International Journal of New Technology and Research (IJNTR)
ISSN:2454-4116, Volume-2, Issue-6, June 2016 Pages 37-39

The Effects of School Facilities on Educational Quality. The Case of Public Primary Schools in Kupe-Muanenguba Division, South-West Region of Cameroon

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***Abstract*— The quest for every society is to have an admirable educational quality. The quality of school infrastructure relate to other school quality issues, all having an impact on the critical learning factor of pupils in school. This paper investigated the effects of school facilities on the educational quality of pupils in kupe-muanenguba division, south-west region of Cameroon. Data was collected through questionnaires and direct observations. Analysis with SPSS was applied, using the regression analysis model. Based on the findings, a significant correlation was observed between school facilities and the educational quality of pupils. Some proposals were made as contribution to boost educational quality.**

***Index Terms*— Educational Quality, School Facilities.**

I. INTRODUCTION

A system-wide transformation is crucial for the attainment and sustainability of improved educational quality (Holt, 2000). Educational quality refers to the curriculum, whose focus is mostly based on pupils learning. Proper organizational infrastructures, coupled with adequate school facilities, are a starting point for the development and implementation of the curriculum (UNICEF, 2000).

Studies have substantiated that a whole range of professional quality and other school related factors, are associated with high learning achievement. School systems work with pupils, and carry significant social trust for transmitting values, inspiration and knowledge to improve the future society (Berill and Whallen 2007). Although significant efforts have been made to improve educational quality in primary schools in Cameroon, it must be confessed that learning conditions for teachers and pupils in Kupe-muanenguba division have not been the best. In terms of school facilities, a lot more needs to be done.

A regional survey on factors affecting educational quality by the institute for statistics (UNESCO, 2015), for sub-Saharan Africa showed that in nearly half of the countries, there are more than 50 pupils per class. In Cameroon, 14 pupils on average share 1 mathematics textbook. 59% of its primary schools, do not have toilets, 69% do not have water, and more than 90% lack access to electricity. These statistics are somehow general. Investigating a small part of a whole, is in a way examining the extent of the education quality offered from specific to general. However, in the light of the above, the question that guided this research was:

How does school facilities reflect and influence educationalquality?

II. LITERATURE REVIEW

Throughout history, education has reflected the ideals of a society. It is viewed as the engine that drives social and economic prosperity (Sondzia, 2006). Educational quality emerges in the context of the obligation to establish and sustain the conditions under which children, irrespective of their regional location study. It was in this light that the Dakar Framework for action reaffirmed the world Declaration's commitment, to improve access to schooling with quality. Priority areas were focused on access and equity, quality, capacity building and partnership for sub-Saharan Africa (Regional conference on education for all sub-Saharan Africa, 1999). According to Chitty (2002), learning outcomes being key indicators of educational quality, need to be carried out in an acceptable learning environment with good sanitation facilities. Educators and philosophers from diverse philosophical perspectives have debated on the relationship between class size and pupils learning at length. According to Penny Cuick, (1993), class size has not been consistently linked to pupils' achievement but, many studies have found a relationship (Willms, 2000). Sanitation facilities provide a safe, dignified, and healthy learning environment that promotes school attendance and high performance achievement (UNESCO, 2015).

III. METHODOLOGY

The research design was quantitative in nature. The population constituted 210 teachers of public primary schools in the kupe-muanenguba division, purposefully sampled. The instruments used were mainly questionnaire and direct observation. The likert scale was used to classify scores under: Strongly agree (SA), agree (A), uncertain (UC), strongly disagree (SD), and disagree (D).

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IV. RESEARCH HYPOTHESIS

School facilities have a significant influence on academic achievement and boost educational quality.

A. Data Analyses Technique

Table 1 presents a descriptive statistics of the mean and standard deviation of the state of school facilities in the kupe-muanenguba division, which as indicated, are not really the best.

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nature of Toilets	210	1	3	2,14	,932
Water Supply	210	2	5	4,26	1,073
Adequate laboratories	210	1	5	2,24	1,012
Nature of Classrooms	210	3	5	4,35	,516
Electrical Installations	210	1	5	4,39	,978
Sports Infrastructures	210	1	5	3,40	1,422
Didactic Materials	210	4	5	4,89	,319
students' academic output	210	1	5	3,04	1,339
Valid N (list wise)	210				

From the means on the descriptive table above, we observe that state of school facilities were not the best. This is a factor that could adversely affect pupils' academic performance in all areas.

In order to test the hypothesis of this study we use the multiple regression analysis which is expressed as:

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_p X_p$$

Where the $\beta_s$are a set of coefficients in the population whose values are to be determined.

V. RESEARCH FINDINGS

From the ANOVA table above the level of significance (p-value < 0.05) shows that the regression model is significant. Considering the element regressed, we realize that apart from the nature of toilet facilities, all other factors are significant predictors of pupils' academic output in the primary school. Based on these results presented in table 3, we can conclude that school facilities are significant determinants of pupils' academic output in Kupe Muanenguba division.

Table 2: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	381,506	7	54,501	104,081	,000[a]
	Residual	105,775	202	,524		
	Total	487,281	209			

a. Predictors*: (Constant), Didactic materials, Sports infrastructures, Water supply, Adequate laboratories, Nature of Toilets, Nature of Classrooms, Electrical installations*

b. Dependent Variable: Academic output

Table 3: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5,967	1,043		-5,724	,000
	Nature of Toilets	-,090	,077	-,071	-1,170	,244
	Water Supply	,241	,085	,144	2,833	,005
	Adequate laboratories	,737	,053	,538	13,989	,000
	Nature of Classrooms	,159	,067	,155	2,368	,019
	Electrical Installations	,412	,203	,114	2,034	,043
	Sports Infrastructures	1,355	,292	,373	4,635	,000
	Didactic Materials	,477	,079	,394	6,072	,000

a. Dependent Variable: Academic output

VI. CONCLUSION

A major concern in educational reform is in improving the quality of education offered to its citizens. This is to ensure that children complete schooling with a dignified quality of basic skills. When children enjoy a pleasant learning environment, they are likely to attend school with a lot of passion thus, allowing them complete the schooling with great achievement.

VII. RECOMMENDATIONS

Responsive measures from the results need to be fitted into the planned programme design and policy development, by the power that be;The Ministry of Basic Education (MINEDUB), in order to ensure a safe, protective, and healthy learning environment that would reflect what quality in education is all about. They need to have knowledge of

what has been offered around the nation, what the outcomes have been, and what needs to be done, in order to enhance the educational quality.

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