UNIVERSITÉ DE YAOUNDE I
*****
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET EDUCATIVES
*****
UNITÉ DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L´EDUCATION ET INGENIERIE EDUCATIVE
*****
FACULTE DES SCIENCES DE L'EDUCATION
*****
DÉPARTEMENT DE CURRICULA ET EVALUATION

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

TEACHER'S PROFESSIONAL DEVELOPMENT AND INTERNAL EFFICIENCY IN SOME PRIMARY SCHOOLS IN YAOUNDE VI SUB-DIVISION

A dissertation submitted and defended on the 7th March 2023 in fulfilment of the requirements for the award of a master's degree in education.

Option: **Educational Management**

Specialty: **Inspection of school life**

BY: NGONG Voilette BIH NDUM

BA in Common Law

Matricule: 18X3935

Jury

Qualities	Names and grade	Universities
President	CHAFFI Cyrille Ivan, MC	UYI
Supervisor	Eleanor ANNEH DASI, MC	UYI
Member	MBEH Adolf TANYI, CC	UYI

DECLARATION

I declare that this dissertation, titled **"Teacher's Professional Development and Internal Efficiency in Some Primary Schools in Yaoundé VI",** is my original work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. This work has neither been submitted nor being concurrently submitted in any other institution.

_____ _____

Name: **Date**

CERTIFICATION

This is to certify that this Dissertation, titled **"Teacher's Professional Development and Internal Efficiency in Some Primary Schools in Yaoundé VI", was** carried out by NGONG Voilette BIH NDUM, **Matricule 18X3935,** of the Department of Educational Management (MED) – of the Faculty of Education, University of Yaoundé 1.

Head of Department **President of Jury**

Supervisor **Examiner of Jury**

Date……

DEDICATION

To the NGONGS

ACKNOWLEDGEMENTS

I am heartedly grateful for the efforts put in by my supervisor, Prof. Dasi Eleanor to read, modify, guide and direct me throughout the research process.

Special thanks to all the lecturers of the Faculty of Education. They trained me in all the courses I went through and gave me in-depth knowledge on research techniques which I have applied to the realization of this work.

I am grateful to Dr. Blaise Fossimock for his relentless effort in monitoring the project and directing me to various sources of information (material and further lecture) that helped in the building up of this project.

I equally thank my classmate Joel Bafon who collaborated with me during studies. We exchanged ideas, material and held several working sessions.

Finally, I sincerely thank my friends: Tamo Michel, Donnat Takuete, Mbuh Sonia, and Ngunkeng Awunganyi Mildred, for their constant encouragements and other support that enabled me to go through this process research process.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CCSRI: Center for Comprehensive School Reform Improvement

CBA: Competence Based Approach

CNA: Competence Not Acquired

GTTC: Government Teachers Training College

ICT: Information and Communication Technology

MRH: Main Research Hypothesis

MINEBAS: Ministry of Basic Education

PD: Professional Development

SPSS: Statistical Package for Social Sciences

TPD: Teachers Professional Development

TFGDG: Teachers Focus Group Discussion Guide

TPRS: Teachers Instruction Task Performance Rating Scale

UNESCO: United Nations Education and Cultural Development Association

UNDP: United Nations Development programme

UNICEF: United Nations International Children's Emergency Fund

MED: Management of Education

ABSTRACT

This study, entitled "Teacher's Professional Development and Internal Efficiency in some selected primary schools in Yaounde VI", examines the influence of teacher's professional development on the school's internal efficiency. The problem of this study emanates from the observed fall in the internal efficiency in primary schools observed in poor performance, low averages, failures, repetition, dropouts, reading deficiency and a general fall in the quality of primary school leavers). To go through this study, we set the main and specific objectives. The main objective was to examine the influence of teacher's professional development on internal efficiency of primary schools. From this we also set the main and specific research question thus: How does teachers professional development influence internal efficiency in primary schools. We also set main and specific hypothesis. The MRH(a) was there is a relationship between teacher's professional development and internal efficiency in primary schools. The MRH (0) was there is no relationship between teacher's professional development and internal efficiency in primary schools. In this mixed study, we employed the correlational research design. The data was collected with the help of questionnaire and with the help of a purposive sampling, we used a sample size of 112 participants. We also employed three theories in the study: Behaviourism theory (BF Skiner 1898), Vygotsky's social constructivists theory of learning and Welblerg's theory of Academic achievement/performance (1992). The data was analysed through the Statistical Package for Social Sciences (SPSS) version 23.0. Spearman correlation technique and presented in inferential and Descriptive statistics. RH1: There is a strong correlation between Pedagogic focus and internal efficiency. Based on the level of significance 0.000, less than 0.05, (alpha) Standard error margin: $r = 0.346$, $P = 0.000 \leq 0{,}05$. There is a strong correlation between curriculum focus and internal efficiency, based on the level of significance 0.008 less than 0.05, (alpha). Standard error margin: $r = 0.245$, $P = 0.008 \leq 0{,}05$. There is a strong correlation between leadership focus and internal efficiency, based on the level of significance is 0.000, less than 0.05, (alpha) Standard error margin: $r = 0.411$, $P = 0.000 \leq 0{,}05$. From here, we recommend that intensify in-service training or professional development activities tilted towards pedagogy, curriculum and leadership enhancement in teachers.

KEY WORDS: Teachers, professional development, internal efficiency

RESUME

Cette étude intitulée « Le développement professionnel des enseignants et l'efficacité interne dans certaines écoles primaires sélectionnées de Yaoundé sixième » examine l'influence du développement professionnel des enseignants sur l'efficacité interne de l'école. Le problème de cette étude émane de des mauvais résultats, faibles moyennes, échecs, redoublements et abandons, déficit de lecture et baisse générale de la qualité des élevés sortant de l'école primaire. Pour passer en revue cette étude, l'objectif principal était d'examiner l'influence du développement professionnel des enseignants sur l'efficacité interne des écoles primaires. À partir de là, nous posons également la question de recherche principale : Comment le développement professionnel des enseignants influence-t-il l'efficacité interne dans les écoles primaires. Nous avons également défini des hypothèses principales. Qu'il existe une relation entre le développement professionnel des enseignants et l'efficacité interne dans les écoles primaires. Et Qu'il n'y avait pas de relation entre le développement professionnel des enseignants et l'efficacité interne dans les écoles primaires. Dans cette étude mixe, nous avons utilisé le plan de recherche corrélationnel. Les données ont été recueillies à l'aide d'un questionnaire et à l'aide d'un échantillonnage téléologique, nous avons utilisé un échantillon de 112 participants. Nous avons également utilisé trois théories dans l'étude : la théorie du behaviorisme (BF Skiner 1898), la théorie de l'apprentissage des constructivistes sociaux de Vygotsky et la théorie de Welblerg de la réussite scolaire / performance (1992). Les données ont été analysées dans le cadre du Paquet statistique pour les sciences sociales (SPSS) version 23.0. Technique de corrélation de Spearman et présentée en statistiques inférentielles et descriptives. Les résultats ont montré que tous les Ha ont été conservés et les Ho rejetés : RH1 : Il existe une forte corrélation entre l'orientation pédagogique et l'efficacité interne. Selon le niveau de signification 0,000, inférieur à 0,05, (alpha) Marge d'erreur-type : r = 0,346, P = 0,000 ≤ 0,05. Il existe une forte corrélation entre l'orientation du programme et l'efficacité interne, basée sur le niveau de signification 0,008 inférieur à 0,05 (alpha). Marge d'erreur-type : r = 0,245, P = 0,008 ≤ 0,05. Il existe une forte corrélation entre l'orientation du programme d'études et l'efficacité interne, basée sur le niveau de signification est de 0,000, moins de 0,05, (alpha) Marge d'erreur type : r = 0,411, P = 0,000 ≤ 0,05. À partir de là, nous recommandons d'intensifier les activités de formation en cours d'emploi ou de perfectionnement professionnel axées sur la pédagogie, le programme d'études et l'amélioration du leadership chez les enseignants.

MOTS-CLÉS : Enseignants, Développement Professionnel, Efficacité inter

CHAPTER ONE

General Introduction and Background of the Study

Introduction

Professional development (PD) is an area of ongoing interest in education and companies—in part to explore possible market opportunities, but also to better understand the current needs and key issues of interest to their customers. Educators are facing increased pressure to improve teaching practices, implement individualized instructional approaches, and increase student learning and achievement outcomes. Effective professional development or in-service training is essential in order to address these complex goals. Effective professional development can affect teacher attitudes and skills positively leading to an increase in quality education (Hien, 2008). In school, professional development is an opportunity for teachers to collaborate and learn from experts and peers despite spending a significant amount of their work time in a classroom separated from each other (Beavers, 2009).

Teachers need to know and understand course content and the applicable content connections. According to Darling-Hammond (1998), they must deliver the content in a way that engages the learners. They must interpret learner statements, actions, and experiences so that they can support the students' growth in cognitive, social, physical, and emotional domains. They must understand the different ways students learn and they must use different strategies to address each learning style, all the while considering any specific student learning disability or need that might exist, including language acquisition. Teachers need to know and be able to access curriculum resources and technology applications relevant to student exploration and learning. They must nurture collaboration both for students and for themselves professionally.

Furthermore, teachers must analyze, reflect, and assess their teaching practices and the impact their instruction has on students so that they can adjust and improve their lessons. Most importantly, while remembering the numerous and compounded aforementioned challenges, teachers also must motivate students to learn. Therefore, teachers must have powerful learning opportunities to develop the sophisticated teaching practice required for student learning (Darling-Hammond, 1998; Desimone, 2009). However, Hill (2007) states that professional development can enhance teaching and learning and teacher learning can lead to increased student performance. She presents the following general principles: Increasing the time invested pays off in terms of

effects on teaching and learning. Content that focuses on subject-matter-specific instruction and student learning, including student work or assessment results, matters. Teachers' professional development should be aligned with and support the instructional goals, school improvement efforts, and curriculum materials in teachers' schools. Collective participation of entire schools and "active" learning lead to improved teaching and student outcomes. Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills.

Teaching abilities or aptitudes is the teacher's level or the best teaching stage a teacher can reach with the process of learners' transformation. Teaching ability come with training, experience and determination. When the teaching staff are empowered via in-service trainings that focus on the curriculum, pedagogy, evaluation, collaboration and even leadership style, they improve on their task. The learners under them perform better in studies, the improve on the learners' life style, averages, number promoted and even in the future of the learners. The up surging of in-service training is vital to activate and renovate teacher's knowledge in teaching. This brings to mind the hypothetical premise that teaching ability could be more effective if teachers are effectively empowered. This motivated the researcher to undertake a study of this caliber to ascertain if there could be a relationship between the concepts. This work is presented in five chapters: chapter one is the introduction, chapter two is the literature review, chapter three is the research methodology, chapter four is the presentation and interpretation of findings, while chapter five is discussion, conclusion and recommendation.

This first chapter presents the background of the study, the research problem, the objectives, research questions, research hypothesis, and the justification, significance of the study and definition of key concepts.

1.1. Background to the study

1.1.1. Historical background

The concept of teacher's professional development originated in the 1920s in USA. The history of professional development for teachers has in many ways come full circle from its early days. Among the earliest eras in professional development history was the Denver Plan of the early 1920s. The Denver Plan was the work of Jesse H. Newlon. Since this period teacher professional development (also known as "in-service training" or "staff development") has exhibited elements of each of the five strategies proposed by Dennis Sparks: training, individually guided staff development, observation/assessment, inquiry, and involvement in a development/improvement process. Each of these strategies has held differently sized shares in the total "mix" of extant types in different periods.

Teachers' professional development has become a major focus of school reform initiatives. As school reform strategies have evolved since the mid-1980s, policymakers, educators, researchers, and other members of the education community have gradually come to recognize that the kinds of changes in schooling and instruction envisioned by current reform efforts require fundamental changes in teachers' knowledge and their working relationships with students, and that traditional forms of professional development activity are inadequate for the task. Responding to these concerns, the various governments, states, districts, schools, and a host of professional organizations have launched a wide variety of efforts to improve the quality of teachers' professional development activities. For a long time, the form of teacher development available has been 'staff development' or 'in-service training', usually consisting of workshops or short-term course. This was often the only type of training teachers would receive and was usually unrelated to the teachers' work (Villegas-Reimers, 2003). Since the beginning of 21st century, however, the development of teachers has been considered a long-term process that includes experiences planned systematically to promote growth and development in the profession (Cochran-Smith and Lytle, 2001; European Commission, 2010). The transformation and the reality of teacher professional development in different areas of the world are issues focused among studies (Desimone, 2009; OECD, 2005)

The professional development of teachers is regarded as an individual and collective process that should be accomplished in the workplace of the teacher, i.e. the school. Furthermore,

it is looked upon as a contribution to the development of the teacher's professional skills, by means of a variety of both formal and informal experiences. The concept of professional development has changed over the last decade, as a result of increasing understanding of how the teaching to learning processes are created. Indeed, professional development has recently come to be viewed as a long-term process, covering different types of opportunities and experiences that are systematically planned to stimulate the development and evolution of the teacher. Today the process of professional development has expanded to formal settings like conferences, courses, seminars, retreats and workshops. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives or even just chatting with a colleague in the staff room

In Cameroon, the last decades have been characterized by recurrent changes in education, curriculum and teaching methods. These changes masterminded the frequent organization of in-service training in schools, at the divisional, regional and even at the national level. Primary school teachers are constantly invited for pedagogic seminars, conferences and workshops where they learn the new changes and renovate their skills in order to improve on the teaching method. These workshops however, are mostly once a year in most schools in the cities meanwhile those in the villages and remote areas hardly have that opportunity.

1.1.2. Conceptual background

Professional development

Fishman defined professional development as "learning activities related to the profession of teaching" that occur after initial certification (2016, p. 14). Professional development can have many variations including number of participants, session or program length, design and delivery method. Professional development is an ongoing scholarly process for teachers throughout their careers. Reeves (2010) states that, "sustained capacity building for high-impact learning depends on the development of teacher leadership" (p. 71). He defines high-impact professional learning with three essential characteristics: a focus on student learning, rigorous measurement of adult decisions about student learning, and a focus on people and practices, not programs. Effective professional learning is intensive and sustained, is directly relevant to the needs of teachers and students, and provides opportunities for application, practice, reflection, and reinforcement (Reeves, 2010). Schmoker (2012) claims professional learning must be focused on curriculum,

literacy, and instruction and leadership. A quality professional development programmes is focused on teacher's and student's needs. That is why, for teachers' professional development to be successful, the focus of the programme must be on the content or curriculum, teaching, leadership, collaboration and other elements which entails or directly intervene in the transmission to learners.

It is from the learners' achievements in academic that the quality of the teaching staff could be determined and the effectiveness of the professional development programmes is viewed. With a valid measure, professional learning can be purposeful and results-driven. According to Guskey (2005), the objectives of professional development are to make a difference in teaching, to help educators reach high standards, and ultimately to have a positive impact on students. Verily, in-service training helps to improve the professionalism of teachers in enhancing and maintaining skills, knowledge and their ability to carry out their duties as excellent educators Imogie (1992) suggest that school management should align in-service training with actual teacher needs. This study brings in concepts that professional empowerment focuses on and which have direct connection with teachers' interest and impact learners. In-service training has pedagogic focus, curriculum focus and leadership focus effective empower teachers in all ramifications.

Pedagogic focus

Pedagogy is the act of teaching. It is a vital skill that teachers leverage on to enable transmission of knowledge to learners. In professional development, teachers receive further training on teaching methods and evaluation. The focus on teaching style is about deliberate practice with the opportunity to apply feedback immediately for improved performance. According to Perish (2013), teachers are able to maximize student achievement when they are supported by school and system leaders who give them time, the professional learning opportunities, and the respect that are essential for effective teaching (Reeves, 2010). The main purpose of teaching at any level is to bring out a significant change in the learner (Tebabal &Kahssay, 2011). Most teachers today apply the learner-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007).

Just like in Cameroon, the Competency Based Approach (CBA) has become the new teaching strategy. It is being transferred to teachers via seminars and conferences. Transferring knowledge requires teachers to use the appropriate teaching method that best suits the learner and

suit the objectives and desired outcomes. These teachers transfer knowledge using the recurrent methods depending on how frequent, effective, and impactful their in-service training is organized. In Cameroon seminars organized to empower teachers in teaching using new methods are very scarce. Sometimes not those teachers even attend the seminars. The seminars sometimes are orgnanised mismatch with teachers and learners' interest or difficulty. Some schools do not give teachers time, or motivation for in-service training. This result to the use of obsolete methods in teaching. The poor academic performance by majority of the pupils in various subject areas is basically linked to the application of ineffective teaching methods by teachers to impact knowledge to learners and therefore teachers need to be conversantly empowered (Tebabal & Kahssay, 2011).

Curriculum focus

Schmoker (2012) claims professional learning must be focused on curriculum, literacy, and instruction. A coherent curriculum has the greatest impact on student success. Teachers must teach a guaranteed and viable curriculum to every student every day in every classroom. Student success is monitored by periodic common assessments. Curriculum is inseparable from literacy: "Curricula and literacy are linked inextricably; together, they are the keys to academic and career success and to informed, effective citizenship. The planning and designing of in-service training of teachers must bring in the curriculum that these teachers are actively using. During the training, teachers get trained on the curriculum development, how to exploit the curriculum, how to design course and lessons from the curriculum and further show the evaluation strategies that work with the present curriculum. This is very important because it places the teacher on the right path, it keeps the teacher from missing the objective of the curriculum per level, it helps the teachers to prepare the students for public exams. Professional empowerment that has shown an impact on student achievement is focused on the content that teachers teach.

According to Greitzer, (2002) content-focused PD generally treats discipline-specific curricula such as mathematics, geography, history at a time. It is most often job embedded, meaning the PD is situated in teachers' classrooms with their students, as opposed to generic PD delivered externally or divorced from teachers' school. This focus of PD can provide teachers the opportunity to study their students' work, test out new curriculum with their students or study a particular element of pedagogy or student learning in the content area. Ideally, the PD is aligned

with school and district priorities, providing a coherence for teachers, as opposed to having PD compete with differing school and district priorities, (Maduabum, 1992)

However, apart from the limited in-service training offered to teachers in most primary schools in Cameroon, some of the seminars are not focused on the curriculum. This implies the teachers may not learn anything new or relevant to the curriculum that is being revised annually. When teachers are not properly and continuously updated in the changes brought in the new curriculum, their teaching becomes problematic. This probably has a negative effect on students learning and performances. Students may be misled and thought the wrong information.

Leadership focus

Teacher leadership is understood as the ability of an individual teacher to influence and guide followers or students and other members of the institution. Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. According to the Center for Comprehensive School Reform and Improvement (CCSRI) (2005a). A leader is someone with the vision, inspiration, thinks critically, self-aware, open-minded, creative, flexible, responsible and dependable. A good teacher is a good leader, he/ she does not only teach but motivates, inspires and improve the learner. He is flexible and adapt to new changes in the society. He thinks critically and creatively to design the courses and lessons to practical realities. Leadership is a generic skill that all teachers need and should be trained in. leadership is an integral part of the teaching profession.

CCSRI (2005b) further opines that Enhanced teacher leadership produces some intermediary outcomes that improve teaching and learning "such as creating positive learning relationships between teachers and students and among students, establishing classroom routines and expectations that effectively direct student energy, engaging the student in the learning. According to Victoria and Kathleen (2015) the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students. However, it is observed that the staff empowerment programmes organized for primary school teachers seldom teach leadership skills. The concept of teacher leadership is not given the interest it deserves; this may be a contributing factor to student's performance in schools. Teachers may be lacking in

coordination, controlling, decision making, and a host of other leadership skills that could make teaching -learning process better, (Troen & Boles 1992).

Internal efficiency

Internal efficiency in primary education is involved with the optimal use of resources (inputs) in producing its output. Assessment of internal efficiency is typically done for a specific level of education (like the primary) (UNESCO, 2004). The process of production in an in primary schools in any formal education system are compared with regarded as a system (input processes and output) (Rolle, 2003). Educational productivity is the effective and efficient production of educational outcomes. It includes inputs which combine expenditure per student and outcome (student achievement through utilization of production function analysis) in addition to this productivity is the final outcome of better input in the form of schooling and educational outcomes controlling the influence of various other aspects (Blaug,1972). Educational organizations are the most important formal institutions which play a role in moulding the ideas, habits, and attitudes of students with a view to producing well balanced personalities, physically strong, mentally alert, emotionally stable, culturally sound, and socially efficient citizen Therefore, building a strong and productive culture in the sense institutions based on shared vision conducive to promoting collaboration in enhancing quality and the overall school improvements is a critical issue and depends on the leadership's effectiveness. Stoll, (1999) in (Dimmock & walker, 2005).

Sanothimi & Bhaktapur, (2001) in Koang (2014), clarify that: the question of educational quality is also a question of internal efficiency in education system. Therefore, internal efficiency and quality of the education system can be indicated by calculating the promotion, repetition & dropout rates, at various levels. Furthermore, efficiency also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates. To put it differently, improving internal efficiency of the school system is by default improving quality of education because both of them focus on relationship of educational inputs, processes & outputs of the system. (Koang, 2014).

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and even university (2014). Academic performance or "academic achievement" is the extent to which a pupil, student, teacher or institution has

attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees, FSLC and common entrance (the case of Cameroon) represent academic achievement in primary schools. Apart from these certificates other intrinsic and extrinsic achievements also accrue as the learner's progress in education, among them we have;

Re-organized something to make it work better.

Identified a problem and solved it.

Come up with a new idea that improved things.

Developed or implemented new procedures or systems.

Worked on special projects.

Received awards.

Been complimented by your supervisor or co-workers

Scholarships.

Honor Roll inclusion for high grades.

Awards won for specific activities or subjects

Inclusion in student-related achievement publications.

Perfect attendance awards.

Academic success is important because it is strongly linked to the positive outcomes we value. Academic achievement of pupil in primary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and this account for the reason why the state have been working hard to untangle factors that militate against good academic performance (Aremu &Sokan, 2002). This phenomenon has been variedly referred in literature as academic achievement, or scholastic functioning. Academic achievement of learners has attracted attention of scholars, parents, policymakers and planners. Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by pupils. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents (Osiki, 2001). Pupils academic

achievement is measured in averages, knowledge and skills, discipline, attendance rate and teachers' satisfaction.

1.1.3. Contextual background

The context of this study is that of educational inputs and educational internal efficiency in the primary schools in Mfoundi division. It is focused on the relationship between the inputs and outputs and not outcomes. Inputs in the primary sector are the various elements that enable the education system to properly function. Inputs include the human resources which include pupils, educational managers, students and nonhuman resources like; educational materials, buildings, different machineries and equipment that are required for the normal function of a teaching – learning process that takes place in a school. Education output, on the other hand, refers to the expected results of the objectives of the system mainly student achievement. The knowledge, skills, attitudes and exposures the pupil acquire from the schools are indicators of the output of an education system. (Coombs & Hallak, 1987).

In education teachers constitute what can be called school manpower. Teachers are the salient factor in the education production function considering the fact that education is highly labour intensive. Production in this field cannot be maximized if the teacher is poorly trained or if he is inefficient (Tafah, 1996). This however entails that the teaching learning process centres on the teacher who is considered as the basic element of the education production function. In other words, the teacher is a liaison or a fundamental bridge between other scarce resources and the required output. The teacher uses the inputs to determine the nature of school processes and output. It implies that the degree of teachers' quality and commitment in his task would certainly influence the quality of the educational output which is the interest of every stakeholder, observed mostly on the learners change of behavior and performances.

Primary education outputs need to have a certain level of professional qualification in order to bring change in the pupils and the society in terms of literacy level, economic growth and development. Educational output can be seen from three perspectives such as the cognitive, affective and psychomotor domains. Educational outputs in the cognitive domain include the knowledge students acquire in school. This is often measured with used of cognitive tests. Outputs in the affective domain refer to variables such as attitudes, feelings and behaviours while outputs in the psychomotor domain include observable skills or competences which can be employed to

effectuate a change in any given domain. Generally, it is ascertained that the quality of the output is influenced by the quality of the inputs (Koang, 2014) mostly the teaching staff. Educational inputs include all resources in financial, material and human form that are injected in the education production process in order to meet set objectives. Educational quality can be referred to the degree of goodness or badness of an education process.

Teacher motivation and empowerment can be seen in teacher Professionalism which is an aspect of his conduct, attitude, aims or qualities in his profession (Farrant, 2010). The qualities to be activated include competency, honesty, integrity, accountability and self-regulation. The process of teachers in-service training has three principal focus: the pedagogic focus, the curriculum focus and the leadership focus. This helps to enhance teachers' assiduity which can be conceptualized in terms of efforts, diligence, and teaching with devoted and solicitous attention. Working conditions is a situation in which individuals or members of staff work and extends to include those variables like physical environment, stress, noise level, degree of safety or danger and the like. Discipline here is seen in terms of the principals' skill in guiding, directing and controlling available resources to attained educational objectives. In Cameroon like other countries in the world, primary education is provided by public and private partners. Public partners include the government while private partners are both confessional and lay. The cost of primary education here is not proportionate owing to the fact that funding sources are not the same.

The primary school in Cameroon is actually the first learning institution of formal education. The age-old mergence between the two systems of education still stand the taste of time today. Just like the country's bilingual nature, Cameroon primary education under the ministry of basic education (MINEDUB) operates in a dual system (British and French). The primary education is offered by the state, the private individuals and the mission to every citizen at different cost. Since the UNESCO's operation education for all (2000), the Cameroon government declared primary education free, compulsory and opened more schools around the country to increase access and affordability by all. Although declared free, families pay for uniforms, books and the Parents Teachers Association levy. Primary education is one of the most populated levels of the Cameroon educational chain. It is the basic and happens to be one of the most delicate as it faces numerous challenges from personnel, to infrastructure, funding and even leadership.

According to Nguimbous (2018), between 2011 and 2017, the number of elementary schools identified in Cameroon improved from 14,712 to 18,596, an increase by 26.7%. in the same light, the number of teachers grew by 23% from 79,181 to 97,333 over the same period. However, indicated in the document, the number is unevenly dispatched across the country. For 1.2 million pupils registered in the central and coastal region, there are only about 40,000 teachers, 31,000 classrooms and 6,000 schools. According to the latest Human Development Index report published by the United Nations Development Program (UNDP), the average schooling time among young men is 7.6 years while the required time is 13 years.

The primary school is offered in two systems as earlier mentioned. The Anglo-Saxon takes six years (from class 1-6) where the learners write the first school living certificate and the common entrance that grantee access into college. Meanwhile the francophone learners take 6 years and complete the sixth year with BEPC. The primary education is spurred by different yearly plans. The primary objective of the current plan, "Document de Stratégie du Secteur de l'Education et de la Formation 2013-2020" is the achievement of quality universal primary education. This objective aligns with the national strategy for growth and employment goal of providing the production system with human capital capable of supporting economic growth. The country has made notable progress in recent years on some indicators, including increasing the textbook/learner ratio, recruiting and deploying new teachers and assessing learning outcomes. However, the education sector still faces many challenges particularly due to the many crises the country has faced in recent years. The current education sector plan is focused on improving access and equity, quality and relevance, as well as governance and management of the sector.

The context of this study is designed by the prevalence of the professional development that is fast becoming a tool for professionalism in schools. The constant reforms, modifications and changes in syllabus, teaching approaches and societal exigencies necessitates effective in-service training designed to empower the teachers in the changes. In Cameroon, the government has in place the Government teachers training college (GTTC) and ENIEGE for the training of primary school teachers. However, the teachers in the system need recycling, upskilling and empowerment that will make them better, encourages and confident with their teaching process. Pedagogic seminars and conferences are organized from time to time, especially at the beginning of the academic year, but they are hardly effective. This is probably because the teachers are not motivated to attend, the content are not designed to the teachers' interest, or school heads do not

put in place motivating modalities to encourage teachers get trained. This however constitutes a huge challenge to the teachers. It slows the teaching process and may negatively affect the students' academic achievement.

1.1.4. Theoretical background

Theories are meant to guide the research while research provide the strength for theories. Amin (2005). Theories help us to understand the phenomenon with which it deals, predict the behaviour of a system under study and provides a sound framework for organizing and interpreting results. According to Kerlinger, (1973) cited in Amin (2005), a theory is a predisposition that predicts a system view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomenon. As educators there are many theoretical approaches to take towards Teachers Professional Development. The approaches are based on sets of assumptions that makes the base on education, experience and other factors. With this in mind, we provide an analysis of in-service training perspectives including the major proponents and tenets and how each theory has been applied. For effective understanding of the work the following theories were used: Social learning theory: Albert Bandura (1977), Behaviourism theory (BF Skiner 1898), Vygotsky's social constructivists theory of learning and Welblerg's theory of Academic achievement/performance (1992).

Social learning theory: Albert Bandura (1977)

This is a theory of learning process and social behaviour which proposes that new behaviours can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement.

Behaviourism theory (BF Skiner 1898)

This is a systematic approach to understanding the behaviour of humans and other animals. It assumes that behaviours is either a reflex evoked by the pairing of certain antecedent stimuli in the environment, or a consequence of that individual's history, including especially reinforcement and punishment contingencies, together with the individual's current motivational state and

controlling stimuli. Although behaviourists generally accept the important role of heredity in determining behaviours, they focus primarily on environmental events.

Vygotsky's social constructivists theory of learning

According to the educational learning theory of Lev Vygotsky his findings strongly indicate the methodological procedures for the classroom most generally "Vygotskian perspective the role of the teacher is that of providing scaffolding (collaborating dialogue) to assist students on tasks within zones of proximal development.

Welberg's theory of Academic achievement/performance (1992)

Welberg's theory of academic achievement posits that psychological characteristic of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992. Walberg's theory tackles about the influences on learning that affects the academic performance of a student. It is an exploration of academic achievement wherein Welberg used a variety of methods on how to identify the factors that affects the academic performance of a student. He analyzed his theory with the help of different theorists and integrated his study with over 3000 studies. In his theory, he classified 11 influential domains of variables, 8 of them were affected by social-emotional influences namely, classroom management, parental support, student-teacher interactions, social-behavioral.

1.2. Statement of the problem

Primary education is the baseline for the training of citizens in every country. It has recently attracted the interest of everyone, the state and other organisations like UNESCO and UNICEF. The interest is to improve its quality, improve access and ensure EA as stipulated by UNESCO (2000). The state trains teachers to improve the pupils learning achievement, the pupils go to school in order to improve themselves and the parents look up to their children's performances. Some institutions organize professional development programmes to improve on these teachers teaching ability in order to improve learning. In Cameroon, many pedagogic seminars are organized for this purpose, especially with the coming of CBA.

Unfortunately, there is a growing concern of the society about the realization of primary education objectives due to doubt that there has been steady decline in teachers' instructional task

performance and learners' academic achievement which depicts non-realization of school objective among learners (Adeniji, 2002). This has been attributed to gaps in teachers' competence, poor mastery of curriculum instruction, learning facilities and resources, funding and institutional management, poor leadership skills (Ayeni & Akinola, 2008; Ipaye, 2002; Ogunu, 2001; Okebukola, 1996 and Zobaida, 2008). The identified gaps and challenges in the learners' academic achievements include inadequate planning and delivery of lessons by teachers; - lack of proper monitoring and evaluation of students' learning; - inadequate provision of training facilities to develop teachers for professional growth and increased productivity. A consideration of the above shows that there is a greater challenge ahead of teachers partly because of existing gaps and inadequacies in their professional development. The limitation in staff development has negative impacts on the pupil. The teachers do not master the curriculum, they have no leadership skills and archaic teaching methods. Teaching become too challenging and learners begin to perform poorly, some fail and repeat classes while others drop out of school. These academic dropouts become victims of early marriages, unwanted pregnancies, thieves and constitute nuisance in the society. It is based on this peril that the researcher undertook this study in order to propose possible solutions to curb this pupil malice in the society.

1.3. Research objectives

The conduct of the study was guided by general and specific research objective as follows:

1.3.1. The main research objective

To examine the influence of teachers' professional development on internal efficiency in some primary schools in Yaounde VI

1.3.2 Specific research objectives

To analayse the impacts of pedagogic focus on internal efficiency in some primary schools in Yaounde VI

To examine the effects of curriculum-focus on internal efficiency in some primary schools in Yaounde VI

To study the role of leadership focus on internal efficiency in some selected primary schools in Yaounde VI.

1.4. Research Questions

The conduct of the study was guided by general and specific research questions as follows:

1.4.1. Main research question

How does teachers' professional development influence internal efficiency in some primary schools in Yaounde VI?

1.4.2. Specific research questions

How does pedagogic focus of professional development influence internal efficiency in some primary schools in Yaounde VI?

What effects does curriculum-focus of professional development have on internal efficiency in some primary schools in Yaounde VI?

How does leadership focus of professional development impact internal efficiency in some primary schools in Yaounde VI?

1.5. Research Hypothesis

The conduct of the study was guided by general and specific research hypothesis as follows.

1.5.1. Main research hypothesis

Ha: There is a relationship between teachers' professional development and internal efficiency in some primary schools in Yaounde VI.

1.5.2. Specific research hypothesis

Ha: There is a relationship between pedagogic focus of professional development and internal efficiency in some primary schools in Yaounde VI.

Ha: There is a relationship between curriculum-focus of professional development and internal efficiency in some primary schools in Yaounde VI

Ha: There is a relationship between leadership focus of professional development and internal efficiency in some primary schools in Yaounde VI

1.6. Delimitation of the study

This research work is delimited thematically, geographically and time wise.

1.6.1. Thematic delimitation

This piece of work which is treated in an educational perspective, falls within the context of Sciences of Education, specifically in the department of curriculum and evaluation / education administration option inspection of school life. Sciences of education here concerns the study of different aspects of education; that is, its methodological, didactics and pedagogic, approaches. It involves diverse disciplines: history of education, sociology of education, anthropology of education, didactics of disciplines, psychology of learning, comparative education, school administration, organization and functioning of educational systems, educational policies, professional and continuous training, training of the teaching personnel, specialized teaching, among others. The first course in Sciences of education was created by Jules Ferryin 1883 in Sorbonne, France and the first seat for the said subject in the above city was occupied by Henri Marionin1887. Professional development fall in the concept of education administration.

1.6.2. Periodic delimitation

This study unfolded from 2018 academic year through 2022 academic year. The researcher has had four semesters of academic training and a semester for internship and scientific research writing. This period gave the researcher the possibility to explore the concepts and realities in the field. This also gave the researcher ample time to observe and empirical literature on the prevailing phenomenon under study. The administration of questionnaires was done during the second term when the teachers and pupils were still in school.

1.6.3. Geographical delimitation

This study was carried out in the Yaoundé VI in the Mfoundi division of the centre region of Cameroon. Yaoundé VI covers a surface area of 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the six sub divisions that make up the Mfoundi division of the Centre region. The sub division is headed by Biyem-assi. The study centers on the primary school's teachers, pupils and the administrators whose interest is priorities among all educational stakeholders. The study was carried out on the following schools;

- Government Bilingual Primary School Biyem-assi Group IA
- Government Bilingual Primary School Biyem-assi Group IB
- Government Bilingual Primary School Biyem-assi Group IIA

- Government Bilingual Primary School Biyem-assi Group IIB
- Government Bilingual Primary School Etoug-ebe Group I
- Government Bilingual Primary School Etoug-ebe GroupII
- Government Bilingual Primary School Mvogt-betsi Group I

1.7. Justification

The recent changes and modifications in the curriculum of primary schools in Cameroon needs to be emphasized in order to make sure every teacher is on the same page. Thus study is timely and relevant as it focuses on given the educational stakeholders the strategies that work. In this light, this study proposes the professional development of teachers as the ideal to enable staff get effectively transmit the new curriculum to the students.

Moreover, the observed fall in academic performances among pupil in the Yaounde VI has become a call for concern. The pupils perform below average and are promoted to next classes due to the policy of collective promotion. The collective promotion does not solve the problem. Therefore, a study of this magnitude becomes indispensable as it gives a better way that enhance teaching that make learners better. The study focuses on pupil performances which determines the future of the education or how they perform in secondary schools. This study proposes strategies that improve student's performances

Furthermore, this study is worth conducting given its timeliness: It is coming in when the Cameroon educational system is on the process of implementing another pedagogic strategy – Competences based approach (CBA), thus it enables stakeholder to consider investing more in in-service training of teachers in order to enhance this new pedagogic process. Again, it is geographically relevant as it takes place in Yaoundé VI Sub division where pupils academic performances are comparatively falling, yet no study of this caliber has been conducted there.

1.8. Significance

Whether applied or fundamental, every research exercise has its benefits. This can be direct or indirect and is usually to either the discipline or the scientific field under which it is conducted (theoretical interest) and the area or population concerned (practical interest). Such is the case in point.

1.8.1. To the scientific community

The scientific world is like an ocean that collects from the surrounding rivers and for the former to be intact; there must be a continuous supply from the latter. So, the researcher is convinced that this piece of work will immensely contribute towards the extension of the frontiers of scientific knowledge in Education. This is in the sense that new facts and more information concerning professional development and pupils' academic achievement will now be put at the disposal of upcoming researchers. It will create awareness to the need of a more practical history or methods of improving teacher's competences that makes learners problem solvers.

1.8.2. To the State and the Ministry of Basic Education (MINEDUB)

This work will enable all policy makers in Cameroon on the need to rethink the way in-service training of teachers is carried out. It will also help primary education stakeholders at the Ministerial level to review the manner in which authorities train teachers more so that they can easily measure the learner's achievement in end of year exams, problem solving skills. It will put more value on primary schools and learners in Yaounde VI in particular and Cameroon in general.

1.8.3. To Teachers and school head teachers

This piece of work will serve as a handbook to teachers and school head teachers and as a mirror through which the professional development of teachers in primary schools can be visualized. This study brings in more qualities of effective professional development that stakeholders can duel on and employ to enhance skill acquisition on learners. It will sound an alert to the authorities so that they bring in curriculum, pedagogy and assessment styles that suit all the subjects specifically so that teachers will learn and apply in classes.

1.9. Definition of concepts

In this part of the work most of the key concepts shall be defined summarily as detailed have been given in the conceptual background.

Professional development

Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning

opportunities situated in practice (Porter, 1986). Or better still, it is the set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness.

Pedagogy

Pedagogy is defined simply as the method, and practice of teaching. It's also the method and practice of teaching, especially as an academic subject or theoretical concept.

Curriculum

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences

Leadership

Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.

Internal efficiency

Internal efficiency of the school system concerns maximizing the relationship between inputs and outputs (Galabawa, 2003). For Haq & Haq, (1998), internal efficiency refers to the links between educational inputs (such as teachers, text books) and learning achievements.

Academic achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

Conclusion

The first chapter of this study is titled general introduction and background to the study. it examines the historical, conceptual, contextual and theoretical background to the problem. It further presents the problem statement, the objectives, the questions, scope, significance, justification and finally the operational definition of some related key terms/concepts used in the

study. It also ushers us into chapter two which deals with the review of literature and theoretical framework.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Introduction

The second chapter of this study is centered on the existing material about the variables of the study. It focuses on the conceptual framework, theoretical literature, review of theories in line with the facts of the study. It further pays attention with published works on the topic from other writers. The conceptual framework discusses on the concepts inherent in the major variables of the study. The concept of teacher's professional development, teaching method focus, curriculum focus, leadership focus. This chapter enables us to avoid repetition in literature.

The Cameroon Primary Educational Landscape

Cameroon primary schools are under the control of Ministry of Basic Education (MINBASE). The precondition for children to be enrolled in the primary is that they must be about six years of age. This is the bases of elementary education though the system includes and encourages pre-school (nursery school) where children are supposedly enrolled for at the age four to prepare them for elementary education. The Primary Education is the foundation of sustainable learning. It is on this basis that Cameroon has ratified several conventions related to compulsory education. The new Cameroon Nursery School and Primary curricula of 2018 replaced the ones of 1987 for the Nursery and that of 2000 for the Primary. It is hoped that the entire education community will explore the document and make maximum use of it in order to enable the nursery and primary school learners attain knowledge based, skill-based and attitude-based proficiency upon graduation. In this way, they will be able to cope with the different educational and/or professional options available to them at the end of the primary school cycle and embrace lifelong learning, no matter the post-primary path they choose. The age-old mergence between the two systems of education still stand the taste of time today. Just like the country's bilingual nature, Cameroon primary education under the ministry of basic education (MINEDUB) operates in a dual system (British and French). The primary education if offered by the state, the private individuals and the mission to every citizen at different cost. Since the UNESCO's operation education for all (2000), the Cameroon government declared primary education free, compulsory and opened more schools around the country to increase access and affordability by all. Although declared free,

families pay for uniforms, book fees, and sometimes even anti-malaria prophylaxis for pupils. Primary education is one of the most populated levels of the Cameroon educational chain. It is the basic and happens to be one of the most delicate as it faces numerous challenges from personnel, to infrastructure, funding and even leadership.

According to Nguimbous (2018), between 2011 and 2017, the number of elementary schools identified in Cameroon improved from 14,712 to 18,596, an increase by 26.7%. in the same light, the number of teachers grew by 23% from 79,181 to 97,333 over the same period. However, indicated in the document, the number is unevenly dispatched across the country. For 1.2 million pupils registered in the central and coastal region, there are only about 40,000 teachers, 31,000 classrooms and 6,000 schools. According to the latest Human Development Index report published by the United Nations Development Program (UNDP), the average schooling time among young men is 7.6 years while the required time is 13 years.

The primary school is offered in two systems as earlier mentioned. The Anglo-Saxon takes six years (from class 1-6) where the learners write the first school living certificate and the common entrance that grantee access into college. Meanwhile the francophone learners take 6 years and complete the sixth year with BEPC. The primary education is spurred by different yearly plans. The primary objective of the current plan, "*Document de Stratégie du Secteur de l'Education et de la Formation 2013-2020*" is the achievement of quality universal primary education. This objective aligns with the national strategy for growth and employment goal of providing the production system with human capital capable of supporting economic growth. The country has made notable progress in recent years on some indicators, including increasing the textbook/learner ratio, recruiting and deploying new teachers and assessing learning outcomes.

Assessment and Grading in Cameroon Primary Schools System.

Assessment of learning is recommended to be done six times a year, implying twice a term. This is in line with the sequential assessment policy previously in use in schools in Cameroon. The CBA assessment practices range from performance assessment, comprehensive assessment, self-assessment to diagnostic assessment, and formative as well as summative assessment with emphasis on diagnostic and formative assessments. A grading system was introduced in the academic year 2019/2020 wherein upon assessment; the students' performances are graded in four principal categories in context of CBA thus;

- 0-10 is labelled CNA (competence not acquired)
- 11 – 14 is labelled CBA (Competence being acquired)
- 15- 17 is labelled CA (Competences acquired)
- 18 – 20 is labelled A^+ indicating the learner's expertise in the said competence(s) evaluated.

Formative assessment is one of the key factors of CBA. This assessment takes the form of testing strategies put in place by to get feedback during a lesson in order to ensure that learners are actually learning. Besides, remedial lessons play a primordial role in the CBA assessment policy geared at taking slow learners to the same level like those that are smarter. This grading system seems to be violated by the assessment practices as most assessment tools and process may be invalid and without objectivity in most cases.

2.1. Theoretical framework

2.1.2. Social Learning theory

Social learning theory provides a perspective on learning that includes the individual, cognitive influences, social influences and the environmental. Social learning involves the following 10 basic principles (Ormrod, 1999). Modeling provides an alternative to shaping for teaching new behaviors, especially for behaviors that the student is not likely to initially emit voluntarily. Instructors and parents are the most influential models in most students' academic lives, thus instructors and parents must be careful to model appropriate behaviors. Instructors should expose students to a variety of exemplary models, including both expert and inexpert models. The four components of social learning (attention, retention, reproduction, & motivation) are essential for successful modeling. Students learn by observing how the instructor treats other students, thus instructors need to monitor the behaviors that are reinforced and punished in the classroom. Describing the consequences of behaviors can effectively increase good behavior and decrease bad behavior. Students believe that they are up on the task of accomplishing academic tasks. That is, they must possess high self-efficacy relative to school learning and performance. Self-regulation techniques can be effective methods of modifying student behavior and should be taught and encouraged in all students.

In addition to these basic principles, social learning involves two main concepts which are modeling and self-efficacy. Modeling, or observational learning, is a powerful process and has been demonstrated to affect many behaviors. Specifically, when students are read frequently at home, they become better readers themselves; when students are able to watch another person

successfully solve math problems, the observing student is more successful; students exhibit less fear in a fear producing situation after observing another student behaving fearlessly in the same situation; students show increased intolerance for racist remarks after observing similar students refusing to tolerate such remarks. This is similar to what prevails in a learning environment.

Vygotsky's approach to child development is a form of social constructivism, based on the idea that cognitive functions are the products of social interactions. Vygotsky emphasized the collaborative nature of learning by the construction of knowledge through social negotiation. He rejected the assumption made by Piaget that it was possible to separate learning from its social context. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57). Teaching styles based on constructivism mark a conscious effort to move from 'traditional, objectivist models didactic, memory-oriented transmission models' (Cannella & Reiff, 1994) to a more student-centred approach. A contemporary educational application of Vygotsky's theory is "reciprocal teaching," used to improve students' ability to learn from text. In this method, teachers and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the process is reduced over time. Also, Vygotsky theory of cognitive development on learners is relevant to instructional concepts such as "scaffolding" and "apprenticeship," in which a teacher or more advanced peer helps to structure or arrange a task so that a novice can work on it successfully. Vygotsky's theories also feed into the current interest in collaborative learning, suggesting that group members should have different levels of ability so more advanced peers can help less advanced members operate within their ZPD.

Significance to this study

Social learning theory upholds that learner are attracted by the alternative that shapes teaching new behaviors, especially for behaviors that the student is not likely to initially emit voluntarily. Every student likes to see new knowledge, new behavious, new way of teaching. Teachers learn this new way in the professional development programs. This theory is significant because it equates the learners needs to the source of the teacher's empowerment thereby creating

a relationship between the independent and the dependent variable. Moreover, this study upholds those instructors and parent are the most influential models in most students' academic lives. Teachers being the most important or most influential in learner's academic lives is an ideal relationship because teachers who are constantly endow by new knowledge, new techniques and teaching styles always transfer them to the learner in classroom. This theory further strengthens the connection between dependent and independent variable and posits that the theory capitalizes on to main principles; self-efficacy and modeling. Therefore, the teachers are called upon to teach the students the right model that will positively influence their academic achievements.

Furthermore, this study is significant because it depicts that social interaction is ideal on knowledge gain. Vygotsky emphasized the collaborative nature of learning by the construction of knowledge through social negotiation. By this the theory implies that teacher's professional development in the context of social interaction makes their learning of new knowledge easier. Everything is learning through interaction with others. This is essential especially as the where teachers learn, and student's classroom is made up of more them one person, thus giving a social environment that promotes learning.

2.1.2. Walberg's theory of educational performance

Walberg's (1981) theory of educational performance, which is one of the few empirically tested theories of school learning based on an extensive review and integration of over 3,000 studies (DiPerna, Volpe & Stephen, 2002). Walberg's theory of academic achievement posits that psychological characteristic of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Wang, Haertel, and Walberg (1997) analyzed the content of 179 handbook chapters and reviews and 91 research syntheses and surveyed educational researchers in an effort to achieve some consensus regarding the most significant influences on learning" (Greenberg et al., 2003, p. 470). Using a variety of methods, Wang, et al. (1977) identified 28 categories of learning influence. Of the 11 most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student- teacher interactions, social-behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate (Greenberg et al., 2003). Distant background influences (like state, district, or school policies, organizational characteristics, curriculum, and instruction) were less influential.

Wang et al. (1997) concluded that "the direct intervention in the psychological determinants of learning promise the most effective avenues for reform" (p. 210). Wang et al.'s research review targeted student learning characteristics (i.e., social, behavioral, motivational, affective, cognitive, and metacognitive) as the set of variables with the most potential for modification that could, in turn, significantly and positively affect student outcomes (DiPerna et al., 2002).

Walberg and associates' conclusions resonate with findings from other fields. For example, the "resilience" literature (Garmezy, 1993) grew from the observation that despite living in disadvantaged and risky environments, certain children overcame and attained high levels of achievement, motivation, and performance (Gutman, Sameroff & Eccles, 2002)**.** Wach's (2000) review of biological, social, and psychological factors suggested that no single factor could explain "how" and "why" these resilient children had been *inoculated* from the deleterious effects of their day- to-day environments. A variety of promotive (direct) and protective (interactive) variables were suggested, which included, aside from cognitive abilities, such conative characteristics as study habits, social abilities, and the absence of behavior problems (Guttman et al., 2003).

Haertel, Walberg, and Weinstein (1983) identified 8 major models of school learning that are either based on psychological learning theory (Glaser, 1976) or time-based models of learning (Bennett, 1978; Bloom, 1976; Carroll, 1963; Cooley & Leinhardt, 1975; Harnischfeger & Wiley, 1976). Despite variations in names of constructs, Haertel et al. (1983) found that most of the 8 theories included variables representing ability, motivation, quality of instruction, and quantity of instruction. Constructs less represented in the models were social environment of the classroom, home environment, peer influence, and mass media (Watson & Keith, 2002). Haertel et al.'s (1983) review of theories, multiple quantitative syntheses of classroom research, and secondary data analyses of large- scale national surveys (Reynolds & Walberg, 1992), generally support Walberg's global model of educational productivity. Walberg's model specifies that: Classroom learning is a multiplicative, diminishing-returns function of four essential factors—student ability and motivation, and quality and quantity of instruction—and possibly four supplementary or supportive factors—the social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media. Each of the essential factors appears to be necessary but insufficient by itself for classroom learning; that is, all four of these factors appear required at least at minimum level. It also appears that the essential factors may

substitute, compensate, or tradeoff for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if motivation, ability, or quality of instruction is minimal (Haertel et al., 1983, p. 76).

An important finding of the Walberg et al. large-scale causal modeling research was that nine different educational productivity factors were hypothesized to operate vis- à-vis a complex set of interactions to account for school learning. Additionally, some student characteristic variables (motivation, prior achievement, attitudes) had indirect effects (like the influence of the variable "went through" or was mediated via another variable). The importance of the Walberg et al. group's findings cannot be overstated. Walberg's (1981) theory of educational productivity is one of the few empirically tested theories of school learning and is based on the review and integration of over 3,000 studies (DiPerna et al., 2002). Walberg et al. have identified key variables that effect student outcomes: student ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school (Walberg, Fraser & Welch, 1986). In the current context, the first three variables (ability, motivation, and age) reflect characteristics of the student. The fourth and fifth variables reflect instruction (quantity and quality), and the final four variables (classroom climate, home environment, peer group, and exposure to media) represent aspects of the psychological environment (DiPerna et al., 2002). Clearly student characteristics are important for school learning, but they only comprise a portion of the learning equation.

More recently, Wang, Haertel, and Walberg (1993) organized the relevant school learning knowledge base into major construct domains (State & District Governance &Organization, Home & Community Contexts, School Demographics, Culture, Climate, Policies &Practices, Design & Delivery of Curriculum & Instruction, Classroom Practices, Learner Characteristics) and attempted to establish the relative importance of 228 variables in predicting academic domains. Using a variety of methods, the authors concluded that psychological, instructional, and home environment characteristics ("proximal" variables) have a more significant impact on achievement than variables such as state, or school-level policy and demographics variables). More importantly, in the context of the current document, student characteristics (i.e.,

social, behavioral, motivational, affective, cognitive, metacognitive) were the set of proximal variables with the most significant impact on learner outcomes (DiPerna et al., 2002).

Significance of the theory to this study

This study is anchored on the theory of educational performance by Herbert J. Walberg. Walberg's theory tackles about the influences on learning that affects. The academic performance of a student. Walberg's theory of educational productivity has a fundamental objective: to analyze what causes poor student performance. Our dependent variable is pupil's academic performance. This theory therefore comes in to explain why some learners perform poorly in schools. This study holds that a fall in teacher's professional ability can negatively impact the learners learning ability. Showing that increase in more focused professional development in the primary school teachers can improve learners learning ability.

moreover, given that Walberg's theory of academic achievement posits that psychological characteristic of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal). Students immediate environment engulfs and is influenced by the people they interact with. The teachers are the most influential of them as they interact on the bases of academics. Being teachers who have been empowered, they have the updated capacity to positively influence their academic achievements.

2.1.3. Classical Conditioning Theory of Learning by Ivan Pavlov (1849-1939)

Classical conditioning is a controlled relationship with an unconditional stimulus that originally elicits a response. Tanyi (2016) defines it as a 'process in which a neutral stimulus (bell) is paired with a neutral stimulus (meat) to elicit a response. With his persistent working with dogs on a series of digestive experiment, Pavlov noticed peculiar patterns to dog's salivation. This can be seen when with a research assistant meat or meat powder is presented to the dog which will result in salivation by the dog. During the experiment, the dog began to salivate as a result of the presence of the research assistant in the absence of the meat or meat powder. Pavlov wanted to find out if a stimulus in same condition produces the same results. He presented three elements; bell, dog, and meat powder.

Stage one: Before Conditioning

At the beginning, meat a natural stimulus was the unconditioned stimulus. (USS) that was presented to the dog and it salivated; the saliva is the unconditioned response (UCR).

Food (UCR) (meat)……Salivation (UCR)

Bell (neutral stimulus) ……No Salivation (NR)

Stage Two: During Conditioning

On every occasion that he wanted to give food to the dog, he rang the bell (neutral stimulus) which was followed by the presentation of meat to the dog. With this, the dog was aware that the sound of the bell would soon lead to the presentation of the meat. Pavlov noticed a phenomenon of presentation or secretion of saliva in the dog's month on the sight of food or sound of the caretakers approaching steps. The stimuli used were the sound of the bell and the meat. (Conditional and unconditional) was presented in closed sequence or paid together for several times (repetition) this process is known as contiguity.

Bell (neutral Stimulus……salivation

Food (UCS)……. (UCR)

Stage Three: After Conditioning

Pavlov then discovered that a neutral stimulus (sound of a bell) which at first could not elicit a response can do so. Pavlov discovered that he could condition the dog to salivate to any of a number of stimuli. This could be a bell or turning fork, by bringing the bell or turning fork stimuli with the meat or meat powder. With this innovation, it made it clear that simple reflex could be controlled and automatically more complex reflex could also be controlled.

Significant of this theory to the study.

This classical conditioning theory is significant to teacher's professional development and learners' academic achievement. It holds that the teacher goes in for in-service training depending

on the motivation attached. Teachers are motivated by the focus of the training courses, it attracts more teachers if it has pedagogic focus, curriculum focus and leadership focus. These are key areas in the teaching profession. Some institutions motivate teachers to attend professional development programmes by paying their transport fair, offering launch and certificates. This entices the teacher to spend a whole in a seminar of conference. Moreover, the students' academic performance also depends on their motivation. The teacher's ability to apply new styles in teaching encourages learners to learn more.

2.2. Literature Review

2.2.1. Conceptual Framework

This is concerned with literature relevant to the study as view by other scholars in relation to the variables of this study which include; teachers' professional development, this professional development of in-service training focuses on concepts like teaching methods, curriculum, leadership and their impacts on students' performance on the other hand. It should be bone in mind that teacher's capacities in teaching are viewed and measure on students, therefore any improvement or shortage in teacher affects the learner.

- **Teachers Professional Development**

Teachers' Professional development is defined by Desimone (2009) as. "*any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts".* It is the teacher's responsibility to refresh his knowledge update his potential and equip himself with the advancement of the society and use of technology in general and educational environment in particular. (Khan, 2005). According to Farrant (2002), professional development is a life-long process, in which the teacher is constantly learning and adapting to new challenges of his job.

It can also be referred to the various practices that teachers engage in to improve on the teaching-learning process. It is the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classrooms, schools and wider community. By teacher's professional development we mean all activities that teachers engage in during their service designed to contribute to their improvement and effectiveness on the teaching profession which has an

impact on learning outcomes. Professional development also means the continuing educational activities of professional school personnel. Professional development is always needed for every teacher even if he is highly knowledgeable, experienced and trained. In the context of this study, teachers' professional development can be viewed in terms of teachers' conferences and seminars and workshops for principals.

Professional development courses should be provided for updating practicing teachers with current trends in educational growth and research. Professional development training in Cameroon provides initial and in-service training at all the levels in compliance with the presidential decree of 19th June 1980, structuring teacher education institutions and courses. (Tchombe, 2000). These orientations were promulgated into law No. 98/004 of 14 April 1998 providing new policy defining legislation in the education and training of teachers in both its initial and in-service training programmes.

Teachers Conferences and Seminars

Law number 654/78/67 of December 2006, was an inspiration of the National Forum of Education as well as the Orientation Law of 1998 that aimed at reducing poor performances of students in the secondary schools from 40% to 10%. As such teachers' professional development or in-service training was to be one of the main factors to enhance students output. This purported on the premise that the teacher is salient catalyst of the teaching learning process. Professional development includes all the activities that teachers engage in during their service designed to contribute to the improvement and effectiveness on their assignment. This may be in the form of travel, professional reading, and participation in supervisory and curriculum development programmes, attendance at summer session courses, seminars, workshops and conferences. Professional development is always needed for every teacher even if he is highly knowledgeable, experienced and trained. In the Cameroon educational system, teachers often attain pedagogic seminars once a year under the auspices of the Ministry of secondary education.

Professional development or in-service training for teachers has a lot of advantages in that: It enables participants to revive their professional skills especially in domains of pedagogy and evaluation. During pedagogic seminars demonstration lessons can be presented owning to the introduction of new teaching approaches and didactic materials. However, the general objectives

of most professional development projects are to augment the quality of the teaching and learning processes.

A critical analysis of these seminars reveals that majority of the teachers effective presence in these seminars is seriously wanting; and in effect the ministry does not do much to encourage teachers to attend. This can be detrimental to the educational system as teachers who do not participate in such programmes are lagging behind in terms of professional skills. As a consequence, school processes will be carried out in an outdated manner because the teachers are archaic; and quality of students' output will be wanting.

Guskey (2012) describes the steps in a process for successful professional development of teachers. In agreement with Blankstein, he says the key to professional learning endeavors is determining the appropriate student learning outcome for data collection. Professional learning is strongly shaped by the context in which the teacher practises. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

As earlier mentioned, professional development can also be named In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. According to Billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. Generally, the teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training.

In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out the skill appropriate for generation ago

might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. According to UNESCO (1985) continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two fold perspective of full personal development and participation on balance and independent social, economic and cultural development.

Types of In-Service Education

As a matter of fact, most teachers found in our classrooms today have nothing to offer to students by ways of professional training. Such teachers need in-service training to update their knowledge, skills and competence, (Osamwonyi, 2016). In-service education programmes can be categorized into different forms. According to Asaya (1991), there are eight varieties of in-service education as follows:

1. Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days).
2. Conferences (give participants an opportunity to question others and discuss ideas presented)
3. Workshops (usually a moderate size group, where each person has a problem to solve that is closely related to his field (A skilled consultant work with each group)
4. Staff meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies)
5. Committee (five or several members work on a problem that could be impossible for a whole staff to tackle).
6. Professional reading (with the aid of a professional library' study groups)
7. Individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor).
8. Visits and demonstrations (opportunity to observe actual teaching techniques).

In the same vein, Maduabum (1992) summarized the different forms of in-service education as follows:

1. **Regular courses**: These are the fulltime courses undertaken during the normal academic session. The period of the programme depends on the type of course e.g B.A (ed), B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M.Ed & Ph.D.

2. **Conferences:** these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial theme. Generally, conference attenders come to listen, question the main speakers, make additional prepared or spontaneous contributions to their own, evaluate opinions and points of view, and discuss formally and informally among themselves.

3. **Workshops:** Just like conferences, workshops can be regarded as academic gatherings but in this case aimed primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhance their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.

4. **Seminars:** A seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. It is piloted by a coordinator who has a written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation.

5. **Correspondence Courses**: In this type of in-service training, there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education.

6. **Exhibitions:** These can be regarded as physical displays of scientific interest intended to enlighten a wider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources. Many of the teacher education institutions have often embarked on sandwich programmes in areas/fields where they do not have the basic instructional facilities, infrastructure and staff.

xi. The rate and manner at which the students on sandwich teacher education programmes in the various universities and colleges, leave and return to their base (school) have been causing some

disruptive effects on their schools academic and other programmes. There have been cases when teachers on sandwich teachers education programmes were not available to teach their classes and even to conduct examinations etc, because they either left too earlier or returned very late from the programmes

Benefits of In-Service Teacher Education

There is no doubt that in-service education will continue to fill the missing lings created by the changing society between pre-service education and teacher's effectiveness in the world of work. The National Policy on Education (2014) emphasized the significance of in-service training of teachers, so that education can be advantageously employed to fulfill national philosophy. Thus, the policy states that: Teacher education will continue to take cognizance of changes in methodology, and in the curriculum. Teachers' will be regularly exposed to innovations in their profession. In-service training will be developed as an integral part of continuing teacher education. No matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education o teachers will continue to fill these gaps e.g. for library services education, evaluation techniques Guidance and counselling etc, and will systematically planned so that successful attendance at a number of such courses will attract incremental credits and/or count towards future advancement.

i. challenges of In-Service Education

A plethora of problems have been identified to militate against in-service education programmes as follows.

1. In-service education programme is capital intensive and most of the participants are self-sponsored. As a result, many of them cannot cope with exorbitant school fees and other incidental expenses for textbooks and personal upkeeps.
2. The time factor is a major constraint as contact hours for lectures and examinations are inadequate. Therefore, the effectiveness and scope of instruction is in doubt.
3. There are a lot of discrepancies in the approaches and techniques adopted by the different institutions involved in in-service education programmes which imply lack of uniformity in course content and methodology.
4. There is the problem of poor planning and organization whereby available activities for participants are impersonal and unrelated to their job settings in the classroom.

5. There is the problem of inadequate facilities in terms of classrooms, laboratories and boarding

Facilities to accommodate the size of enrolment. In the same vein, Imogie (1992) enumerated the problems of in-service teacher education programme as follows:

i) The size of the enrollment is often too large to allow for any meaningful instruction. Enrollments run to hundreds in most subject areas, while total enrolment runs into thousands in most institutions.

ii) The massive enrolment creates problems of effective management of both instruction and students.

iii) The desire to make the programmes self-sustaining financially, as there are usually no institutional budgetary provisions, has led to the watering down of admission requirements into the programmes. Thus, there can be no doubt that several weak students have been admitted over the years by several institutions.

iv) The desire to admit as many students due to budgetary considerations has allowed several unemployed pre-service teachers to find their way into the programmes originally designed as in-service for practicing teachers.

v) The effectiveness of the intensity and scope of instruction in the various subjects leave much to be desired as there is always no enough content hours to cover the syllabus. Thus, the in-service education programme is characterized by ‘mad’ rush and the quality of the products is in doubt.

vi) Most lecturers, in an attempt to make more of the extra money, take on many courses and overload themselves. Such overloading causes time-tabling problems. The lecturers can hardly be effective in such circumstances.

vii) The in-service teacher education programmes are characterized by excessive sales of handouts, some of which are worthless.

viii) The unpredictable nature of the academic year in the universities and other teacher education institutions has made it impossible to keep the long vacation nature of the sandwich teacher education programmes in most campuses. For example, in most cases, during long vacations, when sandwich students are supposed to come into residence in the campus, the regular students are just halfway

into the second semester. Thus, several sandwich programmes have been organized in primary or Secondary School under terrible hardship.

ix) Under such hardship, students have had to sleep in classrooms. Classes are held in classrooms without seats, desks, and chalkboards. Science, language and geography courses have been held without appropriate laboratory facilities. These frustrating conditions under which some of the sandwich programmes are held have direct influence on the quality of the programmes.

In a study Guskey conducted in 2007, he found that administrators perceived large scale state assessments and nationally normed standardized exams to be valid indicators of student achievement; whereas, teachers valued classroom assessments, common formative assessments, and portfolios of student work as sources of evidence. Teachers thought that large-scale assessments did not show student achievement as they are based on once-a-year administration and delayed results. Teachers did not find the results from the large-scale assessments useful.

Guskey (2012) concludes that Blankstein (2010) provides an example of a school district using data to guide professional development. The Nebraska school district under study has developed a curriculum-based assessment system aligned with district and state standards. The district uses the results to guide teacher teams and to target professional development efforts. According to the book's quote by consultant Jay McTighe, the school's professional development programs are data-driven and focused on areas indicated by the scores on the assessments. The institution is able to monitor and adjust professional learning in response to the data (Blankstein, 2010). In the Japanese Lesson Study process (Fernandez & Chokshi, 2002), the specific goal of the work is identified using student data collected from observations, interviews, test scores, and special assignments. Colleagues learn together, reflect, and grow professionally based on the

A coherent curriculum has the greatest impact on student success. Teachers must teach a guaranteed and viable curriculum to every student every day in every classroom. Student success is monitored by periodic common. Her dimensions of coherence include professional learning that must build on what teachers already know and content aligned with national, state, and local standards, curriculum, and assessment. According to Desimone (2011), teachers struggle with professional development that is not coherent because they must deal with the frustration of learning things that are not consistent with received policy messages. Coherence contributes to professional development effectiveness, but without a clear direction from accountability, the

professional learning has no impact on either teacher instruction or student achievement. Guskey (2012) describes the five steps in a process for successful professional learning. Among them he mentions, participant's reaction, participants learning, organization support and change, participants' use of new knowledge and skills, students learning outcomes.

In agreement with Blankstein, he says the key to professional learning endeavors is determining the appropriate student learning outcome for data collection. In a study Guskey conducted in 2007, he found that administrators perceived largescale state assessments and nationally normed standardized exams to be valid indicators of student achievement; whereas, teachers valued classroom assessments, common formative assessments, and portfolios of student work as sources of evidence. Teachers thought that large-scale assessments did not show student achievement as they are based on once-a-year administration and delayed results. Teachers did not find the results from the large-scale assessments useful. Guskey (2012) concludes that results can be validated by using a comparison group similar to the district or campus, but not involved in the current study. With a valid measure, professional learning can be purposeful and results-driven.

According to Guskey (2005), the objectives of professional development are (1) to make a difference in teaching, (2) to help educators reach high standards, and (3) ultimately to have a positive impact on students. Guskey recommends evaluating professional development activities to determine if the goals of the activities are met. He presents five critical levels of information. The five levels move from simple to more complex. Although each level builds on the one before, evaluation can be done at any level to improve the quality of professional learning programs and activities. Guskey (2005) states, "tracking the program's effectiveness at one level tells you nothing about the impact of the program at the next" (p. 16). He further claims that in planning professional development to impact student achievement, educators must backwards plan, starting with the final student learning outcome to be achieved. Determining what works best to achieve the desired student outcome "depends on where, when, and with whom"

(Guskey, 2005, p.17). Planning professional development must begin with what students are expected to know and be able to do. Suggested by Guskey (2005), measures of student learning in Level 5 can be assessment results, portfolio evaluations, marks or grades, and scores from standardized tests. In addition, he recommends affective measures and psychomotor outcomes, such as students' self-concepts, study habits, school attendance, homework completion rates, and classroom behaviors.

Standards of teachers Professional Development

Learning Forward, formerly the National Staff Development Council released the revised standards for professional learning in 2011. The new standards require interactive, applicable, sustained, and job-embedded professional learning that relates to increased student learning. All of the standards begin the same way, "Professional learning that increases educator effectiveness and results for all students…" (Learning Forward, 2011). Then, the seven focal points are described:

1. Learning communities committed to continuous improvement, collective responsibility for student achievement, alignment, and accountability.
2. Leadership builders who develop capacity, advocate, and create support systems for professional learning.
3. Resources available, prioritized, monitored, and coordinated
4. Data from many sources used to plan, assess, and evaluate professional learning
5. Learning design based on theories, research, and models of adult and student learning to promote active engagement
6. Implementation and sustainment of support for long-term change by extending learning over time and providing constructive feedback Outcomes based on the coherence of educator performance of appropriate strategies and student learning of curriculum standards (Learning Forward, 2011)

If the intention for professional learning is to build educator capacity and to increase student achievement, then the seven Learning Forward standards are mandatory. Outcomes based on the guaranteed and viable curriculum for every student in every classroom every day cause teachers to engage in practical learning that will affect student behaviors and learning directly. Professional learning is more effective when the learning builds on previous professional learning and is followed up with more advanced learning later. The alignment builds a coherent progression of learning opportunities for ongoing professional development (Learning Forward, 2011).

Hirsh and Killion (2009) provide principles to consider for sustained professional development.

The principles are strong, underlying beliefs that drive our actions. The authors base the principles on four assumptions:

1) Context matters for sustainability;

2) Capacity of the people involved matters;
3) Learning informs actions directly related to student learning; and
(4) Not all content is the perfect solution for the specific challenge.

Rather than providing steps to a process, Hirsh and Killion (2009) name eight Principles for sustained professional learning focused on student achievement**:**

1. Principles shape our thoughts, words, and actions.
2. Diversity strengthens an organization and improves its results.
3. Leaders are responsible for building the capacity in individuals, teams, and organizations to be leaders and learners.
4. Ambitious goals lead to powerful actions and remarkable results.
5. Maintaining the focus of professional learning on teaching and student learning produces academic success.
6. Evaluation strengthens performance and results. needs of the students. The data are providing the professional development direction for the institution.

Teaching methods

Hunter (1984) opined that teaching is the constant stream of professional decisions that affects the probability learning: decisions that are made, and implemented before, and during interaction with the students. It is a complex and multi-dimensional critical attribute, modeling, and demonstrating. Farrant (1980, p. 168) defines teaching as a 'process that facilitate learning". Teaching methods are techniques and strategies used by teachers in their efforts to facilitate student learning as an effort aimed at to translate curriculum goals, objectives, experiences that students acquire during their interactions with their teachers. These teaching methods include direct teaching, interactive teaching, experiential learning and independent study, Tambo (2012). This require an active participation by all students (Rosenshine,1987). These teaching methods include:

Lecture method: this places teacher in exposing the subject matter to the learner in a systematic manner. The learner, listens, take notes and not to ask questions.

Demonstration method: here, the teacher does something in the presence of the learners in order to show them how that thing is done. Questions are asked to find out if learners are following up well. Learners are given the opportunity to demonstrate what they have learned.

Laboratory method: it is a teaching learning interaction in which learners under the guidance of a teacher, investigate some aspects of a topic. It is meant to solve a problem or answer questions. Here, pupils learn to handle tools, appliances, materials and analyze data or facts and concepts more objectively and concretely.

Dramatization: learners try to make a life situation, issue a problem clear to themselves and to the audience by playing the roles of real or imagery people related to that situation.

Cooperative method: here, learners work in small, mixed ability learning teams. Pupils interact with one another, learn from the teacher and from the world around them. (Clark, Wideman and Eadie, 1990). They work in small groups of two and above.

Illustration method: here, graphic materials are like charts, diagrams, pictures are used to explain relationships, facts, principle and ideas. Later on, a teacher administers a test to find out if pupils have learned.

The main purpose of teaching at any level is to bring out a significant change in the learner (Tebabal &Kahssay, 2011). Most of the traditional methods were teacher- centered with no activity for the learners making them passive and therefore obtaining knowledge from the teacher without building their engagement level with the subject matter and the approach is least practical, more theoretical and memorizing (Tebabal & Kahssay, 2011). Student-centered approaches which are more effective are more encouraged because they embrace the concept of discovery learning (Brindley, 2015). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). Transferring knowledge requires teachers to use the appropriate method and pedagogy that best suits the learner and suit the objectives and desired outcomes. The poor academic performance by majority of the students in various subject areas is basically linked to the application of ineffective teaching methods by teachers to impact knowledge to learners and therefore teachers need to be conversant with numerous teaching strategies (Adunola, 2011).

Teaching is a profession of those who impart knowledge or skill, especially in an elementary or a secondary or in a university. According to Ayeni (2011), teaching can be defined

as a systematic process of transmitting knowledge, attitudes and skills in accordance with professional principles. In the traditional epoch, many teaching practitioners widely apply teacher – centered method to impart knowledge to learner's comparative to student – centered methods. Until today, questions about effectiveness of teaching methods on students learning have consistently raised considerable interest in the thematic field of education research (Hightower et al., 2011). Adgoke in Ogide (2017) states that in our tertiary institutions, teachers use mainly the lecture method which is a teacher - centered method and the implication is that learners are passive and learning tends to be superficial. Asikhia (2010) found that, qualifications of teachers and students' environment factors do not influence students' poor performance but teachers' methods of teaching influence poor performance.

According to Adunola (2011), regular poor performance by majority students is fundamentally linked to application of effective teaching methods by teachers to impact knowledge to learners. Ndirangu (2007) opined that, the choice of a particular method of teaching by the teacher is determined by the number of factors which includes the content to be taught, the objectives which the teacher plans to achieve, availability of teaching and learning resources and the ability and willingness of the teacher to improvise if conventional teaching aids are not available for the evaluation and follow – up activities to check individual learner differences. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

Student-centered method:

With the advent of the concept of discovery learning, many scholars today widely adopt suppler student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Greitzer, 2002). Daluba (2013) opined that for better performance of students, the use of activity stimulating and student-centered approach like demonstration method instead of depending on the conventional approach like lecture method need to be embraced. Student-centered approaches

which are more effective are more encouraged because they embrace the concept of discovery learning (Brindley, 2015).

Teacher-centered methods

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo& Wong, 2000). It does not apply activity-based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, he should attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin and Daud (2010) specified that, teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

Teacher-student interactive method:

This teaching method applies the strategies used by both teacher-centered and student-centered approaches. Most teachers today apply the teacher – student interactive approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. According to walker (2003), the discussion along with learning material method when properly used can develop in the students' higher learning skills. It can give the students increased capability for generalization and transfer, a sense of the relevance of learning, and the ability to analyze, synthesize, and apply what is learned (Walker, 2003).

Concept of Professionalism in Teaching

Professional development is implemented in most organizations for them to maintain or improve the quality of their existing staff. According to organizational development experts, organizations that fail to practice this are unlikely to be sustainable. One of the major factors that cause organizations to deteriorate is the obsolescence of skills (Lieberman, 1996). Such obsolescence is inevitable, and will occur regardless of age, but the pace would vary according to circumstances. Professional development programs are necessary to improve work performance, to reproduce experience, develop professional knowledge, enhance the teacher's education and

prepare teachers to deal with changes and challenges in education (Craft, 1996). This is supported by Shanti (1998) who states that professional development programs are able to meet teachers' needs in raising their professionalism. Professional development is applied within the in-service training program, with aims to develop new knowledge and skills among the school's staff that emphasizes preparedness, planning, training, implementation and evaluation (Putnam & Borko, 1997).

- **Curriculum focus**

Schmoker (2012) claims professional learning must be focused on curriculum, literacy, and instruction. A coherent curriculum has the greatest impact on student success. Teachers must teach a guaranteed and viable curriculum to every student every day in every classroom. Student success is monitored by periodic common assessments. Curriculum is inseparable from literacy: "Curricula and literacy are linked inextricably; together, they are the keys to academic and career success and to informed, effective citizenship" (p. 20). Teachers must be comfortable with having students read and write in their classrooms regardless of the content area and must be able to defend the relevance of literacy to that content area. Schmoker (2012) describes a structured lesson as "a good lesson [when it] starts with a clear learning target that is derived from the curriculum and is often accompanied by an effort to stimulate student's curiosity or existing knowledge about what is to be learned" (p. 21). Professional development must prepare teachers to focus on these elements and implement the coherent curriculum, engaging literacy, and good instruction consistently.

Professional development opportunities that build on one another can positively affect teachers' work. Desimone (2011) claims that "a professional development activity is more likely to be effective in improving teachers' knowledge and skills if it forms a coherent part of a wider set of opportunities for teacher learning and development" (p.
65). Her dimensions of coherence include professional learning that must build on what teachers already know and content aligned with national, state, and local standards, curriculum, and assessment. According to Desimone (2011), teachers struggle with professional development that is not coherent because they must deal with the frustration of learning things that are not consistent with received policy messages. Coherence contributes to professional development effectiveness, but without a clear direction from accountability, the professional learning has no impact on either teacher instruction or student achievement.

Curriculum implementation

Curriculum is a program which is made up of three components; program of study, program of activities, and program guidance. Offorma (2005). At times a curriculum is made up of many programs where the programming is in terms of different subjects, the subjects will constitute the programs. For instance, Citizenship Education Program, History Program, Literature Program and so on. Alebiosu (2005) sees it as an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated. Curriculum implementation process involves helping the learner to acquire knowledge or experience. Curriculum implementation cannot take place without the learner or students. The student is therefore, the central figure in the curriculum implementation process.

Sterhouse identifies the teacher as the agent in the curriculum implementation. She sees it as the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice. Curriculum Implementation is therefore, how the planned or official designed course of study is translated by the teachers into syllabuses, schemes of work and lesson to be delivered to students. The implementation as an essential part of curriculum development, brings into existence the anticipated changes which are to develop of skills and eventually lead to students' performance. Other authors refer to curriculum implementation as the act of working out the plans and suggest what have been made by curriculum specialists and subject expects in a classroom or school setting. They see teachers as the main curriculum implementers while students, parents, school administration can be directly or indirectly involved in the implementation process. ANCTE (2018) sees curriculum implementation as preparing educators for sustainability and to prepare effective teachers, teacher's education must move to programs that are fully grounded on clinical practice and interwoven with academic content and professional courses.

Models of Curriculum Implementation

There are several models of curriculum implementation but for the purpose of this work only the selected ones that are applicable in implementing curriculum in our various institutions are discussed below:

ORC model (Overcoming Resistance to Change)

The letters 'ORC' stands for 'Overcoming Resistance to Change'. This model rests on the assumption that the success or otherwise of curriculum implementation primarily depends on the impact the developer makes on the users of curriculum such as, teachers, students and the society in general. If we desire change then we must address people's misgivings, their misapprehensions, or other such related factors. We must point out to them that what the curriculum incorporates, wherever possible and appropriate, their values, assumptions and beliefs. And while addressing the persons within the system, we should remember that to get the desired result the subordinates should be motivated rather than ordered. Curriculum developers should, therefore, identify and deal with the concerns of the staff in various educational institutions when implementing new curriculum. We can group the concerns into the following four broad developmental stages:

Developmental stage versus Developmental concerns: they are the following

Unrelated Concerns: At this stage, teachers do not perceive a relationship between themselves and the suggested changes. For example, if a new programme is being developed, a teacher at this stage may or may not be aware of this effort. If he/she is aware of it, he/she may not consider it something that concerns him her. The teacher would not resist the change, because he/she really does not perceive the change as something that influences his/her own personal or professional domain.

Personal Concerns: At this stage, the teacher reacts to the innovation in relation to his/her ***personal situation***. He/she is concerned with how the new programme compares to the one already in use.

Task-related Concerns: This stage relates to the actual use of the innovation. The teacher at this stage is concerned with the time required for teaching the new programme, availability of materials, strategies to be adopted, etc.

Impact-related Concerns: The teacher at this stage is concerned with how the innovation will influence others. When working with the ORC model, we must deal directly with the concerns at stages 2, 3 and 4 in order to serve the purpose for which the change is affected.

LOC model (Leadership-Obstacle course model)

LOC is the acronym for 'Leadership-Obstacle Course' model. This model treats staff resistance to change as problematic and proposes that we should collect data to determine the

extent and nature of the resistance in implementing the curriculum. This can be carried out by the following:

i) the organisational members must have a clear understanding of the proposed innovation;
ii) individuals within the organisation must be given relevant skills so that they possess the capabilities requisite for carrying out the innovation;
iii) the necessary materials and equipment for the innovation must be furnished;
iv) If need be, the organisational structure must be modified so that it is compatible with the innovation being suggested;
v) The participants in the innovation must be motivated to spend the required time and effort to make the innovation a success.

The LOC model considers educational change as a sequence of three stages:

i) initiation;
ii) attempted implementation; and
iii) incorporation.

We should note here that implementation obstacles solved at one point at a time using this model may arise again at another point. This model, therefore, has a feedback and monitoring mechanism to determine if problems once solved keep reappearing and so on.

Linkage model

The 'linkage' model recognises that there are innovators in research and development centres such as the universities. Educators in the field sometimes however, find some attempts that are innovative and inappropriate for solving the problems. What is therefore needed is a match between the problems and innovations to establishment of linkages with the established research centres. This model envisages two systems*:* user system and resource system. There has to be a link between these two systems. The resource system should have a clear picture of the curriculum user's problems, if it is to retrieve or create appropriate educational packages. A successful resource system must proceed through a cycle of diagnosis, search, retrieval, fabrication of solution, dissemination and evaluation in order to test out its product. Thus, in the linkage model, the basic process is the transfer of knowledge.

RCA (Rand Change Agent model)

The Rand Change Agent (RCA) model suggests that organizational dynamics seem to be the chief barriers to change. As in ORC and LOC models it puts forward the following three stages in the change process:

i) Initiation: At this stage, the curriculum developers work to secure the support for the anticipated change. To support a change, such as a new programme people must understand and agree that it is legitimate. Thus, curriculum implementation activity requires the personal backing of the individuals involved. For example, at this stage, we should inform the teachers about the need for change and how it might take place.

ii) Implementation: At this stage, the proposed change. That is, the new programme and the organisational structure are adjusted to operationalize the change.

iii) Incorporation: During this stage, the changes implemented become part of the established programme. The assumption behind this is that the success of the implementation is a function of:

i) the characteristics of the proposed change;

ii) the abilities of the academic and administrative staff;

iii) the readiness of the local community; and

iv) the organisational structure.

During the incorporation stage, the changes implemented become part of the established programme. At this stage the programme implemented is provided with the necessary personnel and financial support.

- **Leadership focus**

Teacher leadership has been defined in a variety of ways during the past two decades, making distinct comparisons across the literature difficult. The authors suggest that teacher leadership can be viewed as the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development. (pp. 287.288). Teacher leaders are facilitators within the school and can be an important element in spreading and strengthening school reform and improvement. Educational improvement at the instructional level,

for example, involves leadership by teachers in the classroom (p. 255). Tasks performed by teacher leaders include monitoring improvement efforts, selecting curriculum, and participating in administrative meetings. In addition, they often are called upon to participate in peer coaching, engage parent and community participation, and review research in their time away from the classroom. Typically, these leaders are teachers who have significant teaching experience, are known to be excellent educators, and are respected by their peers. They are learning and achievement oriented and willing to take risks and assume responsibility. These teachers use a variety of informal and formal channels to exert leadership, including acting as union representatives, department heads, and mentors.

There are three key areas that foster the growth of teacher leaders: school culture and context, roles and relationships, and structures. School culture and context can facilitate leadership when the following characteristics are present:

- A school wide focus on learning, inquiry, and reflective practice.
- Encouragement for taking initiative.
- An expectation of teamwork and shared responsibility, decision making, and leadership.
- Teaching professionals being valued as role models.
- A strong sense of community among teachers that fosters professionalism.

Teacher leadership also is nurtured through roles and relationships when:

- Colleagues recognize and respect teacher leaders who have subject-area and instructional expertise.
- High trust and positive working relationships exist both among teacher peers and with administrators.
- Teacher leadership work that is central to the teaching and learning processes (as opposed to administrative or managerial tasks) is routinely assigned.
- Teacher-leader and administrator-leader domains are clearly defined, including their shared leadership responsibilities.

- Interpersonal relationships between teacher leaders and the principal flourish.

Lastly, structures can foster the growth of teacher leaders by providing adequate access to materials, time, and space for activities that facilitate teacher leadership such as professional development.

Teachers typically look at career satisfaction in terms of their ability to be of service to others and make a difference in the lives of their students (McLaughlin & Lee, 1988). Similarly, the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students. Studies have shown that teachers do not subscribe to traditional definitions of leadership as "higher" or "superior" positions within the organizational hierarchy (Devaney, 1987). Instead, teachers view leadership as a collaborative effort, a "banding together" with other teachers to promote professional development and growth and the improvement of educational services (Troen & Boles, 1992).

Today, leadership roles have begun to emerge and promise real opportunities for teachers to impact educational change-without necessarily leaving the classroom. Teachers are now serving as research colleagues, working as advisor-mentors to new teachers, and facilitating professional development activities as master teachers. Teachers also act as members of school-based leadership teams, instructional support teams and leaders of change efforts (Livingston, 1992). In addition, teachers are forging a number of new and unique leadership roles through their own initiative by developing and implementing programs they personally believe will result in positive change (Troen & Boles, 1992).

Duties of teachers as leaders

Teachers' leadership skills are a booster to their personalities and entice their teaching ability. Apart from teaching, as a leader, they motivate, promote and encourage the learner to achieve set objectives. Lieberman, Saxl, and Miles (1988) focused on what teachers actually did when they are thought leadership skills designed to provide assistance to learners and even other teachers. They found that the work of lead teachers was varied and largely specific to the individual context of the school. In order to be effective with their colleagues, lead teachers found it necessary to learn a variety of leadership skills while on the job. Those skills included:

- Building trust and developing rapport
- Diagnosing organizational conditions
- Dealing with processes
- Managing the work
- Building skills and confidence in others

Restructuring school communities to incorporate leadership positions for teachers will require teacher leaders to take certain actions. These include: placing a nonjudgmental value on providing assistance, modeling collegiality as a mode of work, enhancing teachers' self-esteem, using different approaches to assistance, making provisions for continuous learning and support for teachers at the school site and encouraging others to provide leadership to their peers.

Intellectual and professional growth.

Teachers' knowledge and skills in teaching increases dramatically as a result of their involvement in leadership training during in-service professional development (Porter, 1987; Lieberman et al., 1988; Troen & Boles, 1992). New skills and knowledge also lead to increased confidence among lead teachers and a stronger commitment to teaching. Professional growth was more often the result of collaboration with peers than activities separated from the normal school routine. Growth occurred as lead teachers observed and assisted other teachers, worked with administrators, and were exposed to new concepts and ideas.

Decreased isolation

Teacher leaders report a significant decrease in isolation as a result of opportunities to work with others both in and outside of the classroom. Studies However, in most instances isolation only decreased for those involved in leadership positions and had little bearing on the isolation felt by the larger teaching force (Porter, 1987; Wasley, 1989). Other studies have shown that under certain conditions lead teachers are successful in facilitating cooperation and collegiality more broadly among faculty members, thereby decreasing the isolation many teachers experience (Lieberman, et. al., 1988).

Learners' academic achievements

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its pupils' academic achievements. A school with more academic achievements would receive more money than a school with less achievements.

Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic performance (Aremu&Sokan, 2002). This phenomenon has been variedly referred in literature as academic achievement, or scholastic functioning. Academic achievement of learners has attracted attention of scholars, parents, policy-makers and planners. Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents (Osiki, 2001). Gender is one of the personal variables that have been related to the differences found in motivational functioning and academic achievement.

Other factors influencing learner's academic achievements

Individual differences

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first nursery school.

Early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. The relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, in turn affect their academic performance. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Non-cognitive factors

Non-cognitive factors or skills, are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles & Gintis coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

Self-efficacy

Self-efficacy is one of the best predictors of academic success. Self-efficacy is the belief of being able to do something. Stajković et al. (nd), looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were predictors of self-efficacy in over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child's sense of self-efficacy at school.

Motivation

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or

upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

Self-control

Self-control, in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals. In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self-completed questionnaires. Researchers often use the Self-Control Scale developed by (Tangney, Baumeister, & Boone 2004). Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain sight and were placed without any distraction tactics. High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control.

Extracurricular activities

Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in drop-out rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy. While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005). These variables include: civic engagement, identity development, positive social relationships and behaviors, and

mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles & Templeton, 2002).

In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005). For example, socio-economic status has been found to plays a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often affect how individuals perform in school (Eccles & Templeton, 2002). With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light. In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted to better understand the direction of this relationship (Eccles & Templeton, 2002). Together this information can give us a better understand the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

2.2.2. Empirical Review

A related study was conducted by Fabian (2016). This paper examines the contribution of high-quality teacher professional development (TPD) to the strategies teachers report using to improve students' learning in the classroom. What was taught in this TPD, and how it was delivered to teachers is compared across the 35 educational systems with available data in TALIS 2013. Results suggest that teachers who take part in curriculum-focused TPD are more likely to report using a variety of the instructional methods considered in this study. Furthermore, TPD delivered with greater levels of teacher collaboration, active learning and longer duration also increases, in many countries and economies, the likelihood of teachers reporting using a large number of these strategies. In contrast, teachers' exposure to TPD involving other teachers from the school (i.e. with collective participation) seems to be specifically detrimental for active teaching methods. The paper discusses the prevalence of these features, national gaps in their exposure and policy implications derived from these findings.

Another related study was carried out by Fullan & Mascall, (2000) The purpose of this study is to evaluate the suitability of the important aspects of teachers' in-service training including planning, content, presenters, days and duration and the location. In addition, the study also evaluates the relationship between the development of professionalism in teaching with suitable aspects of in-service training. Quantitative method was used in the form of questionnaire to collect the data. This study was conducted in 6 secondary schools in the district of Petaling Utama in Kuala Lumpur, Malaysia. A total of 174 teachers were selected purposively as respondents. The data were analyzed quantitatively using the SPSS version 21 software. Descriptive statistics were used (mean, frequency and percentage), as well as inferential statistics (Pearson Correlation test). The study indicated a significant correlation between the aspects of planning, content and course presenter with higher levels of professionalism in teaching. The findings suggest that school management should align in-service training with actual teacher needs. The Ministry of Education is also expected to manipulate the aspects of planning, content and course presenters within the in-service training to promote teacher professionalism. It is hoped that this study may be used as guidance in developing suitable in-service training to enhance teacher quality.

A study was conducted by Mammam, Badar, and Bala (2020). The teaching methods used by teachers determine the extent to which students perform in their academics. This study examines the relationship between teaching methods and academic performance of secondary school students in Nigeria. The study adopted descriptive research design but with mixed approaches of data collection and analysis. Target population comprised of 180 students in three secondary schools in Nassarawa Local Government, Kano. A total of 60 respondents were selected. The research instrument was a questionnaire. The research question was answered using descriptive statistics of percentages and pie chart. The hypotheses were subjected to inferential statistics of X2 tested at the level of significance of 0.05. The findings from this study revealed that most of the teachers' methods of teaching have a great effect on students' academic performance; based on these findings, Student-Centered Method and Teacher-Student Interactive Method were recommended in order to improve students' academic performance.

With respect to the effect of teaching methodology on students' academic performance, Isa et al (2020) did a study in Nigeria on the impact of teaching methods on the academic performance of secondary school students. The study adopted the descriptive research design but with mixed

approaches to data collection and analysis. The target population comprised of 180 students in Nasarawa local government area, Kano state, from which 60 respondents were selected. The instrument used to collect data was a questionnaire. The research questions were answered using descriptive statistics which made use of percentages and pie chart. The hypotheses were tested using chi square at the 0.05 level of significance. The findings of the study revealed that most of the teachers' teaching methods have a great effect on students' academic performance

Muema et al, (2018) also carried out a study in Kenya on the relationship between teaching method and students' performance in Mathematics in Public secondary schools. The study was based on a conceptual model developed by Shavelson, McDonwell and Oakes (1987). The study made use of the experimental research design. The target population of the study comprised of all the head teachers, all the mathematics teachers and form two students from ten secondary schools. The sample used for the study comprised of 150 respondents. The data was collected using achievement tests, structured questionnaires and interview guides. The data collected was analysed both qualitatively and quantitatively. The findings of the study revealed that there is a positive correlation between teaching methods and students' achievement in Mathematics. Teaching using ICT's was also strongly related to students' achievement than traditional methods of teaching.

Furthermore, Christine et al, (2019) did a study on the influence of teaching methods on students' academic performance in Kiswahili subject in both public and private schools. The study made use of the mixed method research design. The sample used for the study was 234 selected through probability and non-probability sampling techniques. An interview guide was used to collect data from principals and questionnaire was used to collect data from the students and teachers. The qualitative data was analysed thematically while the quantitative data was analysed using SPSS version 20.0. The findings of the study revealed that teaching methods influence students' academic achievement in Kiswahili. In line with the effect of instructional materials on students' academic performance, Nwike and Catherine (2013) did a study on the effects of the use of instructional materials on students' cognitive achievement in agricultural science in secondary school. The study made use of the quasi-experimental design. The sample used for the study comprised of 256 JSII students, randomly selected from five schools drawn from five towns. The data collected was analysed using both descriptive and inferential statistics. The findings revealed

that students taught with instructional materials performed better than those taught without instructional materials.

Another related study was conducted by Malim (nd) aimed to explore the relationship between the level of in-service training (IST) needs and teachers' teaching skills to students' achievement in secondary schools in the state of Perak, Malaysia. Data was collected through questionnaire. Study samples comprised 324 teachers were randomly selected from 18 schools. Data was analyzed using percentages, means, t-test, ANOVA and Pearson correlation. The study showed a high level of IST needs by the respondents with a mean of 3.96. The increase of teaching skills level is at a moderate level with a mean of 3.61. Results of the hypotheses testing showed that there was no significant relationship between demographic factors (gender, age and teaching experience) in the level of the IST needs and the teaching skills. The study found a weak significant relationship between IST needs with teaching skills and no significant relationship between teaching skills and students' achievement. Implications of the study include suggestions to improve the performance of IST and teaching skills in order to upgrade students' achievement.

Jamil, Atta, Ali, Baloch and Ayaz (2011) showed that IST not only improve the performance of secondary school teachers in terms of their expertise and even the latest knowledge and a better source of information for education students. IST increase teacher confidence, help them maintain better discipline in the classroom, and help to improve teaching methods and interaction with students. Teachers are equipped in a more effective way to get feedback from the students and increase their achievement. Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) found a significant relationship between teacher training and student testing. Ibrahim (2009) and Kingdon (2006) also proved the impact of individual and school characteristics on students' achievement.

Akiri and Ugborugbo (2009) in a study in Nigeria found that effective teachers produce better student. Research by Maklad (2008) also presented the IST programme for teachers in Egypt and Japan. Teaching time plays an important role in the improvement of teaching skills in Japanese schools-based training. Workshops and practical exercises appear at different levels in the training programme in Egypt. The use of instructional strategies is needed to improve teaching skills in Egyptian schools. Teachers need to be skilled in the use of information technology in education to attract students' attention and conduct a realistic teaching. Razali (2006) showed that the ISTs

attended by technical schools' teachers in Malaysia are very effective. These teachers have high level of skills and knowledge but demonstrated medium level of interpersonal and counseling skills. The study found a significant relationship between the IST and teaching effectiveness, between teaching effectiveness and student achievement and between the IST and student achievement. Aaronson, Barrow and Sander (2007) however, found no significant relationship between teacher experience and student achievement.

A study was also conducted by Ayeni, (2010). This study examined the relationship between teachers' instructional tasks and their qualifications and teaching experience. The descriptive survey design was used in the study. Respondents included 60 principals and 540 teachers randomly selected from 60 secondary schools. Selection of the secondary schools was based on stratified random sampling method. Data were collected using Teachers' Instructional Task Performance Rating Scale (TITPRS), Interview Guide for Principals (IGP) and Teachers' Focus Group Discussion Guide (TFGDG). Data collected were analysed using Pearson product moment correlation statistics. There were significant relationships between teachers' qualifications and instructional task performance ($r = 0.681$ at $p < 0.05$), and between teachers' teaching experience and instructional task performance ($r = 0.742$ at $p < 0.05$). The study concluded that teachers' instructional task performance can be enhanced with a good qualification and experience in teaching, while the challenges that teachers face in the tasks of instructional inputs and curriculum delivery require effective capacity development during service, so as to improve the quality of teaching in secondary schools and the overall quality of the education system.

Furthermore, another study was conducted by Zhaoui and Anning (2020). In this quantitative research explored the perspectives of Jiangsu University teachers on the impact of teacher professional development on students' academic performance. Survey questionnaires were used to solicit views from 298 teachers who participated in the study. Confirmatory Factor Analysis and Structural Equation Model were used to analyse the data. It was found out that teachers at Jiangsu University were familiar and interested in some specific Professional Development (PD) programs namely: Courses and Workshops, Reading of Professional Literature, Education Conferences and Seminars, Individual and Collaborative research, Observation visits to other Universities, Conflict Management, Classroom Management and Building Students' Engagement. It was revealed that teacher professional development programs attended within the

past three years have improved teachers' research abilities and instructional methods. It has also improved students' outcome significantly according to the teachers. However, it was found out that some factors prevented teachers from participating in the PD programs. Among other things, it emerged that there is lack of employer's support and that there is a kind of friction between professional development and work schedule. Relevant suggestions have been given to address this challenge

Again. another study was conducted by McMeeking, Rebecca, & Coob (2012). This study postulates that the effect of a 15- to 24-month in-service professional development (PD) program on state accountability mathematics test scores for middle school students was examined using a quasi-experimental design. Middle level mathematics teachers (n = 128) from 7 school districts and 64 middle schools volunteered for a PD sequence of content-oriented summer courses and pedagogy-oriented structured follow-up experiences during the subsequent academic year. Student effects of the PD program were measured using Colorado's state mathematics test results for 2 cohorts of students: 1 that received mathematics instruction from participant teachers in the year prior to the PD and another cohort that received mathematics instruction in the year following the PD. The odds of a student achieving a Proficient or Advanced score on the state test were then compared between cohorts. Results showed that students' odds of achieving a score of Proficient or better increased with teacher participation in the PD program.

Conclusion

This chapter (literature review and theoretical framework) has examined the already existing studies in the field of professional development and internal efficiency. It unfolds the theories, bringing out the significance of the theories to the study, the literature according to the main concepts (professional development, interview of pedagogic focus or focus on teaching method, curriculum focus and leadership focus). It places the empirical review and. This ushers us to chapter three of the study.

CHAPTER THREE:
RESEARCH METHODOLOGY

Introduction

This chapter is focused on the description of the methods and instruments used to collect information for this research work. It treats the following elements: research design, the area of study, population of study, target population, accessible population, the sample and sampling techniques, instruments used for data collection, techniques of analyzing data, the variables, the indicators and recapitulative table.

3.1. Research Design

A research design is a systematic plan to study a scientific problem. According to Amin (2005), a research design is the conceptual structure within which the research is conducted and constitutes the blue-print for the measurement of variables collection and analysis of data. In this study which was intended to do a survey, we adopted the correlational research approach. This research design was used in order to investigate the cause and effect relationships which helped in the manipulation of the main variables. For these reasons, the researcher proceeded to collect and threat the information in this work with both quantitative and qualitative instruments (questionnaire and interview). The research design therefore enables the researcher to describe the state of affairs of the social phenomenon by establishing relationships between variables, collecting data and verifying hypotheses to either confirm or deny their opinions on the state of affairs prescribed. This piece of research does not only dwell on the description of variables, but also involves the comparison of the variables under study**.** The correlational research approach has a direct relationship with the theories stipulated in this study which brings to light the two variables by creating a convenient relationship between them.

3.2. Area of the study

This study was carried out in the Yaoundé VI subdivivsion of the centre region of Cameroon. Yaoundé VI division. Yaoundé VI subdivision is found in Mfoundi division, which covers an area of about 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the 10 divisions that make up the Centre region. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic

groups include the Bassa, Ewondo, and Vute. The Mfoundi Division has seven sub divisions Yaoundé I, Yaoundé II, Yaoundé III, Yaoundé IV, Yaoundé V, Yaoundé VI, and Yaoundé VII Sub-Division. See map of Mfoundi division at the appendix.

3.3. Population of the study

A research population is a well-defined collection of individuals or objects known to have similar characteristics (Amin, 2005). The population of this study is the entire primary education stakeholders in the Mfoundi division. Stakeholders here are principally the divisional delegate, the pedagogic inspectors, the teachers, pupils and parents who interact with the pupils learning on one way or the other. All these summed up to about 8690 people. This study divides a research population into Target population, accessible population and the sample as presented on figure 1.

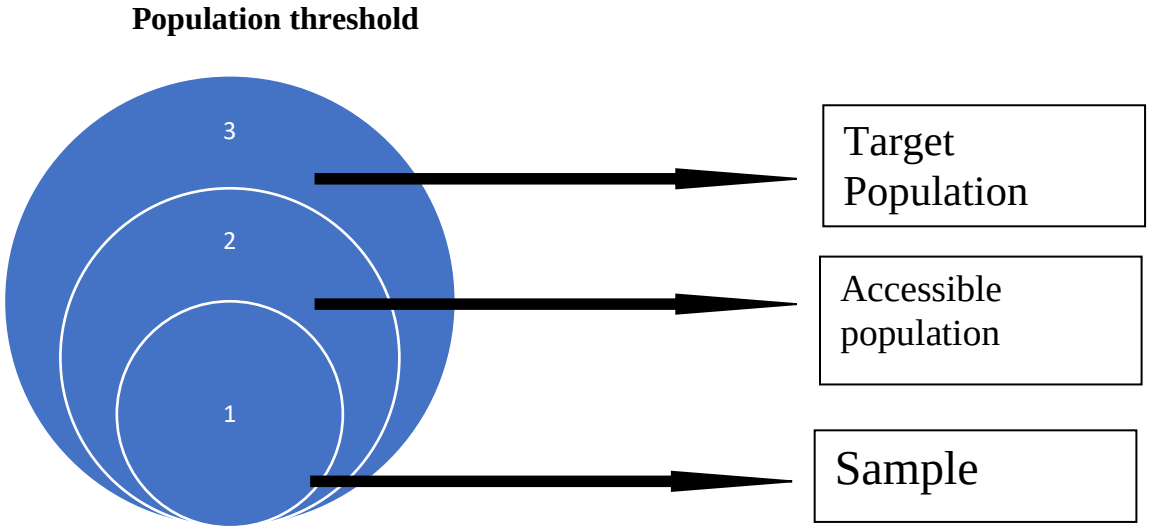

Fig. 1: Diagrammatical Representation of Population, Accessible Population and Sample of the Study
Source: Adapted from Amin (2005 p. 236)

Figure **1** is a demonstration of the respective population levels, sub-divided in order to make sure the right participants are met. These three levels, are examined below.

3.3.1. Target population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population of the study was made up of teachers and students of Government primary school Byamassi, Etoug-ebe and Mvog-Beti. The selection criteria: these schools were the most populated in students and teachers number, have

orgnanise at least two in-service training for their staff since three years and have been fully in use of the new CBA teaching method. This target population is provided on table 1.

Table 1: distribution of the target population

Schools	**Pupils**		**Head teachers**	**Teachers**	**Pedagogic animators**	**Total**
	Cl 5	**Cl 6**				
GBPS BIYEM ASSI GROUP l A	178	193	1	21	1	393
GBPS BIYEM ASSI GROUP l B	115	129	1	16		260
GBPS BIYEM ASSI GROUP 2 II A1	52	50	1	12		114
GBPS BIYEM ASSI GROUP II A 2	47	51	1	8		106
GBPS MVOGT BETSI GROUP l	182	252	1	18	1	353
GBPS MVOGT BETSI GROUP II	265	237	1	16		518
GBPS BIYEM ASSI GROUP IIB	135	146	1	14		298
GEPS ETOUG-EBE GROUP I	255	282	1	11	1	549
GEPS ETOUG-EBE GROUP II	230	186	1	13		429

Source: Divisional Delegation for Mfoundi MINBASE (2021/2022).

3.3.2. Accessible population

This is the population to which the research intends to apply its results. It is also known as the study population and it is the subset of the target population. The accessible population of the study was made up of the class five and six pupils and their teachers. We used these classes because both participants have acquired knowledge and experiences and can effectively talk about teachers' professional development and internal efficiency in schools.

Table 2: accessible population

Schools	**Pupils**		**Head teachers**	**Teachers**	**Pedagogic animators**	**Total**
	Cl 5	**Cl 6**				
GBPS BIYEM ASSI GROUP l A	78	93	1	21	1	193
GBPS BIYEM ASSI GROUP l B	15	29	1	16		60
GBPS BIYEM ASSI GROUP 2 II A1	22	30	1	12		64
GBPS BIYEM ASSI GROUP II A 2	27	31	1	8		66
GBPS MVOGT BETSI GROUP l	82	52	1	18	1	153
GBPS MVOGT BETSI GROUP II	65	37	1	16		118
GBPS BIYEM ASSI GROUP IIB	35	46	1	14		98
GEPS ETOUG-EBE GROUP I	55	82	1	11	1	149
GEPS ETOUG-EBE GROUP II	30	86	1	13		129

Source: Researcher (2021/2022).

3.4. Sample

According to Amin (2005), a sample is a portion of the population which a researcher actually carries out a research on. Hence it is the reduced number of schools and teachers from the accessible population for the current study. This is because it is not possible to collect data from the whole targeted and accessible population. Hence a sample is drawn from the accessible population. In this study from the total number of teachers, pupils and administrators, the researcher used the Krejcie and Morgan table to select this sample size of 163 participants being 112 teachers, 07 head teachers, 41 pupils and 3 pedagogic animators (PA). The researcher selected these primary school teachers because they teach little children when their cognitive abilities and working memory is fast expanding to encode, store and quickly retrieve information. The sample reached is presented on the table below.

Table 3: Distribution of sample size

Number teachers	Head Teachers	Pupils	PA	Total
112	07	41	3	163

Source: field data (2021/2022)

3.4.1. Sampling technique

With consideration of the research objectives and the design used, we adopted the purposive sampling (also known as judgment, selective or subjective sampling) technique for this study. The purposive sampling is a sampling technique in which the researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. In this wise, the researchers obtain a representative sample by using a sound judgment and stated criterial, which resulted in getting the most appropriate sample. This sampling technique was selected because it is one of the most cost-effective and time-effective sampling methods available.

3.5. Data collection

Data here contained was got from different sources; categorized under primary and secondary data.

3.5.1. Primary data

Primary data here has to do with raw material got from research participants and through questionnaires administered to pupils and teachers in the above primary schools. The data is primary because it is directly collected from the field.

3.5.2. Secondary data

Secondary data on its part is reviewed material related to teacher's professional development and student's academic performance in one way or the other. This data is gotten from reviews of existing material, from libraries, internet. It is called secondary because of the fact that it is got from pre-existing texts and research works.

3.6. Research Instruments

Every research project has as goal to gain knowledge. To arrive at this, investigations are to be made between variables. Hopkins (1998) holds that in educational settings, the purpose served by research instruments can be classified into four categories;

- The research instruments should provide a means of feedback to the instructor and the students. This helps the instructor to provide more appropriate guidance for individual students.
- It is used for research and evaluation. That is, tests are necessary to determine whether an innovative program is better than the conventional one in facilitating the attainment of specific curricular objectives.
- The instruments are used for guidance functions. That is, diagnosing an individual's aptitude and ability.
- The instruments are used for the administrative process that is, to facilitate better classification and placement decisions for instance, the groupings of children by their level.

Since it is complicated to measure directly, it is necessary to use indicators for our investigations.

For a good comprehension of this study, two instruments were used to collect data; the questionnaire and interview guide. The questionnaire is the main instrument of the study.

3.6.1. The questionnaire

A questionnaire is seen as a written list of questions that are answered by a number of people so that information can be collected from the answers. To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was designed to meet the demands of the research questions underpinning this study. The tool was chosen in order to create room for the respondents (teachers) to express their opinions in terms of the way teacher's professional development take place and how it could affect student's performances in their respective schools. Moreover, it is to some extent a fast means of obtaining sizable information.

Description of the tool

In this study, we designed and administered 112 questionnaires. The 112 questionnaires had 26 questions per questionnaire, divided into the respective indicators. The questionnaire was measured using the 4-point Likert scale. We adopted 4 points Likert scale because it gives the exact results of every participant. Every questionnaire was made up of closed-ended questions and was anonymous. There were designed into five sections as follows: Section "A" was demographic information. Structured to collect general information about respondents such as: name though facultative; gender, age, level of education, date and place of interview. Section "B" consisted of information on teacher's professional development. Section "B1" is based on questions related to the pedagogic focus; section "B2" concerns itself with curriculum focus, while section "B3" deals with the leadership focus, section "B4" internal efficiency as seen on table 3.

Table 4: Presentation of variables and corresponding items on the questionnaire

HYPOTHESES	**ITEMS**
Pedagogic focus	05
Curriculum focus	06
Leadership focus	06
Internal efficiency	05

Source: field data (2021/2022)

Validation of the instrument

According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure and the data collected honestly and accurately represents the respondent's opinion.

Face Validity

Face validity is the extent to which a tool appears to measure what it is supposed to measure. In this light, the researcher after constructing the tools (questionnaire and interview guide), they were presented to senior students and research specialist in the department to cross examine the structure and number of items. They made some respective corrections. Three were then taken to the supervisor for scrutiny, reconstructed some items and together with the researcher confirm that the tool is well structured and fit for purpose.

Content validity: This is to know if the questions match with the subject matter. E.g. asking questions in all the indicators. All questions were constructed following the subject matter and all indicators had almost equal representation in the questionnaire. they were given to the supervisor to verify if the various components of the study are covered. We used the expert judgmental test to measure the content validity of the tools.

Reliability of the instruments

Reliability refers to how consistently a method or an instrument measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable and consistence.

The Pilot Test

A pilot study can be defined as a 'small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study' (Zailinawati, Schattner & Danielle, 2006). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. It can also help members of the research team to become familiar with the procedures in the protocol, and can help them decide between two competing study methods, such as using interviews rather than a self-administered questionnaire. The pilot study can reveal the ambiguity, and poorly elaborated questions.

Questions that are not understood and unclear can indicate whether the instructions to the respondents are clear. The outcome of this pilot study enabled the researcher to eliminate and refine certain items in the questionnaire. A pilot test was carried out by the researcher using teachers and pupil of government primary school Mendong. The researcher obtained permission through an attestation of research from the head of department and the Dean of the Faculty before going to the field at the field. This pupil was chosen because they have nearly the same characteristics like the pupils in the sample. According to Saughmessy and Zechmeister (1990), an instrument is reliable when it measures what it is intended to measure consistently. Hence the reliability of the instrument was verified. The reliability is the degree to which the instrument consistently measures whatever it is supposed to measure.

The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected and the total understandability of the questionnaire was measured which assisted to enrich the final questionnaire, hence, the validity of the research instrument.

Results of the pilot testing

RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded[a]	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.828	22

Source: filed data (2021/2022)

According to the reliability results above, it is seen that the researcher tested 22 items and the reliability coefficient stood at .828. this means that the tool was reliable at .828 meaning it was reliable and could be used in a study.

3.6.2. Observation Checklist

An observation checklist is a set of questions that evaluate the performance and behavior of teachers and students in a classroom setting. Observation checklists assist an observer to identify skill gaps and problem areas to further improve teaching strategies, classroom settings, and student learning development. A pupil observation checklist is used to perform an individual and group evaluation on students regarding their behaviors and interactions within the classroom. Observation checks allow us to examine and focus on the teaching – learning practices and to improve on the learning needs of the pupils and determine ways to correct disruptive behaviors (if any). We used the observation checklist because it is a great guide in gathering useful information that can provide more objective insight on what can be improved in teaching methods, classroom setup, and student learning.

Key areas observed

Academic performance- this refers to the average, positions, passing, failing and repeating, drop out by learners in schools.

Social Behaviors – This refers to the interaction of the pupil with the people they're surrounded within the school (including peers and adults). (e.g Is the student friendly and respectful towards adults and his/ her peers? Does he/ she interact appropriately with peers in an academic setting?)

General Behavior and Conduct – This area pertains to the student's overall behavior. (e.g Does the student engage in disruptive behaviors in class? How is his/ her attention span? What about his/ her activity level?).

3.6.3. Administration of instruments

The researcher obtained the research authorization from the department, invited two other researchers with whom they concerted and team up before going to the school's concern. At the school, they presented themselves to the head teacher and presented their research authorization. From there the head teachers gave them the right to meet with their teachers and any other area or document they may need in the study. The researchers took schedule from the teachers on what time they and the learners could be free in order to participate in the study. All these took three

weeks. Given that we met them all in school campus, they answered the questionnaire and return it to us immediately.

Administration of the interviews

With the use of this technique, we conducted both structured and unstructured *face to face* interviews with informants carefully selected from the study population. This technique was applied during fieldwork with the aim of exploring the perceptions that different people have relating thereto. We equally sought to know from the actors their experiences and what is implicit about the issue at hand. To realise this, an interview guide duly designed to that effect; with preoccupations centring on the various research variables were used. A tape recorder and writing materials were also used in the process.

Informants/research participants were carefully selected in the best way that could make the research results credible. In fact, they were chosen in respect for their professional profiles. The reason behind this style is that the researcher wanted to create a balance between data got from people from the above-mentioned categories so as to see if there is a nuance between them.

Ethical Considerations

Ethical considerations were made for the sake of feasibility, clarity, significance and protection of participant's interest. Firstly, the researcher sought the consent of the school head in order to work freely with respondents. In this case, the researcher met the head teachers of the school, explained the purpose of the research and the set of pupils which the researcher wished to work with. The issue of confidentiality was raised and discussed with the respondents and school authorities. The researcher avoided deception of both pupils and teachers promising them material or financial benefits. Each learning schedule was at the teacher's convenience. In situations where the schedule was not respected by the researcher, apologies and explanations were given to the teachers or school authorities. A consent form was presented for signature. Also, the pupils could not sign the consent form for participation but the teachers signed as guardians on behalf of the parents of the pupils.

Authentication of instruments

The validation process was done in two phases: the first phase sealed off the presentation of the questionnaires and the interview guide to the research supervisor. After a thorough inspection of this instrument, he brought in some corrections and modifications before giving his approval for them to be administered. The second phase of it consisted of doing the necessary corrections following the instructions of the research supervisor, that which was done, before they were ready to serve the purpose for which they were intended.

3.7. The data analysis technique

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), a correlational research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The relationship can now be used to make predictions. The Statistical Package for Social Sciences (SPSS) version 23.0 was used for data analysis. Both inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires observation check list and interview guide. The descriptive data was applied using tables and chats. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the correlation between teachers' professional development and internal efficiency. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between the two variables.

3.7.1. Statistical Procedures Used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used.

The formula is described thus:

Spearman correlation:

$$(1+x)^n \quad nx$$

$$r_s = \frac{\qquad\qquad}{\qquad\qquad}$$

It is presumed that, this variable has an effect on the dependent variable which is learners academic performance.

The dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is learner's academic achievement. Average, GPA, promotion, skills, change in behavior.

Table 5: Recapitulative Table of Indicators, Modalities, Measurement Scale and Statistical Test

The General Hypothesis	The Research Hypotheses	The indicators	The modalities	The Dependent Variable	The indicators	Items on questionnaire	The Measurement scale	Statistical test
Ha0: There is a significant relationship between curriculum quality and graduates' employability	**Ha1:** There is a relationship between pedagogic focus and internal efficiency in primary schools in Yaounde VI subdivision	Pedagogic focus	Lesson plan, evaluation, class control, marking, lesson presentation, exercises, assignments, Demonstration -Illustration -Experimentation -Experiential learning -Discussion	Internal efficiency	Promotion Average, skills acquired, behaviors, competences,		Ordinal	Spearman rank correlation
	Ha2: There is a relationship between curriculum focus and internal efficiency in some selected primary schools in Yaounde VI subdivision	Curriculum focus	Annual programme, content, environment, didactic material, focus				Ordinal	Spearman rank correlation
		Leadership focus	Lecturing Motivation, encouragement, assistance, advise,		Promotion Average / GPA, skills acquired, behaviours,		Ordinal	Spearman rank correlation

	Ha3: There is a relationship between leadership focus and internal efficiency in some selected primary schools in Yaounde VI subdivision		makes examples, kind		competences,			

Source: This study (2021-2022)

Conclusion

This chapter presents the areas of the study, research design, population, instruments, validity and reliability and the dada analysis technique. This chapter presents the methodology that enables us conduct this research. It ushers us to chapter four

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

This chapter has three main parts: the first part deals with the presentation of descriptive statistics in percentages and frequency tables, the second part deals with qualitative analysis which involves the interview guide and the third part of this chapter deals with the verification of the hypotheses postulated. This includes the choosing of an appropriate statistical test. In the case of this study, the spearman rank correlation will be used to test the hypotheses of this study

4.1. Data analysis frequency tables

4.1.1. Analysis of General Information

Table 6: Presentation of Respondents' Personal Information

Items	Modalities	*F*	%
Gender	Male	32	28.6
	Female	80	71.4
Classes thought	Class 5	32	28.6
	Class 6	80	71.4
Government	Group 1 A	16	14.3
Bilingual Primary	Group 1 B	13	11.6
School Biyem-assi	Group 11 A	18	16.1
	Group II B	16	14.3
Government	Group 1	17	15.2
Bilingual Primary	Group II	16	14.3
school Etoug-ebe			
GBPS Mvogt-Betsi	Group I	16	14.3
In-service training	Yes	61	54.5
participation	No	51	45.5

Source: Field data (2022)

Table 6 presents respondents' demographic information, on Gender (involving male and female participants), 32 males participated in the study, making a percentage of 28.6 and 80 females participated in the study which make up 71.4 percent participation. These gave a total participation of 112 being 100 percent of the total sample of the study. The large difference

between the number of female and male participation was due to the natural difference that exist in every society. There are more women than men on the planet earth and therefore in Cameroon. Moreover, the females were more open and willing to sacrifice time for the study.

On the number of teachers who participated in this study, we had 32 who thought class 5, which made a percentage of 28.6, 80 participants who thought class six making 71.4 percent. These gave a total of 112 sample of the study and 100 percent participations in the study.

Furthermore, different schools were used in this study, among which were had GBPS Biyem-assi group 1A with 16 participants, making a percentage participation of 14.3. meanwhile, group 1B also had 13 participants, making a percentage participation of 11.6 in the study. Furthermore, the group II A also was represented by 18 participants. These made up 16.1 percent participation in the study. Moreover, the group II B Participated by 16 participants, making a percentage participation of 14.3 moreover. Also, GBPS Etoug-ebe group I was represented by 17 participants, making a percentage participation of 15.2 and group II also had 16 participants and this number made up 14.3 percent participation and finally GBPS Mvogt-Beti has 16 participants making 14.3 % participation. These culminate to a 112 sample of the study and therefore 100 percent participation in the study.

Further, we verified if the teachers have ever participated in any in-service training. In the case of in-service training, 61 participants said yes (they have ever attended), making a percentage participation of 54.5. Meanwhile 51 participants say they are not use to attending in-service training, making a percentage participation of 45.5. These make up a total of 112 sample and therefore a 100 percent participation in this study.

4.1.2. Analysis of the Independent Variable

Table 7: Presentation of Pedagogic focus on internal Efficiency

S/N	Item	Decision	*f*	%
5	We were taught how to draw lesson plans in CBA during the training	**A**	67	59.8
		D	45	40.2
6	We learned how to bring real life situation to classroom	**SA**	41	36.6
		D	71	63.4
7	We learned how to use didactic materials for practice in CBA	**SD**	71	63.4
		SA	41	36.6
8	We learned how to evaluate students' competences	**A**	41	36.6
		D	71	63.4
9	We learned how to correct scripts	**SA**	9	8.0
		A	62	55.4
		D	41	36.6

Source: field data (2021/2022).

Table 7 represents the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 67 participants agreed that they were taught how to draw lesson plans in CBA, making 59.8 percent participation, meanwhile 45 participants disagree to the fact that they were schooled on how to draw a lesson plan in CBA, making a 40.2 percent participation. These make up 112 sample size and a percentage participation of 100% in the study.

According to table 7, representing the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 41 participants strongly agreed that they learned how to bring real life situation to classroom, making 36.6 percent participation, meanwhile 71 participants disagree to the fact that they were schooled on how to bring real life situation to classroom, making a 63.4 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 7, pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 71 participants strongly disagreed that they learned how to use didactic material for practice during the training,

making 63.4 percent participation, meanwhile 41 participants strongly agree to the fact that they were schooled on how to use didactic material during practice, making a 36.6 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study

According to table 7 the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 41 participants agreed that they learned how to evaluate students' competences during the training, making 36.6 percent participation, meanwhile 71 participants disagree to the fact that they were schooled on how to evaluate pupils' competences during the training, making a 63.4 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 7 the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 9 participants strongly agreed that they learned how to correct scripts, making 8.0 percent participation, meanwhile 62 participants agreed to the fact that they were schooled on how to correct scripts in the training, making a 55.4 percent participation meanwhile 41 participants disagreed to the phrase that they learn how to correct scripts during the training, making a percentage participation of 36.6. These make up 112 sample size and a percentage participation of 100 percent in the study.

Table 8: Presentation of Curriculum Focus and Teachers' Efficiency

S/N	Item	Decision	*f*	%
10	We learned how to design a curriculum	**SD**	8	7.1
		D	22	19.6
		A	38	33.9
		SA	44	39.3
11	We learned how to extract courses from the programme	**D**	10	8.9
		A	67	59.8
		SA	35	31.3
12	We learned how to connect the curriculum to our environment	**SA**	1	.9
		D	14	12.5
		A	54	48.2
		SD	43	38.4
13		**D**	8	7.1

	We learned how to calculate and fill marks	**A**	30	26.8
		SA	74	66.1
14	We learned how to design our syllabus	**A**	33	29.5
		D	54	48.2
		SD	25	22.6
15	We learned how to design state of advancement	**SD**	20	17.9
		D	16	14.3
		A	56	50
		SA	20	17.9

Source: Field data (2021/2022)

Table 8 representing the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 8 participants strongly disagreed that they were taught how to design a curriculum CBA, making 7.1 percent participation, meanwhile 22 participants disagree to the fact that they were schooled on how to design a curriculum in CBA, making a 19.6 percent participation. In addition, 38 participants agreed that they were taught how to draw a curriculum, making a percentage participation of 33.9 and 44 participants strongly agreed that they were taught on how to draw a curriculum, making a percentage participation of 40.0. These make up 109 sample size and a percentage participation of 97.3 percent in the study.

Table 8 represents the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 10 participants disagreed that they were taught how to extract courses from the programme, making 8.9 percent participation, meanwhile 67 participants agree to the fact that they were schooled on how to extract course or lessons from the programme, making a 59.8 percent participation. In addition, 35 participants strongly agreed that they were taught how to extract courses from the programme, making a percentage participation of 31.3. These make up 112 sample size and a percentage participation of 100 percent in the study.

It also represents the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 1 participant strongly agreed that they were taught how to connect the curriculum to our environment, making .9

percent participation, meanwhile 14 participants disagree to the fact that they were schooled on how to connect the curriculum to our environment, making a 12.5 percent participation. In addition, 54 participants agreed that they were taught how to connect the curriculum to our environment, making a percentage participation of 48.2 and 43 participants strongly agreed that they were schooled on how to connect curriculum to the environment, making 38.4 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

Table 8 represents the curriculum focus of professional development of teachers and their efficiency, according to the information presented on the table, 8 participants disagreed that they were taught how to calculate and fill marks, making a 7.1 percent participation, meanwhile 30 participants agreed to the fact that they were schooled on how to calculate and fill marks, making a 26.8 percent participation. In addition, 74 participants agreed that they were taught how to calculate and fill marks, making a percentage participation of 66.1. These make up 112 sample size and a percentage participation of100 percent in the study.

In table 8 the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 33 participants agreed to the fact that they were taught how to design syllabus, making a 29.5 percent participation, meanwhile 54 participants disagreed to the fact that they were schooled on how to design syllabus, making a 48.2 percent participation. In addition, 25 participants strongly disagreed to the fact that they were taught how to design syllabus, making a percentage participation of 22.6 These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 8 the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 20 participants strongly disagreed to the fact that they were taught how to design state of advancement in teaching, making an 17.9 percent participation, meanwhile 16 participants disagreed to the fact that they were schooled on how to design state of advancement in teaching, making a 14.3 percent participation. In addition, 56 participants agreed to the fact that they were taught how to design state of advancement in teaching, making a percentage participation of 50 and 20 participants strongly agreed that they were schooled on how to determine their state of advancement in teaching, making 17.9 percent. These make up 112 sample size and a percentage participation of 100 percent in the study.

Table 9: Presentation of Leadership Focus and Teachers' Efficiency

S/N	Item	Decision	*f*	%
16	We learned how to motivate our learners	**D**	54	48.2
		SA	58	51.8
17	We learned how to advice our learners	**D**	7	6.3
		A	18	16.1
		SA	87	77.6
18	We learned how to control our class	**A**	61	54.5
		SA	51	45.5
19	We learned how to collaborate with our head teacher	**A**	42	37.5
		SA	70	62.5
20	We learned how to collaborate with other staff / teachers	**D**	16	14.3
		A	56	50
		SA	40	35.7
21	We learned how to lead learners around the campus	**D**	09	8
		A	35	31.3
		SA	68	60.7

Source: field data (2021/2022)

According to table 9 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 54 participants disagreed to the fact that they were taught how to motivate their learners, making a 48.2 percent participation, meanwhile 58 participants strongly agreed to the fact that they were schooled on how to motivate their learners, making a 51.8 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 9 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 7 participants disagreed to the fact that they were taught how to advice their learners, making a 6.3 percent participation, meanwhile 18 participants agreed to the fact that they were taught how to advice their learners, making 16.1 percent participation, meanwhile 87 participants strongly agreed to the fact that they were schooled on how to advice their learners, making 77.6 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 9 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 61 participants agreed to the fact that they were taught how to control their classes, making a 54.5 percent participation, meanwhile 51 participants strongly agreed to the fact that they were schooled on how to control their classes, making a 45.5 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 9 representing the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 42 participants agreed to the fact that they were taught how to collaborate with our head teacher, making a 37.5 percent participation, meanwhile 70 participants strongly agreed to the fact that they were schooled on how to collaborate with our head teachers, making a 62.5 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 9 representing the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 16 participants disagreed to the fact that they were taught how to collaborate with other teachers, making a 14.3 percent participation, meanwhile 56 participants agreed to the fact that they were schooled on how to collaborate with other teachers, making a 50 percent participation. Moreover, 40 participants strongly agreed that they were schooled on how to collaborate with other teachers, making a percentage of 35.7. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 9 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 9 participants disagreed to the fact that they were taught how to lead learners around the campus, making a 8 percent participation, meanwhile 35 participants agreed to the fact that they were schooled on how to lead learners around the campus, making a 31.3 percent participation. Moreover, 68 participants strongly agreed that they were schooled on how lead learners around the campus, making a percentage of 60.7. These make up 112 sample size and a percentage participation of 100 percent in the study.

4.1.3. Analysis of the Dependent Variable

Table 10: Presentation of Teachers' Efficiency

S/N	Item	Decision	*F*	%

22	I need to apply new methods of practice in my class to make learners improve	**A** **SA**	44 68	39.3 60.7
23	I now put my learners at the center of lessons to make them feel involved	**A** **SA**	41 71	36.6 63.4
24	I motivate my learners in order to make them more engaged	**A** **SA**	71 41	63.4 36.6
25	My pupils perform better with my modification of strategy	**A** **SA**	54 58	48.2 51.8
26	My pupils acquire more competences when I use practice	**A** **SA**	29 83	25.9 74.1

Source: field data (2021/2022).

According to table 10 the teacher's effectiveness in teaching, according to the information presented on the table, 44 participants agreed to the fact that they need to apply new methods of practice in class to make learners improve, making a 39.3 percent participation, meanwhile 68 participants strongly agreed to the fact that they were schooled on the need to apply new methods of practice in class to make learners improve, making a 60.7 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 10, the teacher's effectiveness in teaching, according to the information presented on the table, 41 participants agreed to the fact that they need to put the learners in the center of the lesson to make them feel involved, making a 36.6 percent participation, meanwhile 71 participants strongly agreed to the fact that they were schooled on the need to put learners at the center of the lesson to make them feel involved, making a 63.4 percent participation. These make up 112 sample size and a percentage participation of 100 percent in the study.

According to table 10, the teacher's effectiveness in teaching, according to the information presented on the table, 71 participants agreed to the fact that they motivate their learners in order to make them more engaged, making a 63.4 percent participation, meanwhile 41 participants strongly agreed to the fact that they motivate their learners in order to make them more engaged, making a 36.6 percent participation. These make up 112 sample size and a percentage participation of 100 in the study.

According to table 10, the teacher's effectiveness in teaching, according to the information presented on the table, 54participants agreed to the fact that, my pupils perform better with my modification of strategy, making a 48.2 percent participation, meanwhile 58 participants strongly agreed to the fact that My pupils perform better with my modification of strategy, making a 51.8 percent participation. These make up 112 sample size and a percentage participation of 100 in the study.

According to table 10, the teachers' effectiveness in teaching, according to the information presented on the table, 29 participants agreed to the fact that My pupils acquire more competences when I use practice, making a 25.9 percent participation, meanwhile 83 participants strongly agreed to the fact that My pupils acquire more competences when I use practice, making a 74.1 percent participation. These make up 112 sample size and a percentage participation of 100 in the study.

4.2. Verification of Research Hypotheses.

4.2.1. Research hypothesis 1

RH1: Pedagogic focus has a significant impact on internal Efficiency

Ha: There is a strong correlation between Pedagogic focus and internal Efficiency.

Table 11: Correlations between Pedagogic focus and Teachers' Efficiency.

			Pedagogic focus	Teachers' Efficiency
Spearman's rho	Pedagogic focus)	Correlation Coefficient	1.000	0.346**
		Sig. (2-tailed)		0.000
		N	112	112
	Teachers' Efficiency	Correlation Coefficient	0.346**	1.000
		Sig. (2-tailed)	0.000	.
		N	112	112

Source: field data (2021/2022)

The correlation table above shows the spearman's correlation value ***r*** = 0.346, which indicates a low correlation between Pedagogic focus and internal Efficiency. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is

the standard error margin: ***r*** = 0.346, ***P***= 0.000 ≤ 0,05. The correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Pedagogic focus and Teachers' Efficiency, while Ho is rejected. Thus, at an error margin of 5%, HR1 is confirmed. Therefore, the unsatisfying internal Efficiency observed among teachers is strongly blamed on Pedagogic focus.

4.2.2. Verification of Research hypothesis 2

RH2: There is a significant relationship between Curriculum Focus on internal' Efficiency

Ha: There is a strong correlation between Curriculum Focus Internal Efficiency.

Table 12: Correlations between Curriculum Focus and internal Efficiency.

			Curriculum Focus	Teachers' Efficiency
Spearman's rho	Curriculum Focus	Correlation Coefficient	1.000	0.245**
		Sig. (2-tailed)		0.008
		N	112	112
	Teachers' Efficiency	Correlation Coefficient	0.245**	1.000
		Sig. (2-tailed)	0.008	
		N	112	112

Source: field data (2021)

The correlation table above shows the spearman's correlation value ***r*** = 0.245, which indicates a low correlation between Curriculum Focus and Teachers' Efficiency. This is equally based on the fact that the level of significance is 0.008 which is largely less than 0.05, (alpha) which is the standard error margin: ***r*** = 0.245, ***P***= 0.008 ≤ 0,05. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Curriculum Focus and internal Efficiency, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, the disturbing Teachers' Efficiency event observed among teachers is statistically related to the way Curriculum Focus was handled.

4.2.3. Verification of Research hypothesis 3

RH3: There is a significant relationship between Leadership Focus and Teachers' Efficiency

Ha: There is a strong correlation between Leadership Focus and Teachers' Efficiency.

Table 13: Correlations between Leadership Focus and Teachers' Efficiency.

			Leadership Focus	Teachers' Efficiency
Spearman's rho	Leadership Focus	Correlation Coefficient	1.000	0.411**
		Sig. (2-tailed)		0.000
		N	112	112
	Teachers' Efficiency	Correlation Coefficient	0.411**	1.000
		Sig. (2-tailed)	0.000	
		N	112	112

Source: Field data (2021/2022)

The correlation table above shows the spearman's correlation value ***r*** = 0.411, which indicates a moderate correlation between Leadership Focus and internal Efficiency. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: ***r*** = 0.411, ***P***= 0.000 ≤ 0,05. The correlation falls within the range of a strong correlation since its moderate and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Leadership Focus and internal Efficiency, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Leadership Focus was handled highly predicts Teachers' Efficiency worries observed among teachers.

Table 14: Recapitulation of results.

Hypotheses	**Alpha**	**Degree of significance**	**Correlation coefficient**	**Decision**
RH_1		0.00	0.346**	H_a retained and H_o rejected

RH_2	0.05	0.008	0.245**	H_a retained and H_o rejected
RH_3		0.00	0.411**	H_a retained and H_o rejected

Source: field data (2021/2022)

Since all three specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the disturbing Teachers' Efficiency situation is strongly blamed on the Teachers' professional development in the Mfoundi, Mefou and Akon division.

4.3. Presentation of qualitative findings

Background Details:

- **Site Visit:** primary schools
- **Day(s) of the week:** Monday to Friday
- **Classes:** classes five and six

4.3.1. Summary of observation using classroom data and anecdotal data from the observation

When we got to the school, the head teacher gave us the right to all documents and pupils in the schools. We got the report booklets from where we observed diverse situations. We observed that most pupils who perform poorly in the first term turn to improve in the second term. One on one exchange with some of the pupils unveiled that teachers have become more friendly and they are very happy to be in their class. This indicates that from the start some teachers were not yet verse with the leadership skill in classrooms, the pedagogy and curriculum. They became masters of this from the second term, possibly after attending some pedagogic and leadership workshops.

In most classes, it was observed that the class average had improved comparatively. In the first term, most class averages were relatively low with learners have 5 and 6 average. But there were great general improvements in the second term as many pupils could move from competence not acquired to experts. This was mostly justified by the teaching-learning method used in the class. The teachers had had three internal trainings in four months. This helped many teachers to

guide their teaching and class management styles. Thereby, improving on the learner's academic performance.

Observation of pupil's behavior indicated that most children have become better in the way they talk, they play, greet their teachers and others. these are basic teachings that teacher taught them and with their constant repetition they turn to master it. Most teachers who were newly posted and had challenges with the teaching process made great improvements as the learners increasing became motivated in participating in class. During their lessons, it was observed that they made progressive improvement in the teaching process. this was consequently viewed in the learner's academic performances.

The above summary therefore confirms the results from the quantitative data. It emphasizes that teachers internal training has significance on pupil's academic performances. This qualitative information we registered from classroom practices too student's performances and changes in behaviours is an indication that any improvement in the teachers internal training will have a relative influence on students' academic performances.

Conclusion

This chapter presents the results collected with the help of questionnaire and analyses. The results show the frequencies and percentages of the participants. It further presents the results according to the hypothesis. This chapters enables us to provide result to the questions and answer to the tentative questions asked.

CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS AND PROSOSALS FOR FURTHER STUDIES

Introduction

This section is based on the description of each hypothesis based on findings which is backed by the views of other authors with respect to the relevant theories and the researcher's perception. The findings have gained grounds based on results from research instruments.

5.1. Summary of Findings

This study was conducted to find out the influence of professional development on teachers' effectiveness among primary school teachers in Yaounde VI. Three research hypotheses were drawn which help to guide this research work. After the analysis, all the three research hypotheses were validated and are present as follows:

RH01: There is a relationship pedagogic focus of the teacher's professional development programmes and internal efficiency in some selected primary schools in Yaounde VI.

RH02: There is a link between curriculum focus of the teacher's professional development and internal efficiency in some selected government primary schools in Yaounde VI

RH03: There is a relationship between leadership focus of the teacher's professional development and internal efficiency in some selected primary schools in Yaoundé VI.

5.2. Discussion of Findings according to the Demographic information

During the field work, the researcher found out that females were more than males. This has varied implications both on the results and the realities of the society. This, indicates that more females enroll in primary education than males. When we sought from the administration to know why gender balance was not implemented, we were made to understand that more females go to the schools nowadays than males so gender balance was a little difficult to implement. This makes this research work more society inclined. Its distribution of male and females falls in conformity with the reality of the society where there are more females than males and the same goes with the number in schools.

Still on the demographic information, the learners and teachers of class five and class six and the teachers teaching these classes or who taught these classes participated in the study. They

were classes five and six because at this age, the learners is able to notice changes in a teacher, either positive or negative and has developed the ability to appreciate a good act from the teacher. The teachers of these classes also participate in their numbers. We took even more class six teachers and pupils because the more children progress in school the more knowledgeable and courageous and freely express themselves in real life situation.

Furthermore, in the field, 7 different state primary schools participated in the study. This gave the researcher the latitude for a panoramic examination of the reality at hand. It helps the inclusiveness of the results and further make the results more people inclined and open its horizon of reality. The more the number of schools participated, the more inclusive the results.

Further, we verified if the teachers have ever participated in any in-service training. In the case of in-service training, 61 participants said yes (they have attended), making a percentage participation of 53.0. Meanwhile 51 participants say they are not use to attending in-service training, making a percentage participation of 46.9. These make up a total of 112 sample and therefore a 100 percent participation in this study. The participation in responding to this preoccupation was very important as it helps the study to verify if actually the teachers of interest actually attend the in-service training. This gave those who have been attending the upper hand to respond positively because they knew the reality. This helps to make the results reliable and contextually inclined.

Table 15: Presentation of summary discussion of findings

Variables	**Indicators**	**Hypothesis**	**Confirmation of results: *Questionnaire***	**Relevant theory**
There is a significant relationship between teacher's professional development and teacher's effectiveness in some primary	Pedagogic focus	there is a relationship between pedagogic focus and internal efficiency	Ha: retained (There is a significant relationship)	Social learning theory: Albert Bandura (1977)

schools in Yaounde VI				
	Curriculum focus	there is a relationship between curriculum focus and internal efficiency	Ha: Confirm - There is a significant relationship)	Behaviourism theory (BF Skiner 1898)
	Leadership focus	there is a relationship between leadership focus and internal efficiency	Ha: confirmed (there is a significant relationship)	Vygotsky's social constructivists theory of learning
DV	Teachers efficiency	//	///	Welblerg's theory of Academic achievement/performance (1992)

Source: Researcher (2022)

5.3. Discussion of findings according to hypothesis

5.3.1. Research hypothesis 1:

Ha: There is a strong correlation between pedagogic focus of professional development programme and internal efficiency in some selected primary schools in Yaounde VI

Ho: There is no correlation between pedagogic focus of professional development programme and internal efficiency in some selected primary schools in Yaounde VI.

After the data analysis, Ha was confirmed while Ho was rejected. The correlation table presented in chapter four shows that the spearman's correlation value $r = 0.346$. This value although indicates a low correlation between Pedagogic focus of professional development and

internal Efficiency in some selected primary schools in Yaounde VI. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.346$, $P = 0.000 \leq 0{,}05$. A look at it shows that the correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm Ha and reject Ho: Ha: There is a strong correlation between Pedagogic focus of professional development and Teachers' Efficiency in some selected primary schools in Yaounde VI, while Ho is rejected. Thus, at an error margin of 5%, HR1 is confirmed. Therefore, the unsatisfying internal' Efficiency event observed among teachers is strongly blamed on Pedagogic focus. This means that there are few or limited professional development training programmes for primary schools' teachers. And even when they are organized, they lack pedagogic focus.

Based on the above results, we accept that pedagogic focus of the professional development programmes can increase the way teachers teach. This forms a disturbing issue because most often the programmes interest is missed and the core of it (pedagogic) are not handled. This is glaring especially with the coming of the new competency-based approach in Cameroon primary schools. Many teachers still complain that they do not yet master how it functions. This is persistent because during the few annual programmes, most of the training is theory based. According to the social learning theory of Albert Bandura (1977)**,** learning process and social behaviour opines that new behaviours can be acquired by observing and imitating others. But in the reality of these programme development, teachers are not given the chance to imitate, or even observe the practical lessons that can enable them learn and in turn apply in class. The theory further stipulates that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. But the case of teacher development is different. Most teachers have to turn to their colleagues or read by themselves and apply in the classes.

These results were not isolated, other earlier researchers have conducted studies in this domain and literature reviewed have proven their results related to that acquired by the study. In relation to this results, other studies; A study conducted by Mammam, Badar, and Bala (2020), that examined the teaching methods used by teachers to determine the extent to which students

perform in their academics. This study examines the relationship between teaching methods and academic performance of secondary school students in Nigeria. The results of the study were closely related to those of this study. Just like the results of our study, Mamman et al (2020) revealed that most of the teachers' methods of teaching have a great effect on students' academic performance; based on these findings, Student-Centered Method and Teacher-Student Interactive Method were recommended in order to improve students' academic performance. This highlights on the cry for professional development of the teachers in Cameroonian primary schools.

Furthermore, on the teaching methods of pedagogic focus, Isa (2020) also holds the same view like that of this study. To Isa, the findings of the study revealed that most of the teachers' teaching methods have a great effect on students' academic performance. In concomitance with our study, the results show that since teachers' pedagogic practices that improve learners' academic performances, there is a need to enhance pedagogic focus of professional proogrammes in Cameroon primary schools. The more the programmes are missing the target, the more the teachers lack updated pedagogic skills and this will further be thwarting the teaching-learning process and subsequently students' academic performances.

In the reality of Cameroon primary education, this result has a huge impact. The lack of pedagogic focused in the professional development of teachers in primary schools is mustering failure and poor performances among pupils. That is why we still have very poor results in classes and end of year examinations in Cameroon. The reading crises is rising geometrically and more and more learners in their early years in college are unable to read and write freely. This learning crises is a call for concern and primary school state holder need to be informed. The primary education is the base of education in Cameroon. This based has a profound role to play as far as the life of the learners (leaders of tomorrow are concern). The educational system is a chain and once the learners fails to perform well in a stage, the subsequent stages poses severe challenges. There is a need for the educationist to examine the situation and redress before it escalates the limits.

5.3.2. Research hypothesis 2:

Ha: There is a strong correlation between curriculum focus of professional development programme and internal efficiency in some selected primary schools in Yaounde VI.

Ho: There is no correlation between curriculum focus of professional development programme and internal efficiency in some selected primary schools in Yaounde VI.

After the data analysis, Ha was confirmed while Ho was rejected. The correlation table presented in chapter four indicates that spearman's correlation value $r = 0.245$. This means that or which indicates a moderate correlation between Curriculum Focus and internal Efficiency. This is equally based on the fact that the level of significance is 0.008 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.245$, $P = 0.008 \leq 0{,}05$. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Curriculum Focus of the development programmes and Teachers' Effectiveness in some selected primary schools in Yaounde VI, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, the disturbing Teachers' Efficiency event observed among teachers is statistically related to the way Curriculum Focus was handled.

This results further shows that the disturbing element that thwarts teachers' effectiveness is the lack of curriculum focus in the professional development training of teachers. This shows that few professional training programmes organized seldom enhance the importance of curriculum issues, design and implementation. This become very discomforting as most teachers finally do not know what a curriculum is, how to evaluate it and further be able to extra lessons from the big picture. The teachers fail to master the curriculum indicates that they are alienated during curriculum conception, where as they are at the center of the teaching learning process. This shows that in Cameroon, basic education curriculum is conceived by some minority officials who are probably not even in the teaching field to understand the reality on ground. It is in such cases that Fossimock (2019) opined curriculum mismatch in Cameroon educational system.

According to the social learning theory, there is a perspective on learning that includes the individual, cognitive influences, social influences and the environmental influence, communicated via the curriculum. The education of an individual and the curriculum are based on the society where they develop. It is therefore unwise to relegate the curriculum to the backstage of the

teachers training. This is the pitfall that the professional development of teachers in Cameroon are facing and which is gradually taking the center stage. According to ANCTE (2018), Curriculum Implementation is therefore, how the planned or official designed course of study is translated by the teachers into syllabuses, schemes of work and lesson to be delivered to students. Based on this, there is a need for all teachers to master the curriculum. Currilum is the main brain behind the teaching -learning process. It changes as the society changes and so the teachers are expected to possess deep knowledge of curriculum so as to facilitate their navigation throught the society and school practices. The absence of effective curriculum understanding by teachers makes it challenging for the teachers to effectively teach and ensure learners understanding.

The implementation as an essential part of curriculum development, brings into existence the anticipated changes which are to develop the competences in learners and eventually lead to students' performance. Other authors refer to curriculum implementation as the act of working out the plans and suggest what have been made by curriculum specialists and subject expects in a classroom or school setting. They see teachers as the main curriculum implementers while students, parents, school administration can be directly or indirectly involved in the implementation process. It is for this reason that the curriculum is not the ministerial affair, nor some minority officials, it is for everyone.

The results of the study further agree with Schmoker (2012) who claims professional learning must be focused on curriculum, literacy, and instruction. A coherent curriculum has the greatest impact on teachers training and student success. Teachers must teach a guaranteed and viable curriculum to every student every day in every classroom. Student success is monitored by periodic common assessments. Curriculum is inseparable from literacy: "Curricula and literacy are linked inextricably; together, they are the keys to academic and career success and to informed, effective citizenship" (p. 20). Teachers must be comfortable with having students read and write in their classrooms regardless of the content area and must be able to defend the relevance of literacy to that content area. Therefore, having a curriculum as an integral part of the training programme is a guarantee that the teachers will be professional apt and students will learn better.

The lack of the knowledge of curriculum in the training of teachers has far reaching societal consequences, most at times, the teachings are mismatched with the realty of the society, the

students of the same class turn to learn different things, yet to write the same public exams. This is causing massive failure and dropouts among learners in primary schools.

5.3.3. Verification of Research hypothesis 3

RH3: There is a significant relationship between Leadership Focus and internal Efficiency

Ha: There is a strong correlation between Leadership Focus and internal efficiency in some primary schools in Yaounde VI.

Ho: There is no strong correlation between Leadership Focus and internal efficiency in some primary schools in Yaounde VI.

After the data analysis, it was confirmed that Ha is retained and Ho rejected. The correlation table presented in chapter four shows the spearman's correlation value $r = 0.411$, which indicates a moderate correlation between Leadership Focus and Teachers' Efficiency. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.411$, $P = 0.000 \leq 0{,}05$. The correlation falls within the range of a strong correlation since its moderate and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Leadership Focus and internal Efficiency, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Leadership Focus was handled highly predicts Teachers' Efficiency worries observed among teachers.

Other researchers share the same view in the improvement of teachers' leadership qualities in relation to the quality of teaching and students learning. Teachers' knowledge and skills in teaching increases dramatically as a result of their involvement in leadership training during in-service professional development (Porter, 1987; Lieberman et al., 1988; Troen & Boles, 1992). New skills and knowledge also lead to increased confidence among lead teachers and a stronger commitment to teaching. Professional growth was more often the result of collaboration with peers than activities separated from the normal school routine. Growth occurred as lead teachers observed and assisted other teachers, worked with administrators, and were exposed to new concepts and ideas.

Still in concomitance with the influence of leaders focus of teachers' professional development, CCSRI (2005) further opined that Enhanced teacher leadership produces some

intermediary outcomes that improve teaching and learning "such as creating positive learning relationships between teachers and students and among students, establishing classroom routines and expectations that effectively direct student energy, engaging the student in the learning. According to Victoria and Kathleen (2015) the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students. However, it is observed that the staff empowerment programmes organized for primary school teachers seldom teach leadership skills. This is where the challenges of poor internal efficient surface in the teaching-learning process. The concept of teacher leadership is not given the interest it deserves; this may be a contributing factor to student's performance in schools. Teachers may be lacking in coordination, controlling, decision making, and a host of other leadership skills that could make teaching -learning process better, (Troen & Boles 1992).

Teachers leadership quality is therefore a strong moderating factor of internal efficiency in primary schools. The inability of the training organisers to inculcate leadership skills in teachers makes the attainment of internal efficiency a perpetual fiasco. This lack keeps creating a lack in the teaching learning process or the transformation process. This is probably why many pupils fail to pass exams well, high level of repetition and academic dropout.

5.4. Recommendation

Based on the results and objectives of the study, we therefore recommend that,

Primary education stakeholders should intensify in-service training or professional development activities in their various schools. It is very important to improve on the quality of the teaching staff, improve on their skills and confidence as the progress in their career.

Furthermore, we recommend that during the professional training of teachers the modules should be tilted toward real skills. Specific areas like pedagogy, curriculum and leadership. This will inculcate practical skills on teachers such that they shall leverage them to ensure internal efficiency. The pupils need to experience improvement on teachers teaching styles and upgrade their performance in examinations.

Internal efficiency is key to the proof of effective teaching learning. It is viewed on the learners, performance, skill acquisition, class performances. We therefore recommend that primary schools should endeavor to consistently improve teacher's quality so that it will improve on internal efficiency.

5.5. Proposals for further studies

The same study could be conducted by another researcher in the context of secondary and higher education.

Moreover, another study could be conducted in private universities. This is important because most private schools employ unqualified teachers or untrained teachers. Therefore, they need to constantly improve on their skills.

GENERAL CONCLUSION

Teaching abilities or aptitudes is the teacher's level or the best teaching stage a teacher can reach with the process of learners' transformation. Teaching ability comes with training, experience and determination. This training starts from the teachers training schools and completes in service. In this study, we sort to examine the influence of teachers' professional development (in service training or on the job training) on the internal efficiency of the system with special focus on learners' achievement and even teachers' efficiency. According to the result of the study, it is viewed that when the teaching staff are empowered via in-service trainings that focus on the curriculum, pedagogy, evaluation, collaboration and even leadership focus, they improve on their tasks. This implies that these four aspects sharpen teachers teaching abilities and qualities that make them more focused, engaged, and creative in the process. With these improved quality and abilities, the learners under them perform better in studies, they improve on the learners' life style, averages, number promoted and even in the future of the learners. The up surging of in-service training is vital to activate and renovate teacher's knowledge in teaching. This improves internal consistency in the system. It is in the bases of these internal consistency that we observe the quality of education and we are able to determine which different factors that influence this quality.

REFERENCES

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

Asaya, S. A. (1991). In-service education of teachers: problems and prospects. A Paper Presented at the first biennial Conference on teacher Education Organized by the Lagos State College of Education. Oto-Ijanikin, 10th-14th Feb.

Adunola, O. (2011). The Impact of Teachers' Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode Local cut Area of Ogun State," Ego Booster Books, Ogun State, Nigeria. [2].

Akiri, A. A. & Ugborugbo, N. M. (2009). Teachers' Effectiveness and Students' Academic Performance in Public Secondary Schools in Delta State, Nigeria. *Stud Home Comm Sci, 3(2),* 107-113

Anyi, (2010). Teachers' Professional Development and Quality Assurance In Nigerian Secondary Schools. URL: http://dx.doi.org/10.5430/wje.v1n2p143

Asikhia, O.A (2010). Students and teachers' perception of the causes of poor academic performance in Ogun state secondary schools. European journal of science 13, 229 – 242

Ayeni, A.J. (2011). "Teachers professional development and quality assurance in Nigerian Secondary Schools," World Journal of Education, 12:143-149.

Blaug, M. (1972). *An introduction to the economics of education*. London: Penguin.

Billing, D. (1976). The nature and scope of staff development in institutions of higher education in Elton, Lewis and Simmonds, Kerren (eds) Staff Development in Higher Education.

Brindley, S. (2015). Teacher perspectives on integrating ICT into Kenyan system of education‟ A paper presented in the 1st Regional Conference on e-Learning. Increased access to education, diversity in applications and management

Boud, D. & Feletti, G. (1999). "The challenge of problem-based learning," 2nd Ed., London, Kogan Page.

Dimmock, C. & Walker, A. (2005). *Educational leadership; culture and diversity*. London: Sage.

Fisher, R. (2003). Teaching thinking, 2nd edition, London: Continuum Books.

Fabian B. (2016). High-Quality Teacher Professional Development and Classroom Teaching Practices: Evidence from Talis 2013. OECD Education Working Paper No. 141

Greitzer, F. A. (2002). "Cognitive Approach to Student Centered E-Learning, Human Factors and Society," 46th Annual Meeting, Sept 30 – Oct 4

Hesson, K. & Shad, S. (2005). Teacher perspectives on integrating ICT into subject teaching: commitment, constraints, caution and change. Journal of Curriculum Studies, 372, 155-192

Hightower, A.M. (2011). "Improving student learning by supporting quality teaching: Key issues, effective strategies," Editorial Projects in Education.

Hesson, K. & Shad, S. (2005). Teacher perspectives on integrating ICT into subject teaching: commitment, constraints, caution and change. Journal of Curriculum Studies, 372, 155-192.

Hart, A. (1990). Impacts of the school social unit on teacher authority during work redesign. *American Educational Research Journal, 27*(3), 503-532.

Imogie, I. (1992) Mediated instruction an in-service education of teachers in Nigeria in Afe, J. O. et al (eds) The Nigeria experience, Asaba, JID printers (Nig) Ltd.

Jamil, A., Amer Atta, M, Ali, U., Baloch, J. & Ayaz, M. (2011). Effects of In-Service Training in Meliorating Teachers' Performance at Secondary Level. *International Journal of Academic Research, 3(2)*. 624

Koang, Y. (2014). *Factors Affecting internal efficiency of primary schools in Nuer zone of Gambella Regional State*. Unpublished Thesis. Jimmy University

Lieberman, A., Saxl, E. R., & Miles, M. B. (1988). Teacher leadership: Ideology and practice. In A. Lieberman (Ed.), *Building a professional culture in schools.* New York: Teachers College Press.

Maduabum, M. A. (1992). Issues in in-service education of science teachers in Nigeria in Afe, J. O. et al (eds) Inservice education of teachers: The Nigerian experience, Asaba, JID Printers (Nig.) Ltd.

McMeeking, S., M., Rebecca, O. & Coob, R., B. (2012). Effects of a Teacher Professional Development Program on the Mathematics Achievement of Middle School

Students. Journal for Research in Mathematics Education 43(2):159-181 DOI:10.5951/jresematheduc.43.2.0159

Porter, A. (1986). Teacher collaboration: New partnership to attract old problems. *Phi Delta Kappan, 69*(2), 147-152.

Rolle, A. (2003). *Advanced education finance and economics*. Department of education Leadership and policy studies; College of Education-University of Florida.

Tebabal, J., & Kahssay, E. (2011). The role of teacher's initiation in online pedagogy" Education Training Vol. 54 No. 6, 2012 pp. 456-471

The Center for Comprehensive School Reform and Improvement (2005). "Research Brief: What does the research tell us about Teacher Leadership? "Washington, DC. http://www.centerforcsri.org/files/Center_RB_sept05.pdf

Troen, V., & Boles, K. (1992). *Leadership from the classroom: Women teachers as a key to school reform.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Zakaria, E., Chin, C.L. & Daud, Y. (2010). "The effect of cooperative learning on student mathematics achievements and attitude towards mathematics, Journal of Social Sciences, 62: 272-275.

Zhaoui, C & Anning, A., S. (2020). Impact of teachers' professional development on students' academic performance in higher education.

Project: A Pilot Study: Impact of Professional Development (PD) on Students' Academic Performance from the Perspective of Jiangsu University Teachers

APENDIXIS.

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

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

Le Doyen

The Dean

N°.....MP...../20/UYI/VDSSE

AUTORISATION DE RECHERCHE

Je soussigné, **Professeur Moïse MOUPOU**, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiante **NGONG Voilette BIH NDUM**, matricule **18X3935,** est inscrite en Master II à la Faculté des Sciences de l'Éducation, Département : ***CURRICULA ET EVALUATION***, option **:** ***INSPECTEUR DE LA VIE SCOLAIRE.***

L'intéressée doit effectuer des travaux de recherches en vue de l'obtention de son diplôme de Master. Elle travaille sous la direction du **Pr. DASSI Éléonore**. Son Sujet est intitulé: « ***TEACHERS' PROFESSIONAL DEVELOPMENT AND THEIR PERFORMANCE IN SOME PRIVATE PRIMARY SCHOOLS IN MBANKOMO SUB-DIVISION*** **».**

Je vous saurai gré de bien vouloir mettre à sa disposition toutes les informations susceptibles de l'aider.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le 11 AOUT 2020

Pour le Doyen et par ordre

Le Vice-Doyen
DONGO Etienne
Professeur

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
****
MINISTERE DE L'EDUCATION DE BASE
****
DELEGATION REGIONALE DU CENTRE
****
SOUS- DIRECTION DES AFFAIRES GENERALES
****
SERVICE DU PERSONNEL ET DE LA SOLDE
****
BP 521 TEL : 22 22 51 21
YAOUNDE
****

REPUBLIC OF CAMEROON
Peace-Work- Fatherland
****
MINISTRY OF BASIC EDUCATION
****
CENTRE REGIONAL DELEGATION
****
SUB- DIRECTORATE FOR GENERAL AFFAIRS
****
SERVICE IN CHARGE OF PERSONNEL AND SALARY
****
P.O Box 521 Phone : 22 22 51 21
YAOUNDE
****

Yaoundé le 20 JAN 2021

N°C3/017/AR/MINEDUB/DREB-C/S-DAG/SPS

AUTORISATION DE RECHERCHE

Je soussigné, TSANGA Jean Blaise, Délégué Régional de l'Education de Base pour le Centre, autorise Madame **NGONG VOILETTE BIH NDUM,** Matricule **18 X 3935**, Etudiante en Faculté des Sciences de l'Education de l'Université de Yaoundé I, à mener une recherche dans mes services sur le sujet intitulé « **TEACHERS' PROFESSIONAL DEVELOPMENT AND THEIR PERFORMANCE IN SOME PRIVATE PRIMARY SCHOOLS IN MBANKOMO SUB DIVISION**»

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

Ampliations :

- *S-DAG/ SPS ;*
- *ICE /S-DECC;*
- *INTERESSEE ;*
- *CHRONO/ARCHIVES;*

LE DELEGUE REGIONAL,

REPUBLIQUE DU CAMEROUN Republic of Cameroon Délégation Régionale du Centre Le Délégué Ministry of Basic Education MINISTERE DE L'EDUCATION DE BASE

TSANGA Jean Blaise

RÉPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE
****
UNIVERSITÉ DE YAOUNDE I
****
FACULTÉ DES SCIENCES DE L'EDUCATION
****
DÉPARTEMENT DE CURRICULA ET EVALUATION
******

REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND
****
THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTMENT OF CURRICULUM AND EVALUATION
******

QUESTIONNAIRE FOR TEACHERS

SECTION A: GENERAL INFORMATION

Dear Respondent,

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting a research to examine the influence of teachers' professional development and internal efficiency in some selected primary schools in Mfoundi division. The answers you provide will be used strictly for this academic research and your privacy will be highly protected**. Thanks for your participation**

Informants' information

Instructions: ***kindly place a tick (√) on the box that best describes your opinion.***

1. Gender: Male ☐ Female ☐
2. Class though: Class five ☐, Class six ☐
3. School: …….
4. Did you participate in in-service training this year? Yes ☐ No ☐

SECTION B:

Instruction: Tick **(√)** in one of the boxes labeled (**SD, D, A, SA)** that best suits your opinion

KEY: A=Agree, SA= strongly agree, D=disagree, SD= strongly disagree,

SN	I) Pedagogic Focus	SD	D	A	SA
5	We are taught how to draw lesson plans				
6	We learned how to bring real life situation to class room				

7	We learned how to use didactic materials for practice in CBA				
8	We learned how to evaluation student's competences				
9	We learned how to correct scripts				
	II) CURRICULUM FOCUS	**SD**	**D**	**A**	**SA**
10	We learned how to design a curriculum				
11	We learned how to extract courses from the programme				
12	We learned how to connect the curriculum to our environment				
13	We learned how to calculate statistics and fill marks				
14	We learned how to design our syllabus				
	We learned how to design state of advancement				
	III) Leadership focus	**SD**	**D**	**A**	**SA**
15	We learned how to motivate our learners				
16	We learned how to advice our learners				
17	We learned how to control our class				
18	We learned how to collaborate with our head teacher				
19	We learned how to collaborate with other staff				
20	We learned how to lead learners around the campus				
	IV) Internal efficiency	**SD**	**D**	**A**	**SA**
21	I apply new methods of practice in my class to make learner improve				
22	I now put my learners at the center of lessons to make them fill involved				
23	I motivate my learners in order to make them more engaged				<
24	My pupils perform better with my modification of strategy				
25	My pupils acquire more competences when I use practice				

Thank for your collaboration


Carte des établissements Matrenelles et Primaires de l'Arrondiissement de Yaoundé VI
Yaoundé II
Yaoundé VII
Yaoundé VI
Yaoundé III
Mbankomo
Yaoundé
Nkol-kak
Camp Yeyap
Ecole Maternelle Nd D Lac
Fondation Universelle Stella Engama
Complex Bilingual Academy Toche
Metuge Bilingual Schoo
Hillside Knowledge School
Ecole Les Petits Champion
Complexe Avicole de MVOG-BETSI
Ep Bilingue De Mvog Betsi
Ecole Maternelle
Holy Infant School
Ecole Maternelle D'eba
Masters School
College Notre Dame Les Beatitude
Carrefour Obili
Harvard Nursery And Primary School
Eba
Ecole Asec Fondation
Complexe Educatif Bilingue The Angels
Ecole Anglophone Etoug Ebe
Melen 8
Gsb Les Levraut
Akok Ndoe 1
Groupe Scolaire Le Bercail
Queens Manor Nursery And Primary School
Groupe Scolaire Mon Destin
Ecole Baptist Etoug Ebe
Complexe Scolaire La Reussite
Complexe Scolaire Les Aiglons
City Bilingue Academy
Ecole Bilingue Chants D'allegresse
Groupe Scolaire Bilingue La Felicite
Kings And Queens Bilingual Academy
Ecole Le Berceau Des Anges
Ecole Mevec
Nkol-nzie
Ecole Bilingue Les Prodige
Gsb Les Franchinets
Ep Biyem Assi
Nkomkana
Ecole Publique Derriere Le Camp
Ecole Stehanoise
College Sigmund Freud
Gsb Les Colombes Vertes
Faith School Complex
Ecole Calecedoine
Ecole Les Rossignoles
Ecole Primaire Et Maternelle Les Goeland
Groupe Scolaire La Sapienza
Ecole Les Geoland
Ecole La Sagesse
Complexe Scolaire Marie Immaculee
Ecole Les Reinette
Rond-point express
Government English School
Ecole Maternelle Publique De Mendong Sic
Government Primary School
Complexe Scolaire Le Petit Kevin
Carrefour Kaka
Ecole Kamdem
Entrée Simbock
Young Women Christian Association School
Ecole La Quebecoise
Ecole Maternelle Les Petits
Ecole Primaire Mario
Group Scol Andre Renaud
College King David
Ecole Maternelle Et Primaire Les Djilyas
Ecole Maternelle Dina Belanger
Ecole Catholique St Achille
Chefferie Simbok
Groupe Scolaire La Concorde
Simbok Petit Village
Ecole Maternelle Et Primaire Bilingue Pa
Ecole Publique De Simbock
Groupe Scolaire Bilingue Les Petits Gen
Simbok
Mbalngang Chefferie
Ecole Maternelle Et Primaire Bilingue Le
Nkol Ezala
0 500 1000 m
Legende
Ecole Maternelle et Primaire Yaoundé VI
Réseau routier Ydé VI
Lieux-dits arrondissements yde VIB
Arrondissement_YDE VI