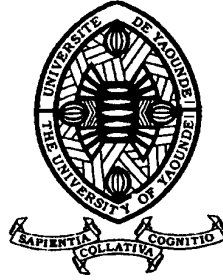


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**Option : Guidance Counsellor**

**TEACHER PEDAGOGICAL ATTITUDE AND STUDENT'S  
ACADEMIC PERFORMANCE: CASE OF GOUVERNMENT  
BILINGUAL HIGH SCHOOL OF EBOLOWA**

**A dissertation submitted in partial fulfillment of the requirements for the award of a  
postgraduate Diploma in Guidance and Counsellor  
(DIPCO)**

**Presented by:**

**Nkili III Thierry Verane**  
*Degree in Private Law*

*Matricule: 19W1321*

**Supervised by:**

**M. OTYE ELOM Paul Ulrich**  
*lecturer*

**Madam MBONTEH Vivian**

**Assistant**



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## SUMMARY

<b>SUMMARY</b> .....	i
<b>APPRECIATIONS</b> .....	iii
<b>LIST OF TABLES</b> .....	iv
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	v
<b>LIST OF GRAPHS</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>RESUME</b> .....	vii
<b>INTRODUCTION</b> .....	1
<b>CHAPTER 1 : RESEARCH PROBLEM</b> .....	2
<b>CHAPTER 2: REVIEW OF RELATED LITERATURE</b> .....	11
<b>CHAPTER 3 : RESEARCH METHODOLOGY</b> .....	30
<b>CHAPTER 4: Presentation and analysis of results</b> .....	39
<b>Chapter 5: Interpretation of results and recommendation</b> .....	54
<b>CONCLUSION</b> .....	60
<b>BIBLIOGRAPHY</b> .....	61
<b>ANNEX</b> .....	65
<b>TABLE OF CONTENTS</b> .....	69

To

My mother MEKINA Rainato Felicité

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## LIST OF TABLES

Table 1 Synoptic Table .....	28
Table 2: Table of breakdown of study levels according to the total number of classes: .....	31
Table 3: presentation of the accessible population according to class and sex.....	33
Table 4. Presentation of the sample by class and gender. ....	35
Table 5: Distribution of students according to their gender. ....	39
Table 6: distribution of students according to the class atmosphere during courses. ....	40
Table 7: Distribution of students according to their engagement in class.....	41
Table 8: Distribution of students according to the consideration of their teachers.....	41
Table 9: Distribution of students depending on evaluation of concepts not taught. ....	42
Table 10: Distribution of student's according to the use of different methods.....	42
Table 11: Distribution of students depending on whether the teacher knows their names.....	43
Table 12: Repartition of students depending on whether teachers treat them equally.....	43
Table 13: Distribution of students according to the encouragement to work. ....	44
Table 14: Distribution of students depending on the concern on their school performance....	44
Table 15 : Repartition of students that's Guidance counselor helps to elaborate individual time table. ....	45
Table 16: Repartition of students according to the average obtained during the two terms. ...	46
Table 17 : Correlation between the verification of teacher-learners pedagogy relationship and the student's academic performance. ....	47
Table 18: Numerical application of the Chi-square (RH1) .....	49
Table 19: Correlation between The affective attitude of the teacher and school performance...	50
Table 20: Chi-square's digital application of HR <sub>2</sub> .....	51
Table 21: Verification of the main hypothesis .....	53

## **LIST OF ABBREVIATIONS AND ACRONYMS**

### Sigles

GBHS: Government Bilingual High School

GH: General Hypothesis

Ha: Hypothesis alternative

Ho: Hypothesis null

HTTTC: High Technical Teacher Training College

RH: Research Hypothesis

SCT: Social cognitive theory

TI: Total lines

VD: Dependent variable

VI : Independent variable

### Acronymes

UNESCO: United Nations Educational, Scientific and Cultural Organization

## LIST OF GRAPHS

Graph 1 : students according to their gender.....	40
Graph 2: the verification of teacher-learners pedagogy relationship and the student's academic performance.....	48
Graph 3: The affective attitude of the teacher and school performance .....	51

## ABSTRACT

The present research is entitled "teachers pedagogical attitude and students' academic performance. Case of government bilingual high School Ebolowa. It was a question for us to show the impact that the pedagogical attitude of the teacher has on the school performance of the students. We observed that students turn to believe that their academic performance solely depends on themselves and not on their teachers. As we formulated a main research question which is «To what extent can teacher's pedagogical attitude influence the student's academic performance ». To answer this question we have as main objective «to determine how pedagogical attitude of the teacher positively influence student's academic performance". Furthermore on the basis of the various objectives which we made, we formulated a general hypothesis which is: " Teacher pedagogical attitude significantly influences the student's academic performance positively. To better understand our topic we called on the social learning theory of Bandura. To analyze our data we used the quantitative method of explanatory type which led to the confirmation of all our hypotheses. After analysis and interpretation of the results, we made some suggestions, to all the actors in charge of education, aimed at improving the academic performance of learners.

Key words: Pedagogical Attitude, Academic Performance, Students.

## RESUME

La présente recherche s'intitule "attitude pédagogique des enseignants et performances scolaires des élèves. Cas du lycée bilingue Ebolowa. Il s'agissait pour nous de montrer l'impact que l'attitude pédagogique de l'enseignant a sur les performances scolaires des élèves. Nous avons observé que les élèves se tournent vers la conviction que leurs performances académiques dépendent uniquement d'eux-mêmes et non de leurs enseignants. A cet effet avons formulé une question de recherche principale qui est "Dans quelle mesure l'attitude pédagogique de l'enseignant peut-elle influencer les performances académiques des élèves ". Pour répondre à cette question, nous avons comme objectif principal " déterminer comment l'attitude pédagogique de l'enseignant influence positivement la performance académique de l'élève". De plus sur la base des différents objectifs que nous nous sommes fixés, nous avons formulé une hypothèse générale qui est : " L'attitude pédagogique de l'enseignant influence positivement de manière significative la performance académique de l'élève. Pour mieux comprendre notre sujet, nous avons fait appel à la théorie de l'apprentissage social de Bandura. Pour analyser nos données nous avons utilisé la méthode quantitative de type explicatif qui a conduit à la confirmation de toutes nos hypothèses. Après analyse et interprétation des résultats, nous avons fait quelques suggestions, à tous les acteurs en charge de l'éducation, visant à améliorer les performances académiques des apprenants.

Mots clés : Attitude Pédagogique, Performance scolaire, élève.



## INTRODUCTION

The quality of output produced by any nation or country depends on the quality of its education which is done by teachers. It is important to say that teachers play a very significant role in determining the quality of education that children receive. The teacher are great determinant in ensuring good academic performance in our school at all the level in official examinations, no wonder that it is often said that teachers are very important resources in any education in any educational system. Good and qualified teachers are highly essential for the successful operation of the educational system and serve as a key success to educational development. The exciting question of education is of paramount interest for the development of society and for the emancipation of individuals. It is in fact the real factor of transformation and regeneration of the child in society. Education is a learning of life. It is exercised on the child from birth; it leads him step by step towards the autonomy of the adult. It tends to the happy development of the child with a view to his perfection, his happiness and of its social destination. "Education then appears as the real factor of transformation and regeneration of the child in society. In other words, education is such a vast field that can be given anywhere and even in school.

The observation today after more than ten years on education in Cameroon is ambivalent. The more we advance in time, the more it is essential and becomes indispensable, the more it presents considerable difficulties which lead us to wonder about its effectiveness. Sometimes we speak of the crisis in the education system, sometimes of the maladjustment to school.

One of the most important problems of school education concerns school performance. School performance is very much at the center of the preoccupations in the world of education and interests several categories of specialties: educator, sociologist, psychologist and economists who concentrate studies and surveys on the different angles observed. Education specialists deplore the quality of school performance which is proof that education as a whole is ill.

## CHAPTER 1 : RESEARCH PROBLEM

According to some researchers students' performance is a major index by which the effectiveness and success of any educational institution could be ascertained. A lot of scholars and researchers are of the view that poor academic performance in our schools is a product of

The teacher factors, school factors, and institutional factors and so on. It should be noted that the students' academic performance is largely depending on a number of factors among which is the teacher's pedagogical attitudes. The pedagogical attitude of a teacher goes a long way in bringing about effective performance of students.

The issue of teacher's pedagogical attitude has to do with teachers adhering to the code of conduct guiding the teaching profession. The teacher professionalism affects not only the role of the teacher and his pedagogy, which in turn affect the student the ability to learn effectively. Teachers with good pedagogical attitude and values are the hubs of any educational system. Teachers are seen as essential pillars of education. No matter how grandiose a school system and its curriculum may be, the implementation of its programs will not be fruitful unless competent and effective teachers handle them well and correctly. In a classroom, a professional teacher with good pedagogical attitude must demonstrate excellent attitudes in his teaching by using good methods, techniques and values in his classroom. It shows that the teachers must put forth an attitude that will help transform the learner's positively in different domain of learning for example, cognitively, affectively ...etc. The teacher must always demonstrate sound attitudes such as morals, intelligence, neatness and desirable traits. teachers pedagogical attitude development has a lot of impact on some variables such as student motivation, teaching methodologies, communication skills with student, participation during lesson, subject matter by the teacher, teacher confidence and classroom management.

The pedagogical attitude of the teacher plays an important role in the academic performance of the student which may be positive or negative. Negative attitude displayed in a school by a teacher often result to negative or poor academic performance while positive attitudes put forth by a teacher always result into positive academic performance of the student. Pedagogical attitudes of a teacher, consciously or unconsciously, directly or indirectly affect students' academic performance.

Furthermore studies on dropping out of school have mainly focused on family factors (or on individual student factors learning difficulty). Fortin et al 2004, Wehlage and Ruther,

1986, these authors were interested in factors such as school climate which focused more on classroom or school climates, as well as on teaching styles (interpersonal communication (however, scientific literature shows a renewed interest in personal interactions between teachers and students). Bradley, 2011, several factors influencing the academic performance of students, nevertheless the pedagogical attitudes of the teacher has been less studied as being able to be one of the main determinant of the academic performance of the students.

Based on the findings, we can assume that the teacher's pedagogical attitude has a greater impact than one might think on the academic performance of students. The main objective of this research is to explore the role that the teaching attitude of the teacher plays on the academic performance of the pupil. It is part of a post-positivist paradigm according to a sociocognitive vision which takes into consideration the analysis of interactions between cognitive and behavioral determinants and environmental (Bandura, 1986). Holders of this view believe that a person's cognitive processes evolve according to the events they experience, and then influence their perceptions.

A constructivist fits into a relativistic ontology of multiple realities where knowledge comes from the relationship between subject and object. For constructivists, there is no "objective" reality but rather an organization of a world than we build by our own experience of reality (le Magne, 2007). In short, the aim of this study is perfectly in line with post-positivism, which integrates both quantitative and qualitative research elements.

The general question of this research is thus posed: what impact does the teaching attitude play on the academic performance of students? It should be noted that only the impact of the teacher's pedagogical attitude is assessed in this research. To conduct our study we have divided the work into three main parts, further subdivided into five chapters.

The first part opens with the theoretical aspects which encompass the problematic of the study (Chapter 1) and the theoretical insertion of the subject (Chapter 2), the second part devoted to the methodological framework has for only chapter the methodology of the study (chapter 3), the third part which is devoted to the operating framework presents and analyzes the results (chapter 4), interpretations and recommendations (chapter 5).

The problem is at the base of the construction of the research object. It is based on the theoretical conceptions of research, born of its experiences, observation, reader, confrontation of results or research. It is in fact the whole of research. Problems posed by the research subject. Problems posed by the research subject. Beaud (1987, p (13) defines the problematic as "the whole built around a main question, research hypotheses and lines of analysis which make it possible to treat the chosen subject".

## 1.1. Context and Justification

Education is an inalienable human right that is essential to any success in the life of any individual. This is what the government considers to be a high priority for the state, especially since it is a major issue in the world for international trade in terms of skills transfer or technology, involving all nations in the name of globalization. Despite the importance given to education in our society, one of the important problems in our educational system in Cameroon is that of school performance. Therefore, for this research entitled « Teacher's pedagogical attitude and students 'academic performance." A survey of students will be carried out at government bilingual high school of Ebolowa in the south region of Cameroon. We want to measure the impact that pedagogical attitude of teacher have on students' academic performance. The purpose of this work is to detect those teaching pedagogical attitude of the teacher that can enable to improve the academic performance of learners in the education system of Cameroon. Since the dawn of time, school has seems to be more than ever a long race which, if well conducted, contributes positively to the advent of society and to the full development of those who cling to the end. The identity of the individual today refers more and more to the quality of his academic progress, and its value depends directly on his ability to be able to meet his own needs. The practices of the educational policy aim at developing in the pupil valuable learning in terms of personal, social and professional development; through knowledge and skills, which are a set of skills. To achieve this, the student must begin with the help of teachers and those around them. Therefore, performance seems to be the main indicator of the adaptation of young people in school structures.

During the learner's school life, all members of the educational community (teacher, student, and parent) expect him to succeed in his studies. However, academic success and learner performance are usually the result of a co-production or cooperation that involves at least three (3) authors from the educational community who are teachers and, the students themselves and the parents. Our research will question much more about the impact of the pedagogical attitudes of teachers who transmit knowledge and support children throughout their school career. Parents also play an important role because they are supposed to compensate for the academic or cultural failures of the formulas by delivering courses adapted to all learners, to the evolution of society and to help with adaptation to the school environment and to society. Finally, students are in turn the key of their performance by responding positively or negatively to the recommendations of educators by adapting to the school environment, attendance, emulation, and the search for excellence... etc.

Faced with this observation, everyone often looks for the person responsible for the learner's academic failure, if for some, it would be the fault of the learning methods and technics that appeal to the teacher, for others parents insufficiently present; the lack of psycho-pedagogical follow-up by guidance counselors towards pupils, lazy absenteeism of learners. Responsibility and school performance remain highly debated here and elsewhere. This situation leads us, as future guidance counselors in education, to ask ourselves an essential question.

After the family, school is the first basic socialized institution for a child. Apart from the parents, it's the students' teacher interaction which is effectively in the front seat in regard to his or the personality development and bates academic performance and social performance. The present modern education in our day lays the duty and responsibility of the being effective is not just the learner's intellectual development but also the attitude, character of the teacher. The responsibility of the teacher is only possible through the teacher's being able to develop healthy personality, attitude, values themselves as well as providing efficiency in their relationship with learners so as to help perform well.

Moreover many authors like Akinfe and al [2012] wrote on the characteristics of teachers, a predictor of the academic performance of students in Osun state in Nigerian. One the same hand Hooley and Jones [2006] also conducted a similar topic which was the studies on the influences of the teacher's attitude on the students 'performance in a programmed learning situation.

During our internship at government bilingual high school of Ebolowa we notice that teacher and learners, especially those in form five were not always in harmony with their teacher .It is true that these teachers sometimes have problems such as financial, professional, and even emotional but even also faced pupils with different behaviors. Faced with all this, some do not manage to let go of these daily problem transposing this to their classroom. As such it creates tension between teacher and students. As we decided to carry out a research on the teachers pedagogical attitude and the academic performance of students.

Moreover a positive attitude from a teacher and good use of pedagogy affects the learner's motivation ,good attitude towards school and good work performance .we notice that in school when teachers have and make use of good pedagogical attitude, the performance of the student will be high but if the teacher do not have that good pedagogical attitude ,it will have a negative impact on the student .

The aim of this study is based on the pedagogical attitude of teacher and the academic performance of student. This work tries to show that the academic performance of student is conditioned by the pedagogical attitude of the teachers which may be positive or negative

## **1.2. Observed fact**

During our internship at government bilingual high school of Ebolowa we notice that teachers and learners, especially those in form five were not always in harmony with their teacher .It is true that these teachers sometimes have problems such as financial, professional, and even emotional conditions but even also faced pupils with different behaviors. Faced with all this, some do not manage to let go of these de daily problem transposing this to their classroom. As such it creates tension between teacher and students and this affect the school performances of students As such we decided to carry out a research on the teacher pedagogical attitude and the academic performance of students.

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## **1.3. Theoretical conjecture**

The social cognitive theory and the self-efficacy theory are the two theories that we used .The social cognitive theory stipulate linked to the observation of others within the framework of social interactions, experiences, and outside .Theory is a learning theory based on the works of Albert Bandura. It explains learning processes in terms of triadic, dynamic and reciprocal interactions among personal factors, that Cognitive social theory (SCT in English), or sociocognitive theory, used in psychology, education and communication, posits that in part the acquisition of knowledge of an individual can be directly environment and behaviour .Social learning theory people learn a great deal by observing others perform a behaviour. Hence, the most important instructional implication for SCT is to provide models of skills, behaviours and information for learners to model (e.g., live, verbal, symbolic). The teacher's role is to model appropriate behaviours and to expose learners to various models of knowledge, behaviour and skills. The teacher should promote self-efficacy in the learners and assist them in setting realistic, challenging and achievable goals. Also, allowing for collaborative work and rehearsal, and providing immediate

feedback helps improve observation learning. The learners, on the other hand, engage in the observational learning processes (i.e., attention, retention, production and motivation)

### Self-efficacy Theory

Self-efficacy theory (SET) is a subset of Bandura's (1986) social cognitive theory. According to this approach, the two key determinants of behavior are perceived self-efficacy and outcome expectancies. The latter construct refers to the perceived positive and negative consequences of performing the behavior. See Schwarzer and Fuchs (1996) for a version of this model that incorporates risk perceptions and behavioral intention, as well as components of the action phase of behavior change. No meta-analysis of SET has been published, though there is substantial evidence for the predictive validity of self-efficacy (Schwarzer and Fuchs 1996).

These are the two theories that we are going to us.

#### **1.4 Statement of the research problem.**

Since the night of time, school seems to be more than ever a long race which, well undermined contributes positively to the advent of society and to the full development of those who hold on to the end. The identity of the individual nowadays referred more and more to the quality of its academic progress, and its value depends directly on its aptitudes to be able to meet its own needs. Educational policy practices aim to develop in students valuable learning in terms of their personal, social and vocational development through knowledge and skills, which are a set of skills to achieve this, it is necessary that the pupil who gets started with the help of teachers and his entourage. As a result, performance appears to be the main indicator of the adaptation of young people in school structures.

During the learner's school life, all members of the educational community (teacher, student, and parent) expect the learner's academic success; however, academic success and learner performance is generally the result of a co-production. Or a cooperation that involves at least three (3) authors from the educational community who are the teachers a, the students themselves and the parents. Our research will ask much more about the impacts of teaching skills of the teachers who pass on knowledge and support children throughout their school career, also play an important role because they are supposed to compensate for the academic or cultural failures of the formulas by delivering lessons adapted to all learners, to the evolution of society and to the help to adapt to the school environment and society. Finally, the pupils in their turn are the pivot of their performance and this by responding positively or

negatively to the recommendations of educators by adapting to the school environment, attendance, emulation, the quest for excellence, etc.

faced with this observation, everyone often seeks the person responsible for the learner's academic failure, if for some, it would be the fault of the learning methods and techniques that the teacher, us for others parents not sufficiently present; the lack of psycho-pedagogical follow-up by guidance counselors towards students, lazy absenteeism of learners .responsibility and academic performance remain highly debated here and elsewhere. This situation brings us as future guidance counselors in education to ask ourselves a main question.

The research problem is: the significant influence which the teacher's pedagogical attitude has on student's academic performance?

### **1.5 Research question of the study**

The research question is the main question for our study .it is the question that the researcher intends to answer throughout his research. A research question is 'a question that a research project sets out to answer'.

#### **1.5.1. Main research question**

To what extent can teacher's pedagogical attitude influence the students' academic performance?

#### **1.5.2. Specifics research questions**

Our research question has been broken down into two specific questions.

- How can teacher-learners pedagogical relationship influence students' academic performance?
- To what extent can the affective attitude of the teacher ameliorate the student academic performance.
- How can guidance counselor influence students' academic performance.

### **1.6. Objectives**

All scientific work is based on a certain numbers of objectives. We are going have a main objectives and specific objectives.



### **1.6.1. Main research objective**

Our main objective in our research is: to determine how pedagogical attitude of the teacher influences students' academic performance.

Furthermore, the main objective will be broken into specific objectives.

### **1.6.2. Specifics research objectives**

- To verify the extent to which teacher-learners pedagogy relationship  
Influence student academic performance.
- To identify the affective attitude of the teacher which have positive impact on the students' academic performance?
- To verify the extent to which guidance counselor influence students academic performance.

## **1.7 Significant of the Study**

We want to bring out and valorize the profession of teacher. The teacher should be respected and consider as a pillar in the academic performance of students. The teacher is the key of success in our educational system. As such he should be respected by all.

### **1.7.1. Pedagogical importance**

We want to bring the society to understand that, the non-respect of engagement of teacher, lack of vocation, lack of pedagogical attitude of the teacher in his work of teacher can lead to the failure or poor academic performance of students. As such it is important to give back the teacher his place, respect and honor in our society. This is because the teachers has the heavy charge of assuming and assuring the success of students in our educational system in Cameroon and contribute in the achievement of great objectives in the horizon 2035.

### **1.7.2. Social Importance**

All education is a reflection of a society in its conception of the ideal man in order to contribute effectively to the improvement of the level of economic growth of this society. On the other hand we want to make the society as a whole understand that the teachers with their help contribute to a better academic performance of the learner by inculcating in him his cultural values because any mistake may lead to the failure of the learner in the society, and on the other hand to make learners aware of the quality of their future, facing the challenge of the working world which requires competence, attitude and adaptation to work.

### **1.7.3. Psychological importance**

We want everyone to understand that poor academic performance of students is often primarily the cause of teachers though it is not just one person's business. Guilt, stress and anxiety can only be reduced if everyone realizes their degree of responsibility in this crucial issue. The teacher is the key to student success therefore must be valued by government, teachers, parents and students themselves so that they should be a good relationship between them.

### **1.8. Scope of the study**

The delimitation of a subject makes it possible to reframe it within the conceptual limits to which all the concepts to be studied must be adjusted. In order to examine the subject in a specific context. The delimitation of our study will be made on the thematic and geographic plan.

#### **1.8.1. Thematic plan**

Thematically, we try to see the impact of the teaching attitude of the teacher on the academic performance of the learners. However, we do not pretend to explore the teaching attitude of the teacher in all its forms. We will only focus on the educational, psychological and even social aspect to assess the part of the responsibility of the teacher as a key player in the quality of learners' academic performance.

#### **1.8.2. Geographic plan**

Geographically, we shall work with the students of FORM 5 in the English educational system of education for whom obtaining their certification exam with appreciable results gives them the opportunity to assert themselves for the second cycle or to have access to the job in the region of south Cameroon in the department of Ebolowa 1.

## CHAPTER 2: REVIEW OF RELATED LITERATURE

In this part we are going to see the work and theories of some authors who have also work on topics concerning the pedagogical attitude of teacher and the academic performance of students. We shall start by the definition of concepts, follow up with the literature review and the theories

### 2.1. Definition of Concepts

We are going to defined and explain the main concepts of our research.

#### 2.1.1. The notion of pedagogical attitude

More generally “to demonstrate pedagogy” in a learning situation means the ability to teach, to transmit to an individual or a group of individuals, of any age and of all conditions, knowledge or experience through use. Methods best suited to the audience concerned. It requires behavior, the mobilization of a set of clean and appropriate ways of doing things, allowing better transmission of knowledge taking into account the needs and specificities of the learner. It is therefore the result of the educational relationship established between teacher and student in a learning environment.

Describing the teacher / student relationship retains as an element of this description: its nature, its framework, its components and its characteristics. With regard to nature in particular, "it is established within the framework of the educational contract which binds one to the other in a training institution. This dyad may have formed relationships before the meeting in the training establishment. The teacher and student relationship is therefore first and foremost like a human relationship; it is then educational and then social, as the different actors develop exchanges within the framework of the educational contract”

The educational relationship, according to M. Postic, is "the set of social relationships that are established between the educator and those he educates, to move towards objectives, in a given institutional structure, relationships that have identifiable cognitive and affective characteristics that unfold and live a story”. The educational relationship is then the set of competitive affective, social, verbal and non-verbal exchanges between teacher and student during the learning process.

### **2.1.2. The concept of academic performance**

We talk about performance when we want to situate the efforts made by a given subject in order to achieve the objectives that he has already set for himself. According to Legendre, it refers to "the degree of achievement of predetermined objectives «In the educational field, the student's performance is his production in a given situation or at the end of a process of learning a set of behaviors constituting the execution of a task. Indeed, the school functions as a production company because at the end of a school year, it gives results which are only the normal outcome after the teaching activity exercised by the student. The quantity and quality of the lessons received can be measured against all the means implemented to obtain them.

For Dietrich, performance is a "measurable" value which is the subject of an "evaluation". For her, competence is what promotes performance. The fact of simultaneously evoking both, allows us to understand that to a certain extent the competence of the teacher is one of the factors which contributes to the performance of the pupil. This obviously falls within the theme of our study, which seeks the link between teacher behavior and student performance.

When we talk about school performance, it refers to two concepts: success and failure. There is a performance threshold above which a task performed by the student is considered acceptable. In our French-speaking high schools and colleges, the performance threshold or the average adopted is equal to 10/20. In short, a student who obtains a mark greater than or equal to this average has passed his test.

Students who want to succeed should acquire the following qualities: attendance, punctuality, good character, thoroughness, and an adequate method of work. In addition, he should have a demeanor towards his peers and his teachers. He should ask questions about what he does not understand, do all his homework and take the correction made in class each time.

After having given a precise meaning to our main concepts, it is essential to situate them within a theoretical framework which is the subject of our second chapter.

### **2.1.3. Student**

It is any person engaged in a learning situation which aims at the acquisition of a knowledge to be and whatever the age of the one who learns. The small Larousse dictionary

defines the learner as a person who follows an apprenticeship or a teaching. The student who is a learner means any person who receives lessons given in an educational institution. He is the one who enrolled in a school receives from a teacher notions, knowledge, learning by participating through his active collaboration in his own teaching. It also plays a role in learning since it is the center of educational concern

#### **2.1.4. Affection**

Feeling of friendship, of tenderness of attachment for someone .Winning someone's affection. In Aristotle, quality which is a transitory modification of the subject, coming from external or internal cause. Affection is a feeling of the love type in the very broad sense: a positive feeling which, like other forms of love, makes us wish for the well-being or happiness of others in a reciprocal way, or even pushes us to participate in it.

In psychology, affection is a concept that is difficult to define; it is a concept that has at the same time psychological, psychological, physical and even social implications.

Psychological research teaches us that childhood is the period of life when affectivity exerts the most dominant influence. Already at the fetal stage, the life of the future child is governed by affectivity. Psychologists have focused on the first three (03) years of a child's life. The child's insertion into the world of knowledge can only be achieved in a harmonious affective climate because affectivity, in the process of cognition is like the foundation of a house.

Affection is the set of affective states: feelings, emotions and passion of a person” from this definition it emerges that affectivity is not only the basis from which we build human relationships, but also all the links uniting the individual to his environment. As much as security, joy and happiness can promote intellectual development, so much insecurity, sadness and anguish can upset him, anxious preoccupations and insecurity which slows down and inhibits the development of the individual, are responsible for many social maladjustments like school failures, neuroses, psychological disorders and certain psychoses.

## **2.2. LITERATURE REVIEW**

The literature review consists of seeing the point of view of different authors related to our topic or research.

### **2.2.1. Teacher quality and student performance.**

Sociology of education researchers have long debated the impact of school resources on student performance. Some contend that schools have little independent impact compared to social context or student demographics (Coleman et al. 1966); others argue that class size (Mosteller 1995), and teacher quality (Ferguson 1991) all play a role in student learning (see Darling-Hammond 2000). While a plethora of background factors such as race, socioeconomic status, and home life (parental involvement, nutrition, excessive television watching, etc.) are related to student achievement.

In fact, several studies argue that teacher quality is so important that it can explain away the achievement gap that disfavors minority and low-income students. For example, in their study of the ability of high quality teachers to close achievement gaps, Rowan et al. (2002) examined the effects of teacher quality on students of different races, gender, and socioeconomic statuses. They found that the size of achievement gaps between students of different backgrounds within the same school varied by classroom, suggesting that some teachers are more effective at closing achievement gaps between students of different backgrounds. Similarly, in a large-scale study on teacher quality and educational equality in Nevada, Borman and Kimball (2005) used multilevel models (students nested in classrooms) to show that classes taught by higher quality teachers produced higher mean achievement than those taught by lower quality teachers. Teacher quality was operationalized as experience and evaluation ratings. Their sample included nearly 5,000 elementary students and controlled for race, socioeconomic status, and student pre- and post-test scores.

In their longitudinal study of a cohort of elementary students, Sanders and Rivers (1996) found that the effects of teacher quality on student achievement are additive and cumulative. In examining student achievement data for a single cohort that spanned from second grade to fifth grade they found that student achievement at each grade was correlated positively with teacher quality. Of most interest, though, was the discovery of residual and cumulative effects: while individual students did not recover after a year under an ineffective teacher, students who spent a year under an effective teacher experienced benefits up to two years later. The authors conclude that teaching quality is more highly correlated with student achievement than other variables such as students' socioeconomic status or the racial composition of the school.

Jordan et al. (1997) obtained similar results in their longitudinal analysis of teacher quality on student performance in Dallas, Texas. Jordan found that fourth-grade students taught by highly effective teachers for three consecutive years scored thirty-five percentile points higher in reading and fifty percentile points higher in mathematics than a similar group who had been taught by a series of weak teachers. This leads Prince (2002:13) to conclude that “teacher quality is the single most important school variable affecting student achievement. «In sum, many sociology of education researches argue that teacher quality is one of the predominant predictors of student achievement, even more so than student background characteristics such as language background, race, ethnicity, or poverty. Certainly student background characteristics impact student.

### **2.2.2. Influence of teacher’s attitude on student academic performance.**

Studies have shown that teachers pedagogical attitude exert enormous influence on students and thus determine to a very large extent their academic performance several authors argue in favor of teacher qualification, teaching methods communication skills ,gender and age as the main teacher characteristics that determine students’ academic performance .while these factors are considerable very crucial ,this papers consider teacher’s attitude as an indisputable determinant of factor of school performance. Some studies have found a correlation between teacher’s attitude and student’s interest in learning .Moreover, personality that of the teachers are powerful and influential than the course content or instructional strategies used in the classroom.

Akinfe, Olofimiya and Fashiky (2012) studied teacher characteristics as predictor of academic performance of student’s in Osun state .the study used a survey design in teachers in investigating the perception of science student (ss3) survey of student on teachers.

### **2.2.3. Characteristics in relation to student academic performance.**

Using purposive sampling ,16 secondary schools were selected ( 10 public and 6 private ) and 100 science students (ss3) randomly drawn from each school giving a sample size of 1600 student’s questionnaires tagged “teachers “ characteristic and student’s academic performance was used to elicit information .Data were analyzed using percentages person product moment correlation and chisqual were used to test the hypotheses of the study finding reveal that students’ academic performance correlate positively and significantly depending on the teacher’s pedagogical attitude to teach and learn in the classroom :knowledge of the subject matter and teaching skills.

Hooley and Jones (2006) also conducted a study on “the influence of teacher’s attitude on student performance in a programmed learning situation “the whether or not instructor or teacher’s attitude influenced student performance when learning a program.

#### **2.2.4. Factors related to the learner**

Several studies suggest that attitudes towards school integration are strongly influenced by the nature of the student's educational needs (Clough and Lindsay, 1991). Teachers would express positive attitudes towards school integration mainly when it concerns pupils whose needs do not require additional teaching or classroom management skills. Thus, acceptance of the integration of students with special educational needs into the regular classroom would decline rapidly as the intensity of the needs increases, whether physical or intellectual. Indeed, according to the teachers in the Forlin (1995) study, students with significant or complex educational needs should be integrated part-time and not full-time. More specifically, teachers seem to express more positive attitudes towards.

#### **2.2.5. Teacher-related factors**

The factors linked to teachers concern socio-demographic characteristics (gender, age, contact with people with disabilities), socio-professional (number of years of teaching practice, level of education, training) and socio-cognitive (teachers' beliefs, socio-political opinions).

In agreement with Scruggs and Mastropieri (1996), Avramidis and Norwich (2002) found that gender, number of years in teaching and level of education do not significantly correlate with attitudes towards school integration. However, some research has shown that younger teachers with fewer years of teaching experience have more positive attitudes towards inclusive education than older teachers and therefore with more teaching experience (Center and Ward, 1987; Clough and Lindsay, 1991). Likewise, other results indicate that primary level teachers have more positive attitudes than secondary teachers. This could be explained by the fact that at the secondary level, teachers are more concerned with the subject they are teaching and less with the special needs of students.

According to Avramidis and Norwich (2002), certain teachers' beliefs have a considerable impact on their attitudes towards inclusive education, not least because they are then translated into teaching practices. Thus, the perception that teachers have of their responsibility to meet the needs of student’s influences their attitudes, their teaching style and



the adaptations they make in their class. Teachers who have a pathognomonic perspective, that is, who consider disability as inherent to the individual (medical or deficit model of disability), differ in their way of teaching from those who are closer to an interventionist perspective 15 (Jordan et al., 1997). Indeed, teachers who accept the responsibility of teaching a wide diversity of students and who recognize that their teaching influences student progress would engage in more interactions with students with special educational needs would be more persevering and more understanding. They would also be more confident in their teaching and classroom management skills and hence their teaching would be more effective (Stanovich and Jordan, 1998). This is consistent with the findings of Soodak, Podell and Lehman (1998): being open to inclusive schooling is associated with a higher sense of self-efficacy. Likewise, ten years earlier, Center and Ward (1987) showed that negative attitudes of teachers towards inclusive education reflected their lack of confidence in their teaching skills.

#### **2.2.6. Factors related to the school environment**

According to Avramidis and Norwich (2002), the availability of classroom and teacher supports is strongly associated with more positive attitudes towards inclusive education. At the human level, the support of specialists and the experience of collaboration with resource teachers promote the development of positive attitudes towards school integration. Specialized teachers are indeed recognized for providing useful advice on adapting teaching and making certain subjects or subjects accessible to pupils with special educational needs. In addition, the support provided by specialist teachers influences the sense of personal effectiveness of regular classroom teachers, as well as their job satisfaction.

Teachers would also have more positive attitudes towards school integration as soon as they feel supported by their management. As such, the subjective norms of the school operationalized by the attitudes and beliefs of the school principal vis-à-vis diversity in the classroom are strong predictors of effective teaching practices (Stanovich & Jordan, 1998).

In terms of material support, the significant restructuring of the school environment (making buildings accessible to pupils with physical disabilities, for example) and the provision of appropriate equipment and materials also contribute to the development of more positive attitudes.

Other environmental aspects have been identified as obstacles to overcome in order to successfully implement inclusive school projects: too large class sizes, lack of prepared

material, flexibility of schedules, support from external specialists and, in particular, the lack of time for co-planning and co-preparation with the resource teacher. In addition, mainstream teachers would perceive school integration as involving an additional workload, as previously noted by Scruggs and Mastropieri (1996). Accordingly, human and material support can be seen as an important factor in generating positive attitudes in mainstream teachers towards the school integration of students with special educational needs.

### **2.2.7. UNESCO's contribution**

To serve the interests of the child, UNESCO (1997, p39) thinks that "partnerships must be established between families and professionals". The professionals here being the competent teachers. She then declared that the notion of collaboration must be at the heart of the development of programs so that joint actions lead to satisfactory results both academically and socially. This brilliant study shows the advantage of collaboration between family and teachers in order to achieve positive results for the pupil both academically and socially but still does not take into account the part of the pupil's responsibility in order to obtain an optimal result. Ultimately, the various works of these authors dealing with the problem of pupils' academic performance can be explained either by the social environment, or by the family, or by the school, each of the heavy variables treated differently. For us, we believe that school performance depends on student-teacher interactions on the pedagogical attitude of teachers.

### **2.2.8 Factors associated with specific attitudes of teachers**

Like Avramidis and Norwich (2002), de Boer et al. (2011) found that several factors influence teachers' attitudes towards student integration into school.

First, two studies show that teachers' attitudes vary according to gender. Thus, female teachers express more favorable attitudes towards school integration than male teachers. However, one study indicates that there would be no significant difference depending on the gender of the teacher.

Second, the number of years of teaching practice is also associated with attitudes towards inclusive education. Indeed, two studies indicate that teachers with fewer years of teaching experience have more positive attitudes than teachers with more teaching experience (Alghazo & Naggar Gaad, 2004; Glaubman & Lifshitz, 2001). Third, de Boer et al. (2011) found that the experience of school integration influences the attitudes of teachers. The latter would have more positive attitudes towards school integration when they have already

experienced it. A study indicates that teachers' attitudes are also more positive if they have been in contact with people with disabilities outside of their professional context. Fourth, the majority of studies investigated by de Boer et al. (2011) indicate that training influences teachers' attitudes. Teachers who are better trained, better informed and have more knowledge about students with special educational needs have more positive attitudes. Only the research by Wilkins and Nietfeld (2004) does not indicate a significant difference between teachers who have or have not received in-service training. Finally, de Boer et al. (2011) also highlighted the influence of the nature of the pupil's special educational needs on teachers' attitudes: teachers are more negative towards the integration of pupils with learning disabilities. Learning, emotional and behavioral disturbances or intellectual disability. They would have more favorable attitudes towards school integration when students have a physical handicap or sensory deficit.

### **2.2.9 Bradel contribution**

This author shows the impact of non-collaboration between major education authorities. According to him, poor school performance is the consequence of this disagreement, for him, the child does what he wants because the recommendations received on both sides confuse him. Bradel (1978, p.192) further points out that: «The child sees the slightest flaws in the forehead that should be formed around him by all those on whom he depends and very skilfully he grows this gap: he escapes all influences: he flouts the authorities who, not having been able to get along between them do not deserve to be listened to by him”.

This study calls for vigilance in the quality of relations between family and school on the learner's academic results. She did not address the learner's efforts on their academic performance. Hence the need to consult Dewez' s point of view.

### **2.2.10 Dewez's contribution**

This author states that the social environment shapes the mental and effective disposition of driving in individuals by encouraging them in activities which arouse and reinforce certain impulses which have certain ends and compute certain consequences. Dewez (1983) further emphasizes that the social environment provides basic training for highly educated young people. For this reason, those who are not interested in it are "out of the way", the atmosphere and spirit in which the child is bathed are ultimately seen as the main agents in shaping manners. Dewez's conclusion, as flourishing as they are, a considerable

contribution to understanding the interactions of members of the educational community as a determinant of learners' academic performance. Macaire defines the main actors in the education of the child; actors through whom the latter passes. Their absence or non-involvement would be detrimental to the acquisition of this education. Macaire (1993, p.17) states that: "Two main authorities are called upon to educate the child: the family and the school" We can see here the importance of these actors in the school results of the pupils.

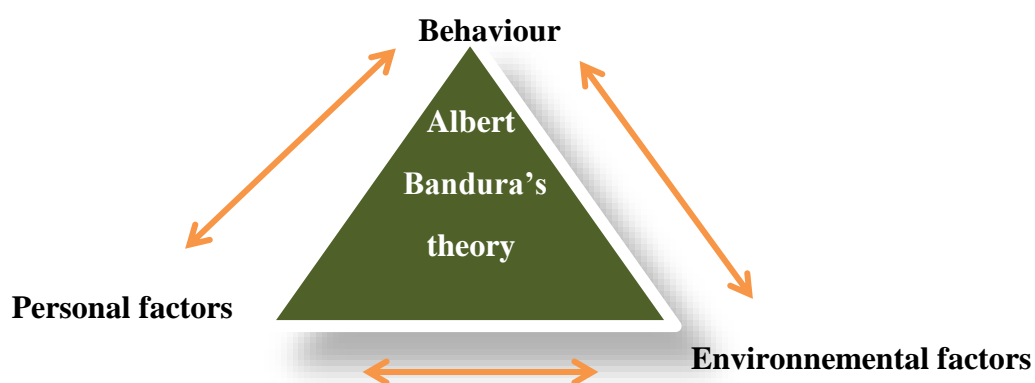
This study, with relevant conclusions, only highlights the aspect of the school and the family on the formation of the individual, but does not bring out any concrete results.

## **2.3. THEORIES**

To understand the phenomenon of learner academic performance linked to the responsibility of the teacher, it is important for us to explore the theories of a certain number of authors who have worked on the said phenomenon.

### **2.3.1 Social cognitive theory of Albert Bandura**

Bandura's social cognitive theory is part of interactionist theories of learning because it recognizes the importance of classical and operant conditioning and information processing. To explain the learning process, Bandura uses a triangle model. The acquisition of the new behavior occurs in interaction between the environment and the characteristics of the individual. For him, people do not all react in the same way to a behavior.



In Bandura's theory, he stresses the importance of observation; the trial and error process is not always important for acquiring new knowledge. During learning by

observation, thought and action patterns are important. Reinforcement essential in his theory, plus reinforcement, the likelihood of adopting a new behavior increases motivation is very important in any learning. Bandura argues that the media plays an important role in the learning process because imitation is offered.

Bandura in his research, he claims that one can learn through self-regulation and the perception of personal effectiveness. For him, learning consists of four important phases.

- Phase of attention, It is difficult to learn if you are not focused on the task at hand. We typically lose attention if we do not believe that the materials at hand can present new, novel information or if they do not seem to benefit us in any way. Bandura's theory suggests that learners can also maintain focus within group contexts, e.g., if the group is focused, the individual is focused.

Retention: Learning takes place when we can collect and recall information. To be able to perform an action or recall information, a learner must have a memory of that act or information. Without retention, the memory of that action or information is lost. Learners can collect this information via observation of others; it does not always have to be self-taught.

Reproduction: There's a Latin proverb, *repetitio est mater studiorum* (repetition is the mother of learning), which speaks to this pillar of Bandura's theory. We reproduce previously learned behaviors, knowledge, and skills when it is required of us, and repetition of these things allows us to master them cognitively.

Motivation: Simply put, motivation drives action. If we observe the actions of others and recognize how they are rewarded or punished for their actions, we are motivated to imitate them or do differently.

At the level of learning Bandura (1980) speaks of "social influence in the dynamics of learning". He proposes a model of social theories of learning which is opposed to behaviorist theories. Because the reinforcement can be anticipated by mental representations in learning. This is what Bandura calls symbolic reinforcement which depends on the level of mental development.

The first characteristic of this model is based on mutual influence. Bandura claims that the subject influences his environment which, in turn, will influence him. This social model attempts to explain human behavior in terms of the continuous interactions between cognitive,

behavioral and environmental determinants. The subject and its surroundings are all reciprocal determinants of each other.

The second characteristic is indirect learning. To learn, the subject can simply observe others. It is the subject's ability to achieve in indirect social learning. When one student finds that another is always being punished when he arrives late to class, he decides not to attempt to arrive late. So Bandura asserts that every subject has a learning capacity by observing the results of other actions. Furthermore the perception that a subject has on his ability to succeed and the performance of his interventions, Bandura stresses the importance of the role played by a subject's perceptions on the performance of his actions depend on his judgment of his abilities. Bandura claims that a subject's perception of their ability to perform a given task will certainly influence the results of their future behavior.

The third characteristic consists of the symbolic representation. Bandura (1980) specifies that "the human being has a certain flexibility which depends on what he is, what he does, what he wants to do and what he thinks he could do "in this sense, thoughts and actions are organized by representations that the subject gives himself of everything that is done in his universe.

The fourth characteristic consists in the perception that a subject has on his ability to succeed and the performance of his interventions. Bandura insists on the importance of the role played by the perceptions of a subject on the performance of his actions learning and the actions of the subject depend on the judgment he makes on his ability to perform a given task will certainly influence the results of his future behavior

Moreover we have self-regulation of the subject. Bandura shows that the subject has the capacity to self-regulate. Man does not depend on his environment and his instincts. He is able to act according to his needs and modify his actions according to the results obtained. Man has the ability to reflect on what is happening. He is able to observe, analyze and even analyze how he thinks and modify his perceptions, his actions. In short, the subject man has some control over his own destiny. But school learning is an asset to achieve self-regulation.

The last characteristic is the use of models. Bandura mentions that the subject learns by imitation. He imitate others. Sometimes, he chooses a person as a model to imitate especially in his behavior. The difference between indirect learning and model learning is in the following nuance in indirect learning, the subject learns by observing the results of the

behavior of another. In model learning, he learns from the results of his behaviors. Why would the learner not imitate his teacher in the practice of motivation?

Several theories have been developed on motivation in schools; they are theories of needs, cognitive or instrumentality theories. For B.F Skinner, motivation is a set of conditions which triggers and maintains behavior. According to j. Leif and delay (1965: 2): “motivation is what sets the individual in motion. »the child will be more motivated if he feels competent. The student who loves his teacher will be more motivated and more receptive to the teachings of the latter. Here, it will therefore be a question of stimulating, of encouraging the pupil to always provide more efforts; that is, to achieve perfection in one's work.

By showing the learner why he must be motivated, the teacher will motivate him extrinsically with congratulations and rewards. However, it will not fail to arouse intrinsic motivation in the child in order to be able to provide training that will make adult learners autonomous and responsible. This is one of the purposes of education.

All these theories are closely related to our research because the teacher play the role of parent in school. They consider learners as their own children as such the creat good relationship between them and the learners and a good affective attitude.Social learning theory, proposed by Albert Bandura, emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior.In social learning theory, Albert Bandura agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas:Behavior is learned from the environment through the process of observational learning.

Observational LearningChildren pay attention to some of these people (models) and encode their behavior. At a later time they may imitate the behavior they have observed. They may do this regardless of whether the behavior is ‘gender appropriate’ or not, but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its gender. First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people of the same gender. Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment. If a child

imitates a model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior.

If a parent sees a little girl consoling her teddy bear and says "what a kind girl you are," this is rewarding for the child and makes it more likely that she will repeat the behavior. Her behavior has been reinforced (i.e., strengthened). Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way which it believes will earn approval because it desires approval. Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behavior.

Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone's actions. A person learns by observing the consequences of another person's (i.e., models) behavior, e.g., a younger sister observing an older sister being rewarded for a particular behavior is more likely to repeat that behavior herself. This is known as vicarious reinforcement. This relates to an attachment to specific models that possess qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or older siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess. Identification occurs with another person (the model) and involves taking on (or adopting) observed behaviors, values, beliefs and attitudes of the person with whom you are identifying. Self-efficacy expectation is the belief by an individual that they are able to perform a specific behavior. Whether or not this behavior is expected to generate specific outcomes is conceptualized as response-outcome expectations. In the case of strong outcome expectations, i.e., a person is convinced that a behavior leads to a desired outcome, self-efficacy expectations are important because they include the belief that one can successfully initiate and maintain this behavior to produce the outcome ultimately. Bandura modeled the difference between self-efficacy expectations and outcome expectations as outlined. Mechanisms of Self-Efficacy and Behavior as well as Other Behavioral Determinant In his early publications on self-efficacy theory, Bandura mainly focused on self-efficacy and outcome expectancies. In more recent publications, other determinants of behavior have been



established such as goals, facilitators, and impediments. Self-efficacy was, and still is, understood as a focal factor, because it affects behavior directly and is also mediated by the other determinants. Self-efficacy is the only determinant modeled as influencing all other variables, underscoring the central role of self-efficacy in the model.

SELF-efficacy Theory.

Self-efficacy theory (SET) is a subset of Bandura's (1986) social cognitive theory. According to this approach, the two key determinants of behavior are perceived self-efficacy and outcome expectancies. The latter construct refers to the perceived positive and negative consequences of performing the behavior. See Schwarzer and Fuchs (1996) for a version of this model that incorporates risk perceptions and behavioral intention, as well as components of the action phase of behavior change. No meta-analysis of SET has been published, though there is substantial evidence for the predictive validity of self-efficacy (Schwarzer and Fuchs 1996).

Self-efficacy theory emphasizes the importance of the individual and the individual's perceptions of his/her personal capabilities as key determinants of successful outcomes. Self-efficacy theory, and the broader social cognitive theory in which self-efficacy is encompassed, therefore clearly endorses a democratic ideal that suggests that all individuals are competent and capable of being successful, provided they have the opportunities and self-efficacy necessary to pursue their goals. Self-efficacy theory explicitly focuses on how individuals and communities can be empowered with a sense of agency that will facilitate goal attainment. This is important as self-efficacy theory does not presume that individuals who are currently successful are inherently better than those who are not as successful. Rather, self-efficacy theory would suggest that individuals who are currently struggling may not have been provided with opportunities to obtain mastery experiences or modeling necessary to develop high levels of self-efficacy. Self-efficacy theory therefore suggests that it is the responsibility of the government and society to provide everyone with sufficient opportunities to engage in mastery experiences, receive positive social persuasion, and witness positively reinforcing models that will engender a strong sense of self-efficacy.

It is worth noting, however, that self-efficacy theory does not suggest that positive self-efficacy beliefs are the only causes of important outcomes. Rather, as previously discussed, self-efficacy theory is rooted in a theory of triadic reciprocal determinism in which there is a constant interplay between personal factors (i.e., self-efficacy beliefs), behavior, and

environmental factors. Self-efficacy theory emphasizes the relative importance of personal factors, but acknowledges that behavioral and environmental factors have profound effects on outcomes. This theory of triadic reciprocal determinism therefore further reinforces the idea that if the effects of the environment are consistent (i.e., an even playing field for all), then self-efficacy beliefs will take on an even greater role in determining human behaviour, and ultimately shaping outcomes.

It is also important to note that self-efficacy theory does not advocate a Pollyannaish world view in which positive expectancies for the future are the sole determinant of future outcomes. There has been a recent backlash against positive thinking among many members of the popular press. Books such as Barbara Ehrenreich's *Bright-Sided: How the Relentless Promotion of Positive Thinking Has Undermined America* have argued that an excessive emphasis on and belief in the benefits of positive thinking has had a detrimental effect on the lives of many individuals and the society as a whole. There is much to be said about identifying the potential pitfalls of naïvely optimistic worldviews or self-help programs that suggest that positive thinking provides almost magical benefits. However, it is important for researchers, clinicians, and the public to recognize the distinction between these less scientific theories of positive thinking and empirically based theories such as self-efficacy. Self-efficacy beliefs are in no way proposed to be a panacea for all of the ills of the world nor are self-efficacy beliefs proposed to be the only psychological factor that may determine important life outcomes. Rather, self-efficacy theory proposes a more measured worldview in which opportunities to experience or witness success may promote positive evaluations of one's capacities to succeed in the future which in turn increases the likelihood of subsequent positive outcomes. The self-efficacy theory holds is that people are likely to engage in activities to the extent that they perceive themselves to be competent. 4 sources of self-efficacy are Performance Accomplishments, Vicarious Experience, Social Persuasion, and Physiological and Emotional States.

According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel. Since Bandura published his seminal 1977 paper, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," the subject has become one of the most studied topics in psychology. Why has self-efficacy become such an important topic among psychologists and educators? As Bandura and other

researchers have demonstrated, self-efficacy can have an impact on everything from psychological states to behavior to motivation. Our belief in our own ability to succeed plays a role in how we think, how we act, and how we feel about our place in the world.

To conclude all these theories are link to our research because student learn from observation, modeling and even from the attitude of the teacher. When teacher have good pedagogical attitude towards the student, the students will always be motivated to make their teacher proud by improving their academic performance by working hard in class.

#### **2.4. Hypothesis of the research**

Hypotheses are a suggested answer to our research questions. Hypothesis is an anticipated proposition, a relation between two terms depending on the case, can be concepts or phenomena. We are going to have main research hypothesis and specifies research hypotheses. According to Professor Tsala Tsala. (1992, p62) "A hypothesis is a statement tentatively suggested as an explanation of a phenomenon." In social science, it is an anticipated response to a previously asked question. As such, it must be in such a way that it can be tested, verified (confirmed or invalidated)

##### **2.4.1. Main research hypothesis**

Main research hypothesis in scientific research is one that follows directly from the main research question; it is in fact the provisional answer to it. It is understood as a phenomenon that we want to demonstrate,

The main hypothesis in our research is: the teacher's pedagogical attitude significantly influences students' academic performance.

##### **2.4.2. Specific research hypotheses.**

- Teacher-learners pedagogy relationship has a significant impact on the students' academic performance.
- It exist a significant relationship between the affective attitude of the teacher and the student academic performance.
- The exist a significant relation between guidance counselor and students' academic performance.

We shall finish this chapter with the synoptic table and further go to the next chapter which is about the methodology used for our research.

Attitude towards the learners which makes those learners are really motivated and encourage to work hard in order to improve their performance and make their teachers to be proud of them.

**Table 1 Synoptic Table**

General Hypothesis	Research Hypotheses	Independent variables	indicators	Modalities	Dependent Variables	Indicators	Modalities	Measuring scale
Teacher's pedagogical attitude positive have an influence on student's academic performance	RH1 Teacher-learners pedagogy relationship positively ameliorate school performance	Teacher-learners pedagogy Relationshipship	-The classroom atmosphere -The students engagement in lesson -The type of evaluation -the type of teacher Different methods used.	Good Very Good Bad Neutral	Students' academic performance	Average of the two terms. Teachers concern	Weak Poor Average Good	Ordinal scale
	RH2 The exist a significant relationship between the affective attitude of the teacher	Affective attitude of the teacher	Call students by names -treat everybody equally -encourages students -care about students performances.	Always Sometime Never	Students' academic performance	Average of the two terms Perception of the teacher.	Weak Poor Average Good neutral	

	<p>and students' academic performance</p> <p>RH3</p> <p>The exist a significant relation between guidance counselor and students academic performance.</p>	<p>Guidance counselor</p>	<p>-Elaborate individuel time table.</p> <p>- The present of guidance counselor in class.</p> <p>-Advice students on learning methods</p> <p>-</p>	<p>Always</p> <p>Sometimes</p> <p>Never</p>	<p>Students' academic performance</p>	<p>-Average of the two terms</p> <p>-guidance counselor perception</p>	<p>Good</p> <p>Average</p> <p>Weak</p> <p>Neutral</p>	
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## CHAPTER 3 : RESEARCH METHODOLOGY

According to Grawitz (1986, p416) "methodology is the set of intellectual operations by which a discipline seeks to attain the truths that it pursues, demonstrates and verifies". It is in fact the implementation of the experimental approach. At the end of the development of the theoretical reading grid and the emission of hypotheses, this chapter proposes to organize the methodological aspect relating to the objective criteria favorable to the achievement of the general objective of our study. It is a question of confronting our assumptions to the test of the facts. This is precisely what the collection and processing of the data that make up this part. How to measure the impact of the teacher's pedagogical attitude on the learners' academic performance? This part of the work attempts to provide some answers through the process followed during the collection of data in the field and the statistical tool used to verify the hypotheses.

This chapter on data collection in the field is structured around the following points: , study site, population of the study, sample site population, research instruments, validity and reliability of instructions, data collection procedure, statistical analysis technics, variable of the study.

### **3.1. Type of research**

In our work, we are talking about causal-type research aimed at measuring the cause-and-effect relationship or, more simply, the causal link that exists between the teacher's pedagogical attitude and the learners' academic performance. Moreover to collect our data's we are going to use the survey method to collect information's.

#### **3.1.1. Study site**

Research site is a place where people conduct research. Common research sites include schools universities, hospitals, research institutes, and field research locations. Our research was carried out in the south region of Cameroon more precisely at Ebolowa. At Government Bilingual High School of Ebolowa.

#### **3.1.2. Historical of Government Bilingual High School of Ebolowa**

It was in 1959 that the Government Bilingual high school of Ebolowa saw the day it under the name Enia (normal school of assistant teachers) under the direction of Mrs Deconeg. However, the establishment has undergone a number of transformations. In 1963 it

was elevated to the rank of college of general education. In 1975 it became a College for secondary education and in 1986 it became bilingual but it was only in 1990 that the establishment acquired the status of Bilingual High School by incorporating the second cycle. From this period to the present day, the government bilingual high school of Ebolowa has had 10 principals at its head. The government bilingual high school of Ebolowa is a general establishment with 2cycles namely the French-speaking section and the English-speaking section. However as in all secondary schools, admission is done by competitive examination for the 6ème and form 1 classes and recruitment in the other classes on file study.

**Table 2: Table of breakdown of study levels according to the total number of classes:**

**Francophone section**

<b>Study level</b>	<b>Total number of classes</b>
6ème	5
5ème	4
4ème	7
3ème	9
Seconde	9
Première	11
Terminale	10



## Anglophone section

Study level	Total number of classes
Form one	4
Form two	3
Form three	3
Form four	3
Form five	3
Lower sixth	8
Upper sixth	8

We shall focus on the Anglophone section. In the classes of form five.

### 3.2. Population of the study

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

According to Grawitz (1998; 593), it is “a set whose elements are chosen because they have the same properties and are all of the same nature.” In other words, it is also the statistical universe to which the researcher wonders, questions himself in order to gather the necessary ample information. There are two types of population namely:

- The target population;
- The accessible population.

#### 3.2.1. The target population

It is that which is made up of a set of subjects having the same criteria and characteristics and subject to the same living or learning conditions. It is what Tsafak (1998) calls "the stem or related population and which includes all the individuals meeting the general criteria of the study". These are the ones to whom the research proposal applies in

principle. In our study, the target population consists of all students in general education establishments in Cameroon.

### 3.2.2. The accessible population

The accessible population is all the characteristically material or human elements relatively close to the investigator during his research. He can actually meet them and observe them methodically to the point of gathering the information sought. It is in fact a subgroup or a subset of the target population available to the researcher. That is to say all the individuals that the researcher can actually meet.

As part of our study, our accessible population is made up of form 5 students from G.B.H.S Ebolowa.

**Table 3: presentation of the accessible population according to class and sex.**

<b>Class</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Form five bilingual	27	23	50
Form five arts	37	26	63
Form five science	24	18	42
Total form five	88	67	155

On reading this table, it appears that our accessible population is 155 students, 50 of whom are in form five bilingual, 63 in form five arts and 42 in form five science. This makes a total of 155 students. Over all we have a total number of girls of 88 in all the form five with a percentage of 56, 8 and a total number of boys of 67 in all the classes with a percentage of 43.2.

### 3.2.3. Justification for the population study.

The choice of our population is justified by the following reasons:

- The proximity of this study population to our place of residence as well as the extremely limited means and the relatively short time could not allow us to take all the students of the said establishment.
- We wanted to favor those who were likely to better understand the questionnaire and who could give the questionnaire all their seriousness.

### **3.3. Sample and Sampling techniques.**

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. Sampling is defined according to Madeleine Grawitz as "a representative part of the main population". The constitution of the sample is a very important step in the data collection. It must be representative of the main population that is present similar characteristics, quantitatively and proportionally, so that the conditions of the survey can be generalized to the scale of the population. It therefore allows the researcher to carry out investigations in order to verify his research hypotheses and to identify general rules which could apply to the entire population.

In this study, with the large number of students in form 5, all series combined, we took a representative sample which is called the simple random method. Indeed, out of the total of 155 students in form 5 enrolled for the 2020-2021 school year at government bilingual high school of Ebolowa. We have drawn up a representative sample of 100 students from government bilingual high school of Ebolowa in all form 5 and so that all series and all genders should be represented.

**Table 4. Presentation of the sample by class and gender.**

<b>Class</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Form 5 bilingual	20	12	32
Form 5 arts	25	20	45
Form 5 sciences	10	13	23
Total	55	45	100

In the table above, it appears that our sample is made up of 100 students that is 55 girls and 45 boys distributed in all the classes of form 5 and in all the series. Furthermore it is on the basis of this sample of 100 individuals that we conducted our survey of students using the survey instrument the questionnaire. Before placing particular emphasis on the study of this tool, we must first identify our sampling rate which indicates the proportion of the sample constituted compared to the reference population. The sampling rate in fact makes it possible to judge the representativeness of our sample. Its formula is as follows

$$\text{Sample rate} = \text{total sample} / \text{total accessible population} * 100$$

$$\text{Application: } 100/155 * 100 = 64, 5\%$$

The sampling rate is 64.5% higher than the standard requires which is 20% so our sample is representative of the population.

### **3.4. Research instruments: The questionnaires**

We used questionnaire to collect our data in GBHS of Ebolowa.

#### **3.4.1. Definition of the questionnaire**

In 1895, Giglione and Matalon (cited by Petang, 1993), the questionnaire is "a method of collecting data which consists of a series of questions whose answers tend to provide information on the different variables which constitute our research theme. "In fact it is, an investigative technique which makes it possible to collect information by questioning direct the subjects. We can therefore say that the questionnaire is a series of questions structured and organized according to the hypotheses on which we want to have information. Therefore, it must be validated. That is to say, bring out the reality that we are examining. It must be reliable, which means that it must highlight the possibility of quantification, qualification and statistical analysis.

Although the interview and the observation are survey instruments which thus produce rich information, the questionnaire seems to us much more appropriate and thus within the framework of our research because it presents various advantages.

Like it leaves the respondent the latitude to express himself freely and in complete confidentiality, especially without concern for reprisals.

It allows the investigator to collect the real apprehensions, representation and especially perceptions of all kinds.

#### **3.4.2. Structure of the questionnaire**

The data collection tool we have chosen to verify our various hypotheses has three headings. The first section concerns the introduction of the questionnaire where the topic of the research is mentioned, the usefulness of this research, the guarantee of confidentiality, anonymity and the identification of the respondent (school, class, and age) and the socio demographic profile.

The second section is devoted to questions referring to the variables of the first research hypothesis, namely: teacher- learner's pedagogy relationship have a significant impact on the students' academic performance. The third devoted to question referring independent variable of the second hypothesis as known: it exists a significant relation between the affective

attitude of the teacher and students' academic performance. Lastly it goes on for the independent variable which is the student's academic performance.

### **3.4.3. Form of the questionnaire**

Our questionnaire includes two forms of questions, which are closed and open questions. These are the questions with a range of choices of predetermined answers. These questions can be multiple choice or single choice. As is our case. This type of question facilitates statistical analysis.

### **3.5. Data collection procedure**

For the administration of our questionnaire, we opted for the direct examination method. This procurement method consists of being face to face with the respondent. Indeed, we arrived at G.B.H.S of Ebolowa with our research authorization. We introduced ourselves to the principal of the establishment, the vice principal of the form 5 sector as well as the general supervisors as researcher examining a problematic of education "the impact of teacher pedagogical attitude on the academic performance of students." A study conducted on the students of government bilingual high school of Ebolowa that is the form 5 students "we made an appointment for the administration of the questionnaire. The administration of our questionnaire took place on May 6 2021 at the government bilingual high school of Ebolowa with the help of the vice principal who facilitated the task, accompanying us in each of the form 5 classes and asking permission to administer the questionnaire to the various teachers in the classroom. The 100 questions distributed were completed under our strict supervision and at all times, we were giving full explanations when difficulties of comprehension arose but, despite all the precautions we took, some students were not able to complete the entire questionnaire.

### **3.6. Data analysis technique**

To analyze our data, we have double drop. We first introduced the results in the form of a statistical table. The percentage index makes it possible to evaluate the modalities checked by the survey. The formula is:

$$IP = \frac{or}{No} \times 100 \text{ With } or = \text{observed frequency}$$

N = total frequency

IP=Percentage index

In a second step, the striking and statistical treatment of data collected on the ground has been made manually. Rational Type, our research required the use of Chi-square ( $\chi^2$ ) For the verification of our research assumptions, its formula is as follows.

$$\chi^2 C = \sum \frac{(f_o - P_a)^2}{P_a} \text{With } f_o = \text{observed frequency}$$

$P_a$  = Theoretical frequency

The theoretical frequency is obtained through the formula:

$$P_a = \frac{T_c \times T_l}{N_o} \text{With } T_c = \text{Total columns}$$

$T_l$  = Total lines

$N$  = total staff

The appearance of a observed frequency less than 10 in a box will force us to use the ki-square corrected thanks to the following Yates form:

$$\chi^2 C = \sum \frac{(|f_o - P_a| - 0,5)^2}{P_a}$$

This chapter has allowed us to collect field data in view of checking our assumptions presented: to do this, we route to the presentation, analysis and interpretation of results in the next chapter.

$$\frac{\text{Sample}}{\text{Accepasible population}} * 100$$

$$\frac{170}{333} * 100 = 51,05$$

In this chapter we talk about the methodology which we used in our research. As such we are going to continue with the presentation of our analyses which we collected on the field.

## CHAPTER 4: Presentation and analysis of results

The information obtained after the counting of the questionnaire are presented in the statistical tables below:

### 4.1.1. Presentation of results

The results of this study are presented in the form of statistical tables. Each table is followed by an analysis.

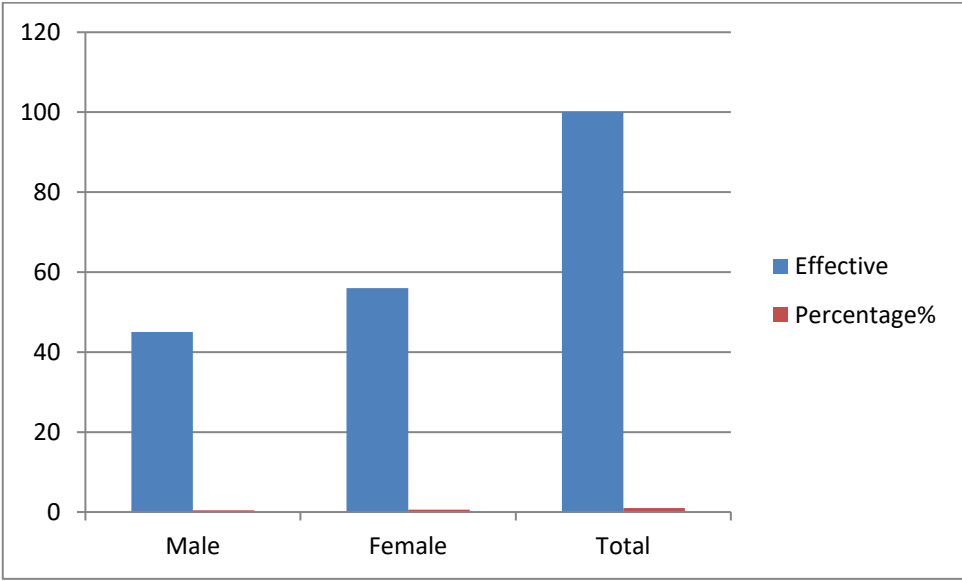
### 4.1.2. Identification of the investigation

**Table 5: Distribution of students according to their gender.**

Gender	Effective	Percentage%
Male	45	45%
Female	56	56%
Total	100	100%



**Graph 1 : students according to their gender**



**4.1.3. Research questions.**

Question 1: What is the classroom atmosphere during lessons?

**Table 6: distribution of students according to the class atmosphere during courses.**

<b>Atmosphere of the class</b>	<b>effective</b>	<b>Percent%</b>
<b>Noisy</b>	26	26%
<b>Less noisy</b>	41	41%
<b>Calm</b>	33	33%
<b>Total</b>	100	100%

It comes out of this table that, 26 students that is 26% find that the class is noisy. 41% find the class less noisy and 33 or 33% judge their class to be calme. 74% think that the class has a good atmosphere.

### Question 2: Does the teacher consider what you say when you are in class?

**Table 7: Distribution of students according to their engagement in class.**

<b>Student participation</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Always</b>	35	35%
<b>Sometimes</b>	44	44%
<b>Never</b>	21	21%
<b>Total</b>	100	100%

It is clear from this table, that 35% of the student's say that the teacher always takes into consideration their participation, 44% sometime and 21% never take into considering their intervention. We observe that the students engagement in class is about 79% which means that their teachers consider what they say in class as such the students are usually motivated.

### Question 3: How do you consider your teacher

**Table 8: Distribution of students according to the consideration of their teachers.**

<b>Consideration of teachers</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Democratic</b>	45	45%
<b>Laissez faire</b>	33	33%
<b>Autocratic</b>	22	22%
<b>Total</b>	100	100%

In this table, 45% find their teachers democratic and 33% find their teacher's laissez faire and 22% judge their teachers autocratic .A total of 78% think that the pedagogy attitude of their teachers is good.

**Question 4: Teachers evaluates on terms not taught in class.**

**Table 9: Distribution of students depending on evaluation of concepts not taught.**

<b>Evaluation concepts</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Not taught.</b>		
<b>Always</b>	16	16%
<b>Sometimes</b>	38	38%
<b>Never</b>	46	46%
<b>Total</b>	100	100%

In this table, 16students or 16% think that teachers always evaluate on concepts not taught, 38% sometimes and 46 or 46% find that they do not evaluate these concepts.

**Question 5: Do teachers use different methods in teaching?**

**Table 10: Distribution of student's according to the use of different methods.**

<b>Verification of notebook</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Always</b>	34	34%
<b>Sometimes</b>	43	43%
<b>Never</b>	23	23%
<b>Total</b>	100	100%

In this table, 34 students that is 34% say that their teachers always use different methods to teacher, 43 say that sometimes he does it and 23% say they never. We can see that more than half of the class said the teacher's uses different methods in class.

**Question 6: The teacher knows the names of all your classmate.**

**Table 11: Distribution of students depending on whether the teacher knows their names.**

<b>Knowledge of the names</b>	<b>Effec tive</b>	<b>Percentag e%</b>
<b>All</b>	26	26%
<b>A few</b>	51	51%
<b>None</b>	23	23%
<b>Total</b>	100	100%

26 students that is 26% think that their teachers know the names of all students, 51 % said they know few names and 23 students, 23% say that the teacher's dont know any names.

**Question 7: Teachers treat everybody equally in class.**

**Table 12: Repartition of students depending on whether teachers treat them equally.**

<b>Treatment equally Way</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Always</b>	33	33%
<b>Sometimes</b>	41	41%
<b>Never</b>	26	26%
<b>Total</b>	100	100%

In view of this table, 33 students that is 33% think that their teachers always treat them equally, 41% of students sometimes and for 26% never

**Question 8: Does your teacher encourages you to work in school**

**Table 13: Distribution of students according to the encouragement to work.**

<b>Always</b>	38	38%
<b>Sometimes</b>	43	43%
<b>Never</b>	19	19%
<b>Total</b>	100	100%

In this table, 38 students that are 38% believe that teachers still encourage, 43% sometimes and 19% say they never do it.

**Question 9: Your teacher care about your school performance.**

**Table 14: Distribution of students depending on the concern on their school performance.**

<b>Care of performance</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Always</b>	32	32%
<b>Sometimes</b>	45	45%
<b>Never</b>	23	23%
<b>Total</b>	100	100%

This table shows us that 32 students that is 32% say that teachers care about their school performance, 45% says sometimes and 23 say they don't care about their performances.

**Question 10. Guidance counselor helps to elaborate individual time table?**

**Table 15 : Repartition of students that's Guidance counselor helps to elaborate individual time table.**

Elaboration of Time table	Effective	Percentage%
<b>Always</b>	65	65%
<b>Sometimes</b>	15	15%
<b>Never</b>	20	20%
<b>Total</b>	100	100%

**Question 11 : Do guidance counselor come to class?**

**Table 16: Distribution of students depending on the present of guidance counselor in class**

Present of guidance counselor in class	Effective	Percentage%
<b>Always</b>	32	32%
<b>Sometimes</b>	45	45%
<b>Never</b>	23	23%
<b>Total</b>	100	100%

This table shows us that 32 students that is 32% say that guidance counselor are always in class, 45% says sometimes and 23 say they don't come to class.

**Question 12 : Do guidance counselor advice you on different methods of learning ?**

Table 17: Distribution of students according to how guidance counselor advice them on learning methods.

<b>Always</b>	38	38%
<b>Sometimes</b>	43	43%
<b>Never</b>	19	19%
<b>Total</b>	100	100%

In this table, 38 students that is 38% says that guidance counselor advice them on different methods of learning, 43% sometimes and 19% say they never do it.

**Question 14: How was your average during the two terms?**

Table 16: Repartition of students according to the average obtained during the two terms.

<b>Average avicts</b>	<b>Effective</b>	<b>Percentage%</b>
<b>Good</b>	33	33%
<b>Average</b>	49	49%
<b>Bad</b>	18	18%
<b>Total</b>	100	100%

In this table, 33 students, that 33% find that they had good averages during the first and second term.49% have an average and only 18% find their average bad.

**4.2. Verification of hypotheses**

In this part, we will check our GH by confirming our research assumptions

To do this we will use the Chi-square ( $\chi^2$ ) the protocol is as follows:

Training of the alternative hypothesis ( $H_A$ ) and the null Hypothesis ( $H_0$ )

Choose from the threshold of meaning:  $A = 0.05$

Calculation of CHI-two ( $\chi^2$ )

Research of the degree of freedom (DDL):  $DDL = (nc-1)(nl-1)$  With  $nc =$  number of column and  $nl =$  Number of lines

Reading of CHI-two ( $\chi^2_{read}$ ) on the table

Decision rule

Conclusion

#### 4.2.1. Verification of the hypothesis search number 1(HR1)

Formulation of the alternative hypothesis ( $H_{A1}$ ) and the null hypothesis ( $H_{O1}$ ).

$H_{A1}$ : The teacher-learning pedagogy relationship improves school performance.

$H_{O1}$ : It does not exist any link between the teacher-learners relationship and school performance.

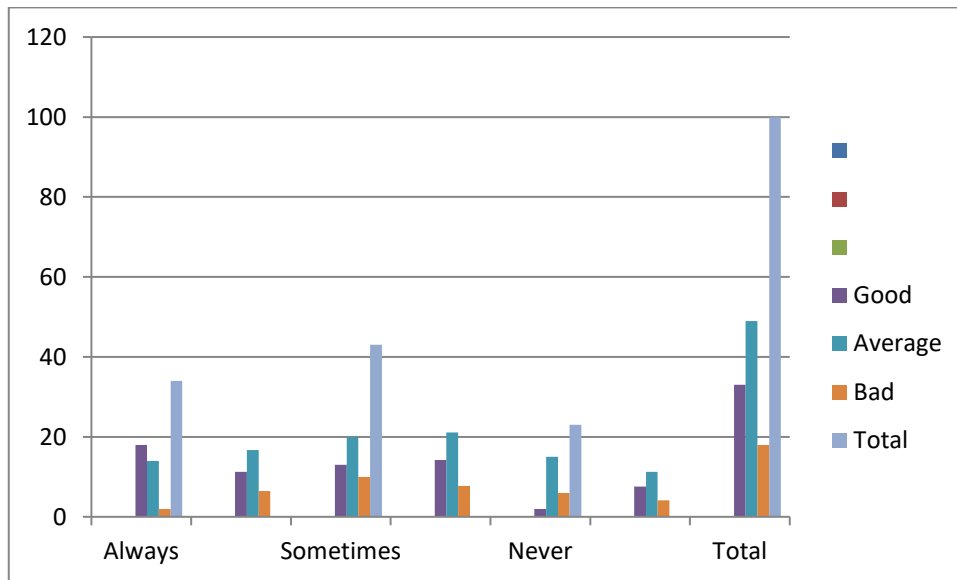
Choice of the mechanical threshold:  $\alpha = 0,05$

**Table 17 : Correlation between the verification of teacher-learners pedagogy relationship and the student's academic performance.**

Teacher Learners pedagogy relationship	Always		Sometimes		Never		Total
	Fo	Fe	Fo	Fe	Fo	Fe	
School performance							
Good	18	11,22	13	14,19	2	7,59	33
Average	14	16,66	20	21,07	15	11,27	49
Bad	2	6,42	10	7,74	6	4,14	18
Total	34		43		23		100



**Graph 2: the verification of teacher-learners pedagogy relationship and the student's academic performance.**



Calculation of the Chi-square

Calculation of theoretical frequencies (FE)

With = Total columns

= Total lines

N = total staff

The observed frequencies of certain cells are influenced by than 10, we will use the corrected CHI-two.

**Table 18: Numerical application of the Chi-square (RH1)**

<b>Fo</b>	<b>Pa</b>	$\frac{(IFo - Fe / -0,5)^2}{Fe}$
18	11,22	3,51
14	16,66	0,28
2	6,12	2,14
13	14,19	0,03
20	21,07	0,01
10	7,74	0,40
2	7,59	3,35
15	11,27	0,93
6	4,14	0,44
<b>Total</b>		<b>11,09</b>

Research of the degree of liberty (DDL)

$$DDL = (n_c - 1)(n_l - 1)$$

$$DDL = (3 - 1)(3 - 1) = 2$$

Reading of The critical value of the Chi-square to  $\alpha = 0.05$  and  $DDL = 4$

$$X^2_{read} = 9,49$$

Decision

$H_{a1}$ , is retained and  $h_{o1}$ , rejected

The teacher-learning pedagogy relationship improves school performance.

#### **4.2.2. Verification of the research hypothesis number 2(HR<sub>2</sub>)**

Training of the alternative hypothesis ( $H_{A2}$ ) and the null hypothesis ( $H_{O2}$ )

H<sub>a2</sub>: There is a significant relationship between the affective attitude of the teacher and the students' academic performances

H<sub>o2</sub>: There is no connection between the affective attitude of the teacher and the student's academic performances

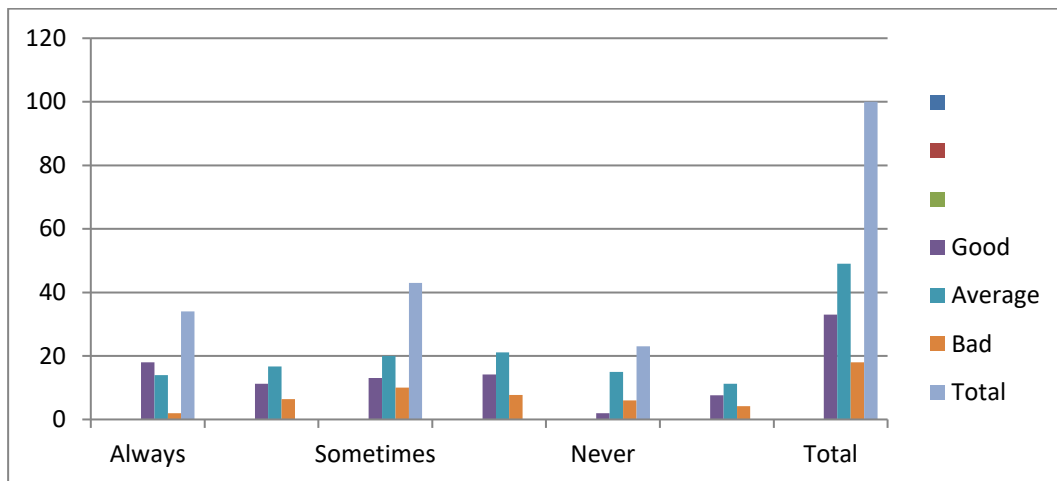
Choice of meaning of:  $\alpha = 0,05$

Calculation of the Chi-square ()

**Table 19: Correlation between The affective attitude of the teacher and school performance**

Affective attitude	Absolutely		Sometimes		Not at all		Total
	Fo	Fe	Fo	Fe	Fo	Fe	
School Performance	Fo	Fe	Fo	Fe	Fo	Fe	
<b>Good</b>	19	10,56	13	14,85	1	7,59	33
<b>Average</b>	12	15,68	22	22,05	15	11,27	49
<b>Bad</b>	1	5,76	10	8,10	7	4,14	18
<b>Total</b>		<b>32</b>		<b>45</b>		<b>23</b>	<b>100</b>

**Graph 3: The affective attitude of the teacher and school performance**



Calculation of theoretical frequencies (FE)

With = Total columns

= Total lines

N = total staff

The frequencies observed in some boxes are less than 10, we will use the corrected Chi-squa

**Table 20: Chi-square's digital application of HR<sub>2</sub>**

Fo	Pa	$\frac{(Fo - Fe / -0,5)^2}{Fe}$
19	10,56	5,97
12	15,68	0,64
1	5,76	3,15
13	14,85	0,12
22	22,05	0,00
10	8,10	0,31
1	7,59	4,82
15	11,27	0,93
7	4,14	1,35
<b>Total</b>		<b>17,29</b>

Calculation of the degree of freedom (DDL)

$$DDL = (n_c - 1)(n_l - 1)$$

$$= (3 - 1)(3 - 1) = 2$$

Reading the critical value of the Chi-square to  $\alpha = 0.05$  and  $DDL = 4$

$$X^2_{read} = 9,49$$

Decision

$H_{a2}$  is retained and  $H_{o2}$  is rejected

The affective attitude of the teacher improves the school performance of students.

#### 4.2.3 Verification of the hypothesis search number 3(HR3)

Formulation of the alternative hypothesis ( $H_{A1}$ ) and the null hypothesis ( $H_{O1}$ ).

$H_{a1}$ : The teacher-learning pedagogy relationship improves school performance.

$H_{o1}$ : It does not exist any link between the teacher-learners relationship and school performance.

Choice of the mechanical threshold:  $\alpha = 0,05$

Guidance counselor and academic Performance	Always		Sometimes		Never		Total
	Fo	Fe	Fo	Fe	Fo	Fe	
<b>Good</b>	18	11,22	13	14,19	2	7,59	33
<b>Average</b>	14	16,66	20	21,07	15	11,27	49
<b>Bad</b>	2	6,42	10	7,74	6	4,1 4	18
<b>Total</b>	<b>34</b>		<b>43</b>		<b>23</b>		<b>100</b>

Calculation of the Chi-square

Calculation of theoretical frequencies (FE)

With = Total columns

= Total lines

N = total staff

The observed frequencies of certain cells are influenced by than 10, we will use the corrected CHI-two.

#### 4.2.3. Verification of the main hypothesis

**Table 21: Verification of the main hypothesis**

<b>General hypothesis</b>	$\alpha$	<b>DDL</b>	<b>X<sup>2</sup>read</b>	<b>X<sup>2</sup>read</b>	<b>Decision</b>	<b>Conclusion</b>
<b>HR<sub>1</sub></b>	0.05	4	9.49	11,09	X <sup>2</sup> c>X <sup>2</sup> read	HR 1 is confirmed
<b>HR<sub>2</sub></b>	0.05	4	9.49	17,29	X <sup>2</sup> c>X <sup>2</sup> read	HR 2 is confirmed
<b>HR<sub>3</sub></b>	0.05	4	9.49	11,05	X <sup>2</sup> c>X <sup>2</sup> read	HR 3 is confirmed

It is spring from this Table 17, that our three research assumptions are verified and confirmed. We conclude then our main hypothesis as known: The teacher pedagogical attitude significantly influence student's academic performances.

## Chapter 5: Interpretation of results and recommendation

This chapter is structured around two axes. Interpretation of results and recommendations

### 5.1. Interpretation of results

Kerlinger (cited by Tsafak, 1998) "interpretation explains and searches for meaning from the results of analysis". We will draw our arguments from the pedagogical attitude of the teacher in our place of inquiry explaining the academic performance of learners in this part of Cameroon. To this end, two research hypotheses were put forward and both are confirmed.

#### 5.1.1. Interpretation of the results of research hypothesis Number 1

“The teacher-learner relationship has significant impact on the students’ academic performance (RH1 confirmed).

This means that the quality of the pedagogy relationship that exists between teacher and learner is a significant indicator of learners' academic performance. As Table No. 16 shows, out of the 100 students in our actual sample, more than half that is to say 77% of students declare in one way or another the positive quality of encouragement that the teacher gives them by showing concern and checking their books and only 23 % affirm that the teacher remains indifferent. Furthermore Table No. 14 shows that 33% of the students have an average at least equal to 12/20 and above while 49% of the students have an average between 11/20 and 10/20 and 18% have average below 09/20.

It appears that the  $\chi^2_{cal} = 11,09$  (put the larger sign)  $\chi^2_{read} = 9,49$  so there is a good functional link between the two variables and the relationship between teachers and learners ameliorate their performance. This means that the teacher must ensure, through the class leader during his lesson, the quality of the climate which reigns in the classroom in order to avoid mistakes in their future, to follow the courses carefully. Moreover As Bandura said in the social cognitive theory, learning is done through observation, modeling or imitation. Through the good attitude of the teacher, a student learn easily and has as model their teachers, as such they will be motivated to work hard and ameliorate their performance. The teacher is an external force of motivation. Student will also want to be like their teachers when that teacher is a good model.

### **5.1.2. Interpretation of the results of research hypothesis Number 2**

“It exist a significant relationship between the affective attitude of the teacher and the student's academic performance” (RH2 confirmed).

This means that the affective attitude of the teacher constitute a significant indicator of the explanation of the school performance of the learners. As shown in table 18 out of the 100 students in our real samples, 77% of students say that teachers always and sometimes show them affections in class by calling their names, caring about their performances and only, 23 % say the opposite. Table N ° 15 shows that 34% of the students have an average at least 12/20 and above, 49% between 11/20 and 10/ while 18 % of the students have an average between 9/20 and 06 /20. It appears that  $X^2_{Cal} = 17.29$  (put the larger sign)  $X^2_{read} = 9,49$  therefore there is a good functional relationship between the two variables. The teacher takes the place of the in school. Furthermore teacher even passes more time with the students than the students with their parent. As such teachers create that affection attitude with the student and the students really attached to them as Bowlby said in his theory of attachment. Students usually get attached to their teachers as such do everything to make their teachers who represent their parent proud of them happy. Through the different affective attitude of the teacher in class, this encourages the students to work hard and ameliorate their performance. Teachers are the Key of success in education.

### **1. Interpretation of the results of research hypothesis Number 3**

“Guidance counselor has significant impact on the students’ academic performance (RH3confirmed).

This means that the quality of the pedagogy relationship that exists between guidance counselor and learner is a significant indicator of learners' academic performance. As Table No. 18 shows, out of the 100 students in our actual sample, more than half that is to say 64% of students declare in one way or another the positive quality of encouragement that the teacher gives them by showing concern and checking their books and only 23 % affirm that the teacher remains indifferent. Furthermore Table No. 14 shows that 33% of the students have an average at least equal to 12/20 an above while 49% of the students have an average between 11/20 and 10/20 and 18% have average below 09/20.



It appears that the  $x^2_{cal} = 11,09$  (put the larger sign)  $X^2_{read} = 9,49$  so there is a good functional link between the two variables and the relationship between guidance counselor and learners ameliorate their performance.

## **5.2. Recommendations**

This part of the work allows us to make recommendations in order to contribute to solving the problem posed and to examine by the study. At the end of this study on "Teacher Pedagogical Attitude and Student's Academic Performance». Our recommendations are addressed to teacher, students' parents / guardians, public authorities in charge of education,

### **5.2.1. To the teacher**

The role of teachers is to train people through school. It is their role to initiate and guide the relationship between them and the learners.

➤ However, teacher-learner ratios are not the only factors to be taken into account, teachers must demonstrate self-sacrifice and competence. They must therefore associate new learning and evaluation techniques with these relationships. Thus, they must regularly participate in pedagogical days, retraining seminars; in short, they must ensure good continuous training. It is in this capacity that they will be real educators and will succeed in reducing the school repetition rate.

➤ Furthermore teacher should not consider the teachings as a simple process of transmission and acquisition of knowledge; despite the difficulties they regularly face. However, because of their profession, they must see themselves as a reflection of society. However, they will be required to report more than any other actor in society. So, dear teachers, no longer sacrifice your students on the altar of demands.

➤ To love the teaching profession in order to be concerned about the success of the students, to have an emotional value towards them and especially to know how to encourage them when they face difficulties

➤ Valorize the teaching profession so that the student sees the value and professional conscience (consistency, zeal) reflected in his teachers.

➤ Improve the quality of the climate that exists between you and the students to understand that they have in front of them an easily accessible adult.

In addition, teachers must consider the pupils as their children, their brothers and / or sisters so that they perceive the school environment as an attractive environment, of meeting

where communication is easy as well as trust exists because otherwise, the pupil will develop in him a phobia which will lead to a blockage in the acquisition of the knowledge given in class hence the failure and dropouts.

### **5.2.2. To the students**

Get to work hard to get good results because they are ultimately the centerpiece of their future.

Breaking the silence by giving way to dialogue with parents / guardians, guidance counselors and all other members of the educational community in order to pose any problems that put them off.

To comply with the respect of the elders and the advice given to them while standing in accordance with the internal regulations of their establishment.

Build with the help of the teacher guidance counselor and parents a professional project and develop strategies for its effective realization.

Learn to trust guidance counselors in order to benefit from certain things that are not always taught

Finally, the student must realize that the teacher is concerned about his success and this by his presence during his class hours, the resolution of the difficulties that the student may experience in his subject, the advice the lavish as well as the positive encouragement of the latter towards his students whatever the difficulty encountered

The pupil with the new educational techniques, must know that he is in a living interaction with the teacher. He must know that the real learning is that in which he participates in the construction of his own knowledge. So when the pupil acts, he should always remember the following maxim: "we quickly forget what has been learned; but we hardly forget what we learned for ourselves. "

To respect their teachers and elders because they are more experience than them and only want their good.

To the authorities:

We recommend that the authorities ensure the flawless application of new teaching techniques throughout the territory; because some of these techniques, like school

remediation, meet with reluctance in our large cities; this term is even unknown to rural teachers. We therefore ask them to make all the resources they need available to them. This will undoubtedly make it possible to improve the school performance of the pupils.

### **5.2.3. To parents / Guardians**

Because the first education of children is that received through parents / guardians, we recommend to the parent:

To create in the family a climate of dialogue, affection and encouragement in order to be able to discuss, help and understand the child and the personal problems experienced.

➤ Understand that the pupil's success does not only depend on him but also on the adults with whom he lives on a daily basis at home and at school. For this they must get more involved in their children's studies by questioning themselves about their school work, by requiring regular reports in order to know that the children have problems or not, help them to set up a study plan especially to respect it and to check the work of the tutor in the case or it exists.

Ensure that the environment in which the child lives is favorable to intellectual stimulation, as well as to the quality of friends who frequent him or that he frequents, as well as the extracurricular activities with which he is interested.

➤ Collaborate closely with other members of the educational community and especially with guidance counselors for better knowledge and better monitoring of the child.

### **5.2.4. To the public authorities in charge of education**

For better academic success satisfactory to all of society, the following actions should be taken:

➤ Make effective and accentuated interactions between members of the educational community while requiring parents to go at least once a month to the guidance service in order to interact with guidance counselors on all aspects of the life of their child, for a good follow-up and the spirit of a better tomorrow, failing which a heavy disciplinary sanction will be imposed on the pupil.

➤ Ameliorate the working conditions of teachers.

➤ The political and administrative authorities concerned with making the Cameroonian education system more efficient than in the past; are responsible for passing the laws. But

these once voted must be the subject of a flawless application. This will allow teachers to have fewer concerns that keep them away from class. Then, they will be able to overcome the double syndrome of wastage and repetition.

## CONCLUSION

In the end, the goal of our work was primarily concerned with showing that the teacher pedagogical attitudes have a significant impact on the students' academic performance. To achieve this, after having identified the problem, we emitted the general hypothesis according to which "the teacher pedagogical attitudes significantly influence students' academic performance" To make this hypothesis operational, we broke it down into two research hypotheses centered on two Independent variable :

- The teacher-learner pedagogy relationship
- Affective attitude of the teacher
- Guidance counselor

As for the only dependent variable (the students' academic performance), we noted that it is the criterion variable, passive, response or even the problem raised which is quite perceptible. Some work prior to our study, as well as the theories that we have found useful to explain our topic, in this case the Bowlby attachment theory as well as the social cognitive theory of Bandura.

A field trip allowed us through the survey questionnaire to collect information from a sample of 155 students of the 3(03) form 5 students of GBHS of Ebolowa. We presented and analyzed the results of the study on a real sample of 100 students due to the lack of lost and unusable questionnaires. The use of these questionnaires allowed us to verify the links between our variables. After processing these data, we confirmed the results in various tables before proceeding to the verification of our hypotheses. The two (02) proposed research hypotheses were confirmed using the chi-square test and the degree of connection between the variables was done by the contingency coefficient. Thus there is a significant relationship between the teacher pedagogical attitude and students' academic performance. There is a significant link between the teacher-learner relationship and the academic performance of student and there is a significant relation between the affective attitude of the teacher and students' academic performance.

Our interpretation was made in relation to reality as we ourselves experienced it on the ground. It emerges from this work that the teacher pedagogical attitudes have a positive and direct contribution to the academic performance of learners. Our general hypothesis is therefore confirmed. But we cannot claim to generalize these results to all Form 5 students

throughout the Republic of Cameroon. This is due to some shortcomings encountered in this research.

However, on the basis of our results, we have made recommendations to teacher,s students, parents, and public education authorities. That is why we called on all members of the educational community to join hands, to cooperate in order to obtain an optimal result that is satisfactory for all because we believe; collaboration is the key to success.



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# APPENDICES

## QUESTIONNAIRE

I am a student in ENSET in Ebolowa. As part of our research, I am conducting a study with the topic «Teacher's Pedagogical Attitude and Students Academic Performance." We reassure you of the anonymity of this questionnaire and we ask you to answer all questions with honesty and frankness. However, know that there is no right or wrong answer.

In accordance with the provisions of Article 5 of Law No. 91/023 of December 16, 1991 on statistical surveys and censuses in Cameroon, we guarantee complete confidentiality of your data.

N.B: We ask that you should answer all questions honestly and frankly. Also be aware that there is no right or wrong answer.

### I-Socio-demographic profile.

Please tick the answer that corresponds to your situation.

1. Gender : 1.Male  2.Female
2. Age:
3. Class: Form 5 Bil  Form 5 Art  Form 5 Science
- 4- Do you know the names of all your teachers?
- Yes  No  Few
- 5- Does your teachers care about your study?
- Yes.  No
- 6-Which of your teachers do you like and why?

---

#### II- Research Questions

##### A -Teacher-learner's relationship

1. What is the classroom atmosphere during lessons?

Noisy  less noisy  Calm

2. Does the teacher consider what you say when you participate in class?

Sometime  Always.  Never

3. How do you consider your teacher?

Democratic     laissez faire     Auto-cratic

4. Teachers evaluates on terms not taught in class?

Yes                       No.     Sometime

5. Does your teacher use different methods in teaching ?

Yes                       No                       Sometimes

### **B- Affective Attitude of the teacher**

6. The teachers know the names of your classmate?

Yes     No                       Few

7 Teachers treat everybody equally in the classroom?

Always     Sometime                       Never

8. Does your teacher encourage you to work hard in school?

Always                       sometime                       Never

9. Your teacher care about your school performances?

Yes                       sometime                       Never

10. Are you usually enthusiasm to fellow up certain lesson?

Yes                       Never                       Sometime

### **C- Student's Academic Performance**

11. Did you got the average in the 1st term? Yes     No

If no why?

12. Did you got the average in the 2nd term. Yes     No

13. Which average did you got for the following terms? First term:  } second term

- QUI

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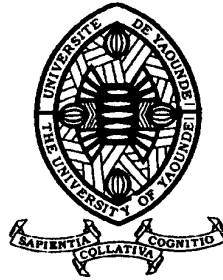
UNIVERSITÉ DE YAOUNDE I

ECOLE NORMALE SUPERIEURE  
D'ENSEIGNEMENT TECHNIQUE

BP. 886 EBOLOWA/ Tél : 237 243 71 78 16

Site web : [www.enset-ebolowa.com](http://www.enset-ebolowa.com)

mailto:ensetebwa@gmail.com



REPUBLIC OF CAMEROON  
*Peace-Work-Fatherland*

UNIVERSITY OF YAOUNDE I

HIGHER TECHNICAL TEACHERS'  
TRAINING COLLEGE

P.O BOX: 886 EBOLOWA/ Tél : 237 243 71 78 16

Site web : [www.enset-ebolowa.com](http://www.enset-ebolowa.com)

mailto:ensetebwa@gmail.com

DEPARTEMENT DE DIDACTIQUE DES DISCIPLINES, DES SCIENCES  
DE L'EDUCATION, DE PEDAGOGIE ET DE LA

**AUTORISATION DE RECHERCHE**

Je soussigné, **BINGONO Emmanuel**, Chef de Département de didactique des disciplines, des Sciences de l'éducation, Pédagogie et de la formation bilingue, autorise l'étudiante **NKILI III THIERRY VERANE** (Matricule 19W1321), inscrite en cinquième année Conseiller d'Orientation, à mener une recherche sur le sujet «**TEACHERS PEDAGOGICAL ATTITUDE AND STUDENT'S ACADEMIC PERFORMANCE** »

En foi de quoi, la présente autorisation lui est délivrée pour servir et valoir ce que de droit.

Ebolowa, le 12 FEV 2021

LE CHEF DE DEPARTEMENT

## TABLE OF CONTENTS

<b>SUMMARY</b> .....	i
<b>APPRECIATIONS</b> .....	iii
<b>LIST OF TABLES</b> .....	iv
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	v
<b>LIST OF GRAPHS</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>RESUME</b> .....	vii
<b>INTRODUCTION</b> .....	1
<b>CHAPTER 1 : RESEARCH PROBLEM</b> .....	2
<b>1.1. Context and Justification</b> .....	4
<b>1.2. Observed fact</b> .....	6
<b>1.3. Theoretical conjecture</b> .....	6
<b>1.4 Statement of the research problem</b> .....	7
<b>1.5 Research question of the study</b> .....	8
<b>1.5.1. Main research question</b> .....	8
<b>1.5.2. Specifics research questions</b> .....	8
<b>1.6. Objectives</b> .....	8
<b>1.6.1. Main research objective</b> .....	9
<b>1.6.2. Specifics research objectives</b> .....	9
<b>1.7 Significant of the Study</b> .....	9
<b>1.7.1. Pedagogical importance</b> .....	9
<b>1.7.2. Social Importance</b> .....	9
<b>1.7.3. Psychological importance</b> .....	10
<b>1.8. Slope of the study</b> .....	10
<b>1.8.1. Thematic plan</b> .....	10
<b>1.8.2. Geographic plan</b> .....	10
<b>CHAPTER 2: REVIEW OF RELATED LITERATURE</b> .....	11
<b>2.1. Definition of Concepts</b> .....	11
<b>2.1.1. The notion of pedagogical attitude</b> .....	11
<b>2.1.2. The concept of academic performance</b> .....	12
<b>2.1.3. Student</b> .....	12

2.1.4. Affection .....	13
2.2. LITERATURE REVIEW .....	13
2.2.1. Teacher quality and student performance .....	14
2.2.2. Influence of teacher's attitude on student academic performance.....	15
2.2.3. Characteristics in relation to student academic performance. ....	15
2.2.4. Factors related to the learner .....	16
2.2.5. Teacher-related factors .....	16
2.2.6. Factors related to the school environment .....	17
2.2.7. UNESCO's contribution .....	18
2.2.8 Factors associated with specific attitudes of teachers .....	18
2.2.9 Bradel contribution .....	19
2.2.10 Dewez's contribution.....	19
2.3. THEORIES .....	20
2.3.1 Social cognitive theory of Albert Bandura.....	20
2.4. Hypothesis of the research.....	27
2.4.1. Main research hypothesis .....	27
2.4.2. Specific research hypotheses. ....	27
CHAPTER 3 : RESEARCH METHODOLOGY .....	30
3.1. Type of research .....	30
3.1.1. Study site .....	30
3.1.2. Historical of Government Bilingual High School of Ebolowa.....	30
3.2. Population of the study .....	32
3.2.1. The target population .....	32
3.2.2. The accessible population .....	33
3.2.3. Justification for the population study. ....	33
3.3. Sample and Sampling techniques. ....	34
3.4. Research instruments: The questionnaires.....	36
3.4.1. Definition of the questionnaire.....	36
3.4.2. Structure of the questionnaire .....	36
3.4.3. Form of the questionnaire .....	37
3.5. Data collection procedure .....	37
3.6. Data analysis technique .....	37
4.1. Presentation and analysis of results.....	39

<b>4.1.1. Presentation of results.....</b>	<b>39</b>
<b>4.1.2. Identification of the investigation.....</b>	<b>39</b>
<b>4.1.3. Research questions. ....</b>	<b>40</b>
<b>4.2. Verification of hypotheses .....</b>	<b>46</b>
<b>4.2.1. Verification of the hypothesis search number 1(HR1) .....</b>	<b>47</b>
<b>4.2.2. Verification of the research hypothesis number 2(HR<sub>2</sub>).....</b>	<b>49</b>
<b>4.2.3. Verification of the main hypothesis .....</b>	<b>53</b>
<b>Chapter 5: Interpretation of results and recommendation .....</b>	<b>54</b>
<b>CHAPITRE 5 : INTERPRETATION AND RECOMMANADATION .....</b>	<b>54</b>
<b>5.1. Interpretation of results.....</b>	<b>54</b>
<b>5.1.1. Interpretation of the results of research hypothesis Number 1 .....</b>	<b>54</b>
<b>5.1.2. Interpretation of the results of research hypothesis Number 2 .....</b>	<b>55</b>
<b>5.2. Recommendations .....</b>	<b>56</b>
<b>5.2.1. To the teacher .....</b>	<b>56</b>
<b>5.2.2. To the students.....</b>	<b>57</b>
<b>5.2.3. To parents / Guardians .....</b>	<b>58</b>
<b>5.2.4. To the public authorities in charge of education.....</b>	<b>58</b>
<b>CONCLUSION.....</b>	<b>60</b>
<b>BIBLIOGRAPHY .....</b>	<b>61</b>
<b>APPENDICES .....</b>	<b>65</b>
<b>TABLE OF CONTENTS.....</b>	<b>69</b>



