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EVALUATION

THE INFLUENCE OF GOVERNMENT ASSISTANCE ON THE GROWTH OF
PRIVATE SECONDARY SCHOOLS IN CAMEROON. SOME PRIVATE
SECONDARY SCHOOLS IN THE YAOUNDE VI SUBDIVISION INCLUDING HOLY
INFANT SCHOOL, ENGLISH HIGH SCHOOL, FRANKY COMPREHENSIVE
COLLEGE, OXFORD COMPREHENSIVE COLLEGE AND COSBIE

*A Dissertation submitted in Partial Fulfilment for the Award of a Master's
Degree in Management.*

Management of Education

Administration and Inspection of School Establishments



BY

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DEDICATION

To my family for supporting me financially, psychologically and emotionally throughout this study period.

CERTIFICATION

This is to certify that the work entitled **“The Influence of Government Assistance on the Growth of Private Schools in Cameroon. Some Private Secondary Schools in the Yaoundé VI Subdivision”** was written by **BILLA SYLVERINE TUMKUNA NALOVE** with matriculation number **22W3296** in abit to acquire a M.Sc. degree in Educational Management and Administration

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LIST OF ABBREVIATIONS

AU	:	African Union
A:	:	Agree
ANOVA	:	Analysis of Variance
D	:	Disagree
DV	:	Dependent Variable
EFA	:	Education For All
GDP	:	Gross Domestic Product
GIZ	:	German Corporation for International Cooperation
HCDI	:	Human Capital Development
ICLS	:	International Conference for labour statistics
IOE	:	International Organisation of Employers
ILO	:	International Labour Organisation
IV	:	Independent Variable
MDGS	:	Millenium Development Goals
MINADER	:	Ministry of Vocational Training and Employment
MINEFOP:	:	Ministry of Secondary Education
MINESEC	:	Ministry of Secondary Education
MINESUP	:	Ministry of Higher Education
UNICEF	:	United Nation Children Emergency Fund
NDS30	:	National Development Strategy30
NIS	:	National Institute of Statistics
NGO	:	Non- Governmental Organisation
UNESCO	:	United Nation Economic Social and Cultural Organisation
OECD	:	Organisation for Economic Cooperation and Development

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ABSTRACT

This study aims at examining the influence of government assistance on the growth of private secondary schools in Cameroon; case study Yaoundé VI subdivision, with government financial, social and legal assistance acting as the independent variables and growth of private schools acting as the dependent variable. To attain this objective, data were collected through questionnaire that were distributed to the school administrators and staff of private secondary schools in Yaoundé VI. The sample size was made of 160 administrators and staff that were chosen purposively. The data were analysed using the descriptive and ordinal logistic regression model. The results established that government financial, social and legal assistance have a positive effect on the growth of private schools in the Yaoundé VI subdivision. This is portrayed by the positive coefficients of 0.899, 1.066, and 0.975 for financial, social and legal assistance respectively. Hypothesis was tested and it revealed that government financial, social and legal assistance have a significant effect on the growth of private schools in Yaoundé VI. Therefore, this study recommended that the government should increase the level of assistance it provides to private schools because it contributes greatly to their growth.

Keywords: Yaoundé VI; Private Secondary schools; Government Assistance;

RESUME

Cette étude vise à examiner l'influence de l'aide gouvernementale sur la croissance des écoles secondaires privées au Cameroun ; étude de cas Subdivision Yaoundé VI, avec l'assistance financière, sociale et juridique du gouvernement agissant comme variables indépendantes et la croissance des écoles privées agissant comme variable dépendante. Pour atteindre cet objectif, les données ont été collectées à travers des questionnaires qui ont été distribués aux administrateurs scolaires et au personnel des écoles secondaires privées de Yaoundé VI. La taille de l'échantillon était composée de 160 administrateurs et membres du personnel choisis à dessein. Les données ont été analysées à l'aide du modèle de régression logistique descriptive et ordinale. Les résultats ont établi que l'aide financière, sociale et juridique du gouvernement a un effet positif sur la croissance des écoles privées dans l'arrondissement de Yaoundé VI. Ceci est illustré par les coefficients positifs de 0,899, 1,066 et 0,975 respectivement pour l'assistance financière, sociale et juridique. L'hypothèse a été testée et a révélé que l'aide financière, sociale et juridique du gouvernement a un effet significatif sur la croissance des écoles privées à Yaoundé VI. Par conséquent, cette étude recommande que le gouvernement augmente le niveau d'aide qu'il fournit aux écoles privées, car cela contribue grandement à leur croissance.

Mots clés : Yaoundé VI ; Écoles secondaires privées ; Aide gouvernementale ;

CHAPTER ONE

INTRODUCTION

Background of the Study

In an increasingly knowledge-based global economy, the vital link between quality education and economic growth is firmly established. Numerous studies solidify this connection, painting a clear picture of how education fuels progress and prosperity. The World Bank (2016), for instance, estimates that a 1% increase in the average years of schooling in a country can boost its GDP by up to 6%. Similarly, UNESCO (2023) reports that investments in education have the potential to reduce poverty by as much as 50%, illustrating the transformative power of knowledge. But the impact of education extends beyond mere numbers. At its core, a quality education equips individuals with the skills and knowledge that are the currency of the modern economy. OECD (2019) highlights the increasing demand for critical thinking, problem-solving, creativity, and digital literacy in the 21st-century workforce. A well-rounded education lays the foundation for these essential skills, preparing individuals to adapt to changing markets and embrace new technologies.

Across the globe, a distinct trend is unfolding - the surge in demand for private education. Factors like dissatisfaction with public schools, a potent desire for parental choice, and the need to cater to diverse educational needs fuel this phenomenon. Fraser Institute (2023) and the Cato Institute (2020) reveal that the number of private schools worldwide has seen a remarkable 50% increase in the past two decades, indicating a significant shift in educational preferences.

What are the driving forces behind this preference for private education? Several potential advantages can account for this. Smaller class sizes, a hallmark of many private schools, allow for personalized attention and cater to individual learning styles. Center for Education Reform (2018) suggests that this personalized approach often translates to stronger academic performance for students in private schools. Additionally, private schools typically enjoy greater autonomy in curriculum and teaching methods, enabling them to experiment with innovative approaches and tailor their programs to specific student needs. This flexibility can be particularly beneficial for students with unique talents or learning styles.

However, it is crucial to acknowledge that the private education landscape is not without its inconveniences. The higher costs associated with private schools raise concerns about accessibility and equity. Amnesty International (2019) highlights how these financial barriers can exacerbate

social inequalities and limit access to quality education for certain segments of the population. Furthermore, some express concerns about the potential for social segregation within private schools, as student populations may not always reflect the diversity of the larger community.

While private schools offer undeniable advantages, their journey is not entirely paved with gold. Certain situations call for supportive measures from the government to ensure they fulfill their potential as contributors to a flourishing educational ecosystem. These needs manifest in diverse areas, from infrastructure development and teacher training to financial support for low-income families. Firstly, consider the fundamental issue of infrastructure. Building and maintaining school facilities requires significant financial resources that may exceed the capacity of many private institutions. World Bank (2020) highlights how targeted government grants or tax breaks can alleviate this burden, enabling private schools to invest in quality facilities that benefit their students. Similarly, UNESCO (2023) advocates for government-supported teacher training programs that equip both public and private school educators with essential skills, ultimately enhancing the quality of education across the board.

Furthermore, government assistance can play a pivotal role in promoting equity and inclusivity in education. By providing financial aid to low-income families, governments can make private education accessible to students from diverse backgrounds, breaking down financial barriers and creating a more level playing field. However, the discussion would not be complete without acknowledging potential concerns about government intervention. Some argue that financial dependence on the government could lead to a loss of autonomy for private schools, with potential pressure to conform to certain curriculum or teaching standards. Others express anxieties about undue influence on educational content and pedagogical approaches. Independent Institute (2019) delve into these concerns, raising valid questions about maintaining a healthy balance between government support and institutional freedom.

The global landscape of government assistance to private education is diverse. Different models of government assistance have been implemented in different countries. Vouchers, championed by some countries as a means to empower parents and boost competition, provide families with funds to choose private schools. Subsidies, often direct financial injections, aim to alleviate the financial burden on private institutions, making them more accessible. Government Scholarships and sponsorships leads to academic satisfaction as seen in an increase in student enrollment rate and social interaction amongst students (Shaibou, 2018). There are also direct grants, targeted

investments in specific areas like infrastructure or teacher training. Each model comes with its own set of strengths and limitations, its effectiveness contingent upon the socio-economic context and educational landscape.

OECD (2022) sheds light on the varying impacts of these models across regions. In low-income countries, targeted vouchers may offer a crucial pathway to quality education for underprivileged students, as World Bank (2017) reports suggest. However, concerns regarding equity arise in high-income nations, where voucher systems can exacerbate social segregation, as some private schools remain financially out of reach for certain families. The analysis become more complex when considering regional nuances. Studies by UNESCO (2020) highlight how cultural considerations and historical legacies shape government approaches. In Latin America, for instance, voucher programs have gained traction, while European nations like France tend towards a more centralized public system. It is crucial to acknowledge both the positive and negative outcomes of government assistance. While access to quality education can improve, concerns about loss of autonomy and undue influence on curriculum remain. Balancing these considerations necessitates careful policy design and ongoing evaluation.

Shifting our lens to the vibrant continent of Africa, we encounter a unique relationship between government assistance and private education. More and more private schools are created, fueled by factors such as dissatisfaction with public schools, parental choice, and diverse educational needs. African Union (2023) reveals a 25% increase in private school enrollment over the past decade, showcasing the burgeoning appetite for alternative options. However, the African landscape presents thorny challenges for private schools. Omoregie (2011) explains that limited government funding, compounded by widespread poverty, are some of the challenges faced by private education institutions. Other studies equally highlight the struggle to attract and retain qualified teachers and acquiring adequate learning facilities among other challenges (Stander E. and Herman C., 2017; Agi, 2013; Pramjeeth et al., 2023). These obstacles threaten to stunt the growth and quality of private education, potentially exacerbating inequities in access to quality education.

Yet, opportunities bloom amidst the challenges. African governments are actively experimenting with diverse approaches to support private education. Some studies like Hicks et al. (2016) and Shafiq (2008) are exploring voucher programs, empowering parents to choose schools and injecting much-needed funds into private institutions. Others like Seeletse (2016) and Feldman

(2020) are focusing on partnerships with private schools to improve teacher training and infrastructure development. These showcase successes in these collaborations, emphasizing the potential for mutually beneficial partnerships. However, navigating this educational landscape demands caution and critical reflection. Concerns about the potential for increased social segregation within private schools necessitate careful policy crafting. Striking a balance between government support and institutional autonomy remains a delicate dance.

Zooming in on Cameroon brings us face-to-face with a similar narrative to the broader African context. The Cameroon educational system was formed from a couple of regulations and laws with most of them originating from the 1998 education law which came after the 1995 Education Forum. (Ngwa & Mokelle, 2020). The educational system has further been influenced by international organisations like the World Bank, UNICEF AND UNDP and others. All these laws and organisations contributed to the educational system that we have today. This educational landscape is fueled by similar factors as seen across the continent – parental dissatisfaction with public schools, diverse educational needs, and a desire for alternative approaches. This made people to see private education as an alternative to public schools. Private education here is provided mostly by missionary and secular organisations which have received strong government support since its independence in 1961 till present date (Cockburn et al., 2017).

Cameroonian context of private education presents its own set of intricacies. Government assistance, while present, takes on specific forms with varying degrees of success. Some studies highlight areas of support such as tax breaks, teacher training programs, and even limited scholarship initiatives. Relevant government reports and policy documents, Education and Training Sector Strategy (2013-2020) shed light on the official framework for supporting education in Cameroon in general and private schools in particular. This document portrays the promotion of private education as one of the guiding principles of this strategy. This document equally elaborates on the strategies and objectives (access and equity; quality and relevance; government and management) ameliorate the Cameroon educational system.

Another aspect the Cameroon government has tried to enforce education is educational inspection. This was done through the Ministry of Secondary education by overseeing and designing the curriculum and assessments for secondary schools. The ministry administers the General Certificate of Education (G.C.E.) Ordinary level and Advanced level at the end of secondary school and high school respectively in collaboration with the G.C.E. Board (Ebot, 2016). But the

question remains: how effective are these interventions in achieving their intended goals? Studies like David (2022) identified challenges to educational planning which are poor statistics obtained, poor school mapping, no strategic plan and poor supervision in terms of monitoring. Further complicating the equation are issues of transparency and accountability within the system. Ebot (2018) raised concerns about bureaucratic hurdles and opaque allocation processes that can hinder private schools from fully benefiting from government assistance. Additionally, anxieties regarding potential government influence on curriculum and pedagogical approaches require careful consideration.

Therefore, navigating the Cameroonian landscape necessitates a nuanced and critical approach. While acknowledging the valuable role of government support in empowering private education, it is crucial to identify and address existing limitations. Ongoing evaluation, coupled with policy adjustments and increased transparency, can pave the way for a more effective and equitable system that leverages the potential of both public and private sectors to provide quality education for all Cameroonian students.

A strong link exists between quality education and economic growth, individual prosperity and innovation. Education equips individuals with skills and knowledge needed for the modern economy. Factors like dissatisfaction with public schools, parental choices and diverse educational needs drive the demand for private schools. These schools offer potential advantages like smaller class sizes, greater autonomy and a focus on individual needs. Despite advantages, private schools may require government assistance in areas like infrastructure, teacher training, and financial support for low-income families to ensure accessibility and inclusivity. Different countries employ diverse approaches to support private education, ranging from heavy funding to limited support. Various models exist, including vouchers, subsidies, and direct grants. Private schools are growing rapidly in Africa, but face challenges like limited funding, teacher shortages, and poverty. Governments are exploring different models of support, with successes and ongoing challenges. Government assistance in Cameroon includes tax breaks, teacher training, and some scholarship programs. However, limitations exist in reach and effectiveness, raising concerns about equity and transparency.

The issue of government assistance for private education is complex and multifaceted. While acknowledging the potential benefits of private schools and the need for targeted support, it is crucial to critically analyze existing models, address limitations, and promote transparency and

accountability. Finding the right balance between government support and institutional autonomy remains a key challenge in ensuring quality education for all students, both in Cameroon and across the globe.

Statement of the Problem

Cameroon like many other developing countries face challenges in providing quality education for all its citizens. The public education system is often underfunded and overstretched, leading to overcrowded classrooms, limited resources and teacher shortages. The government due to the growing need of education decided to democratize the supply of education where private individuals were given the power to supply education under the watchful eyes of the government. As a result, private education emerged as a significant alternative, catering to parents seeking better education for their children. However, the relationship between government and private education in Cameroon is complex and filled with a lot of uncertainties.

According to Law No 98/004 of 4th April 1998, education is a priority of the state. It can be offered by the state with private partners acting as contributors to the provision of education. As such, the Cameroon government has supported the development of private education in numerous ways. Mekolle and Fonkeng (2017) found that government funding is a significant source of finance for private schools in Cameroon, even though it is not the primary one. Also, the government has released about 6.5 billion francs CFA to subsidize private education in Cameroon in an attempt to alleviate the financial burdens caused by the COVID 19 pandemic (Business in Cameroon, 2020). This portrays the financial assistance given by the government to private institutions. The Cameroonian government has also recognized, promoted and authorized the operations of private through a number of laws to shape the structure management and monitoring of the educational policy in Cameroon like the 1998 law of orientation of education (Law No 98/004 of 4th April 1998) and the Cameroon Education Plan 2013-2020. They have equally provided rules for the organisation and functioning of private education in Cameroon (Law No 2004/022 of 22 July 2004). The government has also put in place a curriculum and common system of evaluation to ensure uniformity and control over the education materials taught to students through the country be it in public or private schools.

Despite the assistance, there is still a question that persist on whether all this government assistance really has an effect on the growth of private education in Cameroon. This is due to the fact all these support from the government has not stopped private education from having problems in terms of

accessibility of their services and efficiency in the management of their resources. This is evidenced by the fact that private schools in Cameroon face the following problems: inadequate funding, shortage of physical facilities, curriculum deficiency, shortage of qualified and motivated teachers lack of effective supervision and monitoring (Besong, 2014). All these challenges despite all the government assistance shows that there is a problem of inefficient growth of private schools in Cameroon. Given the importance of education and support of the government to education in Cameroon, it is therefore necessary to research on the effect that government assistance has on the growth of private education institutions which is the bone of contention of this study.

Research Questions

The main research question of this study is “What is the influence of Government Assistance on the growth of private secondary schools in Cameroon?” This study can be divided into the following specific research questions:

- What is the influence of Financial Assistance on the growth of private secondary schools in Cameroon?
- What is the influence of Social Assistance on the growth of private secondary schools in Cameroon?
- What is the influence of the Legal assistance on the growth of private secondary schools in Cameroon?

Research Objectives

The main objective of this study is to examine the Influence of Government Assistance on the growth of Private Institutions. The specific research objectives are presented as follows:

- To assessing the influence of Financial Assistance on the Growth of Private Secondary Schools in Cameroon.
- To examining the influence of Social Assistance on the Growth of Private Secondary Schools in Cameroon.
- To evaluating the influence of Legal Assistance on the Growth of Private Secondary Schools in Cameroon.

Research Hypothesis

- **H01:** There is no influence of Financial Assistance on the Growth of Private Secondary Schools in Cameroon.

- **Ha1:** Financial Assistance influences the Growth of Private Secondary Schools in Cameroon.
- **H02:** There is no influence of Social Assistance on the Growth of Private Secondary Schools in Cameroon.
- **Ha2:** There is a significant influence of Social Assistance on the Growth of Private Secondary Schools in Cameroon.
- **H03:** There is no influence of Legal Assistance on the Growth of Private Secondary Schools in Cameroon.
- **Ha3:** There is a significant of influence of Legal Assistance on the Growth of Private Secondary Schools in Cameroon.

Scope of the study

This study threw more light on the concepts of government assistance (independent variable) and growth (dependent variable) related to private secondary schools in Cameroon. The variables under service quality dimensions were: financial assistance, social assistance and legal assistance. The variables to capture customer loyalty are: financial growth and social growth. This study was carried out within a period of 1 year.

Significance of the Study

Understanding the relationship between government assistance and the growth of private secondary schools is crucial for several reasons. This study holds vital significance for policy makers, educators and the general public.

Firstly, this study will inform policy decisions regarding the optimal role of government in supporting private education. Currently the debate rages on whether and how government should allocate resources to private institutions. Some argue that such assistance undermines public education while others see it as a way to expand access and promote competition. This research will provide data-driven insights into the effects of various government assistance programs on the growth and the quality of private education, enabling policymakers to craft evidence-based interventions that maximize positive outcomes.

Secondly, this study will equip educators and school administrators with valuable knowledge for navigating the increasingly complex landscape of education provision. As private institutions continue to evolve and diversify, understanding the impact of government assistance on their

operations and offerings is crucial for educators to make informed decisions about partnerships, curriculum development and resource allocation. The findings of this study can empower them to leverage opportunities presented by government programs while mitigating potential risks associated with overreliance on external funding.

Finally, this study will contribute to fostering public understanding and promoting informed discourse about the role of private education in society. With rising concerns about social mobility and educational inequality, the public desires clarity on the impact of private institutions and the role of government in shaping their development. This research will offer valuable insights into the potential benefits and drawbacks of government assistance, leading to more informed public debates and ultimately shaping public opinion on critical issue.

Operational Definition of Terms

Government Assistance

Government Assistance has been defined in different ways by different authors. United Nations (2008) defined government assistance in the economy through various means including subsidies, tax breaks and public services. This definition takes a more economic perspective and includes measures impacting businesses alongside individual assistance. Also, Blasi et al. (2013) defined government assistance as the resources and services provided by the government to its citizens either directly or indirectly. However, this study views government assistance as all the methods used by the government to support businesses and individuals and will be viewed from the financial, social and legal framework for education perspective.

Financial Assistance

Financial Assistance refers to monetary aid provided by the government to individuals or businesses. It can be offered in various forms like scholarships, sponsorships, loans, aids, grants, subventions and subsidies.

Social Assistance

Social assistance is aid provide by the government with the aim of alleviating poverty, promote social inclusion and provide a safety net for those in need. It can take the form of health care services, social amenities such as pipe borne water, recreational facilities such as playground, packs, sport fields, library, canteen and others

Legal Assistance

Legal Assistance is a collection of laws, regulations and policies that govern various aspects of the

education system. They are drafted to guarantee the right to education, set standards and expectations, govern operations of educational institutions, finance education and promote inclusivity and equity.

Growth of Private institutions

Growth of private institutions has equally been discussed in many studies. UNESCO IIEP (2006) defined it as the rapid increase in the number and size of private higher education institutions, particularly in developing countries. World Bank (2011) defined it as the expansion of the private sector's providing education services resulting to increased involvement in private institutions. However, this study views growth in private institutions as the improvement in the provision of educational services based on their financial and social growth.

Financial Growth

It can be viewed in terms of total government expenditure, transfers received from the schools (sector budget support) and financial Performance.

Social Growth

It can take the form of technological advances, improvement in teaching learning methods, infrastructural development and social security

CHAPTER TWO

REVIEW OF LITERATURE

Conceptual Literature

Government Assistance

Government assistance refers to a broad range of programs and services funded and administered by the government to provide financial, medical, or social support to individuals and families in need. These programs are designed to address various challenges, including poverty, unemployment, food insecurity, and healthcare access. Piven (2006) argues that government assistance programs play a crucial role in reducing poverty, promoting social mobility, and ensuring basic human dignity. These programs provide a safety net for vulnerable individuals and families, helping them meet essential needs and escape poverty traps. Studies have shown a correlation between access to social programs and improved health outcomes, educational attainment, and labor market participation (Hacker & Katz, 2010). Government assistance can stimulate economic activity by boosting consumer spending and promoting economic security. (Center on Budget and Policy Priorities, 2023).

On the other hand, Murray (2012) argues that government assistance programs can create disincentives for work and trap individuals in a cycle of poverty. He suggests that these programs can foster dependency and erode personal responsibility. Concerns exist about the potential for fraud and abuse within some government assistance programs. Also, Currie (2004) acknowledges the potential drawbacks of government assistance programs but emphasizes the importance of evidence-based policymaking and program design. She argues that well-designed programs can provide essential support while also promoting work and self-sufficiency. Investing in early childhood programs can have long-term benefits for individuals, including improved educational attainment and increased earnings potential (Heckman, 2006). Programs can be designed to include work requirements and training opportunities to encourage work participation and skill development.

Types of Government Assistance

Financial Government Assistance

Government financial assistance, refers to programs and benefits funded by the government and distributed to individuals, families, or organizations in need (Hill, 2020). Proponents argue that government financial assistance plays a crucial role in reducing poverty and inequality within a

society. By providing essential resources and services to those in need, the government can help level the playing field and create a more equitable society (Blank, 2017). Some scholars emphasize the role of government financial assistance in promoting social mobility. These programs can help individuals and families break the cycle of poverty, invest in their education, and build a brighter future (Jencks, 2009).

However, some authors argue that some government assistance programs can discourage individuals from seeking work and can create a culture of dependency. They advocate for programs that incentivize work and promote self-sufficiency (Murray, 1984). Others argue that government assistance programs are inefficient and wasteful, with resources being misallocated or abused. They propose stricter eligibility criteria and increased oversight to improve program effectiveness (Munger, 2018). Government assistance can create moral hazard, where individuals make risky decisions knowing they have a safety net provided by the government.

Government financial assistance to private education can take the following forms: scholarships and sponsorships, educational loans, aids and grants and subventions.

1. Scholarships and Sponsorships

Scholarships and sponsorships are financial awards directly given to students to assist with educational expenses. Scholarships are typically awarded based on academic merit, standardized test scores, or exceptional talent in a particular area (e.g., athletics, arts). They aim to recognize and reward academic excellence or outstanding abilities. Sponsorships often consider financial need alongside other factors like demographics or specific skills the sponsor wants to support (e.g., underprivileged students). They focus on providing educational opportunities to those who might not otherwise afford them. As such, they can be merit-based or need-based.

Both scholarships and sponsorships can open doors for talented or disadvantaged students who might not be able to afford private school tuition. This can contribute to a more diverse and equitable student body within private schools. (Johnstone, 2003). Scholarships can also provide a significant financial incentive that can motivate students to excel academically. Additionally, they offer public recognition for their achievements, boosting confidence and self-esteem (Stinebrickner, 2004). While directly benefiting students, scholarships and sponsorships do not necessarily provide financial support to the schools themselves. This may raise concerns about the overall financial health of private institutions. Government-funded scholarships or sponsorships

might raise concerns about potential influence on private school curriculum or admissions policies. Striking a balance between supporting students and respecting the autonomy of private schools is crucial (Witte, 2000).

2. Educational Loans

Educational loans are financial instruments specifically designed to help students or their families cover the cost of education. In the context of private schools, these loans are typically backed by the government, offering more favorable terms compared to traditional private loans. Government-backed educational loans can make private schools a more realistic option for families who would not otherwise be able to afford them. By spreading the financial burden over time with potentially lower interest rates, these loans expand access to a wider range of students (Dynarski, 2003). Unlike direct grants, educational loan programs require less upfront financial commitment from the government. The burden of repayment falls on the borrower, with the government acting as a guarantor or offering subsidized interest rates. However, educational loans, despite favorable terms, still place the financial responsibility on students and their families. This can lead to significant debt burdens, particularly if graduates struggle to find high-paying jobs post-graduation (Jackson, 2017). Even with lower interest rates, educational loans might not be a viable option for families with very limited financial resources. The potential for future debt could still be a deterrent, especially for families struggling to meet basic needs.

3. Aids and Grants

Aids and grants are distinct forms of government financial assistance directly awarded to private schools. Grants are typically one-time or recurring financial awards intended for specific purposes. Needs-based grants might target low-performing schools or those serving low-income communities, aiming to improve educational equity. Project grants could be awarded for specific initiatives like upgrading facilities, teacher training, or implementing new curriculum programs. Aids are broader forms of financial support that may not be tied to a specific project or purpose. They could be used for general operational expenses or to supplement tuition costs for low-income students attending private schools.

Unlike scholarships and sponsorships, aids and grants provide direct financial resources to the schools themselves. This allows them to invest in infrastructure, improve programs, or attract and

retain qualified teachers. Needs-based or project grants can incentivize private schools to address specific areas identified by the government, such as improving educational outcomes for low-income students or adopting certain curriculum standards (Levin, 2016). A key concern with aids and grants is the potential for increased government oversight of private school finances and operations. This raises questions about the balance between ensuring responsible use of public funds and respecting the autonomy of private institutions (Witte, 2000). While grants may improve school resources, their effectiveness in directly translating to improved student learning outcomes is not guaranteed.

4. Subventions

Subventions are a form of ongoing financial assistance provided by the government to private schools. Unlike one-time grants, subventions are typically recurring payments based on factors like student enrollment or meeting specific educational benchmarks set by the government. Subventions offer private schools a more predictable and stable source of income compared to other forms of government assistance. This allows them to plan for long-term investments and improve financial sustainability (Lubienski, 2009).

By tying subventions to educational benchmarks, the government can incentivize private schools to maintain or improve educational quality. This fosters a system of accountability and aligns private school practices with broader educational goals (Levin, 2016). However, subventions can represent a significant ongoing financial commitment from the government. This raises questions about budgetary constraints and the potential for diverting resources from public schools (Carnoy, Elmore, & Lee, 2008). Critics argue that subventions essentially fund private schools with public money. This can be seen as blurring the lines between public and private education, potentially undermining the rationale for a separate private school system (Chubb & Moe, 1990).

Social Government Assistance

Government social assistance, also known as social welfare or public benefits, refers to a range of programs and services funded and administered by the government to provide financial and non-financial support to individuals, families, and communities facing hardship (Blundell et al., 2016). Proponents argued that government social assistance serves as a crucial safety net for vulnerable populations, protecting them from falling into extreme poverty and ensuring basic human rights

and dignity are upheld (Esping-Andersen, 1999). This approach promotes social justice by providing equal opportunities and addressing inequalities in society. Some scholars emphasize on the role of social assistance as an investment in human capital. By providing individuals with access to essential resources, they can invest in education, healthcare facilities, and skills development, ultimately leading to increased economic productivity and well-being (Heckman, 2006). Social assistance programs are seen by some as crucial for economic stabilization during periods of economic hardship.

Conversely, other authors argued that some social assistance programs can create disincentives to work and promote a culture of dependency. By providing support regardless of work effort, individuals may be less inclined to seek employment, potentially hindering economic growth and individual motivation (Murray, 1984). Some scholars argue that social assistance programs may have limited effectiveness in achieving long-term poverty reduction and can lead to unintended consequences, such as increased social isolation or family breakdown (Lenoir, 2017). Social government assistance to private schools can take the following forms:

- 1. Social Amenities:** These are non-essential services or facilities that enhance the overall quality of life. Examples include cafeterias, libraries, transportation services, and counseling services.
- 2. Recreational Facilities:** These are spaces or equipment used for leisure activities and physical education. This could include playgrounds, gyms, swimming pools, or art studios.
- 3. Infrastructure:** This refers to the basic physical structures and systems needed for the school to function. Examples include classrooms, laboratories, administrative buildings, electrical grids, and plumbing systems.
- 4. Social Security:** This term typically refers to government programs that provide financial support to individuals in need, like unemployment benefits or pensions. It's not directly relevant to the discussion of private schools.
- 5. Teaching and Learning Facilities:** These are resources directly related to education. Examples include textbooks, computers, science equipment, whiteboards, and furniture.

Legal Government Assistance

The legal framework for education serves as a foundation for establishing, managing, and

regulating education systems. Different authors emphasize various aspects of this multifaceted concept:

Holt (2016) defines the legal framework as "a set of laws, policies, and regulations that establish the right to education and ensure its effective implementation, including access, equity, quality, and accountability." This definition highlights the crucial role of the legal system in guaranteeing the "right to education" through various aspects, like access and quality. Plank (2014) views the legal framework as "the legal and regulatory policies that govern the organization, management, and operation of educational institutions." This definition emphasizes the legal structures that ensure responsible and transparent functioning of educational institutions. Also, Rebell (2016): Examines the legal framework within the context of special education, defining it as "the body of laws and regulations at the federal, state, and local levels that govern the provision of special education services." This definition focuses on the specific legal provisions that protect and support the educational needs of students with disabilities.

Rose (2005) emphasizes the international dimension by stating that "the legal framework for education should be consistent with international human rights instruments such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child." This definition, in highlights the need for national legal frameworks to align with international human rights principles that safeguard the right to education. These diverse perspectives demonstrate that the legal framework for education encompasses several key elements which include: Legal guarantees of the right to education, structures for governance and accountability of educational institutions, legal provisions for specific groups (e.g., students with disabilities) and alignment with international human rights principles. Understanding these diverse viewpoints is crucial for appreciating the complexity of the legal framework and its profound impact on shaping and guiding educational systems worldwide.

Legal government assistance can be manifested in the following ways: liberalization, quality assurance, accountability and partnerships.

1. Liberalization

Liberalization, in the context of education, refers to reducing government regulations on the establishment and operation of private schools. This approach aims to foster a more diverse and innovative educational landscape, potentially leading to improved student outcomes. However, it

necessitates a delicate balance between granting private schools' autonomy and ensuring a baseline quality of education. Liberalization includes streamlining the registration process for private schools. Excessive paperwork and bureaucratic hurdles can act as a barrier to entry, deterring potential providers and limiting student choice. Legal frameworks can be established to simplify registration procedures, allowing for a quicker and more efficient process. It also entails finding the right balance between curriculum flexibility and standardization. Ravitch (2013) warns against over-reliance on standardized tests, which can stifle creativity and innovation in private schools with unique pedagogical approaches

2. Quality Assurance

Quality assurance refers to the processes implemented to ensure private schools meet specific educational standards. While private schools often operate with greater autonomy than public schools, quality assurance frameworks established by governments play a crucial role in maintaining public trust, fostering continuous improvement, and ultimately, ensuring students receive a high-quality education such as the inspections of schools with qualified and trained inspectors. Arikewuyo (2004) sees education quality as to be assessed by the ability of schools to enable students to performs well in standard examinations and how they carter to the needs of students. This is done through the provisions of computers and classroom funitures.

Quality assurance entails carrying out standardized testing. Standardized testing is a type of assessment where all students in a specific grade or subject take the same test under controlled conditions to measure learning outcomes. While some argue that standardized tests provide valuable data on student progress and can identify areas for improvement (Linn, 2000), others believe they overemphasize certain skills and can stifle creativity in curriculum development (Popham, 2001). The legal framework can determine if and how standardized tests are used in quality assurance for private schools. Government inspections can also be a valuable tool for monitoring quality in private schools. These inspections can assess factors like curriculum implementation, teacher qualifications, learning environment, and student outcomes. However, overly frequent or intrusive inspections can be burdensome for schools. The legal framework should define the frequency, scope, and process for school inspections.

3. Accountability

Accountability refers to the mechanisms in place to ensure private schools are responsible for the educational outcomes of their students. This is a critical aspect of maintaining public trust and fostering continuous improvement. However, achieving accountability necessitates striking a balance between transparency and the autonomy often cherished by private schools. According to Lubienski (2009) mandating private schools to report on student performance data, such as standardized test scores and graduation rates, is a key aspect of accountability. This data allows parents to make informed decisions about school choice and informs policymakers about the effectiveness of the private education sector. Thompson (2003) equally advocates that establishing clear procedures for students and parents to address concerns about a private school is essential. These procedures should be well-communicated, accessible, and allow for a fair and timely resolution of issues. The legal framework can define best practices for grievance procedures and require private schools to implement them.

4. Partnerships

Partnerships, in the context of education, refer to collaborative efforts between public and private schools designed to leverage their unique strengths and resources for mutual benefit. Legal frameworks can play a crucial role in facilitating these partnerships and fostering a more dynamic and equitable educational landscape. According to Levin et al. (2017) streamlining legal frameworks can encourage public and private schools to share resources like textbooks, specialized equipment, or even underutilized facilities. This allows for cost savings and ensures students have access to a wider range of educational resources, regardless of their school system.

Horn & Lipowsky (2016) advocates that legal frameworks can enable public and private schools to offer joint programs that benefit students from both sides. This could involve collaborative online courses, student exchange programs, or shared extracurricular activities. These programs can broaden educational experiences and expose students to diverse learning environments. Equally, according to Desimone et al. (2009), facilitating teacher exchange programs is another avenue for fostering collaboration. Allowing teachers from both public and private schools to observe different teaching styles and share best practices can lead to professional development and improved teaching methodologies for all students.

Growth of Private Schools

Private schools are educational institutions that are not administered or funded by the government. They are sometimes referred to as independent schools. They usually have characteristics like smaller class sizes, more selective admission process and flexible curriculum. Growth of private schools refers to the increase in the number of private schools, their enrollment, or both, over time. This growth can occur at varying rates and be influenced by diverse factors. Ornstein (1987) notes an increase in private school enrollment in the 1980s, coinciding with a perceived decline in public school quality. Parents may seek private schools for factors like smaller class sizes, specialized curriculum, or religious affiliation. The World Bank (2014) highlights that rising personal wealth allows some families to afford alternative education options. Additionally, in Cameroon, governments may rely on the private sector to meet increasing education demands, especially in resource-scarce areas. Hannigan (2013) points out the historical significance of religious-affiliated private schools, particularly Catholic schools, which catered to specific cultural and religious communities. While the share of religious schools has shifted, they continue to play a role in the private education landscape.

Cato Institute (2023) reports on the growth in private schools following the COVID-19 pandemic, suggesting a potential preference for perceived safety or differing approaches to education. This highlights the diversification of private schools catering to various educational needs and preferences. Svecova (2000) emphasizes the varying growth rates of private schools across different regions. Countries like Japan and South Korea showcase significant private school enrollment, while others might experience slower growth. This underscores the influence of socioeconomic and cultural contexts on private school demand.

Growth of private schools can be viewed in terms of financial growth and social growth.

Financial Growth

Financial growth in the context of private schools can be viewed in terms of revenue growth and profitability growth. Revenue growth refers to the increase in the total income generated by the school, which can be achieved through various strategies like tuition hikes, attracting new students, or securing external funding. Profitability growth focuses on the increase in the net income (revenue minus expenses) of the school, indicating a more sustainable and efficient financial operation.

Social Growth

The term "social growth" of private schools is not a commonly used term and can be interpreted in different ways. It can be viewed in terms of growth of private schools and their social impact on one hand and the contribution of private schools to students' social development on the other hand. Private schools have seen growth in their numbers globally in recent decades. This can be attributed to various factors, including: rising concerns over public education quality in some regions, desire for smaller class sizes and personalized attention, religious or faith-based education preferences. The social impact of this growth depends on various factors like: accessibility, community engagement and perpetuation of inequality. However, growth of expensive private schools might exacerbate social and economic inequalities by catering to a privileged segment of society.

Private schools may also offer certain potential benefits for students' social development. Smaller class sizes and a shared identity based on shared values can foster a closer sense of community and belonging. Many private schools also offer a wider range of extracurricular activities and leadership opportunities, which can help students develop social skills and confidence. Depending on the school's diversity and curriculum, private schools might equally offer opportunities for students to interact with individuals from different backgrounds and viewpoints.

Advantages and Disadvantages of Government Assistance to Private Education

Advantages

1. Increased Educational Choice and Flexibility

Government assistance could expand educational options for families, allowing them to choose a school environment aligning with their values, religious beliefs, or specific learning needs. This could promote diversity and cater to individual preferences beyond a one-size-fits-all public system.

2. Potential for Innovation and Experimentation

With less rigid regulations, private schools might be more receptive to innovative teaching methods, curriculum designs, or specialized programs. Government funding could support this experimentation, potentially leading to advancements that benefit the broader education landscape.

3. Enhanced Competition and Accountability

Increased participation of private schools, with government oversight, could create a more competitive educational environment. This could incentivize public schools to improve their

performance and efficiency, benefiting all students ultimately.

4. Targeted Aid for Disadvantaged Students

Carefully designed government assistance could provide scholarships or vouchers for low-income families, enabling them to access private education opportunities that might otherwise be out of reach. This could promote social mobility and equalize educational opportunities.

5. Collaborative Partnerships and Resource Sharing

Collaboration between public and private schools, facilitated by government support, could lead to resource sharing, joint professional development programs, and knowledge exchange, potentially elevating the quality of education overall.

Disadvantages

1. Exacerbating Inequality

Government funds directed towards private schools might divert resources away from public schools, potentially hindering their ability to improve and further disadvantage students from low-income families who rely on public education. Also, increased affordability of private schools due to government assistance could lead to wealthier families concentrating in them, creating segregated educational environments that hinder social mobility and understanding between different socioeconomic groups.

2. Undermining Public Education

Government funding allocated to private schools could create a perception that public education is less important, leading to decreased public support and investment in improving public schools. Also, increased competition from private schools with more resources could incentivize public schools to lower their standards to attract students, ultimately harming the quality of education for all.

3. Accountability and Oversight Challenges

Holding private schools accountable for meeting standardized performance metrics and educational quality could be challenging, especially with less regulation compared to public schools. Equally, private schools might be less transparent with their finances and operations compared to public schools, raising concerns about the responsible use of government funds.

4. Potential for Abuse and Misuse

For-profit private schools receiving government funding could prioritize profit over educational quality, potentially compromising their mission and leading to unethical practices. Some private

schools might select students based on academic ability or other criteria, leaving public schools with more challenging student populations, further impacting equality.

5. Limited Evidence of Effectiveness

Research on the impact of government assistance on private education outcomes is mixed, with some studies showing little to no improvement compared to public schools. Attributing improvements solely to government assistance is challenging, as other factors like smaller class sizes or specific school cultures also influence outcomes.

Conceptual Framework

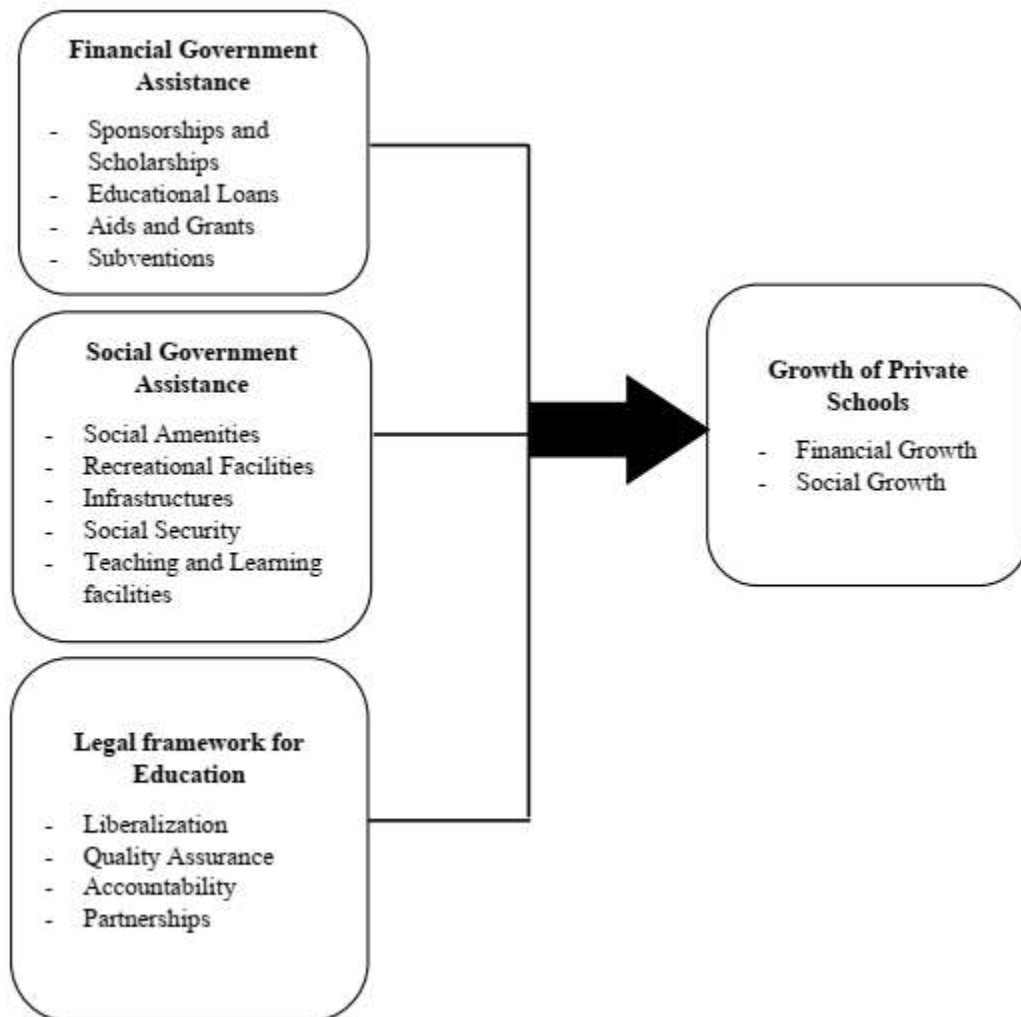
The conceptual framework is a figure that presents the relationship between the variables identified in the study. In the case of this study, it presents the relationship between government assistance which is the independent variable and growth of private schools which is the dependent variable. The framework is presented above below:

The Relationship between Financial Government Assistance and the Growth of Private Schools

The relationship between financial government assistance and the growth of private schools can present potential benefits and drawbacks on the growth of private schools. If government funding helps private schools lower their tuition fees, it could make them more affordable for a wider range of families, potentially increasing access to education for those who might not otherwise be able to afford it. Also, publicly funded private schools could offer additional educational options and pedagogical approaches, catering to diverse learning needs and preferences. This diversity could potentially benefit the overall education system. Equally, government funding for private schools could introduce competition within the education sector, potentially pushing both public and private schools to improve their educational quality to attract students.

However, if resources are diverted from public schools to fund private schools, it could result in

Figure 1: Conceptual Framework



Source: Author 2024

Fewer resources available for public schools, potentially impacting their quality and ability to serve students. Also, government funding for private schools benefit those who can already afford tuition, further exacerbating social and economic disparities in education access. Also, if government funds private schools, it may relinquish some control over curriculum, admissions, and other aspects of their operation, potentially impacting educational standards and accountability.

The Relationship between Social Government Assistance and the Growth of Private Schools

The relationship between social government assistance programs and the growth of private schools

can be positive or negative by lubiński, S.R. (2009). On the positive side, social assistance programs might indirectly create a demand for private schools by allowing families with limited means to afford educational alternatives. This could be especially true for programs that provide vouchers or scholarships specifically for private education. Also, if families receiving social assistance perceive public schools as underperforming or lacking desired resources, they might be more likely to seek alternatives in private schools. This could be driven by concerns about academic performance, safety, or the school environment.

Negatively, the resources allocated towards social assistance programs could potentially come at the expense of funding for public schools. This might lead to under-resourced public schools, potentially further driving families towards private alternatives. If the parents receiving social assistance are unable to afford private school tuition, even with vouchers or scholarships, they might still be limited to under-resourced public schools, potentially exacerbating educational disparities.

The Relationship between Legal government assistance and the Growth of Private Schools

Different aspects of the legal framework can influence the growth of private schools in both positive and negative ways, according to Rose, P. (2005). When public education systems are perceived as failing to meet the needs of some students, parents may be more likely to seek alternative options in private schools. Stringent regulations and limitations placed on public schools, or lack of resources, can contribute to this perception. Some legal frameworks allow for greater freedom for private schools to design their own curriculum and teaching methods. This flexibility may attract parents seeking specific educational approaches not offered in public schools. Streamlined registration processes, clear guidelines, and less stringent regulations in the legal framework can simplify setting up and operating private schools, potentially leading to their growth.

On the other hand, legal frameworks with extensive regulations and rigorous quality control measures can impose significant burdens on private schools, increasing their operating costs and potentially hindering their growth. Legal requirements that apply equally to both public and private schools, such as standardized testing or specific curriculum mandates, might deter schools with unique educational philosophies from entering the market. Legal frameworks that favor public school funding over private schools can put them at a financial disadvantage, limiting their ability to attract qualified teachers, invest in infrastructure, and ultimately restricting their growth.

potential. It is important to note that the specific impact of any legal framework on private school growth depends on the interplay of these factors, the socioeconomic context, and the educational landscape of a particular country or region. Therefore, it is crucial for policymakers to design legal frameworks that strike a balance between fostering innovation and ensuring accountability, and between allowing for parental choice while promoting inclusivity and equity within the entire education system.

Theoretical Literature

Theory of Administrative Principle

Henri Fayol, a French mining executive, published his theory of administrative principles in his 1916 book "General and Industrial Management." Though developed for industrial organizations, his 14 principles have found broad application in management studies across various sectors. Fayol proposed 14 interconnected principles covering different aspects of management:

1. Division of Work

Henri believed that segregating work in the workforce amongst the worker will enhance the quality of the product. Similarly, he also concluded that the division of work improves the productivity, efficiency, accuracy and speed of the workers. This principle is appropriate for both the managerial as well as a technical work level.

2. Authority and Responsibility

These are the two key aspects of management. Authority facilitates the management to work efficiently, and responsibility makes them responsible for the work done under their guidance or leadership.

3. Discipline

Without discipline, nothing can be accomplished. It is the core value for any project or any management. Good performance and sensible interrelation make the management job easy and comprehensive. Employees good behaviour also helps them smoothly build and progress in their professional careers.

4. Unity of Command

This means an employee should have only one boss and follow his command. If an employee has to follow more than one boss, there begins a conflict of interest and can create confusion.

5. Unity of Direction:

Whoever is engaged in the same activity should have a unified goal. This means all the person

working in a company should have one goal and motive which will make the work easier and achieve the set goal easily.

6. Subordination of Individual Interest

This indicates a company should work unitedly towards the interest of a company rather than personal interest. Be subordinate to the purposes of an organization. This refers to the whole chain of command in a company.

7. Remuneration

This plays an important role in motivating the workers of a company. Remuneration can be monetary or non-monetary. However, it should be according to an individual's efforts they have made.

8. Centralization

In any company, the management or any authority responsible for the decision-making process should be neutral. However, this depends on the size of an organization. Henri Fayol stressed on the point that there should be a balance between the hierarchy and division of power.

9. Scalar Chain

Fayol on this principal highlight that the hierarchy steps should be from the top to the lowest. This is necessary so that every employee knows their immediate senior also they should be able to contact any, if needed

10. Order

A company should maintain a well-defined work order to have a favorable work culture. The positive atmosphere in the workplace will boost more positive productivity.

11. Equity

All employees should be treated equally and respectfully. It is the responsibility of a manager that no employees face discrimination.

12. Stability

An employee delivers the best if they feel secure in their job. It is the duty of the management to offer job security to their employees.

13. Initiative

The management should support and encourage the employees to take initiatives in an organization. It will help them to increase their interest and make them worth.

14. Esprit de Corps

It is the responsibility of the management to motivate their employees and be supportive of each other regularly. Developing trust and mutual understanding will lead to a positive outcome and work environment

Fayol's theory draws on classical management perspectives, emphasizing order, hierarchy, and rational structures. He believed efficient management could be universally applied, regardless of industry or context. While some principles require adaptation in today's dynamic work environment, others remain relevant. The focus on efficiency, clear communication, and employee well-being aligns with contemporary management concerns. However, modern organizations tend to emphasize on flexibility, collaboration, and employee engagement, requiring adjustments to Fayol's original framework. Henri Fayol's administrative principles offer a valuable foundation for understanding management practices. While some aspects need adaptation for contemporary contexts, his emphasis on core principles like efficiency, clear communication, and employee well-being continues to influence management theory and practice. Further research is needed to explore the nuanced application of these principles in diverse organizational settings.

While Henri Fayol's theory of administrative principles has had a significant impact on management thought and practice, it is not without its criticisms. Critics argue the emphasis on hierarchy and clear structures can lead to bureaucratic organizations that stifle innovation and employee autonomy. Studies have shown that overly rigid structures can limit decision-making and creativity, hindering adaptation in dynamic environments. The universal applicability of the principles is questioned. Studies suggest that organizational cultures and contexts vary significantly, requiring flexible approaches that adapt to specific needs. Applying a rigid framework across diverse settings might be ineffective or even counterproductive.

Also, the focus on control and order might clash with modern management trends emphasizing employee empowerment, self-management, and intrinsic motivation. Studies have shown that overly controlling environments can negatively impact employee engagement and satisfaction.

Critics argue the theory downplays the importance of human factors like emotions, individual differences, and social dynamics within organizations. Studies have shown that neglecting these aspects can lead to employee dissatisfaction, low morale, and reduced productivity. The prioritization of efficiency could overshadow broader organizational goals like social responsibility, sustainability, and long-term impact. Studies have shown that organizations solely focused on short-term efficiency might miss opportunities for long-term success and adaptation.

While some studies support individual principles, the overall framework lacks strong empirical backing. Critics argue that many of the principles are based on Fayol's personal experience and observations, lacking comprehensive research and data-driven validation.

It is important to note that the criticisms are not without counterpoints. Proponents of Fayol's theory argue that its principles provide a solid foundation for building effective organizations, especially in larger, complex structures. They advocate for adapting the principles to specific contexts and integrating them with modern management approaches that emphasize human factors and flexibility.

Henri Fayol's theory of administrative principles can offer insights into the potential effects of government assistance on private education institutions, but it is important to remember that the theory operates at a more generic level and requires additional considerations for specific contexts like education and government intervention. Government assistance could allow private institutions to further specialize in areas where they excel, aligning with Fayol's principle. For example, funds could be directed towards specific programs or expertise within the institution, improving efficiency and effectiveness. Clear regulations and guidelines attached to government funding could strengthen internal accountability within the institution, aligning with the principle of responsibility. This could lead to improved student outcomes and resource allocation. Government collaboration could lead to more coordinated efforts between private institutions and the public education system, potentially promoting a unified vision for education at a national level, as suggested by the principle of unity. Government funding could stabilize the financial situation of private institutions, enabling them to offer competitive salaries and attract qualified personnel, aligning with principles of remuneration and stability. This could enhance the quality of education offered.

On the other hand, excessive regulations or reporting requirements attached to government funding could create bureaucratic burdens for private institutions, potentially hindering their flexibility and adaptability, as per criticisms of Fayol's theory. Overly centralized decision-making by the government could limit the autonomy of private institutions, potentially stifling innovation and creativity, aligning with some criticisms. Concerns exist about whether government assistance creates a level playing field or unfairly advantages certain private institutions, potentially contradicting the principle of equity. Government intervention could be perceived as interference by some institutions, impacting internal morale and team spirit, potentially conflicting with the

principle of esprit de corps.

Theory of Bureaucracy

Max Weber, a German sociologist, laid the foundation for modern bureaucracy theory in his 1922 work, "Economy and Society." He proposed bureaucracy as the most efficient and rational form of organization for managing large-scale tasks in complex societies. This literature review explores the core tenets of Weber's theory, its theoretical underpinnings, impact, and contemporary relevance. Weber defined bureaucracy by six key characteristics:

Division of Labor: Specialization based on expertise and qualifications.

Hierarchical Structure: A clear chain of command with defined authority levels.

Formal Rules and Procedures: Standardized rules and regulations govern operations.

Impersonality: Decisions based on objective criteria, not personal relationships.

Meritocratic Recruitment: Selection based on objective qualifications, not personal connections.

Career Orientation: Long-term employment with promotion based on performance.

Weber's theory is rooted in his broader views on social change and rationalization. He believed bureaucracy emerged as a necessary response to the increasing complexity of modern societies, offering predictability, efficiency, and order. Weber's theory has had a profound impact on various fields, including sociology, political science, and organization studies. Studies have explored the effects of bureaucracy in diverse contexts.

While Max Weber's theory of bureaucracy provided a groundbreaking explanation of modern organizations, it is not without its critiques. Bureaucracy can become trapped in red tape, stifling innovation and hindering responsiveness to changing circumstances. This criticism aligns with studies showing negative impacts on creativity and decision-making speed. Research by Mintzberg (1979) and others points to how rigid rules and procedures can hinder decision-making and adaptation, especially in dynamic environments. Bozeman (2000) found that over-bureaucratization in public agencies can lead to inefficiencies and delays. Also, emphasizing rules and hierarchy can distance employees from their work and colleagues, leading to disengagement and dissatisfaction. Studies support this view by showing correlations between bureaucratic structures and employee alienation. Burawoy's (1979) study of factory workers reveals feelings of powerlessness and alienation within bureaucratic structures. Leidner (1993) explores how technology can further amplify feelings of isolation and lack of control in bureaucratic organizations. Critics also argued that bureaucratic structures can perpetuate and amplify existing

inequalities by favoring those with knowledge and power within the hierarchy. Studies illustrate how unequal access to resources and decision-making power can be reinforced by bureaucracy. Khan (1997) examines how bureaucratic procedures can be used to discriminate against marginalized groups in access to services. Lipsky (1980) explores how street-level bureaucrats exert discretionary power, potentially favoring certain groups over others.

It is important to note that the criticisms are not absolute. Bureaucracy offers advantages like clarity, consistency, and efficiency. However, it is crucial to address its limitations. Modern organizations need to adapt to changing environments, incorporating flexibility and feedback loops within structures. Balancing rules with employee autonomy and opportunities for participation can foster engagement and innovation. Ensuring fair and transparent procedures while minimizing power imbalances is critical for social justice and organizational effectiveness. Utilizing technology wisely can streamline processes, improve communication, and empower employees within bureaucratic structures. While Weber's theory provides a valuable starting point, understanding its criticisms informed by relevant studies is crucial. Adapting bureaucratic structures to be more adaptable, human-centered, and equitable is essential in today's dynamic world. Continuous evaluation and improvement are necessary to ensure bureaucracy serves its intended purpose effectively and ethically.

Max Weber's theory of bureaucracy, while developed for understanding large organizations, can offer insights into how government assistance interacts with private education institutions. On the positive side, clear regulations and application procedures can ensure transparency and fairness in allocating assistance. Standardized reporting requirements can enhance data collection and accountability. Defined roles and responsibilities within government agencies can streamline decision-making and prevent confusion. Specialized officials can oversee program implementation and provide technical assistance to private institutions. On the negative side, complex application processes and reporting requirements can create administrative burdens for private institutions, hindering their flexibility and efficiency. Bureaucratic procedures may prioritize adherence to rules over individual needs, leading to inflexible responses to unique situations faced by private institutions. Decisions made by individual officials based on their interpretation of rules can introduce inconsistencies and uncertainty for private institutions. Private institutions may feel beholden to government agencies, potentially affecting their autonomy and decision-making power.

Agency Theory

Agency theory, initially formalized in 1976 by Michael Jensen and William Meckling, explores the complex relationship between a principal (who entrusts tasks to another) and an agent (who acts on the principal's behalf). This literature review delves into the core tenets of agency theory, its theoretical underpinnings, impact, and contemporary relevance. The core of agency theory revolves around the inherent conflict of interest that can arise between a principal and their agent. This conflict stems from the agent's potentially divergent goals and information access compared to the principal. To address this, agency theory proposes several key principles:

Principal-Agent Problem: The fundamental conflict arising from differing objectives and information asymmetry between principal and agent.

Monitoring and Incentives: Aligning the agent's interests with the principals through careful monitoring, contracts, and performance-based incentives.

Information Sharing: Encouraging information transparency and open communication to reduce information asymmetry and build trust.

Delegation and Control: Finding the optimal balance between delegating decision-making authority to the agent and retaining sufficient control for the principal.

Agency theory draws on various economic and organizational theories, including transaction cost economics, game theory, and behavioral economics. It assumes individuals rationally pursue their own self-interest, and information asymmetry can lead to opportunistic behavior from the agent.

Agency theory has significantly impacted various fields, including finance, management, and law. Studies have explored its application in diverse contexts: Studies (e.g., Jensen & Meckling, 1976) suggest aligning executive pay with company performance can incentivize actions benefiting the principal (shareholders). Research (e.g., Tirole, 1988) examines how franchise contracts with performance-based royalties and monitoring mechanisms can address agency problems. Agency theory informs studies (e.g., Fama & Jensen, 1983) on board structures, shareholder activism, and other mechanisms to ensure management acts in shareholders' best interests.

The agency theory has also received its fair share of criticisms. Agency theory primarily assumes individuals act out of self-interest, seeking personal gain. However, critics argue that this disregards other significant motivational factors like: social norms, reciprocity, loyalty and identification. The theory primarily focuses on rational decision-making, overlooking emotions like fear, trust, and fairness that significantly influence behavior in real-world scenarios. Agency

theory assumes maximizing financial returns are the primary concern for both principal and agent. However, in areas like healthcare or education, other goals like patient well-being or student learning are of central importance. The theory primarily addresses economic transactions, neglecting the ethical frameworks and social responsibilities inherent in professions like medicine, teaching, or public service. The Agency theory often assumes a more balanced relationship between principal and agent, potentially ignoring power imbalances that can distort communication, information sharing, and decision-making in non-economic settings.

Critics argue that applying agency theory solely for profit maximization can lead to unethical practices like exploiting agents, disregarding environmental concerns, or manipulating information for personal gain. The focus on aligning agent and principal interests might neglect the well-being of other stakeholders like employees, communities, and the environment, leading to unsustainable and harmful outcomes. Overemphasis on monitoring and control mechanisms based on suspicion can cultivate distrust between parties, hindering collaboration and innovation. Agency theory can offer a lens to analyze the potential effects of government assistance on private education institutions, understanding that the specific context and nature of the assistance significantly impact the outcome. The government acts as the principal, setting goals and allocating resources (funding, regulations) to private institutions (agents). Conflicts might arise due to differing objectives. The government wants to improve overall educational quality, public access, and accountability. Private secondary schools on the other hand want to maintain autonomy, financial sustainability, and specific educational philosophies. The government might not have complete information about the institutions' operations and internal decision-making, potentially hindering effective monitoring and evaluation. Linking funding to achieving specific educational outcomes can incentivize desired behaviors in institutions. Monitoring student performance and institutional data can inform accountability measures but might raise concerns about oversimplification and neglecting broader educational goals. These can ensure compliance with government standards but might create administrative burdens and limit institutional flexibility.

Institutions might adapt their practices to align with funding criteria and regulations, potentially changing their educational approach or student selection. In some cases, institutions might find ways to manipulate data or focus on achieving narrow metrics at the expense of broader educational goals. Regular dialogue and information sharing between government and institutions can build trust, foster transparency, and facilitate mutually beneficial solutions. Finding the right

balance between government oversight and institutional freedom is crucial. Excessive control can stifle innovation and hinder responsiveness to specific needs, while minimal oversight might raise concerns about accountability and quality. Ensuring equitable access to quality education for all students, regardless of socioeconomic background, is a key ethical consideration. Balancing financial sustainability with ethical admissions practices, responsible resource allocation, and fair treatment of employees is crucial. Both government and institutions must be transparent in their decision-making and accountable for the outcomes of their actions.

Empirical Literature

Watson and Ryan (2010) carried out a study to analyse the impact of government subsidies on Australian secondary schools. This study used secondary data (administrative and participation data) and made use of descriptive statistics. The research found out that Australian private secondary schools have used government subsidies to improve the quality of their services rather than reduce the school fees. Hence, the study suggests that the Australian government funding scheme was ineffective in facilitating access to private schools for students from lower socioeconomic backgrounds.

Baird & Witte (2014) investigated the potential "crowding out" effect of school choice vouchers on public school resources in Louisiana in the United States. The research design was the Instrumental Variables (IV) methodology using voucher eligibility as an instrument for private school attendance. The sample constituted of Public and private school students in Louisiana (around 120,000 students). The data was Student-level data on demographics, school characteristics, and standardized test scores which was analysed using Instrumental variables estimation to account for potential selection bias. The study found no evidence of a crowding-out effect on public school resources, suggesting that vouchers did not lead to a decline in per-pupil spending in public schools. However, the study required strong assumptions about the instrument validity, potential for unobserved factors influencing results.

Hungerman & Rinz (2015) explore how vouchers and other large-scale programs subsidizing private school attendance have affected the fiscal outcome of private schools and the affordability of private education. The primary financial data we can use came from the core financial files produced by the National Center of Charitable Statistics. The results show that the impact on subsidies on enrollment depends on the type of program introduced with programs restricting eligibility to certain groups creating large enrollment gains and some price increases compared to

unrestricted programs.

Cohodes & Baird (2016) examined the impact of public funding for private schools on student achievement and school quality in Louisiana and Ohio in the United States. The Regression discontinuity design (RDD) leveraging changes was used in eligibility criteria for public funding. The sample constituted of students attending private schools in the years before and after the funding change (around 2,000 students). The data used for this study was standardized test scores and school expenditure data. The data was analysed using regression discontinuity analysis to estimate the causal impact of public funding on student achievement and school resources. The findings suggest that public funding for private schools in Louisiana led to small improvements in student math scores but had no significant impact in Ohio. No consistent effect observed on school resources. This study was limited in terms of the RDD which relied on specific policy changes, results may not generalize to other contexts.

Uribe & Vegas (2019) assessed the impact of public funding on private school quality in Chile. The difference-in-differences (DID) approach was used to compare schools that became eligible for public funding with those that remained ineligible. The sample constituted of studies Private schools participating in the program and a matched comparison group (around 1,000 schools). Data was collected from school enrollment data, standardized test scores, and teacher qualifications. The DID estimation was used to isolate the causal effect of funding on school quality. The findings indicated that public funding led to improvements in teacher qualifications and reductions in class sizes in private schools, but no significant impact on student test scores. The limitation of this study is the potential for selection bias if schools that applied for funding differed systematically from those that didn't.

Alkhowaiter (2020) carried out a study to assess the effect of the wage subsidy program on private education outcomes in Saudi Arabia. The data used in the paper uses three main administrative datasets: the Teachers' Wage Subsidy Program, nationwide standardized test scores (Qiyas) for the Achievement and Capabilities exams per educational track and an annual dataset, Distribution of Teachers. The data was analysed using the OLS regression and quantile regression models. The results show that the take-up rate of subsidized teachers amongst private schools was nearly complete at 93%, but schools differed in terms of their subsidized faculty ratio. The student outcomes in schools with a high ratio of subsidized faculty to schools were compared with a low ratio of subsidized faculty. The fact that the subsidy targeted unemployed workers raises the

prospect that selection may lead to lower-quality teachers entering the labor market. The thesis attempts to speak to the selection story and suggests future work on the topic.

Egken and Tan (2020) conducted a study to determine the level of implementation of government assistance to private education and its impact on the performance of administrators and secondary schools in the Philippines. This study used the descriptive research design. Questionnaires were used to gather data and the respondents involved the school heads of 50 private schools with government assistance. The sampling technique used was the simple random sampling. The data was analysed using descriptive statistics (frequency counts, percentages, mean) and inferential statistics (Pearson and spearman correlation). The level of implementation was measured in terms of frequency of orientation, conferences conducted, number of training programs conducted, number of research and evaluation studies conducted. The performance of administrators was measured in terms of general admission, leadership, personal and academic program management. The statistical tests revealed that no significant relationship exists between the two variables.

Klasra and Huma (2020) explores the financial subsidy program in Punjab education foundation for increasing student enrollment and retention of private schools in Punjab. The study was descriptive in nature. Data was collected through questionnaires distributed to program administrators, school owners, and principals among others. The researcher used a simple random sampling technique to get the sample. The data was analyse using the one-way ANOVA and t-tests. The results indicated that the program increases the choices of poor families to enroll their children in school of their preference because of quality, pedagogical approaches, affordability and geographical location regardless of financial barriers.

Research Gap

Numerous researchers have carried out research on government assistance and the growth of private schools. Others have researched on the effect of government assistance on the growth of private schools. This is to say that the concepts of government assistance to private education have been extensively studied by researchers. However, this study has identified conceptual and methodological gaps that have to be fill. In terms of the conceptual gap, this study differentiates itself from other studies on this topic by capturing the government assistance to private schools in a different way. Most of the researchers like Uribe & Vegas (2019), Klasra and Huma (2020) and Alkhowaiter (2020) focused more on the financial aspect of government assistance to private schools. However, this study will provide a more complete version of government assistance by

providing aspects of social and legal framework to private schools in addition to the financial support. The methodological gap filled by this study is that this study used the primary data as opposed to the secondary data used by the majority of the other authors on the topic.

CHAPTER THREE

METHODOLOGY

Research Design

The research design that was used in this study is the descriptive research design. This design entails getting information on the current status of a phenomenon or a particular situation. Through this design, the effect of government assistance on the growth of private secondary schools was assessed using questionnaires (Quantitative methods) that capture the various types of government assistance and growth. The data was collected and analysed in order to make a decision on whether to confirm or disconfirm the developed hypotheses in this study. The descriptive research design was applied in this study because it permits the collection of broad range of data within a short period of time. Thus, it enabled the collection of data on the types of government assistance and growth in private schools in a fast and efficient manner. Hypotheses were tested using ordinal logistic regression.

Area of the Study

Yaounde VI is a subdivision of the city of Yaoundé, Cameroon. It is located in the Centre region of the country. The subdivision has a population of about 300000 inhabitants and covers an area of 22.2 km². It is made up of neighborhoods like: Biyem-Assi, Etoug-Ebe, Melen, Mendong, Obili, Mvog-Betsi, Simbock and others. Yaounde VI is a vibrant and dynamic subdivision with a rich history and culture. It is a major economic, cultural, and educational center in Yaoundé. It is home to a number of important institutions, including the University of Yaoundé I, the National School of Administration and Magistracy, and the Yaounde Central Hospital. It is also home to a number of markets, including the Mokolo Market and the Mvog-Ada Market. All these have made Yaoundé VI a very attractive place to settle in. The subdivision is also blessed with a variety government and private schools (primary and secondary) which have boosted the education sector. Some of the most notable private schools include Holy Infant School, English High School, Franky Comprehensive College, Oxford Comprehensive College and COSBIE.

Population of the Study

The population of this study was all the private secondary schools that are present in Cameroon. However, the target population was limited to five private secondary schools in the Yaounde IV Subdivision in Cameroon.

Sample Procedures and Sample Size

The sampling technique that was used in this study was the purposive sampling technique. In this sampling technique, the members that constitute the sample are chosen based on the judgment of the researcher. The same size was determined using the Krejce and Morgan table. In this study, the members of the population that were chosen to make up the sample were the school administrators and staffs of Holy Infant School, English High School, Franky Comprehensive College, Oxford Comprehensive College and COSBIE private secondary schools in Yaounde VI. So, 190 school administrators and staffs were purposively sampled. They were chosen because they could provide a more detailed account on the government assistance that private schools receive and their growth. A return rate of 160 questionnaires came in.

The return rate of the instrument

The return rate indicates the number of questionnaire that were received at the end of research after the questionnaire were administered to respondents. The return rate for this study was calculated using simple percentage based on the formula below:

The return rate of the instruments

$$R = \frac{\sum RQ}{\sum AQ} \times \%$$

Where;

R= Return rate

$\sum RQ$ = Sum of questionnaires returned

$\sum AQ$ = Sum of questionnaires administered

%= Percentage expressed as a hundred

The rate of return of questionnaires for this study was calculated as follows;

Total number of questionnaires administered = 190

Total number of questionnaires returned= 160

Therefore return rate is:

$$R = \frac{160}{190} \times 100 = 84.21\%$$

Data n Instrument

Description of Instrument

In order to answer the research questions and attain the objectives of this study, data were collected by using questionnaires. The questionnaire contains 23 questions that were adopted in accordance with previous studies on the topic and amended to suit the study. This questionnaire was made up of three sections: Section A, Section B and Section C. Section A contains close-ended questions to gather information on the demographic characteristics of the respondents. It includes gender, educational qualification and years of service. Section B and C was designed in a 5-point Likert scale, containing questions that were coded as follows: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree. Section B contains fifteen (15) questions on the types of government assistance. Section C contains 5 questions to get data on the growth of private schools. To ensure that the data collection instrument will produce accurate results, the reliability and the validity of the instrument was determined. Reliability measures how consistently the data collection instrument measures what is measures. In this study, the reliability was determined by using the Cronbach Alpha. The threshold for an instrument to be considered reliable is that it should have a Cronbach Alpha which is more than 0.845. The validity measures how accurately the data collection instrument actually measures what it is intended to measure. The validity in this study was determined by carrying out a pilot test to review the questionnaire's content and comprehension, after which amendments were made to make it more suitable to collect data.

Model Specification

The model that was used in this study was presented as follows:

$$\text{Logit}(G) = \log \left[\frac{G}{1-G} \right] = \beta_0 + \beta_1 \text{FGAi} + \beta_2 \text{SGAi} + \beta_3 \text{LFEi} + \mu$$

Where;

Logit (G)= Logit notation which denotes the thresholds for growth (low growth, average growth, high growth)

FGAi= Financial Government Assistance.

SGAi= Social Government Assistance.

LFE_i= Legal Assistance for Education.

β_0 = Constant term.

$\beta_1, \beta_2, \beta_3$ = Regression coefficients.

Measurability of Variables

Table 1: Measurability of Variables

Variables	Sub-Variables	Measures
Government Assistance	Financial Assistance	Scholarships and sponsorships Educational loans Aids and Grants Subventions and Subsidies
	Social Assistance	Providing social needs such as health care services Social amenities such as Pipe borne water Recreational facilities such as playground, packs, sport fields, library, canteen) Construction of school infrastructure, roads etc.
	Legal Assistance	Laws on the authorization, functioning and organization of the education system
Growth of Private Secondary Schools	Financial Growth	Total government expenditure in secondary schools, including transfers paid (scholarships) Transfers received from the schools (sector budget support) Assessing financial Performance of private Secondary schools with the use of financial ratios

Social Growth

Technological advances

Improvement in teaching learning methods

Infrastructural development

Social Security

Source: Author (2024)

Data Collection Procedure

In this study, the data collection method that was used was the self-administered survey. The questionnaire was designed, printed out and distributed to the administrators and staff of private secondary schools in Yaoundé VI. The questionnaire was made up of close ended and Likert scale questions that provides options for the respondents to choose from. The questionnaire also had instructions attached to each section for the respondents to know how to fill it. This method was used in this study because it was adequate for the respondents. They could fill the questionnaire at a time that was appropriate for them and also gave them their privacy when filling it.

Data Analysis Instruments and Procedure

The instruments that were used were the descriptive and inferential statistics tools. In the descriptive statistics, the frequency tables together with the measures of central tendency (mean) and measure of dispersion (standard deviation) were used to assess the level of government assistance and growth of private secondary schools. In the inferential statistics, regression analysis was used. This was done with the help of the statistical package for social sciences (SPSS). From the inferential statistics, conclusions were drawn from the data collected and generalisations was made on the entire population.

The data that were collected from the questionnaires were coded using Microsoft Excel and inserted into the SPSS (Statistical Package for Social Sciences). In order to get the scale for the financial assistance, social assistance and legal framework for education, the mean of all the responses under each of the variables were gotten. Also, the average of all the responses of the growth of private secondary schools was equally calculated Later on, the descriptive statistics was carried out. The data on the demographic information was presented using tables, frequencies and percentages. The financial assistance, social assistance and legal framework for education and growth in private secondary schools were later assessed. The responses to the questions were

presented on tables with their various frequencies and percentages. A summary statistic was also provided and it consisted of the mean, standard deviation, and the Cronbach Alpha. The inferential statistics was later carried out. It was done using the ordinal logistic regression.

Through the regression analysis, the relationship between the independent variable and the dependent variable were determined. It should also be noted that the P-value from the regression analysis was compared to the pre-selected alpha to evaluate the overall significance of the estimated parameters and formed the basis for testing the hypothesis. The inferential statistics is presented at 95% confidence interval with alpha set at 0.05 level of significance.

Ethical Considerations

Ethical considerations are an important part of research because it concerns the treatment of both the respondents and the information he or she provides. When collecting data for this study, the following were taken into consideration: Firstly, confidentiality was taken into account. The researcher made sure that the identity of the respondents was not exposed to others. Also, the hard copies were kept in places that are not easily accessible to others. Also, the data collection instrument did not necessitate the personal information of the respondents, hence the participation was anonymous. Moreover, the information that was gotten from various sources and existing bodies of knowledge like the internet, articles, books and others were referenced so as to acknowledged the presence of their idea in this study. Also, the respondents participated on the basis of informed consent, meaning that enough information was provided to the respondents about the study and the implications of their participation was also given to ensure that they give honest responds to questions that are asked.

CHAPTER FOUR

PRESENTATION OF RESULTS

In order to achieve the objectives of this study, questionnaire were purposively shared to the school administrators and staff of private secondary schools in Yaoundé VI subdivision. These questionnaires were administered through the drop and pick method. This data was analysed in order to the get the effect of government assistance on the growth of private secondary schools. This section presents the demographic distribution of the respondents, assessment of financial, social, legal government assistance and growth of private schools, the inferential statistics and the hypotheses testing.

Demographic Distribution of the Respondents

The demographic characteristics that were of interest in this study were the gender, educational qualification and years of service. The number of respondents were targeted at 190 school administrators and staff. Out of the 190 questionnaires distributed, 15 were not filled at all while 15 others were partially completed. This leaves us with 160 completely and correctly filled questionnaires. This implies that the questionnaire had an approximately 84% response rate, which is suitable for this study.

The information represented in the table 2 below revealed that 38.8% (62) of the respondents were males while 61.3% (98) were females. This implies that more female administrators and staff were assessed on their perception of government assistance on the growth of private schools. Based on the education qualification of the respondents, 13.8% (22) are undergraduates, 50.6% (81) are graduates while 35.6% (57) have completed postgraduate studies. Majority of the respondents are graduates. Thus, they are sufficiently knowledgeable to provide information on

Table 2: Demographic Information of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	62	38.8%
	Female	98	61.3%
	Total	160	100%
Educational Qualification	Undergraduate	22	13.8%
	Graduate	81	50.6%
	Postgraduate	57	35.6%
	Total	160	100%
Years of Service	Less than 5 years	40	25.0%
	About 5 years	59	36.9%

Above 5 years	61	38.1%
Total	160	100%

Source: Field Data (2024); IBM SPSS Statistics 25

Government assistance and growth of private schools. With regards to the years of service, 25.0% (40) of the respondents have been working for less than 5 years, 36.9% (59) have been working for about 5 years and 38.1% (61) have been working for more than 5 years.

Descriptive Analyses of the Study Variables

This section shows the analyses of the responses given by the respondents on their assessment of financial government assistance, social government assistance, legal assistance and the growth of private schools. This assessment was done by presenting the frequencies and percentages of the various responses ranging from strongly disagree (SD), disagree (D), Neutral (N), Agree (A), strongly agree (SA). A summary statistic was also presented that shows the mean, standard deviation, and the Cronbach alpha of all the variables of interest.

Assessment of the Government Financial Assistance

The respondents were required to provide their opinion on statements related to the government financial assistance based on five-point Likert scale ranging strongly disagree (SD), disagree (D), Neutral (N), Agree (A), strongly agree (SA). The frequencies and percentages of the various responses of the respondents are presented in Table 4 below:

Table 3: Assessment of Government Financial Assistance

Government Financial Assistance	SD	%	D	%	N	%	A	%	SA	%	Mean	STD
The government gives sponsorships and scholarships to students in your school.	14	8.8%	19	11.9%	27	16.9%	63	39.4%	37	23.1%	3.56	1.21
The government give educational loans to support in growth and expansion of school.	10	6.3%	18	11.3%	49	30.6%	46	28.7%	37	23.1%	3.51	1.14
The government provides aids and grants to your school.	7	4.4%	25	15.6%	26	16.3%	59	36.9%	43	26.9%	3.66	1.15
The government gives subventions to your school.	7	4.4%	16	10.0%	39	24.4%	61	38.1%	37	23.1%	3.65	1.07
The government annually assess the overall financial performance of your school.	11	6.9%	23	14.4%	34	21.3%	52	32.5%	40	25.0%	3.54	1.20
Grand Mean											3.58	0.972

Source: Field Data (2024); IBM SPSS Statistics 25

From Table 3, we can observe that 8.8% (14) strongly disagreed with the statement that the government gives sponsorships and scholarships to students in the school, 11.9% (19) disagreed, 16.9% (27) were neutral, 39.4% (63) agreed and 23.1% (37) strongly agreed with the statement. Also, 6.3% (10) strongly disagreed with the statement that the government give educational loans to support in growth and expansion of school., 11.3% (18) disagreed, 30.6% (49) were neutral, 28.7% (46) agreed and 23.1% (37) strongly agreed with the statement. Equally, 4.4% (7) strongly disagreed with the statement that the government provides aids and grants to the school, 15.6% (25) disagreed, 16.3% (26) were neutral, 36.9% (59) agreed and 26.9% (43) strongly agreed with the statement. Moreover, 4.4% (7) strongly disagreed with the government gives subventions to the school 10.0% (16) disagreed, 24.4% (39) were neutral, 38.1% (61) agreed and 23.1% (37) strongly agreed. In addition, 6.9% (11) strongly disagreed with the statement that the government annually assess the overall financial performance of your school, 14.4% (23) disagreed, 21.3% (34) were neutral, 32.5% (52) agreed and 25.0% (40).

Assessment of the Government Social Assistance

The respondents were required to provide their opinion on statements related to government social assistance based on five-point Likert scale ranging strongly disagree (SD), disagree (D), Neutral(N), Agree (A), strongly agree (SA). The frequencies and percentages of the various responses of the respondents are presented in Table 4.3.

From Table 5, we can observe that 13.8% (22) strongly disagreed with the statement that the government has assisted in providing social amenities such as health care services and pipe borne water in your school, 8.8% (14) disagreed, 15.0% (24) were neutral, 38.1% (61) agreed and 24.4% (39) strongly agreed with the statement. Also, 10.6% (17) strongly disagreed with the statement that the government has supported financially in the provision of recreational facilities such as school playground, sport fields, library and canteen, 9.4% (15) disagreed, 18.1% (29) were neutral, 45.6% (73) agreed and 16.3% (26) strongly agreed with the statement. Equally, 7.5% (12) strongly disagreed with the statement that the government assisted in the construction of your school roads as well as school infrastructure, 7.5% (12) disagreed, 25.0% (40) were neutral, 39.4% (63) agreed and 20.6% (33) strongly agreed with the statement. Moreover, 5% (8) strongly disagreed with the government ensures social security of teachers and students, 8.8% (14) disagreed, 18.1% (29) were neutral, 40.0% (64) agreed and 28.1% (45) strongly agreed. In addition, 3.1% (5) strongly disagreed with the statement that the government provides improved teaching and learning

facilities, 4.4% (7) disagreed, 20.6% (33) were neutral, 41.9% (67) agreed and 30.0% (48) strongly agreed.

Table 4: Assessment of Government Social Assistance

Government Social Assistance	SD	%	D	%	N	%	A	%	SA	%	Mean	STD
The government has assisted in providing social amenities such as health care services and pipe borne water in your school.	22	13.8%	14	8.8%	24	15.0%	61	38.1%	39	24.4%	3.50	1.32
The government has supported financially in the provision of recreational facilities such as school playground, sport fields, library and canteen	17	10.6%	15	9.4%	29	18.1%	73	45.6%	26	16.3%	3.47	1.18
The government assisted in the construction of your school roads as well as school infrastructure.	12	7.5%	12	7.5%	40	25.0%	63	39.4%	33	20.6%	3.58	1.12
The government ensures social security of teachers and students.	8	5.0%	14	8.8%	29	18.1%	64	40.0%	45	28.1%	3.77	1.10
The government provides improved teaching and learning facilities.	5	3.1%	7	4.4%	33	20.6%	67	41.9%	48	30.0%	3.91	0.98
Grand Mean											3.65	0.926

Source: Field Data (2024); IBM SPSS Statistics 25

Assessment of the Government Legal Assistance

The respondents were required to provide their opinion on statements related to the government legal assistance based on five-point Likert scale ranging strongly disagree (SD), disagree (D), Neutral (N), Agree (A), strongly agree (SA). The frequencies and percentages of the various responses of the respondents are presented in Table 6 below:

Table 5: Assessment of Government Legal Assistance

	SD	%	D	%	N	%	A	%	SA	%	Mean	STD
There are laws which govern the creation of Private Secondary schools in Cameroon	1	0.6%	3	1.9%	12	7.5%	58	36.3%	86	53.8%	4.40	0.76
The constitution of Cameroon recognizes private education as an institution.	2	1.3%	4	2.5%	14	8.8%	62	38.8%	78	48.8%	4.31	0.83
The government provides a framework for the functioning of your school.	3	1.9%	7	4.4%	23	14.4%	72	45.0%	55	34.4%	4.05	0.91
The government has enacted rules and regulations guiding the organization of private secondary schools.	4	2.5%	6	3.8%	22	13.8%	53	33.1%	75	46.9%	4.18	0.97
The government constantly supervises the activities	7	4.4%	10	6.3%	30	18.8%	60	37.5%	53	33.1%	3.88	1.07
Grand Mean											4.16	0.0275

Source: Field Data (2024); IBM SPSS Statistics 25

From Table 6, we can observe that 0.6% (1) strongly disagreed with the statement that there are laws which govern the creation of private secondary schools in Cameroon, 1.9% (3) disagreed, 7.5% (12) were neutral, 36.3% (58) agreed and 53.8% (86) strongly agreed with the statement.

Also, 1.3% (2) strongly disagreed with the statement that the constitution of Cameroon recognizes private education as an institution, 2.5% (4) disagreed, 8.8% (14) were neutral, 38.8% (62) agreed and 48.8% (78) strongly agreed with the statement. Equally, 1.9% (3) strongly disagreed with the statement that the government provides a framework for the functioning of your school, 4.4% (7) disagreed, 14.4% (23) were neutral, 45.0% (72) agreed and 34.4% (55) strongly agreed with the statement. Moreover, 2.5% (4) strongly disagreed with the statement that the government has enacted rules and regulations guiding the organization of private secondary schools, 3.8% (6) disagreed, 13.8% (22) were neutral, 33.1% (53) agreed and 46.9% (75) strongly agreed. In addition, 4.4% (7) strongly disagreed with the statement that the government constantly supervises -the activities, 6.3% (10) disagreed, 18.8% (30) were neutral, 37.5% (60) agreed and 33.1% (53) strongly agreed with the statement.

Assessment of the Growth of Private Schools

The respondents were required to provide their opinion on statements related to the growth of private schools based on five-point Likert scale ranging strongly disagree (SD), disagree (D), Neutral (N), Agree (A), strongly agree (SA). The frequencies and percentages of the various responses of the respondents are presented in Table 4.5 below:

From Table 7, we can observe that 11.9% (19) strongly disagreed with the statement there is a level of financial growth in the school as seen through an increase in government spending in your school., 11.3% (18) disagreed, 21.9% (35) were neutral, 30.6% (49) agreed and 24.4% (39)

Table 6: Assessment of the Growth of Private Schools

Growth of Private Schools	SD	%	D	%	N	%	A	%	SA	%	Mean	STD
There is a level of financial growth in your school as seen through an increase in government spending in your school.	19	11.9%	18	11.3%	35	21.9%	49	30.6%	39	24.4%	3.44	1.29
There is an increase in socio-economic growth in your school through an increase in infrastructural development by the government, social security etc.	11	6.9%	15	9.4%	42	26.3%	61	38.1%	31	19.4%	3.53	1.11
There is flexibility in school administration and teaching pedagogy as a result of laws and regulations (educational policies), placed by the government in the effective management of the school.	1	0.6%	5	3.1%	35	21.9%	72	45.0%	47	29.4%	3.99	0.83
There is an increase school performance through government assistance.	5	3.1%	14	8.8%	39	24.4%	55	34.4%	47	29.4%	3.78	1.06
The government regularly carries out an evaluation on growth prospects in your school.	16	10.0%	6	3.8%	37	23.1%	50	31.3%	50	31.3%	3.70	1.23
	Grand Mean										3.69	0.829

Source: Field Data (2024); IBM SPSS Statistics 25

strongly agreed with the statement. Also, 6.9% (11) strongly disagreed with the statement that there is an increase in socio-economic growth in your school through an increase in infrastructural development by the government and social security, 9.4% (15) disagreed, 26.3% (42) were neutral, 38.1% (61) agreed and 19.4% (31) strongly agreed with the statement. Equally, 0.6% (1) strongly disagreed with the statement that there is flexibility in school administration and teaching pedagogy as a result of laws and regulations (educational policies), placed by the government in the effective management of the school, 3.1% (5) disagreed, 21.9% (35) were neutral, 45.0% (72) agreed and 29.4% (47) strongly agreed with the statement. Moreover, 3.1% (5) strongly disagreed with the statement that there is an increase school performance through government assistance, 8.8% (14) disagreed, 24.4% (39) were neutral, 34.4% (55) agreed and 29.4% (47) strongly agreed. In addition, 10.0% (16) strongly disagreed with the statement that the government regularly carries out an evaluation on growth prospects in your school., 3.8% (6) disagreed, 23.1% (37) were neutral, 31.3% (50) agreed and 31.3% (50).

Summary Statistics

This section presented the mean, standard deviation and the Cronbach Alpha. The mean is the average of all the responses for each variable. The standard deviation shows the extend of deviation of the data set from the mean. The Cronbach Alpha is used to test for reliability. They are presented in Table 4.6 below:

The Table 4.6 revealed that government financial assistance has a mean of 3.5875 and a standard deviation of 0.97276. This indicates a relatively high level of accessibility and more dispersion from the mean than the other variables. The Cronbach Alpha of 0.893 shows the reliability of government financial assistance. Also, government social assistance has a mean of 3.6500 and a standard deviation of 0.92675. This indicates a high level of government social assistance and high dispersion from the mean. A Cronbach Alpha of 0.866 shows its reliability. For government legal assistance, the mean score is 4.1688 and the standard deviation is 0.70275. This portrays a relatively high level of legal assistance and high deviation from the mean. The Cronbach Alpha of outcome quality of 0.823 indicates its reliability. Growth of private schools has a mean score of 3.6922, and a standard deviation of 0.82988. It is also reliable because it has a Cronbach Alpha of 0.796.

Table 7: Summary of Descriptive Statistics

Descriptive Statistics					
	Cronbach Alpha	Minimum	Maximum	Mean	Std. Deviation
Government Financial Assistance	0.893	1.00	5.00	3.5875	0.97276
Government Social Assistance	0.866	1.00	5.00	3.6500	0.92675
Government Legal Assistance	0.823	1.20	5.00	4.1688	0.70275
Growth of Private schools	0.796	1.40	5.00	3.6922	0.82988

Source: Field Data (2024); IBM SPSS Statistics 25

Inferential Statistics

This section presents the relationship between government financial assistance, social assistance legal assistance and the growth of private schools. This was done with the use of the ordinal logistic regression. To ensure that this regression was suitable for this study, the Kolmogorov-Smirnov test was carried out to test for normality. Also, the variance inflation factor and tolerance were used to test for multicollinearity. For this regression type to be applicable, the data set does not have to be normally distributed and there must be absence of multicollinearity.

Table 8: Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Government Financial Assistance	.114	160	.000	.959	160	.000
Government Social Assistance	.178	160	.000	.918	160	.000
Government Legal Assistance	.161	160	.000	.893	160	.000
Growth of Private Schools	.098	160	.001	.965	160	.000

a. Lilliefors Significance Correction

Source: Field Data (2024); IBM SPSS Statistics 25

The normality test used was the Kolmogorov-Smirnov test which is suitable for data set that are above 100. The null hypothesis of this test is that the data set comes from a normal distribution. Since the test is statistically significant for all the variables, the null hypothesis is rejected, showing that the data set is not normally distributed.

Table 9: Multicollinearity Test

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
Government Financial Assistance	0.608	1.644
Government Social Assistance	0.617	1.620
Government Legal Assistance	0.780	1.281

Source: Field Data (2024); IBM SPSS Statistics 25

The rule of thumb for the variance inflation factor and tolerance is that to ensure the absence of multicollinearity, the variance inflator factor should not exceed 10 and the tolerance should not be less than 0.1. From the table we can observe that the VIF of all independent variables were less than 10 and their tolerance was less more than 0.1. This indicates an absence of multicollinearity, hence there is no high correlation between the independent variables.

Another important assumption to the ordinal logistic regression is the assumption of proportional odds. The assumption states that the effect of independent variables on the odds of moving to a higher category is consistent across all levels of the dependent variables. This assumption is confirmed in this study by the test of parallel lines. The effects of the independent variables on the log odds of the dependent variable are equal across all categories of the dependent variable. SPSS calculates a chi-square statistic and a corresponding p-value. If the p-value is greater than 0.05, we fail to reject the null hypothesis. This suggests the proportional odds assumption is likely met, and the interpretation of the ordinal regression model is valid. Otherwise we reject the null hypothesis, meaning the assumption is not met. In this study, the p-value is 0.485 which is higher than 0.05. This shows that the assumption of proportional odds is met.

Table 10: Test of Parallel Lines

Test of Parallel Lines ^a				
Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Null Hypothesis	176.991			
General	174.545	2.445	3	0.485
The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.				
a. Link function: Logit.				

Source: Field Data (2024); IBM SPSS Statistics 25

Table 11: Goodness-of-Fit

Goodness-of-Fit			
	Chi-Square	Df	Sig.
Pearson	219.829	259	.963
Deviance	169.824	259	1.000
Link function: Logit.			

Source: Field Data (2024); IBM SPSS Statistics 25

The effect of the independent variables on the dependent variables are presented in Table 4.10 below. It presents the coefficients that shows the effect that each independent variable has on the dependent variable.

Table 12: Regression Results

Parameter Estimates								
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[growth = 2.00]	7.427	1.342	30.614	1	0.000	4.796	10.057
	[growth = 3.00]	10.549	1.537	47.079	1	0.000	7.536	13.562
	[growth = 4.00]	15.567	2.153	52.260	1	0.000	11.346	19.787
Location	GFA	0.899	0.255	12.438	1	0.000	0.399	1.399
	GSA	1.066	0.269	15.672	1	0.000	0.538	1.593
	GLA	0.975	0.303	10.332	1	0.001	0.380	1.569
Link function: Logit.								

Source: Field Data (2024); IBM SPSS Statistics 25

From table 12 we can observe that government financial assistance (GFA) was a positive predictor of growth in private schools. For every unit increase in the government financial assistance, there is a predicted increase of 0.899 in the log odds of being at a higher level of growth. This implies that there is an increased probability of falling at a greater level of growth in the private schools as the level of government financial assistance rises. The table also revealed that government social assistance (GSA) was a positive predictor of growth in private schools. A unit increase in the level of government social assistance will lead to a predicted increase of 1.066 in the log odds of being at a higher level of growth. This means that there is an increased probability of falling at a greater level of growth in private schools as the level of government social assistance increases. The table also revealed that government legal assistance (GLA) was a positive predictor of growth in private schools. A unit increase in the level of government legal assistance will lead to a predicted increase of 0.975 in the log odds of being at a higher level of growth. This means that there is an increased probability of falling at a greater level of growth in private schools as the level of government legal assistance increases.

Hypothesis Testing

Hypothesis One: There is no influence of Financial Assistance on the Growth of Private Secondary Schools in Cameroon

The results from the table reveals that the P-value of government financial assistance is 0.000. The pre-selected alpha for this study is 0.05. By comparing the P-value to the threshold of significance which is typically $p < 0.05$, the statistical significance can be gotten. Since the P-value is less than the threshold of significance which is $p < 0.05$, the test was considered to be statistically significant. This implies that the null hypothesis was rejected for the indicators of government financial assistance. Hence, it can be considered that government financial assistance significantly affects growth of private secondary schools in Cameroon.

Hypothesis Two: There is no influence of Social Assistance on the Growth of Private Secondary Schools in Cameroon.

The P-value for government social assistance is 0.000. Since the P-value is less than the threshold of significance which is $p < 0.05$, the test was considered to be statistically significant. This implies

that the null hypothesis was rejected for the indicators of government social assistance. Hence, it can be considered that government social assistance significantly affects growth of private secondary schools in Cameroon.

Hypothesis Three: There is no influence of Legal Assistance on the Growth of Private Secondary Schools in Cameroon.

The P-value for government social assistance is 0.001. Since the P-value is less than the threshold of significance which is $p < 0.05$, the test was considered to be statistically significant. This implies that the null hypothesis was rejected for the indicators of government legal assistance. Hence, it can be considered that government legal assistance significantly affects growth of private education secondary schools in Cameroon.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussion of the Findings

In order to achieve the objectives that were set in this study, data was collected using questionnaires from 160 administrators and staff of private schools in the Yaoundé VI subdivision. The questionnaire contained questions to capture government assistance in terms of financial assistance, social assistance and legal assistance and also captured the growth of private schools. The data collected was then analysed using the descriptive (tables, frequencies, percentages, mean, median, standard deviation) and inferential statistics (ordinal logistic regression).

In terms of the first specific objective, which was to assess the influence of financial assistance on the growth of private secondary schools in Cameroon, the results revealed that government financial assistance is positively related to the growth of private schools, that is an increase in the level of government financial assistance increases the probability that private schools will be at a higher level of growth. This implies that when the government provides financial support to private schools in terms of sponsorships, scholarships, educational loans, aids, grants, subventions and consistent assessing of financial performance, it is likely that there will be an increase in the growth rate of private schools. This is due to the fact that private schools are in need of support to expand the access, outreach and quality of their services. Also, the government needs to ensure that educational services provided by private schools are up to standard. This finding is in accordance with those of Watson and Ryan (2010) and Klasra and Huma (2020) that portrayed a positive relationship between financial assistance and growth of private schools.

To achieve the second specific objective, which was to examine the influence of social assistance on the growth of private secondary schools in Cameroon, the findings revealed that government social assistance is positively related to the growth of private schools, meaning that an increase in the level of government social assistance increases the probability that private schools will be at a higher level of growth. This implies that the government can improve the growth of private schools by providing social amenities, recreational facilities, school infrastructure, social security to students, teachers and better learning and teaching facilities. This is due to the fact that the provision of these social facilities ameliorates and facilitates the activities of private schools hence giving way to a faster growth. This assertion was in accordance with Uribe & Vegas (2019) and

Klasra and Huma (2020) that reported a positive effect of government social assistance indicators on growth of private schools.

To attain the third specific objective, which was to evaluate the influence of legal assistance on the growth of private secondary schools in Cameroon, the findings revealed that government legal assistance is positively related to the growth of private schools, meaning that an increase in the level of government legal assistance increases the probability that private schools will be at a higher level of growth. This implies that government through laws that authorizes and provides a framework for the organisation and functioning of private schools, they can influence the growth of private schools positively.

The findings in the study can be compared to the theories used in this study. Henri Fayol proposed 14 administrative principles to guide effective organizational management. Some of the principles proposed by this theory aligns with the positive relationship between government assistance and private school growth. Government assistance can specialize in areas like public education, while private schools cater to specific needs or demographics, creating a division of labor within the education system (division of labour). A clear division between public and private spheres, with government setting standards and providing some funding, and private schools managing their own operations, can streamline administration (Unity of command). Government assistance also provides a framework (authority) within which private schools have the responsibility to manage themselves effectively (responsibility).

By dividing the workload and having clear areas of responsibility, private schools can potentially operate more efficiently. Government guidelines can help ensure private schools receiving assistance adhere to certain standards and regulations. However, excessive government control over private schools, even with financial assistance, could violate Fayol's principle of centralization, which favors giving managers some autonomy. Overall, there is a partial alignment between Fayol's principles and the idea of government assistance promoting private school growth. It can streamline administration and potentially improve efficiency, but achieving this balance requires careful consideration to avoid stifling autonomy and creating bureaucratic hurdles.

Also, the results of this study align with some aspects of the theory of bureaucracy. Max Weber's theory of bureaucracy emphasizes efficiency, rationality, and predictability in large organizations. Government assistance with clear guidelines and regulations can create a predictable environment for private schools to operate and plan for growth. Also, streamlined processes for accessing

financial aid, social services, or legal assistance could make it more efficient for private schools to function. Equally, government agencies could act as centers of expertise, providing resources and guidance to private schools, fostering a more professionalized educational landscape. However, excessive bureaucratic red tape associated with government assistance could create an "iron cage" effect, where private schools become bogged down in paperwork and regulations, hindering their flexibility and innovation. Government funding with strict performance metrics could lead to "goal displacement," where private schools prioritize achieving those metrics over their core educational mission.

We can equally explain the results in alignment with the agency theory. Jensen and Meckling's theory of agency focuses on the potential conflicts of interest that arise when one party (the principal) hires another party (the agent) to act on their behalf. The government (principal) wants to ensure a well-educated citizenry, while private schools (agents) might prioritize factors like profit, religious affiliation, or a specific educational philosophy. Also, the government may not have complete information on how private schools are using the assistance, making it difficult to ensure they align with public goals. Private schools receiving guaranteed funding might become less efficient or innovative, knowing they'll still get financial support (moral hazard problem). However, government assistance can mitigate these issues

The government can develop clear contracts outlining the expected outcomes and acceptable uses of the assistance. Regular monitoring can help ensure private schools comply. Also, tying some assistance to performance metrics can incentivize private schools to achieve educational goals aligned with the government's interests. School scholarships that empower parents to choose private schools can introduce competition, potentially pressuring both public and private schools to improve. By implementing these measures, the government can better align the interests of private schools (agents) with its own goals (principal). Clear contracts and monitoring address information asymmetry, performance-based funding reduces moral hazard by tying rewards to desired outcomes and choice mechanisms introduce competition, potentially leading to better educational services across the board.

These findings also permitted us to test the hypothesis developed in this study. In the case of the first hypothesis which stated that "There is no influence of Financial Assistance on the Growth of Private Secondary Schools in Cameroon", the results revealed that the p-value of government financial assistance (0.000) was less than 0.05, hence indicating that the test is statistically

significant. This showed that we reject the null hypothesis. Meaning that, government financial assistance has a significant effect on the growth of private schools. This indicates that the growth of private schools is significantly affected by sponsorships, scholarships, educational loans, aids, grants, subventions and consistent assessing of financial performance provided by the government. Concerning the second hypothesis, which stated that “There is no influence of Social Assistance on the Growth of Private Secondary Schools in Cameroon”, the findings revealed that the p-value of the government social assistance indicators (0.000) was less than 0.05, thus indicating its statistical significance. This showed that the null hypothesis was rejected, meaning that, government social assistance has a significant effect on the growth of private schools. Based on this, it can be said that the growth of private schools in the Yaoundé VI subdivision is significantly affected by the social facilities provided by the government. This implies that government social assistance has a positive and significant effect on the growth of private schools.

For the third hypothesis which stated that “There is no influence of Legal Assistance on the Growth of Private Secondary Schools in Cameroon”, the findings revealed that the p-value of the government legal assistance indicators (0.001) was less than 0.05, thus indicating its statistical significance. This showed that the null hypothesis was rejected, meaning that, government legal assistance has a significant effect on the growth of private schools in the Yaoundé VI subdivision. Based on this, it can be said that the growth of private schools is significantly affected by the laws that authorize and organizes the functioning of private schools provided by the government. This implies that government legal assistance has a positive and significant effect on the growth of private schools.

Conclusion

The objective of this study was to examine the influence of government assistance on the growth of private secondary schools in Cameroon. This study considered all private secondary schools in Cameroon as the population. From the analysis of the data collected from the questionnaire, we can conclude that government financial assistance, social assistance and legal assistance indicators have a positive and significant effect on the growth of private schools. This is evidenced in the positive coefficients of the independent variables and their corresponding p-values which are less than 0.05. This implies that the government should focus of providing quality assistance to private schools in terms of finances (sponsorships, scholarships, educational loans, aids, grants, subventions), social facilities (social amenities, recreational facilities, school infrastructure, social

security, learning and teaching facilities) and legal assistance (laws to guide and control the functioning of private schools) in order to maximise the growth of private schools.

Recommendations

As said earlier, the results revealed that government financial assistance, social assistance and legal assistance had a significant effect on the growth of private schools. From the results, the government is recommended to increase the level of assistance it provides to private schools because it contributes greatly to the growth of private schools. This can be done by designing effective assistance programs. Focus financial aid on scholarships, promoting equity can potentially alleviating pressure on public schools. Attaching some funding to metrics that reflect educational goals valued by the government, along with support for professional development to help schools achieve those goals. Designing clear and efficient application processes for financial and legal assistance can avoid overburdening private schools with administrative tasks. Equally offering professional development programs or mentorship opportunities can strengthen the capacity of private schools, particularly those serving low-income communities.

Suggestions for Further Studies

The study has a limited scope especially in terms of the study area, the time frame and the study sample. The results of this study cannot be generalised to other private institutions like private primary schools and universities. This has created the need for other studies that can expand the scope of this study to include these other private institutions. There is also a need to use a more statistically representative sampling procedure in order to generate better results. Also, there is also a need to come up with a study that can be generalised to all the private education institutions in Cameroon.

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APPENDIX

APPENDIX I
UNIVERSITY OF YAOUNDE I
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND EVALUATION
SPECIALTY ON ADMINISTRATION AND INSPECTION OF SCHOOLS

I BILLA SYLVERINE TUMKUNA NALOVE with a Matriculation Number 22W3296 a final year Master Student of the above-mentioned Department pursuing a study in Educational Management and conducting a study on *“The influence of Government Assistance on the growth of Private Institutions in Cameroon. Case study: Private Secondary Schools in the Yaounde VI Subdivision”*. This questionnaire was designed to sample your perception about a study in your institution. It is purely for academic purpose and your co-operation to the realization of this research shall be highly appreciated. Your contributions and responses shall be treated with confidentiality and your identity not disclosed.

Kindly fill the answers to the questions below by crossing (x) on the boxes.

SECTION A: DEMOGRAPHIC INFORMATION

1.	Gender: a. Male b. Female	A	B	
2.	Education level: a. Undergraduate b. Graduate c. Postgraduate	A	B	C
3.	Years of Service: a. Less than 5 years b. About 5 years c. Above 5 years	A	B	C

SECTION B: GOVERNMENT FINANCIAL ASSISTANCE

1. STRONGLY AGREE 2. AGREE 3. NEUTRAL 4. DISAGREE 5. STRONGLY DISAGREE

1.	The government gives sponsorships and scholarships to students in your school.	1	2	3	4	5
2.	The government give educational loans to support in growth and expansion of school.	1	2	3	4	5
3.	The government provides aids and grants to your school.	1	2	3	4	5
4.	The government gives subventions to your school.	1	2	3	4	5
5.	The government annually assess the overall financial performance of your school.	1	2	3	4	5

SECTION C: GOVERNMENT SOCIAL ASSISTANCE

1.STRONGLY AGREE 2. AGREE 3. NEUTRAL 4. DISAGREE 5. STRONGLY DISAGREE

1.	The government has assisted in providing social amenities such as health care services and pipe borne water in your school.	1	2	3	4	5
2.	The government has supported financially in the provision of recreational facilities such as school playground, sport fields, library and canteen	1	2	3	4	5
3.	The government assisted in the construction of your school roads as well as school infrastructure.	1	2	3	4	5
4.	The government ensures social security of teachers and students.	1	2	3	4	5
5.	The government provides improved teaching and learning facilities.	1	2	3	4	5

SECTION B: GOVERNMENT LEGAL ASSISTANCE

1.STRONGLY AGREE 2. AGREE 3. NEUTRAL 4. DISAGREE 5. STRONGLY DISAGREE

1.	There are laws which govern the creation of Private Secondary schools in Cameroon	1	2	3	4	5
2.	The constitution of Cameroon recognizes private education as an institution.	1	2	3	4	5
3.	The government provides a framework for the functioning of your school.	1	2	3	4	5
4.	The government has enacted rules and regulations guiding the organization of private secondary schools.	1	2	3	4	5
5.	The government constantly supervises the activities	1	2	3	4	5

SECTION C: GROWTH OF SECONDARY SCHOOLS

1.STRONGLY AGREE 2. AGREE 3. NEUTRAL 4. DISAGREE 5. STRONGLY DISAGREE

1.	There is a level of financial growth in your school as seen through an increase in government spending in your school.	1	2	3	4	5
2.	There is an increase in socio-economic growth in your school through an increase in infrastructural development by the government, social security etc.	1	2	3	4	5
3.	There is flexibility in school administration and teaching pedagogy as a result of laws and regulations (educational policies), placed by the government in the effective management of the school.	1	2	3	4	5
4.	There is an increase school performance through government assistance.	1	2	3	4	5
5.	The government regularly carries out an evaluation on growth prospects in your school.	1	2	3	4	5

Thanks of your kind collaboration.

APPENDIX II

Case Processing Summary

		N	Marginal Percentage
growthrate	.00	15	9.4%
	1.00	47	29.4%
	2.00	98	61.3%
Valid		160	100.0%
Missing		0	
Total		160	

Model Fitting Information				
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	274.504			
Final	176.991	97.513	3	.000
Link function: Logit.				

Goodness-of-Fit			
	Chi-Square	Df	Sig.
Pearson	219.829	259	.963
Deviance	169.824	259	1.000
Link function: Logit.			

Pseudo R-Square	
Cox and Snell	.456
Nagelkerke	.551
McFadden	.345
Link function: Logit.	

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° 030 /24/UYI/FSE/CD

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 BILLA Sylverine TUMKUNA Nalove, Matricule 22W3296, is a student in Masters II in the Faculty of Education, Department CURRICULUM AND EVALUATION, Specialty ADMINISTRATION AND INSPECTION IN EDUCATION.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of Dr. MBEH Adolf TANYI. Her work is titled: « *The Influence of Government Assistance on the Growth of Private Institution* ».

I will be very grateful if you provide her all the information that can be helpful in the realization of her research work.

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

Done in Yaoundé, le 7 FEV 2024

For the dean 

 DONGO Etienne
 Professeur

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

INSTITUT NATIONAL
DE LA STATISTIQUE

Direction Générale



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

NATIONAL INSTITUT
OF STATISTICS

Directorate General

N°: 0005435 /INS/DG/SACL

5ème étage SM

Yaoundé le 01-04-2024

BORDEREAU DE TRANSMISSION

Destinataire: INS/DG/DCR

N°	N° d'Entrée	Courrier	Date	Emetteur
1	2404010009	MISE EN OEUVRE DU VOLET STATISTIQUE DU PLAN GLOBAL DE REFORME DE LA DESTION DES R	01-04-2024 à 10:34:53	MINSEP
2	2404010012	DEPOT PAR LE SENEGAL DE SON INSTRUMENT DE RATIFICATION DE LA CHARTE AFRICAINE DE S	01-04-2024 à 10:04:51	MINREX
3	2404010013	APPOINTMENT OF NEW DIRECTOR GENERAL OF INS-TUNISIA	01-04-2024 à 10:04:40	INS-TUNISIA
4	2404010011	AN AUTORISATION AND DEMAND FOR A STATISTICAL RESEARCH	01-04-2024 à 10:04:38	BELA SYLVERINE
5	2404010014	FORMATION DES ACTEURS JUDICIAIRES SUR LA PLANIFICATION STRATEGIQUE ET LA PROGRAM	01-04-2024 à 10:04:32	MINJUSTICE

BAKEN

*01/04/2024
Mbenty*

STATISTICS SHOWING THE REPARTITION OF SECONDARY SCHOOLS IN THE
COUNTRY

Tableau 340 : Répartition des établissements ESG du privé par région et par sous système/ *Distribution of private General Secondary Schools by region and Sub system*

REGION	ESG Francophone	ESG Anglophone	ESG bilingue	Total
AD	8	2	12	22
CE	207	55	138	400
ES	10		7	17
EN	22		4	26
LT	102	21	78	201
NO	22	3	1	26
NW		26	1	27
OU	25	3	32	60
SU	15	3	11	29
SW	3	36	2	41
Total	414	149	286	849

Source: MINESEC Cameroon.

STATISTICS SHOWING THE DISTRIBUTION OF STUDENTS BY AGE, SEX, AND YEAR OF STUDY OF SECONDARY SCHOOLS IN THE COUNTRY

Ministère d'éducation/Educational Department

Tableau/ Table 18: Répartition des élèves de l'Enseignement Secondaire Général et Technique par sexe, âge et année d'études/ Distribution of Students in Secondary General and Technical Education by gender, age and year of study

AGE	Self/1ère/Year1		Self/2ème/Year2		4e/3ème/Year3		3e/4ème/Year4		2nde/5ème/Year5		1ère/Lower/1ère/Year6		Tsup/6ème/Year7		Total	Total	
	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B			FIG
11 ans et au-dessous	40687	40278	12687	11196	1930	1948	343	513	138	118	103	126	38	70	59966	54192	
12 ans/years old	42224	45057	33629	32088	11459	9629	2140	1704	248	191	99	65	15	16	99623	86753	
13 ans/years old	29589	36079	37502	40627	30648	28079	11750	10651	1849	1711	463	491	39	38	111820	117075	
14 ans/years old	16946	23013	24781	31577	34221	36447	29002	27025	10137	8410	2304	2095	209	195	117580	126762	
15 ans/years old	8735	13513	15310	21675	24379	30055	33492	35200	23936	21395	10317	9438	1517	1205	117606	131441	
16 ans/years old	3761	6758	7970	12621	14305	20202	25034	30566	27455	27614	26246	22899	6188	4674	109659	125334	
17 ans/years old	1479	2711	3495	6730	7426	11738	16771	22077	19614	23062	31260	32792	14478	11902	94473	111912	
18 ans/years old	507	1032	1314	2937	3477	6146	9563	14338	12974	16798	27741	32796	15975	15061	7451	86118	
19 ans/years old	147	381	511	1170	1430	2654	5190	7956	7055	11333	20845	27570	10642	14238	48920	65512	
20 ans/years old	58	140	170	453	496	1217	2956	4276	3687	6445	14446	20327	10720	12546	32133	45404	
21 ans/years old	33	52	64	167	176	452	1256	2032	1984	3707	8442	14174	7428	9752	19863	33356	
22 ans/years old	12	19	50	73	55	135	496	730	652	1617	4933	8596	5357	7684	11755	18424	
23 ans/years old	2	1	3	5	9	20	44	165	242	313	613	2384	4014	3066	4427	5983	9280
24 ans et +/24 years old and over	9	8	9	10	23	28	205	185	180	303	1561	2973	3017	4359	5004	7886	
Total	148049	169052	137495	161354	130045	148875	137992	156895	110422	123537	150354	177068	81639	86147	895996	1022928	

Tableau/ Table 19: Répartition des élèves de l'Enseignement Secondaire Général et Technique par sexe, région et année d'études/ Distribution of Students in Secondary General and Technical Education by gender, region and year of study

REGION	Self/1ère/Year1		Self/2ème/Year2		4e/3ème/Year3		3e/4ème/Year4		2nde/5ème/Year5		1ère/Lower/1ère/Year6		Tsup/6ème/Year7		Total	Total
	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B	FIG	G/B		
ADAMAOUA	6358	8823	5815	8488	4648	7813	4565	6847	3097	4777	4238	7076	2110	3339	30831	45363
CENTRE	38406	37665	36285	36664	35428	35469	38014	37277	31590	31185	44961	46562	28824	24659	251508	248437
EST	7722	9788	6255	7999	5816	6879	5881	7071	3883	4774	5615	7086	2587	2966	37761	48963
EXTRÊME-NORD	15532	26234	13867	24928	11104	21177	12645	24534	6296	14445	9182	23550	3341	6697	71920	143525
LITTORAL	26204	27653	27362	27163	27798	26884	28707	27257	26196	25806	37662	35900	21407	19372	197206	188825
NORD	9523	16845	9096	17592	7572	15303	7957	16877	4548	9957	6213	14420	2625	5978	47534	66072
NORD-OUEST	4266	3447	3757	3126	3701	2931	3460	2767	4834	3511	3073	2295	2742	2305	26653	20082
OUEST	25220	25446	23710	23763	22894	22153	25179	23908	18688	17955	26975	29313	13144	12308	157810	154847
SUD	6937	7275	5863	6607	5751	6322	6451	6785	4721	5204	6461	7591	3403	3618	30887	43382
SUD-OUEST	5861	5876	5465	4924	5331	4944	5133	4051	6806	5913	3974	3275	3456	2885	36046	32388
Total	148049	169052	137495	161354	130045	148875	137992	156895	110422	123537	150354	177068	81639	86147	895996	1022928

Source: National Institute of Statistics, Cameroon.

STATISTICS SHOWING THE DEMAND FOR SECONDARY EDUCATION AND THE STATISTICS ON ACCESSIBILITY ON CERTAIN FACILITIES.

Institut National de la Statistique - Annuaire Statistique du Cameroun - Edition 2019

Tableau 5. 60 : Récapitulatif de quelques indicateurs de l'offre et de la demande de l'enseignement secondaire en 2018/2019

Region	Elèves		Personnels				Etablissements			Salles de classe		
	Filles	Total	Enseign public	Enseign privé	Admin public	Public	Privé	Total	Public	Privé	Total	
Adamaoua	28122	71689	3229	551	744	122	27	149	1162	412	1574	
Centre	234692	469183	16540	12172	4361	503	514	1017	6067	7855	13923	
Est	36521	81891	3660	642	853	164	26	190	1608	335	1943	
Extrême-Nord	69866	213704	6401	569	1942	350	29	379	3967	317	4284	
Littoral	190699	374405	8050	8015	2262	202	280	482	3475	5647	9122	
Nord	45280	138153	4209	638	1071	183	31	214	2108	319	2427	
Nord-Ouest	8490	16128	7813	505	1972	413	146	559	3940	446	4378	
Ouest	155107	307624	7778	2816	2929	364	137	501	5364	2105	7469	
Sud	36246	76781	3858	675	1157	197	37	234	2062	529	2591	
Sud-Ouest	25277	46215	5762	898	1286	265	137	402	2453	725	3330	
Cameroun	630302	1795753	67300	27482	18487	2763	1364	4127	32207	18690	51241	

Source : MINSEFC, Annuaire statistique

Tableau 5. 61 : Accès à certaines commodités par type de commodité et par région en 2016/2017 dans les établissements secondaires

Region	Nombre total d'ordinateurs	Branchement électrique		Bibliothèque	Infirmierie	Armoire à pharmacie
		Bibliothèque	Infirmierie			
Adamaoua	1582	53	23	23	9	87
Centre	15246	550	443	443	229	653
Est	2120	62	24	24	10	114
Extrême-Nord	2487	96	38	38	14	272
Littoral	14129	332	418	418	159	356
Nord	1978	76	36	36	23	142
Nord-Ouest	5910	239	203	203	101	428
Ouest	9871	308	373	373	108	372
Sud	2340	108	50	50	17	131
Sud-Ouest	4568	204	172	172	64	315
Cameroun	60231	2028	1780	1780	739	2670

Source : MINSEFC, Annuaire statistique

Source: National Institute of Statistics, Cameroon

STATISTICS SHOWING THE REPARTITION OF CLASSROOM FURNITURE

4.1.4 Mobiliers et tables bancs/ Furniture and benches
4.1.4.1 Les mobiliers/Furniture
4.1.4.1.1 Public et privé/Public and private

Tableau 368: Répartition des ordinateurs et du mobilier dans l'ESG et l'ESTP public et privé par région/ Distribution of computers and classroom furniture in General and Technical public and private secondary schools by region.

REGION	Ordinateurs élève	Ordinateurs personnel	Nombre Ordinateurs	Nombre tables chaises
AD	1292	374	1666	1332
CE	17151	3801	20952	14405
ES	1820	399	2219	801
EN	1742	570	2312	3674
LT	14873	2607	17480	9904
NO	1658	531	2189	2261
NW	2639	475	3114	7806
OU	8662	1746	10408	7226
SU	1952	432	2384	7439
SW	2272	373	2645	4859
Total	54 061	11308	65 369	59 707

Tableau 369: Répartition des ordinateurs et du mobilier dans l'ESG public et privé par région/ Distribution of computers and classroom furniture in public and private GSE per region.

REGION	Ordinateurs élève	Ordinateurs personnel	Nombre Ordinateurs	Nombre tables chaises
AD	961	320	1281	1281
CE	14539	3253	17792	12488
ES	1409	316	1725	599
EN	1390	494	1884	3415
LT	12498	2220	14718	8463
NO	1343	381	1724	1816
NW	1886	347	2233	6639
OU	6321	1299	7620	5804
SU	1495	329	1824	6498
SW	1929	329	2258	2785
Total	43 771	9288	53 059	49 788

Tableau 370: Répartition des ordinateurs et du mobilier dans l'ESTP public et privé par région/ Distribution of computers and classroom furniture in public and private French Technical Secondary education by region.

REGION	Ordinateurs élève	Ordinateurs personnel	Nombre Ordinateurs	Nombre tables chaises
AD	331	54	385	51
CE	2612	548	3160	1917
ES	411	83	494	202
EN	352	76	428	259
LT	2375	387	2762	1441
NO	315	150	465	445
NW	753	128	881	1167
OU	2341	447	2788	1422
SU	457	103	560	941
SW	343	44	387	2074
Total	10 290	2 020	12 310	9 919

Tableau 371: Répartition des ordinateurs et du mobilier dans les ENIs publics et privés par région/ Distribution of computers and classroom furniture in public and private Teacher Training Colleges (TTCs) per region.

REGION	Ordinateurs élève	Ordinateurs personnel	Nombre Ordinateurs	Nombre des places assises	Nombre Tableaux	Nombre tables chaises	Nombre Armoires
AD	17	23	40	1590	65	51	7
CE	309	99	408	8446	258	251	78
ES	25	20	45	2048	61	57	21
EN	129	53	182	3089	86	60	46
LT	219	37	256	1871	123	120	15
NO	71	31	102	2424	40	48	15
NW	53	19	72	2210	57	330	20
OU	167	81	248	4987	120	124	44
SU	6	7	13	2035	37	17	11
SW	20	15	35	3136	59	136	51
Total	1016	385	1401	31836	906	1194	308

Source: National Institute of Statistics, Cameroon.

STATISTICS SHOWING THE TOTAL NUMBER OF SECONDARY SCHOOLS IN THE
YAOUNDE VI SUBDIVISION

ARRONDISSEMENT DE YAOUNDE VI

I. PUBLIC

1. ENSEIGNEMENT SECONDAIRE GENERAL

❖ *Sous-système bilingue*

N°	STRUCTURE	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	Lycée Bilingue D'etoug-EBE	NDONG Née DZENYAGHA NNAM-MBI	Proviseur	677 98 67 66
2	Lycée Bilingue de Mendong	Nke Gertrude Aline Epse Mvondo	Proviseur	699 39 11 67

❖ *Sous-système francophone*

N°	STRUCTURE	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	Ces De Mendong	Ndjock Bayemi Née Ngo Nsongan Alice Yvette	Directrice	699 67 69 58 695 16 50 41

2. ENSEIGNEMENT SECONDAIRE TECHNIQUE

❖ *Sous-système francophone*

N°	STRUCTURE	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	Cetic De Mewoulou	Enow Tong Idah Epse Tonga	Directrice	6770167 56 655546887

II. PRIVE

1. ENSEIGNEMENT SECONDAIRE GENERAL

❖ *Sous-système anglophone*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	Quality International School	Nyoh Tondo Margaret Epse Besong	677742802 695428917	Aneibou Rockzine Mbahwei	670083652	Montee Maison Blanche Biyem- Assi
2	A.S.E.C Foundation	Etta Anna Bonfen	677436107 699066184	Nyuyfoghan Julius Selamo	6773494 00 654715868	Mewoulou

3	Mevick Bilingual Grammar School	Tarkang Abunaw Margaret	679872474 651109550	Besong Daniel Ojong Etaka	673215912	Etoug-Ebe (Montée Centre Des Handicapés)
4	Harvard School Complex	Ashuneke Enow Colette	677539438 677661305	Afigoah Cornelius Atabong	6749693 74 654132511	Etoug-Ebe (Derrière Le Centre Des Handicapés)
5	Saint Joseph Mission High School	Ngwana Joseph Pekawe	677641770	Djiozo F. Denis	675205090	Etoug-Ebe (Derrière Le Centre Des Handicapés)
6	Young Women's Christian Association Secondary High Sch	Enang Rose Dione	672589026	Munjam Beltus Dayebga	675102900	Mendong (Derrière Le Lycée Bilingue)
7	Peace Home Secondary School	Atechi Samuel Ngwa	673983946	Ndenkeh Julian	679470748	Etoug-Ebe (Face Lycée Bilingue)
8	Emergence High School	Yakum Derrick Tamighang	679606438	Nkeih Marshall	675891576	Etoug-Ebe (Face Lycée Bilingue A Coté De Tradex)
9	Oxford Comprehensive High School	Toche Robert	678241075	Mantap Tangwe Judith	677400015	Biscuiterie (Face Boulangerie Francaise)
10	Oxford Evening School	Toche Robert	678241075	Nduma Cosmos		Biscuiterie (Face Boulangerie Francaise)
11	Franckycprehensive High School	Naoussi Jean	677807172	Berinyuy Marius	677827820	Biscuiterie (Derrière Boulangerie Francaise)
12	Nescas	Senge Christina Metuge	675277333	Grace Nasang Titanji	674736123	Derriere Superette (Montée Des Sœurs)
13	Nescas Eveningschool	Senge Christina Metuge	675277333	Grace Nasang Titanji	674736123	Derriere Superette (Montée Des Sœurs)
14	Mario Academy Complex	Awanga Née Margaret Akwaya	679934197 672373021	Eyikeshi Sammy Tasse	6735808 73 698698913	Entrée Simbock
15	Mario Evening School	Awanga Née Margaret Akwaya	691030278 672373021	Atam Sab Sperry	676609330	Entrée Simbock
16	Holy Infant High School Carrefour Gp Melen	Awasum Soh Simon	6702418 04 677615016	Kamgang Sebastian Nchangvi	670241804 699060900 677748708	Carrefour Gp Melen
17	Holy Infant High School Evening Section	Awasum Soh Simon	6702418 04 699272865	Kamgang Sebastian Nchangvi	6702418 04 6990609 00 677748708	Carrefour Gp Melen
18	Champions Secondary And High School	Ngholapeh Titus Lenming	679455353	Mac Donald Bin Eric	676045815	Carrefour Obili

19	Mada International College	Nana Munyuytah	677059816	Emade Eurice Ekwe	677980934 661513755	Carrefour Obili
20	Queens Grammar Academy	Asongangung Lawrence	675241022	Asongangung	675241022	Akok Ndoe 2 (Carrefour Abega)

❖ *Sous-système bilingue*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	Collège Bilingue La Lumiere	Tchokoua Ngaka Georges	696466355 699089775	Wanfo André	699089775 678127769	Carrefour TkC
2	Collège Bilingue Mokala	Jean Baptiste Beleoken	677657215 693030303	Claudine Beleoken	677657215	Mewoulou
3	Harvester's	Woguia Kamgain Pierre Hervé	696299603 6 99957266	Woguia Kamgain Pierre Hervé	696299603	Melen Mini Ferme (A 100m De Iseig)
5	College La Fontaine	Ymele Gustave	699887381 651161970	Tonda Magloire	674920007 691504146	Mewoulou
6	Markesso	Essomba Owana Marcus Herbert	677602156 694805417	Ombang Behkoss Christian Donald	6990758 27 652635205	Derriere Superette (Montée Des Sœurs)
7	Complexe Scolaire Bilingue Cosbie	Mme Nzena Victorine	675509438	Ngong Kum John	677771236	Entree Simbock
9	Kad-Ndap Bilingual Secondary School	Kad-Ndap Association	678775168	Lamfu Emmanuel	677453435	Simbock
10	Cours Du Soir De La Seconde Chance	Dongo Jean Marie	675515327 697444309	Tchualio Laurent	6755153 27 697444309	Derriere Camp Sic Mendong (College Bilingue Care)
11	College Jesus Marie	Religieuses De Jésus Marie	691266394 696762424	M've Marielle	691266394	Simbock
12	College Berceau Des Anges	Mbengmo Dongmo Zebaze Solange	699604606			Simbock (Entrée Ecole De Guerre)
13	College Bilingue Elgra	Dongo Jean Marie	677679606	Detchuethou Pierre	651323895	Simbock
14	City Bilingual	Lima Bevala	699913017	Fotso Antoine	699152908	Montee Centre Des Handicapes Etoug-Ebe

❖ *Sous-système Francophone*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	Cours Du Soir La Rigueur	Tchounga Sakaria	699951338 670738688 691164286	Tchounga Sakaria	699951338 6707386 88 691164286	Ecole Publique Acacia
2	Collège Les Pigeons	Tondi Tobo Epse Nchouwat	699970621	Mefire Njoya Aichetou	691952330	Descente Acacia (Face Cca)
3	Collège Sigmund Freund	Mme Ngonga Georgette	672585512 699654852	Chendom Martin Justin	677312859 695202069	Mendong (Carrefour Zibi)

4	Collège B Olive	Bikono Olivier	677638244 695625300	Tanke Ndamkou Lazare Aristide	676192449	Montee Maison Blanche Biyem- Assi
5	Collège Ebanda	Bekono Georges Albert	694933591	Ebode Mbida	699914290	Carrefour Biyem-Assi (Garantie)
6	Cpl Le Champ Des Lys	Nitcheu Gertrude Epe Sakou	699611495	Sakou Jean	699611495	Marche Mendong
7	Collège Privé Laïc Moderne De L'esperance	Mme Kouam Josette	699101557	Kouam Etienne	677699402 674512590	Montee Centre Des Handicapes Etoug-Ebe
8	Cours Du Soir La Reussite	Achuneke	677661305	Afigang Atabong	677469281 674969374	Montee Centre Des Handicapes Etoug-Ebe
9	College Notre Dame Des Beatitudes	Sr Essomba Akame Marie Thérèse	675480500 694517304	Essomba Akamesse Marie	675520602 697513135	Face Lycee Bilingue D'etoug-Ebe
10	College Bilingue Les Oisillons	Dzou Ngamboe Antoinette Epe Essala	699830473	Tchuipe Edouard	674390500	Face Lycee Bilingue D'etoug-Ebe
11	College Jules Ferry	Ossoneman Essono Catherine	699612587 690076588	Edjang Marie-Carie	698222448	Simbock (Entrée Bona- Mbappe)
12	Complexe Scolaire La Grace De Tchetgna	Tchetgna François	677486589	Tchetgna François	677486589	Simbock
13	Groupe Scolaire Fusee	Engama Stella Virginie	677577559	Engama Ines	691339086	Marche Mvog- Betsi
14	College Prive Bilingue Care	Tentchou Emmanuel	674916718	Tchualio Laurent	6755153 27 697444309	Derriere Camp Sic Mendong
15	College Jean Jaures	Sime Née Yomba Gisele	6800019 19 690159088	Yene Yomba	699721011 674075876	Simbock

2. ENSEIGNEMENT SECONDAIRE TECHNIQUE

❖ *Sous-système anglophone*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	Anglo Saxon Technical And General Group Of Schools	Rev Dr.Tembong Denis Fonge	678127120	Che Ngwa Raphael	675260803	Carrefour Etoug-Ebe

❖ *Sous-système francophone*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	CETI Djonou	Djuidjeu	677607020	Ngono Essimi	696082792 651322424	Montee Marché Acacia
2	College Prive Laic Tankeu	Tankeu Roger	699371207	Tchawa Eric Sylvain		Derriere Carrefour Biyem-Assi (Face General Express)

3. ETABLISSEMENTS POLYVALENTS

❖ *Sous-système bilingue*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	College Prive Mcd	Zangue Edouard	677545576	Menoung Daniel	677562585	Derriere Camp Sic Mendong (Carrefour Du Chef)
2	Iponi	Ngabmen Hubert	677110206	Ngabmen Hubert	677110206	Derriere Camp SIC Mendong (Carrefour Du Chef)
3	C P B Les Aiglons	Mme Lekeateu Née Tefack	677 16 62 30 674283096	Lekeateu Donfack Ludovic	675346405 694489381	Derrière Le Centre Des Handicapes

❖ *Sous-système francophone*

N°	STRUCTURE	FONDATEUR	TELEPHONE	PRINCIPAL	TELEPHONE	LOCALITE
1	Collège Fleming	Mme Djapa Charlotte	699548859	Moungole Djapa Maryline	699641862	Montee Maison Blanche Biyem-Assi
2	Collège Privé Laïc Le Savoir	Dontsi Charlotte	677561048 699610521	Dontsi Charlotte	677561048 699610521	Montee Rond Point Express
3	ISEIG Secondaire	Libom Elie Rene	677656806 696019012	Libom Rita Nzelle	677656611	Melen Mini Ferme
4	Iseig Cours Du Soir	Libom Elie Rene	677656806 696019012	Libom Rita Nzelle	677656611	
5	Complexe Scolaire La Vision	Gbetnkom Daniel	696151434 674909143	Kamwa Godefroy	697648235	Derriere Camp Sic Mendong (Carrefour Du Chef)
6	LT.I.E	Kawang Flobert	677704441	Kwagang Flobert	677704441 661084033	Montee Carrefour Tkc
7	CSTI	Mepiaye Micheline	654568913 656197513	Mouokeu Bernard	699537526	Entree Simbock (Face Station Tradex)
8	ITSE Mendong	Ngamani Tiako Bruno Ludger	699852911	Tamatcho Blandine	6997848 35 673259227	Entree Simbock (Face Station Tradex)
9	Institut Baudelaire Bilingue	Leugueun Jean	695506047 677577354	Noukague Ehonti Innocent	677029939	Mendong (Carrefour Zibi)
10	College De La Renovation	Feu Lhyssouck Edouard	677138539 698279847	Onguene Valentin	679278660	Sous-Prefecture Yaounde 7

Source: MINESEC, Cameroon

STATISTICS SHOWING THE TOTAL NUMBER OF INSPECTORS IN THE CENTER REGION AND THEIR SUBJECTS

INSPECTION REGIONALE DE L'ENSEIGNEMENT ET DE LA PROMOTION DU BILINGUISME

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	SEKE A BETCHEM Angele Epse BELINGA	ICR Enseignement et Promotion du Bilinguisme	6 77 31 72 68 699 53 74 23
2	EWOUELE Didyme Epse BINGAN	IPR/BIL/ Anglais	677705913
3	KOFON KILLIAN Bonteh	IPR/BIL/ Anglais	677534247 655227144
4	LEM EMILIA Epse TUMENTANG	IPR/BIL / Anglais	677 73 81 18
5	NGUELIAKO Adrienne Florette Epse BEMO	IPR/BIL/ Français	699999157
6	Vivian MBEMAZAR NDIFOR Epse NWAGA	IPR/BIL/ Français	674011859
7	GWANMESIA Bibian NAHJELLA	IPR/BIL/ Anglais	660 72 63 26 699 57 60 26
8	TOUBA ESSANA Joséphine	IPR/BIL/ Anglais	680615154
9	EMMANUEL TITA TABI	IPR/BIL/ Anglais	673 70 11 11 6 55 07 99 30
10	AWEH CHEY Clotilda NCHANG	IPR/BIL/ Anglais	677687700
11	ANO Beatrice MUYANG	IPR/BIL/ Français	677752434
12	ETAME Emilie Grace Epse ELLA ESSOUA	IPR/BIL/ Anglais	699997527
13	NGOLE Irène LOMBE	IPR/BIL/ Anglais	677469484
14	AYAFOR Emmaculate MEFOR Epse NKEMCHA	IPR/BIL/ Anglais	677469872
15	MESSIA NANGA Marie Nicole	IPR/BIL/ Anglais	699870914
16	SHIYNTUM Emma Epse BOFIA	IPR/BIL/ Français	699834372
17	KELLY Angelina EKA Epse FUH	IPR/BIL/ Anglais	677690973
18	ETONDE ETAME Constance MBOME	IPR/BIL/ Anglais	677805550
19	KANG Dickson	IPR/BIL/ Français	699745041
20	TCHAMEGA NGATHE Hortense Epse NSANGOU	IPR/BIL/ Anglais	6 99 91 03 50
21	NCHANG Rosaline NGWAFU Epse CHUNGONG	IPR/BIL/ Anglais	677 04 25 54
22	NCHIASSU MIMCHA Adjara Epse FOUPOUAGNIGNI	IPR/BIL/ Anglais	699 90 19 79
23	ONGONGONO Valérie Epse SENDJI MATANGA	IPR/BIL/ Français	677722333 6 55 59 55 65
24	SEINI HAMAN	IPR/BIL/Anglais	679 48 50 88

INSPECTION REGIONALE DE L'ENSEIGNEMENT NORMAL

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	ANDELA Clément	ICR Enseignement Normal	242 12 68 45 676 50 99 07 694 06 12 00
2	ADELA NGUM AKAM Epse NYANCHO	IPR/Didactique des Langues et S.H	6 79 19 45 60 6 79 32 23 54 6 55 38 94 60
3	ANEWOUNG Marie Claire	IPR/Didactique des Sciences et Technologies	6 77 51 03 51 6 90 24 23 86
4	ATOGO Marie Thérèse Epse LETERE	IPR/Sciences Appliquées à l'Education	6 77 22 45 04 6 56 06 79 11
5	BENGONO Myriam Arlette	IPR/ Curriculum et Politiques Educatives	6 77 22 45 04 6 55 99 03 35
6	NGO NDJEWEL Marie Noël Epse BISSOUA	IPR/ Didactique des Métiers de l'Hôtellerie et du Tourisme	6 77 43 10 11 6 95 81 37 90
7	DIPITA Jules Paulin	IPR/ Didactique des Métiers de l'Electricité	6 74 75 05 90 6 97 32 47 00
8	ENYEGUE FOU DA Désiré	IPR/Sciences Appliquées à l'Education	6 70 75 98 27 6 96 47 18 93
9	ETABA OBAMA Simon Blaise	IPR/Sciences Appliquées à l'Education	6 77 62 14 38 6 95 21 04 42 3 43 84 49 82
10	FOKA Jean Claude	IPR/Didactique des Métiers de l'Economie	6 79 60 65 04 6 99 53 52 89
11	LACHUNOU TIAKO Michèle Solange	IPR/Didactique des Sciences et Technologies	6 74 71 93 54 6 99 97 13 59
12	MAMBO Caroline NDIKOUM Epse EYAH	IPR/Didactique des Métiers de la Bureautique et de la Communication Administrative	6 78 26 00 80 6 99 83 63 32
13	MANOCK Reine Hortense Epse MBOUA	IPR/ Curriculum et Politiques Educatives	6 77 64 61 77 6 55 78 51 37
14	MENYE Thierry Parfait	IPR/Didactique des Métiers du Génie civil	2 42 70 29 45 6 75 27 35 45 6 55 09 71 28
15	NDANGA ABESSOLO Pierre Severin	IPR/Didactique des Métiers du Génie civil et d'Installation Sanitaire	6 75 55 99 53
16	NDZANA ANDELA Anselme	IPR/Didactique des Métiers de Mécanique et d'Electricité	2 42 68 06 16 6 75 12 79 42 6 52 14 76 90
17	NFONO MBARGA Sandrine Danielle Epse EYENE	IPR/SCED pour l'ENT	6 77 20 21 06 2 42 71 56 55
18	NGO NSOGA Ruth	IPR/Didactique des Sciences et Technologies	6 77 45 09 77 6 90 46 29 81 6 69 48 65 93
19	NGOUANG Yvonne	IPR/Didactique des Métiers du Génie civil	6 77 12 32 04 6 94 95 07 87
20	NGUIAMBA NYA Rosette Gisèle	IPR/Didactique des Langues	6 77 55 54 79

		et S H	
21	MOUKAM Marie Bernadette Epse NKEUDJOUA	IPR/SCED pour ENT	6 74 00 04 68
22	NOUBAYO WOUASSI Hilaire	IPR/Didactique des Métiers de Mécanique	2 42 68 10 33 6 78 72 55 71 6 99 65 15 08
23	OLINGA MINDJEME Céline Pulchérie	IPR/SCED pour ENT	6 75 74 81 55
24	OTOUA Salomon Aïme	IPR/SCED pour ENT	6 52 21 24 45 6 99 93 62 07
25	SONEGUENG Nestor	IPR/Didactique des Sciences et Technologies	6 73 29 17 93
26	TATOU Julienne Epse YAMSI	IPR/SCED pour ENT	6 99 46 10 25
27	TOBO ODILE MARIE CHANTAL	IPR/Didactique des Métiers de la Bureautique et de la Communication Administrative	6 77 61 35 28 6 99 08 58 16
28	TSIASSE Fulbert	IPR/Didactique des Métiers du Génie civil et d'Installation Sanitaire	6 77 85 89 24 6 93 75 11 58
29	NGO BIYONG Irène Thérèse Epse UMM	IPR/Couture	696 56 50 25

INSPECTION REGIONALE D'INFORMATIQUE

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	TCHOMBOU Gérôme	ICR Informatique	6 73 01 65 70 6 99 39 66 76
2	ASSALA MEFOUNG NORBERT	IPR/INFO/MATHS-INFO	6 77 60 68 38
3	BESSALA 2 FABIEN	IPR/INFO/GESTION	6 79 92 55 05 6 64 10 90 73
4	CHEKEM DAVID	IPR/INFO/STEG	6 99 59 59 04
5	EBEN Elisabeth NDIPESONG Epse EBODE	IPR/INFO/TIC	6 74 63 27 45
6	JEAN PAUL PAUL	IPR/INFO/FONDA	6 76 08 79 89 6 96 15 37 90
7	KAMTCHUENG NGUIFFO ERIC MERLIN	IPR/INFO/FONDA	6 74 73 51 63 6 99 45 08 60
8	NFOR NGALA Nelson	IPR/INFO/FONDA	6 79 91 08 62 6 72 06 86 06
9	NGAMO WAPI DENISE Bernadette Epse SIKAM	IPR/INFO/SECO	6 77 78 35 84
10	NGO BIKELEL Nadège Epse MOUNE II	IPR/INFO/TIC	6 70 74 72 21 6 97 03 00 69
11	NGOUPAYOU LIMPEBE ZOUNKARANENI	IPR/INFO/FONDA	6 77 60 15 08 6 94 10 33 77
12	TANYI TAKU Nelson	IPR/INFO/TIC	6 74 92 93 01

INSPECTION REGIONALE DE LANGUES, ARTS ET LETTRES

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	Dr. NGO BAPAMBE Sophie Françoise Epse YAP LIBOCK	ICR Lettres, Arts Et Langues	2 42 73 05 00 6 99 61 01 93
2	DJAINABOU BELLO Epse ABDOULLAHI	IPR/ LCN	6 75 08 48 68 6 99 78 96 03
3	ABE Dieudonné	IPR/ Français	2 42 80 48 92 6 73 86 14 38 6 97 42 93 03
4	AVOUZOA Justine Christine Epse ETOUNDI	IPR/ Arts	6 75 72 98 95 6 50 73 14 91 6 98 20 96 29
5	BIBI NKOU Annick Epse ONANA	IPR/ Français	6 95 12 96 20
6	BOULI Wolfgang	IPR/ Allemand	2 42 73 03 01 6 77 57 44 19
7	CATHERINE UFEY BATCHA Epse ATEAWUNG FOJU	IPR/English	6 99 94 41 28
8	BEKOU Christine Epse CHEDJOU	IPR/ Français	2 42 66 05 49 6 77 55 85 78 6 55 85 09 78
9	DJOMEGNI KWANOU Eugène	IPR/Allemand	6 99 23 89 95
10	MOUSSOUA NSILE Madeleine Epse EBENE	IPR/ Français	6 75 17 92 57 6 90 17 61 53
11	TOUMNJOUE Justine Epse ELLONG MOTTO	IPR/ Français	2 42 68 59 99 6 77 61 28 36
12	BOMENE ESSIMI Angéline Epse EVINA	IPR/Espagnol	6 96 1760 48
13	FANKAM TOWAN Rosine Suzie Epse TOCHE	IPR/ Italien	6 79 39 60 06 6 99 15 43 15
14	FOUDA Edmond	IPR/ Lettres classiques	2 43 00 40 44 6 77 15 78 06 6 98 91 49 52
15	ITA FRINWIE TAMENANG Epse NDIFON	IPR/ English	6 77 92 08 67
16	KEIMBOU MEZATIO Eveline Epse OSSOA	IPR/ Français	6 73 45 81 94 6 93 81 91 01
17	M'BONGMY NGUIYA Juliette Laure	IPR/Allemand	6 99 98 72 12
18	MANGA Née LANGAH Thérèse LEM	IPR/English	2 42 06 38 56 6 99 59 01 98
19	MANOUERE KOLETOU Blandine Epse MATAPIT	IPR/ LCN	6 99 86 76 48
20	SEH ANDEM Rachel Epse MBARGA	IPR/Français	6 74 04 45 40
21	MEKAMANE Gaëlle Leticia	IPR/ Chinois	6 79 20 64 59 6 96 08 98 92
22	AMBADIANG KONTSO José Marie Epse MELI	IPR/ Français	6 77 53 47 15
23	ONGUETOU BIOLHO Esther Julie Epse MELOU	IPR/ Français	6 96 75 24 84
24	MESSENGUE François Désiré	IPR/ Français	6 77 92 52 68
25	MOHAMMAD ANNUWAR SAADAT	IPR/ Arabe	6 77 55 52 36 6 97 73 44 90
26	NJOMGBIE PEYOU Viviane Epse MOLUH	IPR/ Lettres classiques	6 97 84 83 32
27	SILEU Colette Epse MONGOUÉ LEUSSA	IPR/ Espagnol	6 77 66 22 02
28	EPOI DIPANDA Eugénie La fortune Epse MOUEN	IPR/ Espagnol	677 15 16 10 6 99 98 59 75

INSPECTION REGIONALE DE LANGUES, ARTS ET LETTRES

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	Dr. NGO BAPAMBE Sophie Françoise Epse YAP LIBOCK	ICR Lettres, Arts Et Langues	2 42 73 05 00 6 99 61 01 93
2	DJAINABOU BELLO Epse ABDOULLAHI	IPR/ LCN	6 75 08 48 68 6 99 78 96 03
3	ABE Dieudonné	IPR/ Français	2 42 80 48 92 6 73 86 14 38 6 97 42 93 03
4	AVOUZOA Justine Christine Epse ETOUNDI	IPR/ Arts	6 75 72 98 95 6 50 73 14 91 6 98 20 96 29
5	BIBI NKOU Annick Epse ONANA	IPR/ Français	6 95 12 96 20
6	BOULI Wolfgang	IPR/ Allemand	2 42 73 03 01 6 77 57 44 19
7	CATHERINE UFEY BATCHA Epse ATEAWUNG FOJU	IPR/English	6 99 94 41 28
8	BEKOU Christine Epse CHEDJOU	IPR/ Français	2 42 66 05 49 6 77 55 85 78 6 55 85 09 78
9	DJOMEGNI KWANOU Eugène	IPR/Allemand	6 99 23 89 95
10	MOUSSOUA NSILE Madeleine Epse EBENE	IPR/ Français	6 75 17 92 57 6 90 17 61 53
11	TOUMNJOUE Justine Epse ELLONG MOTTO	IPR/ Français	2 42 68 59 99 6 77 61 28 36
12	BOMENE ESSIMI Angéline Epse EVINA	IPR/Espagnol	6 96 1760 48
13	FANKAM TOWAN Rosine Suzie Epse TOCHE	IPR/ Italien	6 79 39 60 06 6 99 15 43 15
14	FOUDA Edmond	IPR/ Lettres classiques	2 43 00 40 44 6 77 15 78 06 6 98 91 49 52
15	ITA FRINWIE TAMENANG Epse NDIFON	IPR/ English	6 77 92 08 67
16	KEIMBOU MEZATIO Eveline Epse OSSOA	IPR/ Français	6 73 45 81 94 6 93 81 91 01
17	M'BONGMY NGUIYA Juliette Laure	IPR/Allemand	6 99 98 72 12
18	MANGA Née LANGAH Thérèse LEM	IPR/English	2 42 06 38 56 6 99 59 01 98
19	MANOUERE KOLETOU Blandine Epse MATAPIT	IPR/ LCN	6 99 86 76 48
20	SEH ANDEM Rachel Epse MBARGA	IPR/Français	6 74 04 45 40
21	MEKAMANE Gaëlle Leticia	IPR/ Chinois	6 79 20 64 59 6 96 08 98 92
22	AMBADIANG KONTSO José Marie Epse MELI	IPR/ Français	6 77 53 47 15
23	ONGUETOU BIOLHO Esther Julie Epse MELOU	IPR/ Français	6 96 75 24 84
24	MESENGUE François Désiré	IPR/ Français	6 77 92 52 68
25	MOHAMMAD ANNUWAR SAADAT	IPR/ Arabe	6 77 55 52 36 6 97 73 44 90
26	NJOMGBIE PEYOU Viviane Epse MOLUH	IPR/ Lettres classiques	6 97 84 83 32
27	SILEU Colette Epse MONGOUE LEUSSA	IPR/ Espagnol	6 77 66 22 02
28	EPOI DIPANDA Eugénie La fortune Epse MOUEN	IPR/ Espagnol	677 15 16 10 6 99 98 59 75

29	ZOA Crescence Epse MVONDO ONDIGUI	IPR/ Allemand	6 79 18 87 65
30	NGA Louise Clémentine	IPR/ Français	6 99 91 76 60
31	NGONO MBANG Ambroise Thomas	IPR/ Allemand	6 99 33 70 61 6 62 06 20 25
32	MINZANE Esther-Irène Epse NJOYA	IPR/ Arts	6 75 88 18 49
33	NKOA Jean Marc	IPR/ Français	6 58 10 31 02
34	NNANG ATANGANA Irène Agathe	IPR/ Lettres classiques	6 94 32 05 24
35	LUM ASOH Gaudentia Epse NSONG	IPR/English	2 42 01 20 30 6 77 34 04 94 6 77 44 39 62
36	NTAYA YONGA Epse NGAKOUMDA	IPR/ Français	6 99 50 88 25
37	OMGBA François D'assise	IPR/ Espagnol	6 76 53 78 17
38	NJOMGUIE NJIAHOUE Alima Huguette Epse PAAM	IPR/ Français	2 43 62 86 24 6 77 69 59 29 6 94 85 69 79
39	PAHM TCHOUNGUI Yacouba André Hervé	IPR/ Français	6 99 30 23 77
40	KEUNE Odile Epse PEWO	IPR/ Français	2 42 65 58 40 6 74 24 49 99 6 99 51 29 39
41	DOMCHEU Jeanne Epse SOHEL	IPR/ Espagnol	6 77 71 84 02 655237723
42	SUMO MODJO Moise	IPR/ Allemand	6 77 51 70 13 6 95 41 42 85
43	TANCHO Dorothy MUMENE	IPR/English	6 77 94 84 29 6 56 85 15 13
44	TENE EKAME Reine Augustine Epse MASSAKO MOUEN	IPR/ Français	6 79 24 93 75
45	YOUNGANG Frieda Epse TIENTCHEU	IPR/ Français	6 99 94 49 96
46	WAIGANG Nadège Liliane Epse NZESSE	IPR/ Français	6 76 16 23 68 6 96 81 29 12
47	Irène MAGHA MBAMEG Epse WOKAM	IPR/ English	6 76 17 59 29
48	YETSHE ESSIENE Grâce	IPR/ English	6 75 47 57 57 6 93 21 88 81
49	MINZOOM NSANGOU Clémentine Epse YIAGNIGNI	IPR/ Français	2 42 76 95 31 6 70 70 14 24 6 96 31 91 65

INSPECTION REGIONALE D'ORIENTATION ET VIE SCOLAIRE

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	Mme MEKONGO Epse BA'ANA BITOUNOU Céline	ICR Orientation et Vie Scolaires	6 96 66 04 00 6 75 88 90 93
2	NTSAMA Achille Nérée	IPR/OS	673873379
3	ABATSAMBAK Epse BEKOLO	IPR/VS	677732450 694338051
4	NGO NGIJOL Victorine Epse ATALA	IPR/OS	699310677 674813678
5	AWONA Epse LOME Séraphine Noel	IPR/OS	696659620
6	ETOGA Cyrille	IPR/OS	674619646

7	ELEMBENG MICHELLE NICOLE Epse KOI KOI	IPR/OS	677460903
8	NCHANGVI Sébastien KANGANG	IPR/VS	677748708
9	MOFFO Phillomène Epse NGNIADO	IPR/VS	677784110 697046510
10	TEAGHANHUO Christopher KANG	IPR/OS	677563952
11	NGOMSI Jean Bernard	IPR/VS	677751868
12	ESTHER LIMUNGE LUMA	IPR/VS	677733245
13	IYAMBE SAKWE Salvador	IPR/VS	674343435
14	Mme NDONGMO MBAPTE Irène Epse NKONG	IPR/OS	677526121 698082659
15	WHUSENI PATOUSE	IPR/VS	670237142
16	Mme SOK ONGYADAMAN Gisèle Caroline Epse OFAMO	IPR/OS	695 01 97 99 677 52 92 02
17	SANAMA Paulin	IPR/OS	694 14 56 25 677 40 30 51
18	Mme ASSAMBA Flore Josephine Epse FOUDA	IPR/OS	699 82 35 63

INSPECTION REGIONALE DE SCIENCES HUMAINES

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	MBOGBA Clémentine Virginie Epse BITJONG NDOMBOL	ICR Sciences Humaines	2 42 08 61 69 6 99 93 66 42
2	ABESSOLO ESSOMBA Yves Roger	IPR/Histoire	6 91 26 48 36 6 75 16 22 13
3	ABOMO Salomé Hortense	IPR/Géographie	6 99 82 44 64
4	MEWOH NDJIE Rose Epse AMOUGOU AMOMBO	IPR/Histoire	2 42 71 54 39 6 77 63 97 48
5	ANGUESSEBEH Aimée Blanche	IPR/Histoire	6 79 18 88 57
6	NDOLO Anne Marie José Epse AYUK AYUK	IPR/Ecm	6 78 57 86 12 6 99 51 31 55
7	AYUK EYONG Manfred BAKIA	IPR/Geography	6 75 60 93 08
8	BEYEME Danièle Epse ELLA MBA	IPR/Géographie	6 71 62 26 33 6 99 45 07 14
9	BIBOUM Joseph Aurélien	IPR/Histoire	6 55 09 04 56 6 96 07 97 56
10	BIKAKA Monique Marion	IPR/Ecm	6 77 74 16 49 6 56 90 85 98
11	MOUKANDJO Souzanne Epse BIKOE NOAH	IPR/Géographie	677667295
12	BINGAN Simon Pierre Samuel	IPR/Géographie	2 42 14 02 73 6 99 90 46 18
13	Dominique NSIA	IPR/Histoire	6 77 66 10 16

14	EPOH Pélage Yolande	IPR/Ecm	6 75 51 53 12 693669030
15	KONMENECK Françoise	IPR/Géographie	2 42 65 41 24 6968810 15
16	LIKWAI Sillas Achille	IPR/Ecm	2426092 85 699371442
17	NKENG FORCHAP Dorothy Epse NDIFOR	IPR/Citizenship	677866873
18	NGO NKONDJOCK Epse NDONGO	IPR/Ecm	2 42 62 84 01 670911892
19	BELINGA ETOUNDI Françoise	IPR/Philosophie	6 73 98 35 55 691863044
20	NGWAYI BONGFEN NTOBO	IPR/Citizenship	6757930 56 674323498
21	POKAM NANA Rosine Epse NLOZEH	IPR/Histoire	699878340
22	NTOH TIEMBUKONG Emmanuel	IPR/Citizenship	679144775
23	PENN Victor MBUKU	IPR/Economics	6 77 56 54 19 661022433
24	Pius AKONGWIE FONKAG	IPR/Geography	6776973 61 698050333
25	NANA NGANKEU Epse TCHIKOU Augustine	IPR/Géographie	2 42 14 30 5 6 99648982
26	TINA Delphine	IPR/Ecm	2421195 26 677757749
27	EKOBE Solange	IPR/Philosophie	2 42 79 19 27 674729652
28	OTOU Marie Ghislaine Catherine Epse EPALE DISSAKE	IPR/Philosophie	2427052 72 677601739
29	SOFFO Gèneviève Epse KAMDOM	IPR/Philosophie	691211313
30	FORCHI Rosemary NGWEGEH Epse KUIDJEU	IPR/Philosophy	675851262
31	LEMANA YOMO Max	IPR/Philosophie	2 42 71 59 41 670173787
32	NDOMB MAHOUND Michel	IPR/Philosophie	699525870
33	WASSEA NYA Solange Aimée Epse NGOBA	IPR/Philosophie	242724764 6 96 00 91 69
34	MENDOUGA Marie Denise Epse NLATTE ODJAME	IPR/Philosophie	671216099
35	TUWA Jérôme	IPR/Philosophie	2427214 03 675852792
36	Zehyrinus GHONG NDUM	IPR/Philosophy	677641995
37	Cornelia MESODE SUBE Epse NGWA EWONJUG	IPR/Philosophy	676691540
38	TAKWI Godwin NJEMENNE	IPR/Economie	677 85 53 29

27	INNA YADACI BOUBA Epse DATCHIEU	IPR/Maths	699 64 94 51 6 82 08 29 84
28	KENET YOISIMBOM	IPR/GEOLOGY	679 92 26 82
29	TABOT Delphine FONDIA	IPR/CHEMISTRY	677 23 77 53
30	TAMATIEU TIOTSOP Michelle Ange Flore Epse YAGNYE	IPR/PCT	696 21 56 44 671 36 99 29

INSPECTION REGIONALE DE TECHNIQUES INDUSTRIELLES

N°	NOMS ET PRENOMS	FONCTION	TELEPHONE
1	BOUGNIBEKOENE Denis	IRP Techniques Industrielles	2 42 16 32 00 6 75 65 13 80 6 96 30 28 12
2	BELINGA ESSOMBA Patrick	IPR/FM(F1)	6 99 96 98 74
3	BITCHEKI Antoine	IPR/FM(MA)	2 42 65 11 60 6 77 48 99 15 6 99 81 32 53
4	BOND BIYONG II	IPR/ FM	6 77 85 87 86
5	DOMOU Fabien	IPR/EF	6 77 91 11 65 6 91 36 93 30
6	DONGMO Roger	IPR/ IB	6 99 43 27 78 6 75 33 26 21
7	EYENGA OLINGA CHARLOTTE Epse EDJEL MPOUMA	IPR/COME	6 99 05 13 54
8	EKWALLA EWANE	IPR/FC (F5)	6 99 47 74 57
9	ENAMA Mathurin Armand	IPR/GCI/BA	6 77 87 15 72 6 97 62 02 59
10	ESSOMBA II François	IPR/CM	6 94 28 25 26
11	ETAME Alain Gérard	IPR/SM	6 99 19 59 10 6 78 72 90 19
12	FEUYIT GILBERT	IPR/CI	6 70 10 95 36
13	GUMETE JEAN PIERRE	IPR/ MA	6 99 83 33 86
14	LEMANA Guy Emmanuel	IPR/EN (F2)	6 99 91 89 56
15	MAKANG Dieudonné	IPR/GCI/TP	6 93 70 69 89 6 99 54 22 81
16	MANANG JEAN	IPR/ET(F3)	6 99 37 57 09
17	MBARGA MAKOMO Martin	IPR/MF/CM	6 79 73 76 39 6 99 81 08 58 2 42 69 62 54
18	MBARGA MBASSEGUE Gabriel	IPR/ET (F3)	6 95 16 89 19

6	NDJOM NACK Née NJATCHA YAKAM Yvette	IPR/DROIT	2 42 67 52 75 6 98 00 47 79 6 75 32 00 18
7	NGO BISSE Emilienne Epse TONYE	IPR/BUR	2 43 09 97 14 6 77 92 64 92 6 56 65 12 38
8	NJENG Née NGO MUTLEN Catherine	IPR/ACA	2 42 67 53 55 6 99 64 08 58 6 78 22 72 12
12	NKENGSA Née TCHOUANGA JEANNE FLORENCE	IPR/ESF	2432905 50 670703073
13	NYENGUE EDIMO Née BASSONG Louise Pélagie	IPR/ACA	696513416
14	NYOUMEA NYOUMEA Antoine	IPR/ACC	2427003 92 677460198
15	OWONO MINKO Née NGBWA EDO Désirée Angèle	IPR/STE	696174273
16	YOMOG Née NDJEE NDJEE Inès	IPR/DROIT	696434117
17	NNONYOU Née OUTOUEN Yvette Marie Gisèle	IPR/BUR	699670204
18	MBENG Jean Paul	IPR/BUR	677324311
19	NGANGHUE Née MOKO HELENE	IPR/CG	674933429
20	SITCHEPING Née KONGUEN NGOMENDJE Geotruide	IPR/DROIT	677424807
21	FOCHIVE NJI MONGBA Busnel Omar	IPR/HOTO	699025662
22	ABESSOLO Née BISSA GERMAINE	IPR/ESF	697188659
23	HAKO Née KEUMOE Béatrice	IPR/FIG	677159398
24	GWOS Née NGO MAHOB Anne	IPR/ACA	676 18 00 04
25	ASHUNALOA AWOUNBONG	IPR/LAW	675 46 22 98
26	ZAMBO Née ONAMBELE BILO	IPR/FIG	677 73 73 95
27	KONGNE Joseph	IPR/STE	677 46 09 96
28	TALAM EXOTUS KETUM	IPR/ ECONOMY	6 78 75 30 03

Source: INSPECTORATE, Cameroon