

Policy Guidelines in 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: The main objective of this study was to investigate the extent to which adequate state policy guidelines can affect the provision of quality education in lay private institutions in the South West Region of Cameroon. This objective was transformed into research question and hypothesis. Based on the nature of this study, research question and hypothesis, the simple random sampling, purposive and convenience techniques were used to get the selected schools, proprietors, principals and teachers in the South West Region. The sample of the study was made up of eighty (80) proprietors, eighty (80) principals and two thousand one hundred and eighty one teachers from the selected lay private secondary schools and 20 Regional Pedagogic inspectors making a total of two thousand three hundred and sixty five (2,365) respondents. The study made use of quantitative and qualitative methods of data collection that is, a questionnaire with likert scale items for both principals and teachers. The Cronbach Alpha test was used to test for consistency and the reliability coefficient for teachers which was 0.879, principals 0.731, proprietors 0.834 and that for regional pedagogic inspectors was 0.896. Findings showed that state policy guidelines have a very significant, positive and strong effect on the provision of quality education in lay private secondary schools. Therefore, the null hypothesis was rejected and the alternative hypothesis which states that there is a significant effect of policy guidelines on the provision of quality education in lay private secondary schools was accepted. The positive sign implied that quality of education for lay private secondary schools is more likely to increase when the state policy guidelines are adequate and more likely to decrease when the state policy guiding them is inadequate.

Key points: policy guidelines, public private partnership, provision of quality education.

Introduction

Education is a cornerstone of societal progress, and its quality and accessibility play pivotal roles in shaping the future (Fuller & Clarke, 1994). Within the educational landscape, public-private partnerships have gradually emerged as a means to bolster the provision of quality education, particularly within lay private schools (OECD, 2019). This collaborative approach, however, is challenged by the absence of well-defined policy guidelines, leading to discrepancies in educational standards, infrastructure, and resource allocation (Muralidharan & Zieleniak, 2012). Specifically, lay private schools, characterized by their non-affiliation with religious or government bodies, often operate within this ambiguous policy landscape (Tooley, Dixon, & Gomis, 2007).

The confluence of public-private partnerships and the quest for quality education in lay private schools necessitates a comprehensive and tailored policy framework to ensure equitable access to high-quality education (UIS, 2015). Yet, the absence of such guidelines raises questions about the consistency and effectiveness of these partnerships in advancing educational excellence. Addressing this gap is essential to foster educational equity and cultivate an environment conducive to holistic student development. This research seeks to explore the multifaceted dynamics of public-private partnerships within the context of lay private schools and the critical need for refined policy guidelines. By delving into the intricate interplay of policy, partnerships, and educational quality, this endeavor aims to elucidate the potential impact of clear guidelines on shaping a more robust and accountable educational ecosystem.

Statement of the Problem

Amidst the growing reliance on public-private partnerships to enhance the quality of education in lay private schools, a significant challenge emerges from the absence of robust policy guidelines. This absence leads to ambiguities and inconsistencies in defining and maintaining educational standards, teacher qualifications, infrastructure adequacy, and resource allocation. Consequently, it is imperative to develop clear and comprehensive policy guidelines specifically tailored to public-private partnerships in the context of lay private schools, addressing the pivotal aspects of quality education provision. By doing so, we aim to ensure equitable access to high-quality education and establish a framework for accountability and excellence across these educational institutions. As a result, there is a pressing need to establish robust and well-defined policy guidelines to govern public-private partnerships within the context of lay private schools, ensuring equitable, high-quality education for all students.

Objective of the Study

- The main objective of this study was to investigate the extent to which adequate state policy guidelines affect the provision of quality education in lay private institutions.

Research Question

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

Hypothesis

H_a: There is a significant effect of the policy guidelines in public-private partnership on the provision of quality education in lay private secondary schools.

H_o: There is no significant effect of policy guidelines on the provision of quality education in lay private secondary schools.

LITERATURE REVIEW

Policy guidelines contribute to the Public-private partnerships in the provision of quality education. Conscious of the important role of education in the development of human resources in general and the fight against poverty, the government has decided to elaborate a global strategy of the educational sector from the Dakar action plan (CPT, 2000) and on the millennium objectives for development.

Policies help define rules, regulations, procedures and protocol for partnership. All of these are necessary to help partnership run smoothly and safely and ensure that students receive quality education. In Cameroon educational policies are formulated by the state for the public or private institutions to run their schools. In 1961 a law was promulgated which draws a line between the public and the private schools. It also determines the intervention of the state in matters of education. The essence of the law was to impose the official programme or syllabus of studies on all schools. The mission and private or corporate bodies now to obtain authorization before an institution could operate as a school. The state promised subvention to the private schools depending on its budgetary provision (Mensah, 2000).

Law N0, 68-COR of September 9, 1968 on private schools is an addendum to the above law to provide for cases of transfer of private schools to the state and the conditions under which such schools can be transferred and the administrative organ that can carry out such transfers. Another law was voted for the representation of private schools in civil matters. The government stated the rights and obligations of teachers and students, set out a system for award of grants to schools, for teacher training collages and award of certificates and salary structure for teachers in private sector.

In 1976, another law No, 76/15 OF July 1976 was enacted which binds on all private schools in Cameroon and determines the organization and running of private schools. It dwells on the definition of private schools, the social and professional status, the administrative organization, the recognition of private education agencies as being of public interest, offences, penalties and winding up and the miscellaneous. By this provision of the law the state has direct control over all private schools, recognized as such, the state makes the official programme, determine, the rate of school fee and the subventions. It equally set out a salary structure for teachers in the sector of the national territory. This law succeeded in-putting some order in this sector by creating four agencies under which any private educational activity must operate. These are: Catholic Agency, Protestant, Islamic and Secular or Lay Private agencies of education. It enables the ministry of national education to exercise strict control over the activities of these lay private schools. To an extent, it determines the finances of lay private education and helps the policy of education to attain its goal for it kept down the cost of education, although at the detriment of the operators. To give lay private schools their place, the 1987 law reverted to liberalizing the school fees so that the schools can balance their budgets and provide adequate infrastructure and didactic equipment for efficient teaching. This was to enable the schools pay the twelve months salaries regularly to the teachers, to review the salary structure of these teachers, to give them the necessary motivation to carry on with their vocation and to provide enough financial means for up to date education for all Cameroonian children.

The most recent law no 2004/022 of 22 July 2004 lay down the rules governing the organization and functioning of private education in Cameroon, pursuant to law No 98/4 of 14 April 1998 to lay down guidelines for education in Cameroon within the said law, there are seven general provisions, Private schools, Proprietors, Proprietors organizations and Partnership with the state, Personnel and quality of teachers, Resources, Offences Measures and Penalties, and Miscellaneous and final provisions.

United Kingdom-England Policy guidelines on Organization of private education (2019).

The private schools charge fees and receive no direct support from public funds, although they may benefit from tax concessions. Although the term 'private school' is in common use, the legal framework refers to 'independent schools'. The education Act 1996 (part vii, section 463) defines and independent school as any school at which full time education is provided for five or more pupils of compulsory school age and which is not maintained by a local authority or a non-maintained special school. Private education in England has a long tradition. Private schools which are pre-date publicly funded provision are sometimes referred to as 'public schools'. The modern independent school sector comprises different types of school; as well as traditional public schools' and newer independent day and boarding schools. There are schools which reflect particular educational philosophies, such as Steiner wardorf schools or religious affiliations. The independent school council (ISC) is an umbrella organization representing schools in the UK independent sector. The 2019 ISC annual census provides an overview of the characteristics of the schools that the ISC represents.

Funding

The independent schools do not receive any direct public funding. They are funded through tuition fees paid by parents, gifts and in some cases, the investment yield of endowments. Three quarters of the independent school council's member have charitable status, which enable them to take advantage of tax concessions. To be eligible for charitable status, independent schools must by law demonstrate that they provide public benefit. Independent schools charitable activities can include

fee assistance schemes, partnership with state schools, and giving access to state school pupils to attain certain lessons or vents. Some independent schools are involved in sponsoring academies as part of their charitable purpose.

Regulation and Quality Assurance

Independent schools are subjected to government regulation as set out in the statutory framework for independent schools. This is laid down in part IV of the education and skill Act 2008. Independent schools must be registered with the department of education and can be closed down by removal from the register if they are found not to be providing satisfactory education. As the registration authority, the department for education also has the power to require a registered independent school to be inspected. Independent schools are not required to have governing body, although most do. All independent schools must meet standards covering the quality of education, spiritual, moral, social and cultural development of students, welfare, health, and safety of students, suitability of people running the school, standards of premises, provision of information, handling of complaints, and the quality of leadership and management. This is set out in education (independent school standards) regulation 2014. These standards are examined by ofsted before an application for registration is approved and again within the first year of the school's operation. Thereafter, independent schools are regularly inspected in one or two ways as outlined below. 1) Schools belonging to the largest umbrella association-the independent school council (ISC) are inspected by the independent schools inspectorate (ISI). The independent school inspectorate (ISI) inspection framework is available on their website. A memorandum of understanding between ofsted and ISC set out its work and is monitored and reported to the secretary of state. 2) Inspection by ofsted, in the case of independent schools which do not belong to independent school associations. Ofsted's education inspection framework (EIF) and associated guidance for non-association independent schools set out how these schools are to be inspected.

All schools belonging to the ISC had an inspection in the three year period from April 2016 to April 2019. Government guidance states that all non-association independent schools will have a standard inspection within three years from September 2018. Following a consultation, the government published its integrated communities Act Plan in February 2019. Setting out a range of proposals intended to build strong, integrated communities. The proposal included plans for legislation intended to –strengthen the enforcement regime for independent schools that fail to meet the required standards, require all independent education setting where children attend full-time during the school day to register, strengthen ofsted's power in relation to unregistered schools. It is intended that the legislation will be introduced when a suitable opportunity arises, no specific date is given. The regulation of independent providers ensuring alternative provision formed part of the subject of a House of Common Education inquiry, which reported in July 2018. The committee found that 72% of settings providing independent alternative provision had a good or better inspection rating. The government published its response to the inquiry in October 2018. The secretary of state may also prohibit a person from taking part in the management of an independent school under the terms of the independent education provision in England (prohibition of participation in management) regulation 2014.

In all, the policy guidelines direct the functioning of lay private schools to enhance quality education. The strict implementation of these policy guidelines will enable the partnership to be accountable to each partner.

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

Research Question: What is the relationship between policy guidelines in public-private partnership and the provision of quality education?

Table 1: Teachers' Opinion of State Policy Guidelines

Items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	SA/A	D/SD
The state ensures the amount of fee paid in	7 (2.9%)	69 (28.6%)	140 (58.1%)	25 (10.4%)	76 (31.5%)	165 (68.5%)

respect to state prescription.						
The state ensures that teachers have the required certificates	16 (6.6%)	80 (33.2%)	123 (51.0%)	22 (9.1%)	96 (39.8%)	145 (60.2%)
The state always ensures the quality of infrastructure.	38 (15.8%)	95 (39.4%)	63 (26.1%)	45 (18.7%)	133 (55.2%)	108 (44.8%)
Our students always write official examinations approved by the state.	113 (46.9%)	90 (37.3%)	26 (10.8%)	12 (5.0%)	203 (84.2%)	38 (15.8%)
We have regular salaries.	47 (19.5%)	97 (40.2%)	37 (15.4%)	60 (24.9%)	144 (59.8%)	97 (40.2%)
The school always sends teachers for seminars or conferences or in-service training.	47 (19.5%)	139 (57.7%)	22 (9.1%)	33 (13.7%)	186 (77.2%)	55 (22.8%)
Didactic materials are always available when I want to teach.	58 (24.1%)	97 (40.2%)	49 (20.3%)	37 (15.4%)	155 (64.3%)	86 (35.7%)
Multiple response set (MRS)	267 (12.3%)	686 (31.6%)	1012 (46.7%)	204 (9.4%)	993 (58.9%)	694 (41.1%)

N=241

Finding revealed that while 76 (31.5%) and 95 (39.8%) of the teachers respectively, agreed that the state ensures the amount of fee paid is in respect to state prescription and that they ensure that teachers have the required certificates, a majority of the teachers 165 (68.5%) and 145 (60.2%) respectively, disagreed. Findings also show that while 133 (55.2%) of the teachers agreed that state always ensures the quality of infrastructure, 108 (44.8%) of the teachers disagreed.

Furthermore, finding showed that while a majority of the teachers 203 (84.2%) agreed that their students always write official examinations approved by the state, 38 (15.8%) of them disagreed. Findings also show that while 144 (59.8%) of the teachers agreed that they have regular salaries, 97 (40.2%) of them disagreed. Finally, while finding shows that 186 (77.2%) and 155 (64.3%) of the teachers respectively, agreed that their school always sends teachers for seminars, conferences or in-service training and that didactic materials are always available for teaching, 55 (22.8%) and 86 (35.7%) of the teachers respectively, disagreed. In overall, finding revealed that while 58.9% of the teachers indicated that lay private schools adequately respect state policy guidelines, 41.1% of the teachers denied.

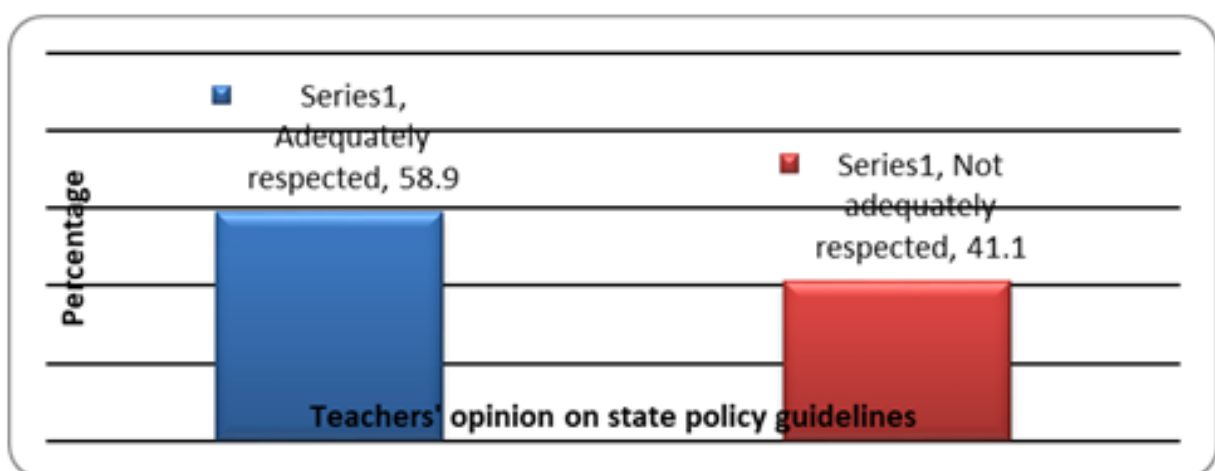


Figure 1: Teachers' Opinion on Lay Private School Respect for State Policy Guidelines

Principals' Perspective

Table 2: Principals' Opinion of State Policy Guidelines

Items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	SA/A	D/SD
The government formulates the same objectives of education for public and private education.	14 (30.4%)	28 (60.9%)	4 (8.7%)	0 (0.0%)	42 (91.3%)	4 (8.7%)
Only the state ensures quality and pedagogic standards and confers diplomas to students who write official examinations.	15 (32.6%)	23 (50.0%)	4 (8.7%)	4 (8.7%)	38 (82.6%)	8 (17.4%)
The government ensures the application of official programmes and smooth functioning of private curricular activities.	15 (32.6%)	24 (52.2%)	7 (15.2%)	0 (0.0%)	39 (84.8%)	7 (15.2%)
Private schools under contract comply with official programmes and tuition fees fixed by the state.	2 (4.5%)	12 (27.3%)	22 (50.0%)	8 (18.2%)	14 (31.8%)	30 (68.2%)
Administrative and pedagogic official in private schools are education professional approved by the state.	5 (10.9%)	16 (34.8%)	13 (28.3%)	12 (26.1%)	21 (45.7%)	25 (54.3%)
The teaching staffs of private schools are recruited from among holders of requisite professionals or academic diplomas authorized by the state.	9 (19.6%)	17 (37.0%)	12 (26.1%)	8 (17.4%)	26 (56.5%)	20 (43.5%)
Teachers of private schools are responsible for quality teaching, regular salary social welfare benefits and continuous education.	8 (18.2%)	22 (50.0%)	12 (27.3%)	2 (4.5%)	30 (68.2%)	14 (31.8%)
Private school resources are derived from the state.	0 (0.0%)	0 (0.0%)	24 (52.2%)	22 (47.8%)	0 (0.0%)	46 (100%)
Private schools who fail to comply with the rules and regulations of the state are punished.	12 (26.1%)	22 (47.8%)	10 (21.7%)	2 (4.3%)	34 (73.9%)	12 (26.1%)
In the event of the death of a proprietor the state administers or seals the institution.	0 (0.0%)	0 (0.0%)	18 (39.1%)	28 (60.9%)	0 (0.0%)	46 (100%)
Multiple response set (MRS)	80 (17.5%)	164 (36.0%)	126 (27.6%)	86 (18.9%)	244 (53.5%)	212 (46.5%)

From the perspective of principals, finding showed that while a majority of them 42 (91.3%) agreed that government formulates the same objectives of education for public and private education, ensures quality and pedagogic standards and confers diplomas to students who write official examination 38 (82.6%) and ensures the application of official programmes and smooth functioning

of private curricular activities 39 (84.8%), a majority of the principals as well 30 (68.2%) disagreed that Private schools under contract comply with official programmes and tuition fees fixed by the state. Finding also shows that while 21 (45.7%) of the principals agreed that administrative and pedagogic official in private schools are education professional approved by the state, 25 (54.3%) of them disagreed.

Furthermore, while finding also revealed that 26 (56.5%) of the principals agreed that the teaching staffs of private schools are recruited from among holders of requisite professionals or academic diplomas authorized by the state, 20 (43.5%) of them disagreed with all the principals 46 (100%) also disagreed that private school resources are derived from the state and that in the event of the death of a proprietor the state administers or seals the institution. Finally, finding showed that while 34 (73.9%) of the principals agreed that private schools who fail to comply with the rules and regulations of the state are punished, 12 (26.1%) of them disagreed.

In overall, finding revealed that 53.5% of the principals indicated that policy guidelines are adequately respected by lay private schools while 46.5% of them denied.

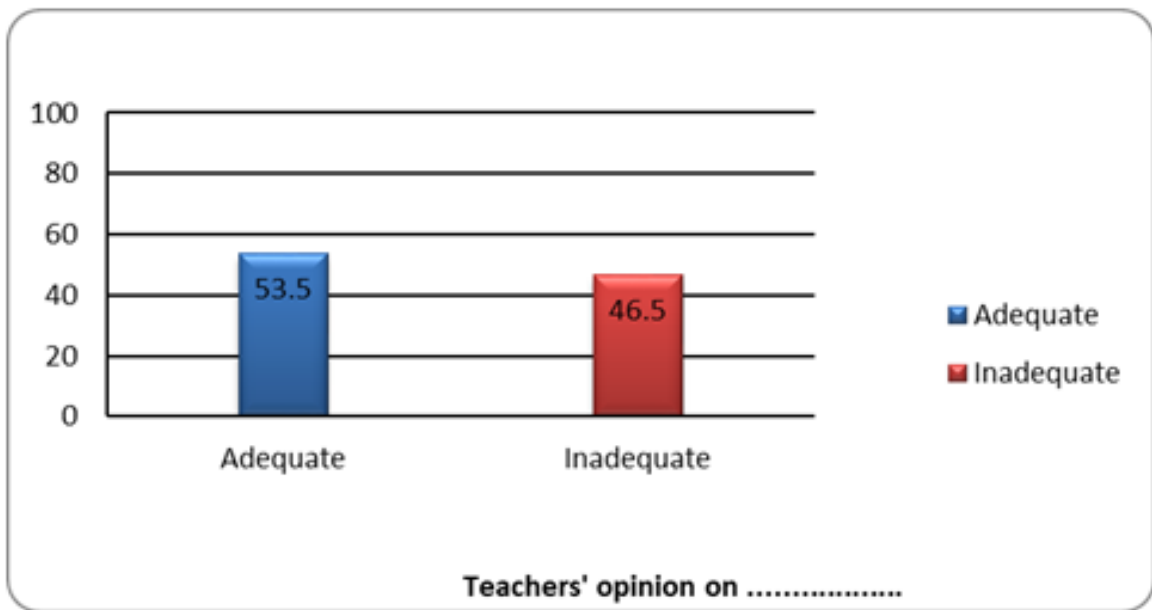


Figure 2: Principals' Opinion on the Respect of State Policy Guidelines by Lay Private Schools

Proprietors' Perspective

Table 3: Proprietors' Opinion of Policy Guidelines

Items	Yes	No	N
The state ensures that the requirement for opening of schools is respected?	41(91.1%)	4(8.9%)	45
The state ensures the acquisition of land before granting the opening of school?	30(66.7%)	15(33.3%)	45
The state ensures that building infrastructure are respected?	21(46.7%)	24(53.3%)	45
Do you collect just the amount of school fees stipulated in the policy guidelines?	18(40.0%)	27(60.0%)	45
Do your students write the official examination approved by the state?	15(33.3%)	30(66.7%)	45
Multiple response set (MRS)	125(55.6%)	100(44.4%)	225

From the perspective of the proprietors, finding showed that while a majority of them 41 (91.0%) and 30 (66.7%) indicated that the state ensures that the requirement for opening of schools is

respected and that the state ensures the acquisition of land before granting the opening of school, 15 (33.3%) of the proprietors denied. Findings also show that while 21 (46.7%) of the proprietors indicated that state ensures that building infrastructure are respected, 24 (53.3%) of them denied.

Finally, finding also revealed that while 18 (40.0%) and 15 (33.3%) of the proprietors respectively, indicated that proprietors collect the stipulated amount of school’s fees from students and that students write the official examination approved by the state, a majority of them 27 (60.0%) and 30 (66.7%), respectively disagreed.

In aggregate, finding showed that the state policy guidelines is not adequately respected as indicated by 44.4% of the proprietors while 55.6% of them indicated that the policy guidelines are respected.

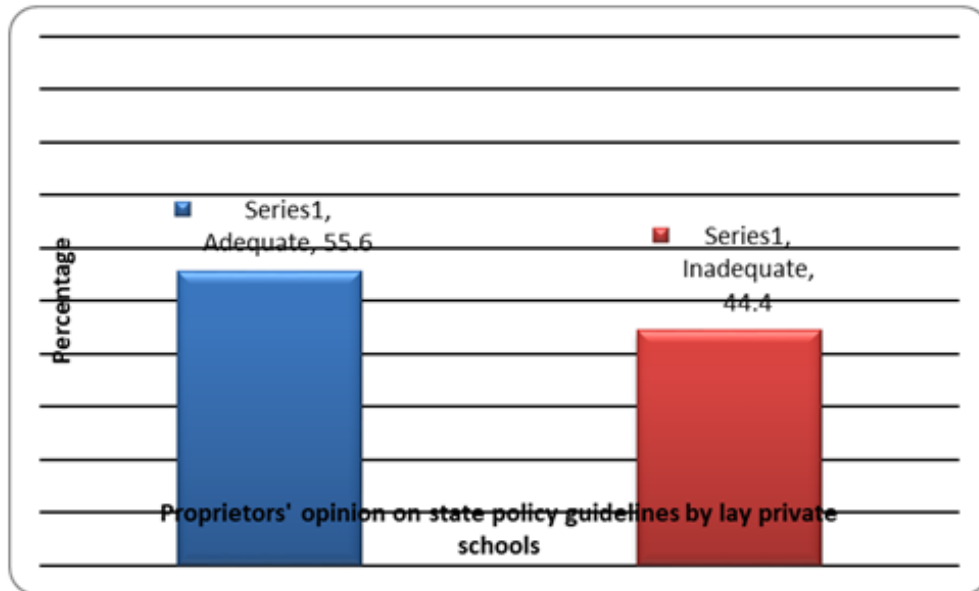


Figure 3: Proprietors' Opinion on Lay Private Schools Respect for State Policy Guidelines

Table 4: Proprietors Opinion on the Criteria for Opening a Lay Private School

Themes	Groundings
School location	8
List of teachers	7
Motivation letter/application reasons for the creation	7
School sit plan	7
Proprietor account number	7

Based on the proprietors’ opinion on the criteria for opening a lay private school, findings revealed that school location, list of teachers, application/motivation letter for creation, school site plan and proprietor account number are the criteria needed for the opening of a lay private school.

Table 5: Proprietors Opinion on the Reasons Some Proprietors do not follow the Policy Guideline

Themes	Groundings	Quotations
Lack of finance	8	“Because they lack finances”. “Because they feel that is it their personal business. The lack finance”. “Because they do not have enough money”. “Because of inadequate finances”. “Because they do not have adequate finance”. “Because they do not have enough financial resources”.

Lack of motivation from government	1	“Because they lack motivation form the government”.
Business	1	“Because they think that they are making their personal business”.

Based on the proprietors’ opinion on the reasons some proprietors do not follow the policy guideline, findings showed that many of the proprietors stated lack of finance. Lack of motivation from the government and the fact that some proprietors see school as a business account for other reasons that some proprietors do not follow the policy guideline governing the operation of lay private schools

Regional Pedagogic Inspectors’ Perspective

Table 6: Regional Pedagogic Inspectors’ Opinion of Policy Guidelines

Items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	SA/A	D/SD
The government formulates the same objectives of education for public and private education.	15 (68.2%)	7 (31.8%)	0 (0.0%)	0 (0.0%)	22 (100%)	0 (0.0%)
Only the state ensures quality and pedagogic standards and confers diplomas of students who write official examinations and pass.	17 (81.0%)	2 (9.5%)	1 (4.8%)	1 (4.8%)	19 (90.5%)	2 (9.5%)
The state approves the school location map and the opening and extension of private institutions.	13 (61.9%)	7 (33.3%)	1 (4.8%)	0 (0.0%)	20 (95.2%)	1 (4.8%)
The government ensures the application of official programmes and smooth functioning of private curricular activities.	10 (45.5%)	9 (40.9%)	2 (9.1%)	1 (4.5%)	19 (86.4%)	3 (13.6%)
Administrative and pedagogic official in private schools are education professional who are full time staff and approved by the state.	1 (4.5%)	4 (18.2%)	13 (59.1%)	4 (18.2%)	5 (22.7%)	17 (77.3%)
The teaching staffs of private schools are recruited from among holders of requisite professionals or academic diplomas authorized by the state.	4 (18.2%)	6 (27.3%)	10 (45.5%)	2 (9.1%)	10 (45.5%)	12 (54.5%)
Teachers of private schools are entitled to regular salaries, social welfare benefits and continuous education.	3 (13.6%)	7 (31.8%)	7 (31.8%)	5 (22.7%)	10 (45.5%)	12 (54.5%)
Private schools who fail to comply with the rules and regulations of the state are punished.	4 (19.0%)	9 (42.9%)	4 (19.0%)	4 (19.0%)	13 (61.9%)	8 (38.1%)
In the event of the death of a proprietor the state	0 (0.0%)	1 (4.5%)	14 (63.6%)	7 (31.8%)	1 (4.5%)	21 (95.5%)

administers or seals the institution.						
Multiple response set (MRS)	67 (34.4%)	52 (26.7%)	52 (26.7%)	24 (12.3%)	119 (61.0%)	76 (39.0%)

N=22

Finally, from the perspective of the regional pedagogic inspectors, finding showed that while all of them 22 (100%) agreed that the government formulates the same objectives of education for public and private education, ensures quality and pedagogic standards and confers diplomas of students who write official examinations and pass 19 (90.5%), approves the school location map and the opening and extension of private institutions 20 (95.2%), and ensures the application of official programmes and smooth functioning of private curricular activities 19 (86.4%), a majority of the regional pedagogic inspectors 17 (77.3%) disagreed that administrative and pedagogic official in private schools are education professional who are full time staff and approved by the state.

Finding also revealed that while 10 (45.5%) of the regional pedagogic inspectors agreed that teaching staffs of private schools are recruited from among holders of requisite professionals or academic diplomas authorized by the state and that teachers of private schools are entitled to regular salaries, social welfare benefits and continuous education, a majority of them 12 (54.5%) of them disagreed. Finding also shows that while 13 (61.9%) of the regional pedagogic inspectors agreed that private schools who fail to comply with the rules and regulations of the state are punished, 8 (38.1%) of them disagreed with a majority of them 21 (95.5%) also disagreed that in the event of the death of a proprietor the state administer or seal the institution.

In overall, finding showed that the policy guidelines are adequate as indicated by 61.0% of the pedagogic inspectors while the policy is inadequate as indicated by 39.0% of them.

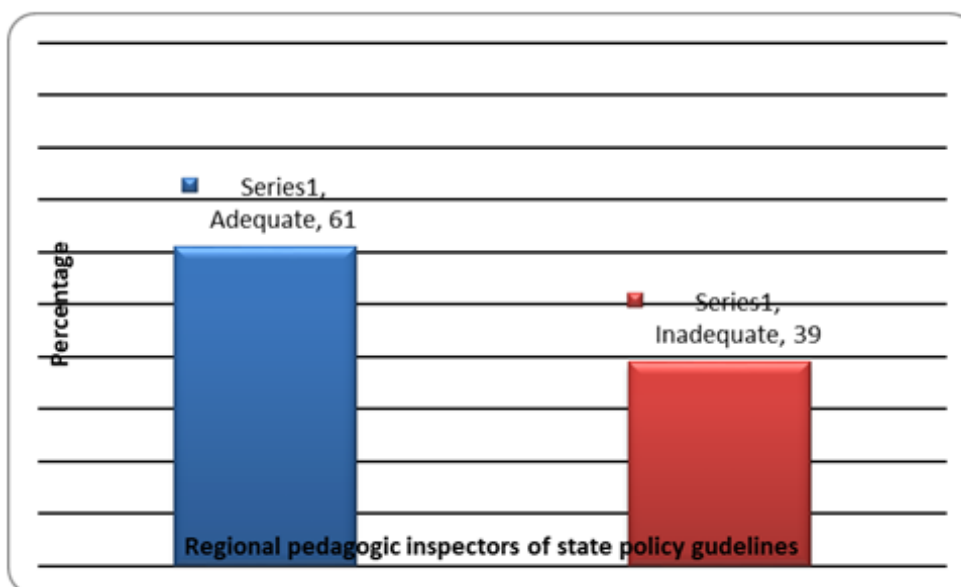


Figure 4: Regional Pedagogic Inspectors of State Policy Guidelines

Table 7: Comparative Analysis Showing Stakeholders' Opinion on State Policy Guidelines to Lay Private Schools

Respondents	State policy guidelines to lay private schools		Total based on MRS	Chi-square test (χ^2)
	Adequate	Inadequate		
Teachers	993 (58.9%)	694 (41.1%)	1687	$\chi^2=0.46$ df=3 P=0.928
Principals	244 (55.5%)	212 (46.5%)	456	
Proprietors	125 (55.6%)	100 (44.4%)	225	
Regional pedagogic inspectors	119 (69%)	76 (39.0%)	195	

Comparatively, finding showed that all the four stakeholders in significant proportion teachers 41.1%, principals 46.5%, proprietors 44.4% and regional pedagogic inspectors 39% indicated that state policy guidelines to lay private schools is inadequate and they do not significantly differ in their opinion ($\chi^2=0.46$, $df=3$, $P=0.928$, >0.05). This comparative finding is also presented on the figure below.

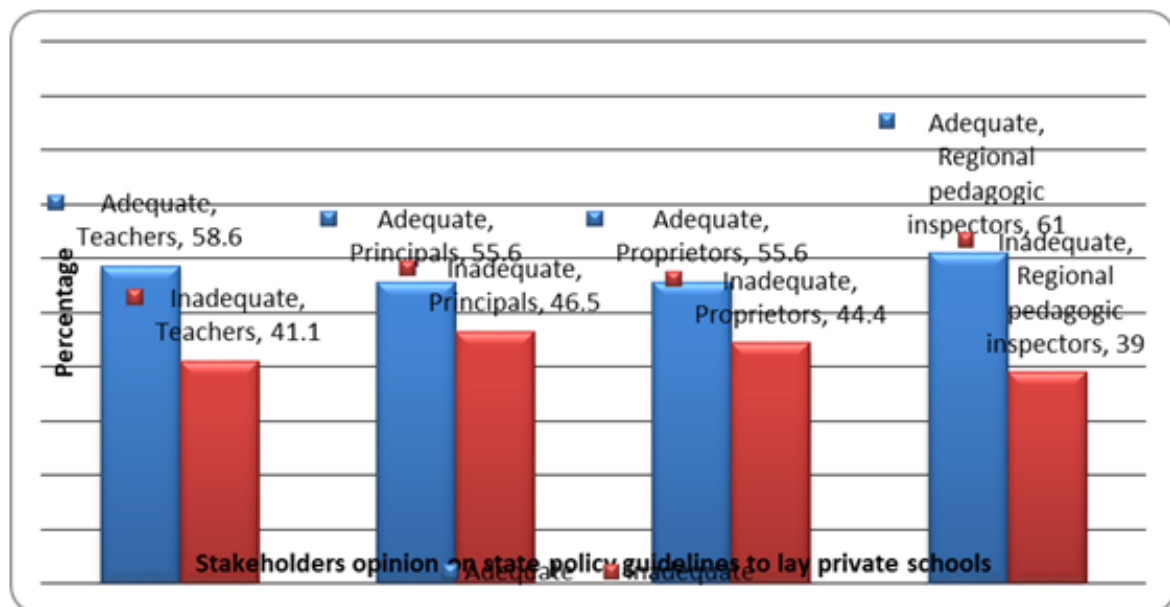


Figure 5: Stakeholders Opinion on State Policy Guidelines to Lay Private Schools

Testing of Hypothesis: There is no significant effect of policy guidelines on the provision of quality education in lay private secondary schools

Table 8: The Effect of Adequate State Policy on Provision of Quality Education in Lay Private School

Test	Statistical parameters	Adequate state policy guidelines	Provision of quality education in lay private school
Spearman's rho	R-value	1.000	.642**
	P-value	.	.000
	N	241	241
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistically, finding revealed that adequate state policy guidelines has a very significant, positive and strong effect on the provision of quality education in lay private secondary schools ($P=0.000$, $far < 0.05$). The positive sign of the correlation coefficient ($R= 0.642^{**}$) implies that the educational quality for lay private school is more likely to increase when the state policy guiding them is adequate and more likely to decrease when the state policy guiding them is inadequate. Therefore, the null hypothesis was rejected and the alternative hypothesis that states there is a significant effect of policy guidelines on the provision of quality education in lay private secondary schools was accepted.

Discussion of Findings

Findings revealed that state policy guidelines have a very significant, positive and strong effect on the provision of quality education in lay private secondary schools. The positive sign implies that educational quality for lay private secondary schools is more likely to increase when the state policy guidelines are adequate and more likely to decrease when the state policy guiding them is inadequate.

Therefore, the null hypothesis was rejected and the alternative hypothesis that states that there is a significant effect of policy guidelines on the provision of quality education in lay private secondary was accepted. Despite this effect, findings further show that the state policy guidelines were inadequate as compared to those of the United Kingdom (2019) on the organisation of private education. The guidelines states that private schools must be registered with the department of education and can be closed down if they are found not to be providing satisfactory education. These schools must meet standards covering the quality of education, spiritual, moral, social and cultural development of student's welfare, these standards are examined before an application for registration is approved. This is in line with proprietor's opinion on policy guidelines on table 43, who attest that, the state ensures that the requirements for opening of school's acquisition of land, buildings are respected before the application of school creation is granted. The secretary of state in the United Kingdom may prohibit a person from taking part in the management of schools which is similar in Cameroon where the minister in charge of secondary education sanction some private schools' proprietors who did followed the policy guidelines for creating of schools.

In addition, the conditions of employment of teachers are drawn up by proprietors of the school in accordance with employment and equality law. Schools are not required to follow the national pay scales and working time limits specified in the teacher pay and condition document. Salary scales are unusually similar to that of those teachers in publicly funded schools. The policy guidelines of private education in the United Kingdom (2019), with that of this study where teachers on table 41 complained that they do not have regular salaries and RPIs on table 46 who indicated that lay private school teachers are entitled to regular salaries, social welfare benefits and continuous education.

Another private school policy manual of Abu Dhabi (2015) was examiner. The policies are guided by the council strategic plan, which aims are to build a sustainable private education system that relies on self-improvement, good governance and mature operational capabilities. This will ultimately raise the quality of education and provide students with the opportunity to equipped with knowledge, skills and values necessary to embark on further education that supports knowledge based on economy and achieved sustainable development. Any natural or legal person is prohibited from starting a private school before obtaining a private school license from the council and such licenses shall be subject to the school meeting the council conditions and standards. Schools implement the following guiding principles as key indicators of teaching quality by ensuring that teachers are committed to exemplifying high standards and to meet the outcomes of an accurate and well documented curriculum. Teachers are qualified and have an excellent subject knowledge and instructional skills.

They ensure that all teachers are provided by appro-professional development. The above policy guidelines are similar to that of Cameroon (law no: 2004/022 of July 2004) on the rules governing private education in Cameroon. It also affirms the perspectives of principals on table 42 who revealed that government formulate the objectives of education ensure quality and pedagogic standards ensure application of official programmes and smooth functioning of private school curricular activities.

Furthermore, Italy private education policy guideline (2020) are stated in article 33 of the Italian constitution. The organisation and private individuals are entitled to set up schools and colleges of education at no cost to the state. It also delegates ordinary law to lay down rights and duties of non-state schools which apply for equality and to ensure complete freedom as well as to guarantee to students the same treatment to students who attend state schools. Law no 62/2000 established that, non-state schools are recognized as scuole paritarie if they meet the following requirements.

A plan of the educational offer in accordance with current regulations, certification, of the management title and the issue of balance. The availability of premises, furniture and teaching equipment peculiar to the type of school and in accordance with the current regulations. Teaching staff with a qualifying title, labour contracts for management and teaching staff in accordance with the collective national labour contract, institution and functioning of collegiate bodies armed at

democratic participation, and non-state schools' benefits from special tax-relief. The above policy guidelines of private education in Italy (2020) are in line with those of private education in Cameroon where the state ensures the pedagogic standard of education, approves lay private schools' location, ensure the application of official programmes, ensure that qualified staff are recruited, sanction schools breach or disrespect the rules and regulation of private education. However, the policy guidelines are well formulated but lack quality control, implementation and commitment of stakeholders in education. In order to avert the situation of implementation, in lay private secondary schools, the education authorities should put forward control measures which will enable the schools to achieved quality education. Control measures like: regular visitation or supervision in those schools, appoint experience and committed members of supervisory authorities, sanction defaulters or those who disrespect the policy guidelines.

Conclusion

Findings showed that state policy guidelines have a very significant, positive and strong effect on the provision of quality education in lay private secondary schools. The positive sign implies that educational quality for lay private secondary schools is more likely to increase when the state policy guidelines are adequate and more likely to decrease when the state policy guiding them is inadequate. Policy implementation is very important but policy without a vision has no direction. For that reason, the state should not only pay emphases on policy but should attempt to put in effect the vision of the policy. Therefore, universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world.

Recommendations

Based on the effect of inadequate state policy guidelines, it was recommended as follows;

- MINESEC, NGOs and proprietors of lay private secondary schools should strictly implement the policy guidelines of lay private schools.
- Proprietors or anyone who fails to comply with the policy guidelines should be subjected to legal accountability and penalties stipulated in accordance with the private schools' regulations and requirements.

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