

Influence of Human Resource Management on Quality of Education in Public Primary Schools in Cameroon.

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Abstract

Most nations in the world are always in the process of national reconstruction. To consolidate this process, they have prioritised quality education as a bedrock of sustainable development. In this gruse, Cameroon like some African Countries have embarked on huge budgetary allocations in the education sector as well as the persuance of good governance geared toward the efficient and effective management of resources. This paper therefore aims at examining the role of efficient and effective human resource management in the promotion of quality education. This study is based on the prism that efficient and effective human resource management has a bearing on the quality of education. From the pratis of Human capital theory developed by Gary Stanley Becker(1960), this paper makes the postulation that the value of human capacities (knowledge, skills, intelligence, talents, experiences, behaviour, honesty, punctuality, competence and other attributes) could be developed through education and training so as to enhance productivity and thus quality of education. Data for this study is collected from some selected public primary schools in Cameroon.

Keywords : Management, Human Resource Management, Quality education, Sustainable development, efficiency, effectiveness.

Introduction

In the dynamic changing educational environment influenced by globalization, institutions are paying more attention to developing and optimizing their management practices. The ability to identify what is changing in the environment and respond appropriately by choosing the convenient management approach is seen as a key element for educational success.

According to the 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 members 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.

The Cameroon Government in its Strategic Document for Growth and Employment (DSCE), set the framework for developmental policies. The document envisage transforming Cameroon by 2035 into an emerging Country engaged in the process of social and economic development (professionalization of education and its adaptation to employment). The primary objective of the document as concerns the educational sector is the archievement of quality universal primary education. One of the strategies put by the Ministry of Basic Education for the archievement of quality universal primary education is the development and implementation of Information and Communication Technology (ICT) into the Basic Education Sector in Cameroon. The presence of I.C.T and its involvement in the teaching/learning process brings a profound change in the Cameroon educational system and is benefiting teaching and learning.

Human resource management (HRM) is a crucial operation management practice that deals with the most vital resource of institutions. It has become more important because of its role in enhancing performance, securing and developing talents of learners in an educational organization. Managers get things done through the efforts of people who require effective HRM. Therefore HRM practices should be integrated with the overall strategy of organization to ensure effective use of people and provide better performance. This article investigates the influence of HRM on the quality of education in public primary schools in the Republic of Cameroon.

The Research Problem And Significance.

The study problem stems from a lack or little knowledge about the influence of HRM principles on the quality of education in public primary schools in the Republic of Cameroon. This paper seeks to answer the following questions :

Main research question : To what extent does human resource management influence the quality of education in public primary schools in Cameroon?

Specific research questions:

Q1: How does the planning process of human resource influence the quality of education in public primary schools in Cameroon?

Q2: What is the link between the organizing process of human resource and quality of education in public primary schools in Cameroon?

Q3: How does the process of Staffing of human resource influence the quality of education in public primary schools in Cameroon?

Research hypothesis

Main hypothesis : Human resource management has an influence to a certain extent on the quality of education in public primary schools in Cameroon.

Specific research hypothesis:

HR1: The planning process of human resource has an influence on the quality of education in public primary schools in Cameroon.

HR2: There is a link between the organizing process of human resource and the quality of education in public primary schools in Cameroon.

HR3: The staffing process of human resource influences the quality of education in government primary schools in Cameroon.

Research Objectives

The main research objective : To evaluate the influence of human resource management on the quality of education in public primary schools in Cameroon.

Specific Research Objectives:

In order to achieve the main objective, the study aimed at achieving the following specific objectives:

(i) To examine the influence of planning of human resource on the quality of education in public primary schools in Cameroon.

(ii) To find out the link between the organizing process of human resource and the quality of education in public primary schools in Cameroon.

(iii) To examine the influence of the staffing process of human resource on the quality of education in public primary schools in Cameroon.

The Significance of The Study

The study will be of immense importance to the following: Society as large, governments of nations, educational planners in the Ministry of Basic Education, educational administrators, educational researchers, religious and non governmental organizations, school guidance counsellors, Parent Teacher Association (PTA), parents, teachers and the learners because information collected by the researcher will actually contribute to their general understanding of the influence of human resource management on the quality of education in primary education in the various governmental nations in Africa and the world as large. This study will identify some of the factors that hinder the provision of quality education in primary schools in the various nations of the world and particularly in Cameroon. With this data, the governments of the various nations of the world including Cameroon will come up with interventions for primary school programs through the Ministries of Basic Education. The study would enable the governments of nations to formulate quality policies for primary schools educational programs.

Definition of Concepts

1-Management : Management has been defined in many ways. A simple definition is “the activity of using resources in an efficient and effective way so that the end product is worth more than the initial resources”. This simple definition has the advantage that it focuses upon the crucial role of management to transform inputs into outputs of greater value.

Musaazi (1982) defined management in terms of planning, organizing, commanding, coordinating and controlling. Management is the process of setting and achieving goals through the execution of five managerial functions which are; planning, organizing, staffing, directing and controlling that utilize human, financial and material resources. The objective of management is the accomplishment of the set objectives. The people who carry out the activity of management are called managers.

2-Human Resource Management (HRM) : 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. HRM 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.

Griffin (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.

3-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 centered 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-centered, 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 endeavors 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.

Efficiency : The term efficiency can be defined as the ability to achieve an end goal with little or no waste, effort, or energy. Being efficient means one can achieve his or her results by putting the resources he/she has in the best possible way. Put simply, something is efficient if nothing is wasted and all processes are optimized. (Oxford Dictionary)

4-Effectiveness : Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. (<https://en.wikipedia.org>). Effectiveness refers to doing the task correctly, timely and at minimum possible cost.

Effectiveness in Management refers to the capability of the management to achieve the desired targets in the specified time. It is concerned with doing what is right or what should be done... It is the degree to which something is successful in producing a desired result.

According to Fraser Sherman (2019), Managerial effectiveness means team and department leaders in the organization are able to organize employees to accomplish the company's goals. Skills in motivating and dealing with people are a major part of management effectiveness

Sustainable development : According to Wikipedia-the free encyclopedia, Sustainable development can be defined as the practice of maintaining productivity by replacing used resources with resources of equal or greater value without degrading or endangering natural biotic systems. Sustainable development binds together concern for the carrying capacity of natural systems with the social, political and economic challenges faced by humanity.

The United Nations General (2020) defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

Literature Review

There exist a number of scientific publications on quality of education.

A review of the literature by Elizabeth Leu (2005) in Namibia on ‘quality of education and teacher learning’ focused on two areas: the literature on quality of education, focusing on the role of teachers, schools, and communities, and the literature on teacher learning, focusing on localized professional development programs. But this present article examines the role of human resource management (HRM) on the quality of education in public primary schools in Cameroon.

Ojiambo and Josephine N. (2010) carried out a research on the topic ‘Influence of financial management on quality of education in public secondary schools’ in Kimili-Bungoma District, Kenya. According to them, varied studies on quality education have been done with great focus on variables such as teachers, school infrastructure, teaching and learning materials but little studies have been carried out on the influence of financial management on the quality of education in public secondary schools. The objectives of their study were to: Evaluate how sources of funding influence quality of education in public secondary schools in Kimilili-Bungoma District; determine how adherence to budgeting procedures influence quality of education in public secondary schools in Kimilili-Bungoma District; investigate the influence of adherence to procurement procedures on quality of education in public secondary schools in Kimilili-Bungoma District and establish how transparency and accountability influence quality of education in public secondary schools in Kimilili-Bungoma District, Kenya.

As methodology, the study employed descriptive research design to establish the correlational relationship between financial management and quality of education. A sample of 12 schools out of 21 public secondary schools in Kimili –bungoma District, Kenya was used in the study. 12 heads of schools were used as the key informants. Both descriptive and inferential statistics were employed in the analysis where frequency tables, simple and multiple regression and Pearson correlation coefficients were used. The findings of this study added empirical knowledge. It was established that financial management variables: Transparency, accountability, procurement and budgeting procedures positively affected the quality of education. Sound financial management practices attract funding from external sources; adequate sources of funding impact positively on the quality of education.

The study reviewed in the literature focused only on financial management as determinant of quality of education in public secondary schools in Kenya. But the present study focuses on human resource management as a determinant of quality of education in public primary schools in Cameroon. The human management variables in the present study include: planning, organizing and staffing of the various human functions in an educational establishment. So the gap is to be filled.

Michael F. and Blair M. (2000), conducted a research on the topic 'Human resource issues in Education' in Toronto- Zealand. According to their findings, student's academic achievement greatly depend on human resource issues such as recruitment, preparation, hiring, assessment and professional development of the workforce who are the teachers.

The methodology they used was literature reviews which was gathered all over the world. Their review of the literature has been undertaken in the context of human resource issues as concerned education. The various component parts of a human resource strategy were examined.

Their intention had been to gather material which gives them a sense of the variety of practices in place in various jurisdictions and to discover what they tell them about what factors are important, and what factors are not. Their approach to this review had been to find rich sources of data, sources which have both depth and breadth; sources which demonstrate change over time, and concrete evidence of impact on teachers' classroom performance, and ultimately student achievement. From the prism of a managerial approach of human resource, this paper focuses on the influence of the various managerial functions (planning, organization, staffing) on the quality of education in public primary schools in the Republic of Cameroon.

Mohammed Aboramadan, Belal Albashiti et al (2019) carried out research study entitled '*Human resources management (HRM) practices and organizational commitment in higher education: The mediating role of work engagement*' in Palestine Country using a sample of 237 which was made up of academic and administrative staff from Palestinian universities. The authors used structural equation model to verify the hypotheses.

The results reveal that HRM practices have a significant impact on employee organizational commitment in higher education. In addition, work engagement showed a significant mediating effect between performance appraisal and organizational commitment on the one hand, and between rewards and compensation and organizational commitment on the other hand. The study suggests university managers to capitalize on HRM practices as vehicle to trigger positive work-related attitudes.

Mohammad's study focused on human resources management practices and organizational commitment in higher education in Palestine Country, but the present study focuses on human resources management as a determinant of quality of education and how these resources are managed in terms of planning, organizing and staffing. More to that, the present study is carried out in Cameroon unlike that in the reviewed literature which was carried out in Palestine and focused only on higher education while the present study focuses on the Basic education. So the gap is to be filled.

Theoretical framework

For the research work to be intellectually sound, it must include a scientifically based theoretical framework with which a systematic analysis will be carried out. In this present paper, the human capital theory was used.

This theory invented by Gary Stanley Becker (1960) 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 se 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 employees. They need to seriously plan, organize and staff the human resources put at their disposal for quality output.

Methodology

To carry out this research, a quantitative and descriptive analytical approach was used to assert the influence of human resource management on the quality of education in public primary schools in Cameroon. A questionnaire was developed and distributed to the teachers sample while interview guides were administered to the headteachers and Inspectors sample in order to compliment data collected from questionnaires.

The sampling technique used to constitute our sample was the proportionate sampling technique and sample calculation for the teachers population and random sampling technique for the headteachers and Inspectors. Here we took **60%** of the population of teachers from the Yaounde seven Sub-Divisions of Mfoundi Division found in the Central Region of the Republic of Cameroon, and interviewed about **60%** of the population of headteachers and **100%** of the Inspectors still from these seven Sub-Divisions of Yaounde.

Concerning sample calculation, a significance level or maximum error (alpha value) which was **p = .05** was used with a level of confidence of 95%. This means that the probability that the results found are due to chance alone was .05, or 5%, and 95% of the time a difference found between the control group and the experimental group was statistically significant and due to the manipulation or treatment.

A sample of reasonable size was taken from a pilot study to determine the standard deviation (sigma) of the population of teachers. An appropriate formula was used to calculate the sample size (n) which was found to be **615**

Our sample in this study was therefore made up of **615** teachers, **167** headteachers and **7** Inspectors given a total of **789**.

Data Collection Metho

We administered our questionnaires to the teachers sample while interview guides were administered to the headteachers and Inspectors sample in order to compliment data collected from questionnaires.

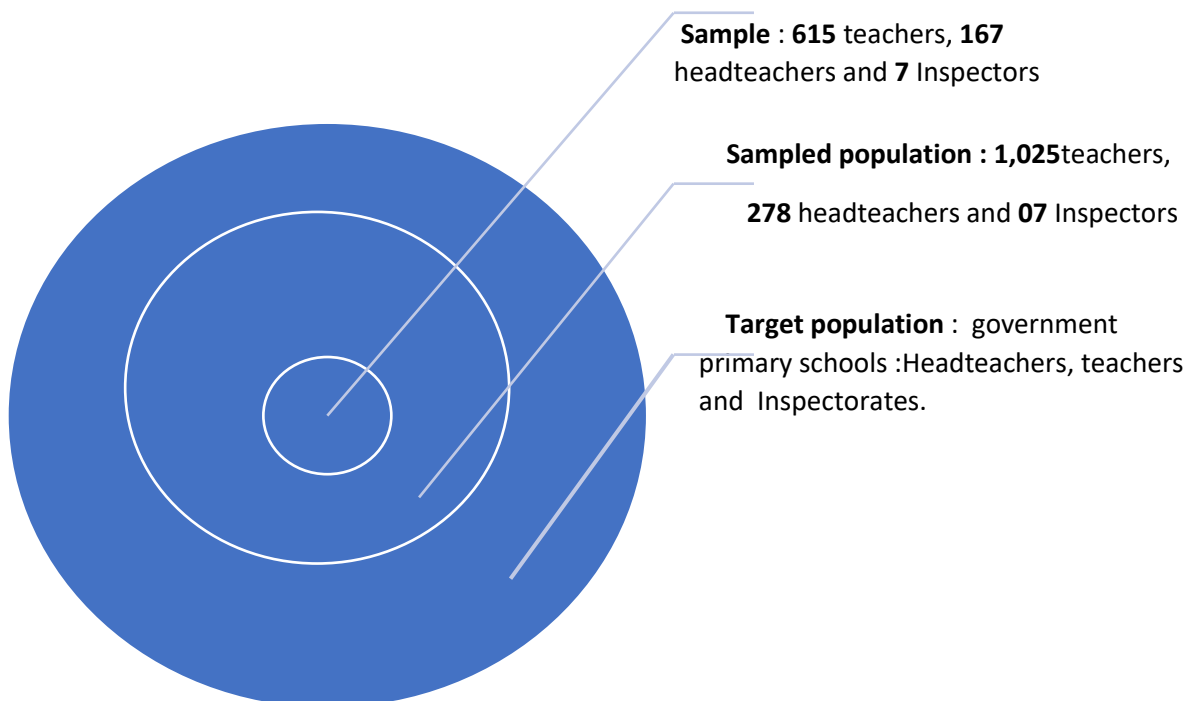
We approached potential respondents thanks to the research permit obtained from the Department of Curriculum and Evaluation of the Faculty of Science of Education of the University of Yaounde1. This permit was presented to the head teachers of the sampled schools as well as to the Inspectors for further permission to reach the teachers. The sampled teachers were met in class and the questionnaires were distributed to them. They were briefed on how to fill the questionnaires. The filled questionnaires were collected later. Immediately the instruments were collected from the respondents, they were cross checked to see if the modalities were properly entered as required. In cases where there were problems of double entry and omissions, the attention of the respondent was drawn to ensure that the right option was entered.

For the qualitative data, we carried out face-face interviews with the headteachers and the Inspectors with the help of an interview guide. The results of this qualitative instrument complimented the numeric data from questionnaires.

Table 1: Shows the distribution of sampled population.

Sub-Divisions	Total Number of Headteachers	Total Number of teachers	Total Number of Inspectors	General Total
Yaounde I –Yaounde VII	167	615	07	789
Total	167	615	07	789

Figure 1 below shows the relationship among sample, sampled population and target population.



The number of teachers from the 278 schools were 1,025 but we used 615 of them .We used calculations and proportionate sampling technique to identify the number of teachers to participate in the study. The sample size for the headteachers selected from the 278 schools was 278 but we used 167 headteachers for the study while the sample size for inspectors selected from the seven Inspectorates in the Yaounde city was 07 and all were used for the study. The headteachers and Inspectors were chosen randomly and according to their availability in their offices.

Table 2: Shows the summary of the sample of the respondents.

Respondents	Target Size	Sample Size
Teachers	1,025	615
Headteachers	278	167
Inspectors	07	07
Total	1,310	789

Research Variables

The research topic will use two variables to conceptualize the study. A variable according to Amin (2005) refers to anything that can be differing or varying value. This implies that values can differ at various times for same objects. There are two types of variables used in the paper; dependent variable and independent variable.

- **Dependent variable:**

According to Kumar (2011) dependent variable is a variable which receives the effect of the course. It is a variable of primary interest of the researcher. So the researcher sets out to understand and describe the variable. In this present paper the dependent variable is quality of education in public primary schools.

- **Independent variable:**

Kumar (2011) defines independent variable as predictor variable. It is that variable that influences the dependent variable. The purpose of manipulating the independent variable is to confirm and determine the relationship of the items in the research. In this present paper independent variable is Human Resource Management (HRM)

MAIN VARIABLE	SUB-VARIABLES	INDICATORS
Human Resource Management	Planning function	-planning of seminars, conferences and workshops - planning of recruitment of the right kind of teachers - planning of professional development of teachers -planning of the amelioration of the working conditions of teachers -planning of teachers transfer at the right time
	Organizing function	-organizing of human and non human resources such as assignment of tasks to individual staff -organizing of the recruitment and inservice training of teachers -organizing for the establishment of a communication channel for effective decision making, supervision and feedback -organizing for the delegation of authority to other staff members
	Staffing function	-Evaluation of skills, knowledge and competence of P.T.A teachers before recruiting them -Selection of the right kind of person with appropriate qualification to be put in a given class -Motivation, remuneration and performance appraisal of staff.

Tables 3 and 4 below show the operationalization of the dependent and independent variables

Table3 : The operationalization of the dependent variable

DEPENDENT VARIABLE	INDICATORS
Quality of Education	-Academic performance ,School dropout, quality of learning tools, conduciveness of learning environment -Repetitions,Employability,Self discipline

Table 4: The operationalization of the independent variable.

Statistical procedure used (statistical techniques)

The methods of inferential statistics used were the estimation of parameter(s) and testing of statistical hypotheses while the inferential statistical techniques used in the study included t-tests, correlation and regression analysis.

Regression analysis is a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables. An independent variable is an input, assumption, or driver that is changed in order to assess its impact on a dependent variable (the outcome).

We used the regression analysis because it is a statistical tool which does not only show the relationship between variables but also indicate the singularity of the relationship unlike the Chi Square which only shows the relationship between variables but does not show their significance. The regression test analyses the relationship between the dependent variable and one or more independent variables.

Simple linear regression is a model that assesses the relationship between a dependent variable and an independent variable. The simple linear model is expressed using the following equation:

$$Y = a + bX + \epsilon$$

Where:

- **Y** – Dependent variable
- **X** – Independent (explanatory) variable
- **a** – Intercept
- **b** – Slope (**Coefficient of regression**)
- **ε** – Residual (error)

Multiple linear regression analysis is essentially similar to the simple linear model, with the exception that multiple independent variables are used in the model. The mathematical representation of multiple linear regression is:

$$Y = a + bX_1 + cX_2 + dX_3 + \epsilon$$

Where:

- **Y** – Dependent variable
- **X₁, X₂, X₃** – Independent (explanatory) variables

- **a** – Intercept
- **b, c, d** – Slopes (**Coefficients of regression**)
- ϵ – Residual (error)

Correlation analysis on the otherhand, quantifies the degree to which two variables are related. Correlation does not fit a line through the data points. A researcher simply is computing a correlation coefficient (r) that tells him how much one variable tends to change when the other one does. When **r is 0.0**, there is no relationship. When **r is positive**, there is a trend that one variable goes up as the other one goes up. When **r is negative**, there is a trend that one variable goes up as the other one goes down.

Correlation analysis attempts to measure direct affiliation intensity between two or more variables (Green & Salkind, 2014). Through correlation analysis, a researcher can identify and inspect the correspondence between predictor and criterion variables. Correlation between two variables depiction can occur by plotting data values on a single graph. This patterning forms a Scatterplot Diagram. If the points tend to form a straight line, there is a high correlation. If the points resemble a random pattern, there is little correlation. In standard statistical notation, the coefficient of correlation is “**r**” and the coefficient of determination is **r-squared**. The coefficient of correlation measures linear relationship strength. The coefficient of determination represents the total proportion variation in the predictor variables explained by the regression equation.

The regression coefficient (b1) can equally be determined from the Pearson Correlation Coefficient(r)

The squared value of the Pearson Correlation Coefficient gives the regression coefficient.

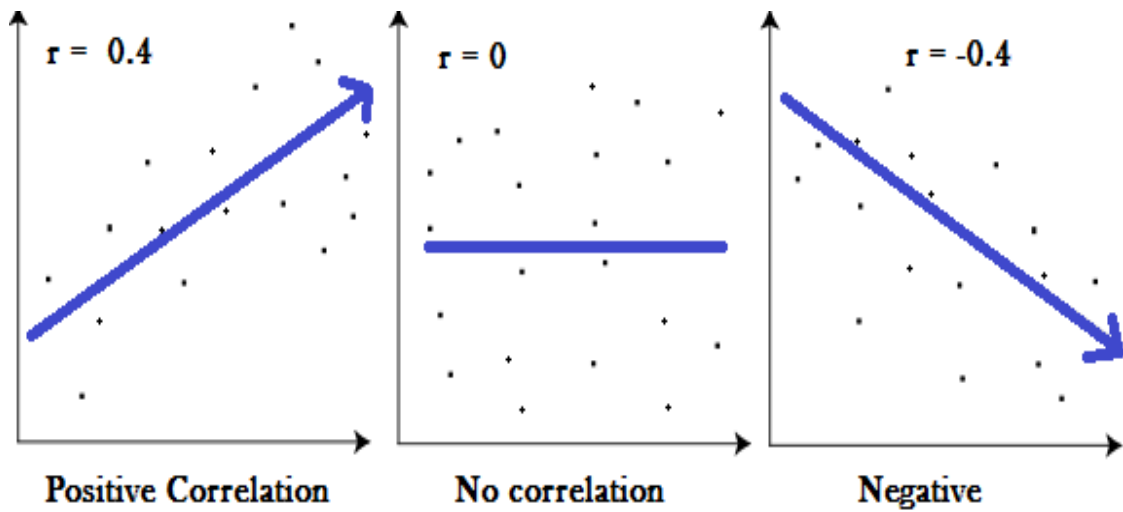
One of the most commonly used correlation coefficient formulas is Pearson’s correlation coefficient formula given by :

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$b_1 = r^2$$

Correlation coefficient formulas are used to find how strong a relationship is between data. The formula return a value between -1 and 1, where:

- 1 indicates a strong positive relationship.
- -1 indicates a strong negative relationship.
- A result of zero indicates no relationship at all.



Graphs showing a correlation of -1, 0 and +1

A **t-test** is a **statistical test** that is used to compare the **means** of two groups. It is often used in **hypothesis testing** to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another. A **t-test** looks at the **t-statistic**, the **t-distribution values**, and the degrees of freedom to determine the statistical significance. It is used to determine if there is a significant difference between the means of two groups, which may be related in certain features.

Presentation and analysis of data.

- **Distribution of teachers according to Agree, strongly agree, disagree, strongly disagree, and undecided.**

A- The influence of Planning Function(X_1), on Quality of Education .

Planning is the process of setting objectives and determining the actions in order to achieve them. Planning is anticipatory in nature and sets priorities. It is deciding what needs to happen in future and generating plan of action. It is proactive rather than passive. Planning asks the following questions :What ? When ? Where ? By whom ? How ?

Educational planning can be defined as 'the process of setting out in advance, strategies, policies, procedures, programmes and standards through which an educational objective (or set of objectives) can be achieved'. It is goal-oriented and it is directed at achieving a set of educational objectives.

The Scale item for the influence of **Planning Function on Quality of Education** is made up of 3 items: Q1, Q2, and Q3 . The first specific objective of the study was to examine the influence of managerial planning function on the quality of education in public primary schools..The teachers were expected to response on whether planning human resourc has any influence on the quality of education in public primary schools.

The results are presented on the tables below.

Table 5: Distribution of respondents according to the statement: Most teachers in my school always attend seminars, conferences and workshops organised each year by school managers. (Q1).

Modalities	Frequency	Percentage (%)
	Agree	25
strongly agree	30	5.45%

Disagree	150	27.27%
strongly disagree	325	59.09%
Undecided	20	3.63%
Total	550	100.00 %

Table 5 shows that majority of the teachers 150 (27.27%) disagreed and 325 (59.09%) strongly disagreed that most teachers do not attend pedagogic seminars and workshops. According to them the reality of planning these seminars are not well carried out.

When teachers fail to take part in pedagogic seminars, conferences and workshops, the teacher's skills, knowledge, expertise and other characteristics are not well developed. This negatively affects the learners' academic outputs marked by high repetition rates, high dropouts, poor performances in official examinations and high educational wastage. Hence poor quality of education.

Meanwhile 25(4.54%) and 30(5.45%) of the teachers agreed and strongly agreed respectively that most teachers do attend pedagogic seminars, conferences and Workshops organised each year by school managers. According to them, these seminars, conferences and workshops are well planned for the benefit of the staff members because during such seminars and workshops, the teacher's skills, knowledge, expertise and other characteristics are actually developed. This positively affects the learners' academic outputs marked by low repetition rates, low dropouts, excellence performance in official examinations and low educational wastage. Hence good quality of education. According to this group of respondents, school managers are actually involved in carrying out their duty as concerned planning of pedagogic seminars, conferences and workshops to enhance the skills, knowledge, expertise and other characteristics of the staff. About 20 (3.63%) of the teachers were undecided and didn't know what to say.

On the overall, 86.36%(475) of the teachers **disagreed** that most teachers donot attend pedagogic seminars and conferences perhaps due to difficulty in the planning process. As a consequent, their skills, knowledge, expertise and other characteristics cannot be well developed for the effective and efficient teaching/learning process. This makes the quality of education remain low in schools.

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when teachers fail to attend pedagogic seminars, conferences and workshops, their skills, knowledge, expertise and other characteristics cannot be actually developed. In turn, appropriate knowledge and skills may not be dashed out to the learners. This will inturn negatively affects the learners' academic outputs marked by high repetition rates, high dropouts, poor performance in official examinations.

Table 6: Distribution of respondents according to the statement: The recruitment and training of the right kind of teachers as well as their professional development is well planned and executed by the school managers. (Q2).

Modalities	Teachers		
	Frequency	Percentage (%)	Cumulative percent
Agree	30	5.45%	5.45%
strongly agree	35	6.36%	11.81%
Disagree	140	25.45%	37.26%
strongly disagree	320	58.18%	95.44%
Undecided	25	4.54%	100.00%

Total	550	100.00	100.00
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Table 6 shows that majority of the teachers 140 (25.45%) disagreed and 320 (58.18%) strongly disagreed that the recruitment and training of the right kind of teachers as well as their professional development is not well planned and executed by school managers.

The staff therefore donot put in more commitment in doing their job and consequently the learners donot improve in their academic output and therefore the quality of education remains poor.

To them, when the right kind of teacher is recruited and well professionally developed, he will be committed to do his job and the learners will inturn benefit by improving in their academic outputs such as good performances in examinations, little or no repetiion or academic dropout. This will enhance the quality of education.

Meanwhile 30(5.45%) and 35(6.36%) of the teachers agreed and strongly agreed respectively that the recruitment and training of the right kind of teachers as well as their professional development is well planned and executed by the school managers. They are well planned for the benefit of the staff members and the teachers are very committed to do their jobs and this positively affects the academic outputs of the learners and hence the quality of education.

According to this group of respondents, school managers are effectively carrying out their duty as concerned planning of teachers' recruitment as well as their professional development. While 25(4.54%) of the teachers were undecided and didn't know what to say.

On the overall, 83.63%(460) of the teachers disagreed that the recruitment and training of the right kind of teachers as well as their professional development is not well planned and executed by school managers. That is why there is poor quality of education in most government primary schools.

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when the recruitment and training of the right kind of teachers as well as their professional development is well planned and executed by school managers, this will contribute positively to the academic outputs of the learners in school. School managers according to the opinion of headteachers and Inspectors, need to effectively planned and select the right kind of teacher to recruit as well as ensure their professional development once recruited.

Table7: Distribution of respondents according to the statement: The working conditions of staff is effectively planned and ameliorated by school managers.(Q3).

Modalities	Teachers		
	Frequency	Percentage (%)	Cumulative percent
Agree	30	5.45%	5.45%
strongly agree	35	6.36%	11.81%
Disagree	140	25.45%	37.26%
strongly disagree	320	58.18%	95.44%
Undecided	25	4.54%	100.00%
Total	550	100.00	100.00

Table 7 shows that majority of the teachers 140 (25.45%) disagreed and 320 (58.18%) strongly disagreed that the working conditions of staff is not effectively planned and ameliorated by most school managers.As

such, the quality of education in government primary schools remains low because school managers at the start of each school year do not effectively planned on how to ameliorate the working conditions of their subordinates such as motivation and remunerational activities of staff and to ensure a clean and safety environment. There is therefore little or no commitment to work by the staff.

When the working conditions of the teachers at the start of each school year is well planned and executed, the staff members will be committed to their jobs and the learners will inturn benefit by improving in their academic outputs such as good performances in examinations, little or no repetition or low academic dropout. This will enhance the quality of education.

Meanwhile 30(5.45%) and 35(6.36%) of the teachers agreed and strongly agreed respectively that school managers at the start of each school year effectively planned on how to ameliorate the working conditions of their subordinates such as motivation and remunerational activities of staff and they make sure that the school environment is clean and safe .This gives more commitment for staff to work. The learners' academic output are usually very high and hence good quality of education.

According to this group of respondents, school managers are effectively carrying out their duty as concerned planning of the amelioration of the working conditions of teachers as well as ensuring a clean and safety school environment..

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when the working conditions of teachers are not ameliorated as well as ensuring a clean and safety environment, the staff will not be committed into the teaching/learning process and the academic outputs of the learners will negatively be affected.

According to them school managers need to really ameliorate the working conditions of their subordinates if they expect excellence academic outputs from the learners.

B- The influence of Organizing Function (X₂), on Quality of Education.

Organising is the process of combining the work which individual or groups have to perform with facilities necessary for its execution such that the duties performed provide the best channels for efficient, systematic, positive and co-ordinated application of available effort.Organising is making sure that the human and nonhuman resources are put into place.Organization is a means to bring the plan into existence. Organization is directly connected with planning and efforts of the people. It is a medium through which goals and objectives enlisted by the administration are achieved.

The Scale item for the influence of Organizing Function on Quality of Education is made up of 2 items: Q4 and Q5, The second specific objective of the study was to find out the link between the organizing process of human resources and the quality of education in public primary schools.The teachers were expected to response on whether organizing human resourc has any link with the quality of education in public primary schools.

The results are presented on the tables below.

Table 8: Distribution of respondents according to the statement. At the start of each school year, the human and non human resources are usually put in place by the school manager, tasks are assigned to the different staff who are specialists in that area. (Q4).

Modalities	Teachers		
	Frequency	Percentage (%)	Cumulative percent
Agree	35	6.36%	6.36%
strongly agree	25	4.54%	10.90%
Disagree	190	34.54%	45.44%
strongly	280	50.90%	96.34%

disagree			
Undecided	20	3.63%	100.00%
Total	550	100.00	100.00

Table 8 above shows that majority of the teachers 190(34.54%) disagreed and 280 (50.90%) strongly disagreed with the above statement that at the start of each school year, the human and non human resources are not usually put in place by the school manager, tasks are not effectively assigned to the different staff who are specialists in that area. To them, the quality of education in public primary schools remains low because the organizing function of the human and non human resources are not usually put in place by the school manager at the start of each school year, Tasks are not usually assigned to the different staff who are specialists in that area. The different human resource management functions such as professional development, transfer of staff, recruitment and inservice training, motivation and remunerational activities of staff are not well organized

When the different human resource management functions such as professional development, transfer of staff, recruitment and inservice training, motivation and remunerational activities of staff are not well organized before the beginning of the school year, there will be a lot of disorder in the school and this negatively affects the teaching/learning process. The academic outputs of the learners will be low and hence the quality of education will be poor.

Meanwhile 35(6.36%) and 25(4.54%) of the teachers agreed and strongly agreed respectively with the statement. According to them, school managers before the start of each school year effectively organize the human and non human resources put at their disposal. Tasks are usually assigned to the different staff who are specialists in that area. The different human resource management functions such as professional development, transfer of staff, recruitment and inservice training, motivation and remunerational activities of staff are well organized. All these affect positively the academic outputs of the learners and hence the quality of education.

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when human and non human resources are not well organized before or at the start of each school year, the teaching/learning process will not be effective and therefore the academic outputs of the learners such as performance, repetition is negatively affected. School managers according to them, need to make sure that human and non human resources are put in place before the start of each school year in order to permit the achievement of objectives.

The results agree with Mohammed Aboramadan (2019) who reveals that human resource management practices have a significant impact on employee organizational commitment in higher education. In addition, work engagement showed a significant mediating effect between performance appraisal and organization on the one hand, and between rewards, compensation and organizational commitment on the other hand. The study suggests educational managers to capitalize on human resource management practices as vehicle to trigger positive work related attitudes.

Table 9: Distribution of respondents according to the statement. The school manager usually delegates authority to other staff members, or assigns division of work or specialisation to the different people in the institution. (Q5).

Modalities	Teachers		
	Frequency	Percentage (%)	Cumulative percent
Agree	45	8.18%	8.18%
strongly agree	55	10.00%	18.18%
Disagree	185	33.63%	51.81%

strongly disagree	255	46.36%	98.17%
Undecided	10	1.18%	100.00%
Total	550	100.00	100.00

Table 9 shows that majority of the teachers 185(33.63%) disagreed and 255(46.36%) strongly disagreed with the above statement. To them, most school managers do not usually delegates authority to other staff members, or assigns division of work or specialisation to the different people in the institution. When authority are not delegated to staff members as well the assignment of division of work to the different people in the institution by the school manager, each staff will not be encouraged to put in effort in doing his or her job. The probability of achieving educational goals will be very low. The teaching/learning process will be ineffective and the learners' academic output will be low and hence poor quality of education.

About 45(8.18%) and 55(10.00%) of the teachers agreed and strongly agreed respectively with the statement. According to them, the school manager usually delegates authority to other staff members, or assigns division of work or specialisation to the different people in the institution. When authority are delegated to staff members as well as the assignment of division of work to the different people in the institution by the school manager, each staff will be encouraged to put in more effort in doing his or her job. The probability of achieving educational goals will be very high. The teaching/learning process will be effective and the learners' academic output will be high and hence good quality of education. Meanwhile 25(3.57%) of the teachers were undecided and didn't know what to say

On the overall, 80.00% (440) of the teachers disagreed that most school manager do not usually delegates authority to other staff members, or assigns division of work or specialisation to the different people in the institution. To them, when authority are not delegated to staff members as well as the assignment of division of work to the different people in the institution by the school manager, each staff will not be encouraged to put in effort in doing his or her job. The probability of achieving educational goals is will be very low. The teaching/learning process will be ineffective and the learners' academic output will be low and hence poor quality of education.

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when the school manager delegates authority to other staff members, or assigns division of work or specialisation to the different people in the institution, there is usually efficient and effective achievement of educational objectives. The learners' outputs will be high and hence good quality of education.

C- The influence of Staffing Function (X₃) on Quality of Education

The term staffing may be defined as the managerial function of hiring and developing the required personnel to fill in various positions in an organization. The staffing function focuses on maintaining and improving the manpower in an organization.

Staffing is the process of finding the right worker with appropriate qualification or experience and recruiting them to fill a job position or role. In management, the meaning of staffing is an operation of recruiting the employees by evaluating their skills, knowledge and then offering them specific job roles accordingly. Thus, staffing involves the process of recruiting, selection, deployment, training as well as development and performance assessment of individual worker in organization.

The Scale item for the influence of **Staffing Function on Quality of Education** is made up of 2 items: Q6, and Q7. The third specific objective of the study was to examine the influence of managerial staffing function on the quality of education in public primary schools. The teachers were expected to response on whether staffing human resource has any influence on the quality of education in government primary schools.

The results are presented on the tables below.

Table10: Distribution of respondents according to the statement: P.T.A teachers are usually recruited by the school managers after the evaluation of their skills, knowledge and competence. (Q6).

Modalities	Teachers		
	Frequency	Percentage (%)	Cumulative percent
Agree	60	10.90%	10.90%
strongly agree	40	7.27%	18.17%
Disagree	130	23.63%	41.80%
strongly disagree	300	54.45%	96.25%
Undecided	20	3.63%	100.00%
Total	550	100.00	100.00

Table 10 above shows that majority of the teachers 130 (23.63%) disagreed and 300(54.45%) strongly disagreed with the statement .According to them, the recruitment of P.T.A teachers by the school manager is done without first evaluating their skills, knowledge and competence. Some of the P.T.A teachers didnot even undergo teacher training school in order to enhance their skills, knowledge and competence.

To them, the situation of recruiting P.T.A teachers by the school authority after the evaluation of their skills, knowledge and competence is not real in the field. This makes it difficult for the learners to absorb the right type of knowledge, skills and competence because of the insufficient inputs channelled in by these P.T.A teachers. This therefore affects learners negatively and their academic outputs are.poor. Hence the quality of education will be poor.

Meanwhile 60(10.90%) and 40(7.27%) of the teachers agreed and strongly agreed respectively that school managers do usually evaluate the skills, knowledge and competence of the P.T.A teachers they recruit to teach in the school. These teachers have the required skills, knowledge and competence and therefore very effective and efficient in dashing out the skills, knowledge and competence they have to the learners.The academic outputs of the learners are high and hence the quality of education is good. According to this group of respondents, school managers are actually carrying out their duties of first evaluating the skills, knowledge and competence of the P.T.A teachers they recruit into their institutions.

On the overall, 78.18%(430) of the teachers disagreed that the recruitment of P.T.A teachers by the school manager is done without first evaluating their skills, knowledge and competence. Some of the P.T.A teachers don't even undergo teacher training schools in order to enhance their skills, knowledge and competence.This leads to poor quality of education in government primary schools as the required skills, knowledge and competence is not dashed out to the pupils. About 3.63% of the teachers were undecided and had nothing to offer.

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when the recruitment of P.T.A teachers is done without first evaluating their skills, knowledge and competence, the learner might not acquire the right type of knowledge, skills and competence and their academic outputs may be low. For this reason, the school manager ought to first evaluate the skills, knowledge and competence of the teachers they are recruiting before sending them to teach in class.

Table 11 : Distribution of respondents according to the statement : The school manager always selects the right kind of person with appropriate qualification or experience to put in a given class. (Q7).

	Teachers

Modalities	Frequency	Percentage (%)	Cumulative percent
Agree	30	5.45%	5.45%
strongly agree	55	10.00%	15.45%
Disagree	160	29.09%	44.54%
strongly disagree	270	49.09%	93.63%
Undecided	35	6.36%	100.00%
Total	550	100.00	100.00

Table 11 shows that majority of the teachers 160(29.09%) disagreed and 270 (39.09%) strongly disagreed with the statement. According to them, school managers do not always selects the right kind of person with appropriate qualification or experience to put in a given class. When the right teacher with an appropriate qualification or experience is not given a right class to teach, the learners academic outputs will be affected negatively and consequently poor quality of education. To them, the situation of selecting the right kind of person with an appropriate qualification or experience to put in a given class is not a reality on the field. School managers just put teachers to teach in a class without looking detailly the teaching experience or qualification they have. Nomally according to pedagogic, the teacher with more experience and qualification should be given to teach in a lower class than a higher class but this is not what school heads are actually practicing on the field. When the school manager puts an inexperienced teacher to teach in a wrong class, the learners may not actually absorb the teaching/learning process and this affects their academic outputs and hence quality of education.

Meanwhile 30(5.45%) and 55(10.00%) of the teachers agreed and strongly agreed respectively that school managers do always selects the right kind of person with appropriate qualification or experience to put in a given class. The learners academic outputs are improved as there is better understanding in the part of the learners. The quality of education is therefore enhanced.

On the overall, 93.63 %(515) of the teachers unanimously agreed that poor quality of education in government primary schools is caused by inability of the school managers to select the right kind of person with appropriate qualification or experience to put in a given class. When a wrong kind of teacher is selected and put in a wrong class, the learners academic outputs are negatively affected as there will be little understanding in the part of the learners. The quality of education will therefore be poor. About 6.36% of the teachers were undecided and had nothing to offer.

From the analysis of the results of the interview gotten with the headteachers and Inspectors, most of them felt that when school managers fail to selects the right kind of person with appropriate qualification or experience to put in a given class, the learners academic outputs will be affected negatively and consequently poor quality of education. To them, the situation of selecting the right kind of person with an appropriate qualification or experience to put in a given class ought to be a reality on the field. When the school manager puts an inexperienced teacher to teach in a wrong class, the learners may not actually absorb the teaching/learning process and this affects their academic outputs and hence quality of education.

Nomally according to pedagogic, they said, the teacher with more experience and qualification should be given to teach in a junior class than a senior one but this is not what school heads are actually practicing on the field.

The Overall Summarized Strength of Responses of Variables Based on Agreed and disagreed.

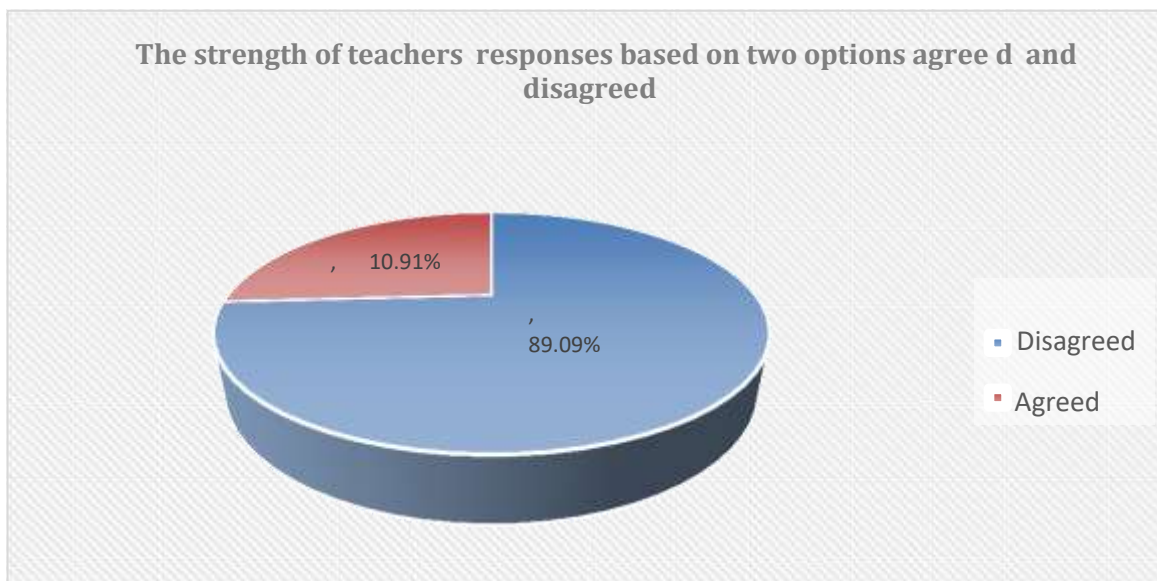
After providing an over view of the scale adopted in this article, each scale will be discussed in details following the variables looking at the independence variables and dependence variable.

The Planning function (X_1)

Based on the planning function as the first variable in this article, the variable have 3 main questions which are from Q1 to Q3 as shown by tables 5, 6, and 7. This finding is further summarized in figure 2

which shows the strength of teachers responses based on two options agree and disagree where strongly agree and agree are the sum to “**agreed**” while strongly disagree and disagree are the sum to “**disagreed**” The option 'Undecided' was considered as 'disagreed'.

Figure 2: A summarized influence of the planning function on quality of education in schools using agreed and disagreed.

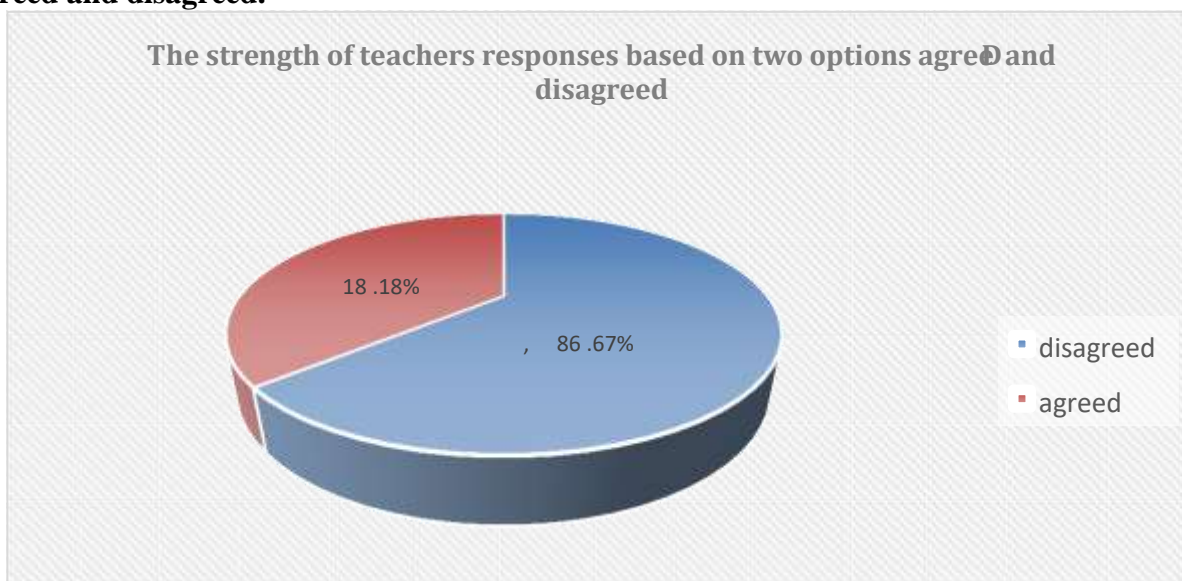


Following the response gotten from teachers in the field via the questionnaires option based on Planning function (X_1), the agreed responses according to tables 5 to 7 and as summarized in figure 2, shows that X_1 influences the quality of education in public primary schools as the majority of the overall percentage of total disagreed is **89.09%** while minority of the overall percentage of total agreed stands at **10.91%**.

The Organizing function(X_2)

Based on the organizing function as the second variable in this article, the variable have 2 main questions which are from Q4 and Q5 as shown by tables 8 and 9 respectively. This finding is further summarized in figure 3 which shows the strength of teachers responses based on two options agree and disagree where strongly agree and agree are the sum to “**agreed**” while strongly disagree and disagree are the sum to “**disagreed**” The option 'Undecided' was considered as 'disagreed'.

Figure3: A summarized influence of the organizing function on the quality of education in schools using agreed and disagreed.

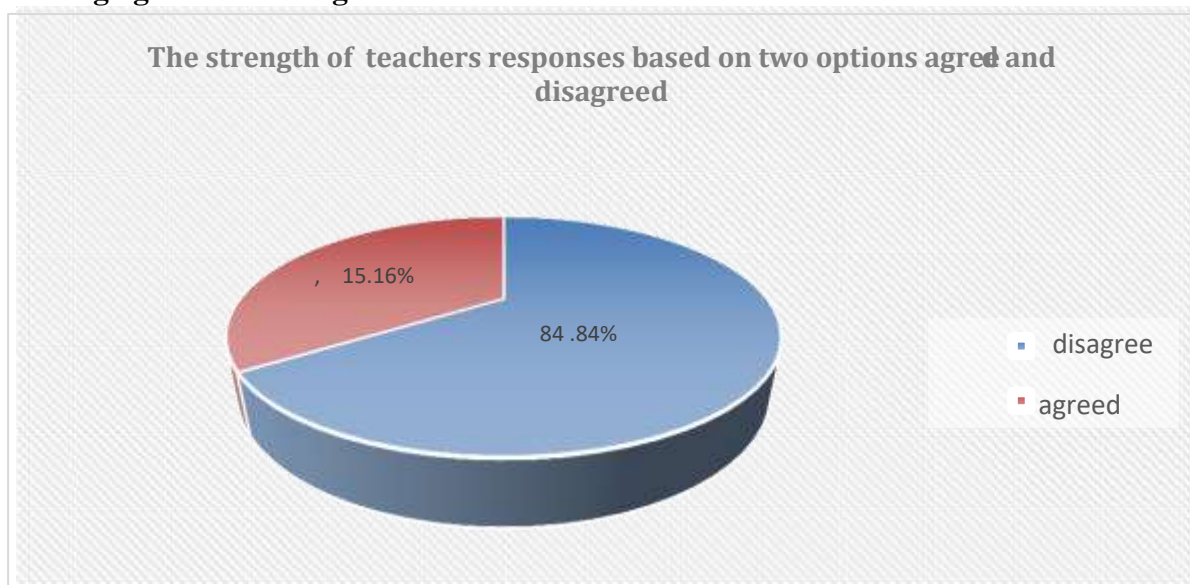


Following the response gotten from students in the field via the questionnaires option based on Organizing function (X_2), the agreed responses according to tables 8 and 9 as summarized in figure 3, shows that the organizing function of human resource has a link with the quality of education in public primary schools as the majority of the overall percentage of total disagreed is **86.67%** while minority of the overall percentage of total agreed stands at **18.18%**.

The Staffing function (X_3).

Based on the staffing function as the third variable in this article, the variable have 2 main questions which are from Q6 and Q7 as shown by tables 10 and 11 respectively. This finding is further summarized in figure 4 which shows the strength of teachers responses based on two options agree and disagree where strongly agree and agree are the sum to “**agreed**” while strongly disagree and disagree are the sum to “**disagreed**” The option 'Undecided' was considered as 'disagreed'.

Figure 4: A summarized influence of staffing function on the quality of education in public primary in schools using agreed and disagreed.



Following the response gotten from teachers in the field via the questionnaires option based on the staffing function(X_3), the disagreed responses according to tables 10 to 11 and as summarized in figure 4, show that staffing function has an influence on the quality of education in public primary schools as the majority of the overall percentage of total disagreed is **84.84%** while minority of the overall percentage of total agreed stands at **15.16%**.

Verification of Hypotheses

Hypothesis one

Ha: The planning process of human resource has an influence on the quality of education in public primary schools in Cameroon.

Ho: The planning process of human resource does not have any influence on the quality of education in public primary schools in Cameroon.

Table 12: Hypothesis testing using Simple Linear Regression

Variable	Coefficient	Std. Error	t-test	P-value
Planning function	0.024	0.065	3.33481	0.002198
CONSTANT	-0.464	0.047	96.0129	0.000000

Quality of education = (-0.464) + (0.024)*Planning function of human resource

The planning function of human resource does significantly influence the quality of education in public primary schools. Indeed an increase of a unit of the planning function of human resource, implies an automatically increase in the quality of education in public primary schools.. The P-value (0.002198) according to the table above is less than 0.05 which is the alpha value. This indicates a very high positive significance relationship between quality of education in public primary schools.and planning function of human resource.The null hypothesis is therefore rejected and the alternative hypothesis considered.

Hypothesis two

Ha: The organizing process of human resource has a link with the quality of education in public primary schools in Cameroon.

Ho: The organizing process of human resource does not have any link with the quality of education in public primary schools in Cameroon.

Table 13: Hypothesis testing using Simple Linear Regression

Variable	Coefficient	Std. Error	t-test	P-value
Organizing function	0.045	0.076	2.53128	0.049114
CONSTANT	-0.477	0.044	115.5448	0.000000

Quality of education = (-0.477) + (0.045)*organizing function of human resource

The organizing function of human resource does significantly influence the quality of education in school. Indeed an increase of a unit of the organizing function of human resource , implies an automatically increase in the quality of education in schools. The P-value (0.04914) according to the table above is less than 0.05 which is the alpha value. This indicates a moderate positive significance relationship between organizing function of human resource and the quality of education. The null hypothesis is therefore rejected and the alternative hypothesis considered.

Hypothesis three

Ha: The staffing process of human resource has an influence on the quality of education in public primary schools in Cameroon.

Ho: The staffing process of human resource does not have any influence on the quality of education in public primary schools in Cameroon.

Table 14: Hypothesis testing using Simple Linear Regression

Variable	Coefficient	Std. Error	t-test	P-value
Staffing function	0.040	0.066	2.6373	0.02412
CONSTANT	-0.460	0.040	115.3322	0.000000

Quality of education = (-0.460) + (0.040)*Staffing function of human resource

The staffing function of human resource does significantly influence the quality of education in school By increasing the staffing function of human resource of a unit, the quality of education is reversed upwards. The P-value (0.02412) according to the table above is less than 0.05 which is the alpha value. This indicates a high positive significance relationship between the quality of education and the staffing function of human resource. The null hypothesis is therefore rejected and the alternative hypothesis considered.

Table 15 : A recapitulative table on results of the tested hypotheses

Hypothesis	Alpha	P-Values	t-test	Constant	Coeff.	Std.Error	Results	Decision
Ha1	0.05	0.002198	3.33481	-0.464	0.024	0.065	a very high positive significance relationship	Ha retained while Ho rejected
Ha2	0.05	0.049114	2.53128	-0.477	0.045	0.076	a moderate positive significance relationship	Ha retained while Ho rejected
Ha3	0.05	0.02412	2.6373	-0.460	+0.040	0.066	high positive significance relationship	Ha retained while Ho rejected

Conclusion

In summary, quality of education may be improved by focusing on the human resources management practices as they have a strong and positive impact on the quality of education. When an organisation like that of an educational institution is committed to quality, the practices of human resources will be changed from traditional to quality oriented practices. We have presented in the first place the descriptive statistics in tables. In the second place, the descriptive analysis of the data was presented while in the third place, we presented the inferential statistics and the verification of specific hypotheses. Based on the results, all the three of our specific alternative hypotheses were retained. From these results, we proceed to conclude that there is a significance relationship between human resource management and the quality of education in public primary schools in Cameroon and particularly in the seven Sub-Divisions Yaounde.

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