UNIVERSITY OF YAOUNDE I
*****
POST GRADUATE SCHOOL FOR HUMAN, SOCIAL AND EDUCATIONAL SCIENCES
******
DOCTORAL UNIT OF RESEARCH AND TRAINING IN SCIENCE OF EDUCATION AND EDUCATIONAL ENGINEERING
******
THE FACULTY OF EDUCATION
******
DEPARTMENT OF CURRICULUM AND EVALUATION

UNIVERSITE DE YAOUNDE I
******
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES (CRFD) HUMAINES, SOCIALE ET EDUCATIVES
******
UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES EDUCATIVES ET INGENIERIE EDUCATIVE
*****
FACULTE DES SCIENCES DE L'EDUCATION
*****
DEPARTEMENT DE CURRICULA ET EVALUATION

THE CAMEROON EDUCATION REFORM SUPPORT PROGRAM (CERSP) AND CONTRIBUTION TO QUALITY PRIMARY EDUCATION IN THE NOUN DIVISION WEST REGION OF CAMEROON.

A Dissertation defended on 22ST of July 2023 for the fulfilment of the requirement of the Award of a Master's Degree in Education

Option**: Educational Management**

Specialty**: Educational Project Conception and Evaluation**

By

WIRDIN BENICE MOSONI
Registration No: 20V3482
Bachelor's Degree in Environmental Science
University of Buea

jury

Rank	Names and grade	Universities
President	EVOUNA Jacques, MC	UYI
Supervisor	NDI Julius NSAMI, MC	UYI
Examiner	APONGNDA Pasker, CC	UYI

CERTIFICATION

This is to certify that this dissertation entitled "***The Cameroon Education Reform Support Program (CERSP) and its Accessibility to Quality Primary Education in the Noun Division West Region of Cameroon*"** submitted by Wirdin Benice Mosoni is an original research project for an award of Master's in Educational Management in the Department of Curriculum and Evaluation (Educational Management) Faculty of Education at the University of Yaoundé 1. Also, it is certified that the dissertation represents an independent research work of the student and has not been submitted for an award of any other degree.

Supervisor	**Head of Department**
Professor Ndi Julius Nsami	**A. Professor Daouda Maingari**
……	**…….....**

Date………….

APPROVAL PAGE

We hereby certify that this work was carried out by Wirdin Benice Mosoni in the Department of Curriculum and Evaluation (Educational Management), in the Faculty of Education at the University of Yaoundé 1.

President of Jury

……..

Supervisor **Member**

…… **…….**

Date……

DEDICATION

To my Mother Mme Nkongeme Elizabeth Vejai and my late father Papa Charles Wirdin

ACKNOWLEDGEMENTS

I would like to express my utmost gratitude to my supervisor Professor Ndi Julius Nsami for his invaluable support and enormous feedback to improve this study. Without his pertinence, this study would not have been possible.

Special thanks to the Head of Department and lecturers of the Department of Curriculum and Evaluation in the Faculty of Education of the University of Yaoundé 1 for the knowledge imparted into the course of my training. In addition, I would like to thank my classmates and fellows for their assistance.

It is my sincere pleasure to acknowledge officials of the Regional Delegation of Basic Education West Region, the head teachers and teachers of public primary schools in the Noun where I did my field work. Without their cooperation and active participation, this study could not have been carried out. In particular, I am appreciative of Mme Bongajum Bertha, Aunty Patricia and Mr Diangha Samuel for their enormous assistance during my data collection.

I would like to express deep gratitude to my family, my brothers (Wirdin Hilary, Wirdin Blaise, Wirdin Francis), and my sister (Wirdin Bertilla) for their unconditional love and encouragement.

Sincere thanks to my mentors Mr Djemna Elvis, and Mr Nuvaga Samspom for their moral, financial and motivational support, their constructive criticisms helped me reconsider and reshaped my ideas.

TABLE OF CONTENT

LIST OF ABBREVIATIONS

CRESP – Cameroon Education Reform Support Program

SDG – Sustainable Development Goals 2030

EFA – Education for All

MDG – Millennium Development Goals

UNESCO – United Nations Educational Scientific and Cultural Organisation

CESA – Cooperative Educational Service Agency

NDS – National Development Strategy

UN – United Nations

OECD – Organisation for Economic Co-operation and Development

CPD – Continuous Professional Development

EMIS – Education Management Information System

CONFINTEA VI - Sixth International Conference on Adult Education (2009)

DSSEF- Strategic Paper of Education and Training Sector (2013-2020)

ERNWACA- Educational Research Network for West and Central Africa

SIGIPES- Integrated Computerised State Personnel and Payroll Management System

MINEDUB – Ministry of Basic Education

MINESEC – Ministry of Secondary Education

MINESUP – Ministry of Higher Education

MINEFOP – Ministry of Employment and Vocational Training

MINEPAT – Ministry of Economy, Planning and Regional Development

LIST OF TABLES AND FIGURES

i) Tables

ii) Figures

ABSTRACT

This study aims to investigate the contribution of the Cameroon Education Reform Support Program (CERSP) on accessibility to quality primary education in the Noun Division, West Region of Cameroon. The concepts under investigation were continuous professional development, teacher recruitment and deployment, education achievement and Education management information system. The theories that supported the study were System theory, Kaizen continuous improvement, MacClelland theory of need and Technology acceptance model. This study used a purposeful sampling method to survey two hundred and fifty (250) primary school teachers regarding the implementation of the CERSP program in public primary schools in the Noun Division. The four-point Likert questionnaire was used to collect data which was analysed using SPSS version 20, descriptive statistics, inferential statistics: simple linear regression and scatter plot. The results indicated that recruitment/deployment of teachers and education management information system has a significant influence on accessibility to quality primary education in the Noun Division. Continuous professional development and assessment of educational achievement did not have a significant influence on accessibility to quality primary education in the Noun Division. It is concluded that CERSP has a significant influence on accessibility to quality primary education in the Noun Division. The researcher suggest that government through the ministry of basic education should update training manuals for teachers continuous professional development, and that the CERSP should intensify efforts to fully implement the project in schools and regions for a quality education.

Key terms: *CERSP, quality primary education, Continuous Professional Development, Teacher recruitment and deployment*

RESUME

Cette étude vise à examiner la contribution du Programme d'appui à la réforme de l'éducation au Cameroun (CERSP) à l'accessibilité à un enseignement primaire de qualité dans le département de Noun, région de l'Ouest du Cameroun. Les concepts étudiés sont le développement professionnel continu, le recrutement et le déploiement des enseignants, les résultats scolaires et le système d'information sur la gestion de l'éducation. Les théories sur lesquelles s'appuie l'étude sont la théorie du système, l'amélioration continue Kaizen, la théorie des besoins de MacClelland et le modèle d'acceptation de la technologie. Cette étude a utilisé une méthode d'échantillonnage ciblée pour interroger deux cent cinquante (250) enseignants du primaire sur la mise en œuvre du programme CERSP dans les écoles primaires publiques de la division de Noun. Le questionnaire de Likert en quatre points a été utilisé pour collecter des données qui ont été analysées à l'aide de la version 20 de SPSS, de statistiques descriptives, de statistiques inférentielles : régression linéaire simple et diagramme de dispersion. Les résultats indiquent que le recrutement /déploiement des enseignants et le système d'information sur la gestion de l'éducation ont une influence significative sur l'accessibilité à un enseignement primaire de qualité dans la division de Noun. Le développement professionnel continu et l'évaluation des résultats scolaires n'ont pas d'influence significative sur l'accessibilité à un enseignement primaire de qualité dans le département du Noun. Il est conclu que le CERSP a une influence significative sur l'accessibilité à un enseignement primaire de qualité dans le département du Noun.

Termes clés : *PAREC, enseignement primaire de qualité, Développement professionnel continu, recrutement et déploiement des enseignants.*

CHAPTER ONE
INTODUCTION

This chapter focuses on historical, contextual, conceptual and theoretical backgrounds. It contains the justification of the study, the statement of the problem, significance of the study, objectives of the study, research questions, hypotheses, limitations of the study and chapter summary.

The design and execution of education reforms is the more promising of two ways by which education organisations learn to be more effective. Reforms step outside current frameworks, by challenging current knowledge about what works (Mcginn, 1999 p. 2-11).

Education reform comprise any planned changes in the way a school or school system functions, from teaching methodologies to administrative processes (Schweig et al., 2021).

For more than a decade now, reformers at the state and local levels have attempted to revolutionize the way schools operate and students learn with a variety of top- to bottom and bottom – to- top changes in administration, curriculum and outreach (Carvin,2021).

African countries have made impressive efforts in developing their education since their political independence. According to UNESCO, in many cases, these efforts have led to more pressing challenges as new aspirations create an ever widening gap between societal expectations and national achievement. Consequently, far reaching decisions on educational policy have been and are taken and serious efforts are being directed towards the renovation of education systems in many countries (UNESCO, 2022).

Nshemereirwe (2021) opines that, educational reforms in Africa that go beyond increasing access has had mixed results. Curricula still resemble those inherited from former colonial powers but the purpose of education today has expanded to enable the development of the whole person within their context, and to equip them with the skills to succeed (Nshemereirwe, 2021).

Primary education in Cameroon is perceived to be free since 2000, but families must pay for uniforms and textbooks. The Government's vision for education sector is elaborated in the Strategic Paper of Education and Training Sector (DSSEF, 2013-2020). The DSSEF underpins the overarching policies for the education sector as stated in the Constitution, the Law of Orientation in 1998, the MDGs, the key pillars of the Growth and Employment Paper., SDG4, SND 30. In order to solve the various problems raised, the government

continued to partner with United Nations and the World Bank to improve the education sector.

The National Forum on Education in 1995 convened by the government proposed new orientations to national education in Cameroon (Takang, 2020). The Law of Orientation of Education in Cameroon (1998), Law Number 98/004 of 14th April 1998: to lay down guidelines on education in Cameroon (MINEDUC, 1998). All these, lead to educational reforms such as access and equity, education quality, relevance, governance /educational management.

Historical Background

Educational reform in Cameroon at independence was amongst other things aimed at developing new curricula with emphasis on indigenous/local contents (Ndille, 2018). Law NO. 98/004 of 14 April 1998 arising from the recommendations of the 1995 forum to lay down guidelines for education in Cameroon stated in section 4 that the general purpose of education in Cameroon "shall be to train children who are firmly rooted in their culture… for their smooth integration into society" (Republic of Cameroon, 1998). Cameroon's education sector faced a number of pressing structural challenges, among which were regional and gender disparities in access to basic education, poor quality of basic education to a large extend resulting from shortage and poor distribution of teachers around the country highlighted in the 2013 Strategic Paper of Education and Training Sector. As a response to the persistent discrepancies in our education system, the Cameroon Education Reform Support Project (CERSP) was initiated. CERSP is a partnership agreement between Cameroon and the World Bank, incepted by order No 134/PM of December 2018. The Project covers the whole country however, in line with the Country Partnership Framework (CPF); it places a special focus on the most disadvantaged areas of the country, particularly the North region, Education Priority Zones (ZEPs) and other selected areas using needs-based criteria. The project cost 130 million US Dollars (100million as loan and 30 million as grant) for the period 2019-2023. In 2020, additional financing in grant moved to 228,8million US Dollars and extended the implementation period to 2026.

Contextual Background

Education comes from the Latin word "educare", the action of educating, training, instructing someone. Education can be defined as a process of transmitting knowledge and acquiring

values, the aim of which is to enable the individual to act more effectively in his natural and social environment as a citizen (Bass & Good, 2004; DSSEF 2013-2020).

Education is an essential process in human development. According to Adesemowo & Sotonade (2022), education is the act or process of educating or applying discipline on the mind or a process of character training. Education is expected to affect or condition the social behaviour of the person being educated.

Bamisaiye (1989, p.9) defined education as

"a cumulative process of development of intellectual abilities, skills and attitudes, all of which form our various outlooks and dispositions to action in life generally".

There are three types of education: Formal Education, Non Formal Education and Informal Education.

Formal Education: education provided in the system of schools, colleges, universities and other formal educational establishments (DSSEF 2013-2020). It is a planned and structured type of education. Learning is carried out in specially built, purposely designed institutions such as schools especially primary, secondary schools (private and public), special schools for the handicapped, colleges, colleges of Education, Colleges of Technology and universities (Adesemowo & Sotonade, 2022).

Non Formal Education: any organized and sustained educational activity that does not correspond exactly to the definition of formal education given above (DSSEF 2013-2020). . Non-formal education can therefore take place both inside and outside educational establishments and can be aimed at people of all ages.

Informal Education: it comes naturally, neither planned nor structured no instructor, no supervision and most of the learning is unconscious and involuntary.

The SDG 4 (2015- 2030) Goal 4 is the education goal. Its aim is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". This goal is made up of targets where target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. The provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education of which at least nine years are compulsory, leading to relevant learning outcomes should be ensured for all, without discrimination.

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. The provision of at least one year of free and compulsory quality pre-primary education is encouraged to be delivered by well-trained educators, as well as that of early childhood development and care.

At the start of the SDG4-Education 2030 Agenda, the Cameroon educational context remains characterised not only by low levels of schooling and literacy, but also by significant disparities according to gender, social classes and vulnerable groups (World Bank Development Indicators, 2018). A little less than 3 out of 10 children do not go to school or drop out of primary school without having finished their studies. In terms of literacy, the data available for the period 2018 show that respectively, 85.1% and 77.1% of young people and adults are literate in Cameroon (Cameroon Demographic and Health Survey, 2018).

The Sixth International Conference on Adult Education (CONFINTEA VI, 2009) has one of its actions to promote participation inclusion and equity. Cameroon like other countries is participatory and signatory to various international commitments on education like Education for all, (EFA), millennium development Goals (MDG) continental strategy for education 2016-2025.

The UNESCO World Conference (2012,p.1) on Education for Sustainable Development held in Berlin from 17 to 19 May ended with declarations among which was "education is a powerful enabler of positive change of mind-sets and worldviews and that it can support the integration of all dimensions of sustainable development, of economy, society and the environment, ensuring that development trajectories are not exclusively orientated towards economic growth to the detriment of the planet, but towards the well-being of all within planetary boundaries".

The Jomtien World Conference on Education for All (1990) set the goal of Education for All (EFA). UNESCO, along with other UN agencies, international development agencies and a number of international and national non-governmental organisations, has been working towards achieving this goal - adding to the efforts made at the country level.

"All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to certain types of children. Therefore, it is the school system of a country

that must be adjusted to meet the needs of all children." (B. *Lindqvist, UN-Rapporteur, 1994, p. 4).*

Education for All means "ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive. The development of such child friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools."

The UN Convention on the Rights of the Child (1989, p.8) Article 28 recognises "the right of the child to education" and also obliges the state to "make primary education compulsory and available free to all".

CESA (2016-2025, p. 22) among the top ten priority areas identified in the region was equitable and inclusive access education for all. It draws lessons from the evaluation of the Education for All (EFA) in order to highlight the main lessons for the future. One of its strategic objectives is by 2025 Revitalise the teaching profession to ensure quality and relevance at all levels. CESA came out with actions to achieve objectives which were: to recruit, train and deploy well qualified teachers as well as promote their continuous professional development with emphasis on instilling core values, results and accountability to learners; provide good working and living conditions to teachers in order to enhance their status and value in society; develop quality and relevant teaching and learning materials; enhance quality assurance and assessment mechanisms for learning outcomes; strengthen curricula to include life skills and other key competencies such as civics; identify and reward dedicated and innovative teachers.

African Charter on the Rights and Welfare of the Child (1990, P.6) state that, "States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular … provide free and compulsory basic education".

The National Development Strategy (2020, p.70) showed that, in the education and training sector, integrated in the pillar "Human Capital", aims to promote an educational system in which every young graduate is sociologically integrated, bilingual and competent in an area

that is crucial to the country's development. Its strategic objectives pursued are to: (i) ensure access to primary education for all school-age children; (ii) achieve a 100% completion rate at primary level (iii) reduce regional disparities in terms of school infrastructure and teaching staff.

According to Slade (2017) the meaning of a quality education is one that is pedagogically and developmentally sound and educates the student in becoming an active and productive member of society. A quality education is not one that is measured purely by a test score or by how many words per minute a 5-year-old can read. To hark back to these simplified measurements is to do a disservice to both the student and the phrase Quality Education itself. The call for a quality education, not merely access to any education is a grand step in ensuring that all children, and not just those from high income countries, have a quality education (Slade, 2017).

The Law of Orientation of Education, Law Number 98/004 of 14th April 1998: to lay down guidelines on education in Cameroon (MINEDUC, 1998). Cameroon Constitution (1996, p.19) Article 26 states that "Primary education shall be obligatory". The president of the Country, Paul Biya by the free primary education policy, wanted Cameroon to meet the second Millennium Development Goal of achieving universal primary education by the year 2015.

Conceptual Background

CERSP

The Government's vision for the education sector was elaborated in the Document de Stratégie du Secteur de l'Education et de la Formation (DSSEF, 2013-2020). The DSSEF underpins the overarching policies for the education sector as stated in the Constitution, the Loi d'Orientation de l'éducation en 1998, the Loi d'Orientation de l'enseignement supérieur de 2001, the millennium development goals (MDGs), the key pillars of the Strategy for Growth and Employment Paper 2010 (Document de Stratégie pour la Croissance et l'Emploi-DSCE) (World Bank, 2017). As a quest to solve the problems identified, the CERSP was developed and came into existence through a financial partnership agreement between Cameroon and the World Bank in December 2018. The CERSP is an educational program implemented by the Ministry of Basic Education in Public Primary Schools in Cameroon with a development objective to improve equitable access to quality basic education. The

project initially was to be implemented between 2019 – 2023, additional financing extended the project implementation period from four years to six years (2026).

Continuous Professional Development

The concept of continuous professional development (CPD) in education has several definitions. “Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives” (Day, 1999, p.4). Organization for Economic Co-operation and Development (OECD)–Teaching and Learning International Survey (TALIS, 2009), defined CPD as “the one which involves those activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.” Melanie Allen (the UK, 2009), refers to CPD as “the process of tracking and documenting the skills, knowledge, and experience that teachers gain both formally and informally as they work, beyond any initial training”. It’s a record of what they experience, learn, and then apply.

Continuous professional development is a process/program that develops the personal qualities among individuals that are necessary to perform their professional and technical roles (Friedman et al, 2000). CPD is considered as a powerful mechanism to enable workers to achieve incremental updates of competencies, capabilities, aptitudes, and understandings (Brekelmans et al, 2013; Saville, 2008). According to Friedman & Phillips (2004, p. 363), CPD is largely understood as the maintenance, improvement, and broadening of ‘professional and technical competencies together with personal qualities’. It is also considered a structured and reflective process that aims to positively enhance one’s present and future professional practices (Ryan, 2003; Shibankova et al, 2019).

Teacher Recruitment and Deployment

Teachers are essential for improving the quality of education. Better teacher recruitment and deployment strategies can contribute directly to Sustainable Development Goal (SDG) 4 of ensuring inclusive and equitable quality education for all (UNESCO, 2016). SDG 4

acknowledges the importance of teacher recruitment through target 4.c, which seeks to 'substantially increase the supply of qualified teachers' by 2030 (United Nations, 2015: 22). Target 4.5 addresses equal access to education, which is a direct result of effective and equitable teacher deployment (United Nations, 2015). Recruitment is a process by which a district/school ensures that it has the largest and strongest pool of qualified applicants for a position. Recruitment and selection comprise one of the essential functions of human resources management (Wanda ,2012).

Assessment of Educational Achievement

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (The Glossary of Education Reform, 2015).

Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. (Gyana Chandra, 2019)

Assessment is the systematic field for reasoning about the development of students and the evaluation of the program and the effectiveness of the educational activities (Tontus, O, 2020). Educational achievement is something someone has succeeded in doing after a lot of effort in education. Educational achievement is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates (Top Hat Glossary, 2022). Educational Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. It refers to achievement in academic settings rather than general acquisition of knowledge in non-academic settings (Bolt, N. 2011).

Education Management Information System

The acronym EMIS stands for Education Management Information System. An EMIS can be defined as 'a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous

and timely data and information to support them in completion of their responsibilities' (UNESCO, 2008: 101). According to Borkar (2021), the term EMIS is a system that monitors the performance of education programs offered by the institution and manages, distributes, and allocates their educational resources. It is an organized group of information and documentation services that collects, stores, processes, analyses and disseminates information for education planning and management (World Bank, 2017). EMIS is a collection of component parts including input components, outputs and feedback that are integrated to achieve a specific objective of providing accurate, reliable and accurate information on the state of education of a country (UNESCO, 2003). It is a system for managing a large body of data and information that can be readily retrieved, processed, analyzed and made available for use and dissemination (Muhammad, S. 2021). Marcia, B & Kurt, M. (2011) defined EMIS as a comprehensive system that brings together people, practices, and technology to provide quality education statistics in a timely, cost-effective, and sustainable manner, at every administrative level, and to support selected operational functions. Ugwude and Ugwude (2020) mentioned several advantages of EMIS: it helps in student attendance records and examination management. Kuswara et al. (2021) also emphasized another benefit of EMIS, which is the improvement of learning services provided by the school.

Accessibility to education

The Council of Ontario University in 2012 defined Accessible Education as a process of designing courses and developing a teaching style to meet the needs of people from a variety of backgrounds, abilities and learning styles. Just as there is no single way to teach, people learn in a variety of ways; using different instructional methods will help meet the needs of the greatest number of learners (Nilson, 2010). Accessible education refers to the process of teaching and designing lessons and courses that directly cater to the diversity of student needs (ViewSonic, 2022). Accessible education is a process that is intended to make education available to people, regardless of their race, gender, economic status, level of ability, sexual orientation, and cultural background (ViewSonic, 2022). The process of planning courses and building a teaching style to address the requirements of persons with different backgrounds, abilities, and learning styles is known as accessible education (Sonali, R., 2022). Accessible Education refers to the process of designing courses and developing a teaching style to equitably meet the learning needs of a diverse student body (Council of Ontario Universities, 2017).

Quality education

UNICEF (2000) provides a very comprehensive definition of quality education that includes healthy learners who are well-nourished, are ready to participate and learn, whose learning is supported by their families and communities; healthy, safe, and supportive environments; content that includes the foregoing elements and peace; inclusive child-centered processes that are facilitated by competent self-driven teachers; and actual outcomes that encompass life-supportive knowledge, skills and attitudes, and are linked to national goals for education (equity) and positive participation in society. Quality education is one that empowers students to think critically about their reality; by being creative and developing ownership of their learning experience, they learn through creativity and problem solving which helps them to develop critical consciousness about current realities they live in (Roxanne R. R, & Cesar R, 2022). Quality education is an education that is well designed to provide the recipient with an all-round development of skills and potential to achieve success in their future endeavors in a society (Rafidah A. K., & Ramlee. M. 2023). Quality education refers to the type of education which enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society (Wole M, O. & Ojinga G, O. 2021). UNESCO, 2021 on SDG Resources for Educators highlighted that quality education specifically entails issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force.

Theoretical background

The theories in this study are: Theory of Bertanlanffy, Kaizen Continuous Improvement theory of Masaaki Imai, McClelland's Theory of Needs (David McClelland) and Technology Acceptance Model (TAM) of Davis.

General system theory originated in the 1940s in the work of the biologist Ludwg Von Bertalanffy who initially sought to find a new approach to the study of life or living systems. He defined a system as a complex of interaction elements. Another origin of system theory came from cybernetic system theory mechanical engineering (Ashby,1954; Wiener, 1948). The third source of system theory in organizational communication research is structural functionalism (Parsons,1951). It emphasizes the function fulfilled by system components as the system responds to environmental demands. The four functions of actions including adaptation, goal attainment, pattern maintenance and integration are necessary to maintain a

system's existence and effectiveness, as well as the system's goal of seeking equilibrium. Adaptation involves systems components open to the exchanges with the environment in order to acquire resources to accomplish goals with regard to other systems in the environment. Pattern maintenance and integration focus on the development and maintenance of a system's symbolic frames of reference and use of resources for internal coordination.

In general system theory focuses on three levels of observations: the environment, the social organization as a system, and human participants within the organization. According to John (2010), education has a high priority function in the production of human resources, and the production function is a relationship between the amount of input and intervening factors to produce a certain good, with consideration to its quality.

In the systems approach of education, the interaction of teaching-learning process is considered responsible for communication and control (Bhaskar1 & Lajwanti, 2019). The educational system is formed of teacher, student and instructional programmes. Education always uses that latest ideology and technology which is helpful to enhance the quality of education. The systems approach is a technology which contributes in discovering most effective, cost efficient and intelligent methods. Finn (1960), Hoban (1962) and Heinrich (1970) have strongly advocated looking at education as systems approach.

The educational systems functions for the accomplishment of its specific goals in every nation. Education gets all its inputs, outputs, resources and obstacles from the society. The educational system is evaluated in the context of social system. There are several sub-systems in a system, such as educational management, educational administration, educational guidance etc. These sub-systems function as interdependent elements for the accomplishment of definite objectives and activities. Interactions keep taking place among all these sub-systems, and they contribute in the accomplishment of the wider goals of the supra educational system as a whole.

Kaizen Continuous Improvement theory (Masaaki Imai, 1980) is an approach to creating continuous improvement based on the idea that small, on-going positive changes can reap significant improvements (Manuel et al, 2011). Kaizen (Kai-do, change, Zen- well) is a kind of thinking in management, it is a philosophy being used not only in management field but in everyday life. Kaizen means continuing improvement involving everyone from top management to managers and workers, when it is practiced at workplace (Imai, 1986). 1920 to 1930 Walter Shewart first introduced the concept while working with Bell laboratories, W.

Deming (1940s-1950) an American built on the research work of Walter Shewart, working closely to emphasize the importance of management and leadership in effective operations. Taichi Ohno (1950), introduced the Lean manufacturing system, the system had Continuous Improvement as its balancing block for its Pillars (Just In time & Jidoka). Masai Isaki (1960) an Industrial Engineer and consultant studied the Kaizen process and has been credited with introducing the system to other parts of the world based on its success in the Japanese automobile industry. Kaizen philosophy in education is equivalent to aiming for quality, which had become a continuous struggle for both teachers and students (Sapungan et al, 2016).

The McClelland Human Motivation theory or McClelland theory of Need was built from Abraham Maslow theory of need, 1940s which states that five categories of human needs dictate an individual's behavior. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs and self –actualisation needs. McClelland theory (1960) proposes that people are motivated to fulfil three types of needs: the need for achievement, the need for affiliation and the need for power regardless of age, class, ethnicity, or wealth (Sengupta, 2020). An organization's ability to have motivated employees will determine the success or failure of that organization (Bergmann & Scarpello, 2001). The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. For McClelland, Atkinson, Clark and Lowell, (1953), people who strive for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. This need has been labelled n-achievement for convenience.

McClelland, Atkinson, Clark, and Lowell (1958) defined the need for Achievement (*n* Achievement) as success in competition with some standard of excellence. This presupposes that, the goal of some individual is to be successful in terms of competition with some standard of excellence. Lussier and Achua (2007) states that, "the need for achievement is the unconscious concern for excellence in accomplishments through individual efforts" (p. 42). Similarly, Daft (2008) stated the need for Achievement comprises four main areas namely; the desire to accomplish something difficult, attain a high standard of success, master complex tasks and surpass others.

The Technology Acceptance Model (Davis, 1989; Davis, Bagozzi, & Warshaw, 1989) evolved from the Theories of Reasoned Action and Planned Behavior that were introduced in

Chapters 4 and 5. This original inception of the Technology Acceptance Model stated that the goal of this theory was to "provide an explanation of the determinants of computer acceptance that is general, capable of explaining user behavior across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified" [Davis et al. 1989, p. 985]. The use of the Technology Acceptance Model has since been expanded to include various other technologies beyond computers, including use of telemedicine services (Kamal, Shafiq, & Kakria, 2020), digital technologies for teachers (Scherer, Siddiq, & Tondeur, 2019), phone apps (Min, So, & Jeong, 2019), and e-learning platforms for students (Sukendro et al., 2020).

In its application, The Technology Acceptance Model has seen theoretical expansions to include several other predictor variables in addition to perceived usefulness and ease of use. The Technology Acceptance Model has been expanded to include perceived trust (Pavlou, 2003), and a meta-analysis found that perceived trust does improve the predictive ability of the Technology Acceptance Model (Wu, Zhao, Zhu, Tan, & Zheng, 2011). Perceived trust of a technology has been defined as the degree to which an individual believes that the other party will act responsibly and will not attempt to exploit the user (see Schnall et al., 2015). In the Technology Acceptance Model, as perceived trust increases, intentions to use the specific technology also increase. Subjective norms have also been added as a predictor of intentions to use a specific technology (Legris, Ingham, & Collerette, 2003), and a meta-analysis found that subjective norms do improve the predictive ability of the Technology Acceptance Model (Schepers & Wetzels, 2007). Subjective norms are defined as the degree to which an individual believes that important others think they ought to perform a behavior. In the Technology Acceptance Model, as subjective norms increase, intentions to use the specific technology also increase.

According to Davis (1989), teachers' perceived usefulness is "the degree to which a teacher believes that using a particular system would enhance his or her job performance," while perceived ease of use is "the degree to which a teacher believes that using a particular system would be free of effort. Previous studies into the relationship between these variables found that an individual's perception of ease of use directly impacts his or her perception of usefulness (Hew et al., 2019), which in turn greatly influences his or her attitudes toward use (Teo, Huang & Hoi, 2018). Attitude toward use further influences an individual's behavioral intention to use technology (Teo, Huang & Hoi, 2018).

Justification of the study

Through the utilization of quantitative research method, this study aimed to investigate the contribution of accessibility to quality primary education in the Noun Division of the West Region, under the Cameroon Education Reform Support Program. As a student specialised in Educational Project conception and Evaluation, this is a suitable area to conduct a study. Many studies have been conducted about educational projects and their impact on accessible quality education, however, little research exist that focus on the impact of the CERSP especially in rural areas. The Cameroon Education Reform Support Program is an educational project that is on-going and implemented by the Ministry of Basic Education with the aim to improve the quality of education in the country. Based on gaps on the literature reviewed some components of the CERSP are not implemented, such as systematisation of education achievement and the setting up and installation of Education Management Information System (EMIS) in schools.

This study can help enhance quality education by informing policy makers on the indicators of quality education which need attention. Contributing to formulate or review policies based on the findings in order to ensure accessible quality education for all children.

Cameroon being a signatory to many international instruments on education such as the SDG, this study is in line to investigate the educational projects implemented in Cameroon and how they contribute to solving some education gaps in the country such as equitable quality education for all.

The 1996 constitution was revised stating that primary education shall be Obligatory and the National Development Strategy 2030 document chapter on education have as one of its objectives to: ensure access to primary education for all school-age children. This study will process the findings which are in line to the process of improving primary education in the country.

Statement of the problem

In Cameroon, over the past decades the Cameroon educational system has witness a shift in pedagogic practices. They are new changes in curriculum which require teachers adapt to it, new methods of teaching and learning with ICT requiring teachers are updated. The Cameroon Ministry of Basic Education undertook a massive reform on school curricula in 2018 aimed at ensuring quality basic education for all following reflections on the SDG 4,

CESA and SND, which replaces one of 1987 for the nursery and that of 2000 for the primary. Teachers need to be updated on this new change to be able to deliver on the teaching – learning approach (project based learning, Integrated-Theme learning and the Cooperative Learning). Continuous professional development is therefore a great necessity and requirement for every individual teacher after their training to fulfil their role effectively.

The existence of insufficient teachers makes a high ratio of pupil – teacher in a class making it impossible for the teacher to follow up pupils as he/she should. 80 to 96 pupils per teacher is the observation in the Noun Division, meanwhile UNESCO standard is 44.83 pupils per teacher (UNESCO, 2018), and hence showing the country still need to recruit qualified trained teachers especially in schools in rural areas.

Only a few teachers have been trained to develop quality objective test items and skill in performing item analysis (Mannion et al., 2018). Wirngo Tani (2021) evaluated assessments of English Language and Mathematic and concluded that teachers should improve upon their test construction practices and be trained on test analysis procedures in order to ascertain quality assurance of examinations for non-standardised and standardised purpose. Ahukanna et al. (2012) states that, continuous assessment is still tied to formal test settings which are frequently administered.

A joined study carried out by the Educational Research Network for West and Central Africa (ERNWACA) and PAQUEB in 2009 and 2010 found that 87 % of all ICT teaching is only theory since only 3% of all public primary schools have computers. Nsolly &Ngo (2016) opines that Cameroon still lack teaching staff, infrastructure and finance. They went further to reveal that, very little or no training has been carried out for in-service teachers in primary schools to initiate them in the use of ICT or to improve their skills and knowledge Inspectorate of Pedagogy in charge of ICTs, annual reports (2009,2010,2011) cited in Nsolly &Ngo (2016).

In Cameroon today and especially in rural and disadvantaged communities, the problem of accessibility to quality primary education still exist, as seen in un-updated materials for continuous Professional development, insufficient recruited and deployed teachers, poor assessment of education achievement and poor implementation of educational management information system.

Significance of the study

Findings of the study are significant to Cameroon in particular and sub Saharan Africa in general, as they would assist to redress challenges of accessibility to quality education arising from teachers and stakeholders. The findings might help the policy formulators formulate education policies and the legal framework which are skewed towards teachers' characteristics. Also, this study will identify areas of interest in primary education and spur policy makers to develop laws and policies related to access and quality in teaching and learning at school levels in Cameroon.

The study is significant to the field of International education, since it provides data on what the Cameroon government is doing in promoting the development of primary education. The entire education stakeholders would understand how to redress quality issues which arise due to teachers' and stakeholders characteristics.

To the teachers, this study will enhance their understanding of the teaching –learning outcomes they contribute to in still knowledge to the pupils and will help them adjust and make corrections where necessary to deliver quality education to the community.

To the research students, this study will help identify gaps that exist on the field in the area of access to quality education and further stimulate educational research to upgrade quality education.

For Non-Governmental Organisations (NGO) working in the field of education, this study will enable them to know what exist in the community as far as access and quality primary education are concerned, and will help them develop timely projects inline to improve on access and quality education from the community level to the school level.

Objectives of the study

The objectives of the study were looked upon from the general and the specific point of view.

General objective

To investigate the contribution of the Cameroon Education Reform Support Program on accessibility to quality primary education in the Noun Division West Region of Cameroon.

Specific objectives

1. To evaluate the impact of continuous professional development of in-service teacher's in the Noun Division of the West Region.
2. To investigate how recruitment and deployment of trained teacher's influences quality primary education in the Noun Division of the West Region.
3. To evaluate the assessment of school achievement in public primary school and its influence on quality primary education in the Noun Division of the West Region.
4. To verify the impact of EMIS use in quality primary education in the Noun Division of the West Region.

Research questions

According to Creswell (2012), research questions are interrogative statements that narrow the purpose to specific questions that researchers seek to answer in their studies.

General Research question

To what extend has the Cameroon Education Reform Support Program contributed to quality primary education in the Noun Division of the West Region?

1. To what extend has the CERSP program contributed to continuous development of in-service teacher's and accessibility to quality primary education in the Noun Division of the West Region?
2. To what extend has the recruitment and deployment of primary school teachers contributed to accessibility to quality primary education in the Noun Division of the West Region?
3. To what extend does the assessment of school achievement in primary public schools contributed to quality primary education in the Noun Division of the West Region?
4. To what extend does the use of EMIS in public primary school contribute to quality primary education in the Noun Division of the West Region?

Hypotheses

General Hypotheses

The Cameroon Education Reform Support Program has no significant impact on quality primary education in the Noun Division.

H01: continuous professional development has no significant impact on accessibility to quality primary education in the Noun Division

HA1: continuous professional development has a significant impact on accessibility to quality primary education in the Noun Division

H02: The recruitment and deployment of teacher has no significant influence on accessibility to quality primary education in the Noun Division

HA2: The recruitment and deployment of teacher has a significant influence on accessibility to quality primary education in the Noun Division

H03: The Assessment of educational achievement has no significant influence on accessibility quality education in the Noun Division.

HA3: The Assessment of educational achievement has a significant influence on accessibility quality education in the Noun Division.

H04: Education management information system has no significant impact on accessibility to quality primary education in the Noun Division.

HA4: Education management information system has a significant impact on accessibility to quality primary education in the Noun Division.

Summary of the chapter

This chapter is composed of an introduction, historical, contextual, conceptual and theoretical backgrounds, significance of the study. Furthermore, research questions are included with research objectives, null and alternate hypotheses and the limitations of the study.

CHAPTER TWO
LITERATURE REVIEW

This chapter will focus on the following areas, conceptual review, theoretical review, empirical review and gaps in the Literature.

Conceptual review

Many outcomes both positive and negative have their beginnings in early years of primary schooling. It is vital that children's health and safety be protected. High quality early care and education programs can play a valuable role in improving outcomes (Jennifer, 2018)

Presentation of CERSP

The Cameroon Education Reform Support Project (CERSP) is one of the masterpieces of the Cameroon and World Bank cooperation. Incepted by order No. 134/PM of December 2018, it resulted from a financing agreement signed between Cameroon and the World Bank for 130 million US Dollars that is 100 million as loan and 30 million as a Grant.

The additional financing to the benefit of CERSP will help reinforce some interventions areas that have been identified as outstanding to accompany education reforms sector. The main changes include: the overall financing that moves from 130 million dollars US to 228.8 million dollars, an extension period of implementation from 2019 – 2023 to 2019 -2026, an increase of targets in various activities, the introduction of varied part mechanism of the Global Partnership for Education, the reinforcement of support to schools hosting internal displaced persons.

At the central level, MINEDUB in coordination with MINESEC, MINESUP, MINEFOP and MINEPAT, is responsible for the overall implementation and monitoring of the project. At the regional and local level, Regional Delegates of MINEDUB and MINESEC in concerned regions, working with divisional and district inspectors, are responsible for monitoring Project activities in their respective regions.

The CERSP goals

Development Goal: Improve equitable access to a quality basic education with a focus on target underprivileged areas.

Specific Goals:

- Improve recruited teachers allocation by government in primary government schools,
- Build teachers capacities to the effective and efficient use of new curricula,
- Increase core textbooks availability in government primary schools,
- Develop Pre-school achievements assessment in primary education in rural areas,
- Systematize the assessment of school achievement in primary education and the first cycle of the secondary education,
- Put in place a functional and operational EMIS dubbed SIGE,
- Improve environment and quality education in primary schools in refugees host areas as well as internal displaced persons,
- Improve performance in schools through the performance based financing.

Components of CERSP

CERSP is made up of three components, each one having its financing peculiarity:

Component 1 concerns the improvement to Access, Equity, Quality and Piloting of Education System. It consists of 7 sets of themes, which are:

1. The recruitment and teacher deployment: concerns the putting in place of an efficient and effective strategy aiming to rationally use the teaching staff and to put at the disposal of the education system 18000 teachers for a seven-year term.

2. The capacity building of teachers to the effective and efficient use of new curricula: in the past, teachers training sessions had been organised. It has been proven that those activities did not bear expected fruits. As the new curricula are implanted, teacher's good appropriation is required through an efficient strategy. Hence about 105 000 (one hundred and five thousand) teachers are expected to be trained.

3. The increase of accessibility and textbooks availability: this aims at rendering the core textbook availability to reach the one textbook for one pupil ratio. A textbook policy is expected to be designed, a title per syllable option should be reinforced in our classes and free distribution of textbooks carried out in all government primary schools.

4. To develop communities pre-school centres coping with international standards: given that pre-school plays a key role in the child intellectual development, thus children of rural areas must be given the same education opportunities as those from towns by creating with the support of communities and councils some community pre-schools centres

5. The systematization of standardized assessment of education achievement of students in primary and secondary education

6. The putting in place of a functional and operational EMIS

7. Support to schools in refugees host areas and local populations

Component 2 is related to the improvement of learners school Achievement through the performance based financing (PBF)

Component 3 is dedicated to the funding of some activities of the first two components and to the operating phase of the coordination and management unit.

Why the CERSP?

To remedy the problems found in the school system brought out in the Document "Strategic Paper of Education and Training Sector" (DSSEF 2013-2020), the CERSP was born. This was a document that identified the various challenges that exist in education in Cameroon and proposes solutions to enable Cameroon reach the vision 2035. It was noted that they exist the challenge of inadequate quality and availability of textbooks, teaching and learning resources in schools, poor quality basic education. There is a lack of key teaching and learning materials in schools, it was a question to improve access, equity, quality and governance in the education sector. Based on the aspects of Regional disparities in Education, disparities in material and gender, disparities in revenue, insufficient teachers, low rate of procession of textbooks in schools, opaque management of schools. The CERSP gives a reply to persistent discrepancies in our education systems that were brought out in 2013 by the Strategic Paper of Education and Training Sector, thanks to some reforms.

Continuous professional development

Teacher professional development is an ever-present concern in today's education systems and comes in many forms (Bautista & Ortega-Ruíz, 2015; Day & Sachs, 2005; Borko, 2004). It is considered to be the ideal means to improve the quality of education (Coe et al., 2014; Desimone, 2009; Hattie, 2009) and constitutes a key element of the various ongoing educational reforms around the world (Kennedy, 2014; Karras & Wolhuter, 2014; Villegas-Reimers, 2003).

The Ministry of Basic Education in 2012, established its model of teacher continuing development in primary schools, to evaluate its impact on the improvement of teaching and

learning. The objectives of this model were to strengthen teacher competency and provide pedagogic supervision to enhance the quality of teaching practices and ultimately improve student achievement.

Education is a social phenomenon that is not static. In contrast, it is dynamic and often subjected to change and innovation. Various innovations in curriculum and teaching will and are currently occurring. In the globalization era, marked by its borderless world through information communication technology, this change becomes more prominent.

According to Goodwin (2010), at least three new norms are currently influencing the education system. The first new norm will be classrooms that are more and more diverse, almost regardless of where they are. Secondly, teachers can expect to work alongside colleagues who have been recruited locally, or they themselves may be the one responding to regional or international searches to fill teaching shortages. Thirdly, teachers will be instructing children who are not only diverse but may enter the classroom with very unique and challenging needs (Goodwin, 2010; Rong & Preissle, 2009). Continuous learning and development among teachers is a necessity and requirement for every individual. Teachers who stop learning after their service training will fail to fulfill their role effectively.

Srinivasacharlu (2019) comprehensively defined CPD as the "one involves on-going divergent activities (formal, non –formal and informal) that aim at developing the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (psychomotor domain) for improving personality and to carry out the responsibility of the teaching profession properly in accordance with the changing times and needs of the prospective teachers and society".

The teaching profession in the 21st century sees a significant sea change due to many factors of different hues and advent of digital tools. Thus to prepare efficient future teachers in the 21st century, the teacher educators are required to continually update and equip themselves with ever – increasing skills and competencies to always remain top notch in their profession and do justice to society.

Teacher's recruitment and deployment

Teachers are essential for improving the quality of education. Better teacher recruitment and deployment strategies can contribute directly to Sustainable Development Goal (SDG) 4 of ensuring inclusive and equitable quality education for all (UNESCO,2016). SDG4 acknowledges the importance of teacher recruitment through target 4.c, which seeks to

substantially increase the supply of qualified teachers by 2030 (United Nation, 2015, p. 22). Target 4.5 address equal accesses to education, which is a direct result of effective and equitable teacher deployment (United Nations, 2015).

Recruiting effective teaching candidates and deploying quality teachers equitably is vital to improving student learning. Effective teachers can represent the most significant in-school factor in improving student performance (Bruns and Luque, 2014; Bruns, Macdonald, and Schneider, 2019; OECD, 2018a). With the launch of the SDGs and the expansion of universal education, the challenge of recruiting trained and qualified teachers is amplified. Data show that the proportion of trained teachers in sub-Saharan Africa at both primary and secondary levels has trended down since 2000 (UIS, TTF, and GEMR Team, 2019). This has made the Cameroon Government recruit contract teachers to meet demand.

Even when a sufficient number of qualified teachers are available, education systems can struggle to deploy qualified or experienced teachers to disadvantaged and rural areas and lower-performing schools. Analysis of Programme for International Student Assessment (PISA) 2015 data showed that while most countries deployed more teachers to low-performing schools, those extra teachers were less experienced or less qualified in over one-third of the countries examined (OECD, 2018). With the most qualified and experienced teachers tending to work in urban centres and high-income areas, children in rural and disadvantaged locations may lack equal educational opportunities (TTF, 2018; UNESCO IICBA, 2016). Gaps between low- and high-income schools are widened when teachers with the highest qualifications and experience remain in high-income institutions (OECD, 2018).

On September 6, 2021, a joint communiqué from the Minister of Basic Education, Professsor Laurent Serge Etoundi Ngoa and the Minister of Public Service and Administrative Reform, Joseph LE, launched the recruitment of 3000 contract nursery and primary school teachers in the Ministry of Basic Education, under the Cameroon Education Reform Support Project, financed by the World Bank and seeks to enroll 12,000 teachers within four years. This recruitment exercise sought to fill the gap in various schools across the country, candidates choose their preferred school while submitting their files. This will be determined by the need expressed by various schools.

Recruitment and deployment decisions should stem from current staffing levels and projected attrition, yet many countries have difficulty maintaining accurate teacher numbers and

struggle with system capacity issues, poor data collection and entry, and a lack of technical support (Custer et al., 2018). This can lead to the payment of 'ghost teachers' – teachers who are on payrolls but either do not exist or do not present themselves to teach (ESSA, 2020).

Assessment of education achievement

According to Brown, (1990) assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions.

Different authors have defined continuous assessment (CA) differently based on their point of emphasis. Accordingly, Asabe (2007 cited in Abiy, 2013) defines CA as a classroom process that is integrated with instruction. Similarly, Falayalo (1986) and Juliet (2007), viewing it as an integral part of instruction, considers it as a mechanism whereby the final grading of learners on the cognitive, affective, and psychomotor domains of learning is made (cited in Abiy, 2013). Undoubtedly, effective practice of CA yields great contribution in the campaign to assure quality of education. In this regard, CA has abundant purposes to serve including improvement of the teaching and learning process and motivating students to work harder, and thus, its success should be measured in terms opportunities it provide for educational quality enhancement (Sintayehu, 2016).

In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Brown (1990) maintains, two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students (Brown, 1990). Assessment is a process that includes four basic components:

1. Measuring improvement over time.
2. Motivating students to study.

3. Evaluating the teaching methods.
4. Ranking the student's capabilities in relation to the whole group evaluation.

According to Lewis (1997) as cited in Ahukanna et al, (2012), with continuous assessment teachers must embed the assessment in their instructions, score the assessment and discuss standards for good learners work with colleagues, parents and learners. Continuous assessment is advantageous to the learner because it reveals the ability of the learner early enough to make necessary adjustment for improved performance on the part of the teacher, continuous assessment enables him or her to assess the learner early enough and this will help to integrate the feedback for improved instructional techniques for the benefit of the learner.

Education management information system

Information and Communication Technology (ICT) in education has been continuously linked to higher efficiency, higher productivity, and higher educational outcomes, including quality of cognitive, creative and innovative thinking (Oyenike 2010). Educational Management Information System (EMIS) is an essential tool for education for all. Oko & Michael, (2016) opines that, the objective of an EMIS, however, is beyond to collect, store, process, analyze, manage and disseminate information but also to help education policy-making by providing relevant and accessible information. The EMIS is gradually being recognized as an essential tool and support for the formulation of policies, management and evaluation in the education system.

An EMIS provides knowledge to education stakeholders about the status of the education system as a whole and the learning outcomes within a country. By using an EMIS, governments are able to analyze and utilize data to improve their education systems. When implemented effectively, an EMIS can also potentially support both management and planning by principals and administrators, as well as teaching and learning in the classroom. An EMIS helps generate several valued-added components to improve educational quality, including quality data, efficient expenditures, institutionalized data systems, enhanced management practices, data-driven policies, smart investments, and targeted instruction.

In Cameroon today, data collection system exists, but is fragmented, with limited data available and quality, and does not produce or analysis data in a timely manner. EMIS diagnostic completed for basic and secondary levels available and validated but there are not

sufficient trained staff in this field in the ministry of basic education and in the various schools neither are they required equipment.

Accessibility to education

Access to education include: on schedule enrolment and progression at an appropriate age, regular attendance, learning consistent with national achievement norms, a learning environment that is safe enough to allow learning to take place, and opportunities to learn that are equitably distributed (Lewin, 2015p. 29).

Education Amendments of 1972 and the Student Non-discrimination Act of 2010 are examples of policies that establish minimum Education as a basic human right. It is therefore important to have access to equal opportunities in educational programs and activities regardless of gender, race, or sexual orientation, including extracurricular activities and sports. In 147 countries around the world, UNICEF works to provide quality learning opportunities that prepare children and adolescents with the knowledge and skills they need to thrive. UNICEF focuses on:

Equitable access: Access to quality education and skills development must be equitable and inclusive for all children and adolescents, regardless of whom they are or where they live. We make targeted efforts to reach children who are excluded from education and learning on the basis of gender, disability, poverty, ethnicity and language (UNICEF, 2017).

Quality learning: For the first time in history, there are more non-learners in school than out of school. Outcomes must be at the center of our work to close the gap between what students are learning and what they need to thrive in their communities and future jobs. Quality learning requires a safe, friendly environment, qualified and motivated teachers, and instruction in languages students can understand. It also requires that education outcomes be monitored and feed back into instruction (UNICEF, 2017).

Education in emergencies: Children living through conflict, natural disaster and displacement are in urgent need of educational support. Crises not only halt children's learning but also roll back their gains. In many emergencies, UNICEF is the largest provider of educational support throughout humanitarian response, working with UNHCR, WFP and other partners.

Digital learning: The availability and potential of technology makes digital learning an essential service for every child. UNICEF leads on global initiatives to connect millions of children and young people to world-class digital solutions so they can leapfrog to a brighter future.

Equity in education

Equity is associated with social well-being, based on the principle of personalized and universal education (Jurado et al, 2020). They continued by saying, equity also means a system where common goods are redistributed to create systems and schools that share a greater likelihood of being more equal. This educational approach manifests itself in an equitable system where additional resources are provided so that students have the opportunity to excel academically and socially.

The Dakar Framework for Action identified equity as a requirement for achieving the fundamental goal of quality. On the basis of this Declaration, the goal of achieving universal access with equity and quality of education for all children has become an increasingly important imperative in every nation because of the need to accelerate economic development and further the employability of people after completing their education (UNESCO, 2009; Krätli & Dyer, 2009)

The importance of working for a more equitable education system is reflected in the reports on this subject that are being produced in different countries and the proposal that the United Nations launched through the Agenda 2030 on Sustainable Development with its 17 Sustainable Development Goals. Objective 4, dedicated to quality education, expressly mentions the need to guarantee inclusive, equitable, and quality education that produces relevant and effective learning outcomes.

Equity is often referred to as “levelling the playing field”. In the classroom, that might mean extra time, different supports, and unique resources for some pupils to achieve their learning goals.

The Glossary of Education Reform equates equity with fairness and points to many ways it can lead to inequality. “Inequities occur when biased or unfair policies, programmes, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes”.

Providing equity in education requires honesty about inequality and a commitment to individuals with unique needs and those who are disadvantaged by systemic inequalities.

In the Glossary of Education Reform 2020 report, *The impact of Covid-19 on Pupil/student equity and inclusion: Supporting vulnerable students during school closures and reopening*, the Organisation for Economic Cooperation and Development (OECD, 2020. P. 2) found that "more than 188 countries, encompassing around 91% of enrolled learners worldwide, closed their schools to try to contain the spread of the virus".

The move to remote learning widened the gap between the advantaged and the disadvantaged. Despite the best efforts of school administrators, charities, and even commercial businesses, to get technology and internet access into the hands of every pupil and student, it's simply not possible to ensure equity for all.

Quality

Quality is the ability of something to perform or serve the purpose it is meant or designed to serve. It refers to being able to meet customers' requirements, either in terms of products (pupils) or services rendered (Aina & Oyetakin, 2015). It is therefore a continuum of worth, ranging from the highest levels of excellence or superiority. Every institution is to ensure that a high quality of education is being offered.

The concept of *quality is* very evasive. It is perplexing to define and often difficult to come by an agreed formal definition for the term. One person's idea of quality often conflicts with another and, as we are all too aware, no two experts ever come to the same conclusions when discussing what makes an excellent school. As Sallis (2002, p. 14) puts it,

We all know quality when we experience it, but describing and explaining it is a more difficult task. In our everyday life we usually take quality for granted, especially when it is regularly provided. Yet we are all too acutely aware when it is lacking. We often only recognized the importance of quality when we experience the frustration and time wasting associated with its absence.

In Cameroon, like elsewhere, quality in education faces definitional problems. It becomes more problematic when quality is conceptualized in terms of a particular aspect of education because as Dare (2005) observes, 'all the elements associated with educational quality are interrelated. A serious defect in one element is likely to have implications for quality in

others'. Moreover, questions regarding quality may be posed about any important aspect of the educational system: infrastructure, school buildings, administration, leadership, management, teacher training, educational materials, teaching, and student achievement.

Quality is characterized by fitness for purpose, value for money, perfection and excellence (Ekhaguere, 2005). Each institution should be able to embark on school self-evaluation (SSE) by answering: where are we now? What is good now? And what needs improving? Quality is the standard of something as measured against other things of a similar kind, the degree of excellence of something.

Quality education

A quality education is one that focuses on the whole child—the **social, emotional, mental, physical, and cognitive development** of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing. It seeks to develop to the maximum the individual, social, intellectual, cultural and emotional capacities (UNICEF, 2000).

Quality education is very vital in every human existence and societal development. It enhances the rate of development and increases the standard of living whoever acquires quality basic education, receives the pivot for further development both of himself and his society.

According to UNICEF (2000), Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. With this knowledge, education is understood as a complex system embedded in a political, cultural and economic context.

UNESCO (2004) declared that quality of education in schools was generally declining in many countries. As such, quality of education is pointed out as the crucial issue of the post-2015 educational agenda worldwide (UNESCO, 2014). Attention on quality of education in schools has centered on the various relationships among the inputs, processes, and outputs, with the recognition that students should receive good quality of education.

The notion of quality becomes more perplexing when applied to education. This is because Education is an on-going process of transformation of the participant: *the student, learner* or *researcher* (Ankomah et al., 2005, P.6). They continued by arguing that, a plethora of studies had shown how well pupils were taught and how much they learnt, can have a crucial impact on the effectiveness of school education they get. Furthermore, whether parents send their children to school at all is likely to depend on judgments they make about the quality of teaching and learning provided. As example, many parents want their children who passed the Common Entrance Examinations in list A to attend schools that have been noted for excellent results in the Ordinary and Advance Level Certificate Examinations for consecutive years. By being on top with 100% in both Ordinary and Advance levels Certificate Examinations, it is assumed that teaching and learning in those schools is of higher quality.

At the level of international debate and action three principles tend to be broadly shared. These are the need to understand quality education in terms of (a) content relevance, (b) access and outcome and (c) observance of individual rights. In much current international thinking, these principles are expected to guide and inform educational content and processes and also represent more general social goals to which education itself should contribute. This is reflected in the thinking of the following international bodies:

UNICEF: recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF,2000).

UNESCO's 2005, understanding of education quality seeks to identify unambiguously the important attributes or qualities of education that can best ensure that goals are actually met (UNESCO, 2005). Quality education should encourage learner's creative and emotional development, in supporting objectives of peace citizenship and security, promoting equality and passing global and local cultural values down to future generations. It should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. Improving the quality of education would require systems in which the principles

of scientific development and modernization could be learned in ways that respect learners' socio-cultural contexts. Thus, a quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life. This should be achieved without distinctions of any kind such as those based on parents' income, colour, gender, language, religion, political and other opinion, national or social origin.

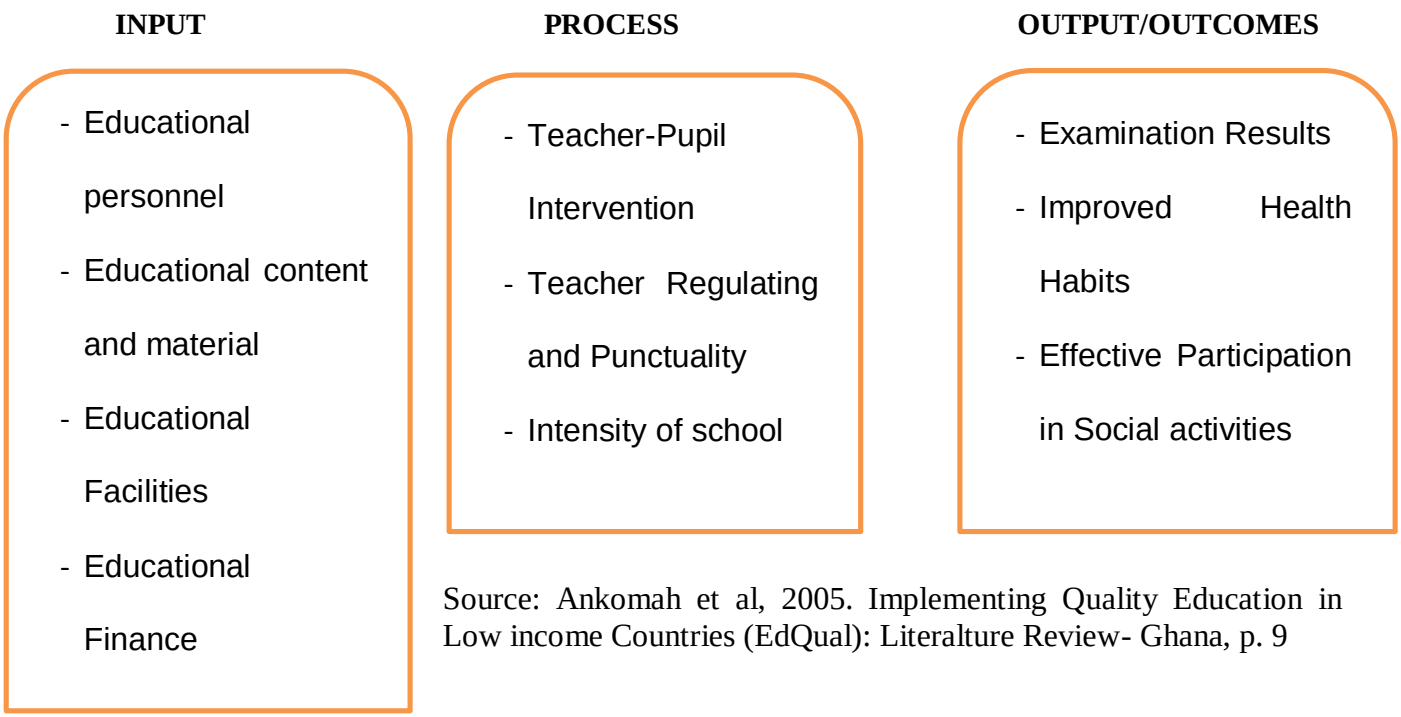
The World Declaration on Education for All (EFA), in 1990, identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education.

Similarly, the 2000 Dakar Framework for Action affirmed that quality was '*at the heart of education*' – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the *desirable characteristics* of learners (healthy, motivated students), *processes* (competent teachers using active pedagogies), *content* (relevant curricula) and *systems* (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified. Thus, the Dakar forum emphasized the need to "improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills" (Dakar Framework for Action, Article 7, World Education Forum 2000).

Indicators of Education Quality

The literature so far suggests that quality is both a quantitative and a qualitative issue. Its indicators should therefore convey notions of quantity and quality (Dare, 2005). Van den Berghe (1997, p.17) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate. It may also be understood in terms of a figure that describes quality characteristic or the achievement of quality objectives. In matters of indicators therefore, concepts such as efficiency, relevance, importance and adequacy cannot be ignored.

In his presentation at the EdQual National Consultative Workshop, Ankomah (2005) provides a continuum of three processes necessary for identifying indicators in educational quality.



Source: Ankomah et al, 2005. Implementing Quality Education in Low income Countries (EdQual): Literalture Review- Ghana, p. 9

Inputs

The nature and quality of these inputs significantly determine the outcome of educational provision.

• **Educational Personnel:** These include teachers and the non-teaching staff. But teachers are the principal factor in educational provision and thus affect quality of education in a significant way. Attributes of concern include number of teachers available, pupils-teacher ratios, and the personal characteristics of the individual teachers. These personal characteristics include academic qualification, pedagogical training, content knowledge, ability or aptitude, years of service/experience (Ankomah et al, 2005).

• **Instructional Content and Materials:** The content of education is conical in determining learning outcomes. The type relevance and the volume are important. The materials that support teaching and learning, the type, quality and quantity impact significantly on the quality of education.

• **Educational Facilities:** These are about school space and equipment including classroom and other buildings, challenging boards, pupil and teacher furniture (tables and chairs), places

of convenience water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider.

• **Educational Finance:** An important input that comes along all the other inputs is finance which is categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute are of the major capital expenditure of education. While salaries, particularly, of teachers represent the most important aspect of recurrent education expenditure.

Process

The process component of the equality continuum relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation which has to do with length of the school day and term, how many days are effectively available for school work in a term etc.

Output/outcomes

The output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided. When, for instance, people talk of fallen standards in education, they are basing their assertion principally on some poor examination results. But quality of the education service is also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities, etc.

Theoretical review

Theories discussed are System Theory of Bertanlanffy, Kaizen Continuous Improvement theory of Masaaki Imai, McClelland's Theory of Needs (David McClelland) and Technology Acceptance Model (TAM) of Davis.

System Theory Bertanlanffy, 1968

System theory was propounded by a biologist Ludwig Von Bertanlanffy in 1968. Bertanlanffy asserts that a system is an interrelated and interdependent set of elements

functioning as a whole. Bertalanffy's idea behind systems theory is that nothing can be explained by isolating a component of system (Elujekwute, 2022). The theory attempted to view the school as unified purposeful organisation or as a system composed of interrelated parts. This was based on the insinuation that the activity of any part of the system has a direct bearing on every other parts of the educational system.

According to Guberman (2004, p.89), the assumptions of the systems theory were as follows:
1. *There is a general tendency toward integration in the various aspects or parts of an organization*
2. Such integration seems to be centered in a general pattern
3. Such pattern may be an important means for aiming at exact interaction and interdependence
within the organization

4. Developing unifying principles running vertically through the system brings us nearer the goals of the individuals and unity of organization

5. This can lead to a much-needed integration in effective management of organization.

A system is an entity composed of a number of parts, the relationship of their parts and attributes of both the parts and the relationship. The system theory holds that an educational organization is a social system made up of integrated parts; a system is a unit with series of interacted and interdependent parts, such that the interplay of any part affects the whole. Therefore, the school and all its components such as the school administration, records units, assessment function as a system such that a well-established EMIS will easily link all the other parts together and ease work.

Components: Components refer to the parts-the smallest meaningful units that interact with each other to fulfill the purposes of the system. In educational institutions teachers and other people and things that interact to carry out the functions of teaching and learning can be regarded as the components of the system.

Boundary: Boundary as a more or less arbitrary demarcation of units that are included within and that are excluded from the main system. It is the boundary that separates the system from its environment and filters the inputs and output from the system. Boundaries are often poorly drawn in the educational system since the school is an open system.

Environment: Environment as anything is it physical and social factor that is external to the boundaries of the system and has potential to affect all or part of the system. Every system or supra-system or sub-system has an environment. External constituencies for a school building, for example, include unions and the legislature. They can at any given time in the life of a school have influence on school activities or programs.

Inputs: Inputs are those messages or stimuli that trigger off the internal components of a system to perform those activities for which the system was designed and instituted. Such inputs may take the form of people, materials, money and or information. Inputs are elements that enter the system across its boundary. They cause or enable the components interact in fulfilling the system's purposes.

Outputs: These are all that the system produces, either by design or by accident. Outputs can be intentional or unintentional and they entail altering the input. A school for example receives a student as an input, processes him/her over the years through lectures, assignments and counseling, and come out as an output in the form of a more learned, affective, cultured, educated and disciplined person (intended output) ready to enter the real world of employment; or he or she graduate as a rebel, a person who resists established authority and control (unintended output)

The CERSP cannot function in isolation. It must therefore make adequate use of all the human and material components of the school system to translate the aims of the curriculum into reality. Consequent upon this, the systems theory has relevance to this work in the following ways:

Educational institutions operate in diverse and complex environment, with intensive interactions and multilateral impacts of external environmental factors, and to cope with them, educational administrators/managers and stakeholders are required to be able to make informed decisions and to keep the educational institutions focused to purpose.

Education reform must consider a wide range of issues to increase or maintain student achievement including the condition of the school building. The condition of the school building has a direct impact on student performance

According to Elujekwute (2019) the school is an example of an open system with inputs filtering through its boundaries. This theory is important to the effective management of education in the sense that, the Head teacher will understand that members of the immediate

community have inputs into the management of the educational institution. In such a situation, he should be willing to accept suggestions from parents that are to assist in the management of the school.

Amold & Wade (2015) remarks that, projections are needed to be made in education for proper planning and also, planning for enrolment without paying attention to the availability of other educational facilities can only boil down to failure. In the basic education system for example, utilizing the knowledge from the systems theory, the basic education management can make projections for enrollment alongside the provision of other educational facilities such as the functional libraries, didactic materials, classrooms, EMIS, teachers and non-teaching staff among others.

System approach provides a holistic view of the organization and emphasizes on their adaptive nature to environmental change. It allows the organization to be studied as a whole and not through its parts. It analyses the system at different levels and inter-relates and integrates it into a unified set of direction. It combines individual as well as organizational goals. It considers the impact of the environment on the organization that is; interaction of external with the internal environment.

System approach does not emphasis the exact nature of inter-dependence, the exact relationship between internal and external environment is not defined, it fails to provide concepts that apply to all types of organisations. The theory assumes that most of the organisations are big, complex and open systems.

Kaizen Continuous Improvement theory (Masaaki Imai, 1985)

The foundation of this study was Kaizen Continuous Improvement Theory which had been used worldwide by a variety of companies. Kaizen focuses on eliminating waste, improving productivity, and achieving sustained continual improvement in targeted activities and processes of an organisation. Kaizen focuses on applying small, daily changes that result in major improvements over time. Kaizen first surfaced during the effort to rebuild Japan after World War II. At the time several US business consultants collaborated with Japanese companies to improve manufacturing. The collaboration resulted to a new management technique called Kaizen. Kaizen philosophy states that our way of life- be it our working life, our social life, our home life deserves to be constantly improved (Doanh Do, 2017). Kaizen start with a problem, more precisely the recognition that a problem exists and that there are

opportunities for improvement. The underlying cause of the problem is identified, solution proposed and tested on small scale, adjustments are made to the solution and results are spread across the organisation and solution standardized. The idea of continuous improvement encourages workers from all levels to involve with problem solving and increases organisations productivity greatly. Teachers are the first persons to identify the problem with learners not able to reach quality education. They are the ones who come face to face with the learners and they are the ones delivering the lessons to the learners.

Van Veen et al (2010) reported in their literature review on teacher professionalization of good practices of teachers working on tasks collaboratively and having dialogues of their experiences in practice. A more on the workplace situated approach in professionalization prevents the often experienced problems in transferring professional growth to the workplace (Imants & Van Veen, 2010), stimulates a teacher culture that encourages collaborative learning (Avalos, 2011) and stimulates reflection with colleagues on their actual practice as an effective element of professional development (Byrne et al, 2010). These advantages can be realised when teachers are professionalized in a professional learning community (PLC) in which a group of people share an interest, issue or passion for a certain subject and deepen their expertise and knowledge in that subject by continuous interaction (Bruining & Uytendaal, 2010).

Dialogue

Crucial in knowledge construction is conversation and dialogue (Orland-Barak & Tillema, 2006). Dialogue cannot be mistaken with discussion. Dixon (2000) defines dialogue as a joint process Conceptions on assessment practice Congruent professional development Personal Inquiry Professional development approach in which individuals create knowledge. Teachers naturally talk to each other, and such a dialogue can easily take on an educational purpose (Avalos, 2011) and results in joint meaning-making, which makes it possible to initiate change. Dialogue is conceptually related to the ‘Learning conversation’ of Allard, Goldblatt, Kemball, Kendrick, Millen, & Smith (2007) which is an effective element for professional development (Byrne, Brown & Challen, 2010) because it helps to build knowledge in doing the collaborative enquiry.

Safe learning environment

A safe learning environment in which there is space to reflect on conceptual change is a necessary condition (Runhaar et al, 2009). Such a safe exchange of experiences is regarded as the key to growth (Byrne et al, 2010) and stimulates learning (Birenbaum et al, 2011) of both the individual teacher as the team of teachers (Zwart, Attema-Noordewier, Korthagen, 2011). To strengthen a safe learning environment, it's advocated by Zwart et al (2011) that it is effective to use the qualities, commitment and inspiration that teachers already possess to promote further development. If teachers are encouraged to identify and act on their personal strengths, they will enrich and fulfill. Deci and Ryan (2000) identified basic needs for autonomy, competence and relatedness. The study of Zwart and colleagues (2011) showed that fulfilling these basic needs will probably result in more autonomous teachers who can develop themselves along self-chosen directions. The quality of the teachers is the most effective factor to stimulate students' learning.

Therefore, teachers who continuously develop will be up to date with the various changes in curriculum and administration and will give their best to better the education sector. The coordination meets held at the sub divisional levels and school levels strengthen teachers as issues' concerning their practice is always discussed. Seminars and workshops are usually organized on specific issues in the basic education sector and act as a form of training as teachers are expected to learn and implement the new ideas that the ministry propose to ameliorate the sector.

The law of quality adapted from Schmenner and Swink (1997) theory of operations state that Performance (as defined by the ability of meeting the organizational objectives) will be improved as quality is improved and waste declines. Therefore, mean that if teachers continue to develop themselves they will come a time when all the school objectives will be attained and hence quality education attained.

Both individuals and organizational factors impact teachers learning. Teacher's cooperation has importance for how they develop, and some of the teachers can lead such learning activities themselves. More over a positive school culture with a good atmosphere and understanding of teachers learning, in addition to cooperation with external resources persons, may impact the professional development of teachers

Building partnerships with other teachers in the form of collaboration, reflection, enquiry, partnership and participating in building professional communities creating greater

interactive professionalism among communities of teachers (Fullan, 1993) and Hargreaves (1998).

Gilbert (2007) talks about the "new and different ways of thinking" (p.10) that are now important in the 21st century. Prestige (2010) found use of tools and technology as learning instruments such as online forums and networks, blogs could lead to learning and gaining knowledge in a community.

Different types of Professional Development can be gained from courses and workshops, education conferences or seminars, qualification programs, observation visits to other schools, participation in a network of teachers, individuals or collaborative research and mentoring and /or peer observation and coaching (OECD, 2009) which is a medium involving collaboration.

The advantage of the Kaizen continuous Improvement theory is the improvement of quality. That is teachers will be exposed to new materials to aid in the classroom and in the management which when implemented well leads to quality learners. There is increased productivity, for example a teacher who has undergone professional development is well equipped with knowledge and know exactly what to do in turn serves time and increases the organisation or the school productivity. It encourages you to always make progress toward goals.

Disadvantage of the Kaizen approach is that it takes time and effort. Since it consists of small incremental changes, it takes a lot of time and effort for individuals to be empowered professionally. Some individuals are resistant to change; they are so use to their old ways that they are very reluctant to anything new in their area of work. A Kaizen concept takes everyone out of their daily job and not everyone will use it.

McClelland's Theory of Needs (David McClelland's (1961, 1975, 1985)

Developed by McClelland (1961, 1975, 1985), needs theory contends that individuals are motivated by three basic drivers: achievement, affiliation, and power. Winter (1992) argued that these needs not only motivate individuals, but also include many of the most important human goals and concerns. McClelland's (1961, 1985) need for achievement describes a person's drive to excel with respect to some established set of standards. Individuals' achievement needs are satisfied when they are able to actualize their own purposes relative to and regardless of the situations of others (Yamaguchi, 2003). Those high in achievement needs dislike succeeding by chance and seek personally identifiable sources for their success or failure rather than leaving the outcome to probability (Robbins, 2003; Weiner, 1979).

Furthermore, individuals high in achievement needs experience joy or sadness contingent upon the identifiable outcomes of their efforts (McClelland & Koestner, 1992).

McClelland (1961, 1975, 1985) noted that individuals high in this dimension differentiate themselves from others by their desire to perform at a more advanced level than their peers. Although achievement could be measured in terms of mastery and competitiveness, it also reflects individuals' desires to excel. High achievement needs motivate individuals to seek relatively difficult vocations (McClelland & Koestner, 1992). Further, high achievement individuals are more satisfied in jobs that involve both high skill levels and difficult challenges (Eisenberger, Jones, Stinglhamber, Shanock, & Randall, 2005). Similarly, individuals high in achievement needs more frequently seek feedback en route toward goal completion (McAdams, 1994; Emmons, 1997). McClelland (1961, 1985) noted that high in achievement needs individuals seek situations in which they can obtain personal responsibility for finding novel solutions to problems. One underlying driver of such actions is partly the alleviation of trepidations about their future in the organization. These individuals tend to be very persistent with respect to solving problems (McClelland & Koestner, 1992).

Brunstein & Maier (2005) noted that two separate but interacting dimensions' drive achievement needs: implicit and explicit motives. Implicit motives energize spontaneous impulses to act (e.g., effective task performance). The degree of effective task performance is, of course, related to the degree to which the individual behaves accountably in his/her position. Explicit motives, on the other hand, are manifest by deliberate choice behaviors (e.g., explicitly stated preferences for difficult tasks). As such, high achievement needs map appropriately onto a drive to be informally accountable for others. Specifically, high achievement needs might drive individuals to seek informal accountability for others because the successful coordination of others' activities might translate directly into better job performance evaluations (both for them and for those for whom they are informally accountable). In addition, those who claim informal accountability for others and are effective in this capacity, appear to others as more proactive, appealing, employees.

The biggest advantage of this theory is that employees are given tasks according to their needs which eliminate the idea of employees giving an excuse for not doing their work. This can later be a great asset to the organisation as employees are satisfied. This theory does not take into consideration the basic needs such as food, safety and shelter but rather focus on

achievement, power and affiliation needs. Matching employees needs results to top management problems in the organisation.

Technology Acceptance Model (TAM) Davis, 1989

Davis developed the TAM, which is based on the TRA, to understand the causal relationships among users' internal beliefs, attitudes, and intentions as well as to predict and explain acceptance of computer technology (Davis et al., 1989). Theory of Reason Action (TRA), (Fishbein & Ajzen, 1975) was based to describe an individual's information technology (IT) acceptance behavior. TAM was adopted from a popular theory TRA from field of social psychology which explains a person's behavior through their intentions.

Behavioural intention is determined by both the user's attitude and its perception of usefulness. The user's attitude is considered to be significantly influenced by two key beliefs, perceived usefulness (PU) and perceived ease of use (PEOU), and that these beliefs act as mediators between external variables and intention to use. TAM theorizes that an individual's behavioural intention to use a system is determined by PU and PEOU.

Venkatesh & Davis (2000) proposed an extension for TAM (called TAM2), which includes the theoretical constructs of social influence and cognitive instrumental processes. They found that these additional constructs directly affect adoption and usage of "information technology" (IT) in the workplace. As one of the components of the Cameroon Reform Support program, full implementation of EMIS in schools and offices will go a long way to improve the quality of education and ease work load.

The importance of PEOU signifies the degree to which an innovation is perceived not to be difficult to understand, learn, or operate (Zeithmal, Parasuraman & Malhotra, 2002). In the context of the CERSP project pupils may manipulate a computer based on how it helps them accomplish their educational needs. The teachers and staff should be able to easily use technological tools which should help them facilitate work, and ease storage of pupils records and other institutional records.

Empirical review

Vijfeijken et al (2021) examined which beliefs about justice teachers use to legitimize the choices they make regarding differentiation in the classroom in the Netherlands. The study was conducted in 15 primary schools using qualitative technique. The study used the justice

principles (equity, equality, and need) as themes to describe and analyze teachers' arguments. Results demonstrated that the equity principle combined with the equality principle of equal distribution of educational resources dominated teachers' beliefs about differentiation. It was concluded that, the principles of distributive justice as an embedded aspect of social ethics may be useful for teachers to systematically reflect on their choices about distributing educational goods and to discuss and align the distribution of resources with colleagues or other stakeholders. This study conducted in the developed world relates to my research in the less developing world as the same principle of equity applies where teachers want to receive resources according to their relative merit in effort, contribution, ability and outcome. The teachers tailor their strategies to the ability level of their pupils to achieve quality in education. Such studies need to be conducted in rural primary school to ascertain teachers in urban areas and those in rural areas implement fairness in doing their jobs.

Parveen &Awan (2019) found that Equity refers to fairness in education, which represents all irrespective of any differences with the goal of access, participation and progression in education in Pakistan. The Rawls' theory of justice was used in this study. They used the multistage sampling technique and collected data from 641 students enrolled in three Public Sector University. This data was analyzed using percentage analysis, correlation, t-test and ANOVA. The study confirmed the link of equitable access and equitable participation to equitable educational outcomes. Significant differences were also observed in students' equity, with respect to family income and mother education. The study findings suggested that the education system needed to commit to the principle of fairness leading to equitable higher education. My work is related to this paper as it seek accessibility to quality primary education in the rural West, I will use regression method and interviews and my target population are primary school teachers in the rural areas, the staff working at the ministry of basic education. Though the study has been conducted in higher education, more of such studies need to be conducted in basic education sector especially in Cameroon to know what those concerned perceive as equity and ameliorate the sector to achieve quality in basic education.

Oni et al (2016), aimed to examine the role of the school head to develop community –school relations to enhance access to basic education in Nigeria. The results revealed that leadership functions of the head teacher are needed to enhance access to quality basic education. Quality education is very vital in every human existence and societal development. It enhances the rate of development and increases the standard of living whoever acquires quality basic

education, receives the pivot for further development both of himself and his society. My research will equally find out the role of head teachers and teachers in attaining accessibility to quality primary education in the rural area in relation with community that is parents of the children enrolled. It is important that children acquire quality education because it will serve as a door to further development of themselves and their society.

Alemnge (2019) examined the reformed Cameroon primary school curriculum that was released for implementation in the 2018/2019 school year. Piaget's stage developmental theory was used in this study. The study used the documentary method of data collection. The data sources were: the published primary school curriculum for Cameroon (2018), Socle Nationale des Competence (2013), the Growth and Employment Strategy Paper (2009), the National Education Policy law (1998), and The Curriculum Framework for Cameroon Nursery and Primary schools (2016). It was concluded that the curriculum which is designed to meet the needs of programme harmonization in Cameroon primary schools, will enable all Cameroon children for the first time since independence, to study the same curriculum contrary to past practices whereby Anglophone and Francophone children studied different school curricula. My work is based on a reformed program implemented by the ministry of basic education and sponsored by the World Bank due to problems identified in the basic education sector. Curriculum content contributes to quality education and will be examined in my research how teachers in public schools in the rural area of the West Region follow the stipulated curriculum.

Sattapong (2018), in a literature review, tracked the progress of development in quality education, the various models and principles used to reform education, the role of *quality literacy*, and explores recurring links in previous studies. The results found that, each study illustrated an overwhelming importance of interaction between, and competency of, stakeholders. Much discussion still remains on how to achieve quality in educational development; it is evident that *quality literacy* plays a core role for current needs and future demands of society, while greater accountability is recommended through alignment of assessments and measurements to achieve on going quality educational development.

Basing my work to a reform program, I will not only review literature but, will go to the field and meet those directly involved in the implementation to appreciate access to quality basic education in the rural areas focusing on public primary school. Sampling will be done and mixed research method will be employed.

Oyenike (2010), explores Nigeria's ICT in education policies, implementation efforts, and availability of ICT tools in schools; teachers' knowledge, experience and practices in the use of ICT at the basic education level. Education management and information system is very vital for the success of any educational institution today. The study used qualitative analysis of existing documents and descriptive research design. The survey instrument was a self-designed and validated 50-item questionnaire administered to sampled basic education teachers in Lagos state. Findings showed that Nigeria is yet to fully commit to ICT integration in education as two key ingredients are lacking- skilled teachers and ICT tools and other infrastructures. My research will sample basic education teachers in the rural schools, and will use a mixed research method, to know how effective the decision by the Minister of Basic Education to integrate EMIS in all schools is functioning in rural schools.

Kusumaningrum et al (2017) examined the role of community in improving educational quality in terms of giving advice, support, controlling, and mediator in Indonesia. The research was conducted at elementary schools of Batu City. 20 schools were proportionally sampled using grouping technique. Questionnaires were used to collect the data. Descriptive analysis technique was utilized to analyze the data. The results of the research showed that the level of school committee role in term of giving advice is categorized as high and has a significant relation to the improvement of educational quality, giving supportive advice is categorized as low and has a significant relation to the improvement of educational quality, giving controlling advice is categorized as high and has a significant relation to the improvement of educational quality, and as a mediator is categorized as low and has a significant relation with the improvement of educational quality. This work tides well with my research, it was carried out in the city of Indonesia but am working in rural areas of the West Region to find out accessibility to quality primary education. The parents are very important to achieve a quality education for the children; this is still not sufficient in Cameroon and needs to be looked upon in the future for Cameroon's quality of education.

Ahmad & Said (2013), investigated whether or not community participation in education reduces the issues of access, retention and attendance at secondary school level in Malaysia. The study surveyed 200 (female) and 300 (males) total N=500 government secondary schools teachers in Khyber Pakhtunkhwa province of Pakistan. Data were collected, collated and statistically computed using Pearson Correlation and ANOVA to determine a correlation between the independent variable (community participation in education) and the three indicators of quality of education such as access, retention and attendance as dependent

variables. Results of the study indicated a significantly positive correlation between community participation and all the three indicators of quality of education. The study proposes community participation in education as the high positive predictor of access to education, retention and attendance.

My research ties with this work as I am investigating indicators access to quality education in public primary schools in rural areas, where I worked also with teachers of basic education using the regression analysis to find out the impact of the CRSP program to accessibility of quality primary education in the rural West. A mixed study will be used. Although this study was conducted in secondary school, my research will be conducted in primary schools and basic education Ministry in Cameroon.

Parji & Prasetya (2020) analyzed the role of the community in the development of quality education in basic education and the quality of basic education in the city of Madiun, Indonesia. Data collection techniques were carried out through observation, in- depth interviews, and documentation techniques. The study results showed that; the quality of basic education in the city is in a good category, basic education in the city of Madiun is still low and that the role of the community in developing quality education in basic education is already running.

Community is the children parents, the leaders and teachers their contribution in providing the necessary text books and other items on time needed for a child schooling is vital for the development and maintenance of quality education. This study will use regression analysis as well as interviews techniques.

Mackatiani et al, (2018) gave a critical appraisal of influence of teachers' characteristics on learning achievement in primary schools in Kenya. The main objective of the study was to analyze the influence of teachers' characteristics on quality education in primary schools. The paper examined the role played by pedagogy in influencing learning achievement, also, assessed the role staff played in promotion of quality primary education and investigated the influence of class size in promotion of quality primary education. The study used the systems theory advanced by Ludwig von Bertanlanffy (1968). He emphasized that systems are open and interact with their environments to acquire qualitatively properties. It focuses on environment and how changes can impact on the organizations. The paper adopted document analysis method and mixed method approach. Both quantitative and qualitative approaches to research were used. Descriptive survey design was used to collect data from one set of

questionnaires. The target population comprised of head teachers and teachers in primary schools. Using the sampling guide developed by Krejcie and Morgan (1970), a sample size of 36 head teachers and 144 teachers was selected. The total sample size for the study was180.The results of this study showed acute shortage of teachers which has led to negative impact of quality primary education, understaffing of teachers which impedes the effective teaching learning process, Most teachers don't maintain their professional records, Most teachers use teacher centered methods, Teachers' characteristics predict quality education in primary schools by 11.0 percent, There is acute shortage of education officers which has negatively affected organization of in service courses .

This study is relevant to my work as it's a developing country, basic education sector, uses the mixed method and target Head teachers and teachers of primary education in the rural area. My research will examine the role teacher's play in promoting quality primary education, the number of teachers present in the school and the availability of didactic material which are contributing factors to a quality education.

Oko & Michael (2016), examined how information and communication technology (ICT) enhance teaching learning related activities in primary schools in Ogoja education zone of Cross River State, Nigeria. Ex - post facto research design was adopted for the study. The model used was that of Reiber and Welliver (1989) and later Marcinkicwicz (1994) instructional transformation model which help schools design their restructuring plan using technology. A sample of six hundred and twenty teachers was randomly selected for the study. The instruments for data collection were the ICT and teaching learning related activities questionnaire (ICTTLRAQ) developed by the researcher. The reliability estimate of the instrument was established through the cronbach alpha reliability method, the data was analyzed using the simple percentage. The result of the analysis revealed an enhancement of teaching learning related activities through the use of information and communication technology in Ogoja education zone. Based on the findings of the study, it was recommended that government should provide computer at affordable price to all teachers in the zone.

The Cameroon government through the Cameroon Education Reform Support Program planned to introduce Educational Management Information System in her schools and delegations of education. This work will investigate the level of implementation of this aspect in rural public primary schools of the West Region, one of the areas this program is currently

being implemented. It will find out the availability of ICT personnel and infrastructure in rural schools.

Dilshad et al (2019), investigated university teachers' engagement in Continuous Professional Development activities, perceived importance of different Continuous Professional Development activities, skills to be focused in future training and barriers in professional development of teachers. A self-developed questionnaire was administered to 700 conveniently selected teachers that belonged to four faculties. The data was analyzed by applying descriptive statistics including frequency of responses, mean scores and standard deviation, and t-test of independent samples for comparing views of respondents from different groups. The results showed that teachers were moderately engaged in all the fifteen professional development activities included in the questionnaire. Producing research papers, reviewing articles for journals, and developing teaching and learning materials were activities rated highly important by teachers. There was no significant difference in male and female teachers' opinions about their involvement in CPD activities. However as compared to teachers of social sciences, teachers of science disciplines were more involved in CPD activities. The results demonstrated that communication skills, management skills and research skills are important for inclusion in future training. Time, funding and unavailability of study leaves were major barriers that affected continuous professional development of teachers. It was suggested that professional development of university teachers may be taken as on-going process. For helping teachers improve their academic and research skills, workshops and seminars must be frequently planned and organized by the universities.

For a country to have a good quality of education, teachers continuous professional development cannot be taken for granted. As seen in the University milieu in this article, primary education teachers do need continuous professional training to update themselves and be up to the task of delivering a quality education at the basic level. My research will find out the frequency of teachers continuous development in the rural West of Cameroon in relation to accessibility to quality education.

Kisirkoi & Kamanga (2019) carried out a study to determine teacher preparedness for the implementation of the new curriculum and whether there was any established continuing teacher professional development programme for sustained teacher quality. The study sought to find out whether the pre-service and in-service training prepared teachers adequately for implementation of the new curriculum; whether teachers had adequate teaching-learning

resources and whether they had any existing continuing teacher professional development programme. The model that guided this study was the pedagogic content knowledge by Desimone (2009). The case study was conducted in a public primary school in Narok County. It had 500 pupils and 15 teachers. All the 15 teachers responded to the questionnaire. The results of this study found out that 13(86.7%) of the teachers agreed that the pre-service and in-service courses did not prepare them adequately to implement the new curriculum. 12(80%) of the teachers did not have enough pupils and teaches' books; while 11(73%) did not know how to extract teaching materials from other sources besides class textbooks. 7(46.6%) used a laptop to teach, and 9(60%) used a cell phone to create learning activities. All the 15 (100%) teachers agreed that continuing professional development programme was not established. Another 10(66%) agreed that they needed professional development programme and preferred distance learning mode. Teachers were not adequately prepared for Implementation of the new curriculum. It was recommended that teachers need to be provided with technology supported, continuous distance learning professional development programme for curriculum implementation incorporating inquiry teaching approaches.

This article ties to my work as I also seek to know the situation that primary school teachers face as concerns continuous development which contributes to improving the delivery of competency based approach and quality primary education especially in the rural areas of the West. How often are in service teachers trained to ensure they are using the right methods of teaching and learning, and the forum used as a ground for experience sharing and improvement.

Basome & Allida (2018) explored the meaning of Continuous assessment, the Purpose of Continuous Assessment, Challenges hindering the implementation of Continuous Assessment and what could be done to address the challenges hindering the implementation of Continuous Assessment in Uganda. This study used descriptive design, specifically literature from the library and key informant interviews were used to complement the information on the Influence of continuous assessment on academic performance in primary schools. It was recommended that; the Government should mount intensive workshop to educate teachers on the appropriate principles of continuous assessment and the workshop should focus objectively on constructing and using assessment as tools:

This study from Uganda is important in my research; the Ministry of Basic Education through the Cameroon Reform Support Program, seek to systematised assessment for all primary

schools. I will use a mixed research design and concentrate in the rural areas of the West to find out what has been done in this light and how schools react to this innovation.

Sintayehu (2016) examined the actual practice of continuous assessment in primary schools of Chagni City Administration, Ethiopia. This study employed descriptive survey design. The data was collected from randomly selected sample of 72 primary school teachers was analyzed by using one-sample t-test. The results showed discrepancy between the perceived purpose of continuous assessment and its actual practice. In conclusion, the practice of continuous assessment in primary schools lacks harmony and consistency. Developing harmonized continuous assessment policy or guideline is forwarded to the government as recommendation.

The ministry of basic education in Cameroon plan to systematised assessment in primary and secondary schools in the country. My research will investigate the fulfilment of this plan and how it is being implemented in rural public schools.

Ahukanna et al, (2012) discussed the issues and problems of continuous assessment in primary and secondary schools in Nigeria. It explains the meaning of continuous assessment. The purposes of continuous assessment were highlighted to include finding out the extent of students' knowledge, understanding and skills learnt. The students' weakness and strengths which serve as a feedback to the teacher on where extra work needs to be done. The problems and weakness of continuous assessment were highlighted to include that some teachers do not possess the required competences for the implementation of continuous assessment. It was also observed that the task is weighing the teachers down. Teachers focus their greatest attention on measuring cognitive attainment rather than affective and psychomotor behaviours of the students. It was observed that majority of the teachers in our public primary and secondary schools exhibit a high level of incompetence in the use of statistical tools. The skill is necessary in presenting students' performance in a neat and logical manner. The benefits of continuous assessment is that, it is guidance oriented since it involves data gathering over a long period of time, yields more accurate data for the teacher to modify instruction. It is recommended that government should mount more intensive seminars and workshops to educate teachers on the appropriate principles of continuous assessment. That teachers need to be professionally and attitudinally prepared to operate the system.

Assessment is one aspect to verify pupils knowledge and it help the teacher to know the various aspect of the lesson that has been well understood and those that need re-teaching.

Assessment is used to rate the achievement rate of pupils and learners, the method matters a lot. My research will examine weather schools in rural areas follow the systemised national text on assessment and what methods they use.

Nortvedt et al (2016), seeked to understand the driving forces underlying assessment for learning (AfL) in primary school teaching. A case study design, of Norway and Portugal, using mathematics teaching as an example, available policy documents and research reports were analysed to identify the differences and similarities that might explain the assessment practices previously observed in the two countries. Many similarities were found at the school and national levels. AfL is introduced as a national policy in both countries but AfL practices are not common in primary mathematics classrooms in either country, although this is true for different reasons in each country. It is suggested that the assessment culture caused by national policies, such as curriculum reforms, national professional development projects, and teacher autonomy, explain the similarities in the observed outcomes.

The United Nations as of July 1st 2022 estimate the population of Cameroon at **27,914,536**. Cameroon promote compulsory education, primary education is obligatory with the policy of free primary education, assessing pupils in primary school is very important to monitor and view the kind of education given to pupils as we aim on achieving quality. The Country has developed an assessment manual to be followed in all primary schools but it is not yet effective. My research will help find out the situation of assessment in primary schools in rural areas.

Muhammad (2012) conducted a study to analyse the existing EMIS system of District Muzaffargh and how it can be effective for policy making at District/Provincial Level in Pakistan. Qualitative survey methodology was conducted to examine the quality of data collection, the procedure for collecting the data, the analysis and the eventual outcome. A series of interviews were made with Educationists & Head Teachers of schools & with Monitoring/ EMIS focal persons. The findings revealed that there were several factors which restrain the effectiveness of EMIS; however, the major factors were a need to understand the importance of data integration from different resources, understand the importance of the collaborative work among different layers of Education Management, and build an integrated application for data collection, processing and analyzing.

In my research work, I will be able to have more insights weather the document developed asking that EMIS be implemented in all primary schools in Cameroon is being put in place

especially in rural areas and weather EMIS is taken in to consideration for educational planning and management in the basic education sector of Cameroon.

Nsolly & Ngo (2016) reviewed the integration of ICT in Cameroon primary and secondary schools, current status and barriers. The study focused on the current status of ICTs in Cameroon primary and secondary schools. It gave a brief description of the country's education system, and reviews major initiatives that have been carried out so far in the integration of ICTs in primary and secondary schools. The results showed that ICT integration into curriculum is ineffective and recommended some strategies to overcome the barriers, and guidelines for a contextualized and effective ICT integration.

My research will follow up the Cameroon Education Reform Support Program on the aspect of EMIS integration into all primary schools in Cameroon especially in rural areas. The study will be conducted in rural public primary schools and target population are the head teachers and teachers.

Identification of gaps/ discrepancies, conflicts and debates

The learning outcome, following a quality curriculum, if well planned and guided would reflect the country's needs. In the long run, it would lead to the achievement of the country's goals and objectives. This requires quality teaching. Helping teachers to succeed in teaching and enabling children to learn is an investment in human capital (Borko, 2014). Quality education depends on quality Teacher continuous development to support teachers in class to implement new innovations in teaching and learning. Teacher Continuous development supports teachers to unlock their potential and facilitate children to learn. Teachers need the opportunity to refresh and enhance their skills throughout their professional life in high-quality continuous development opportunities. This is because, in a lifetime of teaching, a teacher requires knowledge skills and behaviour that continuously develop and evolve as they work with changing generations with dynamic needs. The teachers need to develop the knowledge, skills and emotional intelligence critical to good professional thinking, planning and practice with learners and colleagues throughout the phases of their teaching career (Krisikoi & Kamanga, 2018). Teachers, therefore, require continuous development to enhance their knowledge and to develop new instructional structures (Borko, 2014). There exists in Cameroon a government policy for in-service teacher's continuous development but the opportunities are very limited.

96 per cent of public primary schools pupils and secondary school students are taught ICT lessons and 100 per cent of Teacher Training Colleges teaching ICTs to student teachers, a greater part of the training is still theoretical due to the chronic lack of resources and infrastructure (ERNWACA-Cameroon 2010; Ndonfack N. 2010). ERNWACA (Educational Research Network for West and Central Africa) carried out a joint research with PAQUEB in 2009 and in 2010 and found that 87 per cent of all teaching is only theory since only 3 per cent of all public primary schools have computers. Public schools in Cameroon still lack teaching staff, infrastructure and finance (Nsolly &Ngo 2016).

SIGIPES an Integrated Computerized State Personnel and Payroll Management System handles personnel and payroll data, an online registration system for the competitive entrance examination into the Higher Teacher Training College were set up in 2011.

Available research reveals that very little or no training has been carried out for in-service teachers in primary schools to initiate them in the use of ICTs or to improve their skills and knowledge since its introduction in schools in 2001 (Inspectorate of Pedagogy in charge of ICTs, annual reports, 2009, 2010, 2011) as cited in Nsolly & Ngo 2016. In Cameroon, there is lack of qualified teaching staff and lack of permanent technical assistance in Schools with ICT laboratories. As a result, when systems break down, it takes a longer period to repair them and since many classroom teachers do not have the opportunity to undertake professional development, they feel often frustrated and discouraged when faced with the challenge (Nsolly &Ngo 2016).

Continuous assessment in most public primary and secondary schools is beset with a lot of problems. The practice is not really continuous assessment because its practice is still tied to formal test settings, which are frequently administered. It is still concentrated on lower level of the cognitive domain (Ahukanna et al, 2012).

Assessments are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions (Yambi, 2020). In classroom assessment, since teachers themselves develop, administer and analyse the questions, they are more likely to apply the results of the assessment to their own teaching.

Wirngo Tani (2021) opines that teachers should improve upon their test construction practices and be trained on test analysis procedures in order to ascertain quality assurance of examinations for non-standardised and standardised purpose.

From the empirical literature, everyday classroom assessment, however, is the responsibility of teachers and those who manage them. Rarely are educators adequately equipped for this task in their initial training yet they need to develop sufficient assessment literacy to allow them to examine, and make critical sense of, all forms of evidence of students' learning and performance (Mary James, 2010).

Assessment is still a challenge in Cameroonian schools due to large class size, time constrained and incompetence of teachers to present results in a neat and logical manner using statistical models (Ahukanna et al 2012).

Chapter summary

The relevant literature have been reviewed to provide and in-depth knowledge of accessibility to quality basic education. The relevant literature reviewed showed that access to quality education in the lens of the CERSP still struggle with continuous teacher development, teacher recruitment and deployment, textbook availability, learning assessment and EMIS.

It is seen that the country is working towards an education for all, the reason she reforms, update and harmonizes the primary curriculum in French and English with the intension of improving. $However, a harmonised method of assessment is not effective in schools, the integrated Educational Management Information System is not functional, because schools and some regional delegations are not yet equipped with computers and trained staff to make it functional. Not all teachers undergo continuous development each year due to lack of funds to perform the trainings by the state and most parents in the rural communities cannot afford essential textbooks for their children.

CHAPTER THREE
METHODOLOGY

This chapter presents and in-depth scientific method that was used in the collection and analysis of data in line with the research questions raised in the study. The major aspects that the chapter will focus on are: research design, area of study, population, sample of the study and sampling techniques, research instrument, validation of the instrument, reliability of instrument of study, administration of instrument and procedure for data analysis

Research design

Research design used in this study was the survey design which provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population (Creswell, 2014).

Type of study was quantitative and the survey research design was employed in this study to establish the impact of the Cameroon Education Reform Support Program on accessibility to quality primary education in the Noun Division. A randomized trial was used to demonstrate the impact the Cameroon Education Reform Support Project has had on accessibility to quality education.

This research design is suitable as the research work concern educational issues that require large population. Quantitative survey research design is most appropriate as it is cost effective, generalizable, reliable and versatile. The quantitative approach involved the personal interview using the Likert type questionnaires of head teachers and teachers of primary schools in the Noun Division of the West Region for the purpose of bringing out the impact of CERSP on quality primary education in the areas of in service teacher continuous development, teacher recruitment and deployment, assessment in primary schools and the use of Educational management information system in schools and educational offices. Personal interview provides a good response rate, a greater opportunity to observe the behavior and attitude of the respondents, allows the respondents to adapt to questions if they do not understand something and ensure in-depth answers to questions. The survey was cross sectional as teachers and head teachers were interviewed at one point in time.

Area of the study

The study was conducted in the Noun Division of the West Region of Cameroon because it has many public primary schools in the rural area benefiting from the CERSP compared to

other divisions in the national territory. The West Region has 1, 514 government primary schools and 5,499 state paid teachers of which 2,083 are male and 3,376 females. The Noun Division with Foumban as the head quarter has a total of 437 government primary schools with 1, 141 teachers paid by the state of which 547 are male and 594 are female. There are 1,153 PTA teachers, 472 males and 681 female (2021/2022 Annual Report for the West). Six sub divisions in the Noun were chosen for this study. Government primary schools in Foumbot, Foumban, Koutaba, Kouptamu, Bangonrain and Magba were visited, the West Regional Delegation of Basic Education facilitated the data collection process in the various schools. **Source: 2021/2022 Annual Report for the West.**

The Noun division, headquartered at Foumban, the Ndé division is southwest of this with its capital at Bangangté, the Haut-Nkam (Upper Nkam) division, whose capital is Bafang, the Ménoua division borders it to the northwest with its capital at Dschang, the Mifi department, with its capital Bafoussam, forms the centre of the region, and it is hemmed in by a handful of smaller divisions: the Bamboutos division, headquartered at Mbouda, the High Plateaus division, governed from Baham, and the Koung-Khi division, governed from Bandjoun. The main economy of the Noun is predominately agriculture and trade.

Population of the study

The West Region is 14,000 km2 with a population of 2.77 million in 2019, located in the central-western portion of the Republic of Cameroon. It borders the Northwest Region to the northwest, the Adamawa Region to the northeast, the Centre Region to the southeast, the Littoral Region to the southwest, and the Southwest Region to the west. The West Region is the smallest of Cameroon's ten regions in area, yet it has the highest population density. The Noun Division has a population 455,083 in habitants.

Source : Bureau Central des Recensement et des Etudes de Population, National Institute of Statistics, census 2005.

The West consists of eight divisions or departments, each headed by a prefect (prefet), or senior divisional officer. The population in this study consist of primary school teachers.

Target population

Target population is known as the parent population which may not always be reachable to the researcher (Amin, 2005). This study comprised all 1, 141 public primary school teachers in the Noun Division of the West Region. Teachers were used because they were the primary

disseminators of knowledge to children in this area. All the policies and laws on education that exist in the Country are implemented by them in schools and in their various areas of work. The CESRP program is implemented in public primary schools and through the teachers we can know what the project has contributed to ameliorate accessibility to quality primary education.

Accessible population

This is the population from which the sample is drawn (Amin, 2005). The study had access to public primary school teachers currently teaching in public schools in the Noun division. The study identified 294 public primary school teachers in six sub divisions of the Noun Division spread over 42 schools, 250 participants willingly answered the questionnaire. Oni et al (2016) affirms that, the quality of any educational system is mostly assessed by the performance of the system's products such education system must be able to produce an individual who is useful to himself, to his society and who will be prepared to meet up with global challenges. The fact is that a greater percentage of the products of basic education cannot stand on their own, and contribute to the achievement of the national goals and objectives. In other words, our schools appear ineffective, in that, low quality is achieved.

Sample of the study

The sampling size of the population was fixed at 250 teachers from the 42 primary schools the researcher had access to. The study based on government primary school teachers who were recruited and deployed by the ministry of Basic Education in public primary schools in the Noun Division of the West Region. A single-stage sampling procedure was used as the researcher had access to list of public primary schools and teachers in the population and could sample the people directly. The selection process was random sampling where each individual in the population had equal probability of being selected. The sample size was determined using the Krejcie and Morgan table for sample size determination which constituted 250 teachers from 42 schools.

Sampling technique

Sampling is a process of selecting representative portions of a population that permit the researcher to make utterances or generalisations concerning the said population. It can also be the process of selecting elements from a population so that the sample elements selected represent the population. Sampling is involved when any choice is made about studying some

people, objects, situations, or events rather than others. A good sample should be representative of the population from which it was extracted. Regardless of the sampling approach, the researcher should be able to describe and relate the characteristics to the population (Amin, 2005).

Sampling techniques refers to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). They are two main sampling techniques; probability and non-probability technique. The sampling technique suitable for this study is the probability sampling. Probability sampling is a method in which all population members have an equal chance of participating in the study, unlike non-probability sampling. Researchers used this method in studies where the goal is to use statistical analysis to draw conclusions about a large population.

Instrument of data collection

The main tool used to collect primary data for the study was a Likert scale questionnaire. The questionnaire measured the level of impact of the CERSP on accessibility to quality primary education. The questionnaire was divided into three parts: the first part introduced where the researcher introduced herself to the respondent with details such as her name, school and department. The researcher also explained the purpose of the study and stated all necessary instructions in case of specificity. Secondly, it had a demographic part that carried personal information about the respondent such as age and sex. Thirdly, the subject matter of the questionnaire was Likert scale (strongly Agree, Agree, Disagree and strongly disagree) questions directly linked to the topic. Some of them were on the independent variable and some on the dependent variable. The last item was thanking the respondent for their time. After designing the questionnaire a pilot test was carried on a smaller sample of 10 participants randomly selected from GBPS Foumbot 1. The researcher modified the questions and interchanged the positions of some questions.

Data was obtained from the schools. The questionnaire was developed by the researcher and contains demographic information, age and sex on the first step. It is made up of sections, section A contains information on the independent variable with theme capacity building of in-service teachers on the use of new curriculum. Section B contains information on the second independent variable with theme, the recruitment and deployment of primary school teachers. Section C contains information on the third independent variable with theme, the assessment of school achievement in primary school in the West Region. Section D contains information on the fourth independent variable with theme, the use of EMIS in public

primary schools. Section E contains information on the dependent variable with theme, accessibility to quality education. The participants were asked to indicate the degree of their agreement on each of the statements through a four-point Likert type scale in which the continuum of responses could be: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree.

Validation of the instrument

Validity refers to how well an instrument measures what it is intended to measure. The instrument validity can be affirmed because the questions are simple, understandable and easy for the respondents to answer. Face validity was adopted and this was done by giving the initial draft of the questions to experts who might kindly request to examine the adequacy of the statement relevance and suitability of language structuring and sequencing of ides and appropriateness of the instrument.

The expert's comments and observations were used for the instrument's modification. They modified some of the research questions and improved the clarity of the questionnaire statements and the clarity of the responses scale format of strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). Their comments were incorporated in the revised version of the questionnaire statements. The method of distributing questionnaires to the respondents was face to face distribution. This was to give the respondents time in filling their questionnaires without any inconveniences.

Face Validity

The supervisor in charge of the dissertation examined and screened the questionnaire. Some statements on the questionnaire were adjusted and maintained and others were disqualified

Content Validity

The supervisor examined the statements on the questionnaire in relation to the objective of our work. After proper examination and acceptance of the statements, the content of the instruments was made valid.

Reliability of instrument of the study

Reliability refers to the accuracy and consistency of the measuring instrument (Amin, 2005). Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability was carried out using a pre-test technique through a

pilot survey. This pilot study was conducted in a public primary school in Baffoussam center other than the ones sampled. The researcher checked if the phrased questions drew a response from the participants, if the sentences read well, and transmit the same message to the participants. After the piloting exercise the questionnaire was evaluated and corrections were made to come up with a good questionnaire. The results obtained after piloting were compared to ensure consistency in the instrument used for data collection.

Procedure for data collection

A letter of research authorisation was obtained from the Head of Department of Curriculum and Evaluation, University of Yaounde 1, to the Delegation of Basic Education West Region to get a list of the schools and number of teachers in each school. Head teachers of the 42 selected schools were visited by the researcher to introduce the questionnaire. Appointments were taken to come back and administer the questionnaire to the teachers, mostly during break time. In some schools, questionnaires were kept with the head teacher for days for him to distribute to teachers and the researcher was called to collect when they were ready. The researcher administered most of the questionnaires face to face and further explained some questions for better understanding. The time taken to administer a questionnaire was 25minutes.

Appointment and training of research assistant

One undergraduate student from the University of Bamenda was employed as research assistant for the study. She was recruited and exposed to training for one week. Three sessions of one hour thirty minutes, going through the instruments, procedure for scoring the instruments and establishing rapport with the participants to ensure openness, honesty and accurate responses. She was financially rewarded for her effort.

Administration of instruments

The instrument was administered to the participants by the researcher with the help of the research assistants. The questionnaire was administered; the researcher waited and retrieved on visitation to each school, until the exercise was over. The researcher with the research assistant were able to cover an average of three schools per day depending on the staff numerical strength. It took the researcher fifteen working days to finish the 42 randomly selected public primary schools in Noun.

Primarily the researcher chose from an accessible population of 294 primary school teachers from some schools in the Noun Division. 250 participants were handed questionnaires which they answered and returned to the researcher.

Method of data analyses

Quantitative data was analysed using Statistical Package for Social Sciences (SPSS) Statistics version 20.0 (IBM SPSS Statistics 20). Steps included loading the excel file with all the data, and then imported the data into SPSS. Clicked on Analyse> Descriptive statistics > Frequencies to open the frequencies window. Clicked on charts to open the frequencies chart window. In the chart type section of the frequencies chart window, clicked pie chart to visualise the result, clicked continue to confirm my selection. In the frequencies window clicked OK to analyse the data and the result of the analysis were displayed in the IBM SPSS statistics viewer window. The research questions addressed were, To what extend has the CERSP program contributed to continuous development of in-service teacher's use of new curriculum and accessibility to quality primary education in the Noun Division of the West Region?, To what extend has the recruitment and deployment of primary school teachers contributed to accessibility to quality primary education in the Noun Division of the West Region?, To what extend does the assessment of school achievement in primary public schools contributed to quality primary education in the Noun Division of the West Region?, To what extend does the use of EMIS in public primary school contribute to quality primary education in the Noun Division of the West Region?. Apart from basic descriptive statistics, the main quantitative analytic techniques implemented were descriptive statistics, inferential statistics: simple linear regression and scatter plot. These regression data analysis techniques were considered the most appropriate for the exploratory, predictive and descriptive nature of the study.

Sources of data

Data are information or facts used in discussing or deciding the answer of research questions. The source of data in the study is the subjects from which the data can be collected for the purpose of research (Arikunto, 2010, p.129).

In this study, the primary data were collected from head teachers and teachers of public primary schools in the Noun Division with the help of a well-designed questionnaire. Apart from this, data were collected from secondary sources like website/blogs, books, scientific

journals and articles. As a researcher, I focused on accessibility to quality primary education to get the actual condition of the CERSP in these areas.

Ethical considerations

Ethical issues are regarded as important elements in social research where human behavior and their activities are dealt with from different perspectives. Ethical consideration in research is a set of principles that guide your research designs and practices (Bhandari, 2022). These principles include voluntary participation, informed consent, anonymity, confidentiality, potential for harm and results communication. Likewise, an important standard guideline and ethical considerations are kept in mind for this study in order to execute data collection procedure smoothly. Keeping these ethical grounds in mind, the researcher, at first, received written permission from University of Yaoundé 1, faculty of Education before going to collect data from the field. Following the same way, she obtained agreement form staffs at the delegation of basic education West Region who are responsible for inspection in respective schools. Besides, personal consents were received from teachers respecting their status when answering the questionnaire. Before starting to collect data, the researcher initially explained to participants about the overall purpose of the study. She also assured them that she will maintain confidentiality and anonymity of the data. The researcher secured the information without influencing the participants' opinions. Informed consents were received from the different head teachers. Besides, the researcher was committed that the collected data will only be applied for the study purpose where all personal data will be concealed and made public only behind a shield of anonymity (Bhandari, 2022). The researcher tried to preserve honesty and professionalism while collecting and processing data and to present the findings. She informed the participants to reserve their own rights to withdraw from the research project at any time.

Table 1: Operationalization of variables

Independent variable is the Cameroon Education Reform Support Program (CERSP) while accessibility to quality primary education is the Dependent variable.

Independent Variable: the CRESP	Operationalization
IV1= continuous professional development in service teachers to the effective and efficient use of new curricula	Collaboration, in-service, peer mentoring, further studies, updates of methods and approaches and inter institutional exchange
IV 2= the recruitment and deployment of primary school teachers	Qualification, salary, lodging
IV 3= Assessment of Educational Achievement	Pupil performance, staff performance, institutional supervision, institutional productivity and evaluation
IV 4= Educational Management Information System (EMIS)	EMIS infrastructure, EMIS equipment, social media platforms and communication channels
Dependent Variable – Accessibility to quality primary education	No of pupils per teacher in a class, access to teaching and learning material, space for extracurricular activities, basic amenities (water, electricity)

Source: Field data 2023

Table 2: Synoptic table

General hypothesis	Specific Hypothesis	Independent Variable	Modalities	Indicators
The Cameroon Education Reform Support Program has no significant impact on quality primary education in the Noun Division.	There is no significant influence between continuous professional development of in-service teachers and accessibility to quality primary education.	**Continuous Professional Development of in service teachers to the effective and efficient use of new curricula**	Strongly Agree Agree Strongly Disagree Disagree	TeacherParticipation Teacher collaboration Enthusiasm Communication ProfessionalMotivation Professional Attitude Use of new curriculum Variety of trainings designed to build the competence of teachers
	There is no significant influence between the recruitment and deployment of primary school teachers and accessibility to quality primary education.	**The recruitment/deployment of primary school teachers**	Strongly Agree Agree Strongly Disagree Disagree	Qualification Requirement for teacher training Compensation package Training Institutes Recruitment decision Deployment strategy Subsidzed housing
	There is no significant influence between assessment of student achievement and quality primary education in the	**Assessment of Education Achievement**	Strongly Agree Agree Strongly Disagree	A system of Attendance rate Teacher satisfaction Pupil achievement Graduation rates

	Noun Division of the West Region.		Disagree	
	There is no significant influence between EMIS and quality primary education in the Noun Division of the West Region.	**EMIS**	Strongly Agree Agree Strongly Disagree Disagree	Infrastructure Equipment Trained staff EMIS policies An EMIS network in use

Dependent Variable	**Modalities**	**Indicators**	**Instrument of data collection**	**Tools of data Collection**
accessibility to quality education	Strongly Agree Agree Strongly Disagree Disagree	Learning opportunities Learners Content Written guidelines Coordinated system Allocation of resources Environment	Questionnaire	Pens Paper phone

Source: Field data 2023

Reference style

A referencing style is a standardised way of referencing your sources in the text and in the reference list. One example is to use parentheses in the text with information about the author and the year of publication (APA) 7th edition, another is to number the reference in the text (IEEE) Kildekompasset. It is also a set of rules on how to acknowledge the thoughts, ideas and works of others in a particular way (guides.library.uq.edu.au). The style used in this work is the American Psychological Association (APA) 7th edition. The Faculty of Education in the University of Yaoundé 1, Department of Curriculum and Evaluation recommends the APA 7th edition. It's mostly used in psychology but it is widely used in other disciplines especially in the Social Sciences. In-text referencing consists of author's surname and year of publication. When citing multiple works in same parenthesis, citations are presented in alphabetical order, separated with semicolons.

Chapter summary

This chapter focused on the method of the study, research design, study area, the population of the study, sample of the study, sampling technique, data collection procedure, data analysis, data sources, operationalization of variables, synoptic table, ethical concerns and referencing style.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the results of field data that were collected through a closed questionnaire which was developed for this study. The data was collected from some 42 primary schools in Noun Division of the west region. The technique used in presenting the data is one in which data is organized, presented and analysis are made to show the impact on the whole study. It uses tables, graphs and pie charts for descriptive representation of results. Thus, the first part will present the demographic information results, the second will present analyses of the questionnaire main items and the third will verify the hypotheses that were stated at the beginning of the study.

Descriptive statistics

This section deals with descriptive statistics on demographic information of the respondents and concepts (variables) selected for the study. This descriptive statistical analysis is presented in percentages. This is to determine the rate prediction and accessibility indicators.

Descriptive statistics on demographic information

These statistical interpretations involves percentages for gender, level of education and age in access to quality education, these graphic inform add credence to the integrate of the research.

Table 3: Statistical description according to gender, level of education and age

Items	Modalities	Frequency	Percentage
Gender	Male	48	18.5
	Female	202	80.8
	Total	**250**	**100**
Level of education	O/L	5	1.9
	A/L	60	23.2
	GRADE ONE	163	65.9
	BA	20	7.7
	MASTERS	2	0.8
	Total	**250**	**100**
Age	20-30	27	10.8
	31-40	82	32.8
	41-50	96	38.4
	51-60	45	18.0
	Total	**250**	**100**

Source: Field data 2023

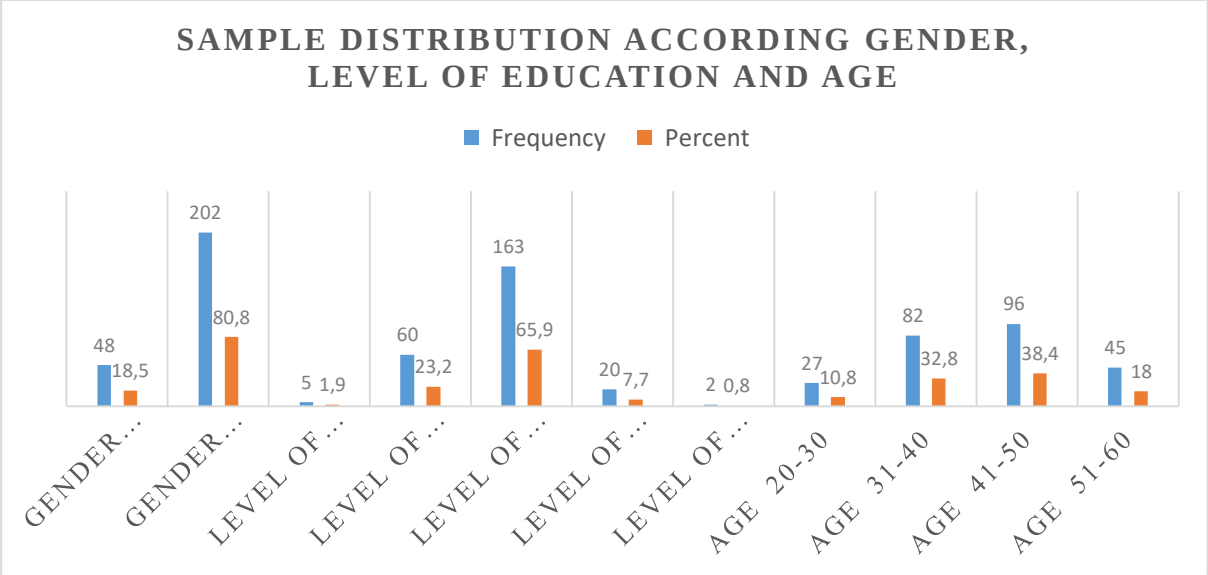


Figure 1: Statistics Sample distribution according to gender, level of education and age.

Source: field data 2023

This table presents statistical sample distribution according to gender. 48 of the respondents are males giving a percentage of 18.5% of the respondents selected for the study and 203 of the respondents are females giving a percentage of 80.8%. From the statistical sample distribution, female is the more representative of the sample population of the study.

Sample distribution according to level of education, 5(1.9%) are holders of O/L, 60(23.2%) are holders of A/L, 105(65.9%) represent respondents with grade one certificates, 20(13.7%) are holders of BA and 2(0.8%) are holders of a master's degree. Those with the grade one certificates are the most represented of the population. This indicates these schools can experience quality training and management. However, improvement in this direction will boast academic performance.

The statistical sample distribution of the respondents according to age. There 27 respondents are within the range 20-30 year giving a percentage of10%, 82 of the respondents are within the age range of 31-40 years with the percentage of 32.8%. 96 are within the range of 41-50years scoring a percentage of 38.8% and 45 of the respondent fall within the range of 51-60years scoring a percentage of 18.0 %. Of all the age ranges 45-50 years are the most represented of the respondents, closely followed by 31-40 years. This indicates that the teacher population in

these schools are of the average age groups and they are very active. This equally signifies that teachers can be active in their professional development programmes. It is a good population of an education system which contribute to quality education in Cameroon primary school.

Table 4: Statistics sample distribution of the various schools selected for the study

SCHOOL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GBPS NGBETNHOUN GROUP1	7	2.7	2.8	2.8
	GBPS FOUMBOT GROUP TWO	8	3.1	3.2	6.0
	GBPS NGBELNKOUN GROUP 2	7	2.7	2.8	8.8
	GBPS FOUMBOT GROUP ONE A	6	2.3	2.4	11.2
	GBPS FOUMBOT MAKUKA	7	2.7	2.8	14.0
	FOUMBOT EP KWETVU	7	2.7	2.8	16.8
	FOUMBOT EP MAWOUON	6	2.3	2.4	19.2
	EP- NGOUONGOUO	5	1.9	2.0	21.2
	EP MOMO	4	1.5	1.6	22.8
	GBPS KOUTABA	6	2.3	2.4	25.2
	GBPS KOUTI	6	2.3	2.4	27.6
	KOUTABA GBPS NJITAM	6	2.3	2.4	30.0
	EP KOUTI	5	1.9	2.0	32.0
	EP KOUPA-KAGNAM GP 1	5	1.9	2.0	34.0
	EP KOUPA-KAGNAM GRP 2	7	2.7	2.8	36.8
	EP MANZOM	6	2.3	2.4	39.2
	GBPS KOUOPTAMO	6	2.3	2.4	41.6
	GBPS KOUTOUGOUEN	6	2.3	2.4	44.0
	EP KOUNCHA	5	1.9	2.0	46.0
	EP KOUOBOUM	6	2.3	2.4	48.4
	EP NGOUENDAM	7	2.7	2.8	51.2
	EP KOUOPTAMO 1	6	2.3	2.4	53.6
	GBPS KOUOPTAMO	6	2.3	2.4	56.0

	EP KOUPARA CHEFERIE	6	2.3	2.4	58.4
	EP MENKEFU	6	2.3	2.4	60.8
	EP BANGOURIAN B	6	2.3	2.4	63.2
	GBPS KOUTOUKPI	5	1.9	2.0	65.2
	GBPS BANGOURIAN	7	2.7	2.8	68.0
	GBPS LONG STREET MAGBA	5	1.9	2.0	70.0
	EP MANOKIMO	6	2.3	2.4	72.4
	EP MANDA	5	1.9	2.0	74.4
	GBPS MAGBA GROUP1	4	1.5	1.6	76.0
	GBPS NJOUM 1	6	2.3	2.4	78.4
	GBPS GROUP2 FOUMBAN	6	2.3	2.4	80.8
	GBPS GROUP 1 FOUMBAN	9	3.5	3.6	84.4
	EP MAROM	5	1.9	2.0	86.4
	EP KOUNDOUM	4	1.5	1.6	88.0
	EP NJILARE	6	2.3	2.4	90.4
	EP MACHAROU	6	2.3	2.4	92.8
	EP KOUFFEN	6	2.3	2.4	95.2
	EP KOUKETNDE	6	2.3	2.4	97.6
	EP KOUPA-MATAPIT	6	2.3	2.4	100.0
	Total	250	96.5	100.0	

Source: field data 2023

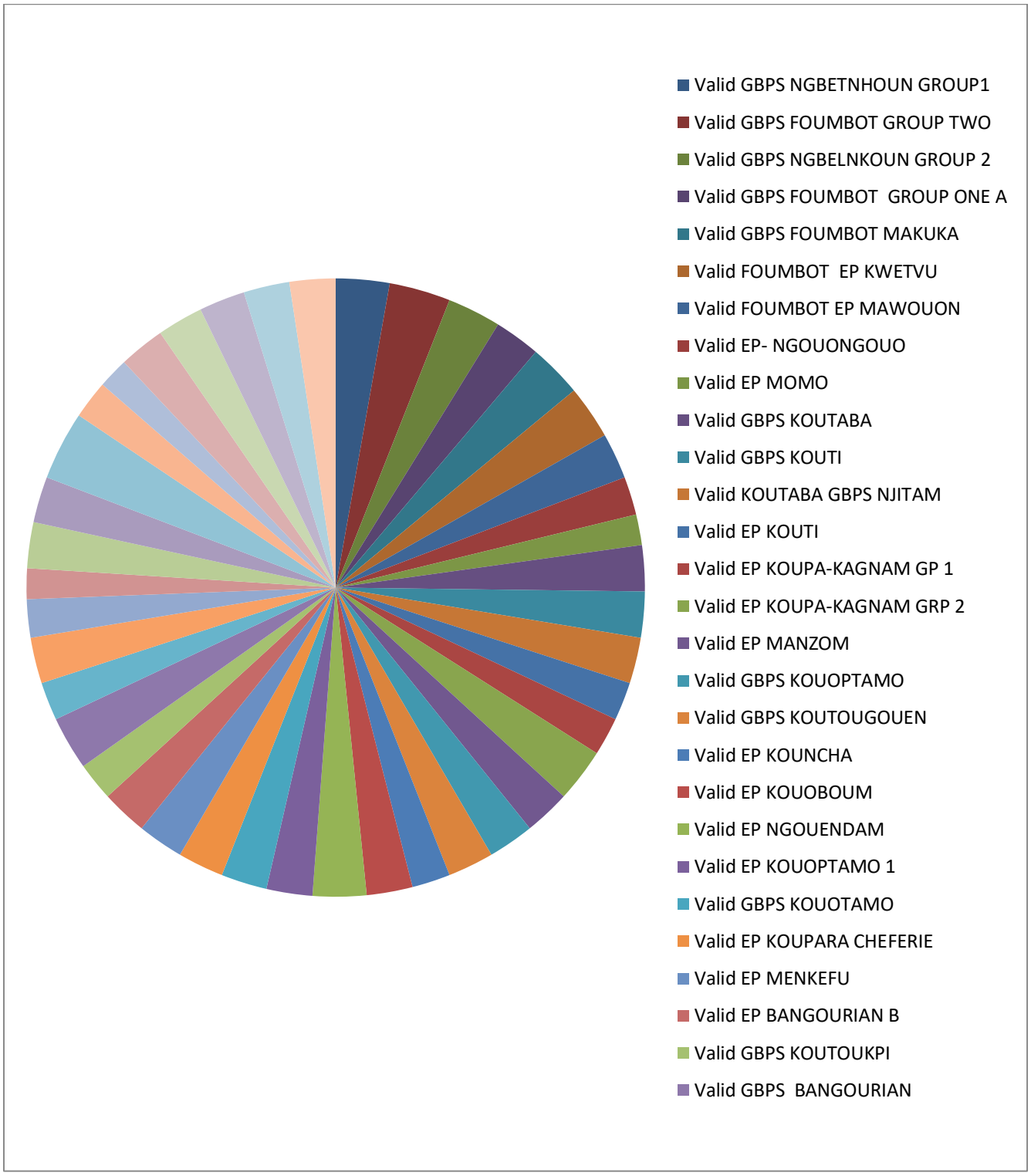


Figure 2: Statistics Sample distribution of the various schools selected for the study

This table represent the statistics sample distribution of the various schools selected for the study. The table equally show the percentages and frequencies of the school selected. GBPS Ngbetnhoun Group one 7 of the respondents with the percentage 2.3 %, GBPS Foumbot group 2 8 with a percentage of 3.1%, GBPS Ngbetnhoun Group two 7respondent gives percentage of 2.7%, GBPS Foumbot group one 6 represent of the respondents with the percentage 2.3%, GBPS, Foumbot makuka 7 of the respond with the percentage of 2.7%, Foumbot EP Kwetvu,7 giving the percentage rate 2.7%, Foumbot EP Mawouon 6 respondents with the percentage score of 2.3%, EP Ngouongouw 5 respondents scoring a percentage 1.9%, EP Mono had 4 with the percentage of 1.5%, GBPS Koutaba 6 respondents giving a percentage of 2.3, GBPS Kouti 5 scoring a percentage rate of 1.9%, EP Koutaba 6(2.3%), Njitan 6(2.3%), EP Kouti 5(1.9%), EP Koupa- kagnam group one 5(1.9), EP Mazom 6(2.3%), GBPS Kouptamo6(2.3%),G BPS Koutougouen 6(2.3%), EP Kouncha 5(1.9%), EP Kouonoum 6(2.3%), EP Ngouendeun 7(2.7%), EP Kouoptamo group one 6(2.3%), GBPS Kouoptamo 6(2.3%), EP Koupora chieferie 6(2.3%), EP Menketu 6(2.3%), EP Bangourian 6(2.3%), GBPS Koitoupi 5(1.9%), GBPS Bagourian7(2.7%), GBPS Long street Magba 5(1.9%), EP manokimo 6(2.3%), EP Manda 5(1.9%), GBPS Magba group one 4(1,5%), GBPS Njoum one 6(2.3%), GBPS Foumban Group two 6(2.3%), GBPS Foumban group one 9(3.5%), EP Maron 5(1.9%), EP Koundoum 4(1.5%),EP Machanou 6(2.3%), EP kouketnde 6(2.3%) and EP koupa-matapit 6(2.3%). Based on these results statistical teacher distribution range from 4(1.5%) to 9(3.5%) 0f the 42 schools selected for the present study. This teacher representation according to school gives a holistic teacher population in the Noun division of the west region. This implies that the study covers all the sub divisions that made up the Noun division. The results of this study can be perceived as a holistic primary education quality in the Noun division.

Table 5: Statistics sample Distribution according to continuous professional development of teachers

Descriptive Statistics					
	N	Mini	Maxi	Mean	Std. Deviation
Teachers in primary education collaborate to improve the quality of education	250	1.00	4.00	3.2080	0.46216
Most in-service teachers have undergone training	250	1.00	4.00	3.1640	0.48378
The new curriculum implemented in primary schools is the same in all the regions	250	2.00	4.00	3.1480	0.52075
Teachers have didactic materials and teaching aids they need for proper teaching	250	1.00	4.00	2.2920	0.61990
Updates of methods and approaches is easily shared with teachers	250	2.00	4.00	3.2080	0.54949
Further (Studies)education for teachers is encouraged	250	1.00	4.00	2.9560	0.38295
Inter-Institutional Knowledge exchange exist among teachers of primary education	250	1.00	4.00	3.0000	0.53021
There are institutional strategies for teachers capacity building.	250	2.00	4.00	2.9440	0.35407
Peer mentoring is practiced among primary teachers	250	2.00	4.00	3.0440	0.53216
The training takes into consideration the content and objective of curriculum	250	2.00	4.00	3.1800	0.44315
Valid N (listwise)	250				

Source: field data 2023 (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

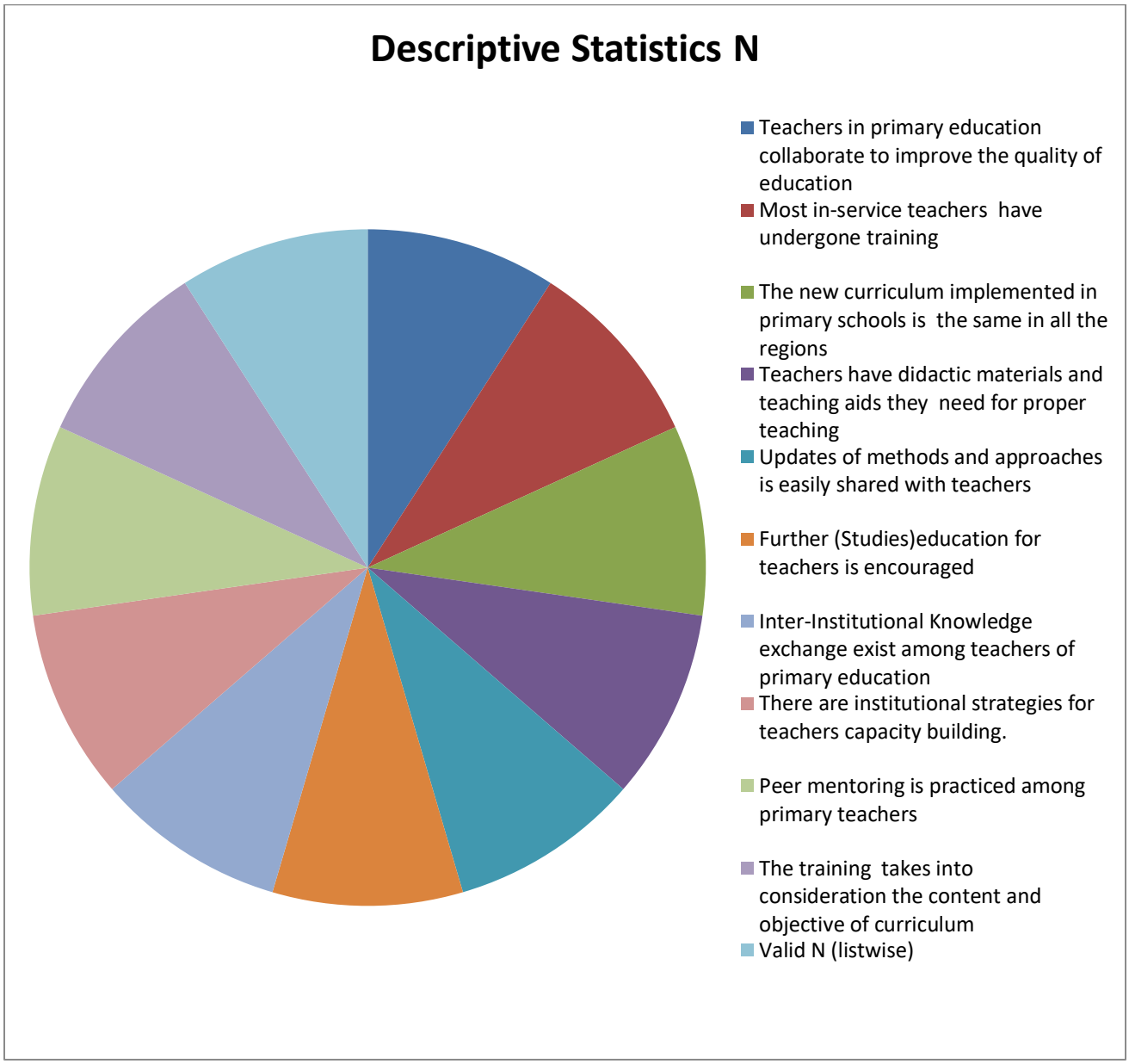


Figure 3: Statistics sample distribution according to Continuous Professional Development of Teachers

The above table presents the sample distribution according to continuous professional development. The first item the respondents agreed(mean =3.20) with statement that teachers in primary education collaborate to improve the quality of education, in the second item the respondent agreed(mean=3.16) that Most in-service teachers have undergone training, in the third item the respondents agreed (mean= 3.14) that The new curriculum implemented in primary

schools is the same in all the regions, in the fourth item the respondents disagreed(mean=2,29) with the view that Teachers have didactic materials and teaching aids they need for proper teaching. In the fifth item the respondents agreed (mean=3.20) that Updates of methods and approaches is easily shared with teachers, for the sixth item the respondent disagreed (mean= 2.95) with the statement that Further (Studies) education for teachers is encouraged. In the seven item the respondents agreed (mean=3.00) that Inter-Institutional Knowledge exchange exist among teachers of primary education. In the eighth the respondents disagreed (mean= 2.94) with the statement that Peer mentoring is practiced among primary teachers. The respondent in the ninth items agreed (mean=3. 04) that there are institutional strategies for teachers' capacity building. The respondents in the tenth items agreed (3.18) with the perception that the training takes into consideration the content and objective of curriculum. Based on the general tendency of the results the respondents agreed with 7 of the items out of 10. This indicates that continuous professional development takes place in most primary schools in Noun division of the west. Continuous profession development of teacher is an important indicator of quality education.

Table 6: Statistics Sample distribution according to recruitment and deployment of primary school teachers

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Qualification to teachers entrance exams is stated	250	2.00	4.00	3.1960	0.44540
All teachers recruited and deployed assume duty and perform their function	250	1.00	4.00	2.9920	0.54509
The ministry of basic education recruit and deploy teachers to the most needed areas	250	1.00	4.00	2.9200	0.62221
Salaries are available at the start of work (after recruitment)	250	1.00	4.00	1.5160	0.68967
Teachers are supervised in their various schools	250	1.00	4.00	3.0160	0.49874
The recruitment decision stem from current staffing level and projections	250	1.00	4.00	2.9360	0.50291
Recruited/deployed teachers complete from a recognised teacher training school	250	1.00	4.00	3.1080	0.53053
Regional capital gather information on the number of teachers in the region	250	1.00	4.00	3.3960	0.67603
There is a choice to choose which Region to be recruited and deployed to	250	1.00	4.00	2.4560	0.79662
Government provide lodging for teachers	250	1.00	4.00	1.6080	0.81053
Valid N (listwise)	250				

Source: field data 2023 (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

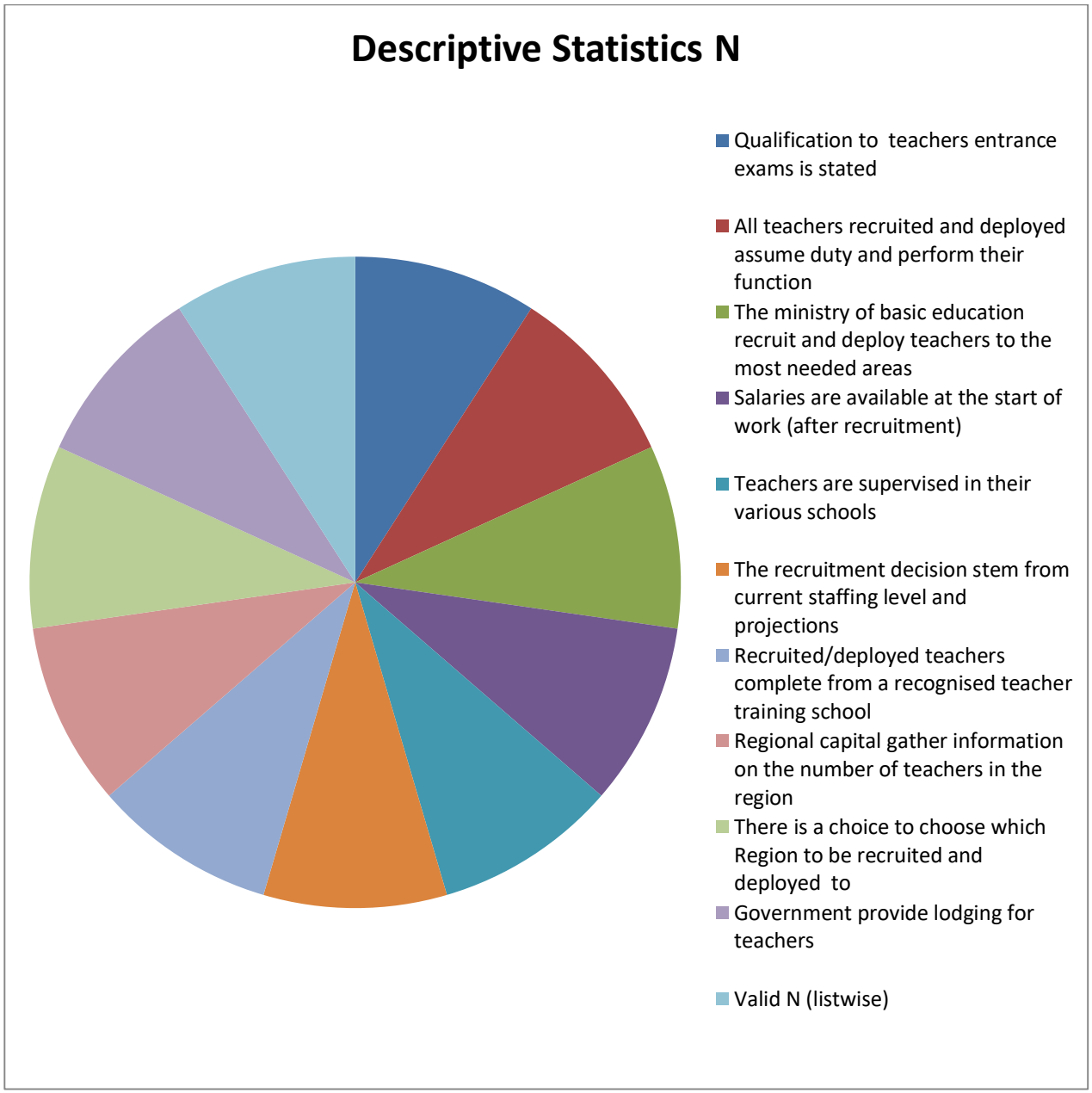


Figure 4: Statistics Sample distribution according to recruitment and deployment of primary school teachers

The statistical sample distribution according to recruitment and deployment of teachers in primary schools. The respondents in the first item agreed (mean=3.19) with the view that Qualification to teachers' entrance exams is stated. In the second item the respondents disagreed (mean=2.99) that all teachers recruited and deployed assume duty and perform their function. This means that teacher's deployed teachers always disregard employers' demands. This turn to have an effect on quality education. In the third item the respondents equally disagreed (mean=92) with the statement that the ministry of basic education recruit and deploy teachers to the most needed areas. If this true then, there is no equity in teacher deployment. This will go a long way to affect inclusive education policy the government of equally promoting. The respondents in the fourth item strongly disagreed (mean=1.51) that Salaries are available at the start of work (after recruitment). The unavailability of salaries is a poor human resource practice which has negative impact on quality education. In the fifth item the respondents agreed (mean=3.01) that Teachers are supervised in their various schools. Institutional supervision improves quality learning and competence development. Respondents in sixth item disagreed (mean=2.93) that the recruitment decision stem from current staffing level and projections. The lack of projections in recruitment decision has a negative effect on teachers' institutional commitment. In the seven item the respondents agreed (mean=3.10) with the statement that Recruited/deployed teachers complete from a recognised teacher training school. Well trained teachers will in turn transmit quality knowledge and competences to learners. Respondents in the eighth item agreed (mean=3.39) that Regional capital gather information on the number of teachers in the region. Pedagogic statistics are very important in improving quality. In the ninth item the respondents disagreed (mean=2.45) with the view that There is a choice to choose which Region to be recruited and deployed to. This signifies that teachers are deployed based on the discretion of the central ministry of the ministry of basic education. This type of human resource practice affects teachers' engagement in their profession. For the tenth item the respondents strongly disagreed (mean=1.60) that Government provide lodging for teachers this can be a demotivating factor for teachers. From the results it shows that teachers agreed only four items out of ten. This signifies that recruitment and deployment of teachers in Cameroon basic education is still a serious challenge that has to be address. To improve quality education government has to ameliorate its human resource management practices.

Table 7: Statistics sample distribution according to assessment of education achievement

Descriptive Statistics					
	N	Mini	Maxi	Mean	Std. Deviation
Staff performance is often assessed	250	1.00	4.00	2.9520	0.46320
There is institutional supervision	250	1.00	33.00	3.3880	2.70902
Institutional productivity is measured	250	1.00	4.00	2.9480	0.47561
Pupils record of academic performance is available in school	250	1.00	4.00	3.0880	0.57409
Achievement data are posted publicly	250	1.00	4.00	2.9680	0.60035
Achievement data are tracked over time by an administrative authority	250	1.00	4.00	2.8800	0.54662
Systematic recording of student test results and graduation rates	250	1.00	4.00	2.9680	0.52160
Regular consultation aimed at school improvement with one or more experts	250	1.00	4.00	2.9080	0.50254
Pupils not attentive or skip classes	250	1.00	4.00	2.1680	0.63037
There is long or short term institutional evaluation	250	1.00	4.00	3.1840	0.57921
Valid N (listwise)	250				

Source: field data 2023 (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

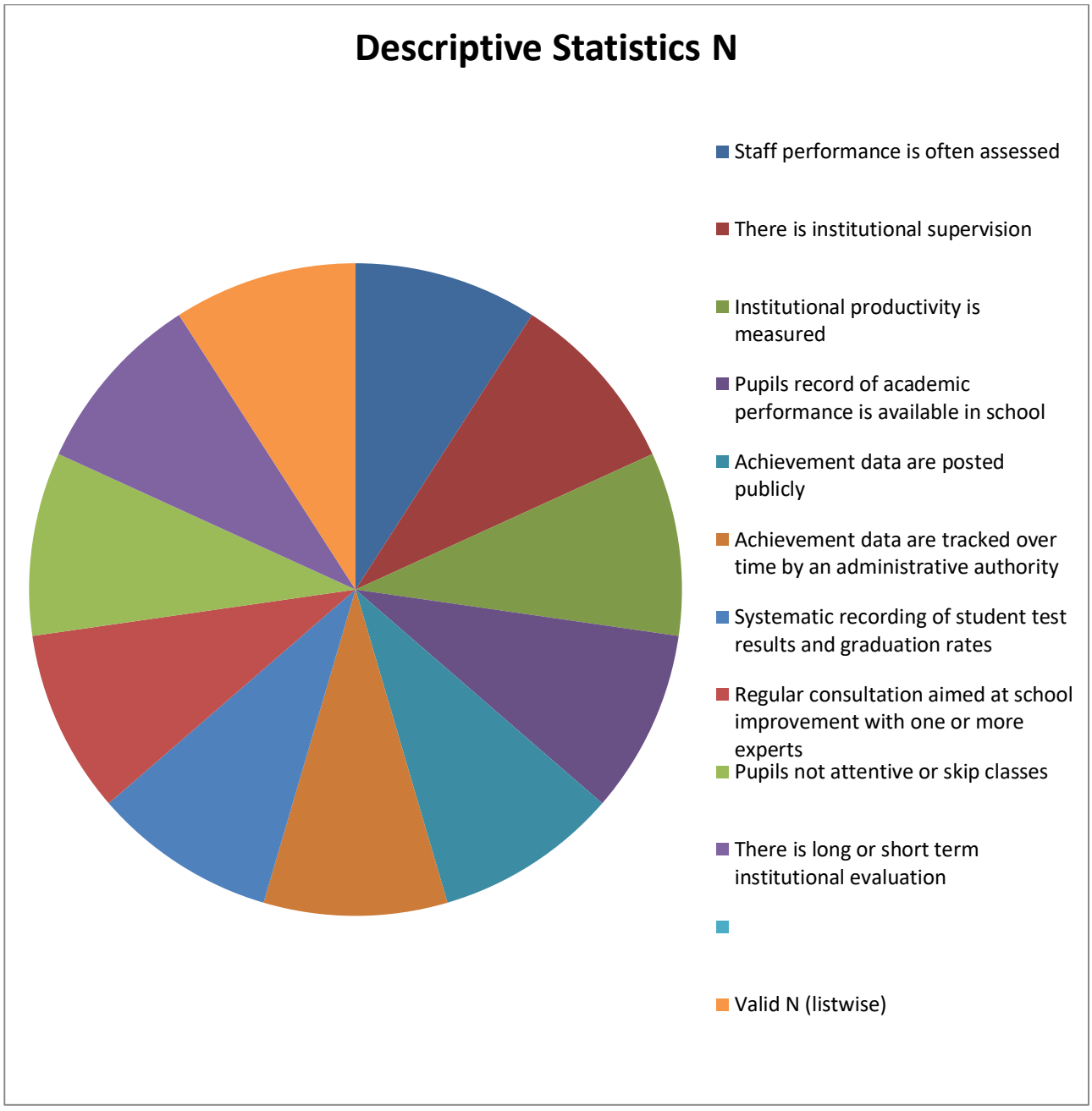


Figure 5: Statistics Sample distribution according to assessment of education achievement.

The above table shows the sample distribution according to assessment of education achievement. Respondents in the first item disagreed (mean=2.95) with the statement that Staff performance is often assessed. The non-assessment of staff performance is an indicator of poor school management. In the second items the respondents agreed (mean=3.38) with the view that

There is institutional supervision. Institutional supervision is very important in the effective implementation of school programs and activities. Respondents in the third item disagreed (mean=2.04) that Institutional productivity is measured. If institutional productivity is not measured educational achievement becomes a serious challenge. The respondents in the fourth item agreed (mean=3.08) that Pupils record of academic performance is available in school. The provision of pupils records enhances pedagogic and management practices. In the fifth item the respondents disagreed (mean=2.96) with the statement that Achievement data are posted publicly. School requires transparency in school achievement. This motivates teachers to work hard. In the sixth item the respondent disagreed (mean= 2.88) that Achievement data are tracked over time by an administrative authority. If achievement data is not tracked overtime, there is bound to be poor performance in school management processes. From the seventh item the respondents disagreed (mean=2.96) that there are Systematic recording of student test results and graduation rates. Lack of these systematic presentations of statistical results, the progress of school is jeopardy. For the eighth item the respondents disagreed (mean=2.90) that there are Regular consultation aimed at school improvement with one or more experts. When a school fails to consults experts in its management there is bound to be poor quality in achievement. In the ninth item the respondents disagreed (mean=2.10) that Pupils not attentive or skip classes. This shows that students are always regularly attentive and attend school. The attentiveness and effective presence of pupils have a significant impact on the teaching learning process. For the tenth item the respondents agreed (mean= 3.18) with the statement that There is long or short term institutional evaluation. Institutional evaluation improves educational achievement. Conclusively, the respondents agreed only to three items of 10. This mean 70 % of educational achievement assessment is ineffective in primary schools in the noun division. The various stakeholders must work to improve the assessment processes as means of enhancing quality education in the primary sub sector of education.

Table 8: Statistics Sample distribution according to education management information system

Descriptive Statistics					
	N	Mini	Maxi	Mean	Std. Deviation
Your institution promote the development ICT infrastructure	250	1.00	4.00	1.6480	0.86201
There is availability of ICT equipment (computers)	250	1.00	4.00	1.3480	0.66684
Your institution have Social media platforms	250	1.00	33.00	2.1080	2.92207
Professional development materials are available for staff	250	1.00	33.00	2.6960	2.84181
Trained staff are present for ICT in the school	250	1.00	4.00	1.5800	0.82846
A computer network exist that is utilized for the EMIS	250	1.00	4.00	1.4320	0.72073
Continuous professional training for EMIS staff, is available	250	1.00	4.00	1.6000	0.82140
There is a policy that outline the need for a dedicated EMIS budget	250	1.00	4.00	2.5400	0.73386
Processes and procedures are in place to ensure that resources are used efficiently	250	1.00	4.00	2.8440	0.54114
The government promote the collection and utilization of data within and beyond the education system	250	1.00	4.00	3.0920	0.69097
Valid N (listwise)	250				

Source: field data 2023 (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

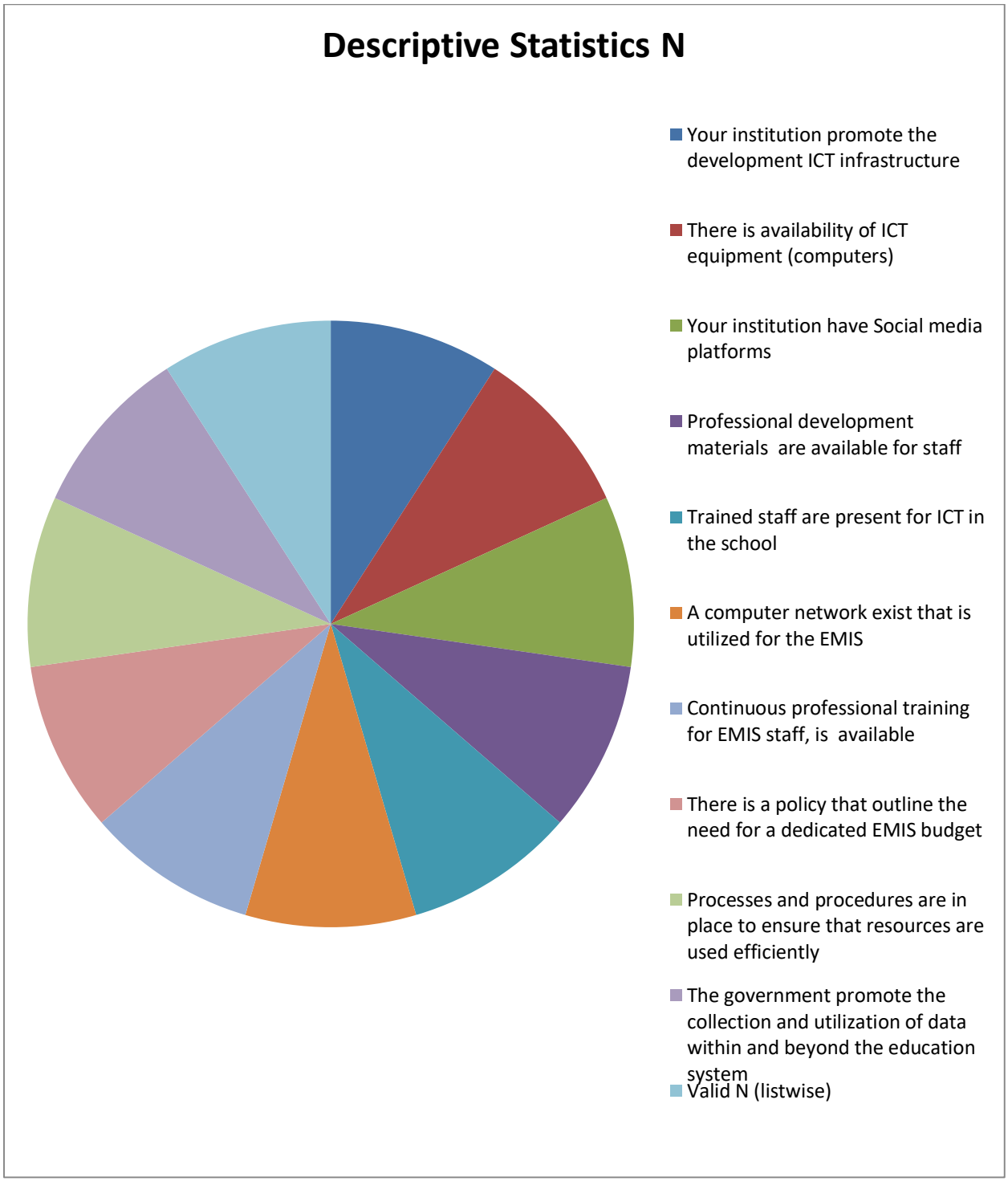


Figure 6: Statistics Sample Distribution according to Education Information Management System

This table present sample distribution according to education information management system on the first item the respondents strongly disagreed (mean=1.64) with the view that your institution promotes development of ICT infrastructure. ICT infrastructural development for primary education is important for quality education. In the second item the respondents strongly disagreed (mean=1.34) that There is availability of ICT equipment (computers). This means that the schools are not provided with ICT equipment. For the third item the respondents disagreed (mean=2.10) that your institution has Social media platforms. For the fourth item they disregarded (mean=2.69) that Professional development materials are available for staff. Respondents in the fifth item strongly disagreed (mean=1.58) with the statement that Trained staff are present for ICT in the school. On the sixth item the respondents strongly disagreed (mean-1.43) with the view that A computer network exist that is utilized for the EMIS. In the seventh item the respondents strongly disagreed (mean=160) that continuous professional training for EMIS staff, is available. In the eighth item, the respondents disagreed (mea=2.54) with the perception that There is a policy that outline the need for a dedicated EMIS budget. For the ninth item the respondents disagreed (mean=2.84) that Processes and procedures are in place to ensure that resources are used efficiently. On the tenth item the respondents agreed that the government promote the collection and utilization of data within and beyond the education system. Of all the ten items the respondents agreed only to the tenth item. This signifies that education information management system still not a priority to many primary school in the noun division. Quality education can be assuring in the 21st century without educational technology that facilitate pedagogic and managerial processes within the school establishment.

Table 9: Statistics Sample distribution according to accessibility to quality education

Descriptive Statistics					
	N	Mini	Maxi	Mean	Std. Deviation
The number of pupils per teacher in a class is sufficient	250	1.00	4.00	2.3920	0.75937
Appropriate teaching and learning material are available to teachers.	250	1.00	4.00	2.2720	0.69277
School is located near residential area	250	1.00	4.00	2.9200	0.62221
All children seeking admission are admitted	250	1.00	4.00	3.0040	0.59109
Parents easily provide all materials need for child studies	250	1.00	4.00	2.3240	0.67887
All children have a desk to sit on and actively participate during lessons	250	1.00	4.00	2.7080	0.65149
School have access to infirmary and restaurant	250	1.00	4.00	1.5160	0.72377
Classrooms are well constructed respecting international and national n	250	1.00	4.00	2.6240	0.69031
School have access to drinking water and latrines	250	1.00	4.00	2.7000	0.77226
There is a space for extracurricular activities e.g. sports	250	1.00	4.00	3.0200	0.74688
Valid N (listwise)	250				

Source: field data 2023 (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

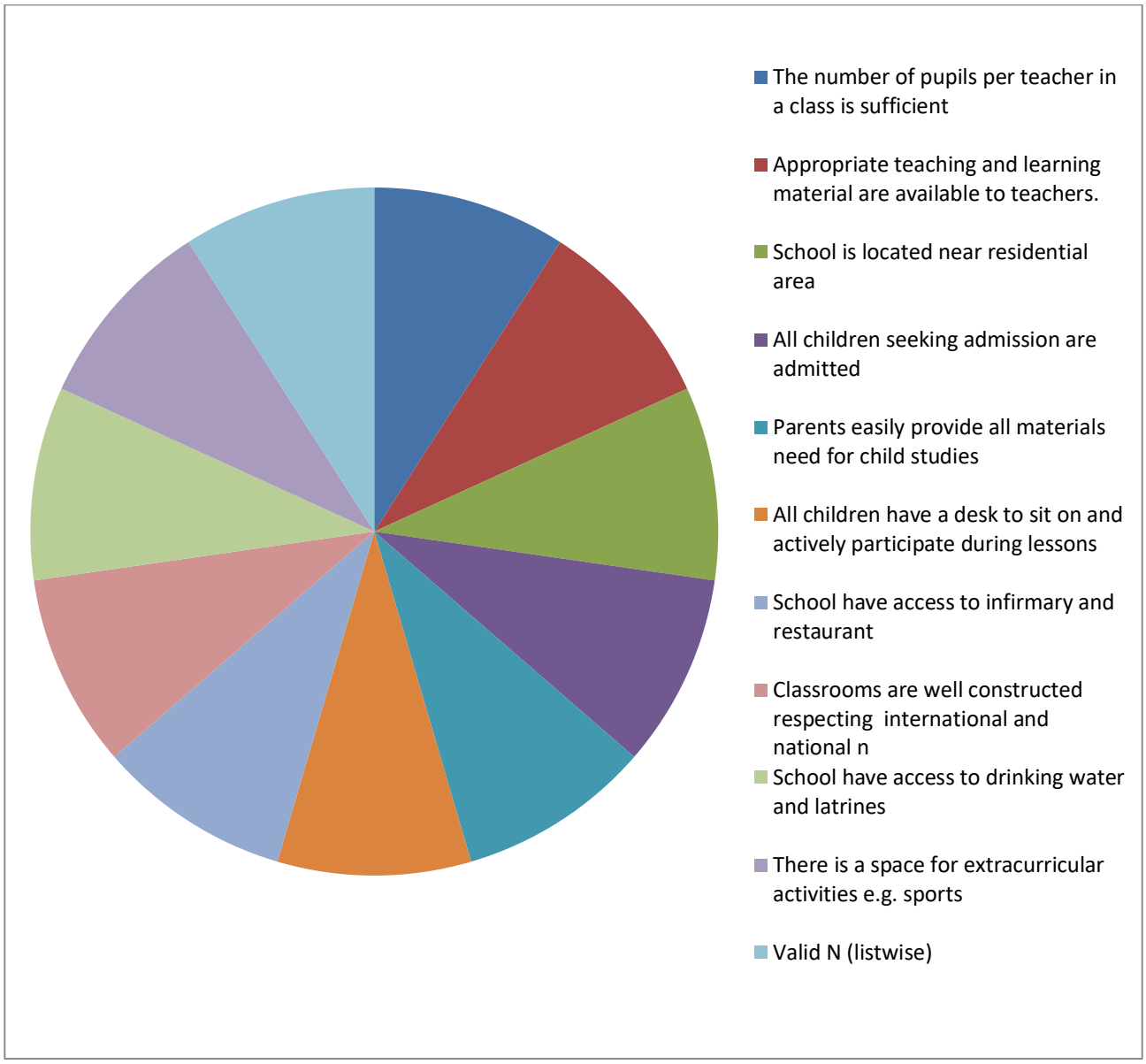


Figure 7: statistics Sample distribution according to Accessibility to quality education

This is the statistical sample distribution according accessibility to quality education. On the first item the respondents disagreed (mean=2.38) with view that the number of pupils per teacher in a class is sufficient. This can imply there are overcrowding or that there are fewer students. On the second item the respondents disagreed (2.27) with the statement that Appropriate teaching and learning material are available to teachers. From this response it shows that teachers still have problem with instructional materials. This goes a long way to affect quality education. For the third item, the respondents equally disagreed (mean=2.9) with the view that School is located

near residential area. Locating schools in far from the residential areas affect the way pupil learn. From the fourth item, the respondents agreed (3.00) All children seeking admission are admitted. This is important for the education of child. On the fifth item, the respondent disagreed (mean=2.23) that Parents easily provide all materials need for child studies, respondents on the sixth item disagree (mean=2.70) that All children have a desk to sit on and actively participate during lessons. Children cannot effectively learn when they do not have benches to seat on. The seventh items that the respondent strongly disagreed (mean=1.51) with the view that School have access to infirmary and restaurants. The absence of health facilities cannot ensure quality education. Health is very important to the education of the child. In the eighth item, the respondents disagreed (mean=2.62) that Classrooms are well constructed respecting international and national norms. If classes are poorly constructed, then quality education cannot be assuring. The school management and the concerned stakeholders should work to improve on educational infrastructures for quality education. On the ninth item, respondents disagreed(mean=2.10) with the statement that School have access to drinking water and latrines, this shows that there is lack of some social amenities that can promote quality education for the tenth item, the respondents agreed (mean= 3.02) that there is a space for extracurricular activities e.g sports. Of the 10 items the respondents agreed on to two of them. This implies that accessibility to education in the Noun division of the west region is still a serious challenge. Therefore, it is important for all stakeholders to engage in improving the quality of education in this area.

Inferential statistics

This section presents inferential statistics of the sample population of the study. This constitutes of a model summary, ANOVA table, coefficient table and scatter plot. All these tables present the predictability potential of each independent variable on the dependent variable in a simple linear regression

Hypothesis testing

H01: continuous professional development has no significant impact on accessibility to quality primary education in the Noun Division

HA1: continuous professional development has a significant impact on accessibility to quality primary education in the Noun Division

Table 10: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.055[a]	.003	-.001	4.14624	.003	.753	1	248	.386

a. Predictors: (Constant), CPD

This table presents the model summary of the simple linear regressions of the independent variable, professional development (CPD) with the coefficient of the linear regression determination of R square change of 0.03% variation from the dependent variable- accessibility to quality education (AQE) with STD Error of the estimate (4.14624) at significant F change of 0.386.

Table 11: ANOVA Table for CPD on AQE

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.953	1	12.953	.753	.386[b]
	Residual	4263.447	248	17.191		
	Total	4276.400	249			
a. Dependent Variable: AQE						
b. Predictors : (Constant), CPD						

From the table overall model is significantly useful in explaining the influence of F (0.753) at degree of freedom (df) =1, 248, p< 0.005 at the significant level of 0.386 f change

Table 12: Coefficients table for AQE

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.372	4.509		4.740	.000
	CPD	.130	.149	.055	.868	.386
a. Dependent Variable: AQE						

A standard simple linear regression was conducted to examine the influence of continuous profession development, the results help in the prediction and categorisation of the variable. This table presents the standardised and unstandardised coefficient which involves the STD error (0.130 and the beta (0.055), it gives the significance level indicating the predictability of the variable. The calculated value (CV) = 0.386<PV =0.005. this confirms the hypothesis that***: continuous professional development has no significant impact on accessibility to quality primary education in the Noun Division***. However, rejecting the alternate hypothesis**.** This implies that an improvement in continuous professional development will have significant influence on quality education in the basic education level.

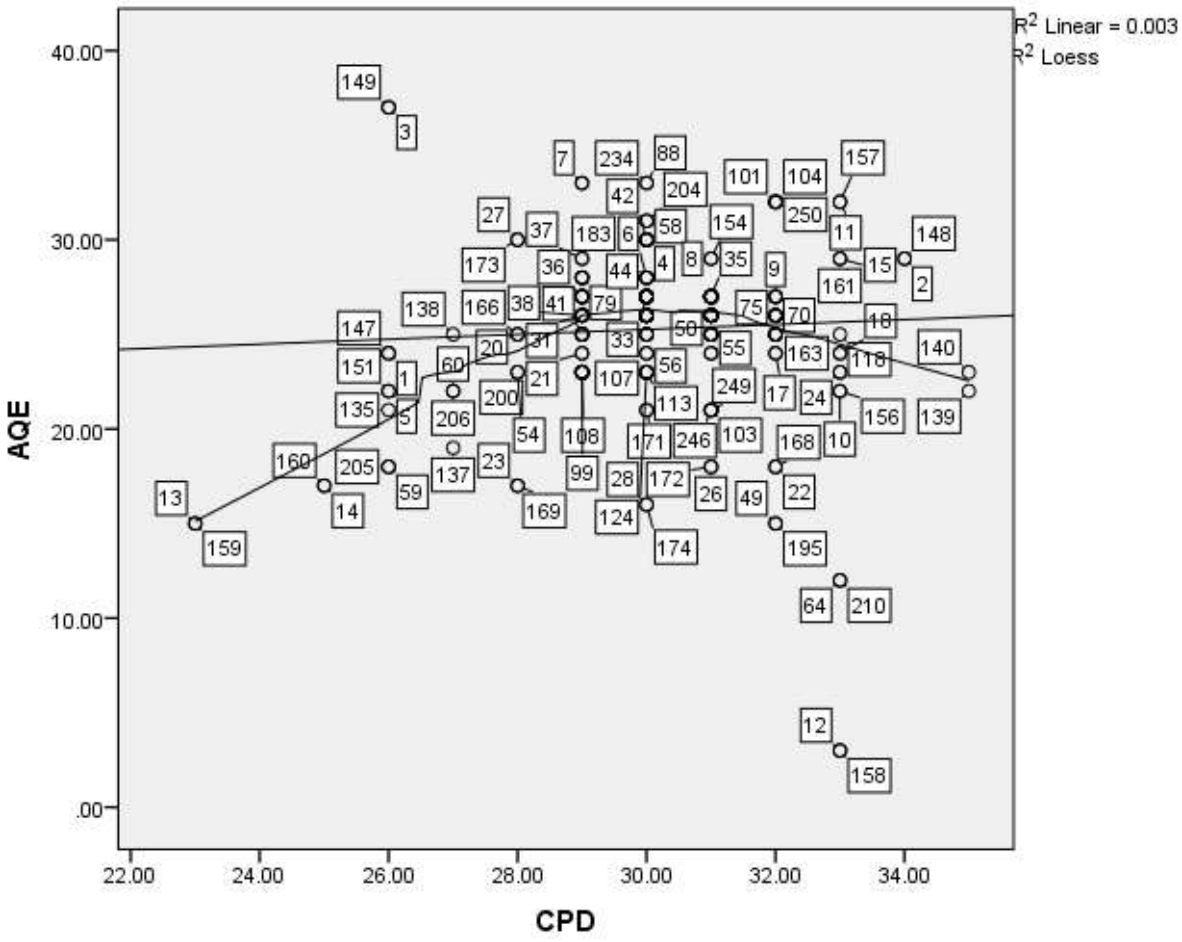


Figure 8: Regression predicted value scatterplot of simple linear regression of CPD on Accessibility to quality education

This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered to the up right side of the graph which is divided by in linear direction to the left of the table at 0.003. This confirms the hypothesis that continuous professional development has no significant impact on accessibility to quality primary education in the Noun Division. In this light, professional development has significant statistical contribution of the dependent variable. Therefore, professional development should be an important human resource management indicator in effective planning, professional development, and overall human resource management in the school environment for effective education quality education.

H02: ***The recruitment and deployment of teacher has no significant influence on accessibility to quality primary education in the Noun Division***

HA2: ***The recruitment and deployment of teacher has significant influence on accessibility to quality primary education in the Noun Division***

Table 13: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.196[a]	.038	.034	4.07231	.038	9.867	1	248	.002

a. Predictors: (Constant), RDPT

This table presents the model summary of the simple linear regressions of the independent variable, recruitment and deployment of teacher (RDT) with the coefficient of the linear regression determination of R square change of 0.03% variation from the dependent variable-effective educational achievement (AQE) with STD Error of the estimate (4.00231) at significant F change of 0.002.

Table 14: ANOVA table RDPT on AQE

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	163.630	1	163.630	9.867	.002[b]
	Residual	4112.770	248	16.584		
	Total	4276.400	249			
a. Dependent Variable: AQE						
b. Predictors: (Constant), RDPT						

From the table overall model is significantly useful in explaining the influence of F (9.867) at degree of freedom (df) =1,248, p< 0.005 at the significant level of 0.002 f change

Table 15: Coefficient table for AQE

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.362	2.534		6.852	.000
	RDPT	.292	.093	.196	3.141	.002
a. Dependent Variable: AQE						

A standard simple linear regression was conducted to examine the influence of recruitment and deployment, the finding *predicts* and categorise the variable. This table presents the standardised and unstandardised coefficient which involves the STD error (0.093 and the beta (0.096), it gives the significance level indicating the predictability of the variable. The calculated value (CV) = 0.002<PV =0.005. this confirms the hypothesis that ***The recruitment and deployment of teacher has a significant influence on accessibility to quality primary education in the Noun Division.*** The null hypothesis is discarded. Recruitment and deployment of teachers has an indispensable role to play in quality education in the primary sub sector and is the foundation of child education. This prediction is that government should work to ensure the provision of quality teachers in the Noun division.

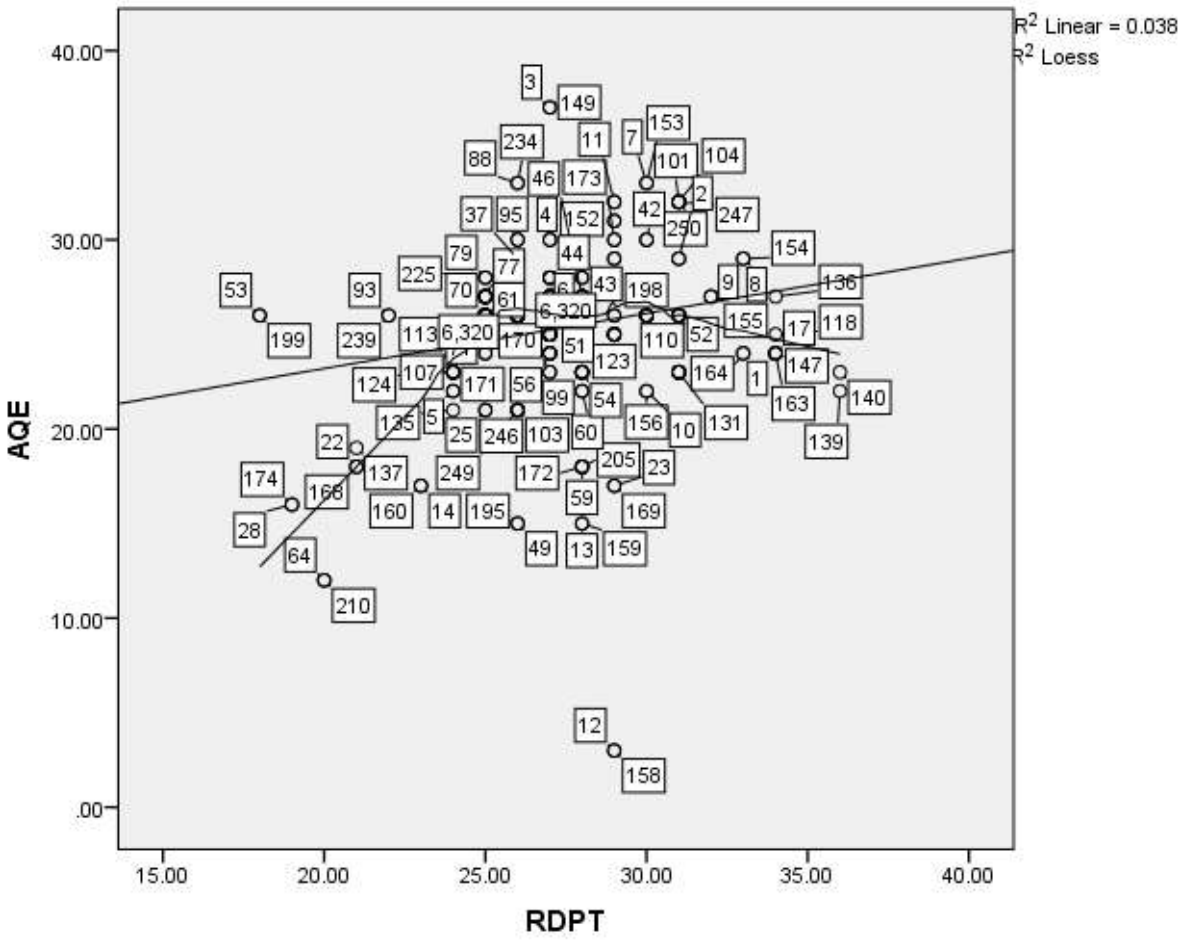


Figure 9: Regression predicted value scatterplot of simple linear regression of recruitment and deployment of teachers on Accessibility to quality education

This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the centre in the linear direction to the left of the table at 0.038. This confirms the hypothesis that ***The recruitment and deployment of teacher has a significant influence on accessibility to quality primary education in the Noun Division.*** Recruitment and deployment of teachers has significant statistical contribution on the independent variable. Consequently, recruitment and deployment of teachers should be considered an indicator in overall human resource management in the school establishment for quality education

H03: The Assessment of educational achievement has a no significant influence on accessibility quality education in the Noun Division.

HA3: The Assessment of educational achievement has a significant influence on accessibility quality education in the Noun Division.

Table 16: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.016[a]	.000	-.004	4.15199	.000	.065	1	248	.799

a. Predictors: (Constant), AEA

This table presents the model summary of the simple linear regressions of the independent variable – assessment of education achievement (AEA) with the coefficient of the linear regression determination of R square change of 0.000% variation from the dependent variable-accessible quality education (AQE) with STD Error of the estimate (4.15199) at significant F change of 0.799.

Table 2: ANOVA Table for AEA on AQE

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.118	1	1.118	.065	.799[b]
	Residual	4275.282	248	17.239		
	Total	4276.400	249			
a. Dependent Variable: AQE						
b. Predictors: (Constant), AEA						

From the table overall model is significantly useful in explaining the influence of F (0.065) at degree of freedom (df) =1,248, p< 0.005 at the significant level of 0.799 f change.

Table 3: Coefficient table for AQE

Coefficients[a]						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.782	1.987		12.974	.000
	AEA	-.017	.067	-.016	-.255	.799
a. Dependent Variable: AQE						

A standard simple linear regression was conducted to examine the influence of involvement stakeholders, the results help in the prediction and categorisation of the variable. This table presents the standardised and unstandardised coefficient which involves the STD error (0.067) and the beta (-0.016), it gives the significance level indicating the predictability of the variable. The calculated value (CV) = 0.799<PV =0.005. this confirms the hypothesis ***The Assessment of educational achievement has no significant influence on accessibility to quality education in the Noun Division. The alternative is rejected.*** This implies this variable has no significant contribution to quality education in this study.

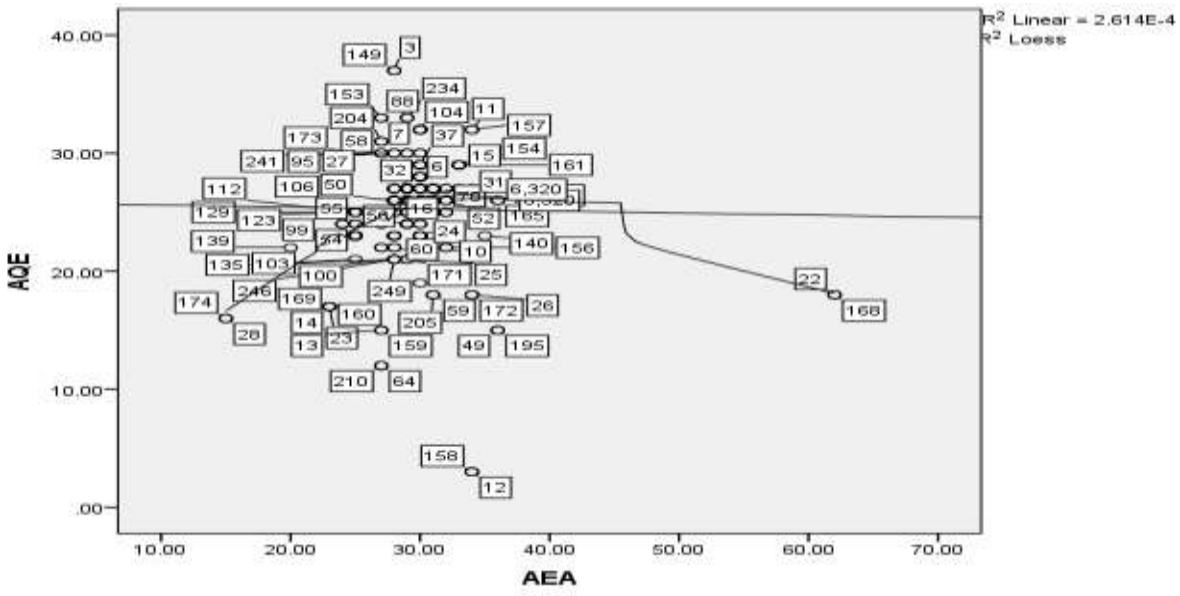


Figure 10: Regression predicted value scatterplot of simple linear regression of assessment of education achievement on Accessibility to quality education

This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the top left hand side of the graph. It is divided in the middle by a linear line to the left of the table at 2.614E-4. This confirms the hypothesis that ***The Assessment of educational achievement has no significant influence on accessibility to quality education in the Noun Division.*** Assessment of education achievement has no significant statistical contribution of the dependent variable. As result assessment of educational achievement has little or no significant impact on the overall human resource management in the primary education quality management.

H04: Education management information system has no significant impact on accessibility to quality primary education in the Noun Division.
HA4: Education management information system has a significant impact on accessibility to quality primary education in the Noun Division.

Table 4: Model summary

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.218[a]	.048	.044	4.05257	.048	12.386	1	248	.001

a. Predictors: (Constant), EMIS

This table presents the model summary of the simple linear regressions of the independent variable, education management information system (EMIS) with the coefficient of the linear regression determination of R square change of 04.8% variation from the dependent variable-effective educational achievement (EEA) with STD Error of the estimate (4.05257) at significant F change of 0.001.

Table 20: ANOVA table for EMIS on AQE

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	203.424	1	203.424	12.386	.001[b]
	Residual	4072.976	248	16.423		
	Total	4276.400	249			
a. Dependent Variable: AQE						
b. Predictors: (Constant), EMIS						

From the table overall model is significantly useful in explaining the influence of F (12.386) at degree of freedom (df) =1, 248, p< 0.005 at the significant level of 0.001 f change

Table 21: Coefficient table on AQE

Coefficients[a]						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.715	1.045		20.781	.000
	EMIS	.171	.048	.218	3.519	.001
a. Dependent Variable: AQE						

A standard simple linear regression was conducted to examine the influence of education management Information system, the findings in the prediction and categorisation of the variable. This table presents the standardised and unstandardized coefficient which involves the STD error (0.48) and the beta (0.218), it gives the significance level indicating the predictability of the variable. The calculated value (CV) = 0.001<PV =0.005. this confirms the hypothesis that ***Education management information system has a significant impact on accessibility to quality primary education in the Noun Division.*** Based on this affirmation the null is rejected**.** Education management information system has a significant contribution to quality primary education in Noun Division.

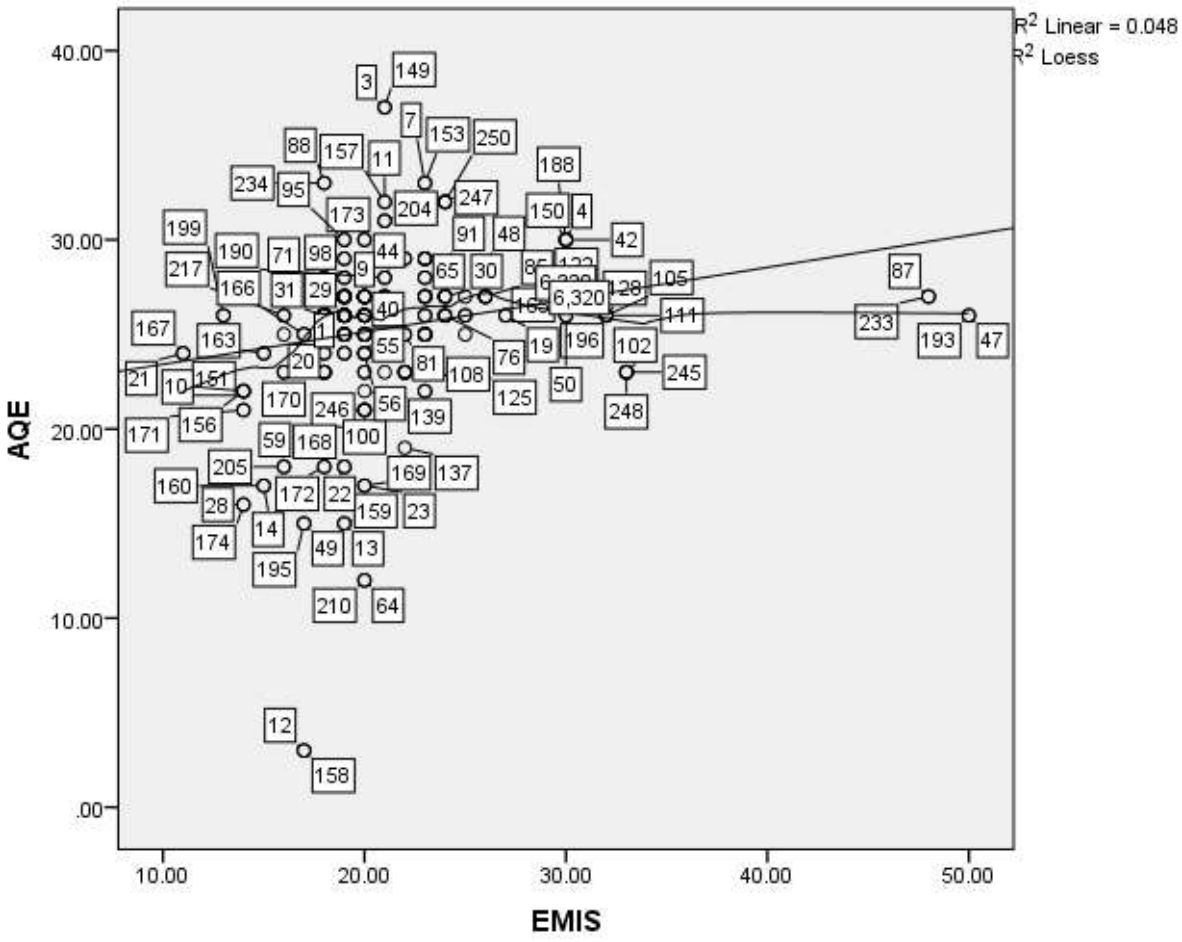


Figure 11: Regression predicted value scatterplot of simple linear regression of CPD on Accessibility to quality education

This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered to top left side of the graph divided by in linear line to right of the table at 0.048. This confirms the hypothesis that education management information system has a significant influence on accessibility to quality primary education. Therefore, education management information system should be an important variable to the overall human resource management in the school management and quality education in the Noun Division.

Chapter summary

This chapter interpreted the descriptive statistics which explained how the frequencies and percentages were analysis. These involve demographic information on sex, age level of education and school, the items of each independent variable were also interpreted according to scales of strongly disagree, disagree, agree and strongly agree. This was followed by the inferential statistics in where the model summary as presented, and ANOVA table, coefficient table and scatterplot for all linear regression modes. These tables were used to test the hypotheses in terms of their predictability (impacts on the dependent variable). From the coefficient table the variables were classified or categorized according to their degree of predictability. Therefore, it can be conclusion that the CERSP Project has significant influence on the accessibility to quality primary education in the Noun Division of the west region of Cameroon.

CHAPTER FIVE
DISCUSSION, RECOMMENDATIONS AND CONCLUSION

This chapter has dealt with the discussions of the research findings. The research had four hypotheses which two were confirmed in the preceding chapter based on the results of our statistical analyses and discussion of the results in relation to the research hypotheses were equally provided in this chapter.

Discussion

Quality education is attained through having children who are able to read and write and later impact on the society they live; therefore, there must be access to quality of such education provision in our society. Access to quality education is a subject which has attracted academic, professional as well as public attention, due to its multifaceted nature and its importance in the society. Since quality education is a result of equitable and standard education for all that will promote lifelong learning, it yields well to analysis from diverse perspectives ranging from educational, professional aspirations to entrepreneurship.

The objective of the study was to investigate the contribution of the Cameroon Education Reform Support Program on accessibility to quality primary education in the Noun Division of the West Region. The theories that guided the study were system theory of Bertanlanffy, 1968, Kaizen Continuous Improvement theory Imai, 1985, MacClelland Needs Theory 1960-1985 and Technology Acceptance Model, Davis 1989. Forty-two (42) public primary schools were randomly selected in the Noun Division and two hundred and fifty (250) primary school teachers responded to the Likert scale questionnaire. The data was analysed using SPSS version 20 descriptive statistics, inferential statistics: simple linear regression and scattered plot. All hypotheses were tested at 0.005 level of significance.

The practice of continuous Professional Development is important in quality education

Continuous professional development of teachers is a very important aspect on accessibility to quality primary education. In the empirical review, Dilshad et al (2019), investigated university teachers' engagement in Continuous Professional Development activities, the results demonstrated that communication skills, management skills and research skills are important for

inclusion in future training. It was suggested that professional development of university teachers may be taken as on-going process. For helping teachers improve their academic and research skills, workshops and seminars must be frequently planned and organized by the universities.

Confirming the null hypothesis that continuous professional development has no significant influence on accessibility to quality primary education in this study, the Kaizen continuous Improvement theory is seen as small improvement over time in meetings and workshops has contributed to professionally develop the teachers. Seminars and workshops frequently organised by the government in diverse areas with the aim to improve and strengthen the teachers in the teaching and learning process are old and theoretical. The same content is repeated over and over the years with little or no measures put in place to practically implement it in schools. There is an urgent need to update the content of the training workshops and seminars undertaken by teachers, the approach of delivery and follow up of these seminars will definitely have a significant influence on accessibility to quality primary education. Hence, continuous professional development is important for teachers because it keeps their thinking fresh, their skills relevant and their motivation high. Also, any investment in teacher's growth can improve loyalty and retention while increasing workplace productivity and creativity. CPD can help keep teachers skills and knowledge up to date and prepare them for greater responsibilities. Therefore, continuous professional development should be an important human resource management indicator in effective planning, professional development and overall human resource management in the education sector and school environments for effective education quality.

Sufficient Teacher recruitment and deployment ensures Access to quality education

Teacher recruitment and deployment has a significant influence on accessibility to quality education even though government has to ameliorate the human resource management practices to enable pupils have access to quality education. Recruitment and deployment are important elements to ensure the best teachers are brought into the region. Pupil's supervision rate is expected to improve from 43% in 2019 to 95% in 2023. On May 26, 2020 the Minister of Basic Education signed, after the approval of the Prime Minister's services decision No. 02-79/MINEDUB/SG/DRH on recruitment of 3000 teachers. These teachers were deployed in the schools previously identified, due to their characteristics. That is schools with more than one hundred pupils supervised by less than three teachers. This recruitment program for teachers in

Cameroonian public primary schools was made possible with the help of technical and financial development partners; the Government concluded a reform support agreement with the World Bank through the establishment of the Support Program for the Reform of Education in Cameroon (CERSP). The project is expected to recruit a total of 18000 teachers over a period of 2019-2026. Teachers are essential for improving the quality of education. Better teacher recruitment and deployment strategies can contribute directly to Sustainable Development Goal (SDG) 4 of ensuring inclusive and equitable quality education and promoting lifelong learning for all (UNESCO, 2016). SDG 4 acknowledges the importance of teacher recruitment through target 4.c, which seeks to substantially increase the supply of qualified teachers by 2030 (United Nations, 2015:22). Target 4.5 addresses equal access to education, which is a direct result of effective and equitable teacher deployment (United Nations, 2015). Teacher recruitment and deployment has an irreplaceable role to play in quality primary education which is the foundation of child education.

Quality education and need for assessment of educational achievement

Assessment of Educational achievement has no significant influence on accessibility to quality primary education. From the empirical review, Sintayehu (2016) examined the actual practice of continuous assessment in primary schools of Chagni City Administration, Ethiopia. The results showed discrepancy between the perceived purpose of continuous assessment and its actual practice. In conclusion, the practice of continuous assessment in primary schools lacks harmony and consistency. It might not significantly influence accessibility of quality education due to the fact that it is underdeveloped and stakeholders have not put in resources for its proper development. Based on the theory of Need by MacClelland, the achievement can only happen with needs. The absence of those needs cannot lead to an achievement. Teachers lack the tools and resources to effectively conduct assessment or only very minimal is done in the Noun Division that a survey cannot measure, therefore there is great need for the resources and tools needed to conduct these assessments regularly while storing in a data base for future use. Wirngo Tani (2021) evaluated item and test quality of a national achievement test of English Language and concluded that teachers should improve upon their test construction practices and be trained on test analysis procedures in order to ascertain quality assurance of examinations for non-standardised and standardised purpose. Also from the empirical literature, Basome & Allida

(2018) explored the meaning of Continuous assessment, the Purpose of Continuous Assessment, Challenges hindering the implementation of Continuous Assessment and what could be done to address the challenges hindering the implementation of Continuous Assessment in Uganda. It was recommended that; the Government should mount intensive workshop to educate teachers on the appropriate principles of continuous assessment and the workshop should focus objectively on constructing and using assessment as tools. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. In schools, assessment help teachers and administrators determine the type and manner in which material is covered in the classroom. Carefully administered summative assessment enables teachers and school administrators to determine which student should advance to the next level of education, and what some students need to repeat materials again. According to Robert Marzano et al, 1993 assessment give law makers outside of the field of education a mechanism for rating teachers as effective or ineffective, thereby empowering those same lawmakers to pass widespread educational reforms and sanction ineffective teachers. Even thou this variable have no significant influence in this study, it is important as one of the factors to contribute to quality education.

The use of EMIS to improve quality education

Education Management Information System has a significant influence on accessibility to quality education in this study. The government through MINEDUB have laid down procedures, rules and regulations to lay down an EMIS system, educational material exist on EMIS, and there is promotion of collection and utilisation of data within and beyond educational system.This area even thou not well developed, significantly influence accessibility to quality education; there are no enough infrastructures, equipment and human resources in various schools but teachers and parents use EMIS to foster learning and sharing of information. Based on the System theory, all parts of the component function as a whole and its operation always affects the institution success in meeting its goals. From the empirical review, Nsolly and Ngo (2016) reviewed the integration of ICT in Cameroon primary and secondary schools, current status and barriers. The results showed that ICT integration into curriculum is ineffective and recommended some strategies to overcome the barriers, and guidelines for a contextualized and effective ICT integration. Also, Muhammad (2012) conducted a study to analyse the existing

EMIS system of District Muzaffargh and how it can be effective for policy making at District/Provincial Level in Pakistan. The findings revealed that there were several factors which restrain the effectiveness of EMIS; however, the major factors were a need to understand the importance of data integration from different resources, understand the importance of the collaborative work among different layers of Education Management, and build an integrated application for data collection, processing and analyses.

Schools still lack infrastructure and equipment to effectively implement EMIS in schools. Most schools do not have the computers and buildings and to crown it all very few teachers have been trained on EMIS and it has left a huge gap thus calling on the CERSP and the government to double their efforts and practically implement EMIS in all primary schools which will boost the quality of education. An Education Management Information System improve the management of a school, it helps in learning management where teachers can communicate lessons plans with pupils and parents ahead of time and accept assignments. Schools can manage their inventory of books, uniforms and other necessities. Teachers and other staff salaries and leave data can be managed using the Human Resource administration module included within the EMIS. Student details as well as assessment, fee collection and inquiries can be effectively managed using EMIS. . An EMIS provides educators with the data they need to make informed decisions about the future of their institution, hence the importance of an integrated application of data collection, processing and analysing. The System theory which supports this component goes on to show how necessary a system like EMIS is to an educational institution which will contribute to accessible quality education as the integrated parts will easily contribute to success.

Contribution to knowledge

Recruitment and deployment of primary school teachers is significant to accessibility to quality primary education in the Noun Division of the West Region

Education Management Information System is important to accessibility to quality primary education in the Noun Division of the West Region.

Proposals for recommendations

1. Training manuals content on teacher's professional development should be continuously updated.

2. Continuous professional development should take strategic approach to prepare teachers and pupils according to the changing times.
3. Schools should be well equipped with EMIS infrastructure and equipment to enable students graduate with technological knowledge.
4. All components as stated by the CERSP program should be effectively and efficiently implemented on the field.
5. CERSP program should organised frequent visits to schools to follow up and correct lapses in the implementation.
6. Teachers should be trained on the practical use of EMIS and put in place a functioning structure.
7. Educational planners and managers should be trained on the practical use and importance of EMIS to meet up contemporary tasks of education quality.
8. A national data base system be established for basic education and updated regularly.
9. Recruitment and deployment of teachers should be considered an indicator in overall human resource management in the school establishment for quality education.

Suggestions for further research

Based on the findings of the study, the researcher makes the following suggestions for further research:

1. Future research can also incorporate more moderator variables like textbook possession and curriculum content to this study in order to further categorise the influence of the independent variables on accessibility to quality education.

2. Longitudinal studies should be carried out in future to examine how children with the necessary tools for education perform over time with those of limited tools.

3. Results emanating from the present study can be used by future researchers to develop, validate and test enriched, cheap and effective practicable self-administrable survey instrument among any given population.

4. Rather than the use of Likert-type scales alone which only to a remarkable extent will-served the purpose of this descriptive survey, future research can adopt other

research design, instruments like observational techniques and oral interview to prosecute similar studies.

Limitation of the study

Ross & Bibler (2019) define study limitation as weaknesses within a research design that may influence outcomes and conclusions of the research. Limitations in research are restrictions and constraints which have been put on your methodology of study and exploration process in general. Therefore, researchers have an obligation to the academic community to present complete and honest limitations of a presented study. Generally speaking, a study of this nature should involve a large number of teachers in different regions so that a reasonable generalization can be made. However, to undertake an in-depth qualitative study would warrant the need to keep the sample small as well as limit the number of the concepts that could be investigated. This study was limited to Public primary schools found in the Noun Division of the West Region and was quantitative. In addition, only a sample of the willing teachers was interviewed.

The Theory of Continuous Improvement that underpinned this study takes time and effort in the design, implementation, and evaluation of an initiative, a policy, a strategy, a program, or a project, planned to foster emergent, projectable, or transformative change. Also, it is resistant to change; that is teachers who are supposed to learn updated ways of implementing the new curriculum may be too attached to the old method that they resist the new change.

The insufficient human, technical and financial resources to set up and implement Education Management information system and systemised assessment of school achievement in primary schools. Conceptually, access to education is not available to all children at all levels. Capacity to deliver quality education is limited as the continuous development does not involve all the teachers active in service but a selected number.

The latest data concerning the CERSP was difficult to get due to the busy nature of the administrators and slow update of the website, so making it difficult for the researcher.

The researcher wishes to acknowledge that there may be some inadequacies concerning the collection and analysis of data since the researcher is still in the learning process and intends to do better subsequently.

The distance from one sub division to another, was far and costly to the researcher, and most cases motor bikes were used to access the school, which was difficult for the researcher.

GENERAL CONCLUSION

The main objective of the study was to investigate the contribution of the Cameroon Education Reform Support Program on accessibility to quality primary education in the Noun Division West Region of Cameroon. Four specific hypotheses were derived for this study. Two hundred and fifty (250) primary school teachers from forty-two (42) public primary schools in the Noun Division were used as the sample population. The opinion of those who constituted the sample was sought through a questionnaire. Data was analysed in relation to the research hypotheses using SPSS version 20. Results revealed that recruitment and deployed of primary school teachers and Education Management Information System has a significant influence on accessibility to quality primary education. Continuous professional development and assessment of education achievement had no significant influence on accessibility to quality primary education as per this study. The lack of assessment systems and un-updated continuous professional trainings that facilitate pedagogic and managerial processes within the school establishment in primary schools in the 21st century is not assuring to quality education. This implies a lot of work is still needed in the assessment and continuous professional development areas for them to influence accessibility to quality primary education. Therefore, it can be conclusion that the CERSP Project has a significant influence on the accessibility to quality primary education in the Noun Division of the west region of Cameroon.

REFERENCES

2nd International Conference on Educational Management and Administration (CoEMA 2017) *Advances in Economics, Business and Management Research*, *45*, Atlantis Press. (http://creativecommons.org/licenses/by-nc/4.0/).

Abdull Kareem, O., Khuan, W., Jusoff, K., Awang, M., & Yunus, J.2010. "Teacher Capacity Building in Teaching and Learning: The Changing Role of School Leadership," *Dalam International Management Education Conference*,9(1), Article 46. DOI: 10.58809/BKAY8655

Adeosun, O. (2010). Quality Basic Education Development in Nigeria: Imperative for Use of ICT. *Journal of International Cooperation in Education*, 13 (2) pp.193 – 211.

Adesemowo, P., & Sotonade, O.A. (2022). *Basic of Education: The Meaning and Scope of Education*

Adil A., Dafa'Alla., Elmouiz S. Hussein., Marwan A.A. Adam. (2017). *Managing Knowledge and Innovation for Business Sustainability in Africa: Impact of Education Quality on Sustainable Development in Africa*, pp. 95-118. DOI: 10.1007/978-3-319-41090-6

African Charter on the Rights and Welfare of the Child

Ahmad, I. 2013. Effect of Community Participation in Education on Quality of Education: Evidence from a Developing Context. *Journal of Education and Vocational Research* 4 (10), pp. 293-299.(ISSN 2221-2590)

Ahukanna R.A, Onu. M.I & Ukah. P.N. 2012. Continuous Assessment in Primary and Secondary Schools: Issues and Problems. *Journal of Teacher Perspective*, 6(3), pp.489-495.

Alemnge, F.L. (2019). Impact of School Requirements on Pupils' Academic Performance. *Journal of Education and Development*, 3(1), pp.76-86.

Alemnge, F.L.2019. "Curriculum Reform in Cameroon: An Analysis of the New Primary School Curriculum". *International Journal of Trend in Scientific Research and Development*, 3 (6), p.902-913. URL: https://www.ijtsrd.com/papers/ijtsrd29264.pdf

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Amin, M.E. (2005). *Social Science Research: Conception Methodology and Analysis*. University Printeryafd, Kampala.

Amold, R.D., & Wade, J.P. (2015). A definition of system thinking: A system approach. *Procedia Computer Science* 44, P 669-678. DOI: 10.1016/j.procs.2015.03.050

Andrews A. (2017). Implications of the Achievement Motivation Theory for School Management in Ghana: A Literature Review. *Research on Humanities and Social Sciences*, (7) 5, p (10-15).

Ankomah. Y, Koomson. J, Bosu. R, Oduro, G,K,T. (2005). *Implementing Quality Education in Low Income Countries*. University of Cape Coast, Ghana.

Allen, M. "What is Continuing Professional Development (CPD)?." 2009

Arikunto.S. (2010). Research Procedure a Practical Approach. American Journal of Educational Research, 8(2), P 98-104. DOI: 10.12691/education-8-2-5

Ashmore, C. (2001). Kaizen-And the art of motorcycle manufacture. Manufacturing Engineer, 80(5) p. 220-222. DOI: 10.1049/em:20010503

Atkinson, J. W. (1964). Towards experimental analysis of human motivation in terms of motives, expectancies and incentives. New York: Free Press.

Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), p.10-20.

DOI:https://doi.org/10.1016/j.tate.2010.08.007

Bamisaiye, R. (1989). A practical Approach to philosophy of Education. AMD

Bass, R.V. & Good, J.W. (2004). Eduare and Educere: Is a Balance Possible in the Educational System? *The Educational Forum* 68(2), p. 161-168. DOI: 10.1080/00131720408984623

Bautista, A., & Ortega-Ruiz, R. (2015). Teacher professional development: International perspective and approaches. *Psychology, Society and Education*, 7(3), p.240-251.

Bergmann, T. J., & Scarpello, V. G. (2001). *Compensation decision making (4th ed.)*. Fort

Worth: Harcourt, Inc.

Belay, S. A. (2016). The Practice of Continuous Assessment in Primary Schools: The Case of Chagni, Ethiopia. *Journal of Education and Practice*, 7(31), p. 24-29.

Black, P. J., & William, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy, and Practice. *Journal of Scientific Research*, 5(1), p. 7-74.

Bolt, N. (2011). Academic Achievement. In: *Goldstein, S., Naglieri, J.A. (eds) Encyclopedia of Child Behavior and Development. Springer*, Boston, MA. https://doi.org/10.1007/978-0-387-79061-9_20.

Borkar, P. (2021). Role of management information system (MIS) in education sector. https://www.iitms.co.in/blog/role-of-management-information-system-in-education.html.

Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), p. 1-49.

Brekelmans, G.; Poell, R. F.; Van Wijk, K. (2013) Factors influencing continuing professional development: A Delphi study among nursing experts. *European Journal of Training and Development*, 37 (3), 313–325.

Bridge, H., Melita, L. & Roiger, P. (2020). *The ELC: An Early Childhood Learning Community at Work.*

Brown, D. H. (1990). Language assessment: Principles and classroom practices. London: Longman

Bruining, T. & Uytendaal (2010). *1+1=3: werken en leren in leerwerkgemeenschappen.'s-Hertogenbosch*. The Netherlands: KPC Groep.

Brunet, A.P. (2000). *Kaizen: From Understanding to Action, Institution of Electrical Engineers*, p 1-45. London.

Byrne, M., Finlayson, O., Flood, B., Lyons, O., &Willis, P. (2010). A comparison of the learning approaches of accounting and science students at an Irish university. *Journal of Further and Higher Education*, 34(3), p.369-383. DOI: 10.1080/0309877x.2010.484055

Carvin, A. (2021). Trends in Education Reform.Edwebproject.org

Coe, R., Aloisi, C., Higgins, S. & Major, E, L. (2014). What makes great teaching? *Review of the underpinning research*. The Sutton Trust.

Concepts, L. (2014). The Glossary of Education Reform.

Conference on Adult Education VI: (CONFINTEA VI)

Continental Education Strategy for Africa (CESA 2016-2025)

Daft, R. L. (2008). *The leadership experience (4th ed.)*. Mason, OH: South Western, Cengage Learning.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 319-340.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982-1003.

Day, C. (1999) *Developing Teachers: The Challenges of Lifelong Learning*. Falmer Press.

Day, C., & Sachs, J. (2005). *International Hamdbook On the Continuing Professional Development of Teachers. Maidenhead*: Open University Press

Doanh Do. (2017). The Five Principles of Lean. theleanway.net

Education Strategic Development 2013-2020

Elujekwute, E.C. (2019). Educational management: theory and concepts. Makurdi: Destiny Ventures.

Elujekwute, E.C., Umar, I., Danburam, I.U., & Uwalaka, M. (2022). Relevance of the System Theory to the Effective and Efficient Management of Education in Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies* (SFJESGS), 4 (3), pg. 277 – 284.

Emmanuel Jean-Francois. 2015. Building Global Education with a local Perspective: Education and Society.p.1-15. DOI: 10.1057/9781137386779-1

Endeley, M. N. (2014). Teaching Practice in Cameroon: The Effectiveness of the University of Buea model and implications for quality. *Australian Journal of Teacher Education*, 39 (11). http://dx.doi.org/10.14221/ajte.2014v39n11.9

Fan, G. & Popkewitz, T, S. (2021). Education Policy and Education Reform in a Changing World. *Journal of Modern Education*, (3) p. 3-13.

Friedman, A., Davis, K., and Phillips, M. (2000). Continuing Professional Development in VK: Policies and programs, & Bristol, PARN.

Friedman, A.; Phillips, M., (2004) Continuing professional development: Developing a vision, *Journal of Education and Work*, 17 (3), 361-376.

Foote, J. (2022). A Systems Approach to studying Online Communities. *Media and Communication*, 10(2) pp. 29-40. DOI: https://doi.org/10.17645/mac.v10i2.5042

Godwin, A. (2010). Philosophy of Education: A tool for National Development? *Open Journal of Philosophy*, 4(3). DOI: 10.4236/ojpp.2010.43040

Granic, A., & Marangunic, N. 2019. Technology acceptance model in educational context: A systematic literature review. *British Journal of Educational Technology*, 50(4), Pp.1-40. DOI: 10.1111/bjet.12864

Guberman, S. (2004). Reflections on Ludwig Bertalanffy's general system theory; Foundations, Development, Applications Gestalt theory. *Academia*, 26(1), pp. 44-51.

Hafeez, M., Ajmal, F., & Zulfiqar, Z. (2022). Assessment of student's academic achievements in online and face-to-face learning in higher education. *Journal of Technology and Science Education*, 12(1), p. 259-273.https://doi.org/10.3926/jotse.1326

Hamel, G. (2009). *Kaizen Event Fieldbook: Foundation, Framework, and Standard work for Effective Events, Society of Manufacturing Engineers*. New York, NY

https://www.humanium.org/en/right-to-education/

Imants, J & Veen, k. (2010). Teacher Learning as Workplace Learning. *International Encyclopedia of Education*. DOI: 10.1016/B978-0-08-044894-7.00657-6

Iram & Awan. (2019). Equitable Higher Education: Students' Perspective on Access to Resources, Participation, and Educational Outcomes. *Bulletin of Education and Research* 41(1) pp. 185-201.

Jennifer. P. (2018). Safety, Health, and Nutrition in Early Childhood Education. College of the Canyons

Jurado, P., Moreno-Guerrero A.J, Marín-Marín JA, & Costa, R .2020.The Term Equity in Education: A Literature Review with Scientific Mapping in Web of Science. *Int J Environ Res Public Health*. 17(10), pp. 2-18. DOI: 10.3390/ijerph17103526.

Kamal, S. A., Shafiq, M., & Kakria, P. (2020). Investigating acceptance of telemedicine services through an extended technology acceptance model (TAM). *Technology in Society*, 60, 101212.

Kennedy, A. (2005). Models of Continuing Professional Development: A framework for analysis. *Journal of In-service Education*, 31(2), p. 235-250. DOI: 10.1080/1367458050020077

Kisirkoi, F., & Kamanga, A. (2018). Continuous Teacher Professional Support for Effective Implementation of Basic Education Curriculum Framework. *Education Quarterly Reviews*, 1(2), p.309-317.DOI:10.31014/aior.1993.01.01.32 https://www.asianinstituteofresearch.org

Kivunja, C. (2018). Distinguishing between Theory, Theoretical Framework, and Conceptual Framework: A Systematic Review of Lessons from the Field. *International Journal of Higher Education* 7 (6), p. 44-53. DOI: 10.5430/ijhe.v7n6p44.

Kuswara, H., Kuswarno, E., Mudrikah, A., & Kosasih, U. (2021). Stufflebeam's Model Application of Education Management Information Systems (EMIS) in Improving the Quality of Learning Services. Nidhomul Haq: *Journal Manajemen Pendidikan Islam*, 6(1), 72-93.

https://doi.org/10.31538/ndh.v6i1.131.

l'Unité de Coordination et de Gestion, CADRE DE PLANIFICATION DES PEUPLES AUTOCHTONES (CPPA), Févier 2020 https://www.journalducameroun.com/

Lewin, K. M. (2015). Educational access, equity, and development: planning to make rights realities. *Fundamentals of Educational Planning* 98. Paris: UNESCO-IIEP.

Lussier, R. N., & Achua, C. F. (2007). *Leadership: Theory application, skills and development (3rd ed.)*. Mason, OH: Thomson South-Western.

Mackatiani, C., MusembiNungu, J., & Gakunga, D.K. (2018). Quality Primary Education in Kenya: Implications of Teachers Characteristics. *European Journal of Education*, 3(8), pp. 635-649. DOI: 10.5281/zenodo.845530.

Mafole Sematlane (MakeOver Institution Building, Lesotho). (2022). *The Universal Language of Sustaining Quality Peace and Resilience: Enhancing Learning and Harmony Across Cultures : Handbook of Research on Teaching in Multicultural and Multilingual Contexts*. P. 27. DOI: 10.4018/978-1-6684-5034-5.ch009.

Majgaard, K., & Mingat, A. (2012). Education in Sub-Saharan Africa: A Comparative Analysis (English). A World Bank Study Washington, D.C.: World Bank Group. DOI: 10.1596/978-0- 8213-8889-1.

Marcia, B. & Kurt, M. (2011). Equip2 Lessons Learned in Education: EMIS

Max Roser (2021). Equitable Quality Education: a Precondition for Sustainable Development. Education International ourworldindata

McClelland, D. C., Atkinson, J. W., Clark, R. A., & Lowell, E. L. (1953). A scoring manual for the achievement motive. In *J. W. Atkinson (Ed.), Motives in fantasy, action, and society (pp. 179-204)*. New Jersey: Van Nostrand Company, Inc.

Moulakdi, A. & Bouchamma, Y. (2020). Professional Development for Primary School Teachers in Cameroon: Is the Cascade PD Model Effective? *Creative Education*, 11(7), p. 1129-1144. https://doi.org/10.4236/ce.2020.117084

Muhammad, S. (2021). Education Management Information System (EMIS) (History, Analysis & Findings

Muhammad, T, M. (2018). Information and Communication Technology (ICT) and Economic Growth Nexus: A comparative Global Analysis. *Pakistan Journal of Commerce and Social Science* 12(2), p. 443-476.

Mulwa, (2018). Systems Approach and Their Applications in Education. University of Nairobi, School of Education, Department of Educational Communication and Technology

Nagar, M., Rahoo, L., Rehman, A., & Arshad, S. (2018). *Education Management Information Systems in the Primary Schools of Sindh a case study of Hyderabad Division*. 5th IEEE International Conference on Engineering Technologies & Applied Science. Bangkok Thailand. DOI: 10.1109/ICETAS.2018.8629249

National Development Strategy 2020-2030 for structural transformation and inclusive development (SND30).

Nilson, Linda B. (2010). *Teaching at Its Best: A Research-Based Resource for College Instructors (3rd ed)*. John Wiley and Sons.

Nortvedt, G., Santos, L., & Pinto, J. (2016). Assessment for learning in primary school mathematics teaching: The case of Norway and Portugal. Assessment in Education: Principles, Policy & Practice. *Routledge Taylor & Francis Group*, 23(3), p. 377-395. (DOI: 10.1080/0969594X.2015.1108900)

Nshemreirwe, C. (2021). Reimaging Education for All. Africa.project-syndicate.org

Nsolly, N. B., & Ngo Mback M, C. (2016). Integration of ICTs into the curriculum of Cameroon primary and secondary schools: A review of current status, barriers and proposed strategies for effective Integration. *International Journal of Education and Development using Information and Communication Technology* (IJEDICT),12(1), pp. 89-106.

O'Brien, J (1999). Management Information Systems –Managing Information Technology in the Internet worked Enterprise. Boston: Irwin McGraw-Hill.

Oduro, G, K, T. (2008). *The Missing Ingredient: Headteacher leadership development in Sub-Saharan Africa*. CommonWealth Education Partnership, p1-3.

Oko, B. A. & Michael, M.F. (2016). ICT and Quality of Teaching – Learning Related Activities in Primary Schools in Ogoja Education Zone of Cross River State, Nigeria. *Global Journal of Educational Research*, 15(1), p.89-92. www.globaljournalseries.com.

Oladipupo, O. (2022). Kaizen/Continuous Improvement and its Relevance to improving Operations.

Oni, J.O., Jegede, A.A., Osisami, R. A., Illo, C.O., Lawal, R. O., & Fabinu, F.A. (2016). Enhancing access to and quality of basic education through head teachers' leadership functions. *International Journal of Educational Administration and Policy Studies*, 8(4), pp. 33-36. DOI: 5897/IJEAPS2016.0451

Oriji, C.M., & Nwokocha, F.I. (2014). EQUITY THEORY: IMPLICATION ON NIGERIAN SCHOOLS. *Knowledge Review*, 31(2), pp.1-8.

Otunga, M. F. (2019). "The Analysis of the Education Management Information System (EMIS) and Its Suitability for Managing Educational Quality in Kenyan Schools". *Journal of Qualitative Research in Education*, (32) https://hdl.handle.net/2134/26874

PAREC INFOS. (2020). Magazine bilingue d'informations du programme d'Appui à la Réforme de l'éducation au Cameroon. 1ere EDITION www.parec-cameroun.net

Parji, F. & Prasetya, A. (2020). Community Participation in Developing Educational Quality for Primary School in Madiun City. *Utopía y Praxis Latinoamericana*, 25(6), p.189-195. DOI: https://doi.org/10.5281/zenodo.3987601

Poole, M.S, Putnam. L., Mumby. D. (2014). Systems theory: The SAGE handbook of organisational communication: Advance in theory, research, and methods. p. 49-74.

RESEN Cameroon, 2013

Right to Education: Situation around the World- Hummanium.org

Rafidah, A. K., & Ramlee, M. (2023). Exploring Lecturer and Student Readiness on Flexible Learning Pathways Toward SDG4: Cases on Responsive and Responsible Learning in Higher Education. P. 24. DOI: 10.4018/978-1-6684-6076-4.ch021

Roser. M. (2012). Access to basic education: Almost 60 million children of primary school age are not in school. Our World in Data. www.ourworldindata.org

Ross PT, Bibler Zaidi NL. (2019). Limited by our limitations. *Perspect Med Educ*,8(4), p. 261-264. doi:10.1007/s40037-019-00530-x .

Roxanne, R. R, & Cesar R. (2022). Sustainable Happiness as a Byproduct of Transformative Curriculum and Innovative Pedagogies: Handbook of Research on Transformative and Innovative Pedagogies in Education, P. 17. DOI: 10.4018/978-1-7998-9561-9.ch015.

Ryan, J. (2003) Continuing professional development along the continuum of lifelong learning. *Nurse education today*, 23 (7), 498-508.

Sallis. E. (2002). Total Quality Management in Education (3rd Edition) Kogan Page Ltd 120 Pentonville Road London N1 9JN UK

Samson. B. (2018). The Influence of Continuous Assessment on Academic Performance in Primary Schools of Ibulanku Sub-County, Iganga District (Uganda). *Baraton Interdisciplinary Research Journal*. 8(Special Issue), pp 1-7.

Sawatsupaphon, S. (2018). *Research in Quality Educational Development: A Literature Review.* Assunption University of Thialand. DOI:10.13140/RG.2.2.35498.88001

Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & Education*, 128, 13-35.

Schepers, J., & Wetzels, M. (2007). A meta-analysis of the technology acceptance model: Investigating subjective norm and moderation effects. *Information & Management*, 44(1), 90-103.

Schroeder, S., Curcio, R., & Lundgren, L. (2019). Expanding the learning network: How teachers use Pinterest. *Journal of Research on Technology in Education*, 51(2), 166–186.

Schweig, J., Steiner, E.D. &Pane, J.F. (2021). Building an Evidence Base for High School Improvement will Require Concerted Effort Among Policymakers, school Systems, Researchers and Funders. http/www.rand.org

Sengupta. S. (2020). McClelland's Theory of Motivation. Management Weekly. http://managementweekly.org/Mcclellands-theory-motivation/

Shah, M. (2014). Impact of Management Information System (MIS) on School Administration: What the Literature Says. *Procedia- Social and Behavioral Science*, 116 p. 2799-2804. DOI: 10.1016/j.sbspro.2014.01.659

Shahiryar, M. (2012). *Analysis Study of Education Management Information System (EMIS) (History, Analysis & Findings)*. Routledge Library Editions. DOI: 10.13140/RG.2.2.11614.87369.

Sirota, D, Mischkind, L.A. & Meltzer, M.I (2005). The Enthusiastic Employee. Wharton School Publishing.

Slade, S. (2017). What Do We Mean by a Quality Education? Education International

Sonali, R. (2022). Accessible Education. https://www.linkedin.com/pulse/accessible-education-sonali-rawat.

Srinivasacharlu, A. (2019). “Contiuning Professional Development (CPD)of Teacher Educators in 21st Century”. *Shanlax International Journal of Education*, 7(4), P.29-33. DOI: https://doi.org/10.34293/education.v7i4.624

Stauber, B., & Parreira do Amaral, M. (2015). Access to and Accessibility of Education: An Analytic and Conceptual Approach to a Multidimensional Issue. *European Education*, 47(1), p.11-25. DOI: 10.1080/10564934.2015.1001254

Suarez-Barraza, M., Ramis-Pujol, J., & Kerbache, L. (2011). Thoughts on Kaizen and its evolution Three different perspectives and guiding principles. International Journal of Lean Six Sigma, 2(4), pp. 288-308. DOI: http://dx.doi.org/10.1108/2040146111189407.

Susan. C. & Anderson. C. (2019). *Wellbeing in Educational Contexts*. Pressbook

Symeonidis, V. (2015). The Status of Teachers and the Teaching Profession: A study of education unions’ perspectives.

Tafai, M, G. & Tsakeni, M. (2022). Professional Development Activities that Shape Teachers' Perspectives on the Curriculum Project in Lesotho. *Universal Journal of Educational Research*, 10(3), p. 246 - 259. DOI: 10.13189/ujer.2022.100307.

Tani, W.E. (2021).Test Quality and Students’ Performance: An Appraisal of the National Achievement Test in English and Mathematics for Cameroon Primary Schools. *European Journal of Education Studies* 8(8), p.299-311. DOI: 10.46827/ejes.v8i8.3861

Tanyi, M.E. (2016). Pedagogic Barriers in Cameroon Inclusive Classrooms: The Impact of Curriculum, Teachers’ Attitudes and Classroom Infrastructures. *Journal of Education and Practice*, 7(18). pp. 210-220.

Team Leverage Edu. (2022). *Understanding Quality Education. Education International (EI)* https://leverageedu.com/blog/quality-education/

Team Leverage Edu. (2022). *What is Quality Education. Education International*. https://leverageedu.com/blog/quality-education/

Teo, T., Huang, F., & Hoi, C. K. W. (2018). Explicating the influences that explain intention to use technology among English teachers in China. *Interactive Learning Environments*, 26(4), 460-475.

Tontus, O. (2020). *Glossary of Assessment & Evaluation in Higher Education: Concept of Assessment and Evaluation*. P. 11-17. Livre de Lyon.

UN Convention on the Rights of the Child recognises

UNESCO (2021). *World Conference on Education for Sustainable Development*. https://businessjargons.com/adams-equity-theory.html

UNESCO. (2016). Every Child Should Have a Textbook. Global Education Monitoring Report UNESCO 7, place de Fontenoy75352 Paris 07 SP, France

UNESCO. (2014e). Textbooks and learning resources: guidelines for developers and users. Paris: UNESCO. Retrieved from: http://unesdoc.unesco.org/images/0023/002322/232222e.pdf

Unpacking SDG4 Education 2030

Van den Berghe, R. (1997). Indicators in perspective: The use of Quality Indicators in Vocational Education and Training. (3rd Edition). European Centre for the Development of Vocational Training

Van Vijfeijken, M., Denessen, E., Van Schilt-Mot, T., & Scholte, R.H.J. (2021). Equity, Equality, and Need: A Qualitative Study into Teachers' Professional Trade-Offs in Justifying Their Differentiation Practice. *Open Journal of Social Sciences,* 9, p. 236-257. https://doi.org/10.4236/jss.2021.98017

Venkatesh. V., Morris, Davis, G., & Davis, F. (2003). User acceptance of information technology: towards a unified view. *MIS Quarterly*, 27(3), p. 479-501.

Wanda, C. (2012). Human resource management. (R. Rothwell, William; Prescott, Ed.)

Waheed, Z. 2022. Continuous Professional Development and Its impact on Teachers Pedagogy. *Pakistan Journal of Educational Research*, 5(2), p. 217-231. DOI: 10.52337/P-jer.v5i2.528

Wilson, M. & Sloane, K. (2010). From principles to practice: An embedded assessment system. Applied Measurement in Education, 13(2), p. 181-208.

Wole, M. O., & Ojinga, G. O. (2021). Predatory Open Access Journals and Attainment of Educational Sustainable Development Goals in Africa : Open Access Implications for Sustainable Social, Political, and Economic Development. P. 14. DOI: 10.4018/978-1-7998-5018-2.ch004.

World Bank. (2014). National Education Profile update. Education Policy and Data Center

Wu, K., Zhao, Y., Zhu, Q., Tan, X., & Zheng, H. (2011). A meta-analysis of the impact of trust on technology acceptance model: Investigation of moderating influence of subject and context type. International Journal of Information Management, 31(6), 572-581.

APPENDIX

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie
*****
UNIVERSITE DE YAOUNDE I
*****
FACULTE DES SCIENCES DE L'EDUCATION
*****
DEPARTEMENT DE CURRICULA ET EVALUATION

REPUBLIC OF CAMEROON
Peace – Work – Fatherland
*****
THE UNIVERSITY OF YAOUNDE I
*****
THE FACULTY OF EDUCATION
*****
DEPARTMENT OF CURRICULUM AND EVALUATION

The Dean

N° 92 /22/UYI/FSE/VDSSE

RESEARCH AUTORISATION

I the undersigned, **Professor BELA Cyrille Bienvenu,** Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **WIRDIN Bernice MOSONI,** Matricule **20V3482,** is a student in Masters II in the Faculty of Education, Department: ***CURRICULUM AND EVALUATION***, Specialty: ***CONCEPTION AND EVALUATION OF EDUCATIONAL PROJECTS.***

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. NDI Julius NSAMI.** Her work is titled « ***The PAREC project and accessibility to quality primary education in disavantaged communities in the West Region*** ».

I would be grateful if you provide her with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intented for.

Done in Yaoundé, le 17 FEV 2022

For the Dean, by order

Le Vice-Doyen

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

DEPARTEMENT DE CURRICULUM ET EVALUATION
…….

REPUBLIC OF CAMEROON
Peace – Work - Fatherland

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTEMENT OF CURRICULUM AND EVALUATION
…….

Questionnaire

Dear Respondent,

The questionnaire is developed for a Masters' dissertation in the Department of Educational Management, Faculty of Education in the University of Yaoundé 1. At the end of the training, the student is expected to write and defend a dissertation in the partial fulfillment of the programme. The research is entitled: The PAREC project and its accessibility to quality primary education in the Noun Division of the West Region. All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

SECTION A:
Demographic Information
Fill in the appropriate information

Level of education……

☐ Age: ☐ 20-30 31-40 ☐ 41-50 ☐ 51 and above

☐ ☐ Sex: Male, Female

SECTION B:
Please tick (√) in the box corresponding to your most preferred respond: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and fill in spaces with short answers.

SECTION: B

S/N	Statements	Responses			
Items : Continuous professional development of in service teachers		**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1	Teachers in primary education collaborate to improve the quality of education				
2	Most in-service teachers have undergone training				
3	The new curriculum implemented in primary schools is the same in all the regions				
4	Teachers have didactic materials and teaching aids they need for proper teaching				
5	Updates of methods and approaches is easily shared with teachers				
6	Further (Studies)education for teachers is encouraged.				
7	Inter-Institutional Knowledge exchange exist among teachers of primary education.				
8	Peer mentoring is practiced among primary teachers				
9	There are institutional strategies for teachers capacity building.				
10	The training takes into consideration the content and objective of curriculum.				

SECTION: C

	Items : The recruitment/deployment of primary school teachers	Strongly Disagree	Disagree	Agree	Strongly Agree
11	Qualification to teachers entrance exams is stated				
12	All teachers recruited and deployed assume duty and perform their function				
13	The ministry of basic education recruit and deploy teachers to the most needed areas				
14	Salaries are available at the start of work (after recruitment)				
15	Teachers are supervised in their various schools				
16	The recruitment decision stem from current staffing level and projections				
17	Recruited/deployed teachers complete from a recognised teacher training school				
18	Regional capital gather information on the number of teachers in the region				
19	There is a choice to choose which Region to be recruited and deployed to				
20	Government provide lodging for teachers				

SECTION: D

	Items : Assessment of Education Achievement	Strongl Disagree	Disagree	Agree	Strongly Agree
21	Staff performance is often assessed				
22	There is institutional supervision				
23	Institutional productivity is measured				
24	Pupils record of academic performance is available in school				
25	Achievement data are posted publicly				
26	Achievement data are tracked over time by an administrative authority				
27	Systematic recording of student test results and graduation rates				
28	Regular consultation aimed at school improvement with one or more experts				
29	Pupils not attentive or skip classes				
30	There is long or short term institutional evaluation				

SECTION: F

	Items : Education Management Information System (EMIS)	Strongly Disagree	Disagree	Agree	Strongly Agree
31	Your institution promote ICT infrastructure				
32	There is availability of ICT equipment (computers)				
33	Your institution have Social media platforms				
34	Professional development materials are available for staff				
35	Trained staff are present for ICT in the school				
36	A computer network exist that is utilized for the EMIS				
37	Continuous professional training for EMIS staff, is available				
38	There is a policy that outline the need for a dedicated EMIS budget				
39	Processes and procedures are in place to ensure that resources are used efficiently				
40	The government promote the collection and utilization of data within and beyond the education system				

SECTION: G

	Items : accessibility to quality education	Strongly Disagree	Disagree	Agree	Strongly Agree
41	The number of pupils per teacher in a class is sufficient				
42	Appropriate teaching and learning material are available to teachers.				
43	School is located near residentail area				
44	All children seeking admission are admitted				
45	Parents easily provide all materials need for child studies				
46	All children have a desk to sit on and actively participate during lessons				
47	School have access to infirmary and restaurant				
48	Classrooms are well constructed respecting international and national norms				
49	School have access to drinking water and latrines				
50	There is a space for extracurriculla activities e.g sports				

Thanks for your assistance

G.B.P.S FOUMBOT
GROUP ONE 'A'

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie
UNIVERSITE DE YAOUNDE I
FACULTE DES SCIENCES DE L'EDUCATION
DEPARTEMENT DE CURRICULUM ET EVALUATION

REPUBLIC OF CAMEROON
Peace – Work - Fatherland
UNIVERSITY OF YAOUNDE I
THE FACULTY OF EDUCATION
DEPARTEMENT OF CURRICULUM AND EVALUATION

Questionnaire

Dear Respondent,

The questionnaire is developed for a Masters' dissertation in the Department of Educational Management, Faculty of Education in the University of Yaounde 1. At the end of the training, the student is expected to write and defend a dissertation in the partial fulfillment of the programme. The research is entitled: **The PAREC project and its accessibility to quality primary education in the Noun Division of the West Region.** All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly foracademic purposes. Please answer directly and fully as possible.

SECTION A:
Demographic Information
Fill in the appropriate information

Level of education: O/L

Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above ☑

Sex: Male ☐ Female ☑

SECTION B:
Please tick (√) in the box corresponding to your most preferred respond: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) andfill in spaces with short answers.

SECTION: B

S/N	Statements	Responses			
Items : Continuous professional development of in service teachers		Strongly Disagree	Disagree	Agree	StronglyAgree
1	Teachers in primary education collaborate to improve the quality of education			√	
2	Most in-service teachers have undergone training			√	
3	The new curriculum implemented in primary schools is the same in all the regions			√	
4	Teachers have didactic materials and teaching aids they need for proper teaching			√	
5	Updates of methods and approaches is easily shared with teachers			√	
6	Further (Studies)education for teachers is encouraged.			√	
7	Inter-Institutional Knowledge exchange exist among teachers of primary education.			√	
8	Peer mentoring is practiced among primary teachers			√	
9	There are institutional strategies for teachers capacity building.			√	
10	The training takes into consideration the content and objective of curriculum.			√	

SECTION:C

Items : The recruitment/deployment of primary school teachers		Strongly Disagree	Disagree	Agree	Strongly Agree
11	Qualification to teachers entrance exams is stated			√	
12	All teachers recruited and deployed assume duty and perform their function		√		
13	The ministry of basic education recruit and deploy teachers to the most needed areas		√		
14	Salaries are available at the start of work (after recruitment)		√		
15	Teachers are supervised in their various schools			√	

16	The recruitment decision stem from current staffing level and projections		✓		
17	Recruited/deployed teachers complete from a recognised teacher training school	✓			
18	Regional capital gather information on the number of teachers in the region	✓			
19	There is a choice to choose which Region to be recruited and deployed to		✓		
20	Government provide lodging for teachers	✓			

SECTION: D

Items : Assessment of Education Achievement		Strongl Disagree	Disagre e	Agree	Strongly Agree
21	Staff performance is often assessed		✓		
22	There is institutional supervision	✓			
23	Institutional productivity is measured	✓			
24	Pupils record of academic performance is available in school			✓	
25	Achievement data are posted publicly			✓	
26	Achievement data are tracked over time by an administrative authority	✓			
27	Systematic recording of student test results and graduation rates	✓			
28	Regular consultation aimed at school improvement with one or more experts	✓			
29	Pupils not attentive or skip classes	✓			
30	There is long or short term institutional evaluation	✓			

SECTION: F

Items : Education Management Information System (EMIS)		Strongly Disagree	Disagree	Agree	Strongly Agree
31	Your institution promote ICT infrastructure			✓	
32	There is availability of ICT equipment (computers)	✓			
33	Your institution have Social media platforms	✓			
34	Professional development materials are available for staff	✓			
35	Trained staff are present for ICT in the school			✓	
36	A computer network exist that is utilized for the EMIS	✓			
37	Continuous professional training for EMIS staff, is available	✓			
38	There is a policy that outline the need for a dedicated EMIS budget	✓			
39	Processes and procedures are in place to ensure that resources are used efficiently	✓			
40	The government promote the collection and utilization of data within and beyond the education system	✓			

SECTION: G

Items : accessibility to quality education		Strongly Disagree	Disagree	Agree	Strongly Agree
41	The number of pupils per teacher in a class is sufficient	✓			
42	Appropriate teaching and learning material are available to teachers.	✓		✓	
43	School is located near residentail area			✓	
44	All children seeking admission are admitted	✓			
45	Parents easily provide all materials need for child studies	✓			
46	All children have a desk to sit on and actively participate during lessons			✓	
47	School have access to infirmary and restaurant	✓			
48	Classrooms are well constructed respecting international and national norms	✓			
49	School have access to drinking water and latrines	✓			
50	There is a space for extracurriculla activitiese.g sports			✓	

Thanks for your assistance