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# Social Performance Management in Public Secondary Schools in Cameroon: Role of Continuous Training and Career Management

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## **Abstract**

*The teacher occupies a prominent place in the training, development and socio-professional integration of the individual. The success of its mission strongly depends on its social performance, of which satisfaction and commitment to work are among the dimensions most used in the literature (Kutche, 2019). This article aims to analyze the effects of human resource development practices on the social performance of public secondary teachers in Cameroon. To achieve this, a quantitative approach conducted using a questionnaire submitted to a simple random sample of 426 teachers was used. Two dimensions of human resource development are operationalized, namely continuous training and career management. Descriptive analysis of the data shows that the level of relevance of these practices is quite low in the Cameroonian education system. Furthermore, the simple linear regression under SPSS 23 reveals that continuous training and career management have a significant influence on the social performance of teachers. These results discussed from the perspective of Arcand et al. (2004), Aït Razouk and Bayad (2011), Grensing-Pophal (2003) and Noah (2017), suggest that a better continuous training policy as well as a more equitable and objective management of teachers' careers are essential for their satisfaction and commitment to work. To this end, a structuring of career management based on continuous training is proposed.*

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**Keywords :** HR development, Social performance, Continuous training, Career management, Job satisfaction, Work commitment

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## **1. INTRODUCTION**

According to the World Bank, cited by Patrinos (2016), developing countries must improve the quality of their education system, seek excellence and develop concrete opportunities by recharging the efficiency and equity that allows young people from disadvantaged backgrounds to access to study and get degrees. According to her, education and training are among the most important instruments "to fight poverty and inequality, as well as to lay the foundations for solid economic growth". However, as Tsafack (2000) indicates, the school intended to implement this noble mission encounters many difficulties, in particular the problems of mobilization and involvement of teachers. According to the same author, the consideration attached to the teacher is not recognized and "these teachers instead of arousing students' interest in the profession they practice, rather discourage them" (Tsafack, 2000, p. 54). This situation is confirmed by the State Report of the Cameroonian Educational System (RESEN, 2013) which reveals a disaffection experienced by the teaching profession and which could explain the level of educational results still unsatisfactory as the report indicates.

It is in the wake of all these observations that this study finds its interest, by focusing on the question of the influence of human resource development practices on the social performance of teachers. More specifically, we want to know if the practices relating to training and the career management system have an effect on social performance in public secondary schools in Cameroon. These different questions led to formulate the following general hypothesis: human resource development practices influence the social performance of public secondary teachers in Cameroon. This hypothesis is divided into two research hypotheses which are: *H1: Continuous training has an effect on social performance in public secondary schools in Cameroon*  
*H2: The career management system influences social performance in public secondary schools in Cameroon*

To verify these hypotheses, a synthesis of the literature on HR development and the social performance of public establishments is made. Then, the methodology for collecting and processing quantitative data is declined, followed by the presentation of the main results and discussion.

## **2. LITERATURE REVIEW**

Research in Human Resources Management (HRM) makes it possible to identify the mobilizing practices of HRM and particularly those relating to the development of human resources in specific contexts as being able to significantly influence the social performance of agents.

### **2.1. Human resources development**

The development of human resources is a key element in updating knowledge, mobilizing skills and a lever for managing professional careers. According to Sekiou, Bayad, Peretti and Chevalier (2001) training is a set of actions, means, methods and planned supports with the help of which employees are encouraged to improve their knowledge, their behaviors, their skills and their capacities. mental; necessary both to achieve the objectives of the organization, to adapt to their environment and to adequately perform their current and future tasks. For Guérin and Ouadahi (2007), training can be envisaged to develop the skills of the employee, based on his level of education and the experience he may have already acquired, and boost his self-confidence and his sense of personal effectiveness. To this end, continuous training teacher training is inseparable from the quest for the overall performance of the education system.

In Cameroon, teacher training is governed by Prime Ministerial Decree No. 2000/359/2000, setting the conditions for access, the duration and organization of studies, as well as the methods of evaluation and certification. The duration of training in specialized schools (Normal Schools) is two years for holders of a license and three to five years for holders of the Baccalaureate. Initial training focuses on disciplinary training and leaves little room for practical aspects. It provides the knowledge necessary for the exercise of the profession, the know-how to mobilize this knowledge and update it. According to Tsafack (2000), it very often seems disconnected from the realities on the ground. This is why it is supplemented by continuous training which takes place through seminars and educational days organized in educational establishments or by educational inspections.

Continuous training in developing countries is still being sought in terms of its missions, tools and means (UNESCO, 2013/2014). Indeed, the absence of a job reference and career plan, and the break that exists between initial and continuing training, does not yet allow precise definition of the fields and activities of on-the-job training and training. " establish long-term

training programs. However, in schools where changes are constant in terms of teaching techniques, objectives and programs, continuous training is particularly essential. Thus, training of teachers as well as that of school leaders in the acquisition of new knowledge, skills and know-how and know-how is necessary.

Likewise, career management is an important part of HR development and one of the most recent attempts to adapt workplaces to significant environmental change. For Sekiou et al. (2001), it constitutes a set of activities undertaken by a person to introduce, orient, and follow their professional development outside or inside the organization so as to allow them to fully develop their skills, abilities and skills. It results in the implementation of a follow-up of the professional career of employees to improve their skills and retain them in the company. As for the management of teachers' careers, we will focus only on professional mobility and advancement. There are two types of mobility in the Cameroonian school system: one geographic and the other functional. The first involves a change of workplace, and the second is related to career development. The latter can be vertical in the event of promotion, or horizontal, corresponding to a change of activity inside or outside the service of membership. It is discretionary and comes under the absolute power of the Minister of Secondary Education (Tsafack, 2000).

The advancement in step of the teacher as of any civil servant is conditioned by a favorable evaluation of his performance, the obtaining of a reward, the success in an administrative competition, a change of professional qualification, or the obtaining of professional or university titles, under conditions laid down by special or special statutes (Decree No. 94/199, 1994). Without prejudice to the above provisions, career promotions within the same framework take place without interruption from level to level, from class to class and from grade to grade within said framework with a direct impact on remuneration (Article 44 of the special status of officials of the bodies of National Education). Advances in class or grade within the same grade are a function of both the assessment and the length of service of the official or a newly obtained qualification (Article 45 et seq. Of the special status of officials of the bodies of National Education).

## **2.2. Social performance**

Performance has long been reduced to its financial dimension (Arcand et al., 2004). This performance consisted in achieving the profitability desired by the shareholders with the turnover and the market share which preserved the sustainability of the business. But in recent years, we have schematically gone from a financial representation of performance to more global approaches including the social dimension (kutche, 2019b).

According to Gilbert and Charpentier (2004), "the addition of these two terms (performance and social) is no longer so surprising since the work of the school of human relations, where" the contribution of human resources to business performance is generally accepted. " Social performance represents the value added by the quality of teachers in relation to work and the establishment, or even the social and psychological benefits for employees (Beaupré and Cloutier, 2007). The same authors reveal that the social approach stems from the contributions of the school of human relations which emphasizes the human dimensions of the organization. According to them, this approach does not neglect the previous aspects but integrates the activities necessary to maintain it in the organization. Determining factor for the good functioning of modern organizations, this performance is measured according to Marmuse (1997) by the nature of social relations which interacts on the quality of collective decision-

making, the importance of conflicts and social crises the level of employee satisfaction, turnover, absenteeism and late work and the social climate of the company. Many studies have attempted to analyze the link between human resource development and social performance. For example, Roger and Tremblay (2004), following a study carried out on 3617 business executives in Quebec and France, showed that the feeling of a career ceiling is linked to employee satisfaction. Similarly, Arcand et al. (2004), noted that training and career management had a positive effect on the satisfaction, absenteeism and turnover rate of employees of 46 Caisses Populaires Desjardins. In his doctoral thesis defended in 2009, Manon analyzed the impact of HRM practices on social performance in the context of national culture. The social performance indicators that he mobilized for his survey of 450 employees of a multinational firm based in Quebec and England are: the positive behavior of employees, the positive state of mind of employees, commitment employees and employee competence. The main results obtained show that human resources management practices (Recruitment, stimulation and development of HR) are levers for improving employee performance when they are linked to the culture of the country (Manon, 2009). Studies by Aït Razouk and Bayad (2011) have revealed that better management of careers and training can prove to be a powerful tool which, among other things, can increase the level of satisfaction, commitment and employee attendance. In the same vein, Kollo and Awomo (2017) examined the impact of human resource management practices on the social performance of decentralized local authorities (CTD) in Cameroon. Among the performance indicators they selected, there was organizational commitment, satisfaction and absenteeism. The analysis carried out on the basis of a sample of 166 CTDs, through statistical and econometric tests, showed that there is a positive and significant link between human resource development practices and the social performance of CTDs. More recently, Kutche (2019a) showed in his PhD thesis that HR development practices, in particular in-service training and management of teachers' careers, have a positive and significant effect on their social performance. The social performance indicators taken into account in his studies are: teacher satisfaction, organizational involvement, absenteeism and state of mind.

Thus, from the data in the literature, and taking into account the specificity of public schools, the criteria of job satisfaction and organizational commitment were chosen as sufficient to explain social performance in the study.

### **3. METHODOLOGY**

This section aims to clarify our methodology by providing details on sampling, the information collection method and the data processing methodology.

#### **3.1. Sampling and data collection**

The methodological approach is based on quantitative research. Data were collected from a simple random sample of 426 public secondary school teachers in the cities of Douala, Yaoundé and Bafoussam. The average age of respondents is 38, while 56% of participants are female. In terms of professional experience, more than 60% of respondents have at least five years of experience as a teacher. Also, the vast majority of teachers (292) have a DIPES II while 134 have a DIPES I. Given the linguistic diversity of Cameroon (French and English) where both training in French-speaking sub-systems and English-speaking, the absolute parity between these two subsystems was respected, namely 50% of French-speaking teachers and 50% of English-speaking. Data collection was done using a questionnaire administered over a period of 08 months from November 2018 to June 2019. The items of each of the variables were scored

on a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree.

## **2.2. Data processing method**

The test of our hypotheses is preceded by an analysis of frequencies, internal consistency and the quality of the measuring instruments. Were considered irrelevant and not well established, HR development practices whose increasing cumulative percentages correspond to opinions located on modality 3 representing the undecided opinion on the Likert scale (1961). The same procedure was applied to social performance. The Multiple Correspondence Factor Analysis (AFCM) method is used to determine the internal consistency of the measurement scales (Cronbach's Alpha) and the dimensionality (Factorial axes). Thus, and in accordance with the recommendations for Evrad, Pras, and Roux (2003), will be considered to have good internal consistency, the measurement scales having a minimum Cronbach's Alpha coefficient of 0.6. The factorial axes retained as being of good quality are those having an average of the total variance represented greater than 50%. The inferential analysis will be done through simple linear regression. It will make it possible to research and establish the type of relationship existing between HR development practices and social performance from a linear equation.

## **3. RESULTS**

Analysis of the results allows a better grasp of the main characteristics of the sample according to the different variables selected. Each is subjected to a factorial analysis of multiple correspondences which makes it possible to identify both the level of internal consistency and the quality of the measurement scales. Once the factor axes have been determined, the hypothesis test is performed using simple linear regression.

### **3.1. Results of the descriptive analysis**

Continuous training teacher training is measured using a scale developed by Simard, Chenevert and Tremblay (2000) and including 03 items (In this school, various professional development activities are offered to employees; Employee skills development outside this school is valued; This school provides us with the resources necessary to improve), supplemented by that of Kutche (2019a) comprising 04 items (Continuous training open to all; Sharing training with colleagues is a reality; I have the possibility of evolving in my career thanks to my training; The cold evaluation of training is a reality in my school). The AFCM made it possible to retain a single factorial axis which captures 65% of the mean of the total variance presented and has good internal consistency with a Cronbach's Alpha coefficient of 0.88. Frequency analysis shows that teachers do not have a good opinion of the training management system (83%).

The management of teachers' careers is measured using a scale inspired by Roger and Lapalme (2006) which includes 14 items and that of Kutche (2019a) which includes 10. Data purification using the 'Factorial Analysis of Multiple Correspondences (AFCM) made it possible to retain two factorial axes comprising 09 items (My prospects of access to high positions are weak; I have the possibility of evolving in my career thanks to my training; Politics promotion is objective and fair; Teachers' assignments take into account their adaptability in the new environment; My job no longer gives me the opportunity to learn and develop; I have nothing more to prove ; There is no longer any challenge to perform in my work; The evolution of my salary is not proportional to inflation; My salary does not follow the evolution of the constraints of the teaching profession). The internal consistency and quality of this scale is satisfactory with a Cronbach's Alpha coefficient of 0.84 as well as an average of the percentage of the

variance presented for the two dimensions of 58.86%. The frequency analysis reveals that the vast majority of teachers believe that the career management system is not satisfactory (94.8%).

Relative to social performance, the items retained are inspired by the scale of Allen and Meyer (1990) and Kutche (2019b) for organizational involvement (13 items), and that of Arcand et al. (2004) and Manon (2009) for job satisfaction (08 items). The factor analysis allowed us to retain a single factor axis for the whole variable, comprising 10 items (Teaching no longer has much personal meaning for me; I would no longer happily spend the rest of my life in this profession; Staying in public secondary education is as much a matter of necessity as desire; I think I do not have enough alternative opportunities to leave the profession; If I left secondary education now, I would have remorse; The management of the teaching staff is satisfactory; You are proud of the teaching profession and you would gladly recommend it to others, You are fulfilled in your work; Your work is stimulating and energizing, You are very involved in your work.). This axis has satisfactory econometric characteristics with 67.26% of the average of the total variance represented by a Cronbach's Alpha  $\alpha = 0.86$ . Frequency analysis indicates that the cumulative increasing percentage of teachers with low social performance is 94.36%.

Table 1: Internal consistency and dimensionality of the measurement scales

Variable	Number of items selected	Conbach's Alpha	% Average variance represented
Continuous training	7	0,88	65
Career management	9	0,84	56,86
Social performance	10	0,86	67,26

Source: author

### 3.2. Results of the inferential analysis

Simple linear regression is used to test the link between each of the dimensions of HR development and social performance. With regard to the analysis of the influence of continuous training on social performance, the table of model summaries [table 2] indicates a coefficient of determination  $R^2$  of 0.55, which is a contribution to the explanation of the variability in social performance of 55%. The Durbin-Wattson test is 2.06 and shows the good distribution of the residuals on the regression line. Consequently, we can say that teacher training has a significant impact on their social performance (very significant variation in F with  $p < 0.001$ ). Thus, hypothesis H1 is verified.

Table 2: Regression model of continuous training on social performance

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R square	Std Error of the Estimate	Change Statistiques					Durbin-Watson
					R Square Change	F Change	dl1	dl2	Sig. F Change	
1	,747 <sup>a</sup>	,558	,557	,36602	,558	535,356	1	424	,000	2,061

a. Predictors : (Constante), Continuous training

b. Dependant Variable : Social performance

Source: Author

Relative to the effect of career management on social performance, the coefficient of determination  $R^2$  in the summary of the models [see table 3] is 0.61 and contributes 61% to the explanation of the variability of performance social. This means that the career management system does have a predictive power on social performance. The Durbin-Wattson test is 2.08 and shows the good distribution of the residuals on the regression line. Consequently, we can say that career management has a significant impact on social performance (very significant variation in F with  $p < 0.001$ ). The HR2 hypothesis is also verified.

Table 3: Regression model of career management on social performance

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R square	Std Error of the Estimate	Change Statistiques					Durbin-Watson
					R Square Change	F Change	dl1	dl2	Sig. F Change	
1	,786 <sup>a</sup>	,618	,617	,34041	,618	685,156	1	424	,000	2,082

a. Predictors : (Constante), Career management

b. Dependant Variable : Social performance

Source: Author

#### 4. DISCUSSION

This study aimed to verify the influence of HR development practices (Continuous training and career management) on the social performance of teachers in public secondary schools in Cameroon. The validation of our two research hypotheses allowed the complete validation of the general hypothesis that HR development practices influence the social performance of public secondary teachers in Cameroon. In addition, the regression analysis found that this influence is not only positive but very significant. This means that better management of teacher training and careers would substantially improve their satisfaction and commitment to work. These conclusions corroborate the theoretical principles in terms of human resources development which show that continuous training is generally favorable to performance (Becker and Gerhart, 1996). In the same vein, Arcand et al. (2004) noted that training practices seem to influence the level of social performance of the Caisses populaires Desjardins. Likewise, these results are in line with those of Roger and Tremblay (2004) who, following a study carried out on 3617 business executives in Quebec and France, showed that the feeling of capping career is linked to employee satisfaction. Manon's (2009) conclusions also seem similar to ours. The author shows that the development of human resources can be a major lever for increasing social performance, even if national culture has been integrated as a contingency variable. Also, Aït Razouk and Bayad (2011) have shown that better management of careers and training can prove to be a powerful tool allowing, among other things, to increase the level of satisfaction, commitment and attendance. employees. The results of other more recent work go in the same direction as those of this research. Kollo and Awomo (2017) for example found a significant link between certain practices relating to the development of human resources, satisfaction and commitment of employees in decentralized local authorities (CTD) in Cameroon. Similarly, the conclusions of Noah (2017) on a study on career caps in the Cameroonian public service show that career caps have a significant impact on the organizational commitment of employees even if this impact is moderated by support perceived organizational and social support. Conversely, Gosselin (2009) in a study carried out in 2004, found no link between practices to enrich tasks, satisfaction and organizational commitment of



employees. The same is true of Grensing-Pophal, (2003) whose conclusions do not seem to confirm the impact of staff training on employee performance. These differences could be explained by the element of contingency that is the sector of activity. The studies cited were carried out in for-profit companies, while this relates to public educational establishments whose vocation is not lucrative and which are therefore not subject to the same managerial constraints.

The conclusions of the study espouse the theoretical principles of the school of human relations, in particular the bifactorial theory of Herzberg (1959) on motivation by job enrichment. According to the author, once the hygiene factors are assured, the motivating factors can be fulfilled to generate job satisfaction. In other words, it scientifically demonstrates that in order to motivate a man in his work, he must satisfy his needs for self-esteem and self-fulfillment. For this, it is appropriate in the work organization, to carry out an enrichment of the tasks making the work more interesting and rewarding for the employee. Applied to the national education sector, the social performance of teachers through their satisfaction and their involvement in work, would be more important if the tasks relating to their profession are enriched by continuous training and evolution in their careers.

In general, the authors seem to agree on the possibility of improving employee satisfaction and engagement through HR development. Indeed, we see on the ground that the continuous training system is not very efficient in the Cameroonian education system. Apart from the initial training that one receives in the normal school, the other continuous training (seminars and others) which should make it possible to adapt skills to the evolution of the environment seem poorly conducted. Educational seminars seem to be more vacation opportunities rather than real moments of skill development. On the other hand, teachers would not perceive the impact of continuous training on their professional careers. The assignments and promotions appear to be inequitable, not very objective, and would not take into account the adaptability of teachers in the assignment areas. It would therefore be appropriate to integrate continuous training into a teacher's overall career plan, which will now understand that training can impact his professional career. Also, it would be relevant to review the structure of teachers' careers and in particular the mechanisms for promotion and access to positions of responsibility, such as additional management training and the production of scientific articles before any promotion. Readability on the teacher's career plan would reduce the many dissatisfactions that emerged from this survey.

Beyond categorical and step advancements, it would be wise to consider possibilities of orientation towards managerial positions, such as, Principal, Censor, General Supervisor, Head of Department (Educational Animator). To move from one level of responsibility to another, teachers could apply for open positions and demonstrate proof of their skills by means of a competition or study of files whose criteria for participation are seniority, expertise, success in a management diploma in addition to the publication of scientific articles (Kutche, 2019a). Based on the premise that not all teachers can become managers, two different but complementary tools are proposed at the end of this study. The first allows all teachers to have the same chances of development in the profession [table 1] and the second [Figure 1] offers, under certain well-defined conditions, the possibility for those with managerial skills to access management functions. In each of the two cases, fairness and objectivity are essential to reduce the frustrations which very often are at the origin of the drop in satisfaction and the implication which are the indicators of social performance used in this study.

Table 4: Career structure in the teaching profession

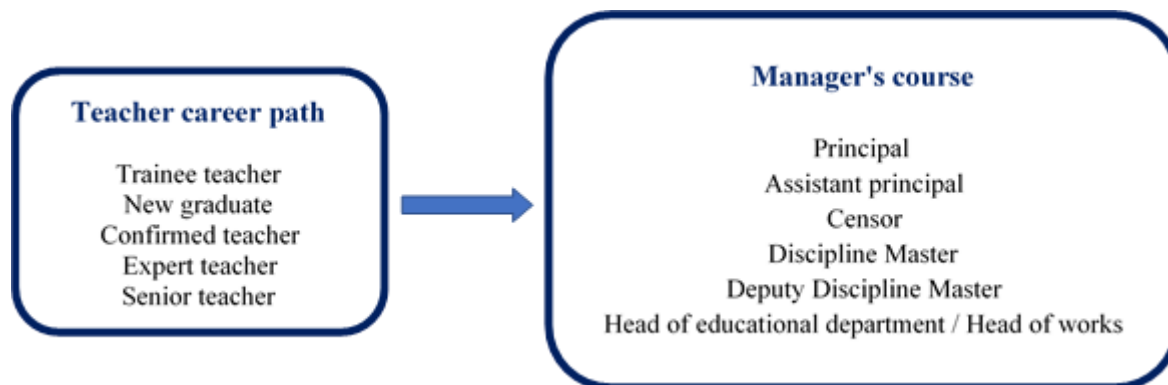
Quality	Content
<b>Trainee teachers</b>	<ul style="list-style-type: none"> <li>- They have not yet graduated, but their recruitment process is already underway through theoretical and practical training. The duration of the internship is three months renewable.</li> <li>- They attend classrooms, experienced teachers and simulation lessons can be entrusted to them to assess their level of integration of the technical tools and skills necessary for their future profession.</li> <li>- An evaluation sheet must be produced and co-signed by the head of department (Tutor), a censor and the head of the establishment. A score below 12 would indicate that the internship was inconclusive and that the candidate does not yet have the skills to teach. Consequently, an additional 2-month internship period after which he could be admitted as a teacher.</li> </ul>
<b>Newly graduated teachers</b>	<ul style="list-style-type: none"> <li>- They have less than 5 years of experience and guided by teachers of higher levels.</li> <li>- Strive to further improve their skills, their class management work, their knowledge of the subject (s) considered and their teaching practice</li> <li>- They plan and give their own courses in one or more subjects.</li> </ul>
<b>Confirmed teachers</b>	<ul style="list-style-type: none"> <li>- They have at least 5 years of experience as teachers and are committed to planning, developing and teaching programs to ensure that their students achieve certain results.</li> <li>- They teach a range of students and are responsible for the effective teaching of the programs.</li> <li>- They follow a general orientation according to clear guidelines which correspond to established work practices and attested priorities.</li> <li>- They may be responsible for the supervision and training of one or more student teachers.</li> </ul>
<b>Expert teachers</b>	<ul style="list-style-type: none"> <li>- They have at least 10 years of experience and play an important role in helping to improve student achievement and educational outcomes by following the school's strategic plan and established priorities. 'State.</li> <li>- They strive to improve the stock of knowledge of staff about student learning and what quality education is to help their school define practices that characterize quality teachers.</li> </ul>
<b>Senior teachers</b>	<ul style="list-style-type: none"> <li>- They have at least 15 years of experience. They are teachers of exceptional quality.</li> <li>- They exercise a leadership and management role corresponding to their level of treatment.</li> <li>- They coordinate a large number of staff members to improve teaching and learning.</li> <li>- They endeavor to introduce changes in the methods and approaches of teaching and learning.</li> </ul>

Source : Kutche (2019a)

Likewise, in addition to the salary increases provided for by the advancement in steps and grades for all civil servants, each change of category for the teacher could be accompanied by a special and monthly bonus in addition to the salary of the teacher concerned once the administrative formalities are completed. According to UNESCO (2014), while it is important to provide flexible career options for teachers, there is a need to keep the ascending path open

to managerial or administrative posts, and these posts should be filled to the fullest extent possible for experienced teachers with the managerial training necessary to properly fulfill their missions.

Figure 1: Proposed career structure for teachers aspiring to managerial positions



Source : Kutche (2019a)

## 5. CONCLUSION

The aim of this study was to analyze the effects of career management and continuous training on the social performance of teachers in public secondary schools in Cameroon. To achieve this, the measurement scales of the different variables were subjected to factorial analyzes. These made it possible to retain the axes having a good internal consistency and a percentage of the variance presented satisfactory. Frequency analysis has shown that the level of relevance of HR development practices as well as the level of social performance are quite low in public secondary schools. To test the hypotheses, linear regression analyzes were carried out and attest that the human resource development practices of continuous training and career management significantly influence the social performance of teachers in public secondary education. these conclusions are in line with the motivation theory of Herzberg (1959) who considers job enrichment and employee mobility as a determinant of their satisfaction and their involvement in work.

This research enriches current knowledge on the performance of public structures. In addition, the field of study is quite specific since it relates to public education establishments, most of the studies relating to this thematic being rather interested in for-profit companies. With these results, governments have every interest in worrying about teachers' perception of training and career management if they wish to significantly improve their satisfaction and their commitment to work.

Despite the contributions of this study, it has a certain number of limits which deserve to be noted: we have not taken into consideration temporary teachers who, however very numerous in high schools and colleges, are also concerned with managerial practices at national and local level. On the other hand, we did not take into account contingency factors such as culture and geographic environment which could be relevant mediators or moderators of the relationship between HR development practices and social performance.

These limits open avenues of research for future studies that could integrate moderating or mediating variables such as socio-demographic criteria. Studying the effects of acquisition

practices as well as HR stimulation practices on teacher performance and academic performance are other areas of research to explore.

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