

# Learners Quality of Life at School and the Completion of Primary Education in Cameroon

Douanla Djiala Adeline Merlyne

Department of Psychology, University of Douala, Douala, Cameroon

## ABSTRACT

Completing a course of study means acquiring a set of academic skills which will be certified at the end of the apprenticeship by the award of the final diploma. The aim of this study was to demonstrate that there is a correlation between the feeling of well-being at school and the motivation of primary school learners to complete their school cycle. The data collected by means of the questionnaire and analysed using Pearson's correlation indicate that there is indeed a positive and strong correlation between having and completion of the cycle. And that the correlation between "loving" and primary school completion is good. This paper looks at research on attempts to improve the learners quality of schooling in Cameroon, which suggests four basic lessons for primary/basic education. First, educational quality is understood in different ways, reflecting the values and priorities of stakeholders. It is thus essential to clarify the important meaning(s) of quality to the relevant stakeholders. Second, improvements in educational quality do not necessarily require large investments of resources. Instead, many of these elements depend on the organization and management of inputs, and the participation of critical actors such as parents, teachers and principals, and so forth. Third, school quality can be understood in several ways, including four interacting sets of factors such as the characteristics of the child, supporting inputs, enabling conditions, and the teaching-learning process. It also includes improvements in the capacities of learners, the supportiveness of learning environments, the appropriateness of content, the effectiveness of learning processes and the achievement of outcomes. Fourth, school improvement strategies are most effective when developed on site and in collaboration with stakeholders and implementers. To improve learner's quality of life in school, the role of central authorities is less one of providing quality than of fostering environments that support site-based improvement. Innovations are less effectively "replicated" than promoted. Acting in these ways, however, requires different modes of operation than are common in many relief and development agencies.

**KEYWORDS:** *quality of life, learners, completion, primary cycle, Cameroon*

## INTRODUCTION

The school is one of the most important places of socialisation in the construction of a learner's identity. A place of socialisation in which pupils develop personal beliefs, educational and vocational goals (Karatzias, Power, Flemming, Lennan and Swanson, 2002). Thus, it is an essential place in students' lives (Hui & Sun, 2010). Completing a learning cycle is even more essential given the nature of the knowledge to be acquired throughout the cycle. It is certainly for this reason that the Cameroonian government made commitments to Education for All at the 1990 World Conference on Education for All in Jomtien. In the same vein, it announced the abolition of school fees in public primary schools since 2000. In addition to this government initiative, local and international NGOs have contributed to improving learning conditions. We can therefore expect a high completion rate, but we have found that the drop-out rate in primary school remains high (...). This leads us to ask ourselves what can explain the fact that, to date, such a phenomenon has been observed. The objective of this article is to demonstrate that there is a

correlation between the feeling of well-being at school and primary school completion in Cameroon.

## Context of the study

School infrastructure in Cameroon is of very poor quality throughout the country. The school infrastructure environment in Cameroon is marked by a number of deficiencies. The analysis report of the school map data (2017) identifies a number of difficulties:

- A. A total of 87594 classrooms, of which 73.7% are built with final materials, 10.2% with semi-final materials and 16.1% with provisional materials. The report mentions that in remote areas, 90% of all classrooms in public primary schools are built with temporary materials.
- B. In terms of hygiene, the study notes that schools reported to having safe drinking water, only 9% are supplied by the National Water Company (CAMWATER) and 6% get their water from a borehole. In addition, 31% of schools provide children with water

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from a well dug within the school, 12% from a spring, and 42% of schools in the marigot. As for school electrification, barely a quarter of schools are electrified.

- C. In Cameroon, only 26% of primary schools are connected to an electric power source. As far as teaching materials are concerned, there is also a glaring lack of school libraries. The report states that 19% of schools have libraries. It is therefore difficult or even impossible for learners to research or better to come into contact with certain documents.
- D. As far as the feeding of learners is concerned, it is important to note that there is no control by the school. The learner during recess hours can get food anywhere and from anyone. There is hardly any school canteen. Only 4% of schools have a school canteen run by the school. In terms of health, the absence of health care staff is regrettable.
- E. 51% of schools have a first-aid kit with first-aid products. It is clear that there are no infirmaries in Cameroonian schools. Medicines from the first aid box are administered either by the school headmaster or by the teacher. It is noted that nearly 35% of schools with toilets in primary schools have not found it necessary to separate girls' and boys' toilets.

### **Pedagogical environment of the school and dropping out of school**

When we speak of the pedagogical environment, we refer to the quality of the physical environment, the nature of the relationships between teachers and students and finally the nature of the relationships between teachers and students. Speaking of the physical environment, it is important to note that the geographical position materialised by its infrastructures makes it possible to identify the school. It is the school's infrastructure that enables it to be identified and distinguished from other buildings. School infrastructures, as well as equipment and teaching resources, contribute to the creation of a framework conducive to teaching and learning (Passec 2014). The infrastructural quality of the school most often augurs well for the quality of the teaching that is transmitted there. This is all the more serious in view of the fact that the teaching-learning process must take place in an environment which is adequate and well prepared for this purpose. It is therefore important that the physical environment should be designed in such a way that it can be regularly reorganised according to teaching needs (Partnership for 21st Century Skills, 2002).

Based on the observation that schools have an influence on learners' personal development because their characteristics affect their representations of their school environment, which in turn affect their cognitions and behaviours related to school (Wang and Holcomb, 2010), the physical environment of the school should be arranged in such a way as to motivate learners to persist in completing school tasks. The school should be built to meet students' expectations of the spatial and temporal framework in which their learning takes place (Lave and Wenger, 1991). The construction of schools should therefore be carried out according to a precise model, taking into account the particularities that would make it possible to convince learners and even their families of the necessity and even usefulness of schooling. The construction of these school buildings should be able to provide information on the capacity and the quality of

reception of learners. Learning environments should be programmed, planned and designed to serve the learning activities that will take place there (OECD 2010).

The quality of life at school will incorporate both objective aspects, relating to the conditions of pupils' schooling, which takes into account the size of the school, its school climate, etc., and subjective aspects referring to the perception pupils have of their school experiences and the emotional value they attribute to them (Florin and Guimard, 2017). This cannot be said to give meaning to the quality of the relationship that is going to be established between the different stakeholders. If the framework is to stimulate a set of actions for safe learning by the learner, its relationship with its teachers must do even more. The transmission of knowledge is even better when combined with a good learning environment, with good collaboration between the learner and the teacher. It is for this reason that the OECD (2017) believes that the quality of the relationship with the teacher seems to be a key element that schools should use can promote the social and emotional well-being of students. This is because when teacher-student relations are positive and constructive, the best academic performance is achieved. It will therefore be observed that classes that promote autonomy and interpersonal affiliation increase students' self-esteem and sense of security (Laguardia and Ryan 2000). Each element contained in the school environment should be able to contribute to the achievement of certain goals. Fredrickson (2001) argues that students who are satisfied with their school life are more likely to develop adaptive strategies, increase their personal resources, and commit to academic success.

### **Quality Education: The Enabling Inputs Enabling inputs inside classroom**

Teaching time is an important input of quality teaching-learning process in the Framework that deserves special attention. It is a matter of considerable significance and a strong indicator of students' access to learning opportunities because requirement of expected time length would facilitate in achieving quality in primary education of Cameroon. It seems that increased instructional time enhances learners' exposure to knowledge and results in correspondingly significant learning gains (Benavot, 2004b).

Teaching method is an important factor mentioned in the quality Framework which maps out the approaches of teaching by a teacher in order to improve quality. It often depends on demographic and subjective areas in the class. An improved teaching method play greater role for attracting student's attention during lesson. In this context, this quality indicator might help to detect the strategies are practiced in Cameroon primary schools and would suggest the best methods followed by a teacher in a class to ensure quality.

In the analytical framework, quality process encompasses assessment, feedback and incentives as evaluation strategies that allow the teacher to get idea about the performance and progress of their pupils. A sound assessment policy seems crucial because it hints whether the children progress to the next level or not. In this study, these concepts might facilitate to diagnose, monitor and assure the degree of quality in teaching-learning practiced in Cameroon primary schools. It is because, consistent, regular, reliable and timely

assessment tools applied inside the classes facilitate to identify the areas of weakness of learners and to provide better feedback.

The size and organization of classroom is an important input as mentioned in the Framework which has great influence on teacher's teaching styles. It essentially includes teacher-student ratio in order to ensure successful teaching-learning process. In this study, this input might facilitate to get knowledge about the status of number of pupils against a teacher which facilitates students to interact with their teachers. Besides, it seems easier to manage a classroom if the number of students against a teacher becomes rational. It has enormous impact on quality outcomes of teaching-learning process of primary schools in Cameroon.

### Enabling Inputs outside Classroom

Distribution and delivery of resources are essential in order to ensure effective teaching learning sessions. Teaching aids include textbooks and other learning materials. Besides, the availability of classrooms, libraries, school infrastructure and other facilities are also included. All of these tools are usually provided by governments and households (UNESCO, 2004). These seem useful for this study because quality primary education in Cameroon requires wide and available teaching-learning instruments. Besides, schools without textbooks or learning aids are not able to do an effective job (Ibid).

In addition, it is important to know which materials are supported by the government and households of Cameroon for the purpose of educational development. Physical structure of classrooms and schools and their availability are important outside classroom related quality inputs indicated in the Framework. Along these factors, clean water and sanitation facilities are basic elements of a healthy, safe and secure learning environment (Ibid) which attracts students to stay in school for a long time and to concentrate in their study. Regarding this study context, these issues would facilitate information collection about overall primary school condition in Cameroon because quality education always relies on required facilities.

The indicators of human resource inputs include managers, administrators, other support staffs, supervisors, inspectors and, most importantly, teachers (Ibid). In the Framework, adumbrated above they appear as important inputs of quality education. In this investigation, these are characterized as key enabling factors in order to ensure quality teaching-learning process because primary school in Cameroon might run effectively with good teachers, staffs and administration. Enabling school level governance concerns the ways in which the school is organized and managed. These are strong leadership and good community involvement where local and district officers play key roles. These potential enabling inputs have an indirect impact on teaching-learning.

### Multiple Meanings of Educational Quality

Though often used in discourses about education, quality is a complex term, with multiple meanings reflecting the values and interpretations of different stakeholders. Educational quality has received a great deal of attention in recent years, as educators and other stakeholders have recognized the need for improved quality in the wake of the tremendous

growth of educational enrolments throughout the world in the 1950s-70s. Almost universally, there is agreement that quality needs to be improved: Government plans, international agency documents, officials regularly call attention to the need for improved quality, in poor and wealthy countries alike. Yet there appears to be little shared definition of what improved quality might concretely mean. The research literature has identified seven common usages of quality: quality as reputation, quality as resources and inputs, quality as process, quality as content, quality as outputs and outcomes, quality as 'value-added' (Adams, 1997: 2-5), and quality as selectivity.

- A. Quality as reputation refers to a general consensus, rarely quantified, of high and low quality, most commonly used in reference to particular institutions of higher education that are "known" for their quality, or sometimes their lack thereof. In this sense, quality as reputation is less useful in refugee education.
- B. Quality as inputs and resources is an extremely common usage of quality. In this sense high quality is seen in high levels of provision of resources such as buildings and other facilities, textbooks and instructional materials. Quality as inputs may also refer to the characteristics of pupils, or those of teachers and administrators, to their number or their levels of education and training. While resources are generally recognized as a necessary but insufficient condition for desirable outputs such as student achievement, the tangible, visible, and quantifiable nature of inputs makes this meaning of quality a common proxy for other, less easily measured aspects of education such as process and outcomes. Unfortunately, educational research has failed to identify in any very convincing and conclusive formulation the inputs most essential to desirable outcomes of education. Nor are the causal relationships between inputs, processes, and outcomes definitely specified or well understood. Subsequent discussion here provides an overview of the current state of understanding.
- C. Quality as process highlights the need to understand the use of educational inputs. Perception of this need is relatively new among policy-makers, who have traditionally focused on the inputs and, when possible, the outputs and outcomes of education systems. However, research has found that schools with similar levels of resources often produce quite different results. Infusions of resources often fail to lead to corresponding improvements in outcomes. As a result, attention turned to the processes within schools. Understandably, teachers and professional educators tend to focus on educational processes. Indeed, to those working in education, successful process may be sufficient: A teacher may feel his or her efforts are well-rewarded if students, for example, become more motivated to learn, regardless of the extent of learning that takes place. Unfortunately, much of the literature on educational processes is theoretical, prescriptive and descriptive in nature, with very little evidence of relative effectiveness. Thus, the empirical linkages between educational processes and educational outputs/outcomes are poorly defined. Nonetheless, a general consensus of the elements and processes of good schools can be described, and is summarized in the discussion below. Even so, the lack of knowledge and the complex and inherently subjective nature of good educational process have made conceptualization and measurement difficult.
- D. Quality as content refers to the knowledge, attitudes, and skills intended to be transmitted through the school

curriculum. Quality as content “reflects the particular bias of a country, community, or institution to some body of knowledge, skills, or information” (Adams, 1997: 6) in such a way that some content is understood as being of higher quality than other.

- E. Quality as outputs or outcomes involves the consequences of education. “Outputs” refer to the short-term consequences of schooling, e.g., students’ cognitive achievement, completion rates, certification, individual skills, attitudes, and behaviours, while “outcomes” refer to longer-term, often socially significant, consequences of education, e.g., employment, earnings, health, civic engagement, and the like, as well as social attitudes, behaviors, and skills. The importance of understanding quality in terms of the consequences of education is better understood than the ways of doing so. The difficulty of measuring outputs/outcomes validly and reliably on a large scale has meant that virtually no education systems know empirically whether their schools are achieving their goals and objectives.
- F. Quality as valued-added refers to the extent to which the school/system has improved, often in terms of students, sometimes larger groups or institutions. While related to processes, outputs and outcomes, a value-added focus considers the degree of change rather than the final state or the way in which the change came about.
- G. Quality as selectivity, a final usage of quality not mentioned by Adams, refers to quality as a form of exclusiveness. In this view, the more exclusive, selective, or competitive a school or school system, i.e., the fewer who get or stay in, the higher the quality.

Different meanings of quality do not necessarily correspond. While a minimum of inputs is certainly necessary for effective education, a high level of inputs one definition of quality – does not necessarily mean higher quality measured in terms of outcomes or outputs, both of which require the effective use of inputs. Thus, increasing material resources alone may do little to improve quality. Financial cost may not be the primary constraint. Indeed, many quality improvements are not costly in financial terms. At the same time, improvements in quality may involve rather organizational or management costs that are not easily captured in budgetary terms. A final point, elaborated in subsequent discussion, is that unless quality is judged solely in terms of inputs or resources, the quality improvement process is likely to be a complex and murky one, involving poorly understood variables and relationships. Policy-makers typically work at the level of policy and resource provision. To the extent that quality requires more than the (relatively) simple provision of additional resources, educational leaders must shift their focus to the school and classroom. Research suggests that system-wide improvements in quality can rarely if ever be dictated from outside or above. Instead, strategies must be developed for engaging teachers, and often communities/parents, in the processes of improving quality. Little is known conclusively about these processes. However, a number of instructive models have been developed for improving the quality of schools in poor countries; several of them will be outlined here.

### Theoretical framework for the study

#### The Theory of School Well-Being

Konu and Rimpela's (2002) theory of well-being in school specifies the different factors that can influence the learner's

well-being at school. For them, well-being at school is a state in which the individual can satisfy three basic needs. The first need is “*having*”, which refers to the material conditions of school life. The physical environment, which is the learning environment, must provide the learner with the appropriate conditions for learning.

The second need developed by this theory is that of “*Loving*”. “*Loving*” enables the important role of interaction between learners, their peers and their teachers to be highlighted. The emphasis is thus placed on the nature of the relationships between the different stakeholders. The human environment is mainly made up of teachers, peers and administrative staff. If the quality of the relationships between these three components is good, it will be an important part of the extrinsic motivation of the learner. The importance of “*loving*” lies in the fact that it creates a safe environment around the learner. In addition to this, it helps to maintain the learner's psychological equilibrium.

The third need is of course “*Being*”. It relates to the pupil's personal growth needs, which can be met by systems that encourage participation in decision-making, initiative and self-confidence. The feeling of usefulness for one's community is one of the factors that amplify the commitment of learners to complete a cycle of study. It is therefore imperative to involve learners in school activities, even those relating to certain decision-making processes. This consideration for the learner helps them to understand the need to complete their learning cycle.

Konu and Rimpela's (2002) model of well-being in schools views well-being in schools as the satisfaction of basic needs and considers that teaching and education as well as learning are interrelated and that these factors play a direct role in the well-being of students.

#### Methodology of the study Participants

For this study, we administered the questionnaire to a sample of 300 learners using the simple random sampling technique. 167 were female and 133 were male. The average age of the participants was approximately 12 years. The youngest were 9 years old and the oldest 15 years old. All regions were well represented according to the following percentages: central (14%), western (12%), coastal (13%), north-western (8%), south-western (10%), extreme northern (6%), northern (8%), Adamaoua (11%), the east (9%), the south (9%). The 120 learners were enrolled in CM1 and 180 were enrolled in CM2. As far as religion is concerned, we have Christians who represent 68% of our population. Muslims make up 28%, and 4% is the percentage of those who say they do not belong to any religion.

#### Measurement scale and internal consistency of the questionnaire

Well-being at school, which corresponds to our independent variable, is operationalized according to Konu and Rimpela's theoretical model, which has given rise to three modalities: “*having*”, “*loving*” and “*being*”. The “*having*” is measured in the questionnaire by the items from 1 to 6. “*Loving*” is measured by items 7 to 13 and “*being*” is measured by items 14 to 19. Data collection on learners' motivation to complete the primary cycle was carried out using the motivation to succeed scale, which is composed of 28 items. It offers five response modalities (does not correspond, 2 = corresponds a

little, 3 = corresponds moderately, 4 = corresponds fairly, 5 = corresponds strongly).

To measure the internal consistency of our data collection tool, we conducted a pre-survey of 76 primary school pupils. The calculation of the inter-rater coefficient (CVI) enabled us to validate the questionnaire. CVI= 22/28; CVI= 0, 78. Being higher than 0.7 the validity index is accepted. To measure

the reliability of our tool, we calculated the Kuder-Richardson (KR21) and obtained this score KR21 = 0. 23 .

**Presentation of the results**

In order to collect the data, we submitted a questionnaire with five response modalities. Namely: 1 = totally agree; 2 = somewhat agree; 3 = agree; 4 = somewhat disagree; 5 = totally disagree. In the following table, we will present the results by items

**Table 1: Results of the feeling of well-being at school**

	Term s item Staff Total ands conditions	1	2	3	4	5	
"having	1 I feel good at school.	7	76	112	28	81	300
	2 I think the interior of their school is beautiful.	24	42	57	62	115	300
	3 I think I'm in a good school	11	40	121	41	87	300
	4 I like to go to the school toilets	3	17	33	60	187	300
	5 I find that there are green spaces in their school	7	14	38	99	145	300
	6 I'm happy with the meal in the canteen	29	61	111	80	19	300
"loving	7 I love my master/mistress	17	52	134	54	43	300
	8 When I have a problem at school I talk to the teacher.	79	19	22	74	106	300
	9 I find that my teacher is very interested in what I do at school.	22	62	101	62	52	300
	10 I have a lot of friends at school.	18	88	100	33	61	300
	11 I am liked by my classmates at school	24	50	63	146	17	300
	12 I find that our master/mistress helps us	19	61	89	75	56	300
	13 It's easy to make friends at school	104	85	59	42	10	300
"Being	14 I'm afraid when I'm at school	20	46	96	77	61	300
	15 I don't like it when there is an evaluation	25	63	102	96	14	300
	16 I'm afraid of making mistakes when I do the exercises.	26	34	103	67	70	300
	17 I'm afraid of getting beaten up by my friends at school.	28	14	57	117	84	300
	18 My point of view doesn't count at school	11	36	241	12	00	300
	19 I don't take initiatives at school	06	45	186	50	13	300

When reading Table 1, we can see that for item 1, which measures the feeling of well-being, 112 learners who participated in the survey admit to agreeing, 7 learners admit to fully agreeing. On the other hand, 81 learners admit to totally disagree. The quality of the infrastructure of several schools in Cameroon does not meet the standard standard of school construction. There are many shortcomings in most schools. Item 2, which measured the internal beauty of the school, shows that 115 learners disagree totally and only 24 agree totally. Most schools in Cameroon do not regularly rehabilitate existing infrastructure. Table 1 also reports in relation to item 4, which measured learners' willingness to go to the toilet, that 187 learners disagree completely and 3 learners agree completely. In most Cameroonian schools, the toilets are generally very poorly maintained as there are no cleaning agents. The table also reveals that with regard to item 5, 145 learners admit to totally disagreeing and 7 to totally agreeing. In most Cameroonian schools, there is no gardener to maintain the green spaces.

Table 1 also reveals that for item 7, which measured the feeling of love towards one's teacher, 134 learners admit to agreeing, 17 learners admit to totally agreeing and 43 to totally disagreeing. The teacher, as well as being a guide for the learners, also plays the role of substitute parent. The teacher has to adjust to these different roles and be interesting in transmitting knowledge. A relationship of friendship must be established between the two parties, while obviously respecting the pedagogical distance. For item 13, which measured how easy it is to make friends at school, it emerges that 104 learners admit to totally agreeing and 10 learners admit to totally disagreeing. As long as a learner can play with his or her classmate, he or she is considered a friend.

Item 16, which measured the fear of being able to make mistakes during the exercises, shows that 103 learners admit to agreeing, 26 to totally agreeing and 70 to totally disagreeing. When a lesson is not well assimilated, it is normal not to be sure of succeeding in the exercises. On the other hand, when the lesson is well assimilated, it is a pleasure for the learner to be evaluated. The role of evaluation is to measure the degree of assimilation of knowledge. As for item 18, which measured the extent to which the learner's point of view was taken into account, 241 learners agree. And none of the learners confessed to disagreeing completely. In reality, most learners in Cameroon are not consulted at any level, neither in their respective families nor in their different schools for anything concerning their schooling.

**Motivation to complete primary education**

We will present the results of the dependent variable.

		Terms Items Staff total and conditions	1	2	3	4	5	
<b>Motivation</b>	1	I get a lot of pleasure out of learning new things.	61	55	85	58	41	300
	2	I would like to have a well-paying job in the future.	102	15	88	62	33	300
	3	I don't think I get anything good out of school.	18	30	41	66	145	300
	4	I would like to go to secondary school	96	56	74	50	24	300
	5	I feel great pleasure when I succeed in finding solutions to a problem.	71	62	111	49	7	300
	6	I feel very important when I pass my final exam at the end of the year.	11	40	121	41	87	300
	7	I am always struggling to find solutions for complicated exercises.	20	52	134	54	40	300
	8	I don't know what I need school for	20	46	96	77	61	300
	9	I always want to be better than all my classmates.	11	36	201	12	40	300
	10	I am able to find solutions to complicated exercises.	6	78	112	26	82	300
	11	I would like to have a job like my parents'.	19	61	89	75	56	300
	12	I would like to be congratulated by the school director.	39	19	140	74	28	300

**Analysis of the results**

It is important to specify that our three hypotheses are to be tested using Pearson's correlation. For each hypothesis, we will identify the nature of the correlation that exists between the different variables.

- Testing the research hypothesis1. Calculation of the correlation between "having" and motivation to complete primary education

**Table 2: Correlation between "having" and motivation to complete primary education**

		Motivation	"having"
<b>Motivation</b>	Pearson Correlation	1	,712(**)
	Sig. (bilateral)	.	0,000
	N	300	300
<b>"having"</b>	Pearson Correlation	0,712(**)	1
	Sig. (bilateral)	0,000	.
	N	300	300

\*\*Correlation is significant at the 0.05 level (bilateral).

$$\left. \begin{aligned} r_{xyca} &= 0,712 \quad N = 300 \\ r_{xylu} &= 0,1638 \quad ddl = 298 \\ \alpha &= 0,05 \end{aligned} \right\}$$

Table 1 shows that there is a strong positive correlation between *having* and learner motivation to complete primary education. It is significant at 0.000 and therefore lower than the critical value of 0.05. In other words, there is a strong positive correlation between the motivation of learners to complete primary education and *having*.  $r_{xyca} = (0,712)$ .

- Testing the research hypothesis2: "loving" significantly influences learners' motivation to complete primary education. We will calculate the correlation between these two variables in table 3.

**Table 3: Correlation between "loving" and motivation to succeed**

		Motivation	"having"
<b>Motivation</b>	Pearson Correlation		,514(**)
	Sig. (bilateral)	.	0,003
	N	300	300
<b>"having"</b>	Pearson Correlation	0,514(**)	1
	Sig. (bilateral)	0,003	.
	N	300	300

\*\* Correlation is significant at the 0.05 level (bilateral).

$$\left. \begin{aligned} r_{xyca} &= 0,514 \quad N = 300 \\ r_{xylu} &= 0,1638 \quad ddl = 298 \\ \alpha &= 0,05 \end{aligned} \right\}$$

Table 3 shows that there is a strong positive correlation between "loving" and learners' motivation to complete primary education. It is significant at 0.003 and therefore lower than the critical value of 0.05. In other words, there is a good correlation between the motivation of learners to complete the primary cycle and "loving".  $r_{xyca} = (0,514)$ .

- Test Research Hypothesis 3: "Being" significantly influences primary school completion.

Table 4 shows the correlation between the two variables.

**Table 4: Correlation between the perception of one's competence and the motivation to succeed Motivation "Being"**

		Motivation	"having"
Motivation	Pearson Correlation	1	,249(**)
	Sig. (bilateral)	.	0,000
	N	300	300
"having"	Pearson Correlation	0,249(**)	1
	Sig. (bilateral)	0,000	.
	N	300	300

\*\* Correlation is significant at the 0.05 level (bilateral).

$r_{xyca} = 0,249$  N= 300  
 $r_{xylu} = 0,1638$  ddl= 298  
 $\alpha = 0,05$

Table 4 shows that there is a positive correlation between "being" and learners' motivation to complete primary education. It is significant at 0.000 and therefore lower than the critical value of 0.05. This means that the motivation of learners to complete the primary cycle is significantly correlated with "being".  $r_{xyca} = (0,249)$ .

**Discussion of the results**

From the analysis of the data we have seen that there is a correlation between learners' sense of well-being and their motivation to complete primary education. In relation to the first need, which is "having", data analysis has shown that there is a strong and positive correlation with the motivation to complete the primary cycle. This suggests that the quality of the infrastructural environment for the learner is at the basis of any learning process. School cannot really exist without infrastructure. This is why the living environment has historically been designed to enable the transmission of disciplinary knowledge (Durpaire and Durpaire, 2017). The good quality of school infrastructure and its good maintenance promote learning conditions. A quality school environment predisposes the learner to complete the school cycle. Although the infrastructural environment is part of the basic elements of any schooling process, it is not sufficient to enable a learner to stay in school. As the primary aim of school is to transmit to the learner all the knowledge that will help him/her to integrate socio professionally, he/she can receive this knowledge in any environment. To this end, we can remember the practice of school under the tree.

The analysis of the data also revealed that the correlation between "loving" and motivation to complete primary education is good. The nature of the interactions between learners and teachers is crucial to the latter's engagement in school. It is important to pay attention to the quality of the learner's human environment. The quality of the relationships that learners have with each other and with teachers has an important role to play in the schooling process. The recent study by Liu, Mei, Tian and Huebner (2015), confirms that the degree of teacher support and peer support, as perceived by students, are two key factors for their academic satisfaction.

It is easy to understand why the nature of these relationships is very determining. If they are friendly, the desire to stay in school may increase. On the other hand, if the relationships are conflictual, learners will find no interest in staying in school. The learner will stay at school more if he or she is sure that school really does bring him or her extra satisfaction for his or her life. It should be noted that the nature of the relationships, although an important factor in the learning process, must be accompanied by the purpose of the school. If the learner or his or her parent does

not see how school can help him or her deal with environmental problems, he or she will not be able to continue attending school. The content of teaching must therefore be in line with the learner's social environment. At school, a supportive, non pressure classroom climate with teachers who are close to the pupils can protect against the effects of school-related stress. (Author..... )

We also found that there is a correlation between "being" and learners' motivation to complete primary education. The involvement of learners in certain activities and even in making certain decisions about the functioning of the classroom can increase their desire to continue their studies. Through this solicitation, they feel important and exist in their school environment, which they will now consider their own. He can persist in this environment because he knows that he is useful and that his presence is important for his functioning. Usually the learner is perceived by older children as immature and is therefore not really consulted in decision making. They are not even given the opportunity to do anything, they are seen as the ones who have to obey the instructions of the teacher and the administration. Yet it is important to see him as a fully-fledged being with his own needs and desires. In addition to all this he is the most important link in school education.

**Toward an approach to improving school quality**

A description of the characteristics of high-quality schools, of course, is not the same thing as a strategy for how to move from low to higher quality. Unfortunately, quality improvement strategies are much less well documented than the features of high-quality schools, especially in poor country contexts, where resources are more tightly constrained and governance more centralized than in the U.S. or U.K., from which much of the literature from industrialized nations derives.

This review has suggested that the "quality" of inputs, while a common way of understanding school quality, is less useful than considering the use of inputs as seen in terms of desirable outputs and outcomes. The review has highlighted the multiple ways in which school quality is understood, hence the need for decisions about the type of quality to be enhanced. Finally, I have asserted, on the basis of considerable research that space does not permit me to discuss here, that quality improvements because they reach

into the classroom and involve changes in teacher practice are more difficult to manage externally than changes that can be dictated from above.

It would be possible to derive a list of essential elements of quality. Such lists have been developed by researchers on school quality. Craig, for example, lists the following as likely to have the "greatest bearing on the quality of schooling" in the Pacific which could be applicable in the context of Cameroon:

... the availability of books and other learning materials; Initial instruction in the mother tongue; capability of the teaching force; the autonomy, flexibility and accountability of educational management; instructional time available and use of that time; and the curriculum (the development of general education rather than vocational programs. (Craig, 1995: 5)

She cautions that quality improvements must be considered as a package because the factors are not independent of each other. Thus, for example, teacher training is unlikely to improve quality if appropriate textbooks and equipment are not available. Lockheed and Vespoor, based on extensive review of project documents and empirical research, place the dimensions of school quality into the five categories of "promising avenues" and "blind alleys."

## Conclusion

In short, the aim of this study was to verify that there is a correlation between the feeling of well-being at school and the motivation of primary school learners to complete their schooling. Using the theory of well-being developed by Konu and Rimpela (2002), we had three research variables. Data collection by means of the questionnaire provided the data we tested using Pearson's correlation. As a result we found that there is a strong positive correlation between *having* and motivation to complete the cycle. This led us to say that the school begins to exist through its infrastructure. We also found that there is a good correlation between "*loving*" and the motivation to complete the primary cycle. The last result allowed us to understand that there is a correlation between "*being*" and the motivation to succeed. The feeling of wellbeing at school starts as soon as one enters the school and is then maintained by the relationship that exists between the different actors.

Therefore, Research on attempts to improve the quality of schools suggests four basic lessons for refugee education:

1. Educational quality is understood in different ways, reflecting the values and priorities of stakeholders. As a result, it is essential to clarify the important meaning(s) of quality to the relevant stakeholders in a particular context. Improvement strategies will vary, depending upon whether stakeholders are interested in improving quality as reputation, as inputs and resources, as process, as content, or as outputs/outcomes.
2. Improvements in educational quality do not necessarily require large investments of resources. A number of the elements of educational quality identified in the preceding discussion do not rely primarily on large outlays of resources. Instead, many of these elements depend on the organization and management of inputs, and the participation of critical actors such as parents, teachers and principals, and so forth. Thus, the primary constraint to quality improvement is not necessarily

cost. However, quality improvements are likely to require more organizational capital than simple provision of inputs, and are more difficult to control from centralized authority or from afar.

3. School quality can be understood in several ways. One formulation involves four interacting sets of factors—the characteristics of the child, supporting inputs, enabling conditions, and the teaching learning process. A school improvement strategy that ignores one or more of these factors risks missing an essential component of the whole. Another formulation sees quality in terms of five factors the capacities of learners, the supportiveness of learning environments, the appropriateness of content, the effectiveness of learning processes, and the achievement of outcomes. Again, quality improvements must attend to all five dimensions.
4. School improvement strategies are most effective when developed on site and in collaboration with stakeholders and implementers. External assistance may be needed to provide a broader perspective on school quality as well as needed resources. Stakeholder-implementer buy-in and participation, however, are essential for the effort to be grounded in local realities and needs, especially when dealing with non-resource-based aspects of quality. Careful attention to collaboration in the process by which problems are identified and solutions planned is essential for quality improvements to be sustained and to develop local capacity for ongoing implementation.

To improve quality, the role of central authorities is less one of providing quality than of fostering environments that support site-based improvement. Innovations are less effectively "replicated" than promoted. Acting in these ways, however, requires different modes of operation than are common in many relief and development agencies.

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