



## STUDY OF THE PROCESS OF POSTING TEACHERS TO SCHOOLS IN THE MINISTRY OF SECONDARY EDUCATION: THE LINK WITH THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN THE SOUTH REGION OF CAMEROON

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### Abstract:

Career management and postings, in particular, are real imbroglios in the Ministry of Secondary Education. The criteria considered are not very objective and are perceived as unfair. This situation negatively affects students' academic results. A mixed study was carried out to establish the link between the process of posting teachers to schools and the academic performance of students. It shows that, for a non-probability sampling by reasoned choice of 113 teachers, the Pearson correlation test gives the results that family situation, health and the centralisation of the posting process of teachers have a strong negative influence on the school performance of students in Cameroon. These different results confirm that there is a relationship between the process of posting teachers and the academic performance of students.

**Keywords:** process of posting teachers; students' academic performance; South Region of Cameroon; centralization of the posting process; family situation

### 1. Introduction

Cameroon has subscribed to the international educational objectives within the framework of the Sustainable Development Goals (SDGs), relating to SDG 4: ensuring inclusive and equitable education and promoting lifelong learning opportunities for all (UNESCO, 2017). In addition, the right to education is granted by the Universal Declaration of Human Rights (United Nations, 2015) and ratified by the fundamental law as a sovereign duty of the State. This concern for equity and quality of learning appears in the National Development Strategy 2020-2030 (NDS30, 2020) and in the Education and

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Training Sector Strategy 2023-2030 (ETSS, 2023). Despite these commitments and formal obligations, it is clear that the “learning poverty rate”, an indicator defined by the World Bank, is non-negligible for sub-Saharan Africa and therefore includes Cameroon, thus leading to insufficient internal efficiency of the Cameroonian education system (World Bank, 2018; NIS, 2018). Indeed, the problem of the poor internal efficiency of the education system is a function of three types of interacting factors. These are institutional factors, personal factors and family factors (Bawa, 2022). This work investigates institutional factors to understand the strategy for managing teachers' careers, their posting in particular and its impact on students' academic results.

The process of posting teachers is a pattern of ministerial decisions, in the light of a certain amount of information and criteria, making teachers available to secondary education schools for employment (Law n° 98/004, 1998; Decree n° 94/199, 1994). This process is an activity of Human Resources Management (HRM), which consists of the acquisition, development and conservation of Human Resources (HR) that the Ministry of Secondary Education (MINESEC) needs to achieve its objectives (Peretti, 2005; Martory & Crozet, 2013). It is about making strategic and rational decisions from a systemic view and then making tactical choices, which are part of daily decision-making by decentralized managers in accordance with the strategic choices. All these activities can extend from training to retirement. We thus note initial training, recruitment and absorption into the public service, Career Management (CM) and internal and external mobility, continuing training and job management (Ondoua B. *et al.*, Janvier 2022; Obeta *et al.*, 2020; Ajountimba, 2006 and Hicham, 2019).

Career Management (CM) of teachers in MINESEC, particularly postings, transfers and promotions, is more subject to deviant practices, as Ajountimba (2006) has already noted. The 1990 National Education Forum in Cameroon, cited by Ajountimba, already noted the lack of a global strategy for the management of teachers, their transfers and their promotions; the related recommendations were never truly implemented. Obviously, the stabilisation of the CM of teachers and the objectivity of postings is necessary for greater efficiency of the education system. It should, therefore, draw the senior managers' attention in HRM in MINESEC and all stakeholders involved in these processes because teachers remain the main stakeholders in the education system and the quality of education (IIPÉ/UNESCO, 2016; Kutche, 2019; Lange & Yaro, 2003).

Other studies, with regard to the management of teachers' careers and mobility, observe that these activities take place with poor mastery of realities on the ground by the central administration, anomia or even normaphobia in the observation of criteria and official CM practices, poor education governance, widespread corruption, poor Financial Management (FM), unjustified capping of teachers' careers, lack of relevant continuing education, lack of good reputation among teachers and poor general working conditions, salaries out of step with the cost of living and low and unsatisfactory general remuneration and insufficient career planning, etc. (OTS, 2022, 2023; Nkoulou, 2021; Actu Cameroun, 2017; Njengoué, 2020; Ndongmo and Bayang, 2015; Djateng, 2012;

Transparency International, 2007; Njengoué, 2015; Njengoué and Nkelzok, 2017; Ngon, 2015 and Dang, 2019). This work climate makes it possible to understand the high attrition rate of Cameroonian teachers for work opportunities abroad according to Oyono A. (2024), radio announcement/press release n°70/23 (May 30, 2023), radio announcement/Press release n°03/24/CR/MINESEC/SG/DRH (January 17, 2024), the radio announcement/press release (February 29 2024), radio announcement/press release No. 104/23/MINESEC/SG/DRH (October 23, 2023) and the Institut de la Statistique du Québec (ISQ) which states that Cameroon has 6 239 immigrants (mostly teachers) and comes in second position after France in 2023 (ISQ, 2023).

With regard to the academic results of learners and the resources invested by the State and Donors for the education sector, there is a real distortion. The National Institute of Statistics (NIS) reveals that despite improvements in the supply of education services, the increasingly growing and significant demand is not fully met, and students' performance remains worrying (NIS, 2018; World Bank, 2018; Cameroun Tribune, 2023). That is an allocation of 675 billion FCFA (14.92% of the national budget) in 2019 to the education sector and 394 billion awarded by MINESEC (Law N° 2018/022, December 11, 2018). The present study is thus justified by this situation of unsatisfactory internal efficiency of the education system in terms of academic results of students in secondary education schools in achieving the overall objectives of this level of education.

### **1.1 Research Objective and Questions**

Taking into account three determining factors of the process of posting teachers, according to its operationalization, namely family situation, health and centralization of the teachers' posting and transfer processes, leads us to set ourselves the objective of studying this process and establishing the link with the academic performance of students. From this objective, the following main question arises: What is the link between the process of posting teachers and the academic performance of secondary school students in the South region of Cameroon? It is about knowing specifically:

- 1) What is the effect of the teacher's family situation on the academic performance of students?
- 2) What is the influence of the teacher's health on the academic performance of students?
- 3) What is the impact of centralization of the teachers' posting and transfer processes on students' academic performance?

To address the previous problem, the present study relied on five organizational theories, namely: the theory of strategic resources, the theory of the actor and the system, the theory of Ryan and Adams on the family-family relationship model school, Epstein's theory of parental emotional support (Rakotondrazanany, 2016) and decentralization theory (Myrtho *et al.*, 2022). To answer these questions, this study presents the survey tools and the methodological choices that made it possible to obtain results.

## 2. Materials and Method

### 2.1 Framework of the Study

This study focused on MINESEC teachers who met in the South Region of Cameroon. The Region that was created in 2008 according to Decree No. 2008/376 (November 12, 2008) and has as its capital Ebolowa, is located approximately 159 km from the political capital Yaoundé. For the 2020-2021 school year, the South region had 198 public schools, 2 082 classrooms, 75 388 students and 4 193 teachers (MINESEC, 2022). Overall, the working conditions of teachers are difficult (Nkoulou, 2021). The student/teacher ratio was 50 in the 2017-2018 school year (NIS, 2019).

### 2.2 Population and Sample

The study population is represented by all MINESEC teachers from the four departments of the South region, i.e. more than 4 193 teachers. It is from this set that we drew 113 teachers according to the non-probability sampling technique by reasoned choice. The Sample thus obtained has the following distribution of responding teachers according to grade: there are 23 "DIPES I" (PCEG), 50 "DIPES II" (PLEG), 06 "DIPET I" (PCET), 14 "DIPET II" (PLET), 03 "DIPCO" (CO) and 17 "Others" for a percentage of 20.4%; 44.2%; 5.3%; 12.4%; 2.7% and 15.0% respectively.

### 2.3 Data Collection Instruments

Three different data collection instruments were used to measure the study variables, namely the documentary study, the interview and the survey questionnaire.

#### 2.3.1 Documentary Research

Our documentary research was carried out in different libraries, in this case, the library of the University of Yaoundé 1 and using ICTs, notably the internet and its auxiliaries. Within these different libraries, we consulted general works, specialized works and academic. In specialized works, we have collected information describing in a general way the twists and turns relating to the posting process of teachers; academic works have helped us better understand the characteristics of students' academic performance. In addition, we consulted technical reports and statistical directories in the external services of MINESEC. However this method did not allow us to have sufficient information to answer our research questions.

#### 2.3.2 Interview

To carry out this work, we chose to use the qualitative method of individual interviews. Regarding our research method, it is an interview survey for the main use. In fact, throughout this research work, the different interviews constituted the main mode of collection of qualitative information. This field investigation aims at the conception that

the actors have on the question of the “process of posting teachers and the academic performance of students in secondary education in the South region of Cameroon”.

### **2.3.3 Questionnaire Survey**

The whole problem of the validity of the method lies in the sampling technique. Also, the information that will make it possible to characterize the field of study is collected by a structured questionnaire, which is the main instrument of the sample survey. The aim of the survey through a questionnaire is to collect information whose analysis allows us to make an overall judgment on “the process of posting teachers and the academic performance of students in secondary education in the South region of Cameroon”.

### **2.4 Statistical Tools for Data Analysis**

The questionnaire was processed using the SPSS v21 software package (Statistical Package for the Social Sciences), followed by descriptive analysis through graphs using Excel software to describe the sampled population, and then verification of the link between the variables was made using the Pearson correlation coefficient test (R). Our study aims firstly to carry out a qualitative analysis on the centralization of the process of posting teachers and, secondly, to make a quantitative estimate on the influence of the determining factors of the posting process of teachers on the academic performance of students

## **3. Results**

### **3.1 Summary of the Essential Verbatims of the Qualitative Study**

The sample of respondents of the qualitative study was carried out by some (07) teachers from the South region whose average age is 31 years old and 4 years of experience. Among them, there are 6 teachers and 1 Discipline Master.

As far as the authorisation to post teachers is concerned, it appears that the power of HRM emanates from Yaoundé, where everything is reportedly centralized. Even if the regional and divisional delegates happen to propose, the final decision will still come from Yaoundé. Regarding the democratization of the process of posting teachers, we must trust School Heads, Heads of Departments and even Teachers, according to the respondents. For them, there must even be independent people who intervene in these exercises and check the free positions before the postings. The interviewees think that it is a double-edged sword; if we give this power to certain people, a lot of subjectivity, nepotism, and corruption can arise, a control mechanism is needed. Concerning the autonomy of Regional Delegates, it appears that the Regional Delegates are dependent because they only apply what comes from above, from the top of the hierarchy(MINESEC). Their personal contribution to education management is not yet very noticeable on the ground because they do not take the initiative. From the moment the Regional Delegates are appointed by Yaoundé, there is no autonomy. For example, if

they were elected by principals or teachers, they would have autonomy in their management. Regarding the consideration of teaching staff's needs, it appears that the schools' needs are not always taken into account during postings. They do not control the state of schools' needs for teachers because certain schools are overstaffed while others lack teachers. In fact, there is a lack of rationality in these postings, which means that many parameters are not taken into account. Of course, we say that we must serve the country wherever there is a need, but the problem that arises is that there is a lack of means to support these decisions. Travel expenses often arrive a year after the posting and, in some cases, have already been largely deducted from when they arrive. For a young graduate recently posted, it is very difficult to work in these conditions without the means of subsistence.

### 3.2 Presentation of the Results of the Quantitative Study

The presentation of the results begins with data relating to the family situation, then those relating to the health of teachers, and finally, respect for states of need during the posting process. The commentary on the correlation test will clarify the link between these practical variables of the posting process and the academic performance of students.

#### 3.2.1 Family Situation

Tables 1 and 2 show the influence of family situations on students' academic performance and the related correlation tests between the variables.

**Table 1:** Influence of family situation on students' academic performance of students

		In your opinion, is the family situation of teachers really taken into account during postings and transfers in your profession?				Total
		Yes	No	Sometimes	No idea	
The academic performance of students in high schools in the South region	Fair	8	23	5	4	40
	Pretty good	4	36	12	0	52
	Good	4	7	0	0	11
	Very good	4	6	0	0	10
<b>Total</b>		<b>20</b>	<b>72</b>	<b>17</b>	<b>4</b>	<b>113</b>

**Source:** Authors (2024) based on survey data.

It appears from Table 1 that in our sample, those who state that the academic performance of students in high schools in the South region is currently "Fairly good" answer "no" to the question, in your opinion, is the family situation of teachers really taken into account during postings and transfers in your profession? ("Fairly good" line and "No" column, number 36). This reinforces our suspicion, according to which "the family situation of the teacher has a negative influence on the academic performance of students in secondary education in the South region of Cameroon". Table 2 allows us to verify this suspicion through the Correlation (R) test.

**Table 2:** Results of Symmetric Measurements of the Pearson R Correlation test

Symmetric measures of the Pearson R Correlation test				
	Value	Asymptotic standard error	Approximate T	Approximate meaning
Pearson's R	-0,241	0,084	-2,610	0,010
Number of valid observations	113			

Source: Authors (2024) based on survey data.

We obtained in result table 2 above that Sig-R = 0.010 < 0.05; then there is a significant link between the family situation of teachers and the academic performance of students.

### 3.2.2 Influence of Teachers' Health

The verification of the influence of teachers' health is carried out in Table 3.

**Table 3:** Influence of Teachers' Health on the Academic Performance of Students

		What importance does your hierarchy give to teachers' health (anxiety, migraines, tiredness, concentration problems, work-related illnesses and accidents, etc.) in this operation?				Total
		Not important	A bit important	Average	Important	
The academic performance of students in high schools in the South region	Fair	9	16	4	11	40
	Pretty good	2	37	13	0	52
	Good	6	5	0	0	11
	Very good	5	5	0	0	10
<b>Total</b>		<b>22</b>	<b>63</b>	<b>17</b>	<b>11</b>	<b>113</b>

Source: Authors (2024) based on survey data.

It appears from Table 3 that, in our sample, those who state that the academic performance of students in high schools in the South region is currently "Fairly good" respond with "A bit important" to the question, what importance does your hierarchy attach to teachers' health in its functioning? ("Fairly good" line and "Unimportant" column, number 37). This reinforces our suspicion about the influence of teachers' health. This suspicion is verified by Table 4 of the correlation between the variables.

**Table 4:** Results of Symmetric Measurements of the Pearson R Correlation test

Symmetric measures of the Pearson R Correlation test				
	Value	Asymptotic standard error	Approximate T	Approximate meaning
Pearson's R	-0,371	0,079	-4,214	0,000
Number of valid observations	113			

Source: Authors (2024) based on survey data.

From Table 4, Sig-R = 0.000 < 0.05, then there is indeed a significant link between the health of the teacher and the academic performance of the students.

### 3.2.3 Influence of Taking into Account the Need for Teaching Staff

Table 5 allows the influence of taking into account the need for teaching staff.

**Table 5 : Influence of Taking into Account the Need for Teaching Staff**

		Does your hierarchy take into account the need for teaching staff in your school during postings and transfers?				Total
		Yes	No	Sometimes	No idea	
The academic performance of students in high schools in the South region	Fair	12	11	6	11	40
	Pretty good	3	31	18	0	52
	Good	6	5	0	0	11
	Very good	6	4	0	0	10
<b>Total</b>		<b>27</b>	<b>51</b>	<b>24</b>	<b>11</b>	<b>113</b>

**Source:** Authors (2024) based on survey data.

It appears from Table 5 that in our sample, those who state that the academic performance of students in high schools in the South region is currently "Fairly good" respond with "no" to the question, does the hierarchy take into account the need for teaching staff in your school during postings and transfers? ("Fairly good" line and "No" column, number 31). This reinforces our suspicion of the influence of taking into account the need for teacher staff, the correlation of which is verified by Table 6.

**Table 6 : Results of symmetric measurements of the Pearson R Correlation test**

Symmetric measures of the Pearson R Correlation test				
	Value	Asymptotic standard error	Approximate T	Approximate meaning
Pearson's R	-0,357	0,082	-4,024	0,000
Number of valid observations	113			

**Source:** Authors (2024) based on survey data.

The correlation test between taking into account the need for teaching staff and the academic performance of students shows that Sig-R = 0.000 < 0.05 (table 6), then there is a significant link between the centralization of the process of posting teachers and the school performance of the students. This part was about presenting the results of our study. Using the SPSS v20 software package, Excel 7 software, and the Pearson correlation test of independence, we confirmed all the links between the variables. This result could be explained by the strong influence of family situation, health, and centralization of governance on the academic performance of students in the south region



of Cameroon. What can then be the level of limitation and generalization of the present results?

## 4. Discussion of the Results

### 4.1 Influence of the Family Situation

This strong influence of the family situation of teachers on the academic performance of students obtained, as a result of a predominance of 29.2%, could be explained by the fact that the South region is essentially a rural area. Many teachers in this region do not find the basic social needs and other amenities sufficient to settle there with their families. Some, therefore, live separated from their families, and even if 60% of the teachers surveyed declare that they live with their children, many of them settle elsewhere with their families and commute regularly to reach their workplaces. Furthermore, there is no real motivational and incentive policy to retain these teachers in their duty posts. In such a situation, according to Ryan and Adams, cited by Rakotondrazanany (2016), the instability of teachers in their workplaces is justified by the model of the family-school relationship, emphasizing the way in which parents interact with their children regarding school activities. Thus, the authors speak of constructive and negative intervention in interactions linked to school reality. They conclude that academic success is promoted by constructive, school-focused interactions between parents and children. This would mean that when parents and their children have the opportunity to read or do homework together in a peaceful atmosphere, this necessarily leads to good academic results.

Indeed, 74% of the teachers surveyed have minor children for whom they want to guarantee a good education. "It is inconceivable that a teacher would be happy to go and educate other people's children when the education of his own offspring is in danger." These teachers, therefore, want to participate in the education of their "minor children", as Ryan and Adams show, and this necessarily has an impact on their students, whom they will therefore neglect from time to time. The attendance and regularity of teachers are thus questioned. They are an integral part of the determining factors of the teacher effect. According to this theory, the characteristics of the teacher have a strong impact on the knowledge acquisition of disadvantaged children by 26% and only 12% for advantaged children (Dujardin et al., 2019). In addition, Epstein's theory, presented by Rakotondrazanany (2016), which considers the emotional support that arises from family interactions as an important factor because teachers far from their families also need that. This theory would, therefore, be in some way in agreement with this result, according to which the family situation of teachers negatively influences the academic performance of students in south Cameroon. Thus, the process of posting teachers, as practiced in the South region of Cameroon, is the same as that in all other regions of Cameroon due to centralization in MINESEC. It will, therefore, have the same effect on students in these regions if we agree with the scientific maxim, which states that "Under the same

conditions, the same cause produces the same effect". The present result can, therefore, without risk of exaggeration, be inferred to the entire extent of Cameroonian territory. In a way, the family situation of posted teachers has a negative influence on the academic performance of secondary school students in Cameroon.

#### **4.2 Influence of Teachers' Health**

This result could be explained by the fact that health is a primordial condition for any human project. It is this reason which could justify the fact that Cameroon's General Statute of Public Service provides in its article 24 that a civil servant enjoys, with regard to his administration, the right to health. It continues in its article 31 paragraphs (1). In the event of an accident or illness not attributable to service, the State contributes, as necessary, to the costs incurred by medical care, pharmaceutical care, evacuation, hospitalization, functional rehabilitation and equipment for the civil servant, his spouse and his legitimate or recognized children, according to the terms established by decree of the Prime Minister. Paragraph (2), the State is required to ensure the protection of civil servants against accidents and illnesses of professional origin (Decree No. 94/199, October 7, 1994; Decree No. 2000/287, 12 October 2000). This result is corroborated by the theory of strategic resources, which perceives human resources as resources that have particular characteristics and are difficult to replace due to their scarcity. From this point of view, there is, therefore, a clear link between health and education; by promoting health in education, we can act on the latter. This result is in agreement with the work of Paulius (2010), cited by Achermann *et al.* (2018), who affirms that schools promoting health and well-being contribute significantly to students' success. They establish a link between health and education. Their objective is to promote the health, well-being and performance of students by organizing daily school life and teaching accordingly. Just like the first result, this one can also be inferred from the main population of our study for the same reasons. Thus, regarding the posting process of teachers, the poor health of teachers has a negative influence on the academic performance of secondary school students in Cameroon.

#### **4.3 Influence of Centralization of the Posting Process of Teachers**

This "strong influence" as a result, could be explained by the gap that seems to exist between realities on the ground and the decisions of the central administration. Indeed, many decisions regarding teachers' postings are inconsistent and unsuitable for the needs of schools. The qualitative data obtained from the interviews support this assertion. The teachers interviewed affirm that postings come directly from the Ministry and ultimately, we end up with schools which have many teachers in certain subjects and few in others because the Ministry does not exactly control the needs on the ground. Everything is centralized because the Regional Delegation does not really have any power over teachers. However, the Decree No. 2012/267 (June 11, 2012) organizing the Ministry of Secondary Education stipulates in its Article 101 paragraph (1) that, placed under the

authority of a Regional Delegate, the Regional Delegation of Secondary Education is responsible for: the preparation of acts relating to the postings and transfers of personnel in the Region, as well as their evaluation, the appointment of presidents of juries for examinations under his command, the constitution of lists of examination markers within his area of competence and the appointment of Heads of Departments in school. The delegation and the Regional Delegate for Secondary Education should, therefore, play a leading role in the posting of teachers in their region in accordance with the MINESEC organization chart.

This result is also in agreement with the work carried out on the effectiveness of education. According to these studies, administrative officials close to schools and establishments are best placed to solve the problems which undermine these schools. The possible actions to improve school efficiency are, it seems, greater at the school level, hence the difficulty for those in charge to plan efficiency strategies (Scheerens, 2000). This, therefore, clearly explains why the centralization of the teachers' posting process offers decisions that are inconsistent with the needs on the ground, thereby impacting the academic performance of students. Likewise, this result is in perfect congruence with the theory of the actor and the system to the extent that, within MINESEC, teachers are rational actors who develop individualistic strategies to get by when their interests are threatened and are not taken into account by their organization. This result obtained can be further justified by the theory of decentralization. According to this theory, decentralization *"consists of the creation of autonomous public administration centers where the appointment of agents comes from the electoral body of the constituency and where these agents form collective agencies or assemblies"* (Myrtho et al., 2022). A contemporary author insists on the fact that *"decentralization has a democratic value since it boils down to having as many affairs as possible managed by those concerned themselves or by their representatives"*. The attribution of powers to autonomous non-central bodies is, therefore not enough to characterize decentralization; these bodies must also be elected, the election constituting both the expression and the guarantee of their autonomy. The result of this influence would, therefore, also be explained by this centralization practiced and the dependence on the high hierarchy of local authorities who do not benefit from any autonomy in their management. However, this autonomy should extend to schools and even to teachers. Studies have shown that the most effective schools are characterized by their high autonomy. Due to the fact that this centralization of postings is in force throughout Cameroon, we can, with caution, generalize this result obtained on the main population of the present study. It logically emerges that the centralization of the process of posting teachers in MINESEC negatively influences the academic performance of secondary students in Cameroon.

Taking into account the results obtained from this study, some recommendations were made to MINESEC to improve the process of posting teachers.

## 5. Recommendations and Suggestions

The aim here is to present recommendations to MINESEC to improve the process of posting teachers and the academic performance of students in secondary education in Cameroon. Beyond these recommendations, the present study is of significant scientific interest. Indeed, this research work lays the theoretical foundations for the construction of a theoretical corpus allowing us to understand, read and act effectively on the realities of the careers of teachers in Cameroon with the support of the elaboration of a real career plan, clear and applicable in the teaching profession or even in other professions in Cameroon and elsewhere. From the field data of our study, it appears that to improve the process of posting teachers in MINESEC, action must be taken at several levels of responsibility.

### 5.1 At the Level of School Heads

It is necessary to :

- Listen, that is to say, when a teacher faces a problem, the hierarchy should really listen to them and tackle this problem head-on;
- Establish a local incentive mechanism (financial and honorary) for teachers, for example, through bonuses, accountability, promotions, in-service, encouragement, congratulations and decorations;
- Update the HR needs of schools each year and forward them to the hierarchy;
- Mobilize HR through democratic leadership and participatory and inclusive management;
- Take HR psychology into account in operational decision-making;
- Manage schools through objective and transparent management.

### 5.2 At the Level of Regional and Divisional Delegations

It is necessary to :

- Respect teachers' choices when posting for their well-being and those of students as far as possible;
- Greater speed, fairness and rationality in the processing of posting files;
- Eradicate the monetization or corruption while posting, transferring and promoting teachers;
- Swap teachers who are in towns and teachers from rural areas from time to time in a logic where the youngest can start in remote areas, and after a few years (3 to 5 years of experience), they are gradually brought back to the city too;
- Take into account the environment of the workplace, environmental conditions, social amenities, basic social needs, etc.;
- Providing substantial and sufficient travel expenses to staff from the moment they are posted;
- Redeploy teachers who are overstaffed;

- Take into account teachers' health and family situation during postings to schools.

### **5.3 At the Level of the Ministry and the Minister**

It is necessary to :

- Take into account all dimensions (economic, legal and psychological) in HRM based on HR acquisition practices;
- Establish HR positions or offices in the external administrations of MINESEC and in schools which will collaborate closely with the HR Department;
- Ensure that substantial and sufficient travel expenses are provided to staff from the moment they are posted;
- Respect the qualitative and quantitative HR needs of schools during postings and transfers;
- Eradicate the monetization of postings, transfers and promotions of staff and connection through middlemen who have percentages when paying the financial effects of teachers' career files (arrears, non-housing, salary increments, family allowances, etc.);
- Delegate more powers to the Divisional and Regional Delegates of Secondary Education because they are the ones who are closer to the realities on the ground and who really master the realities on the ground, of course, by providing a management control mechanism to avoid perverse effects (corruption, favoritism, subjectivity, nepotism and tribalism);
- Decentralize the process of posting teachers at the regional level;
- Establish an automatic financial support mechanism for student teachers upon entry to HTTC/HTTTCs as in other major schools (ENAM, POLICE, EMIA) by removing the remuneration system for new teachers based on 2/3 of the salary in force in MINESEC;
- Take into account the remoteness of remote and isolated areas by implementing an additional bonus (remote or transport allowance, for example), which will allow teachers to be kept in their workplaces in these difficult areas;
- Create Priority Education Zones (PEZs) in certain localities based on contingent difficulties in these zones and provide consistent compensation for difficulties for teachers posted to these PEZs;
- Establish a remuneration mechanism to differentiate teachers based on workload, the distance of their workplace from large urban centers and professional performance ;
- Provide accommodation for teachers in certain underdeveloped areas;
- Set up a commission which will study the different states of needs of schools in each region, made up, among others, of the heads of HRM services created in the schools and regional administrative managers;

- Provide basic social amenities (electricity, water, roads, telephone networks, internet and hospital centers), in government solidarity, in remote areas to avoid job abandonment and brain drain.

## 6. Conclusion

The present study shows that family situation, health and the centralization of the posting process of teachers negatively influence the academic performance of students. The results clearly establish the link between this process and the academic performance of students. To achieve those results, it was necessary to meet 113 teachers, submit them to a questionnaire structured around family situation, health and the centralization of the posting process, and interview 7 of them.

Those results provide descriptive information on the family situation, health and respect for teaching staff's needs in the process of posting secondary teachers in Cameroon. It is a starting point allowing us to design a real adapted career mobility plan. Despite this scientific contribution, those results remain subject to improvement in the sense of the representativeness of the sample and the generalization of the results, particularly the possibility of taking into account all segments of the target audience. As already mentioned above, more in-depth research in the same direction can lead to the construction of a theoretical corpus allowing us to understand, read and act effectively on the realities of teachers' careers in Cameroon with the support, the development of a real career plan, clear and applicable in the teaching profession or even in other professions in Cameroon and elsewhere by taking into consideration the context and constraints of local educational policies. This will be the research focus of our future investigations in this area of research.

## Conflict of Interest Statement

The authors declare that there is no conflict of interest.

## About the Authors

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