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DETERMINANTS OF STAFF PERFORMANCE: A COMPARATIVE STUDY IN SOME SECONDARY SCHOOLS IN MEZAM DIVISION, CAMEROON

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Abstract

The success of every organisation heavily depends on the job performance of its employees. When the employees are motivated, they will work for the attainment of the goals of the organisation. This paper is a comparative study into the determinants of staff performance in some public, denominational and lay private secondary schools in Mezam Division. Data was collected through questionnaire administration in which 275 self-designed questionnaires were administered in some secondary institutions of learning and 251 were received in return. The data was analysed using the Tobit Model. The Multiple Correspondence Analysis (MCA) was used to quantify the categorical data and assigning numerical values to them. The results revealed that job security had an overall negative significant effect on staff performance in secondary schools in Mezam Division (α_1=-0.230). Non-financial motivation had an overall positive significant effect on staff performance in secondary schools in Mezam Division (α_4 = 0.662). Going by the control variables, staff experience had a negative significant effect on staff performance in secondary schools in Mezam Division (α_5 =-0.00404). The study recommended *that government should reduce job security and maintain teachers at their job based on performance. This will enable them to work harder in order to ensure the continuity of their job. School administrators should increase the use of non-financial motivation strategies in order to help improve on their staff performance. Lastly, young teachers should be made to teach examination classes because this will enable them do effective work that will have a positive effect on the success rate of students in public examinations.*

Keywords: Financial Motivation, Job Security, Leadership Style, Non-Financial Motivation, Secondary Schools, Staff Performance

INTRODUCTION

The success or failure of every organisation is determined by the human element that performs the day to day activities of the institution. The human capital constitutes the lifeblood of every business. It is therefore incumbent upon organisational leaders to treat the workers well so that they remain passionate about their work. Achieving huge goals requires a team of motivated staff working together. In fact, the availability of resources such as infrastructures, machines and other physical facilities are rendered meaningless without the support of qualified staff (Muda et al. 2014).

High or low employee morale is influenced by many factors, some of which include job security, financial motivation, leadership style and non-financial motivation (Veril et al. 2018). In the education sector, the education system depends on the quality of the academic staff and when the quality of the academic staff is flawed, the education system is adversely affected (Tunio et al. 2021).

This paper is a comparative study into the determinants of staff performance in some secondary schools in Mezam Division. Mezam Division has a total of 140 secondary schools of which only 61 of them are functional due to the socio-political unrest in the Division. These secondary schools are grouped into three categories, namely government secondary schools which are run by the state, denominational secondary schools run by religious bodies and lay private secondary schools own by private individuals (Report by the Divisional Delegate of Secondary Education for Mezam to the Honourable Minister of Secondary Education, December 2022).

The year 1994 saw the creation of the Cameroon General Certificate of Education Board as an autonomous institution with the responsibility of organising official examinations in secondary schools of the English Sub-system of education in Cameroon. Since the creation of this institution, results of official examinations in Mezam Division have always shown a clear domination of denominational secondary schools over the lay private and government schools in terms of performance of students (Handbooks of GCE Results from the 1st to the 29th Sessions). This means that staff performance in the different category of secondary schools in Mezam Division is not the same.

A review of literature shows that some authors have researched on the influence of financial motivation, non-financial motivation, leadership style, work environment and job security on employees' performance (Shahzah et al 2023; Parveen et al 2022; Uzma et al 2022; Pradha, 2022; Khudhair et al 2022; Falorin, 2022; Peter & Ligembe, 2022; Alase & Akinbo, 2021; Nagarajah et al, 2021; Amussah, 2020; Wujung & Bendeng, 2019 and Kutesera, 2018). There is therefore the absence of empirical research on a comparative study into the determinants of staff performance in secondary schools in Mezam Division in particular and Cameroon as a whole. This research will therefore bridge this gap and contribute to a new body of knowledge in the academic world.

LITERATURE REVIEW

Conceptual Review

The key concepts in this study include staff performance and its determinants which are job security, financial motivation, leadership style and non-financial motivation. It is necessary to provide a clear definition of these concepts according to various authors.

Nagarajah (2021) defines staff performance as the completion of a task given task by a worker, measured against preset accuracy criteria. It is the efforts made by workers to achieve the goals of the organisation. According to Sudiaarta (2021) staff performance is the execution of a particular task by a worker. To him, staff abilities are judged from their performance. Staff performance is therefore an asset for an organisation to achieve its goals. Also, Karl et al. (2021) regard staff performance as the determination of the effectiveness of an employee within an organization. This means that a staff performance at work is determined by generally accepted indicators.

To Omari et al. (2020) staff performance indicates the improvement in production by the perfect use of technology with the aid of highly aggravated employees. For Safitri & Latifah (2019), staff performance means accomplishing and carrying out specific, well-defined tasks within an organisation. These tasks are measured by well-planned and predefined goals and objectives. Mesiya (2019) opines that staff performance is achieved when all staff efforts are directed towards achieving the organisation's set goals and ensuring customer satisfaction. For him, performance must consider both input (effort made) and output (result of effort made). According to Dahkoul (2018), staff performance includes outcomes resulting from actions taken by the staff based on their expertise and skills. It is therefore the sum of all employees' skills, efforts and abilities to achieve organisational goals. Staff performance is therefore an important factor that contributes significantly to the growth of an organisation.

A working definition of staff performance in this study comes from Tinofirei (2011). According to this author, staff performance is the timely, effective and efficient completion of the employee's duties mutually agreed upon and specified by the employer. It is therefore the successful completion of a task by one or more individuals determined and measured by a manager or organisation according to predefined acceptable criteria while efficiently and effectively using available resources in a changing environment. To improve on staff performance, managers need to track employee activity and ensure that they are working towards achieving organisational goals. This follow-up process is called performance management.

Concerning the concept of Job security, Aishwarya (2021) sees it as having a stable job. This is the probability that a staff will keep his/her current job. A safe workplace can help workers feel safer and less strained, which can have a positive impact on their performance. A lack of job security can make workers feel stressed and negatively affect their performance. According to Jandaghi et al. (2011), job security is a sense of job availability, confidence that it will exist in the future and is free of threatening factors. When workers feel that they will continue to work until the end of their career and that no one is threatening them, then there is the existence of job security. Job security is a creator of job satisfaction.

Apkan (2013) sees job security as workers expectations about the continuation of their job in a given institution. It has to do with the feelings of employees over loss of job or loss of desirable job characteristics, such as lack of promotion opportunities and long-term career opportunities. For him, job satisfaction is a key component of employee engagement.

For the purposes of this study, job security refers to employee expectations for job stability and longevity within an organisation. This is based on guarantees that workers will remain employed throughout their working life and have a comfortable working environment free from intimidation and harassment. It is the feeling of knowing that a job is safe is safe from being cut (Kutesera 2018). This definition is accepted because it ties job security not only to workers' expectations of job continuation, but also with a comfortable workplace free of intimidation and harassment.

Concerning financial motivation, Yousaf et al. (2014) define financial motivation as a means of motivating employees with the use of money or anything related to money. Economic incentives come in many forms such as wages, salaries, performance-based pay, and profit sharing. Financial motivation is an important tool that managers use to encourage employee to work successfully and influence their behaviours to achieve organisational goals. Workers must be financially motivated to meet their basic needs. They need a salary to buy food, drink, clothes, housing and pay for their children's education. Such incentives enable them to survive and improve their lives. Therefore, financial motivation is very important as it allows workers to meet other needs.

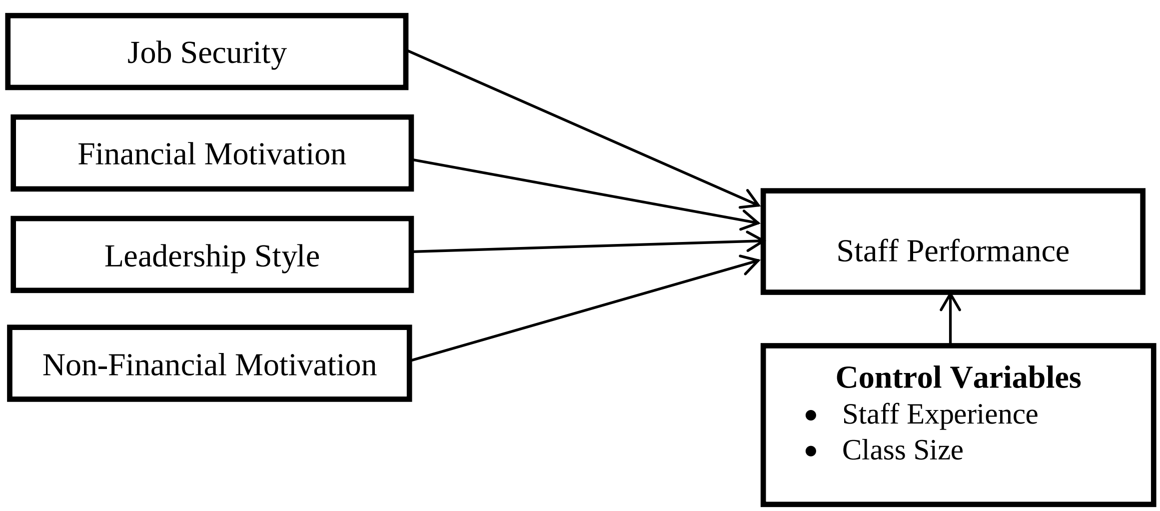
Lovina (2020) defines financial incentives as providing financial rewards to employees in the form of money such as commissions and bonuses. Examples of financial incentives include base salary, short-term incentives, and long-term incentives. According to George (2019), financial motivation is the use of financial rewards to motivate employees to contribute to achieving organisational goals. These include higher salaries, incentives and other benefits for employees. In this study, financial motivation is considered as the use of financial rewards that can directly enhance employee well-being. They include benefits such as salaries, bonuses, transportation, medical facilities, and paid meals (Pearce et al. 2019).

Terry (1977) views leadership as the situation in which one-person (the leader) influences others to be committed in achieving a particular goal. Leadership entails certain responsibilities aimed at using available resources (both human and material) to achieve specific goals while ensuring cohesion and coherent organization in the process. Naylor (1999) argued that effective leadership is a product of the mind, and that effective leaders are visionary, passionate, creative, flexible, inspiring, and change-makers.

The working definition of leadership in this work is that provided by Amussah (2020). For him, leadership is the process by which an individual influences a group of individuals to work towards achieving a common goal. Leadership style, therefore, is the approach a leader uses to engage subordinates in achieving organisational goals. Although there are many elements to leadership, this study is limited to autocratic, laissez-faire, and democratic leadership styles. An autocratic leader is someone who makes decisions without consulting the employees. This type is practiced in crisis situations where time for decision making is limited. In laissez-faire leadership, leaders’ distance themselves from leadership and allow employees to work independently to achieve organisational goals. In this case, the leaders does not interfere too much and don't give too many orders. Finally, a democratic leader is one who encourages conversation and employee participation in decision-making (Khin 2016).

According to Sabatini et al. (2021), non-financial motivation is the satisfaction workers derive from the work itself or the psychological and physical environment in which they work. Therefore, it is a form of remuneration that is different from monetary compensation for employees. Abubakar et al. (2020) define non-financial motivation as a form of reward offered in transactions that do not involve cash or money. Non-monetary rewards for them consist of material things such as jewelry, precious metals, and cars. In business, non-monetary incentives may take the form of services such as property improvements. In hiring, this is a form of compensation rather than a bonus to employees. Many of the non-monetary incentives include company cars, training and recognition, and professional advancement. However, employees may be rewarded, for example, by being offered a better office, a larger budget, or a choice of placements within the company.

In this study, non-financial motivation refers to non-financial benefits such as public recognition, admiration, and promotion that encourage people to work extra hard. These non-monetary rewards can positively or negatively affect work commitment in some way. Non-monetary motivations tend to attract highly skilled and talented people who are likely to put more effort into achieving organisational goals (Kathure 2014).



Conceptual Framework on Determinants of Staff Performance

Source: Adapted from Wujung & Bendeng (2019)

The figure above shows the relationship between the determinants and staff performance. The four determinants that influence the performance of secondary education staff in the Mezam Division are job security, financial motivation, leadership style, and non-financial motivation. While these determinants represent the independent variables, employee performance stands out as the dependent variable. The relationship between the determinants and staff performance is unidirectional. In other words, staff performance depends on these variables. The control variables that can similarly affect staff performance include staff experience and class size.

Theoretical Review

Taylor (1911) opined that salaries and wages are the main motivators of workers. He propounded the theory of Scientific management in which he stressed that a work system without incentives contributes to poor performance.

Vroom (1964) developed the expectancy theory which states that employees always expect pay rise in future and potential job promotion which encourage them to put in more effort and work for the attainment of the goals of the organisation. Vroom identified three factors based on h ow the worker will perceive the situation. These factors are:

1) Expectancy which is the extent to which the worker believes that a particular action will produce a particular result.

2) Instrumentality which is the probability that the worker will be rewarded if the particular expectations are met.

3) Valence which is the belief that the rewards are actually available.

The goal setting theory was propounded by Locke in 1968. It postulates that if managers set clear goals and provides feedbacks to employees, thgey will be motivated to work, leading to increase in performance. This is because when goals are set and feedbacks provided, they automatically inform employees of what is required from them and they amount of effort they have to put in (Nsofor,2007).

Adair (2007) developed the 50/50 theory which states that fifty percent of motivation comes from within a worker which is considered as intrinsic or non-financial motivation while the remaining fifty percent comes from the environment known as extrinsic or financial motivation. Both types of motivations are critical in stimulating employees to work for the attainment of organisational goals.

Empirical Review

Schahzah et al (2023) researched on the impact of motivational and behavioural factors on the job performance of academic librarians in Pakistan. Thirteen public and twenty-one private universities were selected. The results demonstrated that financial rewards and an amicable work environment were the key categories of motivation that spur librarians to undertake efficient work performance. Parveen et al (2022) conducted a study on the effect of Principal leadership style on teacher job performance in public secondary schools in Faisalabad city in Pakistan. The findings revealed that the autocratic leadership style had a strong positive significant effect on the job performance of teachers.

Pradhan (2022) used the multiple regression analysis to analyse the impact of reward systems on employees' performance at the service sector institution in Nepal. The results portrayed that reward systems have positive correlation on employees' performance in the service sector institutions of Nepal. Falorin (2022) researched on the effect of non-financial incentives on employees' performance in the Lagos state internal revenue service. The results showed that non-financial motivation had positive significant effect on employees' performance at the state internal revenue office.

Peter& Ligembe (2022) analysed the impact of class size and students' academic performance in Public secondary schools in Kwimba District Council in Nwanza, Tanzania. The results revealed that class size had negative significant effect on employees' performance. Alase & Akinbo (2021) conducted a research on employees motivation and job performance in the First Bank of Nigeria. The findings revealed that both monetary and non-monetary rewards have significant positive correlation with employees' job performance in the institution.

Writing on factors affecting employees performance at the ABC Group of Companies in Sri Lanaka, Nagarajah et al 2021 identified four factors, namely financial reward, training, non-financial reward and leadership style. The findings showed that non-financial motivation had a strong positive correlation with employees' job performance. Uzair & Mehmood (2021) researched on the impact of non-financial rewards on employees' motivation in the banking sector of Peshawar in Pakistan and found that non-financial rewards had a significant effect on employees' motivation.

Amussah (2020) conducted an empirical study on leadership style and its impact on employee performance in Chi Limited, Nigeria. The findings showed that transactional, transformational and laissez faire leadership styles had significant positive relationship with employee performance. Kalima and Kabubi (2020) wrote on the effect of financial motivation on employee performance in the Kasama Municipal Council in Lusaka, Zambia. The findings revealed that financial motivation had a positive significant effect on employee performance.

Olanrewaju et al (2020) sought to determine the relationship between financial rewards like salary, bonuses and pay rise on employees' performance in the Nigeria Copy Right Commission. The study found that there was a positive and significant relationship between salary, cash bonuses and pay rise on employee performance. Ijeoma and Ngozi (2020) conducted a survey on the impact of class size on the academic performance of secondary school students in Enugu North Local Government Area. The population of the study was made up of teachers in public secondary schools. The study unveiled that large class size contributes to poor academic performance. This is because it leads to poor teaching methods. Instructional materials are not properly used in large classes because it is difficult for the teacher to show the students the instructional material, especially those sitting at the back of the class.

Aye (2019) conducted a study on the effect of reward systems on employees' performance in Myanmar Apex Bank in Indonesia. Respondents for this study were selected using the simple random sampling method. The result of the study showed a positive link between the independent variables and the dependent variable. Wujung & Bendeng (2019) wrote on the drivers of staff performance in some selected secondary schools in Mezam Division, Cameroon. They identified four drivers, namely financial motivation, non-financial motivation, leadership and work environment. Their results showed that financial motivation and non-financial motivation has significant effect on staff performance.

Pearce et al (2019) conducted a study on the impact of financial and non-financial rewards on employees' motivation at the National Revenue Athority (NRA) of Sierra Leone. The findings revealed that financial and non-financial rewards had positive significant effect on employees' motivation. Jaleta et al (2019) researched on the effect of non-financial compensation on employees' job performance at the Jimma Geneti Woreda Health Centers in Ethiopia. The study employed the use of both primary and secondary data. The findings revealed a significant positive relationship between non-financial compensation and employees' job performance.

Kutesera (2018) researched on the effects of job security on employees' performance at the First Banking Corporation Limited in Zimbabwe. Job security was found to be the most prominent factor affecting employees' performance at the Corporation because employees were demotivated by low levels of security which they felt was a breach to their psychological contracts.

METHODOLOGY

This study was conducted in Mezam Division of the North West Region of Cameroon. It covered seventeen secondary schools in four sub-Divisions of Mezam, namely Bamenda I, Bamenda II, Bamenda III and Tubah Sub-Divisions. Of the seventeen schools covered, six were government secondary schools, six were denominational school and five were lay private secondary institutions.

The causal cross-sectional descriptive research design was used. The causal research design was appropriate because it showed the effect of the independent variable on the dependent variables. The cross-sectional study was essential because of the short duration of the research which was conducted within a period of five weeks. Data was collected from both primary and secondary sources. Primary data was collected with the use of questionnaires of likert scale while secondary data was collected from books, dissertations and articles that are related to the theme of the study.

The study population was comprised of teachers of examination classes of some public, denominational and lay private secondary schools in Mezam Division. Only teachers of examination classes were given the questionnaires because staff performance is measure in terms of the success rate of students in official examinations organised by the Cameroon GCE Board.

The purposive sampling technique was used in this study. The essence was to select a population of interest that will provide answers to the research questions. A total of 275 self-designed questionnaires were administered in some seventeen secondary schools and 251 were retrieved. The variables in this study comprise of determinants and staff performance. The determinants constitute the independent variables while staff performance stands as the dependent variable. The model can therefore be expressed as:

SP=f(D)

Where; SP= Staff Performance

D= Determinants

SP = Dependent Variable

D = Independent Variable

The econometric function is given thus:

SP = f(Jsi, FMi, , Lsi, NFMi, Exp, Csize) …………………………………..................................(1)

Where, staff performance (SP) is a function of Job Security (Jsi), Financial Motivation (FMi), Leadership Style (Lsi), Non-financial Motivation (NFMi), Staff Experience (Exp) and Class Size (Csize).

The econometric model is expressed as follows:

$SP = \alpha_0 + \alpha_1 Jsi + \alpha_2 FMi + \alpha_3 Lsi + \alpha_4 NFMi + \alpha_5 Exp + \alpha_6 Csize + \varepsilon$ ……………………………(2)

Where:

α_0 is a constant,

α_1 is a coefficient associated to job security,

α_2 is a coefficient associated to financial motivation,

α_3 is a coefficient associated to leadership style,

α_4 ,is a coefficient associated to non-financial motivation,

α_5 is the coefficient associated to the control variable, staff experience,

α_6 is the coefficient associated to the control variable, class size,

ε is the error term.

Staff performance is seen as the timely, effective and efficient completion of mutually agreed tasks by the employees as set out by the employer. It is therefore the successful accomplishment of tasks by a selected individual or individuals as set and measured by a supervisor or organisation to predefined acceptable standards while efficiently and effectively utilizing available resources within a changing environment (Tinofirei 2011). In this study, employee performance is measured in terms of the success rates of students in official examinations organised by the Cameroon GCE Board.

Job security is the employees' expectation about the longevity of his or her job in an organisation. It is anchored on the assurance that an employee has about the continuity of gainful employment for his or her work life (Kutesera 2018). Job security is measured in terms of the number of years an employee is sure of working in a given organisation without being suspended or terminated. The variable job security was chosen because Kutesera (2018) conducted a research on the effect of job security on employees' performance in the First Banking Corporation (FBC) Ltd in Zimbabwe in which job security was identified as the main factor for high rate of labour turnover in the corporation.

Financial motivation is the use of cash based incentives to motivate workers to work for the attainment of the goals of an organisation. Money is considered as an effective, powerful and simple motivator. Money motivates and extra money motivates workers to work extra hard (Ndang 2010). In this study, financial motivation is measured in terms of the salary workers receive, additional financial benefits such as incentives as well as other financial assistance staff members receive to permit them perform a given task. The variable financial motivation was chosen because Taylor (1911) in the theory of scientific management held the view that the most important motivation of an employee is salary. He considered financial motivation as the most important factor that influenced a work to work for the achievement of the goals of an organisation. Also, Vroom (1964) in the expectancy theory highlighted the importance of financial motivation when he made mention of the fact that the performance of an employee is directly related to the reward that he or she would receive at the end of a given task. The higher the expected reward, the more likely that the employee would work towards the accomplishment of the task.

Leadership style is defined as the manner in which an individual influences others to work for the attainment of the goals of an organisation (Amussah 2020). This variable was chosen because Parveen et al (2022) carried out a study on the effect of Principal leadership style on teacher job performance in public secondary schools in Faisalabad City in Pakistan in which the autocratic leadership style exerted a strong and positive impact on teacher job performance. Also, Uzma et al (2022) wrote on Principals leadership style and its impact on teachers performance at college level in Punjab in Pakistan in which it was discovered that majority of school Principals used the democratic leadership style which had a positive impact on staff performance.

Non-financial motivation is a no-cash award that is given to an employee in recognition of a high level of performance. It may take the following forms; a senior staff writing formally to record thanks to a junior staff, declaring an individual ‘the employee of the month or year’ as well as public appreciation to an employee for a job well done (Milkovich 1998). Non-financial Motivation (NFMi) was selected as a variable in this study because Adair (1964) in his fifty-fifty theory on human motivation stated that fifty percent of motivation comes from the environment while the remaining fifty percent comes from within the person which could either be financial or non-financial motivation.

Staff experience is the number of years put in by a worker in a given job. In the teaching field, staff experience is therefore the number a years that a teacher has put in the teaching profession. Staff experience was chosen as a control variable because Li et al (2022) carried out a study on the moderating effect of self-efficacy and time pressure relationship between employee longevity in service and work performance in which employee longevity in service had a negative effect on workers performance.

Class size simply refers to the number of students in a classroom. Class size was taken as a control variable because Ijeoma and Ngozi (2020) conducted a survey on the impact of class size on the academic performance of secondary school students in Enugu North Local Government Area in which large class size was seen as a contributing factor to poor academic performance of students. Also, Bakasa (2011) conducted a research on the effect of class size on the academic achievement of students in some selected institutions of higher learning in South Africa in which small class size and teachers’ effectiveness had a positive significant influence on staff performance. Furthermore, Owoeye and Yara (2011) carried out a study on the impact of class size on the academic achievement of secondary schools in Etiki state in Nigeria in which no significant difference was found in the academic achievements of students in small and large classes.

Validity test was conducted for content validity to find out how well the data collection instrument is representative and captures relationship between the variables. The instrument was checked by an expert in order to ease respondents’ filling. Content validity ratio was used to calculate the content validity index and this was done using the formula:

$$CVI = \frac{Total\ Number\ of\ Items\ Rated\ by\ all\ Respondents}{Total\ Number\ of\ Items\ in\ the\ Instrument}$$

CVI= 27/27

CVI= 1.

According to Lynn (1986), a content validity index of 0.78 and above qualifies the instrument for the study.

Reliability is the fundamental basic property of any empirical measurements. It is the extent to which measures are free from error, repeatable and yields consistent results (Nunnally, 1967 and 1972; Peter, 1979). Collis et al (2009) as cited by Tinofires (2011) consider reliability as the absence of differences in the result of the research when repeated. It is therefore the degree of consistency that the instrument or procedure demonstrates. The first step in ensuring reliability was by providing clear operational definitions of the variables. Everything was done to ensure that the content of the questions tie directly to the respective expectations of each of the variables. Reliability was measured using Cronbach's alpha. Nunnally (1978) recommended a stringent cut-off criterion of 0.70 for the Cronbach's alpha test of reliability.

Cronbach Alpha Reliability Test of Job Security Items

```
Test scale = mean(unstandardized items)
Reversed items:  js3 js4

Average interitem covariance:     .3818231
Number of items in the scale:            5
Scale reliability coefficient:      0.8413
```

Cronbach Alpha Reliability Test of Financial Motivation Items

```
Test scale = mean(unstandardized items)

Average interitem covariance:     .1541381
Number of items in the scale:            4
Scale reliability coefficient:      0.8053
```

Cronbach Alpha Reliability Test of Leadership Style Items

```
Test scale = mean(unstandardized items)
Reversed items:  ls6 ls8

Average interitem covariance:      .172247
Number of items in the scale:            4
Scale reliability coefficient:      0.7104
```

Cronbach Alpha Reliability Test of Non-Financial Motivation Items

```
Test scale = mean(unstandardized items)

Average interitem covariance:     .1163718
Number of items in the scale:            3
Scale reliability coefficient:      0.6961
```

Cronbach Alpha Reliability Test of Staff Performance Items

```
Test scale = mean(unstandardized items)

Average interitem covariance:      .193344
Number of items in the scale:            3
Scale reliability coefficient:      0.7103
```

The Cronbach's Alpha tests for job security, financial motivation, leadership style, non-financial motivation and staff performance items as shown above depict the existence of internal consistency. The variables were found to be consistent as they are all above the minimum cutoff criterion of 0.70 as recommended by Fornell and Larcker (1981).

FINDINGS AND DISCUSSIONS

Before the test of hypotheses, a summary of descriptive statistics was prepared as presented in table 1 below. All the indexes in this study were constructed using the Multiple Correspondence Analysis after which the indexes were standardised using the min – max formula.

Table 1: Summary of Descriptive Statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
Staff performance index	251	0.1967633	0.1703671	0	1
Job security index	251	0.4885166	0.319152	0	1
Financial motivation index	251	0.4657276	0.2800293	0	1
Leadership style index	251	0.0245945	0.0780535	0	1
Non-financial motivation index	251	0. 0303374	0.1565428	0	1
Experience of staff	251	13.64542	5.42787	2	27
Class size	251	111.2032	41.50781	21	240

From table 1 above, the mean value of staff performance index in the sample is 0.1967633 with a standard deviation 0.0650414 which is closer to the mean revealing that there is a high dispersion of staff performance index in the sample. Values of staff performance index in the sample fluctuate between 0 and 1. Going by job security index, results from descriptive analysis show that the average value in the sample is 0.4885166 with a standard deviation of 0.319152 indicating a moderate variability around the mean value with values ranging from 0 to 1. Results from descriptive analysis show that the average value of financial motivation index in the sample is 0.4657276 with a standard deviation of 0.2800293 indicating a moderate variability around the mean value with values ranging from 0 to 1.

The mean value of leadership style index in the sample is 0.0245945 with a standard deviation 0.0780535 which is greater than the mean revealing that there is a wide dispersion of leadership style index in the sample implying that it fluctuates between 0 and 1. Results from descriptive analysis show that the average value of non-financial motivation index in the sample is 0.

0303374 with a standard deviation of 0.1565428 indicating high variability around the mean value with values ranging from 0 to 1.

Going by the experience of staff, results from descriptive analysis show that the average value in the sample is 13.64542 with a standard deviation of 5.42787 indicating a moderate variability around the mean value with values ranging from 2 to 27. The mean value of class size in the sample is 111.2032 with a standard deviation 41.50781 which is lower than the mean revealing that there is a moderate dispersion of class size in the sample implying that it fluctuates between 21 and 240.

Table 2: Test of Multicollinearity

Variable	VIF	1/VIF
Jsi	3.76	0.266271
fmi	3.68	0.271841
lsi	1.44	0.693172
nfmi	1.39	0.717246
csize	1.13	0.884789
exp	1.07	0.935277
Mean VIF	2.08	

From table 2 above, the results are considered to be reliable given that the VIF test confirmed the absence of serious problem of multicolinearity given that the mean VIF (2.08) is lower than 2.5 critical value as prescribed by Gujarati (2004).

In order to test whether there exists a significant difference of staff performance among public, denominational and lay private among staff, the one way ANOVA test was conducted.

Table 3: ANOVA Test Results

Source	SS	Df	MS	F	Prob > F
Between groups	0.783002355	2	0.391501177	15.00	0.0000
Within groups	6.47323354	248	0.026101748		
Total	7.25623589	250	0.029024944		
Bartlett's test for equal variances: $chi^2(2) = 19.2974$				*$Prob>chi^2 = 0.000$*	

Results from table 3 show a significant difference in the mean staff performance of at least 2 types of schools at 1% level of significance given that the p-value of Fischer Statistics (0.0000) is less than 0.01 (1%). In order words, staff performances in different types of schools are not the same. This is because the management and policies of these schools are different. Results of the General Certificate of Education show a clear domination of denominational secondary schools over the lay private and public schools, thereby revealing the different management styles and policies in the different types of schools. In order to account for these differences in performance, the Tobit estimation technique was used and results summarised in table 4.

Table 4: Tobit Regression Results

	(1)	(2)	(3)	(4)
VARIABLES	**Overall**	**Public**	**Denominational**	**Lay private**
Job security index	-0.230***	0.0573	-0.501***	-0.00133
	(0.0565)	(0.167)	(0.170)	(0.0850)
Financial motivation index	-0.00680	-0.192	0.0776	0.0837
	(0.0630)	(0.120)	(0.174)	(0.169)
Leadership style index	-0.182	-0.241	-0.942	0.00411
	(0.141)	(0.319)	(0.723)	(0.134)
Non-financial motivation index	0.662***	0.608***	0.708***	0.461***
	(0.0682)	(0.140)	(0.127)	(0.174)
Staff Experience	-0.00404**	-0.00530*	-0.00573	-0.00404*
	(0.00175)	(0.00270)	(0.00484)	(0.00211)
Class size	0.000334	6.50e-05	0.00459**	5.85e-06
	(0.000236)	(0.000469)	(0.00228)	(0.000627)
Constant	0.303***	0.459***	0.238	0.156
	(0.0664)	(0.108)	(0.210)	(0.134)
Sigma	*0.142****	*0.141****	*0.200****	*0.0794****
	(0.00700)	*(0.00986)*	*(0.0240)*	*(0.00662)*
Observations	**251**	**104**	**75**	**72**
LR $chi^2(6)$	**136.84**	**34.91**	**36.39**	**49.72**
Prob > chi^2	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Note: Standard errors in parentheses, *** p<0.01=1%, ** p<0.05=5%, * p<0.1=10%

From the Tobit regression results, the coefficient of job security index is negative in the overall model (-0.230) which indicates that there is a negative significant effect of job security on staff performance of secondary schools in Mezam. In effect, a unit point increase in the job security index of staff will decrease staff performance index by 0.23 point everything being equal. This means that job security can act as a de-motivational factor to staff that in turn will put in less effort in their job. Job security therefore relates negatively with staff performance in the overall sample. This result is in line with that of Kutesera (2018) who conducted a study on the effect of job security on employees' performance at the First Banking Corporation Limited in Zimbabwe and found that job security was the most prominent factor affecting staff performance at the Corporation. The coefficient of job security, it should be noted, was only found to be significant in the denominational model at the 1% level, whereas it was found to be insignificant in both the public and lay private models. Thus, job security significantly compromises staff performance in denominational schools unlike in public and private schools where there is no significant effect of job security on staff performance.

Furthermore, the results illustrates that the coefficient of non-financial motivation is positive in the overall model (0.662). As such non-financial motivation enhances staff performance in schools of Mezam Division. Moreover, it should be noted that this outcome is significant at 1% level. In line with the overall model non-financial motivation exerts a positive effect on staff performance in all three types of schools (public, denominational and lay private schools). Also, in line with the overall model, all three sub samples coefficients are significant at 1% level which implies that there is a positive significant effect of non-financial motivational tools on staff performance in Mezam secondary schools irrespective of the type of schools. Thus, non-financial motivation significantly enhances staff performance of schools in Mezam globally and across all three categories of schools. This result is in tandem with a priori expectation and conforms to the findings of Nagarajah et al (2021) who found non-financial motivation to have a positive significant effect on staff performance at the ABC group of Companies in Sri-Lanka. It also conforms to the findings of Jaleta et al (2019) who found that non-financial motivation had a positive significant effect on employees' performance at the Gimma Geneti Woreda Health Centres in Ethiopia.

In terms of control variable, results from Tobit regression indicate that the coefficient of staff experience (measured by longevity of service) is negative in the overall model (-0.00404) which signifies that the longer the number of years of working the lower the staff performance index. Specifically, a one year increase in staff longevity of service will lead to about 0.004 point fall in staff performance index everything being equal. Moreover, this result is statistically significant at 5% level. Going by type of schools, it should be noted that the results remain consistent across all three types of schools as the coefficients of staff experience are negative across all three types of schools. More precisely, a one year increase in staff longevity of service will lead to 0.005, 0.006 and 0.004 point fall in staff performance index in public, denominational and lay private schools of Mezam Division respectively. However, only the public and lay private results are significant at 10% level each while the result in denominational schools is statistically insignificant. Thus, there is a consistent negative and significant effect of staff experience on staff performance in secondary schools in Mezam Division.

CONCLUSION AND RECOMMENDATIONS

The results of the study show that the variable job security had an overall negative significant effect on staff performance in secondary schools in Mezam Division. The variable non-financial motivation had an overall positive significant effect on staff performance in secondary schools in Mezam Division. The control variable, staff experience had a negative significant effect on staff performance. Based on these findings, the following recommendations have been made;

With regard to job security, government should introduce a policy in which teachers are maintained at their job based on performance. In this case, there will be no job security in all the category of secondary schools. If this happens, teachers will put in more effort to teach in order to produce good results so as to ensure the continuity of their jobs.

In line with non-financial motivation, school administrators should increase the use of non-financial motivation strategies in order to boost the performance of their staff. This can be achieved through praises and recognition of hardworking teachers as well as the involvement of teachers in decision making. This will enable them to have a sense of ownership towards the institution and work towards the attainment of its goals.

Based on staff experience, school authorities should ensure that young teachers are made to teach examination classes. This will enable them to organise extra classes and do effective work that will have a positive impact on the performance of students in official examinations.

However, this work is limited only to seventeen secondary schools in four sub-divisions of Mezam. Secondly, the study is limited to only four determinants of staff performance. There may be other determinants that might provide more insight on staff performance. Lastly, given the importance of longitudinal data, this study made use of cross-sectional data because of the short duration of the research that was conducted within a period of five weeks.

Further research can be carried out on the determinants of staff performance in some secondary schools in the North West Region in particular and Cameroon as a whole for a broader perspective on the relationship between the determinants and staff performance. Future researchers can equally embark on a study in this same topic with the use of longitudinal data. Lastly, a replication of this study can be done in the health, civil aviation and the agriculture and banking sectors.

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