THE UNIVERSITY OF YAOUNDE I
******
DOCTORAL RESEARCH AND TRAINING CENTRE (CRFD) IN SOCIAL AND EDUCATIONAL SCIENCES
******
DOCTORAL RESEARCH AND TRAINING SCHOOL IN EDUCATION AND EDUCATIONAL ENGINEERING
****
FACULTY OF EDUCATION
****
DEPARTMENT OF CURRICULUM AND EVALUATION

UNIVERSITÉ DE YAOUNDÉ I
******
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE (CRFD) EN SCIENCES HUMAINES, SOCIALES ET ÉDUCATIVES
******
UNITÉ DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'ÉDUCATION ET INGÉNIERIE ÉDUCATIVE
******
FACULTÉ DES SCIENCES DE L'ÉDUCATION
******
DÉPARTEMENT DE CURRICULA ET ÉVALUATION

THE EFFECTS OF SCHOOL FACILITIES ON INTERNAL EFFICIENCY OF PUBLIC PRIMARY SCHOOLS IN BELABO SUB DIVISION

A Dissertation Submitted and defended on the12th of July 2024 in partial Fulfilment of the Requirements for the Award of a Master of Education (MED) in Curriculum and Evaluation

Option: ***Educational Management***

Specialty: ***School Administration and Inspection***

by

Ethel AKUPAH

B.A. Psychology

2IV3140

jury

Rank	Names and grade	Universities
President	BANGA AMVENE Jean Désiré, MC	UYI
Supervisor	NDI Julius NSAMI, MC	UYI
Examiner	WIRNGO Ernestine TANI, CC	UYI

ATTENTION

DECLARATION

This is to declare that the present work titled "***The Effects of School Facilities on Internal Efficiency of Public Primary Schools in Belabo Sub-division*",** is my original piece of work which has never been submitted to any University or Higher Institution of training for an academic or professional award of any kind. Also, all the sources used in this work are duly acknowledged by the researcher in the list of references.

February, 2024

Signed…….

Ethel AKUPAH

CERTIFICATION

I hereby certify that the present piece of scientific work titled "***The Effects of School Facilities on Internal Efficiency of Public Primary Schools in Belabo Sub-division*****",** was carried out under my humble supervision and guidance by ETHEL AKUPAH.

February, 2024

Prof. NDI Julius NSAMI
Associate Professor
Faculty of Science
University of Yaounde I
Supervisor,

Date

Prof. MAINGARI Daouda

Head of Department

Date

DEDICATION

To my parents

Mr Akupah Christopher Atenekara

And

Mrs Angyiba Jennette

ACKNOWLEDGEMENTS

The present work wouldn`t have been possible without the implication of a good number of people towards who I owe sincere acknowledgements.

My heartfelt gratitude goes to my supervisor Pr. NDI Julius NSAMI for his academic guidance, companionship and mentorship. He painstakingly took time to constantly guide and review this piece of work despite his overloaded schedules. I will forever remain indebted to you, sir.

My extended gratitude also goes to the Dean of the Faculty of Education of the University of Yaounde I Pr Cyrille Bella Bienvenu and the Head of Department of Curriculum and Evaluation, Pr Maingari Daouda for their relentless contribution both administratively and academically during our days in the Faculty. I also extend my gratitude to the likes of Pr Ndjebakal Souck, Pr Chaffi, Dr Ndjonmbog, Dr Mbeh, Dr Shaïbu, Dr Biolo and to all the entire staff and lecturers of the faculty for their undeniable contribution.

My extended gratitude also goes to the various head teachers, teachers, staff and pupils of the selected primary schools in the Belabo Sub-division who willingly accepted to take part in this survey. The teachers showed proofs of professionalism as they were very awesome throughout. I am grateful to them.

My next dose of gratitude goes to all my family members, brothers and sisters, relatives for their financial, moral and material support and all those who directly or indirectly contributed to the realisation of this work. Find here the fruits of your labour.

I am also grateful to all my classmates, all the academic seniors who assisted us in the writing of this piece of work. Find here the fruits of your hard work.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS AND ACRONYMS

CCTV:	Closed circuit television camera
FPE:	Free Primary Education
GER:	National Gross Enrolment Rate
H.E:	His Excellency
Ha:	Alternative Hypothesis
Ho:	Null Hypothesis
IPAR:	Institute for Policy Analysis and Research
NGOs:	Non-Governmental Organisations
PPSs:	Public Primary Schools
SD:	Standard Deviation
SPSS:	Statistical Package for Solution Solving
STEM:	Science Technology Engineering and Mathematics
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
ZEP:	Priority Education Zone

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

School facilities have gradually become a common problem in public primary schools in Cameroon. This situation is very alarming to the point where internal school efficiency is at doubt. This study thus, addresses the problem of internal efficiency of schools caused by deteriorating state of school facilities in Belabo sub-division. This study was conducted to explore and subsequently describe the effects of school facilities on internal efficiency of public primary schools in Belabo sub division.

To this end, the researcher opted for a quantitative approach. Using the simple random sampling technique, a sample size of 80 participants was selected for the study from a total sample of 127 teachers. A questionnaire of close-ended questions was administered to the participants through the direct delivery method. In order to support the arguments derived from the data collected from the field, the researcher convoked theories such as the open system theory by Ludwig von Bertalanffy, the Abraham Maslow theory of human's needs. The data collected from the field was analysed through the statistical data analysis techniques using the SPSS. The findings revealed three principal results as follows; the findings revealed that school infrastructural facilities have a significant impact on internal efficiency of primary schools. Secondly, it was also revealed that school instructional facility is a predictor of internal efficiency of primary schools. It was lastly revealed that school security facility is also a predictor of internal efficiency of primary schools in the Belabo Sub-division. Basing on these findings, it was therefore suggested that school head teachers, government and local community leaders should work hand in hand toward ensuring a peaceful and save school environment by ameliorating the nature and quality of school infrastructures in Belabo. By doing this, school heads, community actors, local leaders and government will help to improve the internal efficiency of public primary schools in the Belabo sub-division which have for a number of years been a challenging issue in this locality.

Key words: ***School Facilities, Internal Efficiency, Infrastructural Facilities, Primary Schools, Instructional Facilities, Security Facilities.***

RÉSUMÉ

Les installations scolaires sont progressivement devenues un problème courant dans les écoles primaires publiques au Cameroun en général et dans l`arrondissement Belabo. Cette situation est très alarmante au point de mettre en doute l`efficacité interne des écoles. Cette étude aborde ainsi le problème de l`efficacité interne des écoles causé par la détérioration de l`état des installations scolaires dans les écoles primaires publiques de l`arrondissement de Belabo. La présente étude a été menée pour explorer puis décrire les effets des installations scolaires sur l`efficacité interne des écoles primaires publiques de l`arrondissement de Belabo. Pour cela, le chercheur a opté pour une approche quantitative. En utilisant la technique d`échantillonnage aléatoire simple, un échantillon de 80 participants a été sélectionné sur un échantillon total de 127 enseignants pour cette étude. Un questionnaire composé de questions fermées a été administré aux participants de cette étude. Afin d`étayer les arguments issus des données collectées sur le terrain, le chercheur a convoqué des théories telles que la théorie du système ouvert de Ludwig von Bertalanffy et la théorie d`Abraham Maslow sur les besoins humains. Les données collectées sur le terrain ont été analysées grâce aux techniques d`analyse de données statistiques à l`aide de SPSS. Les données ont révélé trois principaux résultats comme suit : Les résultats ont révélé que les infrastructures scolaires ont un impact significatif sur l`efficacité interne des écoles primaires. Deuxièmement, il a également été révélé que les capacités d`enseignement scolaire sont un indicateur de l`efficacité interne des écoles primaires. Il a enfin été prouvé que les installations de sécurité des écoles sont aussi des indicateurs de l`efficacité interne des écoles primaires dans l`arrondissement de Belabo. Sur la base de ces résultats, il a donc été suggère que les directeurs d`école, le gouvernement, et les dirigeants des communautés locales travaillent main dans la main pour garantir un environnement scolaire paisible et sain en améliorant la nature et la qualité des installations scolaires à Belabo. Ce faisant, les chefs d`établissement, les acteurs communautaires, les dirigeants locaux et le gouvernement contribueront à améliorer l`efficacité interne des écoles publiques primaires de l`arrondissement de Belabo, qui constituent depuis plusieurs années un défi dans cette localité.

Mots clés : ***Installations Scolaires, Efficacité Interne, Infrastructures Scolaires, Ecoles Primaires, Installations Pédagogiques, Securite Scolaires.***

CHAPTER 1
INTRODUCTION

Education is considered paramount in the development of every country. According to Johnstone (2007), education is keyed to any country's development and it is further considered as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality, equal wealth distribution and the spearhead of political socialization and cultural diversity. Earthman and Lemasters (2006), state that education remains the main catalyst for development in any society whether in the developed or developing world. The future development of the world and of individual nations hinges more than ever on the capacity of individuals and countries to acquire, adopt and advance knowledge (Foster, 2009). This process of developing a nation through education requires a place as a place to learn. Years past now, the enrollment of pupils into public primary schools has increased based on the presidential decree made by the president of Cameroon H.E president Paul Biya, on the 10th of February, 2000 that declared compulsory and free basic education in public primary schools in Cameroon.

This gave a rise need for the provision of school facilities in schools. Schools facilities are inseparable parts of education as shown by the learning process that occur both inside and outside the classroom which requires facilities. Historically, schools have needed school facilities to support the success of education, meaning that schools must be provided with sufficient facilities so that learners who are in them feel comfortable when studying and increase the ability they already have. Considering the availability of these school facilities, importance should be placed on their quality, management and maintenance because poor quality school facilities do not sustain their usability for long as once they get bad, some might be beyond repair which turns to affect the internal efficiency of the school. This goes the same with dilapidated facilities that stand a chance of risk in the lives of the users. The quality of education that learners receive depends on the availability of the overall school facilities in which teaching and learning takes place (Ogunsaju, 1980). Quality, relevance and access to education can be attained if and only if educational materials are available and utilized in an educational institution. In the school settings, all types of buildings (academic and non-academic), equipment's, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, computer and music rooms with its equipment, library and laboratory materials make up important school facilities that are required for effective learning.

Buckley et al., (2004) states that school facilities enable the teacher to accomplish his/her task as well help the learners to learn and achieve effectively which impact the school internal efficiency positively. Lawrence (2003) emphasized that the unavailability of school facilities negatively affects staff and student's motivation. The adequacy and quality of school facilities are basic ingredients for quality education and to achieve intended goal of the school program (Khan and Iqbal, 2012). A good school environment and adequate school facilities have a significant positive effect on teacher's motivation and learner's achievement in attaining the institution internal efficiency. O'Neil (2000) opined that school facilities impact learner's performance, attendance and even retention of both teachers and learners.

Backgrounds of the study

The background of the study comprises of the historical, contextual, conceptual and theoretical background.

Historical background

Being aware of the fact that historical background of a study is that part of the research study that establishes the context underlying the research as it contains the rationale, the key problem statement, and a brief overview of research questions that addresses the study. As regarding our study, school facilities are important imports in education as a whole most especially in formal education which are fundamental components necessary to boost the learning condition although depending on their availability and quality. The layout and design of school facilities contributes to the learning experience of students and encourages educational administrators and learning community members to support educational objectives and goals. Depending on the availability of these school facilities, its quality and management can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality. Pondering on the necessity of school facilities permit us to ask the question; are school facilities really necessary? The essence of education is learning. Teachers, textbooks, educational technology, which are some of the components of school instructional facilities, are all means to expand and accelerate learning. Some authors argue that, well-equipped buildings send a message of political support for education. (Bush,2006). Others express anxiety over the high cost of the school facilities components which drain resources away from teacher salaries and learning materials. Often they try to diminish the importance of the physical environment by citing the Ghandhi position that says

learning can take place under the trees. Just as we need shelter to protect domestic activities from the elements and to provide security, so must we provide shelter to education. However, while outdoor learning may have been a viable emergency expedient, recent research in Cameroon and elsewhere indicates that the 'no building' situation is unsatisfactory for an emerging industrial and political power, particularly where more and more schools are located in noisy urban neighborhoods. It is now known that many schools without their own buildings or those which hold classes under the trees or plank buildings with dusty floors tend to trap some common diseases like cough, catarrh, mumps, cholera etc. that cause the learners fall sick and become too irregular in school thus, poor school attendance inclined to poor academic performances that affects the school internal efficiency.

Contextual background

School facility has always been a subject of debate for it relative contribution to the internal efficiency of both public and private primary schools in Cameroon. The performance of primary school pupils is assumed to be highly dependent on the school infrastructure, instructional and security facilities. An effective school facility is responsive to the changing programs of educational delivery and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing (lackney, 2023).The school facility consists of not only the physical structure and the variety of building systems, such as good water source, electrical power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the playing grounds such as athletic field, areas for outdoor learning, and vehicular access and parking. Generally, facilities such as libraries, shuttle buses, cafeterias, sports and cultural facilities, prayer room, security guards, computer labs, language labs and counseling centers can be found in each primary school. However, several types of facilities provided to pupils at the metropolitan primary schools are different from those at the main primary schools in the suburb with the absence of facilities such as shop lots building. Ibrahim, N. M., & al., (2016), believed that the conditions of the school facilities are very crucial, and it gives impact on the internal efficiency of the school. Therefore, it is essential to measure the extent of the effects of facilities on their performance. Facilities play an essential role in providing conducive and comfortable environment or other services to the pupils. Schneider,(2002).supported that, school facilities are resources for teachers and pupils to improve

their teaching and learning process to achieve a productive learning environment. For head teachers to support reform that will boost student performance, they will need to understand the existing relationship between school facilities and internal efficiency of the school. As noted by Owoeye, and OlatundeYara, (2011) greater performance or achievement of the pupils is as a result of effective utilization of school facilities which has a greater effect on the internal efficiency of the school.

However, internal efficiency of educational system brings out the relationship between its outputs (graduates) to its inputs (resources). Longe and Durosaro (1988) referred to internal efficiency as the extent of the educational system's ability to minimize cost and reduce wastage resulting from repetitions, dropouts and failures. As stated by the World Bank (2002), the notion of efficiency cannot be overlooked in education. It is an idea that presupposes a transformation. Before elements are commonly referred to as ingredients, inputs, or resources while the after elements are called results, outputs, or outcomes (Levin, 2001). A study by the Institute for Policy Analysis and Research IPAR (2003) found out that one of the factors that affect internal efficiency in a school is determine by student's flow. This refers to the pupils entering the school system are able to graduate within a stipulated period. When the rate of progression from the entry point to the point of departure is low the system is said to be internally inefficient since the affected learners are disproportionately using the resources allocated to the sector (IPAR, 2003).

Conceptual Background

The present section focuses on the conceptual background of the study. This involves conceptualizing the various key concepts of the study such as school facilities, infrastructural facilities, instructional facilities, school security facilities and internal efficiency.

School Facilities mean any permanent building or portable building or structure or commercial space owned, rented, operated, or leased by boards of education and charters, including donated space used as a classroom or daycare or any other space for education services included but not limited to classrooms, canteen, staff lounges, staff offices, auditoriums, gymnasiums, or libraries'(Lawinsider, 2023). Primary school facilities can be classified into two types, long-lasting and temporal structures; for examples, laboratory equipment, teachers" tools, machinery, and teaching aid (Schneider, 2002). As noted school facilities systems range from the blocks of classrooms, libraries, workshops, laboratories, equipment, electricity, water, desks, chairs, audio-

visual and visual aids, toilets and storage space that would likely motivate pupils towards learning. Meanwhile, had classified school facilities into two types namely; facilities for academic and non-academic. Some examples of non-academic are games and sports facilities, farms and gardens. Other non-academic facilities include information and communication technologies (ICT), toilets, transportation and securities.

Furthermore, Ibrahim, & al., (2016) stated that the purpose of providing a decent facility at school is to enhance the learning activity, and it is a booster to increase internal efficiency of the school. Conditions of the school facilities are very crucial because it gives impact towards internal efficiency of the school. Similarly, Leung, & Fung, (2005) stated that facilities promote effective learning and teaching at schools.

On the contrary, experience shows that insufficient infrastructural School Facilities can also be define as having the following properties; school classrooms, school gymnasium, school changing areas/locker rooms, school weight room, school specialty rooms (included but not limited to audiovisual, family studies lab, library, auxiliary and multi - purpose rooms, drama room, art room), school canteen (excluding food preparation area).

Furthermore, Leung, and Fung, (2005), are in the view that student accomplishment can be improved by enhancing several things such as the quality of teachers, size of the schools and programs held by schools. In short, the improvement of facilities is crucial to facilitate pupils' achievement and develop the competitive environment among them. Leung showed that, besides that, pupils from newer and adequate school facilities perform better compared with those in the older and inadequate facilities who are worse in their studies performance. According to the author previous studies indicate that there are significant relationships between school environment and pupil's attitudes to schooling. Also, report has shown that there is a better record of pupils' performance if the schools are well coordinated and maintained. Conducive environment at schools also encourages the pupils' involvement in academic activities.

At the same time, Ibrahim, Osman, Bachok, and Mohamed, (2016) found that poor maintenance and inefficient management of the school facilities affect learning. This shows that the facility management such as managing building and technical system is vital to ensure the operation and the management of facilities to run smoothly and effectively stating that the budget and

maintenance cost must be allocated appropriately to ensure smooth running and to have an effective management on the maintenance of the facilities. In sum, a proper attention towards system management on school facilities is very important to help the organization to accomplish the educational goals and objectives (Lawanson, &Gede, 2011).

According to Buhr (2003), "infra" stems from the Latin Language, meaning below, thus, "infrastructure" can be taken to express foundation. Timbergen (1962), distinguishes between infrastructure (for example, roads and education) and superstructure (manufacturing, agricultural and mining activities). However, Nijkamp (2000) regarded infrastructure as material public capital (roads, railways, airports, pipelines, etc.) and superstructure as immaterial public capital (knowledge networks, communication, education, culture etc.). Neither of these definitions provide sufficient details or precise definitions of these terms. Torrisi (2009), in his work stated that the reason for this unsatisfactory definitions could be as a result of the need for simultaneous realization of the three analytical objectives to; the formulation of the concept of the term "infrastructure", the incorporation of theoretic approaches (for example the theory of public goods) and the description of the reality of infrastructure provision.

Jochimsen (1966) went further to define infrastructure as "the sum of material, institutional and personal facilities and data which are available to the economic agent and which contribute to realizing the equalization of the remuneration of corporate inputs in the case of suitable allocation of resources, that is complete integration and maximum level of economic activities." This definition has the disadvantage of not making factor price equalization concrete and that Jochimsen understands material infrastructure to be an enumeration of essentially public facilities characterized by specific attributes. Buhr (2003). However, a dictionary defines infrastructure as basic physical and organizational structures and facilities such as buildings, roads, electricity, needed for the operation of something (Oxford English Dictionary 2002). Anthropologists view the term infrastructure to be a sought of social norms that are fixed in material form. These are two contrasting definitions because there failed to identify those elements that are physical as well as the social aspects that needed to be put in place to make what is known as infrastructure.

It is the set of things like school buildings, classrooms, lightening system, benches, play grounds, public amenities, libraries and other facilities that contribute to a positive learning environment. Having good infrastructural facilities help the school management to have more students admitted

in the establishment and also ensure learners focus more on their studies. Teachers also feel good when they work in a safe, clean, healthy and positive school environment. It is important to note that the availability of good and quality infrastructural facilities like play grounds help the learners in refreshing themselves as others to get their importance in the teaching and learning process.

Kamwitha, (2022) highlights the importance of the sports infrastructures including sports facilities and sports programs in the metropolitan primary schools where it is unlikely to change individual factors such as gender and age distribution of the population. The reason why people cannot engage in sports activities is due to lack of facilities, high cost, mobility issue and lack of gears, while primary school pupils can freely engage in sports because they have a lot of time. Meanwhile, Muthanje, (2022) examined the construction and design trends of recreational sports facilities in the Kenya schools. He observed that many important primary schools function such as academic, sports, health and wellness have been integrated into many new and renovated facilities. Unique features such as rooftop playing fields, climbing walls, food service, counseling centers, primary schools police stations and convenience stores have been incorporated into these recreational sports facilities. Although the studies and education of the pupils are the main focus of any educational institutions, there is also a need to provide the pupils with extracurricular activities which inculcate and polish the pupils ‟ extra skills and knowledge as well as their talents”. These activities require that primary schools provide the required good facilities to them. The author further recommends that college management should establish sufficient funds whether in the form of grants or other alternative ways to build good indoor and outdoor facilities.

As noted by Hasbullah, & al. (2011) the main aim of a primary school library is to provide support services for the primary school in areas of learning, teaching and research. It plays a vital role in assisting the primary school to fulfill its basic functions such as performing the collection of books or articles, and collecting modern information like e-books, e-journals and e-thesis. Libraries also are able to provide the best service to pupils if the academic libraries and teachers collaborate with each other. Therefore, libraries are regarded as the hubs of any academic institutions. Basically, such information or sources must be easily accessed and retrieved by users. Hasbullah, & al. (2011) found that pupils who gain better academic success used libraries in some ways compared with pupils who did not use the library and achieve less.

These are set of instructional items such as supportive teaching materials, blackboard, writing materials, audio-visual aids like projectors, games etc. used principally for the purpose of delivering formal instructions to the learners at different levels which are imperative in the teaching and learning process for the attainment of educational objectives and goals. Insufficient instructional facilities in a school will hinder the appropriation of scheduling and managing the teaching and learning activities which will affect the internal efficiency of the school thus, poor achievement of the educational goals and objectives.

The teaching aids are common things which teachers use to make their classroom become more exciting as it is necessary for the teaching-learning process. They create diverse exercises for the learners during the teaching and learning process which is very imperative in achieving internal efficiency (Jean, 2021). The use of technology is more productive and relevant when teachers utilize it for delivering lessons in classrooms. Technology also creates a more collaborative learning environment although not all teachers use technology in their classrooms because they do not have some technical know-how and not expert in using the technology. Also, teachers who are not well-versed in using technology will experience difficulty using it and they also do not have sufficient time to gather all the information about their lessons that will be presented. In Saudi Arabia, technological developments have given a big impact on language learning environment and also improve their language skill (Muthanje, 2022). In addition, some teachers also believe that applying technology for language teaching will influence the decision of other teachers in using the technology.

In as much as schools are thriving to meet educational needs of the pupils and community as a whole, they are open to every kind of security threads coming from both inside and outside of the school environment. A safe and healthy school environment is seen critical to the school internal efficiency and education. Recent observations and occurrence in schools have shown that schools are not so safe for the learners and personnel any more due to some problems threatening school security. CCTV is a smarter technology that has come to help ensure security when installed just like any other security facilities. Following the fact that schools had witnessed various attacks in many countries and attacks toward students, teachers, and managers in recent years, some of these attacks were resulted with severe wounds and even death (Hasbullah, & al., 2011).

The use of CCTV camera helps to minimize the risk of unwanted intruder, theft, robbery, bullying and even destruction of the school goods and so facilitate the tracing of a criminal act that might have occurred in the institution so as to help set things in place and maintain safety; Ozer,2006. This goes a long way in protecting the site externally and internally. Following the use of CCTV cameras in public primary schools, vital evidence to support investigations on cases like internal theft, recalcitrant pupils, act of vandalism, emergency or accident at work can easily be carried out. Fire extinguisher also is another source for safety which is very vital and many of us already have some understanding of the fundamental systems like fire detection and alarms, and the various suppression systems such as sprinklers etc.(Muthanje, 2022).

Montee(2008), receiving attention to the responsibility of schools for providing a safe environment so that learners and teachers maximize the education experience, states that schools are faced with numerous issues involving school safety as school violence has become so alarming in our context. As such, security facilities like fence round the school compound, security guard, CCTV camera, fire extinguisher and even an on-campus clinic are necessary things to be made available in all schools to help combat security crisis.

Internal efficiency of educational system is the relationship of its outputs (graduates) to its inputs (resources). Longe and Durosaro (1988) referred to internal efficiency as the extent of the educational system's ability to minimize cost and reduce wastage resulting from repetitions, dropouts and failures. Wastage in education is used to describe those who are un certificated school leavers who left the system before the completion of the course. Wastage may occur between grades, that is, those who repeat the grade and those who dropped out of the system between the grades. As stated by the World Bank (2002), the notion of efficiency cannot be overlooked in education. It is an idea that presupposes a transformation. The before elements are commonly referred to as ingredients, inputs, or resources while the after elements are called results, outputs, or outcomes (Levin, 2001).

A study by the Institute for policy Analysis and research IPAR (2003) found out that one of the factors that affect internal efficiency in a school is student flow which determines whether pupils entering the school system are able to graduate within a stipulated period. When the rate of progression from the entry point to the point of departure is low the system is said to be internally

inefficient since the affected students are disproportionately using the resources allocated to the sector (IPAR, 2003).

Likewise, Glewwe (2005) found that poor performance in national examinations is an indicator of internal inefficiency. Egen and Kauchack (2008) found that wastage is the worst form of inefficiency because when learners dropout of an educational system, resources already invested in them go into waste. Okwach and Odipo (2007) state that participation of children in child labor forces children out of school. Another is lack of teaching and learning materials in the schools. These children are not able to complete the school cycle and hence affecting school's internal efficiency. The socio-economic background of the pupils according to Okwach and Ondipo (2007) forced children into child labor.

This implies that the socio-economic activities of parents determine whether children participate in school or not. Internal efficiency is observed in the way children participate in primary education. School participation in Tigania East tends to favor boys than girls (Paul & Yusuf, 2007). In Mali, the male gross intake rate is 102 while in BurkinaFaso, more than 70% of pupils entering primary school survive until the last grade, and in Ethiopia girls are more likely to reach the last grade. It is the effective or adequate use or extent to which available resources provided for the educational system (inputs) are being used to achieved the educational objectives within a time frame. These objectives are prior to academic performance of the learners. Internal efficiency is different from external efficiency in that external efficiency dwells on the benefits derived from the investment of educational resources in education which are both private and social benefits. Private benefits by the investors; state, organizations, stakeholders whereas social benefits are by the society. But internal efficiency is a non-monetary outcome of education that optimizes resources in producing its output. Internal efficiency in education is being measured base on the repetition rate, dropout rate, examination pass rate, pupil-teacher ratio, attendance rate, completion rate etc. Internal efficiency is viewed as the capacity of the educational system to turn out graduates at any level in the most efficient or best way, which is without wastage, stagnation and repetition.

Egen and Kauchack (2008) found out that an educational system may fail to achieve its goals. They further concluded that when a school is not able to achieve its goals, the school has not achieved its internal efficiency. Internal and external efficiency of educational institutions are

closely linked because the skills and attitudes developed must be of value to the society as a whole for the education system to be efficient (Todaro, 2009)

Theoretical background

This study is harbored on two separate theories which are the open system theory by Ludwig von Bertalanffy 1956 and the theory of hierarchical needs by Abraham Maslow in 1943.

The Open System Theory

It is a way of thinking about dynamic systems, or systems that interact with their environments. Developed by Ludwig von Bertalanffy in the 1950s (1956), has since been applied to a wide range of fields including management, economics, biology and sociology. The key premise of the open system theory is that all systems are interconnected and that they exchange energy, information, and materials with their environments. This exchange is essential for the system to survive and thrive. The open system applies to several areas like a business, an organization or a school. In our study, the focus will be on the school which exchanges inputs such as students, teachers, and resources with its environment, and produces outputs such as educated students. The four main principles of the open system theory include:

Inputs: The resources that the system takes in from its environment, such as raw material and information. In a school, the resources put in are the human, physical and financial resources.

Throughput or transformation process: The process by which the system transforms input into outputs, which can mean the internal operation in a school or the interaction between students and teachers.

Outputs: The products or services that the system produces and sends out into its environment.

Process: Representation of the operations that occur to transform the inputs to the desired outputs.

Feedback: The process by which the system receives information about its performance from its environment and uses that information to adjust its behavior which can be positive or negative. This shows the operations that occur to transform the inputs to the desired outputs.

The open system theory is a powerful tool for understanding and managing complex systems like a school and it is related to the variables of infrastructural and instructional facilities. It is also

linked to the dependent variable “internal efficiency” because the principle of feedback is primarily used to improve efficiency.

Some limitations of the open system theory include:

- Open systems can be very complex, and it can be difficult to identify all of the relevant inputs, outputs, and feedback loops. This can make it difficult to apply the theory to real-world problems.
- Also, the theory is often presented as a linear model, which is difficult because most real world systems are non-linear. This means that it can be difficult to predict the behavior of a system based on its inputs and outputs.
- Thirdly, the open system theory does not take into account the human element. Humans are complex and unpredictable creatures, and their behavior can have a significant impact on the performance of any system. This disregard for the human factors that are essential to successful management can also lead to overemphasis on efficiency.

Despite its limitations, it's a great theory that can improve the efficiency of a school vis-a-vis its’ different facilities.

The Theory of Hierarchical Needs

It was written in 1943 by Abraham Maslow is a theory based on human motivation which states that people are motivated to satisfy their needs in a hierarchical order. This means that lower-level needs must be met before higher-level needs can become a priority. For example, an individual who is starving is not going to be motivated to seek out love and belonging. Once the basic physiological needs are met, the individual can then focus on other higher needs like self-esteem and self-actualization. The theory is based on 5 principles which are the 5 levels propounded by Maslow. They include:

- **Physiological needs** which are the most basic needs and include the need for food, water, shelter, clothing, and sleep.
- **Safety needs** which include the need for security, protection from harm and order.

- **Love and belonging needs** made up of the need for affection, intimacy, and acceptance from others. These needs are important for feeling connected to others and having a sense of belonging.
- **Esteem needs** which include the need for self-respect, confidence, and the respect of others. Self-actualization needs are the highest level of needs, and include the need to achieve one's full potential. These needs are important for feeling fulfilled and satisfied with life.

This theory is related to both the dependent and independent variables of this study. For the dependent variable, motivation has a direct effect on efficiency because someone who hasn't fulfilled his basic needs in life will find it very difficult to be productive in several aspects. Hence, fulfilling the needs on Maslow's pyramid in the right order is a catalyst for enhancing and improving efficiency. For the independent variables such as school infrastructural facilities, instructional and security facilities, the theory applies to them because facilities like canteens and toilets have to be prioritized in a school over those like playgrounds because children need to fulfill their basic needs of hunger and thirst before satisfying higher needs like belonging and self-esteem.

Some limitations of Maslow's theory include:

- The hierarchy of needs is not always a linear progression. Sometimes, people may focus on higher-level needs even if their lower- level needs are not fully met. The theory is based on a Western perspective, and may not be applicable to all cultures. Also the theory is not supported by empirical evidence.

Despite these criticisms, Maslow's theory of hierarchical needs remains a popular and influential model of human motivation and is a useful framework for understanding the effects of school facilities on internal efficiency of public primary schools.

Statement of the research problem

School infrastructures as well as the facilities within, are specially designed such that their specific functions could provide security and instructional space. That is, it facilitates lectures, discussions, discovery and individual learning. The challenge here is to create infrastructural and security facilities that respond to a variety of criteria; they need to be functional, structurally sound and attractive to pupils and teachers. The amount of school facilities needed this twenty first century

is growing due to many factors which ranges but not limited to; free education and the number of pupils demanding primary education in the country. It is increasingly accepted that primary education must be provided to every child who seek it.

More so, as the quality and standard of education rises, there is a tendency to increase the instructional facility so as to increase pupils' performance in a school. There are two factors which tend to reduce the overall demand for school facilities. Those countries which have succeeded in providing space for all pupils but have shrinking birth rates will find that the decline in the school-age population leaves them with empty learning spaces, particularly in rural areas. In addition, those countries which are able to launch large-scale program for learning at home (be it through distance education or home schooling) are able to reduce substantially the space needed for schools with full-time attendance. In Cameroon this is viewed differently. In 2004, government study found out that, there is a large gap between the capacity of the schools and the number of potential pupils. A study in 2010 shows that, elementary schools only had enough seats for 1.8 million pupils, although 2.9 million attended school. Kamga, (2011). After these findings, Cameroon government launched a three-year program to construct and renovate schools and provide instructional materials. Only 19% of schools have good toilets system, 30% have access to good water supply and barely 30% have enough tables and benches for pupils. Research shows that, most schools lack 21st century facilities in the form of infrastructural, instructional and security facilities.

Three quarter of public primary schools in Cameroon and most especially in the Belabo sub-division do not have sufficient infrastructures as well as instructional and security facilities for effective teaching and learning to take place. Thus, school facility availability and quality is an important predictor of internal efficiency. The school safety of both pupils and teachers depends on the quality of the infrastructure, as well as the provision of security services which makes the establishment safe. Primary schooling has been free since 2000, they are overcrowded and parents must pay for all assortments. Provision is still a problem and facilities remain basic. Most schools do not have good toilets and water supply system, or enough tables and benches for pupils. As a result of this, pupils contract illness from lack of proper hygiene and sanitation which has had a negative impact on their school attendance or regularity in school as such are leading to low

examination pass rate, high repetition rate and increased school dropout thus affecting the school internal efficiency.

Research objectives of the study

The research objective of the study is divided into two; that is; the general research objective and the specific research objective of the study.

The general research objective

- This study seeks to examine the effects of school facilities on internal efficiency of public primary schools in Belabo Sub-division.

Specific research objectives

This states the smaller actionable goals that lead to fulfilling the general objectives which are always more focused with each new specific objective building from the last to create a clear plan of action. The specific objectives of our study are:

- To examine the effect of school infrastructural facilities on internal efficiency of public primary schools in Belabo subdivision.
- To assess the effect of school instructional facilities on internal efficiency of public primary schools in Belabo subdivision.
- To analyze the effect of school security facilities on internal efficiency of public primary schools in Belabo subdivision.

Research questions of the study

A research question is a question that a study or research project aims to answer as it often addresses an issue or a problem, which through analysis and interpretation of data, is answered in the study's conclusion.

General research question

Is there a significant relationship between school facilities and the internal efficiency of public primary schools in the Belabo Sub-division?

Specific research questions

- Is there a significant relationship between school infrastructural facilities and the internal efficiency of public primary schools in Belabo Sub-division?
- To what extent do school instructional facilities affect the internal efficiency of public primary schools in Belabo Sub-division?
- To what extent do the school security facilities affect the internal efficiency of public primary schools in Belabo Sub-division?

Research hypotheses of the study

A research hypothesis is an anticipated answer which the researcher provides to the research question. It is a tentative statement which needs to be accepted or rejected after verification. In the present study, the research hypotheses are divided into two. That is; the general and the specific research hypotheses of the study.

General research hypothesis

Ha: There is a significant relationship between school facilities and the internal efficiency of public primary schools in the Belabo sub-division.

Ho: There is no significant relationship between school facilities and the internal efficiency of public primary schools in the Belabo Sub-division.

Specific research hypotheses

Ha1: School infrastructural facilities have a statistically significant effect on the internal efficiency of public primary schools in the Belabo Sub-division.

Ha2: School instructional facilities have a statistically significant effect on the internal efficiency of public primary schools in the Belabo Sub-division.

Ha3: School security facilities have a statistically significant effect on the internal efficiency of public primary schools in the Belabo Sub-division.

Significance of the study

The present study has both the practical and the scientific implications. These implications are discussed below.

Practical significance of the study

This study is significant to many as it gives clear picture of which facilities to be provided and improved so to facilitate a better learning environment in the primary school and for the betterment of the pupil's achievement. This research also benefits other researchers in their research especially with regards to pupils' achievement. Researchers can use this study as a reference and information resource in determining the impact of facilities on pupils' performance.

To the stakeholders in education such as the educational administrators and educational policy makers, the findings and recommendations of this study may be of immense help in establishing how internal efficiency can be improved in schools. The findings would also be of importance to the head teachers, teachers, parents and general public in establishing the factors that influence internal efficiency in public primary schools. The findings of the study would also add knowledge to the area of school facilities by its contribution of literature on the specific factors of internal efficiency in primary schools.

Also, another implication of the present study to the local community of the Belabo in particular and Cameroon in general lies in the fact that the study tends to create awareness on the construction, equipment, and maintenance of school facilities at all the levels of education. In this light, the community, the community leaders, local authorities, the elite, class and the school heads through the results of this study will develop a habit of taking into consideration the infrastructural, the instructional and the security facilities in all the primary schools since it is a key determinant of internal efficiency of public primary schools.

Scientific significance of the study

On a scientific note, the present study is not the first or the last which will talk of school facilities. As such, the present study from a scientific perspective will help to enrich the already existing literature in relationship to school facilities and internal efficiency of public primary schools. This study will serve as literature and existing evidence to younger generations and researchers who will want to explore the domain of school facilities in relation to internal efficiency.

Limitations of the study

One of the limitations of this study is that it is not possible to adequately measure the determinants of internal efficiency in primary schools. The researcher relied on data collected which may not

reveal all the determinants of internal efficiency in public primary schools. The researcher would not be able to control the respondents' attitudes which may affect the findings. Also, due to the climatic season we are experiencing now with heavy rainfall, the researcher could not be able to cross the Lom –Panga River so to cover the public primary schools found across the river.

Delimitation of the study

The study was delimited geographically to Belabo sub- division. School facilities are imperative tool in the teaching and learning process to ensure the achievement of internal efficiency. The use of facilities in the study that is infrastructural, instructional and security facilities were because they play a major role in the teaching and learning process in achievement of the school internal efficiency. The study was delimited on public primary schools in that, the government feels no competition with the private sector in the provision of education to its citizens as it main objective for the provision of education is not monetary in terms of gain and profit as such may turn to neglect the provision of adequate school facilities so to enhance the teaching and learning process.

Definition of key terms of the study

Here, this section focuses on the definition of the key concepts and terms of the study. This consists of defining the terms according to one or two authors before adopting a final definition which will be used throughout the study.

School facilities

School Facilities mean any permanent building or portable building or structure or commercial space owned, rented, operated, or leased by boards of education and charters, including donated space used as a classroom or daycare or any other space for education services included but not limited to classrooms, canteen, staff lounges, staff offices, auditoriums, gymnasiums, or libraries'(Lawinsider, 2023).School facilities can also be define as having the following properties; school classrooms, school gymnasium, school changing areas/locker rooms, school weight room, school specialty rooms (included but not limited to audiovisual, family studies lab, library, auxiliary and multi - purpose rooms, drama room, art room), school canteen (excluding food preparation area).

Internal efficiency

Egen and Kauchack (2008) defined efficiency as the effective or adequate use or extent to which available resources provided for the educational system (inputs) are being used to achieved the educational objectives within a time frame. These objectives are prior to academic performance of the learners. Internal efficiency is different from external efficiency in that external efficiency dwells on the benefits derived from the investment of educational resources in education which are both private and social benefits. Private benefits by the investors; state, organizations, stakeholders whereas social benefits are by the society. But internal efficiency is a non-monetary outcome of education that optimizes resources in producing its output. Internal efficiency in education is being measured base on the repetition rate, dropout rate, examination pass rate, pupil-teacher ratio, attendance rate, completion rate etc. Internal efficiency is viewed as the capacity of the educational system to turn out graduates at any level in the most efficient or best way, which is without wastage, stagnation and repetition. Egen and Kauchack (2008) found out that an educational system may fail to achieve its goals.

Infrastructural school facilities

It is the set of things like school buildings, classrooms, lightening system, benches, play grounds, public amenities, libraries and other facilities that contribute to a positive learning environment. Having good infrastructural facilities help the school management to have more students admitted in the establishment and also ensure learners focus more on their studies. Teachers also feel good when they work in a safe, clean, healthy and positive school environment.

School security facilities

In as much as schools are thriving to meet educational needs of the pupils and community as a whole, they are open to every kind of security threads coming from both inside and outside of the school environment. A safe and healthy school environment is seen critical to the school internal efficiency and education. Recent observations and occurrence in schools have shown that schools are not so safe for the learners and personnel any more due to some problems threatening school security. Montee, (2008), receives attention to the responsibility of schools for providing a safe environment so that learners and teachers maximize the education experience, states that schools are faced with numerous issues involving school safety as school violence has become so alarming in our context.

Instructional school facilities

These are set of instructional items such as supportive teaching materials, blackboard, writing materials, audio-visual aids like projectors, games etc used principally for the purpose of delivering formal instructions to the learners at different levels which are imperative in the teaching and learning process for the attainment of educational objectives and goals. Insufficient instructional facilities in a school will hinder the appropriation of scheduling and managing the teaching and learning activities which will affect the internal efficiency of the school thus, poor achievement of the educational goals and objectives.

A School

A school is defined as a place where teaching and learning takes place. It is an environment or a milieu whereby children goes every morning to learning new things and acquire experiences which will make them more active and fully integrated citizens in the future. A school is also a place whereby children from different ethnic groups, backgrounds, religion, race, color, and gender comes together and interact among themselves. It is a place of socialization by excellence.

Students

Students constitute the main population of the school. In primary schools we basically talk of pupils. They are teenagers who go to school to acquire knowledge, skills and competencies so as to become active, patriotic and committed citizens in the nearest future.

CHAPTER 2

LITERATURE RIVIEW OF THE STUDY

This section presents the literature review by laying emphasis on school facilities and internal efficiency of public primary schools. It begins by showing the gap that exists as regard to school facilities in terms of school infrastructural facilities, school instructional facilities and school security facilities on internal efficiency. This section also presents the conceptual, theoretical and empirical framework for the study.

Conceptual review of the literature

This section focuses on the review of works of other authors on the various concepts of the study.

Concept of School Facilities

Primary school facilities can be classified into two types, long-lasting and temporal structures; for examples, laboratory equipment, teachers‟ tools, machinery, and teaching aid (Schneider, 2002). As noted, school facilities systems range from the blocks of classrooms, libraries, workshops, laboratories, equipment, electricity, water, desks, chairs, audio-visual and visual aids, toilets and storage space that would likely motivate pupils towards learning. Meanwhile, had classified school

facilities into two types namely; facilities for academic and non-academic. Some examples of non-academic are games and sports facilities, farms and gardens. Other non-academic facilities include information and communication technologies (ICT), toilets, transportation and securities. Furthermore, Ibrahim, & al., (2016) stated that the purpose of providing a decent facility at school is to enhance the learning activity, and it is a booster to increase internal efficiency of the school. Conditions of the school facilities are very crucial because it gives impact towards internal efficiency of the school. Similarly, Leung& Fung (2005) stated that facilities promote effective learning and teaching at schools.

On the contrary, experience shows that insufficient infrastructural facilities lead to some negative effect on pupils' interest to learn. Hence, their academic performance is adversely affected. It is observed that pupils have low performance when they are not having access to standard facilities such as library equipment and inadequate seats in the classrooms. Therefore, all of these infrastructural facilities will have an impact on the effectiveness of teaching and learning process.

Meanwhile, it has been found that achievements of pupils can be measured and defined in several ways and it has to be according to their age and grades. The previous study proved that by having inadequate facilities, it will lead to worse or poorer score test in schools. Poor lighting in the classroom, noise, low air quality and building conditions are some of the factors for poor performance Owoeye, &OlatundeYara, (2011). That building conditions can influence internal efficiency of the school because it was discovered that pupils score better when they learn in well-built buildings compared with poorly constructed and equipped buildings. Ithuta, (2014) mentioned that the design of classrooms is another important criterion that could improve internal efficiency of the school. Furthermore, class layout or the arrangement of the furniture in class will also influence the achievement of pupils. It is necessary to make pupil feel comfortable during the learning activity. Previous research reported that female pupils feel more at ease when the classrooms arrangements are in clusters or rows. However, Leung, M. Y., & Fung, I. (2005) argued that the arrangements in clusters and row sometimes can lead to a disruptive and off-task behavior among pupils.

Furthermore, Leung, and Fung, (2005), are in the view that student accomplishment can be improved by enhancing several things such as the quality of teachers, size of the schools and programs held by schools. In short, the improvement of facilities is crucial to facilitate pupils'

achievement and develop the competitive environment among them. Leung showed that, besides that, pupils from newer and adequate school facilities perform better compared with those in the older and inadequate facilities who are worse in their studies performance. According to the author previous studies indicate that there are significant relationships between school environment and pupil's attitudes to schooling. Also report has shown that there is a better record of pupils' performance if the schools are well coordinated and maintained. Conducive environment at schools also encourages the pupils' involvement in academic activities.

At the same time, Ibrahim, Osman, Bachok, and Mohamed, (2016) found that poor maintenance and inefficient management of the school facilities affect learning. This shows that the facility management such as managing building and technical system is vital to ensure the operation and the management of facilities to run smoothly and effectively stating that the budget and maintenance cost must be allocated appropriately to ensure smooth running and to have an effective management on the maintenance of the facilities. In summary, a proper attention towards system management on school facilities is very important to help the organization to accomplish the educational goals and objectives (Lawanson, &Gede, 2011). Another study shows that poor facilities lead to poor pupils' attendance, which can result in lower pupils' achievement in examinations. The study also supported the view that poor school facilities can give the negative effect on internal efficiency of the school and attendance. Lacking fresh air, glaring out hot or cool temperature are some aspects of school facilities that give negative impact to the pupil's academic performance. Studies have shown that schools which have poor indoor air quality will cause the inability of pupils to concentrate in the classrooms, drowsiness and lethargy. Some of the pupils have to miss the class because of their health condition. Leung, and Fung, (2005) discovered that the size of the school also influences the pupils‟ behavior. Hence, the size must be small to reduce the violence and negative behaviors especially among pupils that have low socioeconomic status. Besides that, a building that has better quality in terms of having good air quality, advanced laboratories and libraries and new school buildings leads to significant positive impact on pupils‟ accomplishment (Leung, & Fung, 2005).

Pupils' academic achievement

To assess the cause and effect of academic performance level of pupils, scholars consider certain variables of the school as the instruments that can tailor performance. The variables are the school

size, school type, school structure, school location and school ownership, which are deemed relevant in influencing pupils' academic achievement. Hence, the school variables remain as significant aspects that should be studied and managed well to enhance the academic performance of pupils (Hasbullah, & al. 2011).The author stipulates that the main elements to boost academic achievement in the school system are the facilities. They include the school buildings, classrooms, laboratories, libraries, recreational equipment and others. Experience demonstrates that by having the availability of good infrastructure facilities, pupils tend to have more interest in learning; this will definitely lead to higher performance.

Furthermore, Owoeye, and Olatunde, (2011), study acknowledged that components of successful teaching and learning are clean, comfortable, safe, peaceful and healthy environments. He pointed out some categories that can enhance academic outcomes such as indoor air quality, ventilation and thermal comfort, acoustics, lighting, school size and class size, building age and quality. In general, the study about the impact of school facilities on internal efficiency of the school has not been conducted for many primary schools in different countries. However, the main focus of internal efficiency of the school in the context of facilities is presented in this study. The state of infrastructural facilities this twenty first century is of great concern to its pupils and academicians for example, the primary schools which lack sports facilities with only a futsal and a netball court available. Many classrooms are small to accommodate a large number of pupils. The classrooms only have basic facilities such as chairs, tables and a blackboard. The internet connection in the classroom is a far dream reality. The finding of this study may help management in the metropolitan primary schools to improve their facilities to address pupils' needs.

Leung, and Fung, (2005) point out that classrooms are where pupils develop what they aspire for their future, as well as knowledge and skills necessary to reach that aspiration. However, their learning environment matters. Learning environment refers to diverse components and activities within which teaching and learning occur. Hence, it takes into consideration several variables that directly and indirectly affect pupils. Productive teaching and learning require the blending of many factors which include the classroom seats and sitting arrangement, painting and lighting, classroom climate, air quality and ventilation. Research has proven that schools with the friendly and conducive environment will have pupils achieve higher in comparison to schools with the dull and poor learning environment hence will affect internal efficiency positively.

Lawanson, and Gede, (2011), indicates that classroom management refers to all matters that an educator does to organize pupils, space, time, and materials so that pupils learning can proceed effectively. The author suggested that classroom management strategies could influence their achievement. Based on the research, the performance of pupils will increase when the size of the classroom is minimal. How classroom environments affect the learning process of pupils in relation to the physical environment, time and instructional management, behavioral management, and teaching efficiency. She further pointed out reviews from several researchers indicates that the physical setting environment of a classroom includes designating areas for specific activities, choosing and arranging furniture, arranging proper seating to facilitate learning, decorating areas for specific purposes and organizing materials and providing easy access. Claims that creative physical arrangement of classrooms facilitates effective instruction and encourages smooth teaching-learning process. Thus, providing adequate school facilities is prudent as they can enhance the overall performance of the school which intern has a positive feedback on the internal efficiency of the school.

The concept of Infrastructural facilities

Effective teaching and learning in schools require adequate infrastructure. The goal of school infrastructure in primary school education is to boost school attendance of pupils, enhance staff motivation and improve academic accomplishments of the pupils. The infrastructure includes classrooms, laboratories, halls, open fields, games equipment, and sanitation facilities. School infrastructure is therefore an essential component in ensuring successful education. Research shows that improved academic achievement is associated with adequate space for classrooms, ample spacing in the libraries, adequate water and sanitation facilities and active participation in co-curricular activities. In Cameroon, classrooms are overcrowded and have to be equipped with doors and windows, plastered walls, cemented floor, well lighted as well as have adequate desks. Therefore, substandard facilities and unconducive learning environments would significantly affect the academic performance of pupils or may lead to low performance.

Kamwitha, (2022) highlights the importance of the sports infrastructures including sports facilities and sports programs in the metropolitan primary schools where it is unlikely to change individual factors such as gender and age distribution of the population. The reason why people cannot engage in sports activities is due to lack of facilities, high cost, mobility issue and lack of gears, while

primary school pupils can freely engage in sports because they have a lot of time. Meanwhile, Muthanje, (2022) examined the construction and design trends of recreational sports facilities in the Kenya schools. He observed that many important primary schools function such as academic, sports, health and wellness have been integrated into many new and renovated facilities. Unique features such as rooftop playing fields, climbing walls, food service, counseling centers, primary schools police stations and convenience stores have been incorporated into these recreational sports facilities. Although the studies and education of the pupils are the main focus of any educational institutions, there is also a need to provide the pupils with extracurricular activities which inculcate and polish the pupils " extra skills and knowledge as well as their talents". These activities require that primary schools provide the required good facilities to them. The author further recommends that college management should establish sufficient funds whether in the form of grants or other alternative ways to build good indoor and outdoor facilities. Besides that, who based on his study of an American primary school pointed out the importance of creating a safe environment in indoor sports facilities of the primary school including clear signage for indoor sports. Besides that, survey the satisfaction among pupils in regard to sports facilities. His study found that recreation and sports facilities play a significant role in the pupils' satisfaction in primary schools.

The concept of Instructional facilities

Textbooks are often viewed as a motivating factor in classroom instruction when it is combined together with technology and effective methodology. The teaching aids are common things which teachers use to make their classroom become more exciting as it is necessary for the teaching-learning process. The use of technology is more productive and relevant when teachers utilize it for delivering lessons in classrooms. Technology also creates a more collaborative learning environment although not all teachers use technology in their classrooms because they do not have some technical know-how and not expert in using the technology. Also teachers who are not well-versed in using technology will experience difficulty using it and they also do not have sufficient time to gather all the information about their lessons that will be presented. In Saudi Arabia, technological developments have given a big impact on language learning environment and also improve their language skill (Muthanje, 2022). In addition, some teachers also believe that applying technology for language teaching will influence the decision of other teachers in using

the technology. In certain cases, teachers are not aware of the various projected aids that can be used in the classroom. Some use of gadgets such as computers, smart phones and the internet search engines become more popular nowadays and more than half of the world's population is using it as their social networking. Further, noted that teachers and pupils must also use the new technology in their classrooms. In a different study of the teaching aids, others examined the use of teaching aids and other supportive factors in learning to read among remedial pupils at under enrolment school. They finally concluded that the failure of teachers to utilize and apply the teaching aids will result in undermining internal efficiency of the school. Thus, the application of teaching aids in the process of teaching learning can definitely facilitate effective learning and able to draw the interest of pupils to pursue classroom activities.

For decades, the main information sources for faculties and pupils alike are libraries. Libraries can provide access to abundant information that users need or require. As noted by Hasbullah, &al. (2011) the main aim of a primary school library is to provide support services for the primary school in areas of learning, teaching and research. It plays a vital role in assisting the primary school to fulfill its basic functions such as performing the collection of books or articles, and collecting modern information like e-books, e-journals and e-thesis. Libraries also are able to provide the best service to pupils if the academic libraries and teachers collaborate with each other. Therefore, libraries are regarded as the hubs of any academic institutions. Basically, such information or sources must be easily accessed and retrieved by users. Hasbullah, & al. (2011) found that pupils who gain better academic success used libraries in some ways compared with pupils who did not use the library and achieve less.

The concept of school security facilities

CCTV is a smarter technology that has come to help ensure security when installed just like any other security facilities. Following the fact that schools had witnessed various attacks in many countries and attacks toward students, teachers, and managers in recent years, some of these attacks were resulted with severe wounds and even death (Hasbullah, & al., 2011). The use of CCTV camera helps to minimize the risk of unwanted intruder, theft, robbery, bullying and even destroying the school goods and also facilitate the tracing of a criminal act that might have occurred in the institution so as to help set things in place and maintain safety; Ozer,2006. This goes a long way in protecting the site externally and internally. Following the use of CCTV

cameras in public primary schools, vital evidence to support investigations on cases like internal theft, recalcitrant pupils, act of vandalism, emergency or accident at work can easily be carried out. Fire extinguisher also is another source for safety which is very vital and many of us already have some understanding of the fundamental systems like fire detection and alarms, and the various suppression systems such as sprinklers e.t.c. (Muthanje, 2022). This is much needed in primary schools to help overcome fire accident couple with the fact that the electrification quality of our economy is really seen with naked wires on walls and ceiling which haven't been piped thus easily cause fire outbreak. Manned guarding "security guard" stands as the highly effective way of eliminating criminal damage and theft making it one of the most proactive security measures to be considered in our public primary schools. Manned guarding is an excellent step to take in protecting the pupils, teachers and the school premises in general against theft, vandalism, dangerous weapons to be brought in to the school premises by the pupils which they easily use during physical altercations with school mates. Also, the manned guard helps to trap pupils who go out of the school premises during school hours whom might not have been under any administrative permission to do so. This helps to reduce the rate of pupil's attendance irregularity that will lead to poor academic performance as such affect the internal efficiency of the school.

The concept of internal efficiency of public primary schools

Internal efficiency is viewed as the capacity of the educational system to turn out graduates at any level in the most efficient or best way which is without wastage, stagnation and repetition. .Egen and Kauchack (2008) found out that an educational system may fail to achieve its goals. They further concluded that when a school is not able to achieve its goals, the school has not achieved its internal efficiency. Internal and external efficiency of educational institutions are closely linked because the skills and attitudes developed must be of value to the society as a whole for the educational system (Todaro, 2009).

Internal efficiency of educational system is the relationship of its outputs (graduates) to its inputs (resources). Longe and Durosaro (1988) referred to internal efficiency as the extent of the educational system's ability to minimize cost and reduce wastage resulting from repetitions, dropouts and failures. Wastage in education is used to describe those who are uncertified school leavers who left the system before the completion of the course. Wastage may occur between grades, that is, those who repeat the grade and those who dropped out of the system between the

grades. As stated by the World Bank (2002), the notion of efficiency cannot be overlooked in education. It is an idea that presupposes a transformation. The before elements are commonly referred to as ingredients, inputs, or resources while the after elements are called results, outputs, or outcomes (Levin, 2001). A study by the Institute for policy Analysis and research IPAR (2003) found out that one of the factors that affect internal efficiency in a school is student flow which determines whether pupils entering the school system are able to graduate within a stipulated period. When the rate of progression from the entry point to the point of departure is low the system is said to be internally inefficient since the affected students are disproportionately using the resources allocated to the sector (IPAR, 2003). Likewise, Glewwe (2005) found that poor performance in national examinations is an indicator of internal inefficiency. Egen and Kauchack (2008) found that wastage is the worst form of inefficiency because when learner's dropout of an educational system, resources already invested in them goes into waste. Okwach and Odipo(2007) state that participation of children in child labor forces children out of school. Another is lack of teaching and learning materials in the schools. These children are not able to complete the school cycle and hence affecting school's internal efficiency. The socioeconomic background of the pupils according to Okwach and Ondipo (2007) , force children into child labor. This implies that the socio-economic activities of parents determine whether children participate in school or not. Internal efficiency is observed in the way children participate in primary education. School participation in Tigania East tends to favor boys than girls (Paul & Yusuf, 2007). In Mali, the male gross intake rate is 102 while in BurkinaFaso, more than 70% of pupils entering primary school survive until the last grade, and in Ethiopia girls are more likely to reach the last grade. This implies that different countries have different levels of efficiency in educational systems. In other countries gender differences in intake are reinforced as children progress through school for example, Guinea has high dropout rates for boys than girls, but more boys are more likely to complete the school cycle (World Bank, 2008).Chimakati (2012) in his study on the internal efficiency of public primary schools in Ikolomani South Division, Kakamega South District Kenya found out that grade survival, graduation rates and average years per pupil were calculated using already established formulae and the results used to compute the efficiency coefficient to determine the level of internal efficiency. He also found that public primary schools in Ikolomani South Division had a low internal efficiency of average years per graduate of 10.497 which translated to an additional 2.497 years needed to produce graduates that require an optimal 8 years of the primary

education course. A coefficient of efficiency of 0.762 or 76.2% which was at great variance with the UNESCO recommended coefficient of efficiency of over0.90 (90%) for internally efficient educational systems was established. As stated by Khamala (2011), primary education is particularly known to have a high social benefit. This is why the government of Kenya has been committed to the attainment of its national objective of providing universal primary education to all school- age children. The government's commitment can clearly be seen through the introduction of FPE in 2003, which saw enrolments surging from about 6 million to about 7.6 million by 2006 (Khamala, 2011).According to Riddel (2003), Kenya abolished tuition fees for primary school education to enhance more participation in primary education. Physical facilities are not adequate in most schools in Tigania East district. There have been cases of repetition of pupils in schools as observed from the school records in a number of schools. The teacher pupil ratio, the textbook pupil ratio and the classroom students' ratio are all high. The resources are inadequate in most of the primary schools and directly impact on the running of the schools. Further there has been high drop out. Within a period of 4 months the enrolment had gone down by 4.2% and within a month in the same year it had gone down to 5.14%. National gross enrolment rate (GER) was 107 percent in 2006, rising to 110 in 2008 while that of Tigania was less than 50%. The situation poses some questions that need to be answered through research study on the determinants of internal efficiency in public primary schools in Tigania East District.

Theoretical review of literature

This section of the study focuses on the theoretical review of the literature. This consists of reviewing principal theories that will help to enlighten the discussion of the findings. Here, two principal theories are convoked. The open system theory of Bertalanffy and the Hierachy of needs by Abraham Maslow.

The open system theory by Ludwig von Bertalanffy

Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). Schools consist of several resources which if properly managed will improve on achievement of pupils' academic performance. According to open-systems views by Karl Ludwig von Bertalanffy (1956), schools constantly interact with their environments. In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in

the external environment. Consider a school closing or realignment of school boundaries, for example. It affects the people in the school and those outside it. Systems theory works on the inside and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011). A system can be defined as an interrelated set of elements functioning as an operating unit (Senge, 2006). As depicted in Figure 1, an open system consists of five basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment.

Inputs

Systems such as schools use four kinds of inputs or resources from the environment: human resources, financial resources, physical resources, and information resources. Human resources include administrative and staff talent, labor, and the like. Financial resources are the capital the school uses to finance both ongoing and long-term operations. Physical resources include supplies, materials, facilities, and equipment. Information resources are knowledge, curricula, data, and other kinds of information utilized by the school.

Transformation Process

The school administrator's job involves combining and coordinating these various resources to attain the school's goals – learning for all. The interaction between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to their society. Transformation process includes the internal operation of the organization and its system of operational management. Some components of the system of operational management include the technical competence of school administrators and other staff, their plans of operation, and their ability to cope with change. Tasks performed by school administrators within the organization’s structure will affect the school outputs.

Outputs

It is imperative to secure and use inputs in schools, transform them while considering external variables to produce outputs. In social systems, outputs are the attainment of goals or objectives of the school district and are represented by the products, results, outcomes, or accomplishments of the system. Although the kinds of outputs will vary with a specific school, they usually include

one or more of the following growths and achievement levels of students and teachers, pupils dropout rates, employee performance and turnover, school-community relations, and job satisfaction.

Feedback

Feedback is crucial to the success of the school operation. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both, which in turn will have an effect on the school's future outputs.

Environment

The environment surrounding the school/school district includes the social, political, and economic forces that impinge on the organization. The environment in the open systems model takes on added significance today in a climate of policy accountability. The social, political, and economic contexts in which school administrators work are marked by pressures at the local, state, and federal levels. Thus, school administrators today find it necessary to manage and develop internal‖ operations while concurrently monitoring the environment, anticipating and responding to external demands.

Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals. All schools are open systems. An open system consists of five basic elements: inputs, a transformation process, outputs, feedback, and the environment. Schools use four kinds of resources from the environment: human, financial, physical, and information resources. Through technology and administrative functions, the inputs undergo a transformation process. In schools, the interaction between pupils and teachers is part of the transformation or learning process by which pupils become educated citizens capable of contributing to society. Open systems export a product into the outside environment. In a school, the output may be pupils' knowledge, skills, abilities, and attitudes. Feedback serves as a control mechanism. Negative feedback from the outputs or environment can be used to correct deficiencies in the inputs or the transformation process, or both. The inputs are used to teach pupils who are then exported into the outside environment. These graduates continue to contribute energy to the school system in the form of one or more resources (human, financial, physical, or information). The importation of new energy into the system triggers a new cycle.

Implications of the open system theory to the present study

In the general system theory developed by Bertalanffy (1960s), he argued that a system is a whole which is made up of sub-systems. Looking at it from an organizational point of view, we can deduce that the success of an organization depends on the ability of the managers to effectively manage the sub components of the organization which constitute the whole system. Relating this theory to our study, we can deduce that the open system theory is essential for this study as it permits us to understand how the effective management of the school facilities (Infrastructural, instructional, and school security facilities) will enhance internal school efficiency in public primary schools in the Belabo sub-division. Since the open system theory stipulate that the parts are equal to the sum of the whole, this theory therefore will help us to understand and explain how the effective manipulation of all the school facilities in public primary schools in Belabo will enhance internal school efficiency.

The theory of Hierarchical Needs by Abraham Maslow

This theory is a theory propounded by Abraham Maslow in 1943/ 1954 which he used to explain the motivations of human behavior comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid, arranged from the lower needs to the higher needs. These needs in ascending order include Physiological needs, Safety needs, need for Love and belonging, need for self-esteem and self-actualization needs, and they are further classified into higher and lower needs. The theory states that individuals' most basic needs must be met before they become motivated to achieve higher-level needs. For example, a person who is starving will not be motivated to seek out love and belonging. Once the basic needs are met, however, the individual will then be motivated to fulfill the higher-level needs.

According to Maslow, humans will be encouraged to fulfill their strongest needs according to time, circumstances and experiences following a hierarchy. In this level, the first needs that must be met first are physiological needs, such as remuneration, rest and so on. After the first needs are satisfied, the next higher needs will become the primary needs, that is, the need for security and a sense of security. The third need will arise after the second need is satisfied. This process continues until self-actualization needs are met, where management can provide incentives to motivate cooperative relationships, personal dignity, and a sense of responsibility to achieve high employee

loyalty (Putu, et al, 2021). Below is an outline of the different needs and how they are related to motivation of children towards efficiency and productivity in an educational setting.

Physiological needs

These are the most basic needs, and they are essential for survival. They are the most fundamental needs of every human and considered as the lowest and first on the pyramid of hierarchical needs according to Maslow. These needs include food, water, clothing, shelter, sleep, among other basic needs. This means, it is the duty of the school to provide appropriate infrastructural facilities like good canteens, temporary or permanent health services, good toilets and good buildings in order to help the children fulfill their basic needs like eating, drinking water and excretion while in school. Without the accomplishment of these needs, it will become difficult for the children to desire safety, love, belonging, and higher needs like the need for accomplishment. A hungry or ill child cannot concentrate on studying as he/she might fall sick which automatically cause either examination failure, repetition or school drop that will affect the internal efficiency of the said school.

Safety needs

They are second on the pyramid and involve the need for security and protection from harm. These needs include a safe home, a secure job, and health insurance. If children are provided with adequate basic necessities, they will be able to fully concentrate on their studies and produce results. This is one very important aspect that has to be provided for children in order to improve their efficiency. It can be seen at the level of school security faculties where the children need to feel a sense of protection while in the school environment. The school has to provide a school guard, CCTV camera, fire extinguisher, on campus-clinic, fenced walls and a school gate, well-built and protected classrooms with good doors and windows among other security measures in order to enable the children feel safe while in school.

Love and belonging needs

They involved the need for social connection and intimacy. These needs include close relationships with family and friends, a sense of belonging to a group, and love and affection from others. The teachers and other authorities in the school have to show love to the children, encourage them to

play with each other using school games in order to create a sense of belonging and togetherness among them. This is related to instructional and infrastructural facilities like audio- video games, physical games and a good playground for the kids.

Self-esteem needs

Self-esteem needs refer to the need for self-respect and respect from others. These needs include a sense of accomplishment, recognition for one's achievements, and a feeling of competence. After the lower needs have been fulfilled, the children can now have desire for success and a sense of accomplishment. They will then be motivated to work harder in order to attain this level of satisfaction.

Self-actualization needs

Considered as the last and highest need, it is the need to fulfill one's potential and to live a meaningful life. These needs include the need for personal growth, creativity, and a sense of purpose. Children or other stakeholders in a school can only feel the need for self-actualization when they have fulfilled all the previous needs and this will help them feel good about themselves.

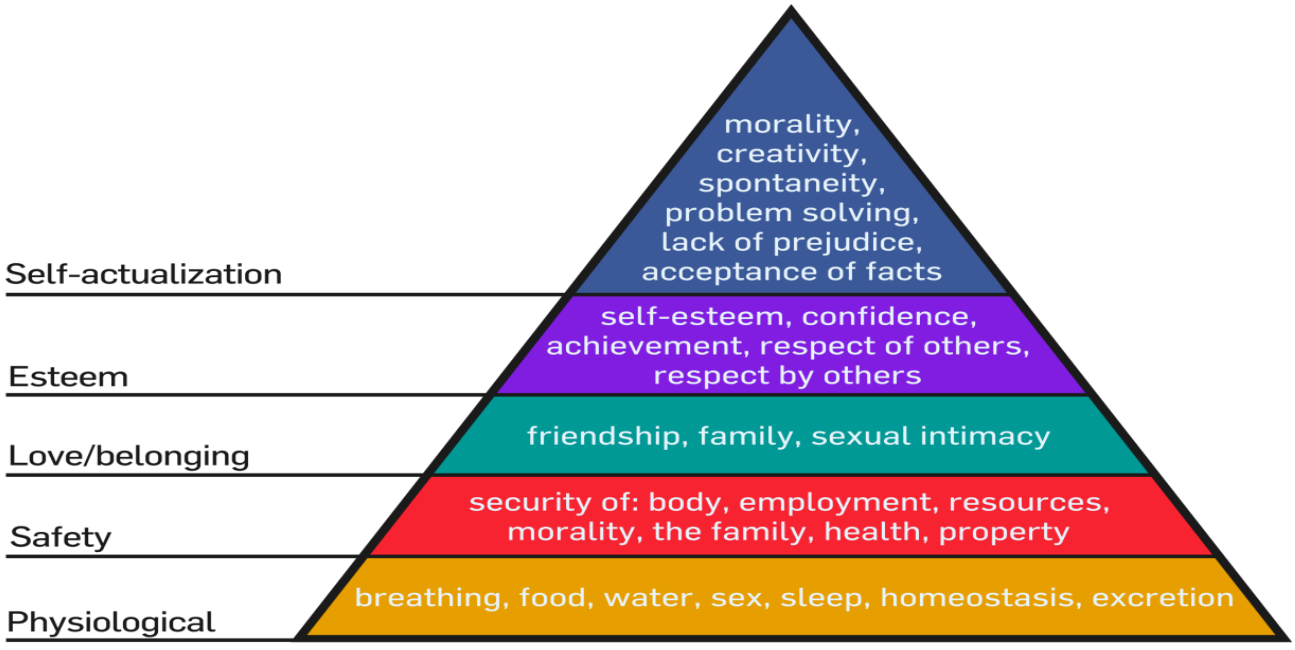

Figure 1: Maslow's Hierarchical Pyramid of Human Needs

Source :(https://commons.m.wikimedia.org/wiki/File:Maslow%27s_Hierarchy_of_Needs.svg).

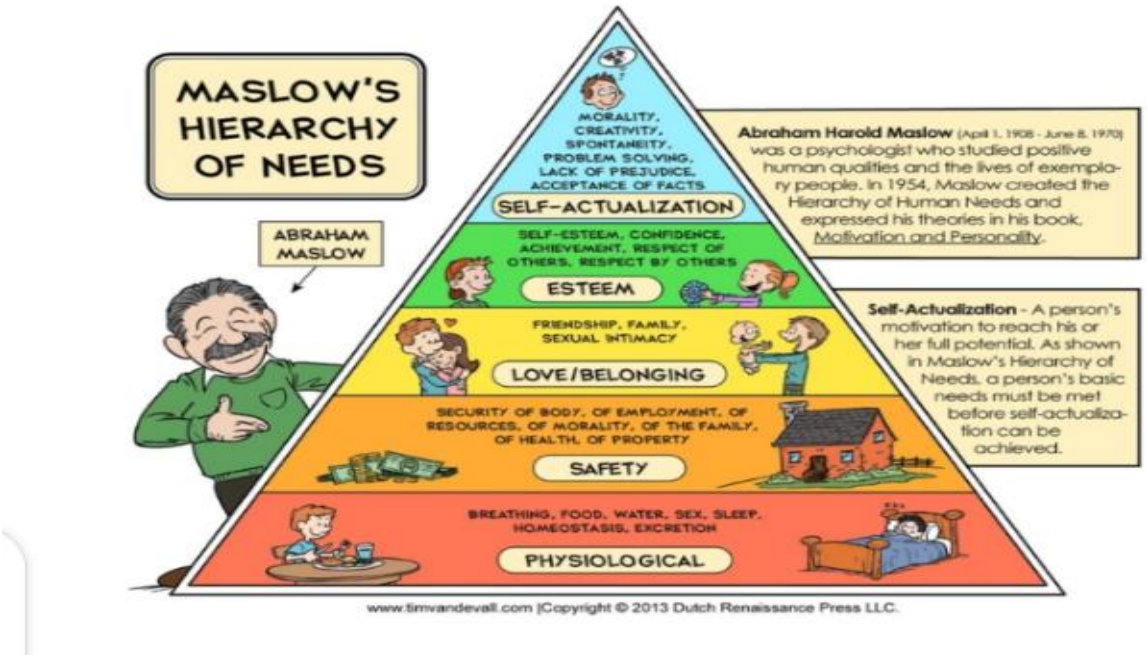

Figure 2: Maslow Hierarchy of Needs

Source:Shane Safir(https://shanesafir.com/2020/12/before-maslows-hierarchy-the-whitewashing-of-indigenous-knowledge/#iLightbox[gallery928]/0)

The hierarchy of needs is not a rigid structure. Individuals may move up and down the hierarchy depending on their circumstances. For example, a person who is going through a difficult time may regress to focusing on their basic needs. It has also been criticized for being too simplistic and for not taking into account individual differences. However, it remains a popular framework for understanding human motivation.

Implications of Maslow hierarchy of needs theory to the present study

The theory of needs propounded by Maslow laid emphasis on the human needs in the society. These needs in ascending order include Physiological needs, Safety needs, need for Love and belonging, need for self-esteem and self-actualization needs, and they are further classified into higher and lower needs. The theory states that individuals' most basic needs must be met before they become motivated to achieve higher-level needs. For example, a person who is starving will not be motivated to seek out love and belonging. Once the basic needs are met, however, the individual will then be motivated to fulfill the higher-level needs. According to Maslow, humans will be encouraged to fulfill their strongest needs according to time, circumstances and experiences following a hierarchy. In this level, the first needs that must be met first are physiological needs, such as remuneration, rest and so on. After the first needs are satisfied, the next higher needs will become the primary needs, that is, the need for security and a sense of security. The third need will arise after the second need is satisfied.

Empirical review of the literature

This section of the work will review the views of authors on the topic: The effect of school facilities on internal efficiency of public primary schools in Belabo sub division.

According to Ithuta, (2010) in his work titled Determinants of internal efficiency in public primary schools in Tigania East District published by National Commission for science, technology and innovation, Nairobi Kenya, he discovered that physical facilities have a great impact on internal efficiency of public primary schools in Nairobi Kenya. This study concluded that pupils did not have adequate sitting place in their class and they sat more than the required number of pupils in a desk. He also concluded that pupils whose schools lacked facilities and materials were significantly more likely to attain lower scores than those pupils whose schools were well equipped. Also, majority of pupils do not have writing materials and there were no enough textbooks in the class. The schools had inadequate teaching aids, textbooks, reference materials and even staff. Nairobi as the capital of Kenya an East African country, shows a clear evident that almost all the primary schools in Africa, Cameroon in particular from the angle of public primary schools have neglected the provision and maintenance of school facilities which are fundamental tools for an effective teaching and learning process. Based on the observations made in this study, considering the fact that children in primary school are fragile and very sensitive to climatic

changes due to their tenderness, most of these pupils suffer from some health crisis like catarrh, cough, measles, cholera e.t.c due to poor sanitary conditions which has led to tight classrooms with inadequate ventilation. Insufficient teaching staff and classrooms have resulted to high pupils-teacher ratio. Thatches, dusty floors, and uncompleted buildings with cracked walls and licking roofs are a common phenomenon in this area.

Knowing full well that Belabo is a sub division in the Eastern part of Cameroon which is well known for its underdevelopment, it has made sanitation a problem coupled with the fact that most of these sanitary facilities are absent and those available are not in good condition thus, has all posed a lot of health challenges on the pupils resulting to school absenteeism, poor examination pass rate, high repetition rate, school drop out that thus affect the internal efficiency of these schools. Considering the fact that Belabo sub division is found in one of the priority education zone (ZEP) in Cameroon as statistics from the Cameroon's 2020/2021 School Census Data Analysis Report of Basic Education shows that about 45% of the demand for pre -schooling (4-5years) and about 42% for primary schooling (6-11years). This is from the projection 2030. This therefore brings a call for concern to the government of Cameroon to consider its' public primary schools so as to provide appropriate accommodation and other necessary facilities required to sustain the internal efficiency of this sector.

According to Facility Security (2021) in their book titled "How to help increase security and efficiency in the workplace" published by Securitas Technology, they define facility security as the protection and measures taken to secure a building or physical location and its users which could be anything from a small restaurant all the way up to power plants that provide electricity for entire cities. Thankfully, technology behind security has massively evolved in the last decade leading to digital – level systems that can safeguard and serve multiple touch points in your business thanks to the global pandemic. These tend to have far more complex security requirements based on their size and what they do for example public utilities such as water treatment plants and power stations as they play an important role in our infrastructure and are therefore susceptible to higher risks from threats like terrorism as seen in the Far North region of Cameroon where Boko-Haram has caused many schools to close down thus affects the level of education attainment in the country.

This therefore explains the lack of security and its facilities in most or all our public primary schools. This can be concluded as neglect from the part of the stake holders who should consider the employment of a manned guard in all public primary schools who will go a long way in playing multiple roles that will help sustain the internal efficiency of their institution. This is explained as; the manned guard controls who enters into the school for what purpose and with what which helps prevent violence eventualities. Also, the manned guard responsibility as in most enterprises now has been extended to the health sector as they are the ones checking the body temperature of all those who enter the school premises since high body temperature is an indicator of COVID-19, this will help prevent the spreading of such pandemic among pupils and staff and avoid the effects of poor internal efficiency through pupils' irregular school attendance, poor examination pass-rate, high repetition rate and school dropout.

The installation of CCTV camera, fire protection or fire extinguisher and access control are smarter technological software on- site security facilities which help in minimizing the risk of unwanted intruders and weapons in to the school premises that exposes both the teachers and pupils to physical violent which has been a rampant occurrence in the few past months in the academic milieus. Considering all these, it will go a long way in improving the internal efficiency of schools most especially that of public primary schools.

Also, Fatma, et al., (2010) in their book titled School security problems and the ways of tackling them. Published by Elsevier Ltd, Center of Research and Development, Directorship of National Education, Elazig-Turkey. 5377-5383, they discovered that there were various problem sources threatening school security; the school policies and decisions were insufficient; and the school support services were not sufficient and effective as well. Concomitant with the results, some recommendations such as working collaboratively with the public and private institutions; developing emergency plans; training of the academic staff and the personnel were made.

According to Ibironke, et al., (2022) in their book titled Instructional Facilities and Perceived Academic Performance of Office and Information Management Students in Lead City University Ibadan published by the National Institute of Office Administrators and Information Managers (NIOIAM), they discovered that instructional facilities which includes books, computers, multimedia and shorthand laboratory have significant effect on perceived academic performance of undergraduate students in OIM Lead City University Ibadan. (Adj R2=0.505; p=0.000, Q2

=0.145). Conclusion: This study concluded that instructional facilities had significant effect on perceived academic performance of undergraduate students in OIM Lead University Ibadan. Practical implications: The study recommended that the management of Lead City University Ibadan should refocus their commitment on the computer facility and the shorthand laboratory facilities because of the four instructional facilities examined, books and multimedia facilities had significant relative influence on perceived academic performance. Concerted effort in material and in manpower resources need to be reinvested to enjoy the benefit of computer and shorthand laboratory instructional facilities.

According to Koang, (2014) in his book titled *Factors Affecting Internal Efficiency of Primary Schools in Nuer Zone of Gambella Regional State. Jimma University. Published by Jimmauniversity. 1-20*, he discovered that some of the major factors causing for student dropout rate and repetition were; students over age group; principals, teachers, unit leaders and department heads have low education academics background; most parents are illiterate and with low standard of living; the long distance from home to school, students' family standard of living, shortage of school facilities and involvement in family work were mentioned as the major challenging factors for drop out. High students section ratio, students- teachers' ratios and lack of adequate student text books were the major challenging factors for repetition. To solve this problem, the researcher recommends actions in order to enhance parent literacy and awareness raising program, enhanced school facilities and resources and limiting the students' involvement in family work were the major ones. Finally, zonal education office, word education offices and school administrators have to work hard and provide serious follow up to make schools show continuous trend in decreasing student drop out and repetition.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the procedures that are used in conducting the study. The section focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures.

Research design

According to Orodho (2003), research design is what holds all the elements of the research project together. The research design used in this study is a descriptive survey design, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. The major purpose of descriptive survey was the description of the state of affairs as it exists at present and the researcher has no control over the variables. Descriptive survey is used to investigate a population by collecting samples to analyze and discover occurrences. The descriptive survey design is used in this study because it sought to obtain information by asking individuals about their feelings on the determinants of school facilities and internal efficiency in public primary schools.

Area of study

The study was delimited geographically to Belabo sub- division. School facilities are imperative tools in the teaching and learning process to ensure the achievement of internal efficiency. The use of facilities in the study that is infrastructural, instructional and security facilities were because they play a major role in the teaching and learning process in achievement of the school internal efficiency. The study was delimited on public primary schools in that, the government feels no competition with the private sector in the provision of education to its citizens as it main objective for the provision of education is not monetary in terms of gain and profit as such may turn to neglect the provision of adequate school facilities so to enhance the teaching and learning process.

Population of study

Orodho (2004) defined the target population or the universe of a study as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of the research study. Also, target population refers to the total number of subjects, or the total environment of interest to the researcher (Oso &Onen, 2011). It is known to be the larger group with one thing in common from which the sample is taken. The study targeted all the 40 public primary schools and 127 teachers in the Belabo sub division.

Table 1: Distribution of target population

No	Name of School	Target teachers
1.	EPP Belabo Village	3
2.	EPP Ndoumba- kanga	2
3.	EPP De Kalbe	1
4.	EPP Koundi	3
5.	EPP SOCOPAO	4
6.	EEP D'Essandjane	4
7.	EPP De YandaBobilis	4
8.	EPP Yoko Betougou	3
9.	EPP Mbethen	2
10.	EPP Dondi	2
11.	EPP Satando	1
12.	EPP Mekok-Melondo	1
13.	EPP Ebaka	3
14.	EPP Belabo 1B	2
15.	EPP Bombi	7
16.	EPP Ekombitie	3
17.	EPP Woutchaba	3
18.	EPP Mbaki	1
19.	EPP Gouyam	2
20.	EPP Belabo 1A	3
21.	EPP Ndembai	7
22.	EPP AkokMekel 1	2
23.	EPP Akok - Mekel 2	3
24.	EPP Sikondi	0
25.	EPP Mambaya	3
26.	EPP Mansa	2
27.	EPP Hona	2
28.	EPP Esselegue	2
29.	EPP YOA	2
30.	EPP VIALI	3
31.	EPP Lom Pangar	4
32.	EPP Deng Deng	3
33.	EPP Deoule	5
34.	EPP SCAT	2
35.	EPP Centre gp2A	4
36.	EPP Centre gp 2B	6

37.	EPP Haman	3
38.	EPP Dimon	3
39.	G.B.P.S ADIAH	4
40.	G.B.P.S Belabo	13
	Total	**127**

Accessible population

This is the population from which the sample is actually drawn (Amin,2005). Asiamah et al. (2017) postulated that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from 40 public primary schools where teachers are targeted. The researcher, therefore, had access to 80 teachers from 24 schools drawn from the 127 teachers of the 40 public schools in the Belabo sub division as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Accessible Teachers
1.	EPP Belabo Village	3
2.	EPP SOCOPAO	4
3.	EPP Yanda	4
4.	EPP Ebaka	3
5.	EPP Belabo1B	2
6.	EPP Belabo 1A	3
7.	EPP Ndembai	7
8.	EPP Akok- Mekel 1	3
9.	EPPAkok- Mekel 2	2
10.	EPP Deoule	5
11.	EPP Centre gp 2A	4
12.	EPP Centregp 2B	6
13.	EPP Hona	2
14.	EPP Satando	1
15.	EPP Mansa	2
16.	EPP Esselegue	2
17.	EPP Dimon	3
18.	EPP Mbaki	1
19.	EPP Dondi	1
20.	EPP De Kalbe	2
21.	EPP Ndoumba – Kanga	2
22.	G.B.P.S ADIAH	4
23.	G.B.P.S Belabo	13
24.	EPP Mekok-Melondo	1
	Total	**80**

Source: Fieldwork

Sample Size and Sampling Procedures

A sample has been explained, Orodho (2004) as a small proportion of a target population. By studying a sample, one can know about the population without studying the entire population. Simple random sampling technique was used to select the sample. To select a sample, the researcher picked a school randomly from the 40 schools, record and return the name before picking the next and so on. To sample the teachers, 80 teachers were selected. This gave each of the school's equal chance of being selected and included in the sample.

Sampling size of the study

The sample of this research work was drawn from the accessible population of 80 teachers of the public primary schools the researcher had access. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. The sample size was determined using research advisor sample size table (2006), which constituted 80 teachers drawn from 24 schools representing the 40 public primary schools in the Belabo sub division.

Sample technique of the study

According to Amin (2005), sampling techniques refers to the methods used by the research to select participants for a study. There is exist two types of sampling which are the probability and the non-probability sampling techniques. The choice of a sampling technique depends on the researcher`s mastering of the sampling strategies as well as the aim and objective of the study. For the present study, the researcher adopted the probability sampling technique as the sampling strategy to select the participants. The researcher proceeded by choosing the simple random sampling as the appropriate sampling technique for this study. The choice of this sampling technique was because the researcher could not work with all the participants and so wanted to give equal chances to all the participants to participate in the study. This helped to avoid data bias and also objectivity in the selection of the participants.

Instruments of data collection

The researcher used questionnaire to collect data according to Kombo and Tromp (2006) the advantages of using questionnaires is that the person administering the instrument has an opportunity to establish report, explain the purpose of the study and explain the meaning of items that may not be clear. The questionnaires are used for the teachers. The questionnaire has close-ended items addressing the research objectives.

Description of the questionnaire

A questionnaire is an instrument of data collection mostly used in quantitative study. The choice of a questionnaire as instrument of data collection is for the simple reason that it provides an opportunity for the researcher to reach a bigger population within a limited timeframe. Thus, the questionnaire used for data collection in this study is a simple questionnaire made up of close-ended questions. The questionnaire is divided into four parts. The first part is known as the introductory part. This part carries information such as the name of the researcher, the objective of the study, the problem of the study, and also guarantees the principle of confidentiality and anonymity of the participants. The second part of the questionnaire is reserved for the independent variable which is further break down into three sub-parts. Each modality constitutes a sub part under this. The third part of the questionnaire is reserved for the dependent variable. Here, the researcher asked questions regarding the internal efficiency of public primary schools. The fourth and the last part of the questionnaire focuses on the socio-demographic variables of the participants such as the gender, age, level of education, years of experience etc. The questionnaire is constructed basing on the Likert scale of measurement which ranges from strongly agreed to strongly disagree. The weighting of the questionnaire goes as follows, that is; strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

Validity of instrument of data collection

According to Kombo and Tromp (2006), validity of a test is a measure of how well a test measures what it is supposed to measure. The pilot study helped to improve face validity and content of the instruments. The researcher used face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. The researcher to check whether the items in the questionnaire answer the research objectives on the other hand used

content validity. The supervisors who are experts in the area of study validated the instruments through expert judgment.

Reliability of data collection instrument

Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of time. Test re-test method was used to test for content reliability of the instruments and SPSS used to analyze the data. Similar questions were administered and repeated after one week. The relationship between the two tests in the pilot study was calculated using the Pearson product moment correlation coefficient and the result was 0.82 which ensured that the instrument captured almost all the required data.

Identification of the variables of the study

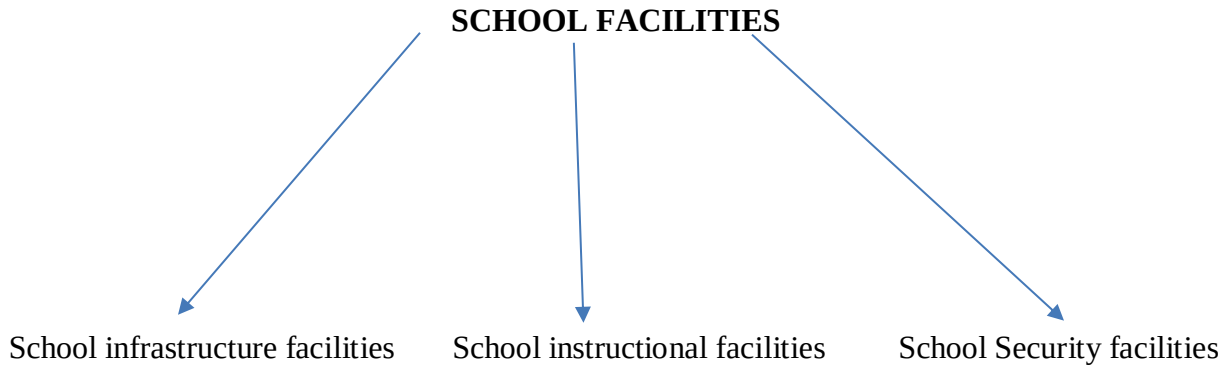

Figure 3: Operationalization of Independent Variable

Source: Researcher, 2023.

Table 3: Operationalization of Variables (Independent and Dependent)

	SCHOOL FACILITIES		
Modalities	**Infrastructural facilities**	**Instructional facilities**	**School security facilities**
Indicators	Classrooms Useable lightening Benches Equipped computer laboratories, libraries and music hall Water supply and toilet systems	Blackboard Writing materials Audio-visual aids Textbooks Didactic materials	School fence Security guard CCTV camera Fire extinguisher On- campus clinic
	INTERNAL EFFICIENCY		

	Pupils teacher ratio
	Attendance rate
Indicator	Examination passed rate
	Repetition rate
	Dropout rate

Source: Researcher, 2023.

Data Collection Procedures

The researcher took authorization of research from the Dean of the Faculty of Science of Education from the University of Yaounde1. She first of all went to the inspectorate of Basic Education of the Belabo sub division where she carried out documentary research on statistics of schools and teachers in the division. She went to the schools and obtained permission from the head teachers. The permission was granted. As far as the questionnaire administered were concern, they were distributed to all the teachers of the schools' concern and were collected after with a research confirmation signed by each respondent. During the exercise, the researcher permitted the teachers to ask questions were necessary. At the end, 76 out of 80 of the copies were collected giving a return rate of 95.0%.

Data Analysis Procedures

The data collected from the field was analysed using the statistical data analysis techniques. After data collection from the field with the use of questionnaires, it was analysed using quantitative methods. The statistical test which was used to analyse and test the various research hypotheses is the regression analysis, specifically the simple linear regression equation. The researcher first reported the quantitative statistical results by use of tabulation and then analysed in frequency tables and percentages with the help of SPSS software version 21.The choice of the simple linear regression as the appropriate test in this study was intended to determine the effect or extent of the relationship between school facilities and the internal efficiency of public primary schools in Belabo sub-division.

Ethical Considerations

Ethics is concerned with morality and standards of conducting a research (Kamau, Githi&Njau, 2014). Ethics in research deals with one’s conducts and serves as a guide to one’s behaviour. The researcher therefore strived to adhere to all the ethical procedures required in a research of this

nature. Informed consent, privacy and confidentiality, anonymity and responsibility of the researcher were the major ethical issues of concern.

After approval of the research proposal, the researcher sought permission from faculty of education to conduct research. The research permit was submitted to the head teachers of the schools under study for permission to collect data in their institutions. The researcher consequently presented a consent form to each participant in the study for signing. The researcher also explained to the respondents the purpose of the study before the data collection exercise being carried out. This was done to ensure that their informed consent was obtained and to observe that no one was coerced to participate in the study (Oso &Onen, 2011).

All research participants had a right to privacy and confidentiality (Ngigi, Wakahiu & Karanja, 2016). The researcher ensured that the discreet information derived from participants was treated with utmost confidentiality. Moreover, no one was allowed to write their names on the questionnaires. Similarly, the researcher observed the confidentiality of data, anonymity, privacy and safety of the participant.

Table4: Synoptic table of hypothesis, variables, modalities and indicators

General research hypothesis	Specific research hypothesis	Independent variable	Modalities	Indicators	Items	Dependent variable	Modalities	Items	Instrument of data collection	Technique of data analysis
There exist a significant relationship between school facility and internal efficiency of public primary schools in the Belabo sub-division.	There exist a significant relationship between infrastructural school facilities and internal efficiency of public primary schools in Belabo subdivision.	IV1	Infrastructural school facilities	Classrooms, Useable lightening, Water supply and toilet systems, Benches, Equipped computer laboratories, libraries and music hall	Q1-Q5	Internal efficiency	Strongly agree, Agree, Disagree, Strongly disagree	Q18-Q22	Close-ended questionnaire	Statistical data analysis techniques (Regression analysis)
	There exist a significant relationship between instructional school facilities and internal efficiency of public primary schools in Belabo subdivision.	IV2	Instructional school facilities	Blackboard, Writing materials, Textbooks, audio-visual aids, didactic materials.	Q6-Q11		Strongly agree, Agree, Disagree, Strongly disagree			
	There exist a significant relationship between school security facilities and internal efficiency of public primary schools in Belabo subdivision.	IV3	School security facilities	School fence, security guards, Fire extinguisher, on-campus clinic, CCTV camera.	Q12-Q17		Strongly agree, Agree, Disagree, Strongly disagree			

CHAPTER 4

ANALYSIS, PRESENTATION, AND INTERPRETATION OF RESULTS

This chapter summarizes the key findings of the research based on primary data collected using questionnaires. It also gives the details about the respondents' background information and wrap up with the methods of data analysis. Eighty questionnaires were administered and 76 were returned completed given that the response rate was 95.0%. The results are presented in form of graphs, charts, and tables.

Presentation of results

This section deals with the socio-demographic distribution of the respondents based on the rate of retrieval of questionnaires, their age, sex, educational level and region of origin.

Socio-demographic characteristics of participants

This section presents the data on the socio-demographic information of the participants. This consists of variables such as age, gender, level of education, years of experience, etc.

Table 5: Socio-demographic characteristics of participants

VARIABLE	FREQUENCY(n)	PERCENTAGE (%)
Age (Mean = 33.8±3.2)		
20 – 29	24	31.6
30 – 39	33	43.4
40 – 50	19	25.0
Sex		
Male	38	50.0
Female	38	50.0
Level of education		
Secondary school	25	32.9
High school	30	39.5
Tertiary education	21	27.6
Region of origin		
Center	03	3.9
East	63	82.9
North West	04	5.3
South West	02	2.6
West	02	2.6
North	02	2.6

Source: Field Survey, 2023

Gender of the respondents

With a specific end goal to learn whether there was sex equality in the positions demonstrated by the respondents, as per the examination it was clear that gender equality was respected (50.0% males and 50.0% females).

Educational level of the respondents

The educational qualification of the participants indicates that the majority 30 respondents corresponding to 39.5% of the total number of respondents had attended high school while 21 (27.6%) had attended university. It is apparent that the majority of the respondents were well educated and able to read and answer to the questionnaires without difficulties.

Age of the respondents

The mean age of the participants was 33.8 years (± 3.2 SD). Majority (43.4%) were aged 30 – 39 years old.

Region of origin of the respondents

It was indicated that majority 63 participants corresponding to 82.9% of the total respondents were from the East Region as depicted on the table above.

School infrastructural facilities of public primary schools

An assessment of the school infrastructural facilities of PPSs is presented in the table below.

Table 6: School infrastructural facilities of PPSs

VARIABLES	SDn (%)	Dn (%)	An (%)	SAn(%)
Your school has sufficient classrooms to contain pupils of separate classes	26 (34.2)	24 (31.6)	14 (18.4)	12 (15.8)
Available useable lighting system in your school	59 (77.6)	12 (15.8)	01 (1.3)	04 (5.3)
Benches of classroom are in a satisfactory condition for the pupils to sit comfortably and learn.	14 (18.4)	34 (44.7)	10 (13.2)	18 (23.7)
The school has a well - equipped computer lap and music hall for practical.	53 (69.7)	21 (27.6)	01 (1.3)	01 (1.3)
The school has a good water supply and toilet system to ensure the sanitary condition of the school.	26 (34.2)	32 (42.1)	17 (22.7)	01 (1.3)

SD: Strongly Disagree **D**: Disagree **A:** Agree **SA**: Strongly Agree

Source: Survey Field 2023

According to the responses, 12 (15.8%) of the respondents strongly agreed that their schools had sufficient space to contain pupils of different classes (Table 5). Only 04 (5.3%) of the respondents strongly agreed having useable lighting system in their school. A total of 18 (23.7%) of the respondents strongly agreed that benches of classroom are in a satisfactory condition for the pupils to sit comfortably and learn. Only 01 (1.3%) of the respondents strongly agreed that their school had a well - equipped computer lap and music hall for practical. Only 01 (1.3%) of the respondents strongly agreed that their school has a good water supply and toilet system to ensure the sanitary condition of the school.

School instructional facilities of PPSs

The school instructional facilities of PPSs are presented in the table below.

Table 7: School instructional facilities of PPSs

VARIABLES	SDn (%)	Dn (%)	An (%)	SAn(%)
Classroom blackboard are big and visible enough for your pupils	05 (6.6)	18 (23.7)	19 (25.0)	34 (44.7)
Writing materials are always available during the teaching and learning process	02 (2.6)	15 (19.7)	44 (57.9)	15 (19.7)
Use audio visual aids like a projector to present lessons during the teaching and learning process	54 (71.1)	16 (21.1)	04 (5.3)	02 (2.6)
Availability of free supportive materials such as textbooks for both teachers and pupils in your school library	13 (17.1)	17 (22.4)	21 (27.6)	25 (32.9)
Sufficient didactic materials used during teaching and learning process	18 (23.7)	32 (42.1)	23 (30.3)	03 (3.9)

SD: Strongly Disagree **D**: Disagree **A:** Agree **SA**: Strongly Agree

Source: Survey Field 2023

According to the responses, majority of the respondents strongly agreed that the classroom blackboard were big and visible enough (44.7%) and textbooks are always available during the teaching and learning process (32.9%), (Table 6). The least instructional facilities available were audio visual aid corresponding to (2.6%) and didactic materials (3.9%).

School security facilities of PPSs

The school security facilities of PPSs are presented below.

Table 8: School security facilities of PPSs

VARIABLES	SDn (%)	Dn (%)	An (%)	SAn (%)
There is a fence round the school compound	57 (75.0)	19 (25.0	00 (0.0)	00 (0.0)
There is a security guard who keeps a close watch of the school compound during the day and night	57 (75.0)	16 (21.1)	01 (1.3)	02 (2.6)
There is a CCTV camera that monitors all classroom and school activities	62 (81.6)	14 (18.4)	00 (0.0)	00 (0.0)
There is a fire extinguisher in the school	54 (71.1)	21 (27.6)	01 (1.3)	00 (0.0)
There is an equipped effectively used on campus- clinic in the school	56 (73.7)	18 (23.7)	01 (1.3)	01 (1.3)

SD: Strongly Disagree **D**: Disagree **A:** Agree **SA**: Strongly Agree

Source: Survey Field 2023

According to the responses, school security facilities were grossly lacking. None of the respondents agreed they had a school fence or CCTV camera. Of the 76 respondents sampled, only 2 (2.6%) agreed they had school clinic and 01 (1.3%) had a fire extinguisher (Table 7).

Internal efficiency of PPSs

The internal efficiency of PPSs is presented in the table below.

Table 9: Internal efficiency of PPSs

VARIABLES	SDn (%)	Dn (%)	An (%)	SAn (%)
The pupils –teacher ratio of the class is satisfactory	11 (14.5)	33 (43.4)	23 (30.3)	09 (11.8)
There is a regular pupils attendance in the class	22 (28.9)	24 (31.6)	19 (25.0)	11 (14.5)
The examination pass rate of the school is progressive	08 (10.5)	27 (35.5)	32 (42.1)	09 (11.8)
Pupils repeat in the class	00 (0.0)	02 (2.6)	43 (56.6)	31 (40.8)
Pupil drop out from school as a result of class repetition	09 (11.8)	15 (19.7)	25 (32.9)	27 (35.5)

SD: Strongly Disagree **D**: Disagree **A:** Agree **SA**: Strongly Agree

Source: Survey Field 2023

According to the responses, internal efficiency of public primary schools was average. Only 9 (11.8%) of the respondents strongly agreed that the pupils –teacher ratio of the class is satisfactory (Table 8). More than one third of the respondents strongly agreed that pupil drop out from school as a result of class repetition.

Results of the Inferential statistics of the study

This section focuses on the testing of the research hypotheses of the study. To do this, we start by formulating the alternative and the null hypotheses of the study.

Ha: There exist a significant relationship between school facilities and internal efficiency of public primary schools in the Belabo subdivision.

Ho: There exist no significant relationship between school facilities and internal efficiency of public primary schools in the Belabo subdivision.

All the tables below show the results of the inferential statistics regarding infrastructural school facilities, instructional school facilities and school security facilities in public primary schools in the Belabo subdivision.

Effect of school infrastructural facility on the internal efficiency of PPSs

In order to examine the effect of infrastructural school facilities on the internal efficiency of public primary schools in Belabo subdivision, we start by formulating the alternative and the null hypothesis.

Ha1: There exist a significant relationship between infrastructural school facilities and internal efficiency of public primary schools in Belabo subdivision.

Ho1: There exist no significant relationship between infrastructural school facilities and internal efficiency of public primary schools in Belabo subdivision.

The following tables reveal the results of the regression analysis on the variable.

Table 10: Summary of Regression Results on the effect of school infrastructural facility

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	0.223[a]	0.250	0.237	0.3717	0.050	3.864	1	74	0.001

a.Predictors: (Constant), Infrastructural Facility

Source: Field Survey, 2023

The result of the regression analysis shown in Table 10 was used to test hypothesis on ascertaining the effect of school infrastructural facilities on the internal efficiency of PPSs. The correlation coefficient R is positive (0.223). The R-square is 0.250. Thus, the model indicates that only 25.0% of changes in internal efficiency in PPSs can be explained by changes in school infrastructural facilities but this result did not show any statistical significance at the level of 0.05.

Table 11: Analysis of Variance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.534	1	0.534	3.864	0.001[b]
	Residual	10.226	74	0.138		
	Total	10.760	75			

a. Dependent Variable: Internal Efficiency

b. Predictors: (Constant), Infrastructural

Source: Field Survey, 2023

The analysis of variance performed on the regression model yielded an F-value of 3.864, meaning that the overall equation is not significant. Since $p > 0.05$ (0.001), the hypothesis that school infrastructure significantly affects the internal efficiency of PPSs is not true.

Effect of school instructional facility on the internal efficiency of PPSs

To study the effect of school instructional facilities on internal efficiency of public primary schools, we start by formulating the null and the alternative hypothesis of the study.

Ha2: School instructional facilities significantly affect the internal efficiency of public primary schools in the Belabo subdivision.

Ho2: School instructional facilities do not significantly affect the internal efficiency of public primary schools in the Belabo subdivision.

All the tables below reveal the results of the regression analysis.

Table 12: Summary of Regression Results on the effect of school instructional facility

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	0.458[a]	0.428	0.416	0.3560456	0.128	10.879	1	74	0.001

a. Predictors: (Constant), Instructional

Source: Field Survey, 2023

The result of the regression analysis shown in Table 12 was used to test hypothesis on ascertaining the effect of school instructional facilities on the internal efficiency of PPSs. The correlation coefficient R is positive (0.428). The R-square is 0.416. Thus, the model indicates that only 41.6% of changes in internal efficiency in PPSs can be explained by changes in school instructional facilities and this result showed statistical significance at the level of 0.05.

Table 13: Analysis of variance table

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.379	1	1.379	10.879	0.001[b]
	Residual	9.381	74	0.127		
	Total	10.760	75			

a. Dependent Variable: Internal Efficiency

b. Predictors: (Constant), Instructional

Source: Field Survey, 2023

The analysis of variance performed on the regression model yielded an F-value of 10.879, meaning that the overall equation is significant. Since $p < 0.05$ (0.001), the hypothesis that school instructional facilities significantly effect on the internal efficiency of PPSs is true.

Effect of school security facility on the internal efficiency of PPSs

To examine the effect of school security facilities on internal efficiency of public primary schools, we start by formulating the null and the alternative hypothesis of the study.

Ha3: School security facilities significantly affect the internal efficiency of public primary schools in the Belabo subdivision.

Ho3: School security facilities do not significantly affect the internal efficiency of public primary schools in the Belabo subdivision.

All the tables below reveal the results of the regression analysis

Table 14: Summary of Regression Results on the effect of school security facility

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	0.385[a]	0.381	0.369	0.3655626	0.081	6.517	1	74	0.002

a. Predictors: (Constant), SECURITY

Source: Field Survey, 2023

The result of the regression analysis shown in Table 14 was used to test hypothesis on ascertaining the effect of school security facilities on the internal efficiency of PPSs. The correlation coefficient R is positive (0.369). The R-square is 0.381. Thus, the model indicates that only 38.1% of changes in internal efficiency in PPSs can be explained by changes in school instructional facilities and this result showed statistical significance at the level of 0.05.

Table 15: Table of analysis of variance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.871	1	0.871	6.517	0.002[b]
	Residual	9.889	74	0.134		
	Total	10.760	75			

a. Dependent Variable: Internal Efficiency

b. Predictors: (Constant), SCHOOL SECURITY ENVIRONMENT

Source: Field Survey,

The analysis of variance performed on the regression model yielded an F-value of 6.517, meaning that the overall equation is significant. Since $p < 0.05$ (0.002), the hypothesis that, school security facilities significantly affect the internal efficiency of PPSs is true.

Interpretation of the results of the findings

The present section of the study focuses on the interpretation of the results of the findings. This consists of providing meanings to the results gotten from the data analyzed. It is the synthesis of the empirical findings to obtain meanings and draw conclusions based on the data collected and analyzed. The interpretation of the findings is done with respect to the research objective.

Research hypothesis one

In the first research hypothesis, the researcher aims to analyze the effect of school infrastructural facilities on the internal efficiency of the public primary schools in Belabo subdivision. The simple linear regression was used to determine whether there is a relationship as well as the extent of the relationship between the independent variable (school infrastructural facilities) and the dependent variable (internal efficiency). The findings revealed that school infrastructural facility is a predictor of internal efficiency of public primary schools in Belabo with $F(1.74) = 3.864$, $p \leq 0.001$. Also, the $R^2 = 25.0$ indicates that the model explains 25.0% of variance in the internal efficiency of public primary schools in Belabo. This finding demonstrates that school infrastructural facilities exert a positive and moderate relationship on the internal efficiency of public primary schools. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that there is a significant relationship between school infrastructural facilities and the internal efficiency of public primary schools in the Belabo subdivision.

The above results thus demonstrate that school infrastructural facility is a determinant of the internal efficiency of public schools in Cameroon. The school infrastructure occupies a primordial role in the teaching and learning process as it becomes absolutely impossible for teachers to teach and students to learn in the absence of good and updated infrastructures. It has been observed that most of the primary schools especially in the interior of the country lack quality and modern infrastructures such as classrooms, offices, multimedia halls etc. This situation deliberately affects the internal efficiency of these primary schools since some teachers find it very difficult and at times even impossible to teach in such an atmosphere. It is thus vital for the state to construct quality and modern infrastructures which in return will enhance the acquisition of knowledge and competence and thus the internal efficiency of these public primary schools in the Belabo subdivision.

Research hypothesis two

In the second research hypothesis, the researcher aims to analyze the effect of school instructional facilities on the internal efficiency of the public primary schools in Belabo subdivision. The simple linear regression was used to determine whether there is a relationship as well as the extent of the relationship between the independent variable (school instructional facilities) and the dependent variable (internal efficiency). The findings revealed that school instructional facility is a predictor of internal efficiency of public primary schools in Belabo with $F(1.74) = 10.879$, $p \leq 0.001$. Also, the $R^2 = 42.8$ indicates that the model explains 42.8% of variance in the internal efficiency of public primary schools in Belabo. This finding demonstrates that school instructional facilities exert a positive and strong relationship on the internal efficiency of public primary schools. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that there is a significant relationship between school instructional facilities and the internal efficiency of public primary schools in the Belabo subdivision.

The above findings therefore mean that school instructional facility is a determinant of the internal efficiency of public primary schools in Belabo subdivision in particular and Cameroon in general. School instructional facilities are the different pedagogical materials used by the teachers and students in the teaching and learning process. The materials are of valuable importance to teachers and students as their absence will greatly affect the process of knowledge acquisition in public and private schools across the country. The instructional facilities consist of teaching and learning aids

such as text books, boards, multimedia halls, bench, tables, chairs, handouts, books, chalks, rulers, pen, pencils projectors, etc. All these instructional materials have a role to play in enhancing the internal efficiency of these public primary schools in the Belabo locality. This therefore means that the government of Cameroon needs to make sure that all the primary schools across the national territory possess the minimum of the instructional materials required for the teaching and learning process. As such, the government must ensure equity and equality in the distribution of educational resources so as to make sure that no region, division, or subdivision is left aside. This will go a long way to enhance the internal efficiency of public primary schools in Belabo in particular and in Cameroon in general.

Research hypothesis three

In the third and last research hypothesis, the researcher aims to analyze the effect of school security facilities on the internal efficiency of the public primary schools in Belabo subdivision. The simple linear regression was used to determine whether there is a relationship as well as the extent of the relationship between the independent variable (school security facilities) and the dependent variable (internal efficiency). The findings revealed that school security facility is a predictor of internal efficiency of public primary schools in Belabo with $F(1.74) = 6.517$, $p \leq 0.002$. Also, the $R^2 = 38.1$ indicates that the model explains 38.1% of variance in the internal efficiency of public primary schools in Belabo. This finding demonstrates that school security facilities exert a positive and strong relationship on the internal efficiency of public primary schools. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which states that there is a significant relationship between school security facilities and the internal efficiency of public primary schools in the Belabo subdivision.

The findings above thus revealed that internal efficiency of public primary schools in the Belabo subdivision largely depends on the nature and quality of school security facilities. With the advent of violence and aggression in schools nowadays, there is an increase need to improve the school security facilities so as to reduce that occurrence of these social ills in schools. This is because today, school environment and school campuses have become a theatre for social ills and violent behaviors either from teachers, students or any third party. The fight against this social ill requires the government and the educational community to reinforce school security facilities so as to limit access to strangers who at times are held responsible of multiple cases of violence and aggression

in schools. This also requires the school heads and the educational community to constantly patrol the school campuses and classrooms to track recalcitrant students. As such, the reinforcement of the school security facilities as well as the security measures in school campuses will help reduce the rate of violent and aggressive behaviors in public primary schools in Belabo subdivision and Cameroon at large.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS, PERSPECTIVES AND CONSTRAINTS OF THE STUDY

The purpose of this study was to investigate the effects of school facilities on internal efficiency of public primary schools in Belabo sub division. The study aimed to identify the relationship between school facilities and internal efficiency in public primary schools in Belabo sub division. The study used a quantitative research design and collected data from teachers35public primary schools in Belabo sub division. The data was analyzed using Spearman correlation formula to determine the relationship between the variables under study. The results showed that school facilities significantly influence the internal efficiency of public primary schools in Belabo sub-division.

Gender of the respondents

Sex equality was respected (50.0% males and 50.0% females) in this study however Sex equality amongst primary school teachers in Cameroon is a work in progress. According to the Ministry of Basic Education, women make up 66% of primary school teachers in Cameroon. However, there is a gender disparity in terms of the distribution of teachers across different levels of education. Women are more likely to teach at the primary level, while men are more likely to teach at the secondary and tertiary levels. This disparity is due to a number of factors, including cultural norms, occupational segregation, and discrimination.

Sex representation in the teaching profession in Cameroon is a complex issue. On the one hand, there is a significant underrepresentation of women in teaching, especially at the primary school level. This is due to a number of factors, including cultural norms, occupational segregation, and discrimination. On the other hand, there is a growing awareness of the importance of gender equality in education, and some efforts are being made to address the underrepresentation of women teachers.

According to Ministry of Basic Education in Cameroon (2018), only 37% of primary school teachers were women. This is significantly lower than the global average of 60%. The study also found that the underrepresentation of women teachers was more pronounced in rural areas, where only 28% of teachers were women.

As mentioned above one factor is cultural norms. In many parts of Cameroon, there is a belief that women should not work outside the home. This belief is often reinforced by religious beliefs. Another factor is occupational segregation. Women are more likely to be employed in lower-paying and less prestigious occupations, such as teaching. This is due to a number of factors, including discrimination and lack of opportunities (UNESCO, 2018)).

There are a number of efforts being made to address the underrepresentation of women teachers in Cameroon. One effort is the government's "Girls' Education in Mathematics and Science" program. This program aims to increase the number of girls enrolled in and graduating from science and mathematics courses. Another effort is the "Education for All" program, which aims to provide universal primary education for all children. This program includes a focus on gender equality, and it is hoped that it will help to increase the number of women teachers in Cameroon (World Bank, 2019)).The underrepresentation of women teachers in Cameroon has a number of negative consequences. One consequence is that it limits the educational opportunities available to girls. When there are fewer women teachers, girls are less likely to have female role models in the classroom. This can discourage girls from pursuing careers in science, technology, engineering, and mathematics (STEM). Another consequence is that it reinforces gender stereotypes. When there are fewer women teachers, it sends the message that teaching is not a profession for women.

Educational level of the respondents

We see in our results that majority of the respondents were well educated and able to read and answer to the questionnaires without difficulties. 30 respondents corresponding to 39.5% of the total number of respondents had attended high school while 21 (27.6%) had attended university. The educational levels of primary school teachers in Africa vary from country to country. In some countries, teachers are required to have a bachelor's degree in education, while in other countries, a high school diploma is sufficient. In Cameroon, teachers are required to have a bachelor's degree in education. The degree program typically takes four years to complete and includes courses in pedagogy, curriculum development, and child development. Teachers are also required to complete a teaching internship (World Bank, 2021)). UNESCO also reported in 2019 that some of the challenges facing primary school teachers in Cameroon include:

Teachers in Cameroon are typically paid very low salaries, which can make it difficult for them to make ends meet. Schools in Cameroon often lack basic resources, such as textbooks, desks, and

chairs. This can make it difficult for teachers to provide quality instruction. Class sizes in Cameroon are often very large, which can make it difficult for teachers to give each student the attention they need. However, we cannot deny the fact yet there are many dedicated teachers in Cameroon who are working hard to provide quality education to their students.

Age of the respondents

The ages of primary school teachers in Cameroon vary, but the average age is 35 years old. The youngest teachers are typically in their early twenties, while the oldest teachers are typically in their late fifties. In our study the mean age of the participants was 33.8 years (3.2 SD). Majority (43.4%) were aged 30 – 39 years' old which are similar to results report by the ministry of primary education most current census. Njeuma (2018) reported that there are a number of factors that can affect the age of a primary school teacher in Cameroon, including the level of education, the experience, and the location of the school. Teachers with higher levels of education are typically older, as they have had to spend more time in school. Teachers with more experience are also typically older, as they have had more time to accumulate years of service. Teachers who work in rural areas are typically younger than teachers who work in urban areas, as there are fewer job opportunities in rural areas.

Discussion of the results related to the research hypotheses

Here, this section focuses on discussing the results of the findings related to the various research hypothesis of the study. The discussion of the results is based on the school infrastructural facilities, school instructional facilities and school security facilities. The discussion therefore helps to argue the results of the findings in line with the theories and other people`s works on the research problem under study.

Hypothesis one

Improving school infrastructural facilities is essential to improving the quality of education in Cameroon. Public primary schools in Cameroon typically have one or two classrooms per grade level. The classrooms are often small and overcrowded, with 50 or more students per classroom. They may also be poorly ventilated and lack adequate lighting (Mbonteh, et al (2020).). These are similar to the results of our study with only 12 (15.8%) of the respondents strongly agreed that their schools had sufficient space to contain pupils of different classes. When it comes to aspects

like libraries and laboratories, the results of our study shows that only (1.3%) of the respondents strongly agreed that their school had a well - equipped computer lap and music hall for practical aligning with Enjoh et al., (2018) who reported that public primary schools in Cameroon rarely have libraries. If they do have libraries, they are often poorly stocked with outdated textbooks and reference materials as well as lack the necessary materials for science experiments (Enjoh, 2018)).It is also further reported that Public primary schools in Cameroon typically have playgrounds. However, the playgrounds are often small and poorly maintained. They may also be located in unsafe areas (Mbonteh, et al., 2020).

Our study found that most public primary schools in Belabo Cameroon often lack adequate toilet facilities. The toilets that are available may be poorly maintained and lack running water. (Mbonteh, et al., 2020), Enjoh, 2018).Water and sanitation: Public primary schools in Cameroon often lack access to clean water and sanitation facilities. This can lead to the spread of diseases such as diarrhoea and cholera. (Mbonteh, et al., 2020), Enjoh, 2018).The lack of adequate school infrastructural facilities in Cameroon can have a negative impact on the quality of education. Students who attend schools with poor facilities are more likely to have difficulty in learning and are more likely to drop out of school. Government can increase funding for education that can allow schools to build new classrooms, libraries, and laboratories, and to improve the maintenance of existing facilities but the Government is facing financial constraints, which makes it difficult to allocate enough funds for education. The private sector can also play a role in improving school infrastructure. Businesses can donate money or materials to schools, or they can partner with schools to build new facilities.

Communities can also get involved in improving school infrastructure. They can volunteer their time to help build or maintain school facilities, or they can raise money to support school improvement projects. Despite these challenges, UNESCO (2020) recently reported that there are a number of organizations working to improve school infrastructural facilities in Cameroon. These organizations include the government, the private sector, non-governmental organizations (NGOs), and community groups.

School infrastructure is one of the most important resources that schools have. It includes the buildings, classrooms, furniture, equipment, and other facilities that are necessary for teaching and learning. Good school infrastructure can help to improve student learning by providing a safe and

comfortable learning environment, and by giving students access to the resources they need to succeed. There is a growing body of research that suggests that school infrastructure has a positive impact on internal efficiency. For example, a study by the World Bank (2018) found that students who attend schools with better infrastructure are more likely to pass exams and less likely to drop out. Another study, by the UNESCO Institute for Statistics (2019), found that schools with better infrastructure have higher completion rates and better learning outcomes.

The positive impact of school infrastructure on internal efficiency is likely due to a number of factors. First, good school infrastructure can help to improve student attendance. When students are comfortable and safe in their school environment, they are more likely to attend school regularly. Second, good school infrastructure can help to improve student learning. When students have access to the resources they need, such as textbooks, computers, and science labs, they are more likely to succeed in school. Third, good school infrastructure can help to improve teacher morale. When teachers have a safe and comfortable working environment, they are more likely to be motivated and effective in their teaching. This is why it is important for governments and other stakeholders to invest in school infrastructure. By providing schools with the resources they need, we can help to improve student learning and achievement. It should also be noted that most research has showed that the positive impact of school infrastructure on internal efficiency is not limited to Cameroon, but also found in other countries around the world. This generally suggests that worldwide investing in school infrastructure is a cost-effective way to improve education outcomes (Nwachukwu et al., 2015).

Kamwitha, (2022) highlights the importance of the sports infrastructures including sports facilities and sports programs in the metropolitan primary schools where it is unlikely to change individual factors such as gender and age distribution of the population. The reason why people cannot engage in sports activities is due to lack of facilities, high cost, mobility issue and lack of gears, while primary school pupils can freely engage in sports because they have a lot of time. Meanwhile, Muthanje, (2022) examined the construction and design trends of recreational sports facilities in the Kenya schools. He observed that many important primary schools function such as academic, sports, health and wellness have been integrated into many new and renovated facilities. Unique features such as rooftop playing fields, climbing walls, food service, counseling centers, primary

schools police stations and convenience stores have been incorporated into these recreational sports facilities.

Hypothesis Two

The East Region is one of the most populous regions in Cameroon, and it has a high number of schools. However, the quality of school instructional facilities in the region is often poor. Our study reported just (44.7%) of the respondents strongly agreed that the classroom blackboard was big and visible enough and with only a (32.9%) confirming textbooks are always available during the teaching and learning process (Table 6). The least instructional facilities available were audio visual aid (2.6%) and didactic materials (3.9%). All of these are similar to results reported by performance report of the ministry (2019) and UNESCO report (2018) that stated that classroom space in most schools in the region were overcrowded, libraries were poorly equipped and many schools in the region do not have libraries, which all make it difficult for pupils to learn effectively as related by the institute of statistics (2020).

School instructional facilities are the physical resources that are available to schools to support teaching and learning. They include classrooms, libraries, laboratories, sports facilities, and other learning resources.

Just like infrastructural facilities, there is also a growing body of evidence that suggests that school instructional facilities have a significant impact on internal efficiency. A study by the World Bank (2018) found that schools with better facilities had lower repetition and dropout rates, and higher student achievement. Another study by UNESCO (2019) found that schools with better facilities had more qualified teachers and a more conducive learning environment. There have been a number of studies conducted in Cameroon that have examined the relationship between school instructional facilities and internal efficiency. One study, conducted by Souck (2020), found that school facilities had a significant impact on student achievement in secondary schools in Yaounde. The study found that students in schools with better facilities had higher scores on standardized tests. Another study, conducted by Nji (2021), found that school facilities had a significant impact on the internal efficiency of primary schools in the North West Region of Cameroon. As noted by Hasbullah, & al. (2011) the main aim of a primary school library is to provide support services for the primary school in areas of learning, teaching and research. It plays a vital role in assisting the

primary school to fulfill its basic functions such as performing the collection of books or articles, and collecting modern information like e-books, e-journals and e-thesis. Libraries also are able to provide the best service to pupils if the academic libraries and teachers collaborate with each other. Therefore, libraries are regarded as the hubs of any academic institutions. Basically, such information or sources must be easily accessed and retrieved by users. Hasbullah, & al. (2011) found that pupils who gain better academic success used libraries in some ways compared with pupils who did not use the library and achieve less.

The use of technology is more productive and relevant when teachers utilize it for delivering lessons in classrooms. Technology also creates a more collaborative learning environment although not all teachers use technology in their classrooms because they do not have some technical know-how and not expert in using the technology. Also teachers who are not well-versed in using technology will experience difficulty using it and they also do not have sufficient time to gather all the information about their lessons that will be presented. In Saudi Arabia, technological developments have given a big impact on language learning environment and also improve their language skill (Muthanje, 2022). In addition, some teachers also believe that applying technology for language teaching will influence the decision of other teachers in using the technology. In certain cases, teachers are not aware of the various projected aids that can be used in the classroom. Some use of gadgets such as computers, smart phones and the internet search engines become more popular nowadays and more than half of the world's population is using it as their social networking.

Hypothesis three

This study conveyed that school security facilities were grossly lacking in Public Primary schools in Belabo. None of the respondents agreed they had a school fence or CCTV camera. of the 76 respondents sampled, only 2 (2.6%) agreed the schools had a clinic and 01 (1.3%) had a fire extinguisher. The results obtained are in line with the results of other people on school security facilities and internal efficiency of schools.

Following the fact that schools had witnessed various attacks in many countries and attacks toward students, teachers, and managers in recent years, some of these attacks were resulted with severe wounds and even death (Hasbullah, & al., 2011). The use of CCTV camera helps to minimize the

risk of unwanted intruder, theft, robbery, bullying and even destroying the school goods and also facilitate the tracing of a criminal act that might have occurred in the institution so as to help set things in place and maintain safety; Ozer,2006. This goes a long way in protecting the site externally and internally. Following the use of CCTV cameras in public primary schools, vital evidence to support investigations on cases like internal theft, recalcitrant pupils, act of vandalism, emergency or accident at work can easily be carried out. Fire extinguisher also is another source for safety which is very vital and many of us already have some understanding of the fundamental systems like fire detection and alarms, and the various suppression systems such as sprinklers e.t.c. (Muthanje, 2022). This is much needed in primary schools to help overcome fire accident couple with the fact that the electrification quality of our economy is really seen with naked wires on walls and ceiling which haven't been piped thus easily cause fire outbreak. Manned guarding "security guard" stands as the highly effective way of eliminating criminal damage and theft making it one of the most proactive security measures to be considered in our public primary schools. Manned guarding is an excellent step to take in protecting the pupils, teachers and the school premises in general against theft, vandalism, dangerous weapons to be brought in to the school premises by the pupils which they easily use during physical altercations with school mates. Also the manned guarding helps to trap pupils

who go out of the school premises during school hours whom might not have been under any administrative permission to do so. This helps to reduce the rate of pupil's attendance irregularity that will lead to poor academic performance as such affect the internal efficiency of the school.

A safe and healthy school environment is seen critical to the school internal efficiency and education. Recent observations and occurrence in schools have shown that schools are not so safe for the learners and personnel any more due to some problems threatening school security. Montee,(2008), receiving attention to the responsibility of schools for providing a safe environment so that learners and teachers maximize the education experience, states that schools are faced with numerous issues involving school safety as school violence has become so alarming in our context. As such, security facilities like fence round the school compound, security guard, CCTV camera, fire extinguisher and even an on-campus clinic are necessary things to be made available in all schools to help combat security crisis.

Suggestions

The data collected from the field was analysed and a number of results were achieved. In all, the results reveals that school infrastructural facilities, school instructional facilities and school security facilities are strong predictors of internal efficiency of public primary schools in the Belabo sub division. All the research hypotheses were accepted which means that school facility is a strong predictor of internal efficiency of public primary schools. Basing on these findings, a number of recommendations were formulated and directed toward the government, the school heads, local community leaders and authorities as well as to the educational community. Below are a number of recommendations advanced to educational actors which if they are effectively implemented will ensure internal efficiency of public primary schools not only in the Sub-division of Belabo but also and most importantly across the national territory.

- The findings reveal that school infrastructural facilities such as classrooms, offices, libraries, bench, chairs, staff office, playgrounds, permanence hall, multimedia halls and practical halls are largely responsible of enhancing school performance in public primary schools. As such, ensuring the internal efficiency of public primary schools requires the government, the school heads, the local community leaders and authorities as well as educational community to equip the schools with standard and up-to-date infrastructures which will help in improving student`s performance. Looking at the important role of school infrastructures in ensuring internal efficiency of public primary schools within and without the Belabo sub-division, we therefore advice the government, the policy makers and educational stakeholders to pay careful attention to the state of infrastructures in schools, equip the schools with modern buildings, classrooms and offices, ensures comfortable playgrounds for children, and provides modern libraries and multimedia centres in schools. All of this will go a long way to enhance the internal efficiency of public primary in the Belabo sub-division in particular and in public primary schools all over the country.
- The results of the findings also reveal that school instructional facilities have a significant effect on the internal efficiency of public primary schools. This implies that in a school where didactic materials like textbooks, pen, pencils, rulers, boards, chairs, tables, bench, handouts are provided on time and in due course, this will go a long way to ensure internal efficiency of public primary schools in Cameroon. We therefore recommend to the

government, policy makers, local authorities, school heads and educational community to ensure the provision of the instructional materials to teachers and students in schools. This initiative will go a long way to ensure internal efficiency of public primary schools both within and without the sub-division of Belabo.

- The results of the findings also reveal that school security facilities have a significant impact on the internal efficiency of public primary schools in the Belabo locality. This implies that the provision of school gate, the availability of school guards, the use of the CCTV cameras, the restriction of access to the school campuses to strangers and non-students will help in improving the internal efficiency of public primary schools. As such, we therefore recommend to the government, local community and leaders, school heads, and educational stakeholders to intensify the control of all the individuals who are allow to the school campuses. We also call on the government and the educational partners to ensure the construction of fences surrounding the school environment. This act will help to guarantee a peaceful and safe school environment appropriate for study.

It is thus worthy to note that the various measures advocated above will help the government and local authorities to fight against poor performance and enhance the internal efficiency of public primary schools in the Belabo sub-division as well as across the national territory of the country.

Limitations/constraints of the study

In every research works, researchers always faced a number of constraints and limitations. Limitations therefore are the shortcomings to a research. They are those elements which delays the realisation of a research work. In social and educational sciences, researchers generally face the problem of time, finances, language, the return rate of the questionnaire and the accessibility and availability of the participants. In the course of realising the present research work, we were faced with a number of constraints which ranges from language constraint to the availability and accessibility of the participants. The following are the limitations and constraints of this study.

- **Language constraints:** The sub-division of Belabo is located in the Eastern region of the country. For this reason, majority of public primary schools are under the care of French speaking Cameroonians. As such, the main language of the participants in this study is French for the majority. This appears to be a serious problem between the researcher and

the participants reason being that it was difficult for them to assimilate the content and objective of the research very clearly and with ease. For this reason, the researcher had to give so much time than expected to the various participants for them to decode the language and understands the content of the questionnaire. This therefore delays the process of data collection.

- **Financial constraint:** Financial constraint is a common challenge in conducting a research work. The finances that were used for the realisation of this study were solely the researcher's finances. The researcher did not receive any additional funding for this study. This go a long to affect the realisation of the research work since at one point in time the researcher had to stop the research for a while and look for more finances. This proved to be very challenging for the execution of this piece of work.
- **Return rate of the questionnaire:** The return rate of the questionnaire was another challenge the researcher faces in the realisation of this research work. During the field work, the researcher had to print and reprint the questionnaire again and again since some of the teachers who took the questionnaire did not return it on time or simply not return it. As such, to solve this problem, we had to print the questionnaire each time a participant fail to submit his or her copy of the questionnaire. This was also challenging for the researcher.
- **Accessibility and availability of the participants:** Another major problem or limitation faced by the research in the course of the realisation of this study was that of the accessibility and availability of the participants for the study. A good number of participants of the study were not very much accessible and those who were accessible at times to be unavailable. So, the researcher had to be very patient with the participants which in return, delays the process of the data collection.
- **Topography of the sub-division:** Another constraint faced in the course of executing this project was that of the topography of the locality. Most of the schools sampled by the researcher were not located in one area but were dispersed all over the Belabo sub-division. As such, movement from one school to another during our filed work was very challenging. The researcher had to use different means of transport from one school to another. All of this delays the process of the execution of the research work thus, serving as a limitation to this study.

In summary, the researcher faced the problem of language barrier, return rate of the questionnaire, topographic nature of locality, the accessibility and availability of the participants and the financial constraint which in one way or the other delays the execution of this research work.

Perspectives for future study

The present study dwells on the effect of the school facility on the internal efficiency of public primary schools in the Belabo sub-division in the Eastern region of Cameroon. The objective of this study was to determine the impact of school facility such as school infrastructural facilities, school instructional facilities and school security facilities on the internal efficiency of public primary schools in Belabo. As such future can be envisaged on the following topics;

- A comparative analysis of the internal and external efficiency of public primary schools in the Eastern region of Cameroon: case of the public primary schools in Belabo sub-division.
- School facility and external efficiency of public primary schools in the Eastern region of Cameroon: Case of the public primary schools in the Belabo sub-division.
- The impact of school facility on the internal and external efficiency of private primary schools in the East region of Cameroon: Case of the private primary schools in Belabo sub-division.

These are some possible topics which can be subjected to research in the same sub-division of Belabo.

CONCLUSION

School facilities refers to school infrastructures, school instructional materials and school security materials which enhances the teaching and learning process in primary schools, colleges and universities. School facilities play an important role in improving the internal efficiency of public primary schools. Schools with better facilities have lower repetition and dropout rates, and higher student achievement since better facilities provide a more conducive learning environment, which

allows pupils to learn more effectively. It has been revealed that school facilities in both the developed and less developed countries account largely for the success of the students in school. It provides the foundation for the internal and even external efficiency of public primary schools and colleges in countries across the Saharan Desert, including Cameroon. The present study embarked to study the problem of internal efficiency of primary schools in relation to the school facilities. As such, the main purpose of this research work was to examine the effect of school facilities such as school infrastructures, instructional materials and school security facilities on the internal efficiency of public primary schools in the Belabo sub-division. The work is divided into five chapters. Chapter one is basically the introduction which focussed on the backgrounds of the study, the problem statement, the research questions, objectives and hypotheses, the significance of the study, the delimitation of the study as well as the definitions of concepts. Chapter two focussed on the literature review which is grouped into the conceptual, the empirical and the theoretical review. Chapter three focussed mainly on the research methodology, chapter four on the analysis and presentation of the findings and chapter five focussed on the discussion of the results.

This study adopted a quantitative research approach. The research design was descriptive research survey. The study is conducted in the Eastern region of Cameroon, specifically in the locality of Belabo. The study sampled a total of 24 public primary schools from the 40 which constituted our accessible population for schools. Using the simple random sampling technique, a sample size of 80 teachers was drawn from 127 teachers. As far as the data collection procedure is concerned, the researcher used a close-ended questionnaire to collect the data from the participants. The instrument of data collection was tested through the face validity and the content validity meanwhile the reliability of the data collection instrument was tested through a pre-test. The data collected was analysed through the statistical data analysis techniques, precisely the simple linear regression analysis, using the SPSS. The analysis of the data permitted us to arrive at the following results;

The findings revealed that school infrastructural facilities significantly influence the internal efficiency of public primary schools. This is true because school infrastructures contribute largely to boast the performance of students in school. The school infrastructures provide a safe and conducive atmosphere for the teaching and learning process to take place. This is because the

availability of modern classrooms, quality buildings, libraries, staff rooms, offices, playgrounds and permanence hall will go a long way to influence the internal efficiency and why not the external efficiency of public primary schools across the country.

The findings also revealed that school instructional facilities have a significant effect on the internal efficiency of public primary schools in Belabo sub-division. Instructional facilities are the didactic materials used to facilitate the teaching and learning process in a school milieu. It is believed that the quality of didactic materials or instructional facilities used in schools largely condition the performance and success rate of students in schools. As such, school instructional facilities such as textbooks, chairs, boards, pens, pencils, rulers, video-projector, computers and smart phones contribute to the internal efficiency of public primary schools across the national territory.

The findings once again revealed that school security facilities significantly affect the internal efficiency of public primary schools in the Belabo sub-division. This implies that the provision of security mechanisms in primary schools will go a long way to enhance student performance and thus, enhance the internal efficiency of these schools. School security facilities such as gates and fences, the availability of gatemen, the installation of CCTV cameras, and the limitation of access to school to strangers will help to improve the internal efficiency of public primary schools.

Basing on the above findings, a number of recommendations were made which includes; the construction of new and modern infrastructures as well as the renovation of the existing buildings in public primary schools by school heads, the government and local authorities; we also recommended the provision of quality teaching and learning materials which will facilitate the teaching and learning process. Lastly, we equally recommended that school security facilities should be considerably enhanced so as to reduce the rate of indiscipline in schools. All of this will go a long way to ensure the internal efficiency of public primary schools across the national territory. However, the study faced a number of limitations such as language constraint, due to the fact that majority of the participants have French as their first language, the accessibility and availability of the participants, due to the fact that some participants were not accessible and those who were accessible were not fully available, the topography of the sub-division and the distribution of schools which constituted our sample was a constraint and finally, the financial constraint.

REFERENCES

Ahmad, N. et al (2020). *Analysis of the Availability of School Facilities and Infrastructure as an Effort to Accelerate School Quality Improvement. Indonesia*. Atlantis Press.

Amin, M. E. (2005). *Social science research: conception, methodology and analysis*. Makerere University Printery.

Ashkan,Z.(2023). *Project Schedule Contingency Planning: Building on Von Bertanlanffy's Open Systems Theory and Critical Systems Practice*. Australian National University, *System Research and Behavioural Science*.41(2) 5-7.

Asiyai, R. I. (2012). Assessing school facilities in public secondary schools in Delta State, Nigeria. *African research review*, *6*(2), 192-205.

Berlinski, S., &Galiani, S. (2007).The effect of a large expansion of pre-primary school facilities on pre-schools attendance and maternal employment. *Labour Economics*, *14*(3), 665-680.

Cameroon Ministry of Basic Education. (2019). *Education sector performance report*.Ministry of Basic Education.

Cameroon National Institute of Statistics. (2020). *Cameroon education survey*.Cameroon National Institute of Statistics.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.)*. Sage.

Earthman,G.&Lemasters, L. (2006). *Review of research on the relationship between school buildings,student achievement, and student behavior*.Paper presented at the annual meeting of the Council of Educational Facility.

Enjoh, P. (2018). *The impact of school facilities on teaching and learning in Presbyterian secondary schools in the SW of Cameroon*.Research Gate.Retrieved from https://www.researchgate.net/publication/333689605_The_Impact_of_School_Facilities_on_Teaching_and_Learning_in_Presbyterian_Secondary_Schools_in_the_SW_of_Cameroon.

Fatma, O. (2010). *School security problems and the ways of tackling them*.Center of Research and Development, Directorship of National Education, Elazig-Turkey. Elsevier Ltd. 5377-5383.

Hasbullah, A., Yusoff, W. Z. W.,& Ismail, M., &Vitasari, P. (2011). A framework study of school facilities performance in public primary school of Batubara district in Indonesia. *Procedia-Social and Behavioral Sciences*, *15*, 3708-3712.

Ibironke, O.E. et al (2022). *Instructional Facilities and Perceived Academic Performance of Office and Information Management Students in Lead City University, Ibadan*. National Institute of Office Administrators and Information Managers (NIOAIM)..

Ibrahim, N. M., Osman, M. M., Bachok, S., & Mohamed, M. Z. (2016). Assessment on the Condition of School Facilities: Case study of the selected public schools in Gombak district. *Procedia-Social and Behavioral Sciences*, *222*, 228-234.

Ithuta, K. J. (2010). Determinants of internal efficiency in public primary schools in Tigani East District. National Commission for science, technology and innovation,University of Nairobi, Kenya. https://us.docworkspace.com/d/sIIPT1cM3m5vxpAY?sa=00&st=0t

Banga. Amvene, J.D. (2021*). Annals of the University of Craiova, Psychology- Pedagogy 43(2), 1582-313X*.

Johnstone, D.B. (2007). Cost –Sharing in higher education: Tuition,financial Assistance, (*zech Sociological Review,* 39(3), 351-374.

Kamga, A.D. (2011). Realising the right to primary education in Cameroon. *African Human Rights Law Journal*, 2(1), 171-193.

Kamau, J. N., Githi, S. K., &Njau, M. M. (2014*). Research methods: Design of a research project.* Nairobi: Multiface Solution.

Kamwitha, A. M. (2022). *Mainstreaming Early Childhood Education and Influence on Internal Efficiency in Public Primary Schools in Embu County*. Kenya (Doctoral dissertation, university of Nairobi).

Kirjavainen, T. (2009).The effects of school infrastructure on student achievement. *Journal of Educational Administration*, 47(2): 131-152.

Koang, Y.(2014). *Factors Affecting Internal Efficiency of Primary Schools in Nuer Zone of Gambella Regional State*. Jimma University. 1-20.

Lawanson, O. A., &Gede, N. T. (2011). Provision and management of school facilities for the implementation of UBE programme. *Journal of Educational and Social Research*, *1*(4), 47-55.

Leung, M. Y., & Fung, I. (2005). *Enhancement of classroom facilities of primary schools and its impact on learning behaviors of students*. Facilities.

Leung, M. Y., Chan, J. K., & Wang, Z. (2006). Impact of school facilities on working behavior of teachers. *International Journal of Strategic Property Management*, *10*(2), 79-91. Mar Sole Publisher.

Mbonteh, V. M. N., &Fonkeng, E. G. (2020). The effects of school facilities on educational quality.The case of public primary schools in Kupe-Muanenguba Division, South-West Region of Cameroon. *International Journal of New Technology and Research*, 6(2),32-39.

Ministry of Basic Education (MINEDUB), (2022).*Analysis report of data from the 2020/2021 school census of the ministry of basic education*.Cameroon.

Ministry of Basic Education, Cameroon. (2018). *Gender disparities in the teaching profession in Cameroon*.Ministry of Basic Education.

Montee, S.(2008). *Safe school initiatives-management advisory report. Missouri: Office of Missouri State Auditor*. Retrieved June 17, 2009, from the Auditor web site;www.auditor.mo.gov.

Mugenda, O. M. and Mugenda A. G. M. (2003).*Research Methods.Quantitative and Qualitative Approaches, Nairobi*. African Centre for Technology Studies.

Muthanje, A. K. (2022). Mainstreaming physical infrastructure in Early Childhood Education and its influence on participation Rates in Public Primary Schools in Embu County, Kenya. *Journal of Education and Training*,9(20), 126-144.

Mwamwenda, T. S., & Mwamwenda, B. B. (1987). School facilities and pupils' academic achievement. *Comparative Education, 23* (2), 225-235. Masola Publishers.

Ngigi S. K. Wakahiu, J. &Karanja Eldoret, M. (2016). *Fundamentals of research methods in education: A student's handbook*. AMECEA Gaba Publications-CUEA Press Kenya.

Nijkamp, P. (2000*). Infrastructure and Suprastructure in Regional Competition*. University of Amsterdam, Springer – Verlag.

Njeuma, B. F. (2018). The challenges facing primary school teachers in Cameroon. *International Journal of Educational Research,88*, 13-21. doi:10.1016/j.ijer.2018.02.001.

Nji, E. (2021). The effects of school facilities on internal efficiency of primary schools in the North West Region of Cameroon. *Cypriot Journal of Educational Sciences*, *16*(1), 13-25.

Nwachukwu, C., &Osuagwu, S. (2015). The impact of school infrastructure on academic performance in public secondary schools in Nigeria. *International Journal of Educational Development*, *43*, 125-134.

Orodho A.J. (2003). *Essentials of Education and Social Sciences Research Methods.* Acts Press

Orodho, J.A. (2004). *Techniques of writing Research Proposals and Reports*. Masola Publisher

Owoeye, J. S., &OlatundeYara, P. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Asian social science*, *7(7), 64-74.*

Ozer, N.(2006). *Perceptions of primary school second grade students related to school security*.Thesis, Inonu University, Malatya.

Putu, A. et al (2021) Abraham Maslow's Hierarchical Need Fulfillment and Herzberg's Two-Factor Theory for Creating Worker Loyalty.Narotama University, Surabaya Indonesia.The spirit of society journal. *International Journal of Society, Development And Engagement*, 4(2). 66-75.

Schneider, M. (2002). *Do School Facilities Affect Academic Outcomes*? ERIC Publications

Souck, E. N. (2020). The effects of school facilities on internal efficiency: The case of selected bilingual secondary schools in Yaounde Centre. *World Journal of Research and Review*, *4*(4), 88-95.

Torrisi, G.(2009). *Public infrastructure: definition, classification and measurement issues*. University Library of Munich, Germany.

Tsheko, G., Mokhele, M., & Sekhampu, P. (2018). The impact of school infrastructure on student performance in selected primary schools in Limpopo Province, South Africa. *International Journal of Educational Development*, *63*, 110-118.

UNESCO Institute for Statistics. (2019). *Education: Achieving quality for all*. UNESCO Institute for Statistics.

UNESCO. (2018). *Education for all 2030: Cameroon country report*. UNESCO.

UNESCO. (2019). *Teaching in crisis: A global status report on teacher policy and conditions in emergency contexts*. UNESCO.

UNESCO. (2020). *Teachers in Africa: An overview of the status of the teaching profession*. https://en.unesco.org/themes/education/teachers/profiles/primary-school-teachers.

World Bank. (2018). *Girls' education in mathematics and science: A review of the evidence*. World Bank.

World Bank. (2018). *Improving learning outcomes in primary education in Cameroon: A review of evidence*. World Bank.

World Bank. (2018). *Improving school infrastructure: Evidence from developing countries*. World Bank.

World Bank. (2021). *Teachers in Africa: Achieving quality education for all*. Retrieved from https://www.worldbank.org/en/topic/education/publication/teachers-in-africa.

APPENDIXES

Appendix one: Research authorization

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° 641 bis /23/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu,** Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that **AKUPAH Ethel**, Matricule **21V3140**, is a student in Masters II in the Faculty of Education, Department: ***CURRICULUM AND EVALUATION***, Specialty: ***SCHOOL ADMINISTRATION.***

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. NDI Julius.** His work is titled « ***The effects of school facilities on internal efficiency of public primary schools in Cameroon»***

I will be very grateful if you provide her all the information that can be helpful in the

Appendix two: Research questionnaire

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

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTEMENT OF CURRICULIUM AND EVALUATION
…….

QUESTIONNAIRE FOR PUBLIC PRIMARY SCHOOL TEARCHERS

Dear respondent,

I am a master's student of the university of Yaounde1, Faculty of Education, Department of Curriculum and Evaluation. I am carrying out a research on the topic: The **effects of school** facilities on internal efficiency of public primary schools in Belabo sub division.

As part of the requirements for my end of year course, I am required to undertake a research in my area of study. You have been selected as one of my respondents in this study. Your sincere and genuine answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

PART 1 – SCHOOL FACILITIES

Instruction: Indicate in your response the extent to which you agree with the following statements using the scale shown below. Please tick (√) in the box that best suit your opinion: **Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA)**

A. INFRASTRUCTUREAL FACILITIES

SN	Statements	SD	D	A	SA
1	Your school has sufficient classrooms to contain pupils of separate classes				
2	There are useable lighting system in your school				
3	The benches of your classroom are in a satisfactory condition for the pupils to sit comfortably and learn.				
4	Your school has a well - equipped computer lap and music hall for practical.				
5	Your school has a good water supply and toilet system to ensure the sanitary condition of the school.				

B-INSTRUCTIONAL FACILITIES

SN	Statements	SD	D	A	SA
6	Your classroom blackboard are big and visible enough for your pupils				
7	Writing materials are always available during the teaching and learning process				
8	You use audio visual aids like a projector to present some of your lessons during the teaching and learning process				
9	Are there free supportive materials such as textbooks for both teachers and pupils in your school library				
10	There are sufficient didactic materials used during teaching and learning process				

C- SRCURITY FACILITIES

SN	Statements	SD	D	A	SA
11	There is a fence round your school compound				
12	There is a security guard who keeps a close watch of your school compound during the day and night				
13	There is a CCTV camera that monitors all classroom and school activities				
14	There is a fire extinguisher in your school.				
15	There is an equipped effectively used on campus- clinic in your school				

PART II: INTERNAL EFFICIENCY

Instruction: Indicate in your response the extent to which you agree with the following statements using the scale shown below.Please tick (√) in the box that best suit your opinion: **Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA)**

D-INTERNAL EFFICIENCY

SN	Statements	SD	D	A	SA
16	The pupils –teacher ratio of your class is satisfactory.				
17	There is a regular pupils attendance in your class.				
18	The examination pass rate of your school is progressive				
19	Pupils repeat in your class				

20	Pupil drop out from school as a result of class repetition				

SECTION E –DEMOGRAPHIC INFORMATION

Please tick (√) **or fill in the spaces with the appropriate answers**. You are not oblige to give your name. Be equally rest assured that, the data collected will only be used within the framework of this research.

1. Sex:1) Male [] 2) Female []
2. Age
3. Level of education
4. Region

Thanks for your assistant