was selected to examine the effect of HRM practices and quality education in detail. In fact, the research benefited from the theoretical support of organizational management theories such as scientific management theory, planning theory, Resource-based theory, continuous improvement theory and human capital theory.

These theories provided insight into the principles and practices of educational leadership. Conceptually, HRM concepts related to this study such as HR planning, delegation of recruitment and selection practices, professional development and quality training were examined.

The instrument of inspiration was the presentation of panoramic empirical studies carried out by HR researchers related to this study. Theoretical, conceptual, and empirical insights enriched the research by making connections to the subject under study and to existing observations of other educational researchers.

Both theoretical, conceptual and empirical studies guided the researcher to adopt the appropriate research methodology for this study. This chapter was therefore an entrance to the methodological framework.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter examines the methodology used in the study. It constitutes the following aspects: research design, area of study, population of the study, sample and sampling techniques, sample size, research instrument, data collection plan, validity of the instrument, piloting of the instrument, reliability of the instrument, administration of the instrument, and statistical techniques for data analysis. Research approach and ethical considerations.

The Research Design

According to Amin (2005:210) a research design is the plan for carrying out a research project. McMillan and Sahumacher (2006:22) defined a research design as a general plan that describes how the research study will be conducted. To Kumar (2005:84), research design is a plan, structure and strategy of investigation so conceived as to obtain answers to a research question or problem. In this present study, quantitative and qualitative data were involved and therefore both quantitative and qualitative designs were used.

In other words, research design refers to the researcher's plan on how to proceed in his or her study. From the above definitions, we deduce that research design is a plan and strategy put in place to carry out the research project. Amin (2005) noted that a research design is necessary because it guides the entire research process so as to yield maximum fruits and reduce cost or expenditures in terms of effort, time and money. Without a research design, it will be difficult to set meaningful boundaries. Furthermore, research design can be referred to the overall method that a researcher chooses to integrate the different components of the study in a coherent and logical way.

There exist different types of research design. Some of which are: descriptive research design, experimental research design, causal comparative research design as well as the correlation research design.

The correlational research design

It explores the relationship between two or more variables through a correlational analysis. This intends to determine the degree to which the variables are related to school management in some selected schools in the Yaoundé VI municipality. Thus, the design was used to investigate the situation in the field and to generalize the findings to the target population.

Area of the study

This study was carried out in Yaoundé VI of the Mfoundi division of the centre region of Cameroon. Yaoundé VI municipality is one of the seven subdivisions of Mfoundi. Mfoundi division which covers

an area of 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the 10 divisions that make up the Centre region.

The division is in the Yaoundé capital. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Beti. Yaoundé, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there.

The Centre region also has important industrial centres, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantation zones, with most inhabitants being sustenance farmers.

This area was chosen for this study because it has a good number of primary schools. Cost considerations were made in line with the fact that a study of this type requires primary data and its collection requires a lot in terms of time and financial cost. The ease with which, data could be accessed for the study. The closeness of the researcher to the area was amongst the determinants of the choice of the study area.

Research Approach

In order for the researcher to gather as much information as possible about the subject issue, quantitative research methodology was used in the study. Numerical data that might turn into useful statistics produced through quantitative approaches. This was used to measure attitudes, beliefs, actions, and other predetermined factors as this will go along to help the researcher to generalize his findings from a larger sample size. Key respondents in this study were headteachers and teachers from both private and public primary schools in Yaounde VI and the objectives of this study required factual data from the quantitative paradigm. This technique was useful in gathering data for recommendations on workable actions that would be taken to promote quality education in primary schools in Yaounde VI.

Population of the study

Amin (2005), states that population is a complete collection (universe) of all elements (units) having the same characteristics that are of interest in an investigation. Thus, a research population is referring to a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or feature. A research population is generally a large collection of individuals or objects that is the main focus of a scientific inquiry. It is for the benefit of the population that researches are done. The population of this study includes all the teacher and head teacher population of Yaoundé VI made up of about 1,030 headteachers and teachers. Source: **(Inspectorate of Yaounde VI.)**

Target Population

The target population for the study consisted of all the headteachers and teachers from a sample of 455 teachers was used for this study.

Accessible population

Five schools were selected through random sampling technique. This includes: GPS Mvog-Betsi, GBPS Etoug-Ebe, Holy Infant School, Seed of Grace Nursery and Primary school and Franky academic complex. The accessible population for this study consists of 174 teachers and 5 headteachers. The accessible population is presented as per school on the table below as follows:

Table 1: Distribution of accessible population.

Number	Name of school	Teacher population	Head teacher population
1	GPS Mvog-Betsi,	30	1
2	GBPS Etoug-Ebe,	31	1
3	Holy Infant School,	64	1
4	Seed of Grace BNPS	13	1
5	Franky academic complex	36	1
	Total	174	05

(**Source: field data**)

Our target population is the teachers in GBPS Mvog-Betsi Yaoundé, GEPS Etoug-Ebe Yaoundé, Holy Infant School Yaoundé, Franky School and Seed of Grace NPS in Yaoundé VI sub-division in Mfoundi division. The number is 179 teachers. It is from this population that we drew out our sample.

Simple Random Sampling Technique

A sample as a smaller group selected from a larger population to which it represents the larger population. Sampling is a process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. Since the whole population cannot be easily studied the need of a sample is often needed in any quantitative or qualitative research work. The sample is therefore taken from the accessible population to represent and generalized the whole. This study will make use of the probability sampling procedures. In probability sampling, everyone has an equal chance of being selected. This scheme is one in which every unit in the population has a chance (greater than zero) of being selected in the sample. Under the probability sampling procedures, the Simple random sampling will be used. In simple random sampling, the samples of the same size have equal chances of being selected (Amin, 2005). To conduct a simple random sample, the researcher must first prepare an exhaustive list (sampling frame) of all members of the population of interest. From this list, the sample is drawn so that each person or item has an equal chance of being drawn during each selection round (Kanupriya, 2012). In this

case each individual is chosen entirely by chance and each member of the population has an equal chance, or probability, of being selected. This will permit the results to be generalized on the basis of the population since the sample is a good representative of the population.

In order to choose the five schools out of the primary schools in Yaoundé VI municipality, the researcher used the **simple random sampling technique.** In order to do this, the researcher cut out slips of paper. On each paper, he wrote the name of all the primary schools in Yaoundé V1 on each slip of paper. These slips of paper were then rolled and shuffled in a small box. After the shuffling, the researcher selected five slips of paper from the slips of papers. Each paper that was drawn was then unfolded and whichever school that was labelled on the slip of paper, was automatically included in the sample of the study. The five primary schools drawn were GPS Mvog-Betsi, GBPS Etoug-Ebe, Holy Infant School, Seed of Grace Nursery and Primary School and Franky academic complex.

Sampling and Sample size

According to Amin (2005), a sample is a portion of the population whose results can be generalized to that of the entire population. It is from the accessible population that researchers draw their samples. The sample therefore is the subset of individuals drawn from the accessible and targeted population. The sample population was available and could give out their experiences just as the situation is. The sample size of this study was 179 headteachers/teachers, determined using the table for selecting a sample, put forth by Krejcie and Morgan (1970), and consulted.

 Based on the krejcie and morgan table our sample size is **125.**

Table 2: Distribution of sample size.

Number	Name of school	Teacher population	Head teacher population	Sample size	Percentage (%)
1	GPS Mvog-Betsi,	30	1	20	16%
2	GBPS Etoug-Ebe,	31	1	21	16.8%
3	Holy Infant School,	64	1	54	43.2%
4	Seed of Grace BNPS	13	1	4	3.2%
5	Franky academic complex	36	1	26	20.8%
	Total	174	05	125	100%

(Source: field data)

Figure 3: Adapted showing the relationship amongst sample. Sampled population and Target population

Sample: 179 teachers and heateachers

Sampled Size: 125

Target Population: Government and Private Primary schools in Yaounde in VI.
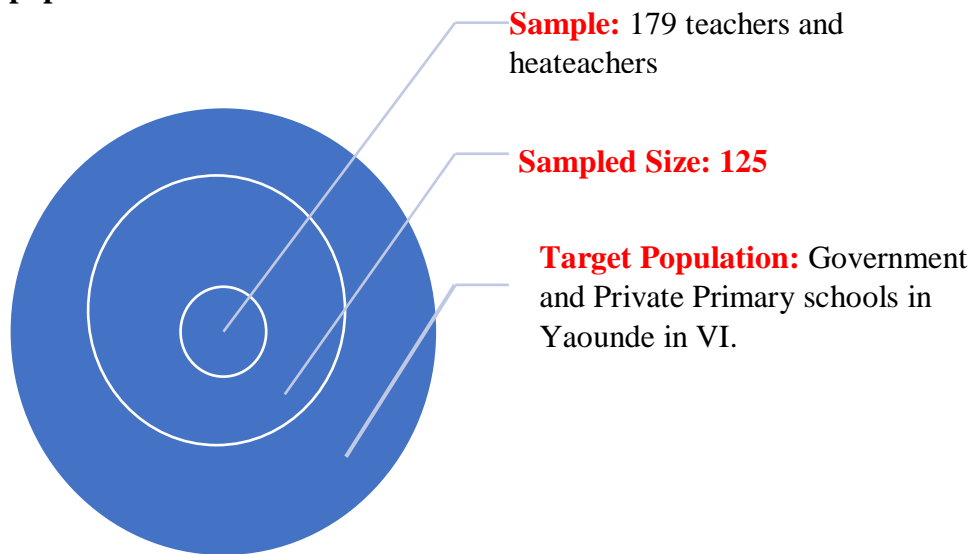
Source: Amin (2004)

Research instruments

To Amin (2005:261), research instrument is measurement which are meant to translate attributes or traits into quantities. In this present study, two instruments were used, the questionnaire for teachers and headteachers and an interview guide for the inspector. A questionnaire is defined as a rigorous instrument prepared by the researcher about the research problem under investigation which is to be used to collect information from respondents. Questionnaires were used because of their confidentiality of responses from respondents and also the fact that they facilitate data collection and economise time.

Our questionnaire is divided into two parts. The first part includes background information that deals with questions constructed from the indicators of the independent variable. The questionnaire was administered to the teacher and headteacher sample.

A friendly atmosphere was easily created between the researcher and the respondents and this enabled the researcher to obtain more desired information.

An interview guide was equally used since they do not require the respondents to have the ability to read, write or handle complex documents or long questionnaires. A friendly atmosphere was easily created between the researcher and the respondents and this enabled the researcher to obtain more desired information. The interview guide was used in order to compliment data collected from questionnaires. This was also to ensure the veracity of the information collected. The choice of using an interview guide was made to obtain first-hand information about events of interest. Here, we

obtained information through a one-one or one group interaction with interviewees who was the inspector at the inspectorate of Yaounde VI municipality.

Table 2: Presents the indicators of the independent variable and the corresponding items on the questionnaire.

Sub- Variables	Items
Human Resources Planning	1,2,3,4,5,6,7
Recruitment and Selection practices	1,2,3,4,5,6,7
Professional development	1,2,3,4,5,6,7
Quality education	1,2,3,4,5,6,7

Validation of Instrument for data collection

According to Amin 2005 validating is the ability to produce findings that agree with the theoretical or conceptual values; in other words, to produce accurate results and measure what is supposed to be measured. Amin equally adds that validity of instrument means an instrument measure what it is supposed to measure and data collected honestly and accurately represents the respondent's opinion. The researcher used a questionnaire and an interview guide in the collection of data. The questionnaire was design for teachers, specifically with closed ended questions of the four Likert scale, ranging from Strongly Agree, Agree, Disagree, and Strongly Disagree and the interview guide for headteachers was semi-structured open ended questions. The questions in the questionnaires were structured using the four (04) operationalized independent variable and the Dependent variable. To ensure that the instrument measured what it is said to measure, the instruments' reliability was ascertained and later on its use was validated. The first concern of the researcher was to establish construct validity, the ability for the instrument to represent the constructs or themes under investigation. This was ensured by covering content (content validity) in the variables in such a way that the questionnaires represented a full coverage of the domains which represented these constructs. More so, to ensure validity, the researcher did a pilot testing on 20 teachers. The results from the pilot testing showed that they were some questions that were difficult for teachers to answer. The researcher had to modify some questions by rephrasing them and questions that were not important were removed. This was done, to make sure that the questions were consistent. The results from the teachers that were tested shows that there was a question that was not really linked to the objectives/hypotheses. This question was removed by the researcher, also there were some aspects of uncertainties and some items were not very clear for easy interpretation especially the open questions. All these were corrected.

Face validity

Face validity refers to the outward appearance of the test.It seeks to show the rate of validity the questionnaire items at a glance.To ensure face validity, the researcher after constructing the instrument reads through it, gave to classmates and friends to read and correct. From there, the questionnaire was then presented to the supervisor, who went through the questions in order to ascertain if the questions are related to the objectives/hypotheses of the study as stated in chapter one of the study. All these were to ensure face validity of the instrument. After making the necessary corrections the questionnaire was considered to have attained face validity.

Content validity

Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. According to Amin 2005 content validity refers to the degree to which the questions items reflect   the variables of the study. It shows how adequately the instrument samples the universe knowledge, skills, perceptions, and attitude that respondents are expected to exhibit. The researcher also checked the validity of the questions. Items were evaluated base on the variables of the study and their relevant output. After the supervisor had examined the items on the objectives of the study hence, acknowledging validity of the instrument. The content validity of this instrument was determined using the formula;

Content validity index CVI =$\dfrac{\textbf{Number of judges who declare items as valid}}{\textit{Total nnumber of judges}}$

Number of Judges who declared items as valid=8

Total number of judges=10

CVI=$\dfrac{8}{10} = 0.8$

After receiving feedback from the judges, content validity index was computed and yielded a value of (**CVI=0.8).** (According to Amin (2005), when the content validity index is of an instrument has an average that's **0.70 or above**, the instrument is valid and good to be used for data collection.

Table 3: Calculating content Validity.

Items	Judge 1	Judge 2	Judge 3	Judge 4	Coef.of validity Index	Inter-judge Coef.of validity
1	✓	✓	x	✓	$3/4$	0.75
2	✓	✓	✓	✓	$4/4$	1
3	✓	✓	✓	✓	$4/4$	1
4	x	✓	✓	✓	$3/4$	0.7
5	✓	✓	✓	✓	$4/4$	1
6	✓	✓	x	X	$2/4$	0.5
7	✓	✓	✓	✓	$4/4$	1
8	✓	✓	x	✓	$3/4$	0.7
9	✓	✓	✓	X	$3/4$	0.7
10	✓	✓	✓	✓	$4/4$	1
11	✓	x	✓	X	$2/4$	0.5
12	✓	✓	✓	X	$3/4$	0.7
13	✓	✓	✓	✓	$4/4$	1
14	✓	x	✓	✓	$3/4$	0.7
15	✓	✓	✓	✓	$4/4$	1
16	✓	✓	x	X	$2/4$	0.5
17	✓	✓	✓	X	$3/4$	0.7
18	✓	✓	✓	✓	$4/4$	1
Total					CVI	**0.8**

✓ **=Item declared valid**

X =Item declared non-valid

The rule states that for an instrument to be accepted as valid, the average index must be 0.7 or above. On the table above, **CVI is 0.8** and based on this result, we considered our instrument valid. For the interview guide, the content validity was calculated as thus; $\frac{5}{10} = 0.5$

Reliability of the instrument

Pretesting will be carried out with a sample population relative to study so as to ensure the internal consistency and objectivity. When this will have been done adjustment will be made for the eventual data collection. Amin M.E, (2005) defines reliability as a measure of how consistent the results from a test are. Reliability is a measure of degree to which a research yields consistent results after a repeated trial. An instrument is said to be reliable when it measures a variable accurately and consistently and obtain the same results under the same conditions over a period. After the questionnaire was constructed and validated, to establish the reliability of the questionnaire, the next step was for the researcher to ensure that the instrument could consistently measure what it measured

such that it was dependable and trustworthy. The researcher used the **test method** and correlated scores of respondents in two occasions to compare the degree of consistency between the two. The reliability coefficient was determined using the Cronbach's Alpha formula to test the reliability of the instrument, the formula applied was;

$$a = \frac{k}{k-1}\left[1 - \frac{\sum \sigma\frac{2}{K}}{\sigma^2}\right]$$

The Cronbach's alpha is described as;

$\sum\sigma\frac{2}{k}$ is the sum of the variances of the k parts which are items of the test or instrument?

σ = standard deviation of the test or the instrument

Table 5: Reliability test of Cranach's Alpha

Variables	Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of items
Human resource planning	.806	.836	7
Recruitment and selection practices	.826	.836	7
Professional development	.836	.836	7
Quality education	.716	.836	7
	.772	**.772**	**28**

The researcher administered the instrument to 20 teachers, and after two weeks the researcher re administered the same instrument to the same group of people. The results were computed to obtain a coefficient stability index of 0.7. This coefficient stability or test-retest reliability of an instrument consists of giving the same measure or result to the same group of individuals at two different points in time. The above coefficient stability is significant and shows that the instrument had good test-retest reliability.

Piloting the instrument

The term pilot study is used in two different ways in social science research. It can refer to so-called feasibility studies which are "small scale version(s), or trial run(s), done in preparation for the major study. However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument. One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project instrument could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. Moreover, pilot testing helps to point out any problem in the test instructions, instances where items are not clear, formatting issues and any other issues are identified when a pilot test is done; Piloting of the questionnaires for the study was done by taking 2 questionnaires to teachers in two different

Schools that will not participate in this study. During which the researcher keenly observed the ease with which the respondent handles the items. Areas where they had difficulties were identified and necessary corrections made. The questionnaire was equally taken to evaluation experts for corrections and suggestions. This determined the extent to which the instrument could solicit useful information relevant for the attainment of the objectives of the study.

Data Collection Plan

A Data Collection Plan is a well thought out approach to collecting both baseline data as well as data that can provide clues to root cause. The plan includes where to collect data, how to collect it, when to collect it and who will do the collecting. This plan is prepared for each measure and includes helpful details such as the operational definition of the measure as well as any sampling plans. For the purpose of the study, data was collected from primary school teachers in the Yaoundé VI subdivision. The schools from where teachers were selected were chosen at random using the simple random technique. Questionnaires were administered to teachers at their convenient time where they can fill it and this will be done by the researcher.

Methods of data collection

According to Kothari, (2004) data collection procedure comprises of steps and action necessary for conducting research effectively and the desired sequencing of these steps. The researcher embarked on the process of collecting data from the field upon a discussion of the research topic and approval of questionnaires by the supervisor. Thus, the researcher collected an authorization from the dean of the faculty of education, university of Yaoundé I. This authorization permitted the researcher to collect data from the selected schools in the Yaoundé VI municipality. The researcher presented the letter to headteachers of the government schools and private schools. The headteachers gave the researcher the authority to start administering the instrument at the researcher's convenience. This process permitted the researcher to create familiarity with the teaching staff who enormously helped the researcher during the data collection process. In the course of the data collection process, the researcher explained the objectives of the study and also assured the teachers of their confidentiality. The researcher also clarified the respondents on areas that seams difficult. After data had been collected from each school, the researcher moved to the next the school. At the end of each data collection session, the completed questionnaire copies were collected on the spot. The process of data collection took the researcher one month on the field.

Methods of data analyses

The researcher after completing the data collection process, the data was packaged in one envelope and their data was also grouped according to the schools with the name labelled on it. All these, was

to ensure that there was no missing questionnaire. After organizing the data, the questionnaires were numbered, and each question was codified. The next step, the researcher did was to build a typing mask in Excel. After this stage, the data was entered in the excel mask. After the researcher finished entering the data, the next step was to verify the data in order to avoid biases and errors. After verification process, the data was now imported from excel to SPSS (version 20) software to be analysed. Data analysis is a process of inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, in forming conclusions, and supporting decision-making. The study employed regression analysis to determine the predictability of the variable. The statistical package for the social scientist (SPSS version 20) software will be used to carry out all the above-mentioned analysis. Regression Procedure in SPSS were used, to perform a simple linear regression analysis to determine the relationship between the variables, including the Analysis of Variance (ANOVA).For the qualitative data the researcher used narration.

Quantitative data were produced by the study. Study findings were presented using percentages and tables, graphs, pie charts and interpretations were made.

The quantitative data collected for this study was analyzed, classified, and arranged according to pertinent trends. The mean score, frequencies, and percentages reported in tables were utilized to analyze quantitative data using generalizations and descriptive statistics. Data analysis using descriptive statistical methods including frequency tables and percentages.

Model Specification

A model is a mathematical representation of reality. This may be seen as a simplified view of reality, designed to enable a researcher to describe the essence and inter-relationship within the system or phenomenon it depicts. Model specification refers to the determination of which independent variables should be included in or excluded from a regression equation. The empirical model for this study is designed to ascertain the magnitude and direction of the predictability of human resource management practices and quality education. The regression model that captures the relationship of effective human resource management practices and quality education is of the form:

$$HRMP = \beta_0 HRP + \beta_1 RS + \beta_2 PD + \mu \ldots\ldots\ldots (1)$$

Where:

HRP represents Human resource planning influence QA

R& S Represents recruitment and selections influence QA

PD Represents professional development influence QA

μ Represents the other determinants of Quality education apart from school management, which are not captured in the model. The $\beta_i's$ are the parameter estimators or the coefficients of independent variables of the model to be estimated. Equation 1 above expresses effective school management as

a determinant of various teachers' determinant aspect such as human resource planning, recruitment and selection, professional development in quality education determinant not captured as a result of the objective of the study.

Ethical Consideration

Amin (2005) states that, ethical standards, support virtues of honesty, compassion, and loyalty and is an element that encourages respondents to answer research questions without fear or favour. The following ethical issues were respected by the researcher in this study. Research subjects must be volunteers: Respondents in this study were voluntarily asked to participate. The inquiries involving respondents' subjects was far based on the freely given informed consent of subjects; what the research is about, who is undertaking and why it is being under taken. The advantage of such information was that they gave the respondents the opportunity to be fully informed of the nature of the research and the implications of their participation at the outset.

No harm shall result as a consequence of participation in the research**:** Research that is likely to harm participants is regarded by most people as unacceptable. In this research the issue of no harm to participants was an important issue by advocating care over maintaining the confidentiality and anonymity. The respondents were given the assurance that their identity will not be disclosed in order to uphold privacy, so as to avoid negative effects that can affect the respondent's private life. They were asked not to write their names on the questionnaire. The respondents were assured that all the information obtained from them was confidential because it was only to be handled by the researcher and such information was used for research purpose. This means that records of respondents were maintained as confidential (by not storing participants' names and address or letter correspondence on hard drives).

Operationalization of the variables

In this section, the variables of the study will be identified together with their modalities. The measurement scale and statistical techniques are indicated.

Variable of the study

A variable according to Amin (2005) refers to anything that can be differing or varying value. A variable is a characteristic on which people can differ from one another. A variable is an element whose value can change and take other forms when we see to another. The variables are normally classified into dependent and independent variables. In cause-and-effect terms, we can distinguish between dependent and independent variables. This work is concerned with four independent variables and one dependent variable.

Independent variable

According to Amin (2005), an independent variable is that ''*which can be manipulated upon by the researcher''*. It may *be* called predictor variable because they can predict or is responsible for the status of other variables. The researcher manipulates it in order to determine the relationship with the observed state of affairs. The main independent variable for this study is Human resource management. From it, the working variables for this study were derived which include:

- ✓ Human resource management
- ✓ Human resource planning,
- ✓ Professional development,
- ✓ Recruitment and selection practices.

Dependent variables

According to Amin (1999) a dependent variable is the characteristics that is used when the statement of hypothesis is made. Dependent variables are variables which receive the effect of the independent variable. These are presumed effects of the independent variable. It is the characteristic that change as the researcher manipulates the independent variables. The Dependent Variable of this study is quality education in primary schools. This quality education in primary schools could be measured after completing level three of the primary school and could be expressed in terms of mental abilities, cognitive abilities and social abilities.

Table 6: The operationalization of the independent Variable.

Independent variable	Dependent variable
Human resource management	Quality education
Human resource planning	
Recruitment and selection	
Professional education	

Gap Identification and Positioning

On the current literature presented here we had works on human resource management and quality education in Yaoundé VI. A lot of research has been carried out on material resources and infrastructural resources and its effect on quality in the Yaoundé VI municipality but there has been no work on human resources management practices on quality education in the Yaoundé VI municipality.

Conclusion

This chapter handle issues ranging the conceptual literature, theoretical and empirical. This various literature enables us to give a perspective to the present study. It also revealed theoretical, conceptual,

contextual and methodological challenges and discrepancies related to the human resources and quality education. Therefore, research study in direction in the Cameroon primary school and specifically in the Yaounde 6 municipality is indispensable in order to create awareness in human resource development which is central to quality education and educational achievement in Cameroon.

Table 7: Recapitulation Table of Hypotheses, Variables, indicators modalities, items, and statistical instrument.

Research Hypotheses	Variables	Indicators	Dependent variable	Indicators	Modalities	Statistical Instrument
H1: Human resources practices have significant influence on quality	IV: Human resources practices have no significant influence on quality education in Yaounde VI.	-Human resources need analysis and forecasting -Rationalization in human resource allocation -Defined human resource planning policy -Internal factors analysis in human resources planning -human resources performance reporting system	Quality education	-Basic scientific skills -Pupils achievement -Behavioural changes -Gain of academic skills	Strongly Agree (SA). Agree Disagree Strongly Disagree	Descriptive statistics, Regression, Pearson Correlation and Analysis of Variance (ANOVA).
H2: Human resource planning has significant influence on quality education in some primary	IV: Human resource planning	-Human resources need analysis and forecasting -Rationalization in human resource allocation -Defined human resource planning policy -Internal factors analysis in human resources planning human resources performance reporting system	Quality education	-Good planning of lessons -Planning of teacher assignment -Better analysis of pupil's performance	Strongly Agree (SA). Agree Disagree Strongly Disagree	Descriptive statistics, Regression, Pearson correlation and Analysis of Variance (ANOVA).
H3: Staff professional development affects quality education in primary schools in Yaounde VI.	IV: Professional Development	-Assurance of continuous coaching by administration -Effective institutional peer observation -Promotion of inter school partnership -Collaboration in knowledge and information -Opportunities for further studies	-Quality education	-Partnership between schools. -Sharing information Teamwork improves	Strongly Agree (SA). Agree Disagree Strongly Disagree.	Descriptive statistics, Regression, Pearson correlation and Analysis of Variance (ANOVA).

| H4: Quality has a significance influence on performance . | IV: Quality teachers
DV: Pupils' behaviour | -Developing and ensuring attainment of school strategic objectives
-Effective collaboration in guidance counseling programs
-Promotion of quality infrastructural development
-Effective communication
-Provision of up-to-date technological facilities for pupils | -Quality education | -Quality of teacher

-Relation between teachers

-Innovation and teacher education | Strongly Agree (SA).
Agree
Disagree
Strongly Disagree. | Descriptive statistics, Regression, Pearson correlation and Analysis of Variance (ANOVA). |

Source: Field work, 2024

APA 7th edition

In this study we adopted APA 7th edition for the in-text citations and reference. 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 explicitly 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 educational science. It equally gave a specific orientation to present the study as an original topic that contribute to knowledge and advance educational management practices in primary schools in Yaounde VI. The following chapter will present and analysis field data collected through a questionnaire interview guide.

Chapter Summary

The chapter duels much on the methodological aspects of data collection and analysis expected to be implored by the researcher to come up with a sound research project, gave an insight into how the researcher hoped to attain the objectives of the research problem. The chapter thus displayed a panoramic view of the various stages necessary for a very successful project. Chapter three gave the researcher the direction of focus and linked theoretical work of chapters one and two to practical field work in chapter four.

CHAPTER FOUR
DATA PRESENTATION AND INTERPRETAION

This chapter presents the analysis and interpretation of data gathered from the students' questionnaire. The summary of quantitative data has to be presented with the use of tables. The summary of the quantitative data has been presented with the use of tables with frequencies and percentages, mean and standard deviation that incorporates the use of the statistical package for social science (SPSS V26) with the Pearson product moment correlation test on each hypothesis. A total of 125 questionnaires were distributed to teachers and 5 interview guides were distributed to the sampled primary schools in Yaounde VI Sub Division, which were properly filled and returned questionnaires were 125 (100%). No questionnaire was lost nor excluded in the analysis, due to the fact that no respondent went away with the questionnaire and all the filled ones, contained complete information. Therefore, the total response rate was sufficient and safe to analyse and interpret the data.

Response Rate of the data collection instruments

The instruments of data collection for the analysis were a semi-structured questionnaire and interview. As earlier provided in chapter three, the questionnaire was divided into four sections in order to capture both demographic characteristics of the sample and the measurement of the core variables required for evaluating the Influence of Human Resources Management practices on the Quality of Education in Primary Schools in Yaounde VI. A total of one hundred and thirty-five (135) questionnaires were self-administered and one hundred and twenty-seven (127) were successfully completed and retained for the analysis. The interview guide was divided into two sections that is the demographic information of the Headteachers and the core variables of the study. A total of five (5) interviews were successfully conducted as per the sample.

The study revealed an exceptional high rate of participants' response to the questionnaires survey and to the interview. This high rate is explained by the easy access to sample population and the used of the strategy of self-administration of questionnaires. A responds rate of questionnaire survey above 75% provides reliable evidence for valid analysis Colin (2005). The observed response rate of 94.07% for the questionnaire and 100% for the interview were thus considered appropriate for the analysis.

Distributions of Demographic Characteristics

The nomenclature of the demographic distributions of the sample is to ensure that the sample frame of the study is relevant and appropriate. The sample must constitute participants with

appropriate levels of knowledge and understanding of the concept of Human Resource Management practices. These sets of variables were captured using categorical nominal and binary data as measurement of the sample frame. These parameters include gender, age, school, years of experience and level of education. All these parameters are detailed below.

Table 8: Distribution of respondents by gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	36	28.3	28.3	28.3
	female	91	71.7	71.7	100.0
	Total	127	100.0	100.0	

Source: Field data (2024)

Table 8 above provides information about the distribution of respondents by gender. Let's interpret each column:

Frequency: This column shows the number of respondents in each category. There were 36 respondents who identified as male and 91 respondents who identified as female.

Percent: This column represents the percentage of respondents in each category relative to the total number of respondents. For example, 28.3% of the total respondents identified as male, while 71.7% identified as female.

Valid Percent: This column shows the percentage of respondents in each category relative to the total number of valid responses. In this case, there were no missing or invalid responses, so the valid percent is the same as the percent column.

Cumulative Percent: This column represents the cumulative percentage of respondents up to each category. It shows the running total of valid percent values. At the end of the table, the cumulative percent reaches 100.0%, indicating that all respondents have been accounted for.

In summary, the table indicates that out of 127 respondents, 36 identified as male (28.3%) and 91 identified as female (71.7%). This shows that majority of the respondents were females. The table provides a snapshot of the gender distribution within the sample under study. This has been demonstrated by the pie chart below.

Figure 4: Pie chart showing the distribution of respondents according to gender
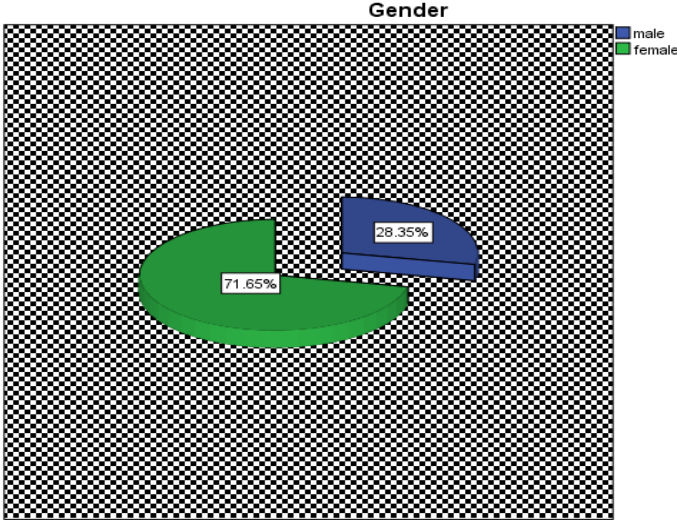
Source: Field data (2024)

Table 9: Distribution of respondents by age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30years	18	14.2	14.2	14.2
	31-40years	55	43.3	43.3	57.5
	41 - 50 years	44	34.6	34.6	92.1
	51 - 60 years	10	7.9	7.9	100.0
	Total	127	100.0	100.0	

Source: Field data (2024)

Table 9 above provides information on the distribution of respondents by age. Let's interpret each column:

Frequency: This column shows the number of respondents in each age category. There were 18 respondents in the 20-30 years category, 55 respondents in the 31-40 years category, 44 respondents in the 41-50 years category, and 10 respondents in the 51-60 years category.

Percent: This column represents the percentage of respondents in each age category relative to the total number of respondents. For example, 14.2% of the total respondents were in the 20-30 years category, 43.3% were in the 31-40 years category, 34.6% were in the 41-50 years category, and 7.9% were in the 51-60 years category.

Valid Percent: This column shows the percentage of respondents in each age category relative to the total number of valid responses. In this case, there were no missing or invalid responses, so the valid percent is the same as the percent column.

Cumulative Percent: This column represents the cumulative percentage of respondents up to each age category. It shows the running total of valid percent values. For example, at the end of the table, the cumulative percent reaches 100.0%, indicating that all respondents have been accounted for.

In summary, the table indicates the distribution of respondents across different age categories. It shows that out of 127 respondents, 14.2% were in the 20-30 years category, 43.3% were in the 31-40 years category, 34.6% were in the 41-50 years category, and 7.9% were in the 51-60 years category. This signifies that teacher population is characterized by majority of younger population. The table provides insights into the age composition of the sample under study.

Figure 5: Pie chart showing the distribution of respondents by age
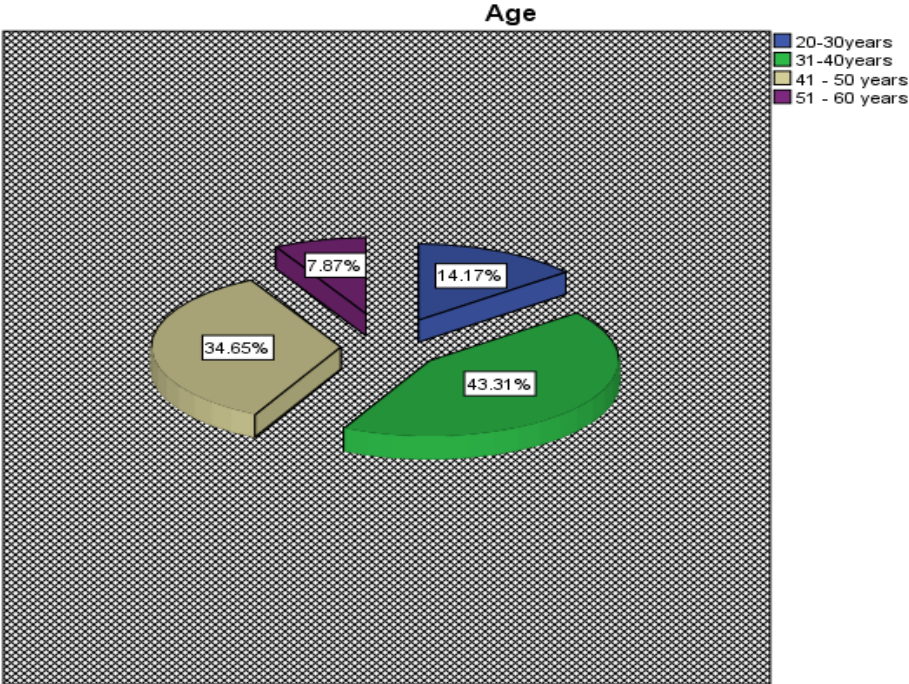
Source: Field data (2024)

Table 10: Distribution of respondents by school

School		Frequency	Percent
Valid	GPS MVOG BETSI	27	21.3
	GPS ETOUG-EBE	30	23.6
	SEED OF GRACE Primary and Nursery School	21	16.5
	FRANKY ACADEMIC COMPLEX	27	21.3
	HOLY INFANT COMPLEX	22	17.3
	Total	127	100.0

Source: Field data (2024)

Table 10 above provides information about the distribution of respondents by school. Let's interpret each column:

Frequency: This column shows the number of respondents from each school. There were 27 respondents from GPS MVOG BETSI, 30 respondents from GPS ETOUG-EBE, 21 respondents from SEED OF GRACE Primary and Nursery School, 27 respondents from FRANKY ACADEMIC COMPLEX, and 22 respondents from HOLY INFANT COMPLEX.

Percent: This column represents the percentage of respondents from each school relative to the total number of respondents. For example, 21.3% of the total respondents were from GPS MVOG BETSI, 23.6% were from GPS ETOUG-EBE, 16.5% were from SEED OF GRACE Primary and Nursery School, 21.3% were from FRANKY ACADEMIC COMPLEX, and 17.3% were from HOLY INFANT COMPLEX.

Valid Percent: This column shows the percentage of respondents from each school relative to the total number of valid responses. In this case, there were no missing or invalid responses, so the valid percent is the same as the percent column.

Cumulative Percent: This column represents the cumulative percentage of respondents up to each school. It shows the running total of valid percent values. For example, at the end of the table, the cumulative percent reaches 100.0%, indicating that all respondents have been accounted for.

In summary, the table presents the distribution of respondents across different schools. It indicates that out of 127 respondents, 21.3% were from GPS MVOG BETSI, 23.6% were from GPS ETOUG-EBE, 16.5% were from SEED OF GRACE Primary and Nursery School, 21.3% were from FRANKY ACADEMIC COMPLEX, and 17.3% were from HOLY INFANT

COMPLEX. The majority of the teachers come from GPS Mvogbetsi and Franky academic complex. The table provides insights into the representation of different schools within the sample or population under study.

Figure 6: Pie chart showing the distribution of respondents by school
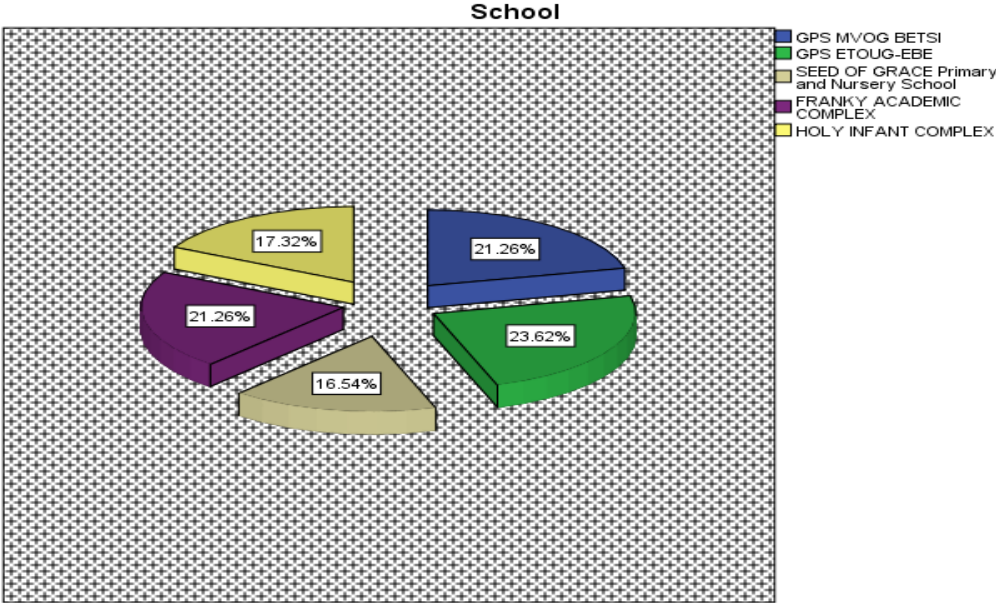
Source: Field data (2024)

Table 11: Distribution of respondents by years of experience

Years of Experiences		Frequency	Percent
Valid	1 - 5years	41	32.3
	6 - 10years	24	18.9
	11- 15years	36	28.3
	16- 20years	21	16.5
	21years and above	5	3.9
	Total	127	100.0

Source: Field data (2024)

Table 11 above provides information on the distribution of respondents based on their years of experience. Let's interpret each column:

Frequency: This column shows the number of respondents in each category of years of experience. There were 41 respondents with 1-5 years of experience, 24 respondents with 6-10 years of experience, 36 respondents with 11-15 years of experience, 21 respondents with 16-20 years of experience, and 5 respondents with 21 years and above of experience.

Percent: This column represents the percentage of respondents in each category relative to the total number of respondents. For example, 32.3% of the total respondents had 1-5 years of experience, 18.9% had 6-10 years of experience, 28.3% had 11-15 years of experience, 16.5% had 16-20 years of experience, and 3.9% had 21 years and above of experience.

Valid Percent: This column shows the percentage of respondents in each category relative to the total number of valid responses. In this case, there were no missing or invalid responses, so the valid percent is the same as the percent column.

Cumulative Percent: This column represents the cumulative percentage of respondents up to each category. It shows the running total of valid percent values. For example, at the end of the table, the cumulative percent reaches 100.0%, indicating that all respondents have been accounted for.

In summary, the table indicates the distribution of respondents across different categories of years of experience. It shows that out of 127 respondents, 32.3% had 1-5 years of experience, 18.9% had 6-10 years of experience, 28.3% had 11-15 years of experience, 16.5% had 16-20 years of experience, and 3.9% had 21 years and above of experience. The table provides insights into the composition of the respondents based on their years of professional experience. This implies that majority of teachers are still very young in the teaching field, hence less professional experience.

Figure 7: Pie chart showing the distribution of respondents by years of experience
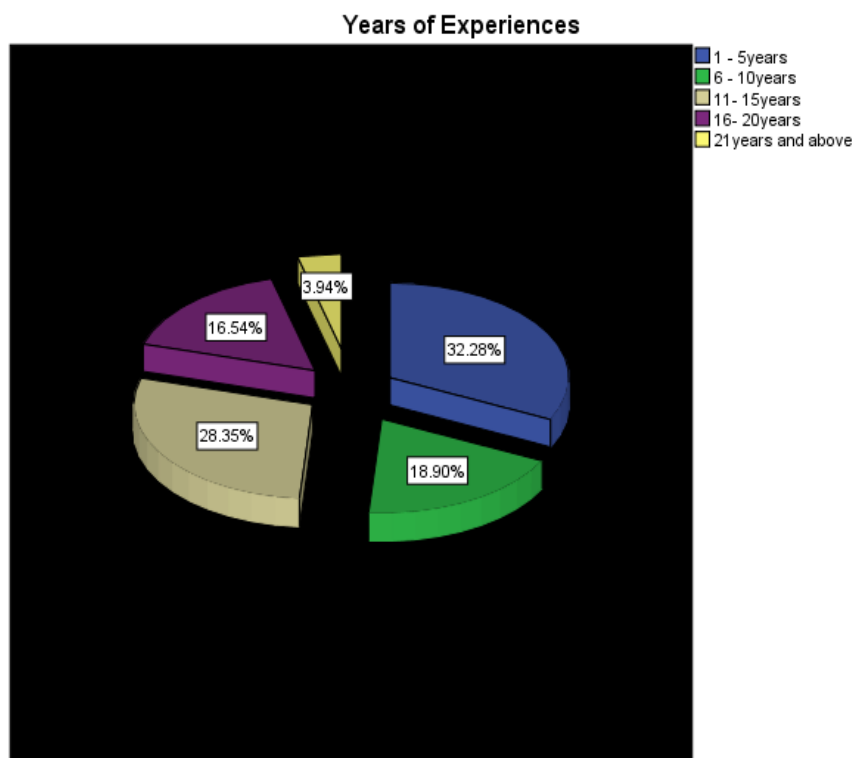
Source: Field data (2024)

Table 12: Distribution of respondents by level of education

Level of Education		Frequency	Percent
	Advanced Level	28	22.0
	HND/CAPIEMP	48	37.8
Valid	BA/BSc	47	37.0
	Masters	4	3.1
	Total	127	100.0

Source: Field data (2024)

Table 12 above provides information on the distribution of respondents based on their level of education. Let's interpret each column:

Frequency: This column shows the number of respondents in each category of education level. There were 28 respondents with an Advanced Level education, 48 respondents with an HND/CAPIEMP qualification, 47 respondents with a BA/BSc degree, and 4 respondents with a Master's degree.

Percent: This column represents the percentage of respondents in each category relative to the total number of respondents. For example, 22.0% of the total respondents had an Advanced Level education, 37.8% had an HND/CAPIEMP qualification, 37.0% had a BA/BSc degree, and 3.1% had a Master's degree.

Valid Percent: This column shows the percentage of respondents in each category relative to the total number of valid responses. In this case, there were no missing or invalid responses, so the valid percent is the same as the percent column.

Cumulative Percent: This column represents the cumulative percentage of respondents up to each category. It shows the running total of valid percent values. For example, at the end of the table, the cumulative percent reaches 100.0%, indicating that all respondents have been accounted for.

In summary, the table indicates the distribution of respondents across different categories of education levels. It shows that out of 127 respondents, 22.0% had an Advanced Level education, 37.8% had an HND/CAPIEMP qualification, 37.0% had a BA/BSc degree, and 3.1% had a Master's degree. From these statistics most of the respondents are holders of HND and teacher's grade one certificate. The overall view is that all the teachers are qualified. This qualification has an influence on quality education. The table provides insights into the educational background of the respondents, showcasing the diversity of education levels within the sample or population under study.
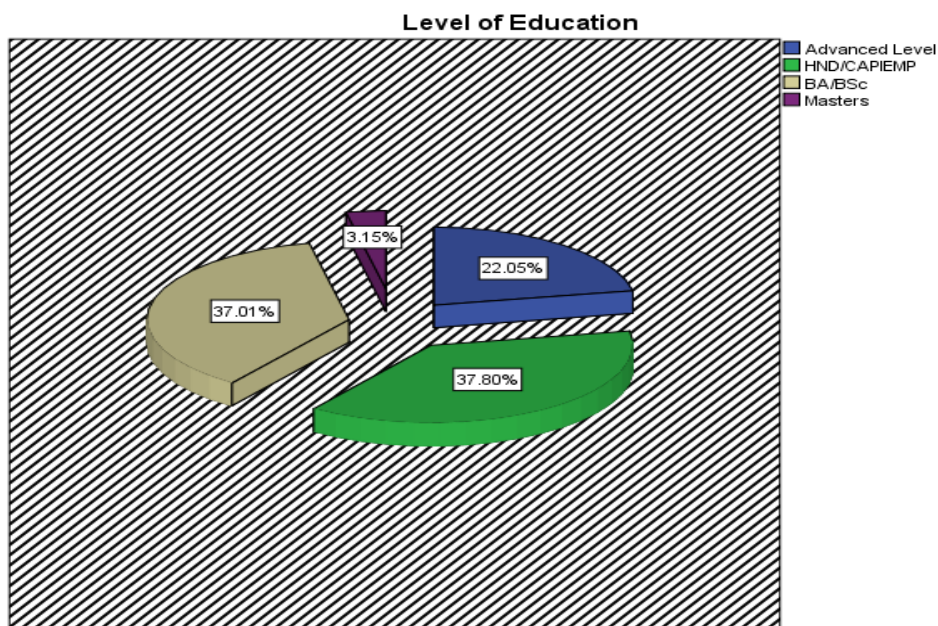
Figure 8: Pie chart showing the distribution of respondents by level of education

Table 13: Research objective one: To evaluate the influence of Human resource planning on quality education in primary schools in Yaoundé VI.

Items	Statement		SDA	DA	A	SA	Mean
1	Your school ensure human resources need analysis and forecasting	ƒ	11	9	83	22	2.93
		%	8.8%	7.2%	66.6%	17.6%	
2	Your school ensure human resources need analysis and forecasting	ƒ	11	17	70	27	2.90
		%	8.8%	13.6%	56.0 %	21.6 %	
3	Your school has a clearly defined human resource planning policy	ƒ	9	26	62	28	2.87
		%	7.2%	20.8%	49.6 %	22.4 %	
4	There exist internal factors analysis in human resources planning your school	ƒ	7	23	68	27	2.92
		%	5.6%	18.4%	54.4 %	21.6 %	
5	In the course of human resources planning position objectives are clearly defined	ƒ	10	25	64	26	2.85
		%	8.0%	20.0%	51.2%	20.8%	
6	Your school has human resources performance reporting system	ƒ	10	27	71	17	2.76
		%	8.0%	21.4%	76.8%	13.6%	
7	All the educational stakeholders' consultation in the human resources planning project	ƒ	15	27	66	17	2.68
		%	12.0%	21.6%	52.8%	13.6%	
	Sum total					82.66%	2.84

Source: Field data (2024)

Table 13 presents the sample distribution according to human resources planning influence on quality education in primary school. The first item shows that 105(84.2%) of t the respondents genera agreed, your school ensure human resources need analysis and forecasting. in the second item, 97(87.6%) of the respondent agreed that Your school ensure human resources need

analysis and forecasting(mean=2.93). in the third item, 90(72.0% of the respondents agreed that Your school has a clearly defined human resource planning policy(mean=2.90). in the fourth item, 95(96.0%) of the respondents agreed that There exist internal factors analysis in human resources planning your school(mean=2.87). From the fifth item, 90(72.0%) of the respondents agreed that in the course of human resources planning position objectives are clearly defined (mean =2.92). For the sixth item, 88(90.4%) of the respondent agreed Your school has human resources performance reporting system (mean =2.85). In the seven item,83(76.4%) of the respondents agreed All the educational stakeholder's consultation in the human resources planning project (mean =2.68). Based on the general tendency of the results the respondents agreed with of the items out of. The results in the research objective one shows that the respondents generally agreed at an overall 82.66 % that with a cut off mean 2.84, which is above a normal cut off mean 2.5. Among the items which were chosen to measure the influence of, all the 7 items were more than 2.5 which is the cut off mean. Conclusively the respondents strongly agreed that human resources planning influences quality education in primary school in Yaounde VI.

Figure 9: Bar chart showing the distribution of respondents by Human Resource Planning.

Standard Deviation

Item	Value
Your school ensure human resources need analysis and forecasting	.78
Your school ensure human resources need analysis and forecasting	.836
Your school has a clearly defined human resource planning policy	.828
There exist internal factors analysis in human resources planning your school	.783
In the course of human resources planning position objectives are clearly defined	.843
Your school has human resources performance reporting system	.83
All the educational stakeholders' consultation in the human resources planning project	.867

Source: Field data (2024)

Table 14: Research objective two: Ascertain the impact of Recruitment and selection procedures on quality education in primary schools in Yaoundé VI.

Items	Statement		SDA	DA	A	SA	Mean
1	your school considers level of education/ qualification during recruitment and selection	ƒ	10	8	43	64	3.29
		%	8.0%	6.4%	34.4%	51.2%	
2	Every teaching position is always well description	ƒ	6	8	59	52	3.26
		%	4.8%	6.4%	47.2%	41.6%	
3	Your school recruit teachers based on skills and competences	ƒ	4	7	46	66	3.71
		%	4.0%	5.6%	36.8%	52.8%	
4	Teacher years of experiences are always considered during recruitment and selection	ƒ	10	14	47	54	3.16
		%	8.0%	11.2%	37.6%	43.2%	
5	There is always public communication of the available teaching position in your institutions	ƒ	9	23	55	38	2.98
		%	7.2%	18.4%	44.0%	30.4%	
6	School administration assure effective curriculum implementation	ƒ	3	6	41	75	3.50
		%	2.4%	4.8%	32.8%	60.0%	
7	External supervision is done regularly.	ƒ	1	9	50	64	3.41
		%	1.6%	7.2%	40.0%	51.2%	
	Sum total				86.17%		3.59

The above table presents the sample distribution according to recruitment and selection procedures and its influence on quality education in primary school. The first item shows that 107(85.6%) of the respondents agreed with the statement that your school considers level of education/ qualification during recruitment and selection (mean =3.29). in the second item, 111(88.8%) of the respondents agreed that Every teaching position is always well description (mean=3.26). in the third item, 112(89.6%) of the respondents agreed that Your school recruit teachers based on skills and competences (mean=3.71). for the fourth item, 101(80.8%) of the respondent agreed that Teacher years of experiences are always considered during recruitment and selection (mean=3.16). In the fifth item, 93(74.4%) of the respondents, agreed that there is always public communication of the available teaching position in your institutions (mean =2.98). for the sixth item,116(92.8%) of the respondent agreed with the view that School administration assure effective curriculum implementation (mean =3.50). In the seven item, 114(91.2%) of the respondents agreed that external supervision is done regularly (mean =3.59).

Based on the general tendency of the results the respondents agreed with of the items out.The findings in research question three shows that the respondents generally agreed at an overall 86.17 % that \with a cut off mean3.59, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 7 items were more than 2.5 which is the cut off mean. Conclusively the respondents strongly agreed that the recruitment and procedures influence quality education in Cameroon.

Figure 10: Bar chart showing the distribution of respondents by Recruitment and Selection practices.
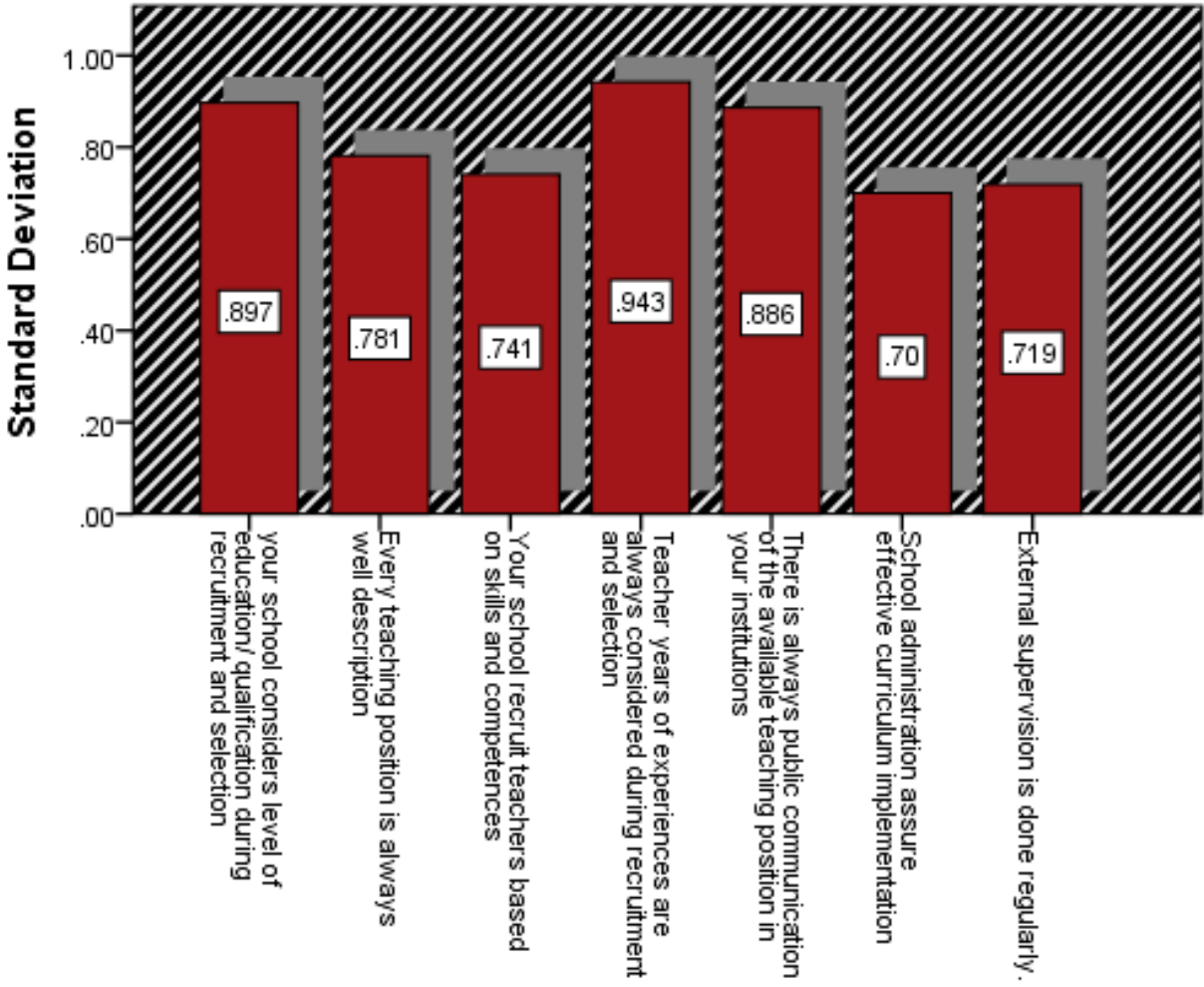
Research objective three: To determine the influence of Professional development on quality education in primary schools in Yaounde VI.

Table 15: Distribution according to continuous professional development of teachers.

Items	Statement		SDA	DA	A	SA	Mean
1	Your school administration assures continuous coaching	ƒ	5	6	68	46	3.24
		%	4.0%	4.8%	54.4%	36.8%	
2	There exists effective institutional peer observation	ƒ	4	19	67	35	3.04
		%	3.2%	15.2%	53.6%	28.0%	
3	Your school promote inter school partnership	ƒ	6	33	54	32	2.90
		%	4.8%	26.4%	43.2%	25.6%	
4	There is collaboration in knowledge and information	ƒ	4	12	58	51	3.25
		%	3.2%	9.6%	46.4%	40.8%	
5	Your administration encourages team work and teacher network	ƒ	4	9	48	64	3.78
		%	3.2%	7.2%	38.4%	51.2%	
6	There always exist opportunities for further studies	ƒ	7	28	58	32	2.92
		%	5.6%	22.,4%	46.4%	25.6%	
7	Your administration promotes action research	ƒ	4	16	67	38	3.11
		%	3.2%	12.8%	53.6%	30.4%	
	Sum total					81.91%	3.18

Source: field data (2024) (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to continuous professional development influence of quality in primary school. In the first item, 114(91.2%) of the respondents general agreed that Your school administration assures continuous coaching (mean =3.24). for the second item102(81.6%) of the respondents agreed that there exists effective institutional peer observation (mean=3.04). in the third item,86(68.8%) of the respondents agreed that Your school promote inter school partnership (mean=2.90) that. for the fourth item, 109(87.2%) of the respondents agreed that there is collaboration in knowledge and information (mean=3.25). In the fifth item, 112(89.6%) of the respondents agreed that Your administration encourages team work and teacher network (mean =3.78). for the sixth item, 90(71.0%) of the respondent agreed with the perception that there always exist opportunities for further studies (mean =2.92). In the seven item, 105(84.0%) of the respondents agreed with the statement that

your administration promote action research (mean =3.11). Based on the general tendency of the results the respondents agreed

The outcomes in research objective two shows that the respondents generally agreed at an overall 81.91 % that \with a cut off mean3.18, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 7 items were more than 2.5 which is the cut off mean. Conclusively the respondents' general agreed that professional development influence quality education in Cameroon primary school.

Figure 11: Bar chart showing the distribution of respondents by continuous professional development of teachers.

Dependent variable

Table 16: Distribution according to quality education

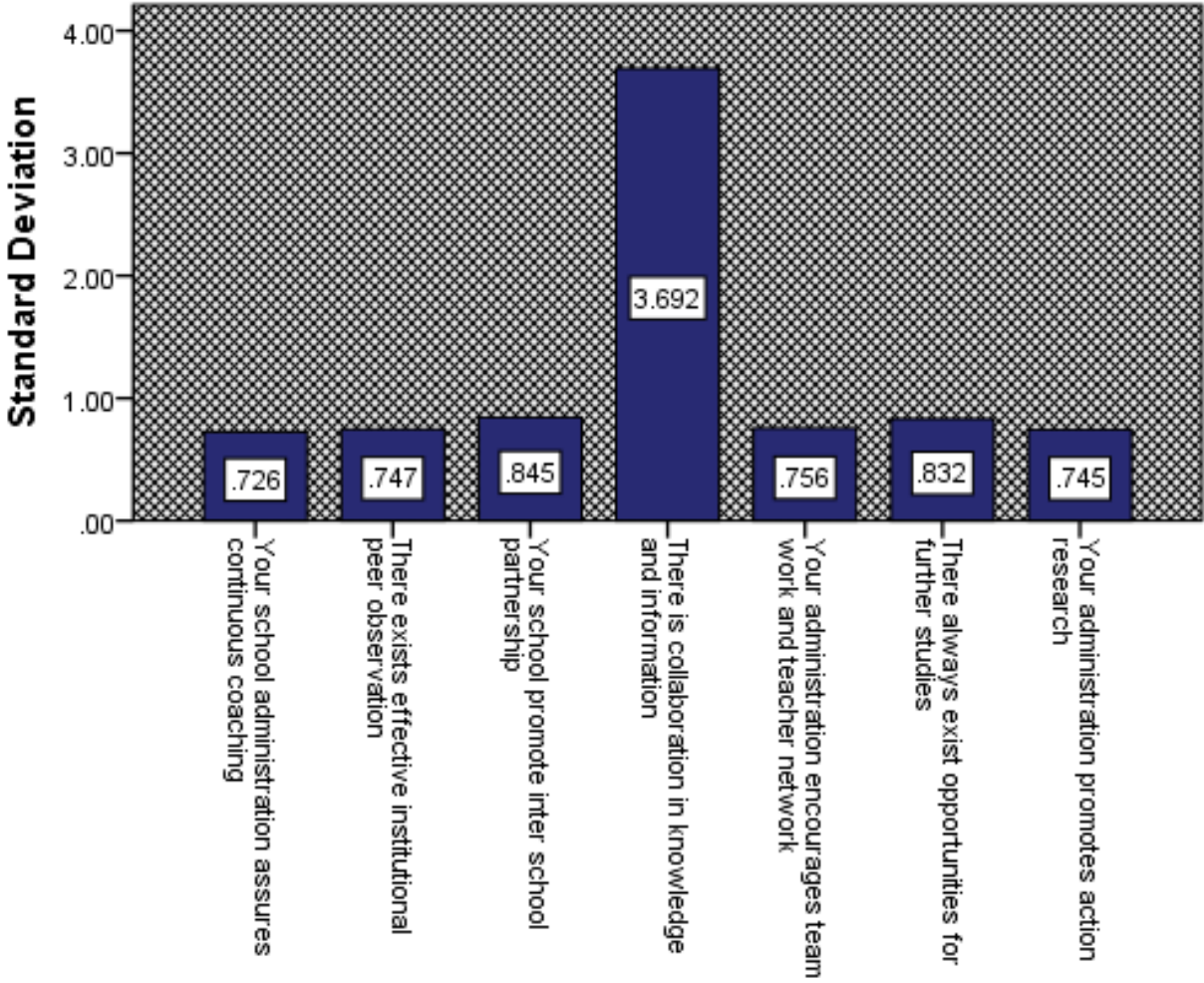| items	Statement		SDA	DA	A	SA	mean
1	The administration develops and ensure attainment of school strategic objectives	f	10	11	54	50	3.15
		%	8.0%	8.8%	43.2%	40.0%	
2	There is effective collaboration in guidance counselling programmes in your school	f	7	23	65	30	2.94
		%	5.6%	18.4%	52.0%	24.0%	
3	Your school promote quality infrastructural development	f	8	18	66	33	2.99
		%	6.8%	14.4%	52.8%	26.4%	
4	There exists effective communication in your school	f	1	14	67	43	3.22
		%	0.8%	11.2%	53.6%	34.4%	
5	You ensure the provision of up-to-date technological facilities for pupils' programmes	f	14	21	60	30	2.85
		%	11.2%	16.8%	48.0%	24.0%	
6	There is community engagement mobilization in the attainment of school projects	f	12	26	63	24	2.79
		%	9.6%	20.8%	50.4%	19.2%	
7	There is provision of health and social amenities in your school	f	11	24	44	46	3.00
		%	8.8%	19.2%	35.2%	36.8%	
	Sum total				78.57%		2.95

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

The above table presents the sample distribution according to quality education in primary school. The first item, 104(83.2%) of the respondents agreed that the administration develop and ensure attainment of school strategic objectives (mean =3.15). in the second item, 95(76.0%) of the respondent agreed with the view that there is effective collaboration in guidance counselling programmes in your school (mean=2.94). in the third item, 99(79.2%) of the respondents generally agreed with the statement that your school promote quality infrastructural development (mean=2.99). in the fourth item, 110(88.0%) of the respondents agreed that There exists effective communication in your (mean=3.22). for the fifth item, 90(82.0%) of the respondents agreed that you ensure the provision of up-to-date technological facilities for students' programmes (mean =2.85). for the sixth item, 87(69.6%) the respondent agreed that There is community engagement mobilization in the attainment of   school projects (mean =2.79). In the seven item, 110(72.0%) of the respondents agreed There is provision of health and social amenities in your school (mean =3.00). The outcomes in research objective two shows that the respondents generally agreed at an overall 78.57 % that \with a cut off mean

2.95, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 7 items were more than 2.5 which is the cut off mean. Therefore, the respondents generally agreed that there is influence on quality education in Cameroon primary schools in general and Yaounde VI in particular.

Figure 12: Bar chart showing the distribution of respondents by quality education.
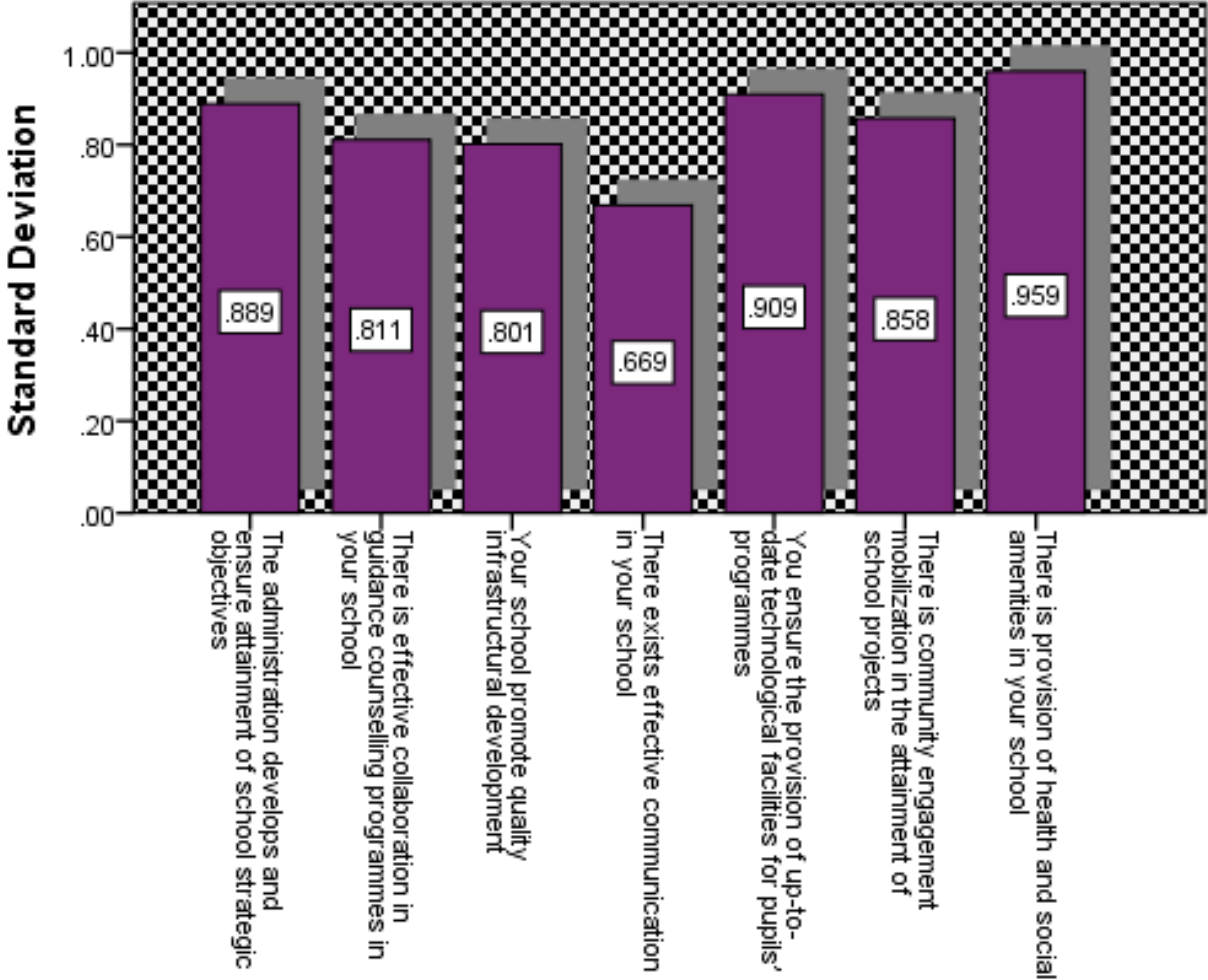
Inferential statistics

This section presents inferential statistics of the sample population of the study. This section is made up of a model summary, ANOVA table, coefficient table and scatter plot for each specific hypothesis. All these tables present the impact potential of each independent variable on the dependent variable in a simple linear regression.

Table 17: model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.446[a]	.199	.193	3.84978

A. Predictors: (Constant), Human Resource Planning (HRP)

B. Dependent Variable: Quality Education (QE)

(Source: Field Data 2024)

This table presents the model summary of the simple linear regressions of the independent variable, professional development (CPD) with the coefficient of the linear regression determination of R square of human resource planning is **19.9%** variation from the dependent variable- quality education (QE) with SD Error of the estimate **(3.84978).**

Table 18: ANOVA Table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	453.645	1	453.645	30.609	.000[b]
	Residual	1822.963	123	14.821		
	Total	2276.608	124			

A. Dependent Variable: Quality Education (QE)

B. Predictors: (Constant), Human Resource Planning (HRP)

(Source: Field Data 2024)

This table is on the F test. The linear regression F test states that the null hypothesis Communication through social media does not have a statistically significant effect on school climate at p=0.05., with F (1,23) = 30.609, PV 0.000<0.05. The test is significant given that PV is lower than 0.005. Therefore, we can conclude that Human resource planning has no significant influence on quality education in some primary schools in Yaounde VI.

Table 19: Coefficients table

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.225	1.790		6.270	.000
	Human resource planning	.488	.088	.446	5.533	.000

A. Dependent Variable: Quality Education

A standard simple linear regression was conduct to examine the influence of human resource planning; the results help in the prediction and categorisation of the variable. This this table presents the standardised and unstandardized coefficient which involves the STD error (0.130 and the beta (0.0446), it gives the significance level indicating the predictability of the variable 44.6%. The calculated value (CV) = 0.000<PV =0.005. This confirms the hypothesis that*: Human resource planning has a significant influence on quality education in some primary schools in Yaounde VI.* However, rejecting the null Hypothesis**.** This implies that an improvement in human resource planning will have significant impact on quality education in the basic education level in in Yaounde VI subjection.

Figure 10: Scatterplot
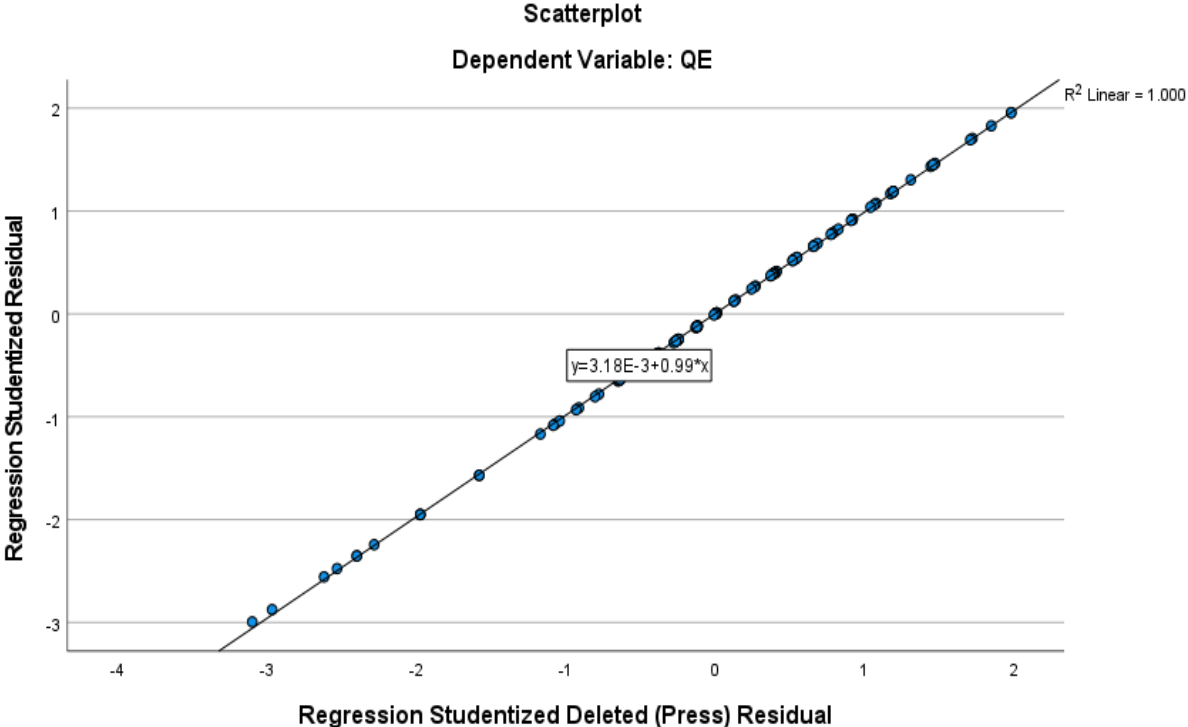
This table presents the regression predicted value scatterplot of the simple linear regression of the independent human resources planning and dependent variable quality education. From the table, most of score clustered in the middle of the graph in linear direction to the from the left of the table to the top right at 1.000. This confirms the *hypothesis Human resource planning has significant influence on quality education in some primary schools in Yaounde VI*. In perspective, school human resource management should engagement in effective human resource planning as a contributive tool to quality education. Therefore, human resources planning is an important human resource management indicator in effective school

management and overall human resource management in the school environment for effective education quality education.

Ho2: Recruitment and selection has no significant influence on quality education in some primary school in Yaounde VI.

Ha2: Recruitment and selection has a significant influence on quality education in some primary school in Yaounde VI.

Table20: model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465[a]	.216	.210	3.80963

a. Predictors: (Constant), Human Resource Selection and Recruitment Procedures (HSRP)
b. Dependent Variable: Quality Education (QE)

(Source: Field Data 2023)

This table presents the model summary of the simple linear regressions of the independent variable, human (CPD) with the coefficient of the linear regression determination of R square change of 0.03% variation from the dependent variable- accessibility to quality education (QE) with STD Error of the estimate (3.80963) at significant F change of 0.386.

Table 21: Model summary

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	491.472	1	491.472	33.864	.000[b]
	Residual	1785.136	123	14.513		
	Total	2276.608	124			

a. Dependent Variable: Quality Education (QE)
B. Predictors: (Constant), Human Resources Selection and Recruitment Procedures (HSRP)

(Source: Field Data 2024)

This table is on the F test. The linear regression F test states that the null hypothesis *Recruitment and selection has significant influence on quality education in some primary school in Yaounde VI* at p=0.05., with $F_{(1,123)} = 33.864$, PV $0.000<0.05$. From the PV the test is significant. Therefore, we can conclude that there is a statistically significant impact on selection and recruitment procedures in quality education in primary school in Yaounde VI.

Table 22: Coefficients

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.770	1.445		8.834	.000
Human Resource Selection and Recruitment Procedures	.351	.060	.465	5.819	.000

a. Dependent Variable: Quality education (QE)

(Source: Field Data 2024)

A standard simple linear regression was conduct to examine the influence of selection and recruitment procedures on quality education, the results help in the prediction and categorisation of the dependent variable. This this table presents the standardised and unstandardized coefficient which involves the STD error (1.445 and the beta (o. 465), it gives the significance level indicating the predictability of the variable 46.5%. The calculated value (CV) = 0.000<PV =0.005. this confirms the hypothesis that: *Recruitment and selection has a significant influence on quality education in some primary school in Yaounde VI.* However, the null Hypothesis is rejected**.** This implies that the amelioration of human resources recruitment and selection practices has positive predictive impact on quality education in the basic education sub sector of education.

Figure 11: Scatterplot
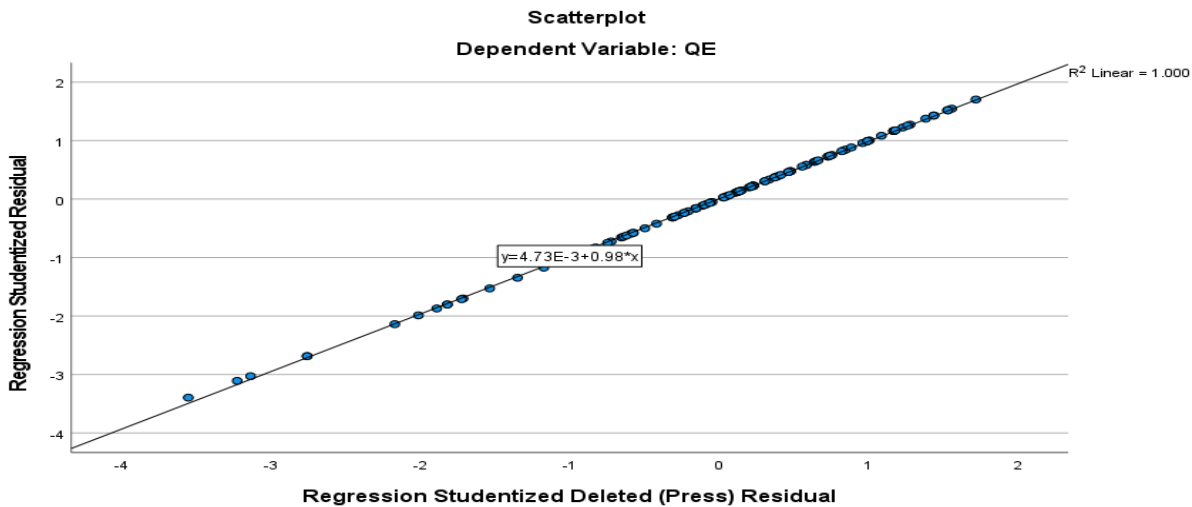
This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered to top left side

of the graph divided by in linear line from the to the right and to right of the table at 1.00. This confirms *Recruitment and selection has a significant influence on quality education in some primary school in Yaounde VI*. Therefore, recruitment and selection procedures should be an important variable to the overall human resource management in the school management and quality education

H0₃: Professional development has no significant influence on quality education in some primary school in Yaounde VI.

Ha₃: Professional development has a significant influence on quality education in some primary school in Yaounde VI.

Table 4: Model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746[a]	.556	.553	2.86511

a. Predictors: (Constant), Professional development (PD)
b. Dependent Variable: quality education (QE)

(Source: Field Data 2024)

This table presents the model summary of the simple linear regressions of the independent variable, professional development o(CPD) with the coefficient of the linear regression determination of R^2 55.6% variation from the dependent variable- quality education (QE) with STD Error of the estimate (2.86511) at.

Table 24: Model summary

ANOVA[a]

Model Summary		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1266.920	1	1266.920	154.336	.000[b]
	Residual	1009.688	123	8.209		
	Total	2276.608	124			

a. Dependent Variable: quality education (QE)
b. Predictors: (Constant), professional development (PD)

(Source: Field Data 2024)

This table is on the F test. The linear regression F test states that the null hypothesis professional development have a statistically significant influence on quality education at p=0.05., with F $(1,123) = 154.336$, PV 0.000<0.05. The test is significant. therefore, we can conclude that there

is a statistically significant between Professional development and quality education in some primary school in Yaounde VI.

Table 25: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.017	1.545		1.306	.194
	Professional development	.866	.070	.746	12.423	.000

a. Dependent Variable: quality education (QE)

(Source: Field Data 2024)

A standard simple linear regression was conduct to examine the influence of profession development, the results help in the prediction and categorisation of the variable. This this table presents the standardised and unstandardized coefficient which involves the STD error (1.545 and the beta (0.746), it gives the significance level indicating the predictability of the variable 74.6%. The calculated value (CV) = 0.000<PV =0.005. this confirms the hypothesis that*: professional development has significant impact on quality primary schools in the Yaounde VI.* Notwithstanding, the null Hypothesis is rejected**.** This implies that am improvement in professional development will have significant influence on quality education in the basic education level in Yaounde VI.

Figure 12: Scatterplot
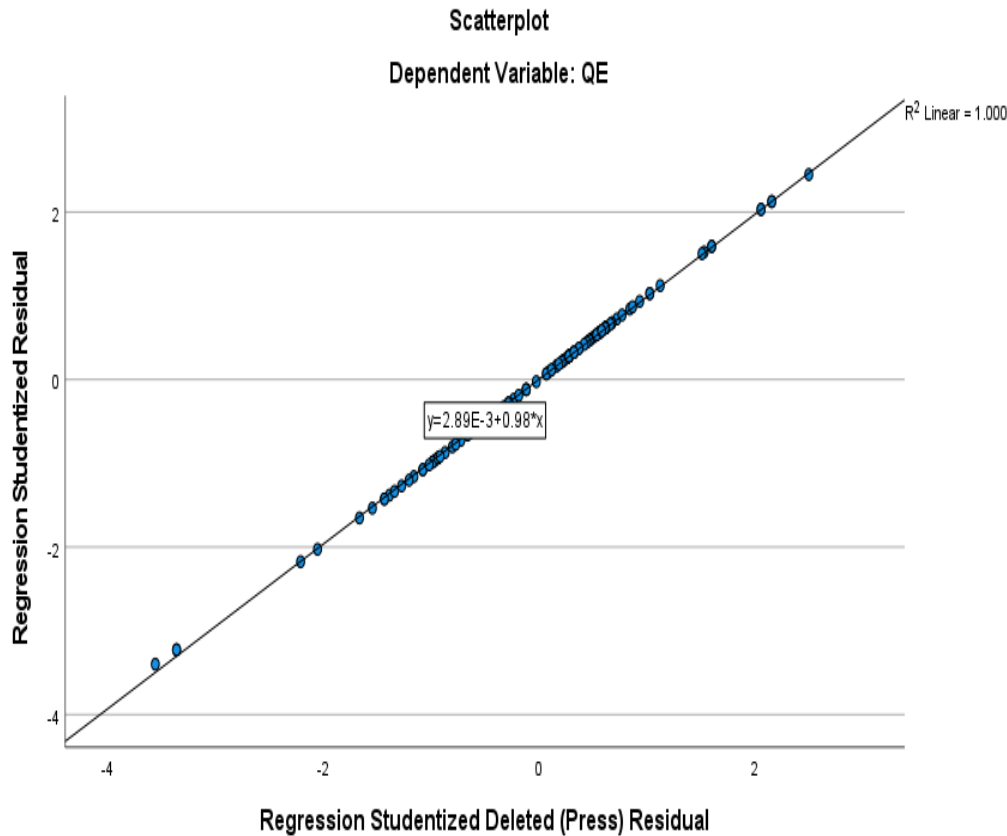
Scatterplot

Dependent Variable: QE

R^2 Linear = 1.000

Regression Studentized Residual

$y=2.89E\text{-}3+0.98^{*}x$

Regression Studentized Deleted (Press) Residual

(Source: Field Data 2024)

This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered to top left side of the graph divided by a linear line from the top right and to right of the table at 1.000. This confirms the hypothesis *Professional development has a significant influence on quality education in some primary school in Yaounde VI*. Therefore, education administrators should consider professional development an indispensable indicator to the overall human resource management practice in the primary school management and quality assurance in education

By and large, this chapter interpreted the descriptive statistics which explain the frequencies and percentages were analysis. These 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 followed by the inferential statistics in where the model summery as presented, and ANOVA table, coefficient table and scatterplot for all linear regression modes. These tables were used to test the hypotheses in terms of their predictability (impacts on the dependent variable). Therefore, it can be conclusion that the human resource management practices have significant influence on f quality education in the Yaounde VI.

Qualitative Data Analysis

This study used the Narrative analysis. Narrative analysis is a method used to interpret research participants' stories—things like testimonials, case studies, interviews, and other text or visual data. The method provides you with a deep understanding of your respondents' actions—and the motivations behind them. This research used the qualitative data analysis software ATLAS.ti. to input responses from the interview, code the responses to arrive at a narratable context.

From the above narrative analysis and the different answers given by the headteachers, it proves the following:

-That the majority of headteachers in Yaounde VI are highly qualified.

-The headteacher's responses show that an improvement in human resource management in their schools will go a long way to improve the quality of education in their schools.

-Concerning recruitment and selection practices, most of the headteachers are not autonomous and cannot decide on the quality of teachers to recruit in their schools so to improve quality education in their schools.

-Professional development has an impact in quality education in Yaounde VI. It shows that if headteachers permit their teachers to undergo professional training while teaching, the quality of education in Yaounde VI will increase.

Figure 13: Challenges Faced by Human Management Practices Primary Education in Cameroon.
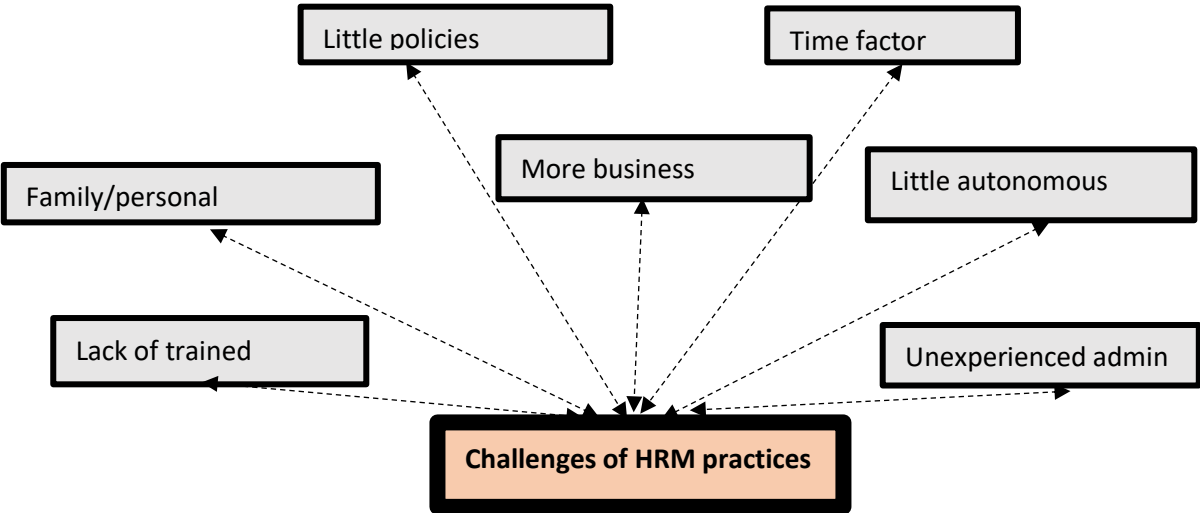
Source: Field data (2024)

Interpretation:

- The kind of policies carried out by stake holders poses a great challenge to HRM in education in the Yaoundé VI Sub Division.
- Family and personal preferences of who to recruit and when to recruit affects HRM greatly.
- Headteachers have little autonomous power to exercise their functions as managers.
- The small number of trained teachers keeps declining in the country; this brings about a great challenge to managers.
- Many educational institutions are business oriented and this causes a great challenge to Hunan Resource Managers.

Figure 14: Suggestions to enhance HRM practices in primary schools in Yaoundé VI
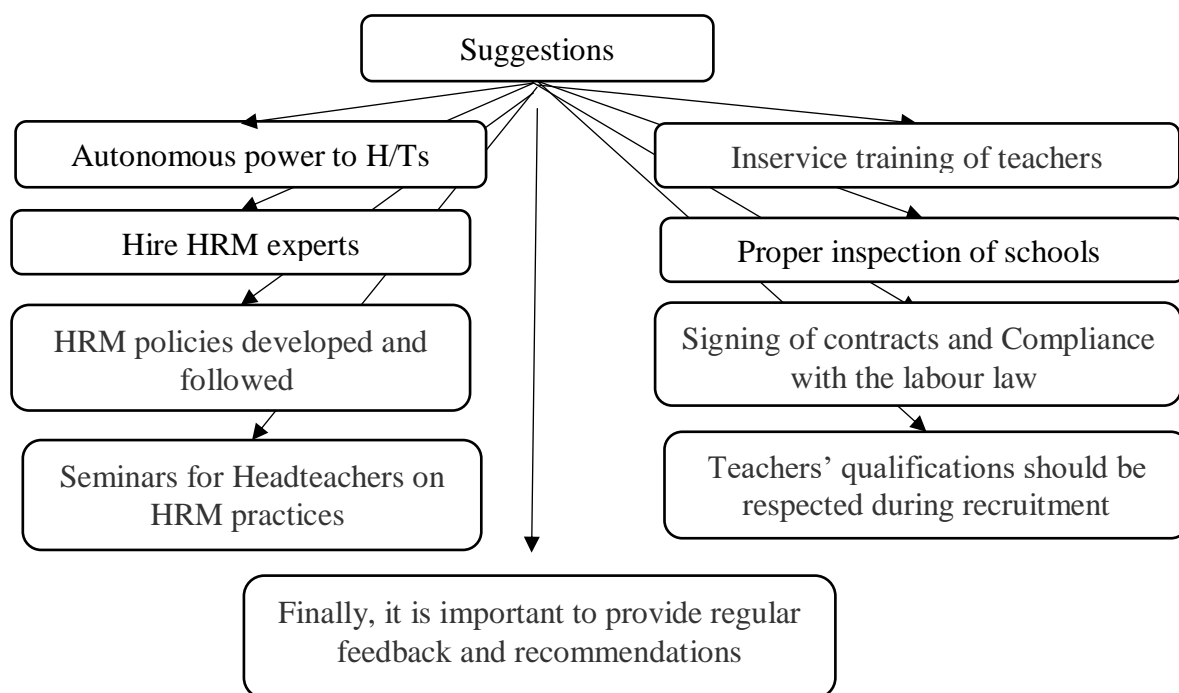
Source: Field Data (2024)

Chapter summary

Chapter four x-rayed the practical situation of human resource management in primary schools in Yaounde Vi Sub Division. Indeed, from the descriptive, inferential and interview analysis, human resource is considered as valuable and indispensable resource in schools because it is the manager that manages other resources so as to achieve the objectives of the schools. Thus, human resource management has a strong correlation with teachers efficiency and quality education as indicated by the retention of all the alternative hypotheses examined, the analysis of questionnaire items and interviews through human resource planning, recruitment and selection practices, professional development and quality education. However, from the qualitative and quantitative analysis, school managers have not been effective on the human resource management and this has contributed negatively to teachers' efficiency and

consequently on the quality of education in primary Schools inYaounde VI Sub Division reflected through the poor performance of pupils in the internal and external evaluation sessions.

CHAPTER FIVE

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

The general objective of this study is to examine the influence of human resources management practices on quality education in some primary schools in Yaounde VI. This chapter deals with the discussion of findings from the quantitative. The discussion of findings, integrated perceptions from the empirical literature, theories and results relating to the finding. The work proposed orientations for further research drawn from the challenges or limitations of the present study. And recommendations were made to various stakeholders of the primary education sub-sector relating to human resource management practices and quality education.

Summary of the findings

This study was intended to examine the influence of human resources management practices on quality education in some primary schools in Yaounde VI.

 The data was collected using questionnaires and interview guides and the data was presented in tables, graphs and pie charts calculated using the Simple Linear Regression tests.

From the responses gotten from the field and the analysis, the following findings were arrived at:

 ➢ The Effective Implementation of Human Resource Planning Significantly Contributes to Quality Education in Primary Schools in Yaoundé VI.
 ➢ Recruitment and Selection Procedures play significant role in the enhancement of Quality Education in Primary Schools in Yaoundé VI.
 ➢ The Effectiveness of Professional Development as Human Resource Practice Significantly improves quality education in primary schools in Yaounde VI.

Discussion of findings

The discussion of findings is on interpretation and analysis while making critical argument based on data and previous empirical works reviewed in the empirical literature in human resources management practices and quality education. These results were discussed using the quantitative and qualitative approaches, in which these results were obtained from the questionnaires, analyzed and correlated, which the results of their findings are discussed per hypothesis as analyzed below

The Effective Implementation of Human Resource Planning Significantly Contributes to Quality Education in Primary Schools in Yaoundé VI

The effective implementation human resource planning practice is indispensable for quality in primary sector of education the findings has shown predictive impact of human results at 44.6%.

this goes a long way to enhance human resources management policy in Cameroon primary schools. These finding are corroborated by Samwell (2018) who thinks that Human resource planning is one of the most important human resource practices in the organization. Organizations rely much on human resource planning to determine their current position and future needs of manpower. The purpose of this research is to examine the importance of human resource planning to the organization by reviewing different literature on human resource planning. This research 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 Nagendra and Deshpande (2014). 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 research 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 (Prashanthi, 2013).

In this line, AL-Qudah and Osman (2014) Think that 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 analysed 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 Pamela et al (2017)

Planning theory This implies the need for a collaborative approach to planning which involves different partners, interests and professions coming together to debate possible futures for a locality's (Sanyal, 2007) In such a process strategic discourses of different interests are ideally opened to include all interested parties, generating new planning discourses, allowing participants to gain knowledge of the positions and values of other participants, and creating capacity for collaborative action to change current conditions (Healey, 2006). The need for planning and planners to develop a capacity to 'plan together' with others and acquire competence at navigating and appreciating the positions and claims of different groups and discourse communities (including other professions), is therefore presented as being of fundamental importance if the renewed promise of, and confidence in, strategic spatial planning

is to be fully realised. Informed by the context outlined above, this paper reflects on the role of planning education in preparing professionals to cope with the challenges implied by the contemporary situation. This paper is structured in six sections, including the Introduction (Ferreira, 2009). The next section will address the concept of theoretical revolutions. It will be suggested that urban planning does not experience such moments in its evolution (Sanyal, 2007). This is important for this discussion because it explains why several main planning theories coexist in the discipline. The concept of invariance will be used in the third section to propose an explanation of why planning does not experience theoretical revolutions, and then the 'Hydra Model' will be formally introduced. In the fourth section we will advocate the need to be critical towards theoretical standpoints in urban planning that pretend to be dominant, or more relevant than others (Ferreira, 2009)

Recruitment and Selection Procedures play significant role in the enhancement of Quality Education in Primary Schools in Yaoundé VI.

The effective and efficient practices of recruitment and selection of human resources in primary education significantly ameliorate quality education in the education sector. In this study contributive impact of recruitment and selection to quality education stands at 46.5%. This prove that human resources management policy and interventions can the overall school administration and outcomes in Cameroon primary education.

This implies that the amelioration of human resources recruitment and selection practices has positive predictive impact on quality education in the basic education sub sector of education. Recruitment and selection are important parts of human resource policies and practices which are necessary to put in place so as to produce the required employee skills and behaviours to achieve organizational strategic goals (Pradani & Soegiono, 2020).

These results share Prashanth (2013) who blended of Human Resource Management (HRM) and Human Capital Management (HCM) which 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

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).

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 Schools Yaounde VI, 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.

Resource based theory is best applied for the assessment of an institution's existing resource portfolio or when exploiting the institution's resources to move into new product markets (Sheehan and Foss, 2007; Barney 2001; Penrose 1959). The RBV perceives the value derived from management skills, information capabilities, and administrative processes as scarce factors that able to generate economic rents (Sheehan and Foss, 2007). This implies that the available human resources if well assessed will lead to quality education when applied in the area of primary education.

The resource-based theory stresses the significance of developing and enhancing those resources that are distinctive as distinctive capabilities (Olavarrieta and Ellinger, 1997). Once an institution is able to significantly develop and distinguish the human resources available, there will and improvement of the quality of education in the primary school.

Henry (2008) evaluated competency as the internal capabilities that firms require in order to be able to compete in the market place. In addition, Zubac et al (2010) defined Competency as the collective learning of individual members within the firm and their ability to work across organisational frontiers. (Prahalad and Hamel (1990, p. 82) stated that: The skills that together constitute core competence must coalesce around individuals whose efforts are not so narrowly

focused that they cannot recognise the opportunities for blending their functional expertise with those of others in new and interesting ways.

Schools that blend their human resources in terms of expertise will have a higher educational quality. Therefore, blending the various expertise in school will to a greater achievement of quality (Truijens, 2003; Mosakowski et al, 1997).

The Effectiveness of Professional Development as Human Resource Practice Significantly Improves Quality Education in Primary Schools in Yaounde VI.

The effective implementation of professional development practice has indispensable influence on quality education in primary educational sector in Cameroon. the finding revealed that the contributive is at 74.6%. This implies that am improvement in professional development will have significant influence on quality education in the basic education level in Yaounde VI. These finding tie with 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.

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 analyse 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 under theorized. We recommend using an intersectional approach to understand difference and exclusion and examining boundary practices to examine teacher learning for inclusive education.

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 needs

Continuous improvement theory traces its origins to two major historical trends, both dating from about 1950. The first occurred at Toyota, where Tiichi Ohno and Shigeo Shingo conceived the just-in-time (JIT) production system (also called kanban, Japanese production, lean production) and catalysed a production revolution of a magnitude similar to that of Henry Ford a generation earlier.

JIT pioneered the disciplined and organized methodology that produced the impressive efficiency gains just cited. As one example of how this is accomplished, Toyota employees conduct systematic analyses to improve the way that they do their jobs, and they do this every week (Adler 1991).

The management approach called "continuous improvement" raises the efficiency of many processes and systems and is closely integrated with total quality management. Imai (1991) states that "kaizen can increase productivity by 30, 60, or even 100 percent or more without major capital investment." Harmon and Peterson (1990) echo this view and "expect improvement of 50 to 90 percent and more." Schonberger (1986) cites improvement by factors of 5, 10, or even 20 in manufacturing cycle time.

An Integrated Model for Improvement Types of Knowledge That Support Continuous Improvement William Edwards Deming, who popularized the continuous improvement process, developed a theory of knowledge that is grounded in systems theory. It is based on the principle that each organization is composed of interrelated processes, people, and units that make up system components (Education Development Centre, 2019).

Recommendations of the study.

To Educational Stakeholders

Recommendations help in the improvement of effective and efficient human resource management practices and quality education shortcomings which turn to impact the effective organisation performance of the school system in terms of results, planning, quality teaching-learning, school management, professional development, recruitment, and knowledge and competencies transmission**.** Consequently, it is important for us at the end of this study to

propose some processes to be adopted for improved human resources management practices in Cameroon primary education.

- The research recommends that the institutional manager and system policy maker should pay more attention to effective human resource planning because it has significant impact of quality education in the primary sector which is fundamental of formal education of child. Focus at this human resource management practices will contribute to high productivity, pedagogic and managerial outcomes in Cameroon primary education.

- The researcher recommends more seminars, workshop, to be organised and that institutionalised professional development programmes be provided to teachers. These will go a long way to improve on teaching effectiveness and efficiency   which are intrinsic indicators of quality education.

- The basic education authorities should provide a better organisation behaviour and environment that will ensure that teachers can comfortably and conveniently teach through the effective deployment, recruitment and selection procedures that align with national and institutional policy and strategic objectives.

- Teachers should be consulted on the human resources practices so as the have coherency in the deployment and human resource operations.

- Incentivization systems as human resource management practice should be effectively put in primary schools in the Yaounde VI as means to motivate teachers to remain in their job. This incentive could include: compensations, grants, loans, in-service professional training, refreshers course, seminars, workshops, equipment of schools with modern libraries and simulation programmes for new educational technologies that can enhance quality education in the four-industrial revolutions.

Suggestion for Further Research

- This study was limited to primary education in Yaounde VI; a study can be conducted on the similar topic in the secondary or higher education institution in Cameroon;

- This study was carried out only in the Yaounde VI municipality. Another study could be carried out in the other municipality of Mfoundi division for a comprehensive understanding of the human resource management phenomenon.

- An in-depth study could be carried out on specific variables for better insights of human resource management practices in schools.

Limitations of the Study

In this study we also encountered some limitation or difficulties. These limitations include the following: There were limitation in terms of accessing documents on human resources management practices and quality education in the primary sector. Few works exist in this area making working on the concepts more challenging. The study was conducted in the Yaoundé VI Municipality of the centre region of Cameroon with teachers as the target population. However, the researcher succeeded with the study and he experienced or went through challenge in accessible data. The researcher encountered a lot of constrains in the course of the findings of this study. The following are the main difficulties encountered by the researcher in course of the study.

Some teachers were not willing to respond to the questionnaires. 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 several times to insist on the importance of the study in line with the current challenges teachers are facing.

CONCLUSION

The study is divided into five chapters namely chapter one which dealer with the background, 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 research methodology, chapter four presentation and analysis of data to test the hypothesis while chapter five focused on discussion of findings was done in relation to literature review the instruments used for data collection was questionnaire which has closed ended questionnaire consequently a pure quantitative study and the data was analysed using descriptive statistics as well as inferential analysis using the simple linear regression. Concerning 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. In the study all three alternative hypotheses were retained. Therefore, concluded that human resource management practices significant influence on quality education in some primary schools in Yaoundé VI municipality. This is based on the fact that all of our alternative hypotheses were retained. Anchoring on the findings of the study, significant recommendations were made to the stakeholders of the primary education sub sector for human resources management development at the system and institutional level.

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Appendix i: Teachers' Questionnaire

This questionnaire is designed for purposes of studying the Influence of Human Resources Management practices on the Quality of Education in Primary Schools in Yaoundé VI.

The current study centers on "All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

Part 1: **Demographic Information**

Fill in the appropriate information

School…………………………………………………………………………………

Discipline………………………………………………………………………………

Level of education: A/L ☐   DIPESI ☐   DIPESII ☐   BA ☐   MA ☐   PhD ☐

Age: 20-30 ☐   31- 40 ☐   41-50 ☐   51- 60 ☐

Sex: Male ☐ Female ☐

Marital status: single ☐   married ☐ divorced ☐

Years of experience: 1-5 years ☐   6-10years ☐   11-15years ☐   16-20year ☐ 21and above ☐

Part 11: Statements on the Indicators resources management practices

Please tick (√) in the box corresponding to your most preferred respond: Strongly Agree (SA), Agree, (A), Disagree (D)   and Strongly Disagree (SD).

S/N	Statements
Section A: Human Resources Planning	
1	Your school ensures human resources need analysis and forecasting
2	There is rationalization in human resource allocation in your school
3	Your school has a clearly defined human resource planning policy
4	There exist internal factors analysis in human resources planning your school
5	In the course of human resources planning position objectives are clearly defined
6	Your school has human resources performance reporting system
7	All the educational stakeholders are consulted in the human resources planning project

	Section B: Recruitment and Selection practices
1	your school considers level of education/ qualification during recruitment and selection
2	Every teaching position is always well and organized description
3	Your school recruits teachers based on skills and competences
4	Teacher's years of experiences are always considered during recruitment and selection
5	There is always public communication of the available teaching positions in your institution
6	School administration assures effective curriculum implementation
7	External supervision is done regularly

	Section C: Professional Development
1	Your school administration assures continuous coaching
2	There exists effective institutional peer observation
3	Your school promote inter school partnership
4	There is collaboration in knowledge and information
5	Your administration encourages team work and teacher network
6	There always exist opportunities for further studies
7	Your administration promotes action research

	Section D: Quality education
1	The administration develops and ensures attainment of school strategic objectives
2	There is effective collaboration in guidance counselling programs in your school
3	Your school promotes quality infrastructural development
4	There exists effective communication in your school
5	Your school ensures the provision of up-to-date technological facilities for pupil's programs
6	There is community engagement mobilization in the attainment of school projects
7	There is provision of health and social amenities in your school

Thanks for your assistance

Appendix ii: Interview Guide for inspectors.

A structured interview guides.

Human resources management practices and the quality of education in primary schools in Yaounde VI structured interview guide

Date……………Administrative position of the interviewee………………………….............

Start time…………………………………………………………..…………………........

End time……………………………………………………………………………………

Place of the interview……………………………………………………………...…………

Identification of the participants

1. Name of the participants……………………………………………………………………

2. Sex…………………………………………………………………………………………..

3. Age…………………………………………………………………………………....……

4. Name of the group……………………………………………………………………………

5. Position occupied teacher, promoter, staff……………………………...……………….……

6. Residential area…………………………………………………………………………….

7. Number of years in the group……………………………………………………….………

General overview of human resources management practices and the quality of education

- Management
- Organization
- Objectives and goals
- Challenges

Theme one: influence of human resources planning on the quality of education in primary schools in Yaounde VI subdivision.

Sub themes:

- Your school ensure human resources need analysis and forecasting
- There is rationalization in human resource allocation in your school
- Your school has a clearly defined human resource planning policy
- There exist internal factors analysis in human resources planning your school
- In the course of human resources planning position objectives are clearly defined
- Your school has human resources performance reporting system
- All the educational stakeholder's consultation in the human resources planning project.

Theme two: Recruitment and Selection practices

Sub themes:

- your school considers level of education/ qualification during recruitment and selection
- Every teaching position is always well description
- Your school recruit teachers based on skills and competences
- Teacher years of experiences are always considered during recruitment and selection
- There is always public communication of the available teaching position in your institutions
- School administration assure effective curriculum implementation
- External supervision is done regularly

Theme three: Professional Development

Sub themes:

- Your school administration assures continuous coaching
- There exists effective institutional peer observation
- Your school promote inter school partnership
- There is collaboration in knowledge and information
- Your administration encourages team work and teacher network
- There always exist opportunities for further studies
- Your administration promotes action research

Theme four: Quality education

Sub themes:

- The administration develops and ensure attainment of school strategic objectives
- There is effective collaboration in guidance counselling programmes in your school
- Your school promote quality infrastructural development
- There exists effective communication in your
- Your school ensure the provision of up-to-date technological facilities for student's programmes
- There is community engagement mobilization in the attainment of   school projects
- There is provision of health and social amenities in your school
- **Table 26: Presentation of questions, codes and quotation**

Question 1: What is your gender?   Male [   ]   Female [   ]

Code 1: Gender

Quotation: 1 - PD: interview 1.docx

Male

Quotation: 1 - PD: interview 2.docx

Female

Quotation:1 - PD: interview 3.docx

Male

Quotation: 1 - PD: interview 4.docx

Female

Quotation: 1 - PD: interview 5.docx

Male

Question 2: What is your Marital Status?

a) Single [   ]   b) Married [   ]   c) Divorced [   ]

Code 2: Marital status

Quotation: 2 - PD: interview 1.docx

Married

Quotation: 2 - PD: interview 2.docx

Married

Quotation: 2 - PD: interview 3.docx

Married

Quotation: 2 - PD: interview 4.docx

Single

Quotation: 2 - PD: interview 5.docx

Married

Question 3: what is your religion?

Christianity [   ]   Islam [ ]   Paganism [   ]

Code 3: religion

Quotation: 3 - PD: interview 1.docx

Christianity

Quotation: 3 - PD: interview 2.docx

Christianity

Quotation: 3 - PD: interview 3.docx

Christianity

Quotation: 3 - PD: interview 4.docx

Christianity

Quotation: 3 - PD: interview 5.docx

Christianity

Question 4: What is your highest educational level?

a) Ordinary level [   ]   b) Advanced level/CAPIEMP [   ]   c) Degree [   ]   d) Masters [   ]

e) Doctoral/PhD [   ]

Code 4: Highest level of education

Quotation: 4 - PD: interview 1.docx

First degree

Quotation: 4 - PD: interview 2.docx

Advanced level/CAPIEMP

Quotation: 4 - PD: interview 3.docx

Advanced level/CAPIEMP

Quotation: 4 - PD: interview 4.docx

Advanced level/CAPIEMP

Quotation: 4 - PD: interview 5.docx

Advanced level/CAPIEMP

Question 5: Does human resources planning contribute to the improvement of quality education in schools in the Yaounde VI subdivision?

a) Yes   [ ]   b) No   [ ]   c) Not sure   [ ]

Explain...
....

Code 5: Human Resource planning

Quotation: 5 - PD: interview 1.docx

Yes. It permits schools to select teachers according to their competences

Quotation: 5 - PD: interview 2.docx

Yes, because the human resource agent visits schools and give material help

Quotation: 5 - PD: interview 3.docx

Yes, it can be used to determine whether objectives are attained or not

Quotation: 5 - PD: interview 4.docx

Yes, it improves the quality of education

Quotation: 5 - PD: interview 5.docx

Yes, when teachers are packed in a few schools' others are left with insufficient numbers of teachers

Question 6: Do you think Recruitment and Selection practices has any influence on the quality of education in primary schools in the Yaounde VI subdivision?

a) Yes [ ]   b) No [ ]   c) Not sure [ ]

Explain……………………………………………………………………………………
….

Code 6: Recruitment and selection process

Quotation: 6 - PD: interview 1.docx

Yes, the right teachers will be selected to execute the job

Quotation: 6 - PD: interview 2.docx

Yes, it encourages good effort to teachers therefore promoting education

Quotation: 6 - PD: interview 3.docx

Yes, it is a determinant for the best(qualified) to be recruited

Quotation: 6 - PD: interview 4.docx

Yes, it improves the quality of education

Quotation: 6 - PD: interview 5.docx

Yes, teachers with good training background do better in the classroom

Question 7: Do you think that **professional development** has any influence on the quality of education in primary schools in the Yaounde VI subdivision?

a) Yes   [   ]   b) No   [   ]   Not sure   [   ]

Explain…………………………………………………………………………………
…

Code 7: Professional development

Quotation: 7 - PD: interview 1.docx

Yes, teachers need to be current with new digitalization of education

Quotation: 7 - PD: interview 2.docx

Yes, cause if you are train in a particular profession, you will acquire good skills

Quotation: 7 - PD: interview 3.docx

Yes, it places the teacher on the same level of evolution in education

Quotation: 7 - PD: interview 4.docx

Yes, it increases teaching skills of teachers

Quotation: 7 - PD: interview 5.docx

Yes, education is better handled by professionals than amateurs

Question 8: Do you think that administrative attainment of school strategic objectives has any influence on the quality of education in primary schools in the Yaounde VI subdivision?

 a) Ye   [   ]   b) No [   ]   c) Not sure [   ]

Explain…………………………………………………………………………………
…

Code 8: attainment of school strategic objectives

Quotation: 8 - PD: interview 1.docx

Yes, it will make teachers to put their best in order to attain set objectives

Quotation: 8 - PD: interview 2.docx

Yes, this attainment helps to understand school administration and follow educational norms

Quotation: 8 - PD: interview 3.docx

Not sure, because there is no true follow up with the set strategies

Quotation: 8 - PD: interview 4.docx

Yes, it encourages a cordial relationship between teachers and parents
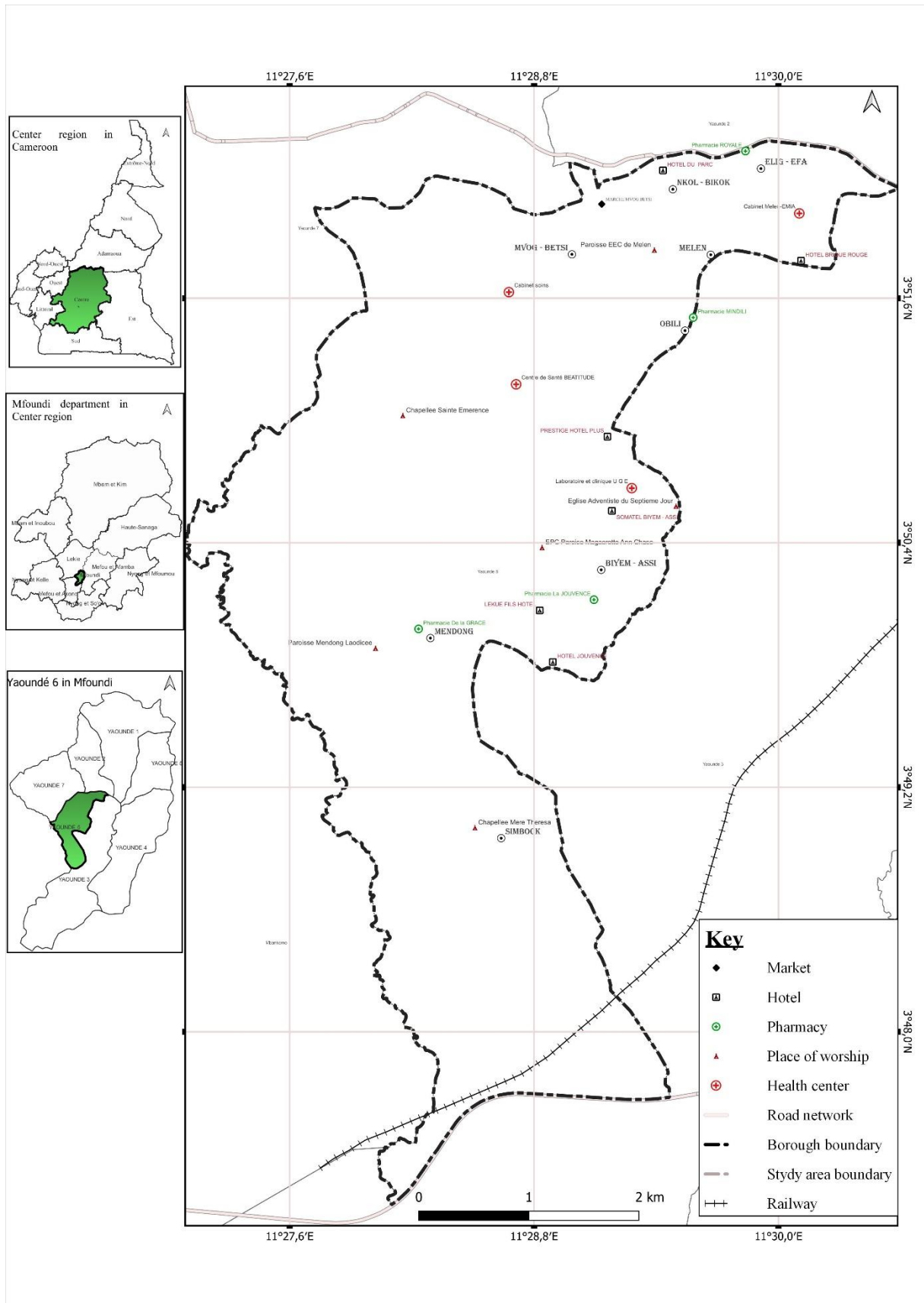
Quotation: 8 - PD: interview 5.docx

Yes, administration is an inevitable component of primary schools. A school without administration is like a ship without captain.
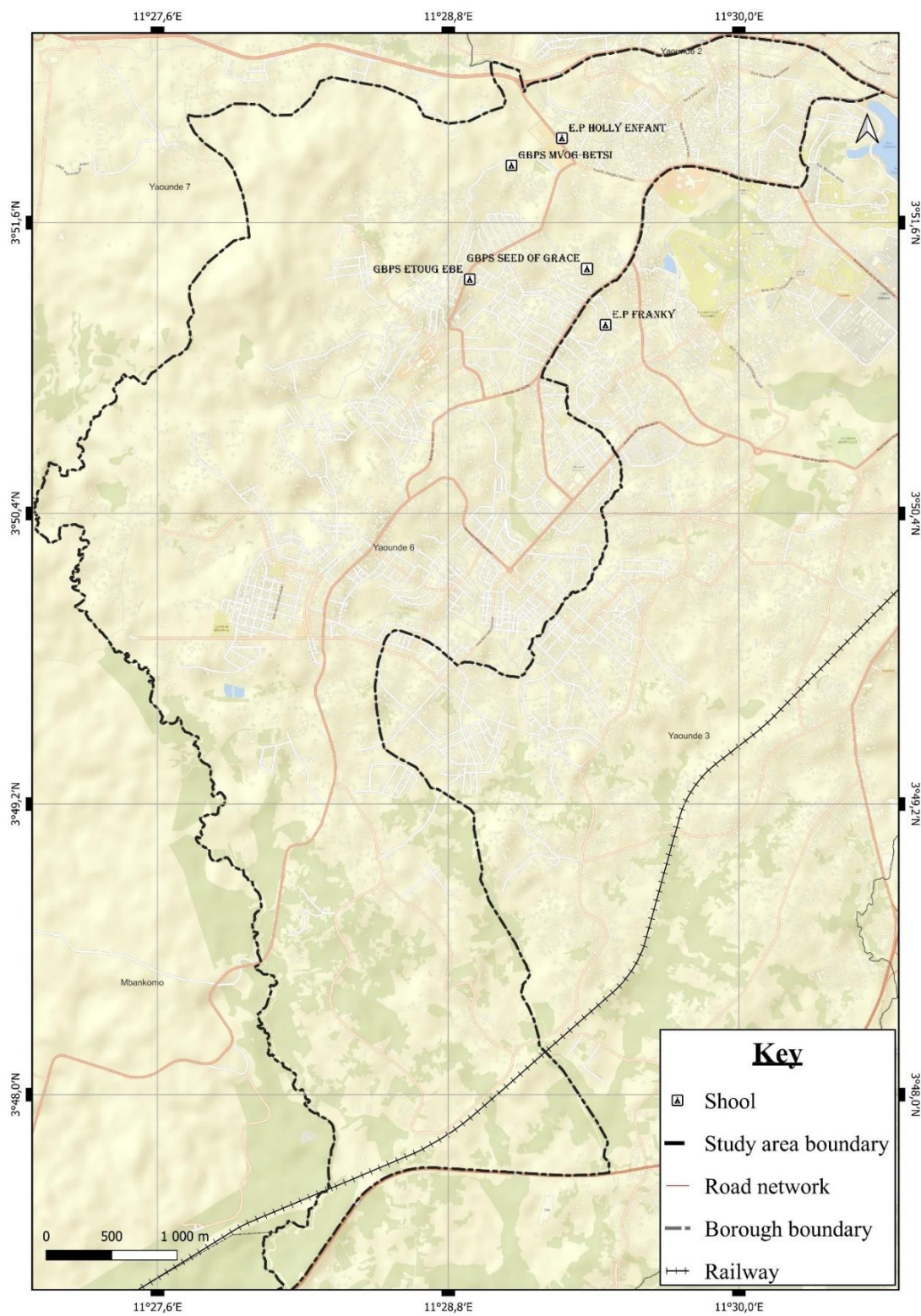
Source: Field data (2024)

Thanks for your kind participation

Map showing the map of Yaounde VI in the Mfoundi Division

Map showing the map of the targeted schools in Yaounde VI Sub Division.

Appendix iii: Work   Plan Frame Work.

ACTIVITY	Months												
	May	Jun.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	Mar.	Apr.	May
Designing the topic of study	■												
Proposal approval		■											
Proposal writing			■	■	■	■	■	■	■	■	■	■	
Piloting							■	■					
Proposal correction								■	■				
Data collection									■				
Data analysis										■	■	■	
Submission of final copy of project report													■

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*****
DEPARTMENT OF CURRICULUM
AND EVALUATION

The Dean

N° 282 /22/UYI/FSE/VDSSE

RESEARCH AUTORISATION

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify **Godlove KANYIMI KUDI**, Matricule **20V3572**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *PLANNING OF EDUCATIONAL SYSTEMS.*

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. Maureen EBANGA TANYI**. His work is titled « *Resource management and educational quality in government primary schools in Cameroon: case of G.P.S wum group II* ».

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

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

Done in Yaoundé, le 0 8 AVR 2022

For the Dean, by order

Etienne
Professeur