

# The Management of Public-Private Partnership and the Provision of Quality Education in Lay Private Secondary Schools in the South –West Region, Cameroon

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## ABSTRACT

This study investigated the management of public-private partnership and its impact on the provision of quality education in lay private secondary schools in the South West region, Cameroon. The study was guided by two objectives which were; (1) To find out the extent to which adequate state subventions in the public-private partnership link affect the provision of quality education in lay private secondary schools. (2) To analyse the extent to which adequate state supervision affects the provision of quality education in lay private secondary schools. The objectives were transformed to give two hypotheses. The survey research design was adopted for the study. Data were collected using a questionnaire and an interview guide from teachers, principals' regional pedagogic inspectors and proprietors. Data were collected from 241 teachers, 46 principals, 45 proprietors and 22 regional pedagogic inspectors. The reliability analysis of the instrument was tested using the Cronbach Alpha test and the reliability coefficient for teachers was 0.879, principals 0.731, proprietors 0.834 and that for regional pedagogic inspectors was 0.896. Data were analysed using SPSS version 23 with the aid of frequency count and percentages while the hypotheses of the study were tested using the Spearman's rho test. Based on objective one, findings showed that adequate state subvention has a very significant and positive effect on the provision of quality education in lay private schools ( $P=0.000$ ,  $r=0.430^{**}$ ). The positive sign of the correlation coefficient ( $R=0.430^{**}$ ) implies that the educational quality for lay private school is more likely to increase when the state gives them adequate subvention and more likely to decrease when the state does not give them adequate subvention. And, based on objective two, findings also showed that adequate state supervision has a very significant and positive effect on the provision of quality education in lay private schools ( $P=0.000$ ,  $r=0.330^{**}$ ). The positive sign of the correlation coefficient ( $R=0.330^{**}$ ) implies that the educational quality for lay private school is more likely to increase when the state adequately supervises them and more likely to decrease when the state does not adequately carry out supervision. Therefore, it was recommended that the state should provide adequate subvention to lay private secondary schools and should also adequately carry out supervision of instruction for better quality of education in this sector.

**KEYWORDS:** Partnership, Management of Public-Private Education, Subvention Supervision and the Provision of Quality Education

## INTRODUCTION

Education is widely believed to be critical for every nation's economic, social and political development. It is believed that it helps people to increase standards of living and participate fully in society. According to Slade (2017), education is not just a content delivery system: rather, it is a system designed to help all children reach their full potential and enter society as full and productive citizens. The United Nations Secretary General Ban Ki-Moon declared in 2012 that every child must be in school and the quality of those schools must improve so that students are prepared to be productive citizens, ready to lead the future.

Public-private partnership is a contract between the government and a private service provider and has been identified as an efficient approach to meet the changing

demands of education sector, to build or transform existing schools. These partnerships also provide the government with funding opportunities to provide their citizens with high quality education, including utilising private funding to pay for education services. The education partners offer a comprehensive way of services to strengthen these capabilities and drive rapid, sustainable and systemic change to deliver quality education. Public-private partnerships can increase access to good quality education for all especially for poor children who live in remote, underserved communities and for children in minority populations.

Broadly speaking, quality education provides the outcomes needed for individuals, communities and societies to prosper; it allows schools to align and integrate fully with

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their communities and access a range of services across sectors designed to support the educational development of their students. Quality education is supported by three key pillars: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments. In Cameroon, the government is the main guarantor of quality education. This can be seen by law no 98/004 of April 1998 that lays down the guidelines for education. In section 2 of the said law, Education is top priority of the State, it shall be provided by the state and private sector partners shall assist in providing education (Tambo, 2003).

The government provides education using partnership with the private (agencies). The public-private partnership is an agreement between the state and the private sector in the provision of education. This public-private partnership in the provision of education is to improve the system efficiency, effectiveness, quality, equity and accountability (La Roche, 2008). It is important to note that in Cameroon within the public-private partnership, the state is the body that provides policy guidelines for education, supervises or monitors education activities, provides the curriculum and gives subventions to its private education partners through ministries in charge of education.

### Context and Justification of the Study

Contextually in Cameroon, the argument for public-private partnership is that education has been recognised in the constitution as a vital necessity, a right for all Cameroonian children and their parents since all pay taxes to enable the state to provide this public service for all. In the name of justice, the state must educate all the children or provide for all of them. Since the government cannot construct enough schools and provide all the teachers for all the children, government should accept to finance the education provided by private bodies. By this the government should not only be in partnership with the private sector but should consider the private agencies of education as another arm of the government (Mensah, 2000). Lay private secondary schools are chiefly commercial ventures and normally function on the basis of proprietary motivation (Fonkeng, 2010).

The government of Cameroon set policy guidelines that governs the state and the private sector by law no 2004/002 of 33 July 2004. This is pursuant to law no 98/4 of 14 April 1998 that lays down the guidelines for education in Cameroon. The private partners pursue the same objectives as those of public schools in this respect, they implement the approved official syllabuses and prepare the students for the corresponding certificate examinations, only the state confer diplomas. The state ensures the quality and pedagogic standards are respected by supervisory/body.

### Justification of Study

For the past three years (2013, 2014 and 2015), no lay private secondary school in the South West Region was among the first best schools in the Cameroon General Certificate Examination. During these years, no student from lay private secondary school was among the fifty best students in G.C.E ordinary level examination compared to public or mission secondary schools in the South West Region (Fako News Centre, 2013, 2014, 2015). The lay private secondary schools are also known for recruiting

poorly qualified staff, practice archaic pedagogy, keep poor infrastructure and inadequate didactic materials. Their teachers are always discontent because they are the lowest paid workers in the Republic. Their salaries are hardly paid on time as teachers go for several months without pay (Mensah, 2000). The few qualified teachers in lay private institutions desert the work by writing competitive examination to get into some more lucrative jobs. Their infrastructure are fast dilapidating or deteriorating. In short, the lay private institutions main aim is profit making.

### Statement of the Problem

One of the greatest issues facing the Cameroon government is giving its citizens quality education. This is why education is the top priority of the state and private partners assist in in a unique partnership in the effort to provide quality education. Quality education is a critical factor in combating poverty and inequality in the society. Access to education of poor quality is tantamount to no education at all. The researcher has observed that lay private secondary schools in the South West Region are noted for: (1) Poor results in the end of course examinations. (2) Keeping poor infrastructure. (3) Having inadequate didactic materials. (4) Notoriously weak discipline. (5) Hardly paying teachers on time.

As a result, poor quality education provided by lay private secondary schools have a negative impact on the productivity of the nation. Huge investments in this sector by the government is wastage with disillusionment of parents and students. Students from these institutions; constantly drop out, are academically weak and are psychologically tortured since they can not compete with their peers from other schools. Among other factors, the management of public-private partnership has a critical role to play in terms of subventions and supervision in the provision of quality education in lay private secondary schools in the south west region of Cameroon. The human capital theory and the collaboration theory are used to guide the study.

### Objective of the Study

The main objective of the study is to evaluate the nature of public-private partnership and the extent to which it contributes to the provision of quality education in the South West Region.

### Specific Objectives

To find out the extent to which adequate state subventions in the public-private partnership affect the provision of quality education in lay private schools.

To investigate the extent to which adequate state supervision affects the provision of quality education in lay private schools.

### Research Question

What is the effect of the nature of public-private partnership and the provision of quality education in the lay private secondary schools in the South West Region?

### Specific Research Questions

What is the relationship between subventions in public-private partnership and the provision of quality education? What is the relationship between supervision in public-private partnership and the provision of quality education?

## Hypotheses

H<sub>1</sub>: There is a significant effect of the subventions in the public-private partnership on the provision of quality education in lay private secondary schools.

H<sub>2</sub>: There is a significant effect of supervision in public-private partnership on the provision of quality education in lay private secondary schools.

## Significance of the Study

The study would be significant in three folds: thematically, theoretically and policy wise. The study public-private partnership and the provision of quality education will be beneficial to the government to enhance state finance, infrastructure, increase employability of graduates, increase national development, increase the number of students in schools' increase access to education, and increase the resource base of the state.

The significance of public-private partnership to the private sector is to make quick profits, overcome the weaknesses of the public system, improves accountability, increase competition, reduces cost and improves cost effectiveness. Theoretically, collaboration theory will enable the both partners to work together in decision making in order to achieve their objectives. Also, the human capital theory will be significant to the government in that the absence of human capital will affect the quality of education provided. As regard policy, where there is a gap in the policy the findings of this study will enable the government to close the gap and brings innovations or changes that will improve the quality of education. That is, where the policy guidelines are disrespected stringent measures or sanctions will be implemented in order to maintain the partnership.

## LITERATURE REVIEW

### Management of Public-Private Education

Recent years have seen an expansion and broadening of the private sector's role in the financing and provision of education services in many countries. A key trend had been the emergence of more sophisticated forms of private involvement in education through public-private partnership. Public-private partnerships involve the public and private sector working together to achieve important educational, social and economic objectives. Despite the expansion of public-private partnerships, and the increased attention they have received in recent years, there is little agreement about what constitutes a public-private partnership or how they are defined. Public-private partnerships can be defined narrowly to include only formal arrangements such as sophisticated infrastructural initiatives or they can be defined more broadly to include all manner of partnership between the public and private sector (Barrera, 2005).

Public-private partnership in provision of education in the world constitutes 'a long-term contract between a private party and a government entity, for providing a public asset or service, in which the private party bears significant risk and management responsibility and renunciation is linked to performance' (World Bank, 2015). When they first emerged, the public-private partnerships were used to help governments of the developed world to enhance state finance, infrastructure and later projects for technology and agriculture among others. However, over time the concept came to expand the involvement in to welfare services such

as health care, education, prison incarceration and later became a popular tool in development policy (Jomo, KS, Anis Chowdhury, Krishnan, Sharma, Platz1, 2016).

In many countries, most partnerships are based on market-oriented logic. Many models during the earlier periods were not so, the government was interested in public-private partnership essentially for academic reasons, to improve the curriculum, increase employability of graduates etc. Nowadays, the main objective of proposing partnership is to raise private funds and save public resources (Evans and packham, 2003). The private sector was also interested during the earlier periods for philanthropic reasons, purposes of charity and to provide education to the people for national development. But nowadays, private sector is interested to make quick profits, treating education as a business (Evans and Packham, 2003). Advocates of public-private partnership advance three kinds of arguments. One, as the government does not have money, it is necessary to opt for public-private partnership. It is claimed that public-private partnership will ease financial constraints as the private sector makes huge investments on its own under public-private partnership. As the private and public sectors complement each other, it is claimed the total resource base will increase.

The public-private partnership is projected as a major strategy to tap, untapped private financial and human resources, including specialised skills that may not be available in the government and encourage active participation for the private sector and in the national development 'with the increase resources base, there will be improved access to education and improvement in the quality of education. In the absence of public-private partnership with limited public resources, education system might severely suffer. Under such circumstances public-private partnership will be viewed as a major, if not only option for education development. Public education which is an essential service, to remain public 'needs' partners outside the government to keep it up to date, efficient, transparent and engaging.' (Pritha, 2013).

Secondly, public-private partnership is meant to overcome the weaknesses of the public system; it is claimed that public system is inefficient, it is rigid and inflexible, it does not respond to market needs; it is not autonomous and so on. On the other hand, it is argued that public-private partnership will provide flexibility in relaxing restrictions associated with the public sector, such as in the salary structure, recruitment policies, fees and resource mobilisation and management and development rules. It promptly responds to changing market signals in academic and other aspects, it even promotes innovativeness and increases transparency. It is considered a model which embraces market based 'efficiency' solutions, and is free of the rigidities associated with state sector (Pritha, 2003).

Thirdly, it is argued that public-private partnership increases competition that brings in efficiency associated with the private sector, improves accountability, reduces cost and improves cost effectiveness and thereby reduces prices or fees in education. The planning commission (2003) argued that private finance initiative and public-private partnership in designing, developing, financing and operation is critical not only for meeting wide resource gaps



but also for bringing about internal and external use of efficiency, improvement of quality resource service delivery and promotion of excellence. The proponents assume that public-private partnership will be philanthropic with no commercial motives. (Pritha, 2013).

Governments in developing countries have been known to often apply light regulations to their own public system, but expect private providers to meet stringent regulations in the name of protection against poor quality of private provision (Rose, 2007). For public-private partnership in education that wish to offer value for money, there are fundamental differences that unless addressed could threaten the long-term sustainability of the relationship. There is also the danger that the private sector may go into partnership with the state purely for-profit reasons or may become over-reliant on the state funding to survive, which carries a big risk given how dependent state education budgets are on external financing.

The concept of public-private partnership in the provision of education in Cameroon is that the private partners shall only assist in the provision of education because education is the top **priority** of the state. The purpose of the state and the private sector in the partnership of education is to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic socio-cultural, political and moral factor, (Tambo, 2003). In this partnership the state provides policy guidelines that govern the partnership by law no 2004/0022 of 22 July 2004 that lays down the rules governing the organisation and functioning of private education in Cameroon.

### Private Education

Private schools also known to many as independent schools, non-governmental privately funded or non-state schools are not administered by local state or national governments. Children who attend private schools may be there because they are dissatisfied with public schools in their area. They may be selected for the academic prowess, or process in their fields or sometimes religious background. Private schools retain the right to select their students and are funded in whole or part by charging their students for tuition, rather than relying on mandatory taxation through public funding; Some private school students may be able to get scholarship, lowering tuition fee, dependent on the student, talent or abilities and the need for financial aid or tax credit scholarships that might be available. Some countries will represent lay private secondary schools in the world for the purpose of this study.

In the United Kingdom and Several other Common Wealth Countries including Australia and Canada, the use of the term is generally restricted to primary and secondary educational levels. It is almost never used of universities and other tertiary institutions. The secondary level includes schools offering years 7 through 12 (year twelve is known as lower sixth) and year 13 (upper sixth). Tuition at private secondary schools varies from school to school and depend on many factors, including the location of the school, the willingness of parents to pay, peer tuitions and the schools financial endowment. High tuition school claim is used to pay higher salaries for the best teachers and also used to provide enriched learning environments including a low

student to –teacher ratio, small class sizes and services, such as Libraries, science laboratories and computers. Some private schools are boarding schools and many military academies are privately owned or operated as well. Many educational alternatives, such as independent schools, are also privately financed. Private schools often avoid some state regulations, although in the name of educational quality, most comply or close (Gibb, N, 2018, 2 -22).

Private schools in Australia may be favoured for many reasons; Prestige and social status better quality, physical infrastructure and more facilities (example playing fields, swimming pools etc.) higher-paid-teachers and /or the belief that private schools offer a higher quality of education. Some schools offer the removal of the purported distractions of co-education, the presence of boarding facilities or stricter discipline based on their power of expulsion, a tool not readily available to government schools. Student uniforms for Australian private schools are generally stricter and more formal than in government schools. For example, a compulsory blazer private schools in Australia are always more expensive than their public counter parts. There are two main categories of schools in Australia: catholic schools and independent schools. Independent schools make up the last sector and are the most popular form of schooling for boarding students. Independent schools are non-governmental institutions that are generally not part of the system (Evershed, N. 20) financed with public funds. *Ergänzungs chulen* are secondary or post-secondary schools run by In Italy private schools account for about one-fifth of the Italian schools, as education is predominantly public. About one out of ten Italian students attend a private school. While others go to public schools. The Italian constitution states that education be public, free, and compulsory for at least eight years (Ischentscher, 2018).

In much of Nepal, the schooling offered by the state would technically come under the category of “public schools”. They are federated or states funded and have zero or minimal fees. The other categories of schools are those run and partly or fully funded by private individuals, private organizations and religious groups. The ones that accept government funds are called “aided” schools. The private “unaided” schools are fully funded by private parties. The standard and quality of education are quite high. Technically, these would be categorized as private schools, but many of them have the name “public school/ appended on them. Most of the middle-class families send their children to such schools which might be in their own unity or far off, like boarding schools. The medium of education is English, but as a compulsory subject the state’s official language is also taught. However, most private schools in the world are being supported by the state in terms of supervision, curriculum, payment of teacher’s salaries etc. they have the same policy that governs both the public and private schools. None of the private school is completely independent from government regulations. (Coughlan, S. 2003. 2-11).

Like in the World, African countries also have lay private education who support in the provision of quality education. Tanzania’s school system is tilted towards the wealthy. Less than 30% of students achieve secondary education, and the language barrier between primary and secondary education is much of the issue. The language for primary is Kiswahili while the language of secondary school is English. Many

children have no prior experience with English, and there is typically no free extra or private help available. The country has been considering whether to standardize the language of instruction for the whole educational system. Around 60% of all teachers are under qualified, there is a lack of incentive and instructional materials, and many of the public schools are located in extremely poor areas. Private primary schools are very few, and they use English as medium and are expensive. Private secondary schools are also costly, more so they often have a higher demand because students who do not pass the primary school leaving after standard 7 exams cannot enroll in government secondary schools. Private schools have smaller class size and better resources but charge tuition of around Tsh. 1.5 to 2 million per year, which is not feasible for the majority of families. The government is attempting to standardize the delivery of education and lower costs (Mdrie, Y, 2015)

Private involvement in education in Ghana led to the establishment of private schools and institutions which have affected education in Ghana. Private primary and junior high schools in Ghana outnumber the public schools in Ghana. The private individuals solely operate schools without any financial or infrastructural help from the government. The community provides classrooms and maintains them. While the responsibility of payment of textbooks, furniture, food and transport to and from school is taken care by parents. (Rustin, S. 2015).

In Cameroon, law no 2004/022 of 22 July 2004 lays down the rules governing the organization and functioning of private education pursuant to law no.98/4 of 14 April 1998 to lay down the guidelines for education in Cameroon. Private education is a social service provided by private partners in the public interest, through curricular or training activities conducted within schools with support from the state, regional and local authorities. Lay private schools pursue the same objectives as those of public schools that is providing civic, physical, moral, intellectual, vocational and technical training to young Cameroonians. Private education implements, the duly approved official or autonomous syllabuses and prepare the students for corresponding certificate examinations. The state ensures that quality and pedagogic standards are respected (Tambo, 2003).

With private education, the school location map, regulations on physical and mental health, on town planning and housing as well as specific standards for the educational system is strictly adhered to, the opening and extension of lay private schools is free. The minister of national education has a period of sixty (60) day to raise any objection to the setting up or opening of lay private schools. The private schools may be independent or under contract. The state ensures the application of official programmes and the smooth functioning of private curricula. Any lay private school that does not charge the school fees set by the state but which offers duly approved official programmes is an independent private school.

The proprietor of a lay private school ensures civil, administrative financial and pedagogic responsibilities, Proprietors are grouped in four (4) organizations endowed with a legal status and placed under the supervision of the minister in charge of national education. The organizations comprise proprietors of private catholic schools, protestant

schools, Islamic and private lay schools, each organization administered independently in accordance with the laws and regulations of the republic. The structure for consultation and promotion of partnership between state and private education is known as the National Private Education Board. They are full-time staff and are approved by the state (Mensah, 2000).

### Quality Education

Quality education is defined as one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to the peaceful and democratic societies and enhance individual well-being. (Tinku, 2008). According to Ban-Ki-Moon (2012), the concept of quality education is one that is pedagogically and developmentally sound, and educates the students to becoming an active and productive member of the society. Quality education is not one that is measured purely by a test score; to him quality education is the one that focuses on the whole child-the social, emotional, mental, physical and cognitive development regardless of gender, race, ethnicity socio-economic status or geographical location. Quality education provides resources and direct policy to ensure that each child enters school healthy, learns and practices healthy life style, learns in an environment that is physically and emotionally safe for students and adults. Is actively engaged in learning and is connected to school and broader community. Has access to personalised learning and is supported by qualified caring adults, is challenged academically and prepared for success in college or further studies or for employment and participate in global environment. Quality education is supported by three key pillars: Ensuring access to quality teachers, providing use of learning tools and professional development and the Establishment of safe and supportive quality learning environment (SDGs,4, 2017)

In addition, the Dakar framework for action (2005), declared that quality was at the heart of education. Its expanded definition of quality set out for desirable characteristics of learners (healthy, motivated), processes (competent teachers using active pedagogies), content (relevant curricular) and systems (good governance and equitable resource allocation). Also, the UNICEF (2000) approach to quality education recognises five dimensions of quality: the learners, environments, content, processes and outcomes.

### Efficiency

Efficiency is all about quality and eliminating wastefulness. It signifies a level of performance that describes a process that utilizes the minimum of inputs to create the greatest amounts of output that is getting more out of less. Efficiency is the ability often measurable –to avoid wasting energy, money, efforts, materials and time in doing something or in producing a desired result. The ability to do things flawlessly and without waste, the ability to do them well. Efficiency is all about making the best possible use of available resources. Efficient companies maximize outputs from given inputs, thus minimizing costs, when a company's efficiency improves, the costs are reduced and its competitiveness enhanced, as long as the focus is also on productivity.

Efficiency is defined as the ratio between the output of an organization (school) and the inputs used in producing the output. Some economist called it internal efficiency. This

means that in order to measure the efficiency of the educational system, one has to determine the inputs into the education process, the output produced with such educational inputs into the education process. In other words, educational efficiency is determined by the capacity of the educational system to effect the transformation of educational inputs into outputs. Therefore, educational efficiency implies the relationship between inputs of education (students, teachers, funds, materials, equipment's) and its outputs (graduated students). The quality of inputs always influences the output of the system Mbua 2002). Educational efficiency can be increase by reducing educational wastage. This is because educational wastage implies in efficiency in the use of educational inputs or resources and consequently results in dropouts, repeaters and pre-mature withdrawal. External efficiency of the educational system is related to the outputs of the system. The outputs who are the graduates of the educational system who are used to determine external efficiency.

### **Subvention and the Provision of Quality Education**

Subventions and supervision, of lay private secondary schools might go a long way to remedy the problems of quality education. Subvention refers to a grant of money in aid or support, mostly by the government. Private education contributes to almost 30% of the educated population. Bringing support to this order of education is part of the development strategic axis of the partnership in the education sector. The subvention allocated by the state to private education is given to establishments that have an opening authorization issued by the ministries in charge of education.

This subvention helps to complete the salaries of the personnel authorized to teach in these establishments. In 2009, 50% of primary and 62% of secondary schools received state subventions (National Institute of Statistics, 2010). The subvention amount and their distribution criteria are less known by principals. Indeed only 9% of head teachers and 16% of principals are informed of the subvention amounts. The enumeration of the personnel is the main use of state subventions. In primary education 97% of officials use their subventions for remunerating the personnel (secondary), 63% for the functioning of their services and 31% for the purchase of materials and equipment. All the same, in secondary education 88% of school establishments use the subventions to pay the personnel, 44% for the running of the services, 45.2% the purchase of materials and equipment (National Institute of Statistic, 2010).

### **Supervision and the Provision of Quality Education**

Supervision is another activity in public-private partnerships which is aimed to enhance quality education. Supervision contributes to safe and consistent standards of practice and forms part of the system of quality assurance. It provides support for individual workers, making sure they are not working in isolation but have access to advice and guidance from the supervisor or experienced colleague. This is significant for new or recent qualified employees but the opportunity to test out ideas, review decisions and reflect on practice is valuable for all staff, regardless of their role and experience.

Monitoring the lay private secondary schools as stipulated by the law means the gathering of information on how the implementation process is advancing and using such information to facilitate or support activities of the implementation process. It is a form of formative evaluation (Tambo, 2012). Supervision can be used to make sure risks are carefully considered and best possible decision reached. Supervision must enable and support workers to build effective professional relationships, develop good practice and exercise both professional judgment and discretion in decision making. For it to be effective, it needs to combine a performance management approach with a dynamic, empowering and enabling supervisory relationship. It should improve the quality of practice support development of integrated working and ensure continuing professional development. The ministries in charge of education constantly send workers out for supervision in the education sector. This can have negative consequences as people may go through emotions and repeat habits learned from their old supervision experiences without it being meaningful (Morison, 2005).

Also, the structure of inspection and control of services is faced with a certain number of problems with the most important **being** internally, quantitative insufficiency of human resources, the absence of procedure manual for the follow up, evaluation and control services and the insufficiency of financial means to cover the taking care of the structure. Externally, the absence of relay services on the field ready to ensure a first level of evaluation and control (sector wide Approach, 2005).

The primary objective of the supervision process in secondary schools is to offer teacher direct assistance to improve their performance toward the goal of increasing student learning. To achieve the goals of instructional supervision efforts must be geared toward overcoming most of the challenges facing instructional supervision. In addition, if education will be one of the tools to realize the goals of transformation agenda of the present government in Nigeria, there is need to improve upon quality of learning in secondary schools through effective supervision of instruction in the following ways.

### **Human Capital Theory Becker, 1964**

Human capital theory refers to the aggregate stock of competencies, knowledge, social and personal attributes embodies in the ability to create intrinsic and measurable economic value. Human capital theory views human and individuals as economic units acting for their own economy. The role of human capital is in economic development, productivity analysis, innovation, public policy and education.

The basic concept of human capital theory is that investment in individuals can be mathematically measured based on the economic value they are able to contribute to the society. Human capital theory has practical implication for determining the value of training and education of an investment in education. In addition, human capital theory's utility allows individuals to quality of the value of their intangible assets such as education and social status. The theory of human capital has both planning utility and measurement utility. Human capital theory allows individuals to make decision about the inherent cost of



future opportunities weighted with the opportunity cost of present situations. Human capital theory also introduces the investment risks of human capital theory including its illiquidity and assumptions about payback periods and opportunity cost. Again, human capital theory can be applied to the lives of graduate students when looking at the time allocation, the investment in health and social capital. Investment in both physical health and mental health are both necessary to maximising overall human capital. Finally, measuring the intrinsic value of a PhD allows graduate students to continue their course of action even if the economic returns and opportunity cost produce a negative monetary return. Collaboration Theory (OSTROM, 1990)

Collaboration refers to the partners who are working together to achieve the purposes of community education. This essential task of collaboration will involve decisions about organisation (school) over what activities (development planning, joint management, joint delivery, joint funding or joint evaluation) and on what issues (curriculum, supervision, subvention and policy guidelines). In general, there are three principal factors that drive collaborative activity. One factor is the adding of value so that all partners are able to achieve more with less, resources of space, facilities and staff expertise. Another factor is broadening of the scale and scope of interventions that are possible. The third and most demanding factor is where there are complex social issues that lead to social exclusion such that their alleviation must be multi-organisational (Peshkin, 1995).

Partnership has increasingly looked towards collaboration as a way of meeting their objectives. Collaboration has been seen as the means of approving the delivery of services to students as well as strengthening the link between schools and the state. The objective of collaboration theory in partnership education is to improve access to information and advice, improve education attainment, reduce inequality, and improve access to job and competitiveness for job and quality in education (Watt, 1989). The theory of collaboration desires partnership in total partnership. The total partnership that is intended the partnership with full collaboration type.

The characteristics of full collaboration type are written agreement, shared vision, consensus decision and formal work assignment with total partnership, the objective of the partnership is 'students' should not be limited by the partition on the elements of particular partner and at a given moment (Denim, 2010). The collaboration theory help the various partners to collaborate with all the policy guidelines that they agreed to work with. Also inter-school collaboration will influence the result of partnership and the quality of education provided. This collaboration will improve access to information and improve educational attainment.

## Methodology

### Research Design

The survey research design was chosen for the study.

### Population

The population of the study constituted proprietors, principals, teachers of lay private secondary schools and Regional pedagogic inspectors in the South-West Region of

Cameroon which comprises of 6 divisions namely, Fako, Meme, Manyu, Ndian, Lebialem and Kupe Maunenguba Divisions.

### Target and Accessible Population of the Study

The target population of the study comprised of proprietors, principals and teachers of lay private secondary education in Fako, Meme, Manyu divisions and Regional Pedagogic Inspectors of secondary education for the South West Region of Cameroon. These three divisions were chosen for the study for two main reasons: first, they have a high number of lay private secondary schools than the other three divisions that were not chosen for the study. The second reason is that due to the on-going arm conflict in the area of the study, almost all secondary schools in Lebialem, Kupe Maunenguba and Ndian divisions were not functional during the period of the study. Thus, 80 proprietors, 80 principals and 2161 teachers from 80 lay private schools made up the target and accessible population of the study with 25 regional pedagogic inspectors.

### Sample Size and Sampling Technique

The sample size of the study comprised of 50 proprietors, 50 principals, 250 teachers and 24 regional pedagogic inspectors and they were sampled using the purposive and convenient sampling techniques.

### Method of Data Collection:

The data for the study was collected using the direct delivery technique that is face-to-face by the researcher.

### Instruments

Questionnaire and a semi-structured interview guide were the instruments adopted for the study. The items on the questionnaire were designed using a Likert scale ranging from strongly agree, agree, disagree and strongly disagree.

### Validity and Reliability of the Instruments

In making sure that the instruments were valid for the study, the face, content and construct validity addressed while the reliability of the instruments was ensured by administering to some teachers, proprietors, principals and regional pedagogic inspectors who were not sampled for the final study. The Cronbach Alpha test was used to test for consistency and the reliability coefficient for teachers was 0.879, principals 0.731, proprietors 0.834 and that for regional pedagogic inspectors was 0.896.

### Method of Data Analysis

The data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages and multiple responses set which aimed at calculating the summary of findings for each variable where applicable. The hypotheses of study were tested using a non-parametric Spearman's Rho test. This test was used because the data for the variables were not approximately normally distributed as revealed by the Shapiro-Wilk test and the Komogorov test of significance with P-values all less than 0.05. Finally, findings were presented using frequency distribution tables and thematic tables with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

**Findings**

**Objective one: To find out the extent to which adequate state subventions in the public-private partnership affect the provision of quality education in lay private schools.**

**Teachers' perspective****Table 1: Teachers' opinion on state subvention**

Items	Strongly Agree/Agree	Disagree/Strongly Disagree
The state always gives sufficient subvention to our school.	73(30.3%)	168(69.7%)
The state always gives subvention on time in our school.	35(14.5%)	206(85.5%)
Salaries are paid on time	139(57.7%)	102(42.3%)
We have enough laboratories in our school.	73(30.3%)	168(69.7%)
We have a football field in our school	79(32.8%)	162(67.2%)
We have a staffroom in our school	217(90.0%)	24(10.0%)
We have a library in our school.	133(55.2%)	108(44.8%)
We have a sick bay in our school.	94(39.0%)	147(61.0%)
We also have adequate didactic materials in our school.	110(45.6%)	131(54.4%)
<b>Multiple response set (MRS)</b>	<b>953(43.9%)</b>	<b>1216(56.1%)</b>

N=241

Findings show that a majority of the teachers 168 (69.7%) disagreed that the state always give sufficient subvention to their school with 206 (85.5%) of them also disagreed that the state always gives subvention to their school on time. Findings also show that while 130 (57.7%) of the teachers agreed that salaries are paid on time, 102 (42.3%) of the teachers disagreed with a majority of the teachers 168 (69.7%) disagreed that they have enough laboratory in their school. Finally, while findings show that 110 (45.6%) of the teachers agreed that they have adequate didactic materials in their school, 131 (54.4%) of them disagreed.

In aggregate, findings show that while 22.4% of the teachers indicated that the state gives adequate subvention, a majority of them 77.6% disagreed with findings also showing that 56.1% of the teachers perceived that inadequate state subvention to have negatively affected their school while 43.9% of them do not.

**Principals' perspective****Table 2: Principals' opinion on state subvention**

Items	Strongly Agree/Agree	Disagree/Strongly Disagree
The state always gives subventions to your school.	18(39.1%)	28(60.9%)
The amount of money given for subvention is too small.	33(75.0%)	11(25.0%)
The money given for subventions is used to build classrooms.	20(43.5%)	26(56.5%)
Subvention given is used to ameliorate teacher's salaries.	35(76.1%)	11(23.9%)
The state provides subvention to your school because of the good results at the official examination.	7(15.2%)	39(84.8%)
<b>Multiple response set (MRS)</b>	<b>113(49.6%)</b>	<b>115(50.4%)</b>

N=46

Findings show that while 18 (39.1%) of the principals agreed that the state gives subvention to their school, a majority of them 28 (60.9%) disagreed with 33 (75.0%) of the principals indicated that the amount of money given for subvention is too small. Findings further show that while 20 (43.5%) of the principals agreed that subvention given is used to build classrooms, 26 (56.5%) of them disagreed. Findings equally show that 35 (76.1%) of the principals agreed that subvention given is used to ameliorate teacher's salaries with 39 (84.8%) of the principals disagreed that the state provides subvention to their school because of the good results at the official examination.

**Proprietors' perspective****Table 3: Proprietors' opinion on state subvention**

Items	Yes	No	N
Did you sign any contract with the state	26 (57.8%)	19(42.2%)	45
Have you ever received adequate subvention from the state?	5(11.1%)	40(88.9%)	45
Is the subvention paid on time?	1(2.2%)	44(97.8%)	45

Findings from the perspective of the proprietors show that while 5 (11.1%) of them accepted that they received adequate subvention from the state, a majority of them 40 (88.9%) disagreed. Also, findings show that while 1 (2.2%) of the proprietors accepted that the subvention is given on time, a majority of them 44 (97.8%) denied. Finally, findings show that while 26 (57.8%) of the proprietors accepted to sign a contract with the state, 19 (42.2%) of them did not.



**Regional pedagogic inspectors' perspective****Table 4: Regional pedagogic inspectors' opinion on state subvention**

Items	Strongly Agree/Agree	Disagree/Strongly Disagree
The state always gives subventions to lay private schools.	19(86.4%)	3(13.6%)
The amount of subvention is small.	18(85.7%)	3(14.3%)
Subvention is not given on time.	21(95.5%)	1(4.5%)
Subvention is given to ameliorate teachers' salary.	11(50.0%)	11(50.0%)
Subvention is given to schools that have good results during their summative evaluation.	1(4.8%)	20(95.2%)
Subvention is used for infrastructures and other school facilities.	14(63.8%)	8(36.4%)
<b>Multiple response set (MRS)</b>	<b>84(64.6%)</b>	<b>46(35.4%)</b>

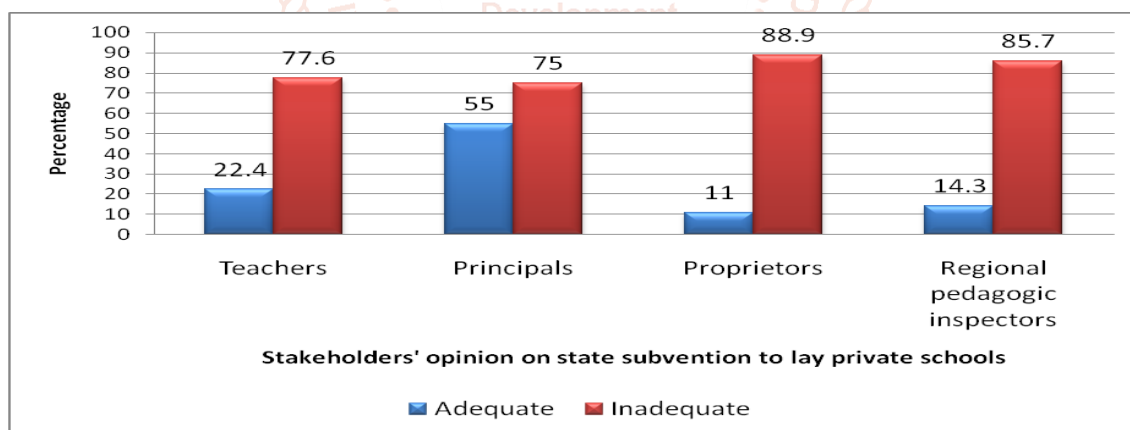
N=22

Findings from the perspective of the regional pedagogic inspectors show that a majority of them 19 (86.4%) and 18 (85.7%) of them respectively, agreed that that state always gives subventions to lay private schools and that the amount of subvention is small. Findings also show that a majority of the proprietors 21 (95.5%) indicated that the subvention is given on time with 11 (50.0%) of them said that subvention given to Lay Private schools is used to ameliorate teachers' salary and infrastructures and other school facilities as indicated by 14 (63.8%) of them. Finally, findings show that a majority of the proprietors 20 (95.2%) disagreed that subvention is given to schools that have good results during their summative evaluation.

**Table 5: Comparative analysis showing stakeholders' opinion on state subvention to lay private schools**

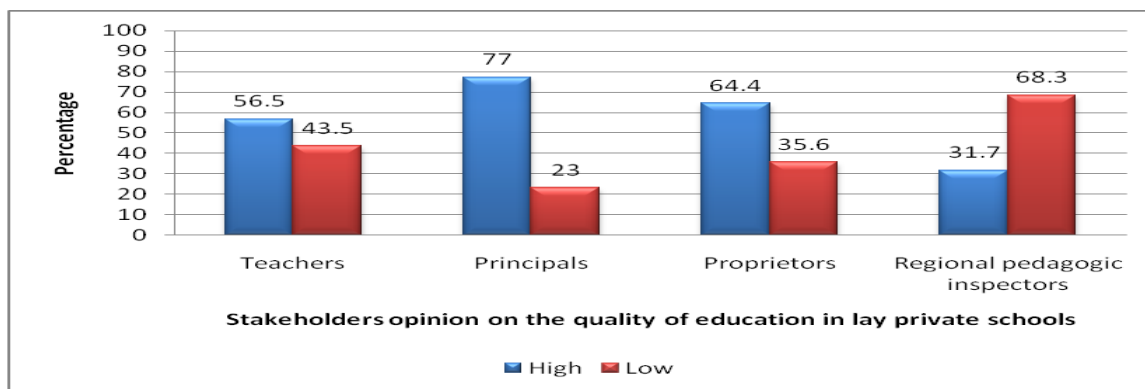
Respondents	State subvention to lay private schools		Total	Chi-square test ( $\chi^2$ )
	Adequate	Inadequate		
Teachers	54(22.4%)	187(77.6%)	241	$\chi^2=4.39$ df=3 P=0.222
Principals	11(25.0%)	33(75.0%)	46	
Proprietors	5(11.0%)	40(88.9%)	45	
Regional pedagogic inspectors	3(14.3%)	18(85.7%)	22	

Comparatively, finding shows all the four stakeholders in their majority teachers 77.6%, principals 75.0%, proprietors 88.9% and regional pedagogic inspectors 85.7% indicated that state subvention to lay private schools is inadequate and they do not significantly differ in their opinion ( $\chi^2=4.39$ , df=3, P=0.222, >0.05). This comparative finding is also presented on the figure below.

**Figure1: Stakeholders' opinion on state subvention to lay private schools****Quality of education in lay private secondary schools****Table 6: Comparative analysis showing stakeholders' opinion on quality of education in lay private schools**

Respondents	Quality of education in lay private schools		Total based on MRS	Chi-square test ( $\chi^2$ )
	High	Low		
Teachers	1362(56.5%)	1048(43.5%)	2410	$\chi^2=13.39$ df=3 P=0.003
Principals	311(77.0%)	93(23.0%)	404	
Proprietors	232(64.4%)	128(35.6%)	360	
Regional pedagogic inspectors	95(31.7%)	205(68.3%)	300	

Comparatively, finding shows the four stakeholders significantly differ in their opinion the quality of education in lay private schools ( $\chi^2=13.39$ , df=3, P=0.003, <0.05) with regional pedagogic inspectors in their majority 68.3% indicated that the quality of education in lay private schools is low, followed by a significant proportion of teachers 43.5% and even the proprietors themselves 35.6%. This comparative finding is also presented on the figure below.



**Figure 2: Stakeholders opinion on the quality of education in lay private schools**

**Testing of hypothesis one:  $H_{01}$ : There is no significant effect of the subventions in public-private partnership on the provision of quality education in lay private schools.**

**Table 7: The effect of adequate subvention on the provision of quality education in lay private schools**

Test	Statistical parameters	Adequate subvention	Provision of quality education in lay private schools
Spearman's rho	R-value	1.000	.430**
	P-value	.	.000
	N	241	241
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistically, finding show that adequate state subvention has a very significant and positive effect on the provision of quality education in lay private schools ( $P=0.000$ , far  $< 0.05$ ). The positive sign of the correlation coefficient ( $R=0.430^{**}$ ) implies that the educational quality for lay private school is more likely to increase when the state gives them adequate subvention and more likely to decrease when the state does not give them adequate subvention. Therefore, the null hypothesis was rejected and the alternative hypothesis that states there is a significant effect of the subventions in public-private partnership on the provision of quality education in lay private school was accepted.

**Objective two: To find out the extent to which adequate state supervision affects the provision of quality education in lay private schools.**

**Teachers' perspective**

**Table 8: Teachers' opinion of state supervision**

Items	Strongly Agree/Agree	Disagree/Strongly Disagree
Authorities from the state always supervise us.	192(79.7%)	49(20.3%)
They always check our school environment and infrastructure.	169(70.1%)	72(29.9%)
The authorities from the state always supervise programmes taught in our school.	188(78.0%)	53(22.0%)
The state always supervises the functioning of our school.	180(74.7%)	61(25.3%)
The state always supervises the pedagogy taught in our school.	177(73.4%)	64(26.6%)
The state also checks the amount of school fees paid by the students.	81(33.6%)	160(66.4%)
The National Private Education Board also supervises the pedagogy taught in our school.	138(57.3%)	103(42.7%)
The government controls the qualification of administrative and teaching staff.	88(36.5%)	153(63.5%)
The state always controls the amount of salary allocated for each teacher per month.	35(14.5%)	206(85.5%)
The state controls those teachers who do not abide to the rules and regulations and sanctions them.	37(15.4%)	204(84.6%)
<b>Multiple response set (MRS)</b>	<b>1285(53.3%)</b>	<b>1125(46.7%)</b>

**N=241**

Finding shows that while 192 (79.9%) and 169 (70.1%) of the teachers respectively, agreed that authorities from the state always supervise them and that they always check on their school environment and infrastructure, 49 (20.3%) and 72 (29.9%) of them respectively, disagreed. Finding also shows that while 188 (78.0%) of the teachers agreed that authorities from the state always supervise programmes, 53 (22.0%) of them disagreed. Furthermore, while finding shows that 177 (73.4%) of the teachers agreed that the state always supervises the pedagogy taught in their school, 64 (26.6%) of them disagreed with findings also showing that 160 (66.4%) and 153 (63.5%) of the teachers respectively, disagreed that state also checks the amount of school fees paid by students and controls the qualification of administrative and teaching staff. Findings also show that a majority of the teachers 204 (84.6%) disagreed that the state controls those teachers who do not abide to the rules and regulations and sanctions them with a significant proportion of them 103 (42.7%) also disagreed that the National Private Education Board also supervises the pedagogy taught in their school. In overall, findings show that while 53.3% of the teachers indicated that supervision is adequate, 46.7% of them indicated that supervision is inadequate.

**Principals' perspective****Table 9: Principals' opinion of state supervision**

Items	Strongly Agree/Agree	Disagree/Strongly Disagree
The state supervises the school location map.	34(73.9%)	12(26.1%)
The state ensures the application of official programmes and smooth functioning of private curricular.	44(95.7%)	2(4.3%)
The ministry of secondary education always sends inspectors to monitor the pedagogy carried out in your school.	46(100%)	0(0.0%)
The government also controls the amount of fees paid by the students.	10(21.7%)	36(78.3%)
The state set up and supervises national private education board.	40(90.9%)	4(9.1%)
The government check if the administrative and pedagogic officials of private schools are education professionals	23(50.0%)	23(50.0%)
The state always supervises the amount of salaries, social welfare benefits paid to teachers.	9(19.6%)	37(80.4%)
The state checks if the staff of private schools are governed by the labour code.	14(30.4%)	32(69.6%)
The state supervises and sanctions those who do not respect the rules and regulations and uphold the good morals and professional ethics.	15(32.6%)	29(65.9%)
<b>Multiple response set (MRS)</b>	<b>235 (57.3%)</b>	<b>175 (42.7%)</b>

**N=46**

From the perspective of the principals, finding shows that while a majority of the principals 34 (73.7%) and 44 (95.7%) agreed that the state supervises the school location map, ensures the application of official programmes and smooth functioning of private curricular with all of them 46 (100%) also agreed that the ministry of secondary education always sends inspectors to monitor the pedagogy carried out in their school, a majority of the principals 36 (78.3%) disagreed that the government also controls the amount of fees paid by the students.

Finding also shows that while a majority of the principals 40 (90.9%) agreed that the state set up and supervises national private education board, a majority of them 37 (80.4%) and 32 (69.6%) respectively, disagreed that the state always supervises the amount of salaries, social welfare benefits paid to teachers and checks if the staff of private schools are governed by the labour code. Finding also shows that a majority of the principals 29 (65.9%) disagreed that the state supervises and sanctions those who do not respect the rules and regulations and uphold the good morals and professional ethics. Finally, finding also shows that while 23 (50.0%) of the principals agreed that the government check if the administrative and pedagogic officials of private schools are education professionals, 23 (50.0%) of them disagreed. In overall, finding shows that while 57.3% of the principals indicated that state subvention is adequate, 42.7% of them indicated that state supervision is inadequate.

**Proprietors' perspective****Table 10: Proprietors' opinion of state supervision**

Items	Yes	No	N
Do state authorities come to supervise your school?	45(100%)	0(0.0%)	45
Do the state authorities supervise the infrastructure (library, laboratories classrooms)?	26(57.6%)	19(42.2%)	45
Do they supervise the programs taught?	45(100%)	0(0.0%)	45
Do they have an annual plan for supervision?	45(100%)	0(0.0%)	45
Do they supervise the amount of school fees paid by student?	16(35.6%)	29(64.4%)	45
Do they control the amount of money paid as salaries of teachers?	7(15.6%)	38(84.4%)	45
Do state authorities give you the feedback of what they have supervised or control?	3(6.7%)	42(93.3%)	45
Do you as a proprietor go out for supervision	15(33.3%)	30(66.7%)	45
<b>Multiple response set (MRS)</b>	<b>157 (49.9%)</b>	<b>158 (50.1%)</b>	<b>315</b>

From the perspective of the proprietors, while finding shows that all the proprietors 45 (100%) indicated that state authorities come to supervise their schools and supervise the programs taught, a majority of the proprietors 29 (64.4%) and 38 (84.4%) indicated that the state does not supervise the amount of school fees paid by students and control the amount of money paid as salaries of teachers. Finding also shows that a majority of the proprietors 42 (93.3%) indicated that the state authorities does not give feedback of what they have supervised or control with 30 (66.7%) of the proprietors saying that they do not go out for supervision. In aggregate, finding shows that while 49.9% of the proprietors said that state supervision is adequate, 50.1% of them said state supervision is inadequate.



**Regional pedagogic inspectors' perspective****Table 11: Regional pedagogic inspectors' opinion of state supervision**

Items	Strongly Agree/Agree	Disagree/Strongly Disagree
I have an annual plan for supervision.	19(90.5%)	2(9.5%)
I always monitor the pedagogy carried out in schools.	21(100%)	0(0.0%)
I inspect the infrastructures (library, laboratories, sickbays) and classrooms in lay private schools.	17(77.3%)	5(22.7%)
I monitor the fee paid in lay private schools.	1(4.5%)	21(95.5%)
I check the certificate of teachers in the lay private schools.	6(28.6%)	15(71.4%)
I always check the amount of money (salaries) paid to teachers.	2(9.1%)	20(90.9%)
I always supervise the school location map.	10(45.5%)	12(54.5%)
I always submit my report to my authority after inspection.	21(95.5%)	1(4.5%)
<b>Multiple response set (MRS)</b>	<b>97(56.1%)</b>	<b>76(43.9%)</b>

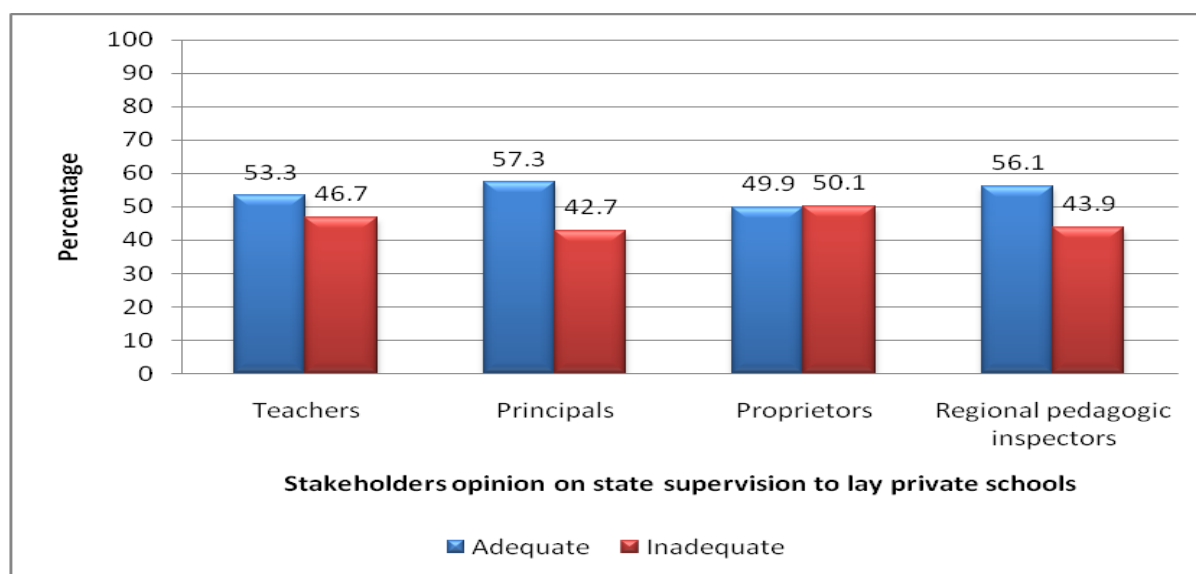
N=22

Finally, from the perspective of the regional pedagogic inspectors, while finding show that a majority of them 19 (90.5%) and 17 (77.3%) respectively, agreed that they have an annual plan for supervision, they inspect the infrastructures (library, laboratories, sickbays) and classrooms in lay private schools with all of 21 (100%) also agreed that they always monitor the pedagogy carried out in their schools, a majority of them 21 (95.5%) disagreed that they monitor the fee paid in lay private schools and check the certificate of teachers in the lay private schools as denied by 15 (71.5%) of them. Finding also shows that a majority of them 20 (90.9%) disagreed that they always check the amount of money (salaries) paid to teachers with 12 (54.5%) of the regional pedagogic inspectors also disagreed that they always supervise the school location map. In overall, finding shows while 56.1% of the regional pedagogic inspectors adequately carry out supervision on lay private schools, 43.9% of them do not.

**Table 12: Comparative analysis showing stakeholders' opinion on state supervision to lay private schools**

Respondents	State supervision to lay private schools		Total based on MRS	Chi-square test ( $\chi^2$ )
	Adequate	Inadequate		
Teachers	1285(53.3%)	1125(46.7%)	2410	$\chi^2=0.56$ df=3 P=0.906
Principals	235(57.3%)	175(42.7%)	410	
Proprietors	157(49.9%)	158(50.1%)	315	
Regional pedagogic inspectors	97(56.1%)	76(43.9%)	173	

Comparatively, finding shows all the four stakeholders in significant proportion teachers 46.7%, principals 42.7%, proprietors 50.1% and regional pedagogic inspectors 43.9% indicated that state supervision to lay private schools is inadequate and they do not significantly differ in their opinion ( $\chi^2=0.56$ , df=3, P=0.906, >0.05). This comparative finding is also presented on the figure below.

**Figure 3: Stakeholders opinion on state supervision to lay private schools**

**Testing of hypothesis two (H<sub>02</sub>):** There is no significant effect of supervision in public-private partnership on the provision of quality education in lay private schools

**Table 13: The effect of adequate subvention on the provision of quality education in lay private schools**

Test	Statistical parameters	Adequate supervision	Provision of quality education in lay private schools
Spearman's rho	R-value	1.000	.330**
	P-value	.	.000
	N	241	241
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistically, findings show that adequate state supervision has a very significant and positive effect on the provision of quality education in lay private schools ( $P=0.000$ ,  $\text{far} < 0.05$ ). The positive sign of the correlation coefficient ( $R= 0.330^{**}$ ) implies that the educational quality for lay private school is more likely to increase when the state adequately supervises them and more likely to decrease when the state does not adequately carried out supervision. Therefore, the null hypothesis was rejected and the alternative hypothesis that states there is a significant effect of the supervision in public-private partnership on the provision of quality education in lay private school was accepted.

### Discussion of Findings

Based on objective one, findings showed that adequate state subvention has a very significant and positive effect on the provision of quality education in lay private secondary schools ( $P=0.000$ ,  $\text{far} < 0.05$ ). The positive sign of the correlation coefficient ( $R= 0.430^{**}$ ) implies that the educational quality for lay private schools is more likely to increase when the state gives them adequate subvention and more likely to decrease when the state does not give them adequate subvention. It should be noted that subventions to lay private secondary schools might go a long way to remedy the problems of quality education. Subvention refers to a grant of money in aid or support, mostly given by the government to lay private schools. Lay private education contributes to almost 30% in the education of the population. Therefore, giving them subvention can go a long way to help such establishment. According to the systems theory, relationship between the public and private sectors in the provision of quality education in lay private secondary schools is of paramount importance. The system theory explains that the absence of one aspect of partnership will affect the other part. That is the absence of subvention to be provided by the state to ameliorate the salaries of teachers, infrastructures, didactic materials will affect the quality of education provided in the lay private secondary schools.

Furthermore, with references to supervision, findings also showed that adequate state supervision has a very significant and positive effect on the provision of quality education in lay private schools ( $P=0.000$ ,  $\text{far} < 0.05$ ). The positive sign of the correlation coefficient ( $R= 0.330^{**}$ ) implies that the educational quality for lay private school is more likely to increase when the state adequately supervises them and more likely to decrease when the state does not adequately carry out supervision. Based on this, there is adequate need for public-private partnership to sustain quality education in lay private schools. According to the collaboration theory (OSTROM, 1990), collaboration refers to the partners who are working together to achieve the purposes of community education. Partnership has increasingly looked towards collaboration as a way of meeting their objectives. Collaboration has been seen as the means of approving the delivery of services to students as well as strengthening the link between schools and the state. The objective of collaboration theory in partnership education is to improve access to information and advice, improve education attainment, reduce inequality, and improve access to job and competitiveness for job and quality in education (Watt, 1989).

### Conclusion and Implications

In conclusion, findings have shown that state subvention and supervision have a significant and positive effect on the provision of quality education in lay-private schools. Therefore, in the absence of adequate state subvention and supervision for lay private schools, the provision of quality education will hardly be attained. While state subvention is aimed at assisting lay private schools for effective functioning with supervision aimed at improving on the quality of teaching learning process, the government of Cameroon need to intensified these two aspects. Failure to do this, the quality of education in lay private schools is more likely to be low for many.

### Recommendations

Therefore, it was recommended that the state should provide adequate subvention to lay private secondary schools and should also adequately carry out supervision of instruction for better quality of education in the sector.

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