

UNIVERSITÉ DE YAOUNDÉ I

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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE(CRFD) EN  
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DEPARTMENT OF CURRICULUM AND  
EVALUATION

**THE INFLUENCE OF TEACHERS'  
PROFESSIONALISM AND ACADEMIC  
PERFORMANCE AMONG SECONDARY  
SCHOOL STUDENTS IN THE MFOUNDI  
DIVISION YAOUNDE**

*A dissertation submitted and defended on the 26<sup>th</sup> July 2023 in fulfilment of the requirements  
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by

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## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the University of Yaoundé 1, “**A dissertation entitled: THE INFLUENCE OF TEACHERS’ PROFESSIONALISM AND ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN THE MFOUNDI DIVISION YAOUNDE**”, in partial fulfilment of the requirements for the award of a master’s degree in Curriculum and Evaluation from the University of Yaoundé 1

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## DECLARATION

I, **KAREN LUM AKENJI-NTSOHTU**, do hereby declare that this dissertation is my original work and that it has not been submitted and will not be submitted for an academic award in any other university for a similar or any other degree award.

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Signature

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Date

## **DEDICATION**

To

My parents PA TSE AKENJI SAMULE & MAMA CHI CELINE KUKO

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I wish to acknowledge those who have assisted me academically, morally, emotionally, psychologically and financially with the completion and realization of this study.

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I take responsibility for the mistakes and errors committed in this research work

## TABLE OF CONTENTS

CERTIFICATION .....	i
DECLARATION .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
ABSTRACT .....	xii
RÉSUMÉ.....	xiii
LIST OF ABBREVIATION.....	xiv
CHAPTER ONE: INTRODUCTION.....	1
BACKGROUND OF STUDY .....	3
Historical background .....	3
Contextual Background.....	10
Conceptual background.....	13
Teacher’s character .....	13
Teacher’s Effectiveness.....	15
Instructional materials .....	16
Teacher Pedagogic Knowledge .....	17
Students’ Academic Performance.....	18
Theoretical Background .....	20
OBJECTIVE OF THE STUDY .....	22
General Objectives .....	22
Specific Objectives .....	23
RESEARCH QUESTIONS.....	23
General Research Question .....	23

Specific Research Question.....	23
RESEARCH HYPOTHESES .....	23
SCOPE OF THE STUDY.....	24
Geographical scope:.....	24
Thematic scope .....	24
Time scope.....	25
JUSTIFICATION OF THE STUDY .....	25
Significance .....	25
To the Government .....	25
Teachers.....	26
Policy Makers .....	26
To the Researchers .....	27
DEFINITION OF OPERATIONAL TERMS.....	28
Professional development.....	28
Teachers.....	28
Teachers’ character .....	28
Teachers’ effectiveness .....	29
Teachers’ professionalism.....	29
Teachers’ perception .....	29
Teachers’ Training .....	29
Instructional Materials .....	29
Teachers’ Identity .....	30
Academic performance .....	30
CHAPTER TWO: LITERATURE REVIEW.....	32
CONCEPTUAL FRAMEWORK.....	32
The concept of the teacher’s character.....	32
Teacher’s Character and student academic performance .....	34

The concept of teacher’s effectiveness .....	35
Teacher’s Effectiveness and student academic performance .....	39
The concept of instructional materials .....	42
Instructional Material Theories.....	42
Instructional materials and students’ academic performance.....	42
Teacher’s pedagogic knowledge affects students’ academic performance.....	43
PERFORMANCE.....	46
Theoretical framework .....	49
Teachers’ character .....	50
Teachers’ effectiveness .....	50
Instructional material .....	51
Pedagogic knowledge.....	51
The Social learning theory .....	52
New Educational Theory.....	53
EMPIRICAL REVIEW .....	55
CHAPTER THREE: RESEARCH METHODOLOGY.....	57
INTRODUCTION.....	57
RESEARCH DESIGN.....	57
AREA OF STUDY.....	58
THE POPULATION OF THE STUDY .....	58
Target Population.....	59
Accessible population .....	60
SAMPLING TECHNIQUES .....	61
RESEARCH INSTRUMENT .....	62
Validity and Reliability of the Instrument.....	63
Validity of Instruments .....	63
Face validity .....	63



Content validity .....	64
Reliability of the Instrument.....	64
Administration of the Instrument.....	65
Reports on the returns for teachers .....	65
Data Analysis Techniques .....	66
The Variables of the Study:.....	66
The independent variable: .....	67
The Dependent Variable.....	67
DATA ANALYSIS PROCEDURE: .....	68
Organization and coding of Data on the Questionnaire: .....	68
Capturing the Date:.....	68
Correcting Errors in the coding: .....	68
Method of Data Analysis:.....	68
DISSEMINATION OF THE RESULT:.....	68
CHAPTER SUMMARY .....	70
CHAPTER FOUR: <u>DISCUSSION OF RESULTS AND FINDINGS</u> .....	71
Demographic characteristics.....	71
Demographic Characteristic for students .....	77
Analyses of teacher questionnaires .....	79
Dependent Variable.....	83
Inferential test .....	90
Correlation analysis.....	90
Test of hypotheses.....	91
CHAPTER FIVE: <u>DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS</u> .....	98
DISCUSSIONS OF FINDINGS .....	98
Demographic information .....	98
Hypothesis one.....	98

Hypothesis two .....	99
Hypothesis three .....	100
Hypothesis four.....	100
Discussions of theories .....	102
Teacher’s character .....	102
Teacher’s Effectiveness.....	102
Instructional materials.....	102
Teacher Pedagogic Knowledge .....	102
Pedagogic knowledge.....	103
Students’ Academic Performance.....	103
The social learning theories.....	104
CONCLUSION.....	105
RECOMMENDATIONS.....	105
REFERENCES .....	107
APPENDIXES.....	121

## LIST OF TABLES

Table 1: Distribution of sample population.....	60
Table 2: Distribution of sample population of students. ....	61
Table 3: Reliability for teachers' questionnaire.....	64
Table 4: Reliability for students' questionnaire.....	65
Table 5: Distribution and the return questionnaire .....	65
Table 6: Reports on the returns for students.....	66
Table 7: Synoptic table showing hypothesis and operationalization of independent variables.....	69
Table 8: Gender distribution of respondent.....	71
Table 9: Age distribution of respondent.....	72
Table 10: Marital Status of teachers .....	73
Table 11: Work Experience teachers .....	74
Table 12: Educational Qualification .....	75
Table 13: Type of School .....	76
Table 14: Age distribution of students .....	77
Table 15: Sex of student respondents.....	78
Table 16: Distribution of students' respondent according to schools .....	78
Table 17: Respondent view on teacher character .....	79
Table 18: Respondent view teacher's effectiveness .....	80
Table 19: Respondent view on Instructional materials .....	81
Table 20: Respondent view on Pedagogic knowledge.....	82
Table 21: Academic Performance.....	83
Table 22: Students view on teachers' character .....	85
Table 23: Students views Teacher's effectiveness.....	86
Table 24: Students view on Instructional materials .....	87
Table 25: Students view on Pedagogic knowledge.....	88
Table 26: Students views on academic performance .....	89

## LIST OF FIGURES

Figure 1: Conceptual framework of research (M. N. Hasan, 2017) .....	49
Figure 2: Diagram of three factors of social learning theory (Bandura, 1999). .....	53
Figure 3: Diagram of Educational Theory (Riley and Welchman, 2011).....	54
Figure 4: Diagram of teaching methods (Lalley and Miller, 2009).....	55
Figure 5: The variables and the main indicators of the study (Source: Karen lum Akenji-Ntsohtu).....	67
Figure 6: Gender distribution of respondent .....	72
Figure 7: Age distribution of respondent of teachers.....	73
Figure 8: Marital status .....	74
Figure 9: Work Experience .....	75
Figure 10: Educational Qualification .....	76
Figure 11: Type of schools .....	77
Figure 12: Different ages .....	77
Figure 13: Sex of student respondents .....	78

## ABSTRACT

The study investigates the influence of teachers' professionalism and academic performance among secondary school students in Mfoundi Division Yaoundé. The problem of this study stems from the fact that many teachers find it difficult to implement the fast-growing changes in the Cameroon educational system, especially in the Competency-Based Approach (CBA). This study adopted mixed research with a sample size of 303. Descriptive statistics and Simple linear regression using SPSS 25 on Likert scale questionnaires were used to draw the following conclusions. The regression equation showed a significant relationship between teacher character as a predictor of Academic Performance ( $t = 52.242, p < 0.000$ ). The regression equation showed a significant relationship between teacher's effectiveness as a predictor of Academic Performance ( $t = 61.269, p < 0.000$ ). The regression equation showed a significant relationship between Instructional materials as a predictor of Academic Performance ( $t = 51.959, p < 0.000$ ). The regression equation showed a significant relationship between Pedagogic knowledge as a predictor of Academic Performance ( $t = 53.140, p < 0.000$ ). In all, there is a strong positive significant relationship between Teachers' professionalism and academic performance in secondary schools in Mfoundi division Yaounde.

*Keywords: Teachers' professionalism, students, and academic performance.*

## RÉSUMÉ

L'étude examine l'influence de la performance des enseignants sur la performance des élèves du secondaire dans le département du Mfoundi, région du centre. La problématique de cette étude vient du fait que de nombreux enseignants ont du mal à mettre en œuvre les mutations en pleine expansion dans le système éducatif camerounais, notamment l'Approche par Compétences (APC). Cette étude a adopté une approche mixte avec une taille d'échantillon de 303. Les statistiques descriptives et le khi carré utilisant SPSS 25 sur des questionnaires à l'échelle de Likert ont été utilisés pour tirer les conclusions suivantes. L'équation de régression a montré une relation significative entre le caractère de l'enseignant en tant que prédicteur de la performance scolaire ( $t = 52,242$ ,  $p < 0,000$ ). L'équation de régression a montré une relation significative entre l'efficacité de l'enseignant en tant que prédicteur de la performance scolaire ( $t = 61,269$ ,  $p < 0,000$ ). L'équation de régression a montré une relation significative entre le matériel pédagogique en tant que prédicteur du rendement scolaire ( $t = 51,959$ ,  $p < 0,000$ ). L'équation de régression a montré une relation significative entre les connaissances pédagogiques en tant que prédicteur de la performance académique ( $t = 53,140$ ,  $p < 0,000$ ). Le professionnalisme impacte directement et significativement la performance scolaire dans les écoles secondaires du département du Mfoundi à Yaoundé.

*Mots-clés : performance des enseignants, élèves et performances scolaires des élèves.*

## LIST OF ABBREVIATION

<b>HTTC:</b>	Higher Teacher Training College
<b>CBA:</b>	Competence, Based, Approach
<b>GTTC:</b>	Government Teacher Training College
<b>3Rs:</b>	Reading, Writing and Arithmetic
<b>SDG:</b>	Sustainable Development Goals
<b>UNESCO:</b>	United Nations Education and Cultural Organization
<b>UNICEF:</b>	United Nations, Children and Emergency Fund
<b>EFA:</b>	Education for All
<b>NCATE:</b>	National Council for Accreditation of Teacher Education
<b>HIV:</b>	Human Immune Virus
<b>AIDS:</b>	Acquired Immune Deficiency Syndrome
<b>SAI:</b>	Student's Adjustment Inventory
<b>ICT:</b>	Information and Communication Technology
<b>DVD:</b>	Digital Video Disc
<b>OECD:</b>	Organization for Economic Cooperation Development
<b>SPSS:</b>	Statistical Package for the Social Sciences
<b>OBA:</b>	<b>Objective-Based Approach</b>

## **CHAPTER ONE**

### **INTRODUCTION**

Education has always been engrossed with new ideas about the teaching and learning process. The school administration is faced with various education reforms to be conversant with the fast-changing approaches, methods and techniques in teaching and learning. Education according to (Researchwap, 2021) is the socially organized and regulated process of continuous transference of socially significant experience from previous to following generations. Education plays a great role in the development of people because people are the wealth of any nation. Nations are built and destroyed in the classroom. These show that the future of a nation depends on the youth, and the youths are the product of the educational system (Alexander, Jang, & Kankane, 2017). Therefore, educators are seen as architects of a society. In order to effectively engage with students, it is important for teachers to exhibit a good professional demeanor across several dimensions, including their personal character, preservation of their own identity, pedagogical expertise, communication skills, use of instructional resources, and classroom management strategies. Undoubtedly, kids are likely to have a high level of motivation towards their academic success. There exists a significant correlation between the professional growth of teachers and the academic success of pupils. The impact of instructors' favorable professional attitude on pupils' overall academic performance is substantial. (Kunz, 2021)

The professionalism of teachers is shown by their intellectual, social, and emotional competence, which influences their capacity to motivate pupils and maintain a positive outlook on their role in the field of education. The level of teachers' professionalism may be assessed by the degree to which instructional goals are achieved. Academic performance serves as a metric for assessing the overall development of a student's intellectual abilities and capabilities. Education is an ongoing and perpetual process that is inherent to the human experience. Education refers to the systematic and intentional process of instructing, transmitting, and cultivating information, skills, talents, cognitive faculties, and moral attributes inside individuals. Education is a multifaceted process that involves the cultivation and exploration of people' innate and potential skills, with the aim of fostering both personal growth and contributing to the advancement of the country as a whole. The quality of instructors directly influences the meaningful enhancements seen in the educational experience of pupils. (Researchwap, 2021). Hence, quality teaching and learning are indispensable for students' academic performance.



The twenty-first century has brought about a significant change in the professional life of teachers (Kirk, 2003). Educational developments and technological changes brought a lot of positive modifications to the educational environment of schools, colleges, and universities (Kirk, 2003). Professional development is among the positive modification of educational institutions like schools, colleges, and universities (Johnson and Lin 2020). Borko (2004) mention in his studies that; the modification of education depends on the professional development of the teachers.

professionalism is defining “as a set of institutional conditions which enable a profession to control their work”. These conditions are: 1) self-regulation which indicates the profession’s control over their work tasks, division of work, working conditions and work results, 2) science-based academic education, 3) high status, privileges and influence in society, 4) control over entrance requirements to the profession, 5) specific ideology and professional ethics (2001).

Changing social contexts have brought about multiple concepts of professionalism. For an instant, distinguishes between institutional and organizational professionalism. The term hybrid professionalism referring to the adoption of principles of both professional work and management, distinguishes between professionalism and professionalism. While interdependent, professionalism indicates the institutional dimension. Professionalism can be understood as the unique approach that each teacher has to her/his work within the broader context of professional ideology. Depending on the work context, teacher education and experience, professionalism can contain different pedagogical beliefs, procedures and methods which can imply narrow or extended professionalism. According to Hoyle’s theory, a narrow professional learns mainly from her/his own experience and is limited to the individual classroom activities while an extended professional also values theoretical knowledge, cooperation with colleagues and a wider organizational and societal mission of teachers.

Teachers’ professionalism involves teachers’ professional development. Teacher professional development is an ever-present concern in today’s educational system and comes in many forms (Bautista & Ortega – Ruiz, 2015; Day & Sachs, 2005; Borko, 2004). It is considered to be the ideal means to improve the quality of education. (Coe et al., 2014; Desimone, 2009; Hattie, 2009) and constitutes a key element of the various ongoing educational reforms around the world.

However, this study seeks to investigate the influence of teachers’ professionalism and academic performance among secondary school students in the Mfoundi Division. To achieve this, we used the Adult learning theory by Malcolm Knows, Albert Bandura's social learning

theory, and John Dewey's new theory of education. This study is divided into five chapters: Chapter One presents the introduction background of the study, the research problem, research objectives, and the research hypothesis, it also includes justification, significance, and scope of the study. Chapter two deals with definitions of concepts, a literature review an elaboration of the theoretical framework related to the study and a recapitulative table including the variables and indicators of the study. Chapter three is concerned with the mythological use in the research work. It presents the research design, population and sample of the study, and sampling analysis method. In chapter four we organize the data and present our results and then describe them. Chapter Five deals with the interpretation of results, discussions of the findings and conclusions.

## **BACKGROUND OF STUDY**

### **Historical background**

Prior to the onset of colonization in Cameroon, the absence of educational institutions dedicated to teacher training resulted in a dearth of qualified educators. The majority of instruction was conducted in an informal manner, taking place inside the confines of one's home, at clan assemblies, or during communal gatherings. In the traditional African culture, teachers' professionalism was ingrained into the cultural norms and prescriptions, particularly in relation to the values that were upheld throughout that period, like respect, honesty, integrity, and trust, among others. define African Indigenous Education as a process by which inherited knowledge, skills, culture, traditions norms, values and attitudes of the tribe, were passed down from elders to children, using oral instructions and practical activities. African tribes and communities are increasingly seeking to reclaim and revalue their leadership, languages and traditions, and in so doing, improve the educational success of indigenous students, educational practitioners, schools and educational systems, thus ensuring their survival as a culture.

With the arrival of the missionaries in the 1880s, the implementation of formal education began, although conducted in outdoor spaces known as verandahs. The construction of schools by missionaries prompted the need for the development of teacher training institutions, where individuals could get professional training to become teachers. These training schools provided instruction in both subject matter and pedagogical techniques. (Song, Chai, Kim, & Bae, 2018). Indigenous refers to specific groups of people defined by ancestral territories, collective cultural configuration, and historical locations (Njoki et al.,

2015). As Njoki et al. goes on to point out, “Indigenous denotes that the knowledge is typical and belongs to peoples from specific places with common culture and societies” (p. 134) and such knowledge, beliefs, practices and, customs are passed down from the past to the present, especially by word of mouth or by practice. African Indigenous Education (AIE) refers to the transmission of inherited knowledge, skills, cultural traditions, norms, values, and attitudes within a tribe. This process involves the transfer of information from elders to youngsters via oral instructions and practical exercises. Indigenous leadership education is a specialized style of instruction that prioritizes and promotes the dissemination of indigenous leadership knowledge, beliefs, practices, conventions, models, methodologies, and material within formal and non-formal educational frameworks. According to Wilkinson and Purdie (year), A professional is a someone who has had extensive training and practical experience in a certain field and is often bound by a set of ethical guidelines. The curriculum included the foundational subjects of reading, writing, and arithmetic, sometimes referred to as the 3Rs. Its purpose extended beyond the mere cultivation of a privileged social stratum, aiming to produce both intellectually and religiously devout individuals. The missionaries used a pupil-teacher recruitment method to enlist individuals as their teaching assistants. However, only those individuals who exhibited ideal qualities for exemplary behavior within society and shown a basic understanding of the fundamental principles of reading, writing, and arithmetic were selected for recruitment. (Havelock, 1971). The missionary view of teacher professional conduct was linked to the bible and clergyman ship (Hurst, 1983). A teacher who attended church regularly, got married in church and could avoid intoxicating drinks, such teachers’ works could be appreciated. Less emphasis was put on pedagogy and content. Teacher education in pre-independence Cameroon started in 1923 through a school-based teacher training course and the Francophone zone in 1925. First School Leaving Certificate (FSLC) was essential and success in the official competitive exam was an entry requirement into the three-year Grade III certificate courses, which the first batch graduated in 1993. After three years of training, successful candidates were permitted to teach for one year before proceeding to another two-year Grade 11 training course. The Anglophones, training was offered in Nigeria as British southern Cameroon administered as an integral part of Nigeria. Development in teachers’ educational program was when the Grade 11 was instituted in Government Teachers’ Training College (GTTC) in Cameroon in 1945. Lack of resources like infrastructure, qualified teacher trainers, materials and finance, the training programs were temporarily closed down between 1947 and 1950. When training activities were resumed, all three Grade levels were offered and jointly run by the colonial government,

private missionary bodies and non-Governmental Organizations. In the francophone part of Cameroon such enterprise was managed by the private agencies (Tchombe, 1997, 1998, 2000; Tchombe Agbor 2006).

After World War 1, the territory was divided between France and Britain as mandated territory under the League of Nations. In 1960, the French-administered part of Cameroon became independent as the Republic of Cameroon under President Ahmadou Ahidjo. In 1961 the southern parts of British Cameroons form the Federal Republic of Cameroon. The federation was abandoned in 1972. The country was renamed the United Republic of Cameroon in 1972 and the Republic of Cameroon in 1984. French and English were taught in schools. Most people speak at least one local language and one official language, and many people are multilingual.

After 1960, the creation of the Higher Teacher Training College (HTTC) affiliated with the University of Yaoundé which was established by the Cameroon government that cooperated with international partners. HTTC Yaoundé with its annexe in Bambili were the only two training colleges of education that were responsible for training all general secondary school teachers to be integrated into the national civil service. HTTC Bambili was later upgraded to an autonomous higher teacher training college and affiliated with the University of Bamenda. Later on, an important development was the creation of HTTC Maroua affiliated with the University of Maroua, HTTC Bertoua affiliated with the University of Ngaoundere, Higher Technical Teacher Training College was created in the University of Douala and later in Kumba affiliated with the University of Buea, and the last but not the least, HTTC Ebolowa. These are the two major institutions that train technical industrial and vocational secondary school teachers, that is, the HTTC Yaounde with its annexe in Bamili, of both Francophone and Anglophone educational backgrounds with different areas of specialities. The gold standard for selection into the above institutions is through a competitive exam and the entry qualifications are well specified by the national education forum of 1995 regulating teacher education and law No. 98/004/ of 14 April 1998 that specifies entry requirements for teacher training college. The requirements depend on the course and duration. Alongside the formal model of the initial teacher training route, there is another informal model by which thousands of university graduates were recruited by the state without formal professional teacher training. For instance, there was 1980 massive recruitment of about 1500 graduates nationwide into the teaching corps by the state. This recruitment was meant to solve the problem of a shortage of teachers and create jobs, the graduates were recruited to be teaching

while pursuing their intensive in-service training program and can fully be recognized only after three years with the approval of national and provincial pedagogic inspectors.

The new orientation of the Cameroon education system is fiercer towards, updating, modifying, accomplishing and adapting existing orientation to meet the aspirations of the Cameroon of today and the future. The new education policy calls for redefinitions of missions assigned to the school and for the adoption of global principles that will govern the new system.

The Cameroon government has promoted teacher education by opening teacher training institutions to train teachers. The government has also made changes within the educational system to prepare its teachers to be effective in the classroom. The most recent change in the curriculum since the academic year of 2012/2013 is the introduction of the Competency-Based Approach (CBA). Chelli stated that the “theoretical roots of the competency-based approach lie in the behaviorists model from the 1950” (2010). (Hustler, et al 2003). also agrees with Chelli about the starting point of the CBA. He considers the emergence of CBA as a reaction to the situation after the Second World War.

In the last decade, the Cameroon Government has promoted economic and social changes in many areas including education. According to Fonkeng (2007), the socioeconomic transformation has been largely due to the utilization of structural changes in socio-economic applications with the International Financial support and monitoring of the leading International Institutions such as the World Bank and the International Monetary Fund. The Cameroon Government has sectors within the educational system to prepare the youth for smooth socio-economic integration. Tchombe (2006), found that Cameroon's Educational system in the years 1960, and 1961 moved towards independence and in the unitary era of 1972, the trend in education was first to protect inherited values from the colonial masters.

In Cameroon, four Ministries manage educational affairs in terms of educating, training and research. (Tchombe, 2006). These include the Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education and Ministry of Scientific Research and Innovation. The Ministry of Basic and Secondary Education have decentralized services for public lay private and denominational Institutions. (Lange, 2013; Ebot Ashu, 2020b; Actionaid, 2017), Since the colonial master's main objective was to spread their cultures and civilization, teaching methods lacked a scientific base, reflecting the narrow aims of the schools for which the teachers were trained. Schools were to provide basic skills in the 3Rs (Reading, Writing and Arithmetic) and other useful information. These have implications for all training and teaching endeavors. The implications here were two, firstly the need for more trained teachers and secondly the need for a new and polyvalent teacher for the rural society

whose role would be diverse and multifarious. These teachers were prepared for teaching in the lower classes. Furthermore, the growth of teacher education was marked by the institutionalization of grades II courses in Cameroon in 1945 at the Government Teacher Training College (GTTC) Kumba. More training colleges were opened by both the state and private initiatives for training teachers. As explained above, we can see the political will of the nation and the importance it gives to the education and training of teachers. It emphasized that *“Cameroon must undertake the training and mass of teachers who are worthy of their vocation, such masters must be supplied both in the particular subject given and where they wanted, in whatever part of the country that may be”*.

The Pan African Conference on Education held in Yaoundé Cameroon (1984), also declared that *“no education system can rise above the Quality of its teachers”*. This is to say that the key role of trained teachers is very strong in that there can be no excellence in education without qualified teachers. One can change the curriculum, and material, refurbish the physical environment, and lengthen the school hours but without trained teachers, student outcomes will not be met as well as teaching will not be the desired effective in their field. The Ministry of Education in Cameroon effectively managed their teacher’s educational programs. The roles of teachers in making this knowledge available to their colleagues and students, and the impact of motivation on teacher’s job effectiveness are essential to educational development and teachers’ effectiveness. Teachers’ effectiveness is important because effective teaching helps students learn, it has become even more important as the emphasis on quality in higher education has increased.

Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practices (Beyer, 2002). James (2000) suggests that *“educational evaluation is a professional responsibility for academic staff, arising from a commitment to understanding the effect of teaching on the student and to enhance student learning”*. Effective teaching *“is the hallmark of good teaching which are reasonably consistent in most studies. They include being well prepared for class, demonstrating comprehensive subject knowledge, motivating students, being fair and reasonable in managing the details of learning and being sincerely interested in subject matter and teaching itself”*.

Professional development, refer to the development of a person in his or her professional role. More specifically *“Teacher Development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”* (Glathorn, 1995). Professional Development includes formal experience (such as attending

workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading related to an academic discipline etc.), (Guskey, 1985).

The first step in any process of developing a professional in any field is the initial professional preparation of that person. In teaching, this preparation takes different shapes and forms and varies dramatically from country to country. Yet it is agreed that learning to teach is personal as it depends on the student's personal learning, their pre-conceptions and belief about learning and teaching, complex because of the variety of skills and competence that have to be learned and context specific Hurst (2002).

When looking at professional development one must examine the content of the experience, the processes by which the professional development will occur, and the context in which it will take place. "Education is a powerful instrument of social programs without which no individual can attain professional development" It then follows that the best way to enhance instruction is through teacher education programs, which are key to understanding both teaching and learning. Such programs are meant to help individuals teachers grow and develop as teachers, provides them with the skills and professional abilities to motivate children to learn, and assist them in acquiring the right understanding of the concept, values and attitude needed not only to manage classroom instrument but also to contribute to the society in which they are born, grow and live. Thus, teacher education is designed to produce a highly motivated, sensitive, and successful classroom teacher who will handle students effectively and professionally for better educational achievement. For this reason, teacher education is part of the education process or training skills. It is an essential exercise that enhances the skills of learning and teaching. The main objective of teacher education is to develop awareness, knowledge, attitudes, and skills, evaluate the ability and encourage full participation in the teaching and learning process. Again argued that adequate training is the best possible way teachers in Africa can move forward in meeting the challenges of the 21<sup>st</sup> century. He quoted saying, "*if the African teacher is to cope adequately with the momenta task that lies ahead of him, he has to be well trained for his job. He must be willing to enter into the spirit of the new African age, willing to share new information and skills with his fellow teacher, seek more knowledge on his initiative and above all, be flexible and willing to experiment and not be afraid of failure. The new teacher must have flexibility built into his total professional and academic make-up, and should be helped through regular in-service training to keep abreast of new techniques, skills and research in his field. Effective teacher education programs are a necessary prerequisite for a Reliant education system. They lead to*

*increased confidence in both teachers and students as they coordinate learning effectively and professionally, and rectify problems inherent in teacher education”.*

Although teachers are believed to have gained many benefits from their participation in continuous professional development programmes, several issues regarding teachers’ attitudes are also raised. It is important to note that the majority of teachers simply want to hear nothing about reform, change, or new forms of teaching. As a result, they feel forced to take part in the change process. This should come as no surprise the conviction of educational administrators and reformers miles apart; indeed, self-confident teachers may regard the approaches, ideas and recommendations of educational researchers, didactic coaches, and teacher developers concerning their own field of work, classroom teaching as being strange, clumsy, or even clueless. It is important, to understand teachers’ attitudes, how they resist change and why they alter the process of change in which they play a key role (Hargreaves, 1994). In this respect, Stephens et al. (1993, p.2) *“If we want to improve schools, then it is important to understand more about Teachers and about the role they play. It is also important to understand teachers' Attitudes<sup>2</sup> and how teachers change, and grow so that we, as teachers and teachers Education can make informed decisions about how best to support the change process”.*

In every community, teachers form the vehicles for the provision and dissemination of relevant knowledge; skills and continuous professional development have been identified as one of the most critical factors in the success of education. However, learning is a social experience, so professional growth is usually fostered through the exchange, critique, exploration, and formulation of new ideas. *“It can never be overemphasized that teachers are the key factors affecting the quality of school education and directed determine the success or failure of education”* (OECD, 2002). Nowadays, society has high expectations for teachers, are more aware of their profound influence on students’ growth, and have a better understanding of the value of this profession. Modern education has put forward higher and higher requirements for educational practitioners; the increasingly frequent education reform keeps re-interpreting the standard of “good teacher” forcing teachers to seek self-improvement and professional growth. As a result, scholars, and governments in every country, as well as the whole international community are advocating and promoting continuous professional development to improve teachers’ professional status. However, based on the current changes in the curriculum in secondary education in Cameroon, some teachers have become maladaptive. Hence Continuous professional development is crucial



for not only improving the quality of teachers but also realizing and guaranteeing the smooth implementation of curriculum change.

Cameroon's educational system has achieved amazing results since the end of the colonial era, boosting literacy rates and extending free elementary education to nearly all of its growing youthful population. In Cameroon, the educational system is seen to owe its origins to its last European colonial background as a former French and British colony. Consequently, the system is dominantly a hybrid of the French and British educational system thus, a "bicultural" system of education.

### **Contextual Background**

After World War 1, the territory was divided between France and Britain as mandated territory under the League of Nations. In 1960, the French-administered part of Cameroon became independent as the Republic of Cameroon under President Ahmadou Ahidjo. In 1961 the southern parts of British Cameroons form the Federal Republic of Cameroon. The federation was abandoned in 1972. The country was renamed the United Republic of Cameroon in 1972 and the Republic of Cameroon in 1984. French and English are taught in school. Most people speak at least one local language and one official language, and many people are multilingual.

There is a strong perception that teachers' teaching effectiveness and their students' performance can be improved by teachers participating in professional development programs. The domain of effective professional development is attracting more and more scholars, and one critical topic is the features of an effective professional development program. Many studies try to address this problem and provide answers on the features of professional development, such as a focus on curriculum and subject content, connecting with teachers' daily practice, alignment with educational authorities' standards for teachers, and providing learning opportunities for teachers (Darling-Hammond et al., 2003; Penuel et al., 2007). However, these features are perhaps too broadly defined to give specific guidance for us to design an effective professional development program. Researchers suggest that a professional development program should be designed which is relevant to real practice within the classroom and which meets the needs and requirements of teachers. Therefore, identifying teachers' professional development needs and confirming that teachers can conveniently participate in professional development programs will earn more researchers' attention than before (Darling-Hammond et al., 2005; Tooley & Connally, 2016). According

to the training analysis theory argued that teachers' professional development needs should be analyzed based on professional standards.

Professional development is discussed in the context of the Sustainable Development Goals (SDGs) which are divided into five main sectors; education, health, economics, environment, and human rights. Because of the significance of these sectors to peace and prosperity of the people, professional development is, therefore a blueprint for the achievements of the 17 SDGs by developed and developing countries, via a global partnership, by 2030. Sustainable Development Goal 4 focuses on the theme "Quality Education" under the heading "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Professional development in education can not only enhance quality education but also can help meet the targets and SDGs.

Goal 14: Quality of Education, by 2030, increase by (x) percent the supply of qualified teachers, including through international cooperation for teacher training in developing countries and small island developing states. Also, the goals of teaching practice are common in most teacher training schools. It makes teaching practices compulsory course in all teacher training schools in Cameroon, with the aim of professionalizing its teachers. The greatest investment any nation can believe to be the one training her citizen, who will develop the nation because education is a priority of priorities, (Mbua 2003, World Bank 2009, Doh 2012, and United Nations 2015). That is why UNESCO (1998). Pointed out that, a country cannot develop without the contribution of its education system.

LAW NO. 98/004 OF 14 APRIL 1998 (Chapter III: Teachers) Article 37: (1) the teacher is the main guarantor of the quality of education. As such, he is entitled, within the means available, to decent living conditions, as well as to appropriate initial and continuing training.

(2) The State ensures the protection of the teacher and guarantees his dignity in the exercise of his Functions.

(3) A decree of the President of the Republic sets out the special status of the staff of the education.

Article 38: The teacher enjoys, within the framework of academic franchises and in the exercise of freedom of thought and expression, with strict respect for freedom of expression, students' conscience and opinion.

Article 39: (1) The teacher is subject to the obligation of teaching, education, pedagogical guidance, scientific promotion, evaluation, and moral correctness.

(2) It is also subject to compliance with existing laws, including the internal regulations institution where he serves as a teacher.

The Cameroon Law of Orientation for Education April 1998 under the general provisions for education focuses on improving and evaluating student outcomes, organizing pedagogic conferences and workshops, and Implementing teacher mentorship programs, departmental meetings, and online continuing educational courses. This explains the fact that Cameroon's educational system has moved from traditional subject-based learning, and teacher-centered learning to student-centered learning. Teachers and learners have developed various learning skills which have placed them in the platform of communication, collaboration, and creative thinking. Cameroon on her part has not left this as they have ensured that learners are problem solvers.

In contrast to prevailing conventional perspectives on pedagogy, which may seem uniform at first glance, there are underlying qualitative transformations. Hence, it is essential that the objectives of education align with the demands and transformations of society. In order to adapt to evolving social demands, it is essential to reevaluate the responsibilities and skill sets of educators, necessitating reforms in educational institutions and processes. (Ingrid & Reginald, n.d.). There's a need for continuous professional development and follow-up in the lifelong learning programs for teachers. This shows that the concept of a teacher's identity is complex, dynamic in nature and multidimensional (Cooper & Olson, 1996).

Pedagogic inspectors conduct regular school inspections in which they observe and control teachers' activities in a classroom context, examine school logbooks, and records their scores on their annual mark sheets after which they make useful remarks and recommendation on how teachers could improve their professional competence and classroom management techniques. Department in educating teachers on how to manage children with learning difficulties, especially those with disruptive behaviors in classrooms and school grounds will go a long way.

Another aspect of professional development is that teachers enroll in the university either as full-time, part-time or distance learning which leads to the acquisition of academic knowledge and higher qualification. Many teachers have succeeded in obtaining Master's and Doctorate degree certificates in education.

Cameroon government efforts in ratifying many laws and conventions, for example, the inclusive education law of 1990, the 1994 Salamaca, law the EFA decree of 1998 as earlier mentioned. Yet there is a growing population of handicaps not attending school and a lack of specialized centers to facilitate inclusion. Tanyi (2006) identifies using the Student's Adjustment Inventory (SAI), that both abnormal and handicapped children have complex behavioral patterns. She further explains that they consider their physiological needs to self-

evaluate themselves and form a negative self-concept to think that people perceive them negatively. This often gives them a feeling of self-worthlessness. With this feeling a classroom teacher with limited training may not be able to identify their problems. This is why According to Spielman (2020), an individual's emotional condition, resulting from a certain mental state, might potentially contribute to a bad attitude within the classroom setting.

The educational system in Cameroon is faced with inadequate resources (human, financial, material) inadequate infrastructure and resources, gender inequality, poor quality of education, vocational training mismatches, and limited funding areas. There is also a high-class size average of 70 or more, which makes it difficult for teachers to teach and manage classroom activities fluently. With the lack of computers, Information and Communication Technology tools for professional training activities teachers find it very difficult in implementing the competence-based approach (CBA).

### **Conceptual background**

**A teacher's professionalism** is defined as the knowledge, skills, and practices that teachers must have in order to be effective educators. Also, professionalism involves being reliable, setting your own high standards, and showing that you care about every aspect of your job. it's about being industrious and organised and holding yourself accountable for your thought, words and actions. There are three primary indicators that constitute the meaning of professionalism, which are responsibility, respect and risk-taking. Following this definition teacher's professionalism will be looking from these angles. That is teachers' character, teacher's effectiveness, instructional materials and teachers' pedagogic knowledge.

### **Teacher's character**

To develop a strong sense of professionalism, a teacher must focus on the critical element of attitude, behaviour and communication. Every teacher must develop the characteristics of a professional and model professionalism every day. In fact, among the standards of the National Council for Accreditation of Teacher Education (NCATE 2001) is a requirement that teacher candidates demonstrate specific disposition of professionals. (NCATE 2001). Aside from academic qualification, professional teachers must "act in an ethical manner, based on an explicit or implicit code of conduct". Also, effective teachers need to commit themselves to being lifelong learners. Wong and according to Weiner (2002), a professional may be defined as an individual who demonstrates the ability to work independently and

without oversight, while also exhibiting a commitment to ongoing personal development in order to attain a high degree of competence. Furthermore, professionals in the field of education consistently endeavor to enhance the educational experience and outcomes of their students. Hurst and Reding (2002) stressed the importance of professional staying current in their field study.

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power (Mugenda & Mugenda, 1999). Education plays an important role in improving the character of the younger generation. The role and function of the teacher is not only teaching but he should be able to educate. One way to instill character in the young generation is to set an example of a good standard. A good teacher will bring change students in a better direction, from those who are less knowledgeable to become knowledgeable, changing ignorance into literacy, shifting incapability into capability, and changing something unusual to a habit. Those things are achievable if teachers are models of education and also possess good character and could be taken as models by students through professional development and self-consciousness, in the educational milieu.

Education is critical to industrial and technological development, with the history of developed nations bearing records of this, developing nations aspiring to realize the same status have to be put in place. UNESCO (1986) indicates that knowledge holds the key to the attainment of the millennium development goals, which include food security, eradication of child mortality, and reduction of the spread of HIV and AIDS among others. Ali Elabbar (2017) observes that there was a statistically significant relationship between teacher characteristics and student academic achievement. Adeyemo (2005) notes teacher characteristics influenced teaching and learning in classrooms. Olaleye (2011) establishes that there was a relationship between teachers' characteristics and pupils' performance. Gravestock & Gregor-Greenleaf (2008) states that the explanations for good or poor student's academic performance have been quite exhaustive yet controversy still exists among scholars as to what contributes singly or jointly to students' poor performance.

The teacher's characteristics found to be dominant in cross-country studies are related to qualification, experience, attitude, and personality. It is argued that the academic achievement of students in educational institutions is contingent upon the presence of well trained and competent professors. The study highlights the enhanced effectiveness of instructors who have participated in in-service training in comparison to their counterparts who have not received such training. The findings suggest that the teacher's attitude had a substantial role in capturing student attention inside the classroom, hence highlighting the interrelationship

between student attitude and teacher qualities. Consequently, it may be inferred that the teacher's demeanor had a direct impact on the pupils' disposition. The present argument posits that the attributes of instructors have a significant role in shaping the academic achievements of pupils in secondary educational institutions. Scholars and researchers generally agree that the school variables, which include teacher administration, perform a more critical role in educational achievement than other variables (Payne, 1986). The important role of the teachers in learning is unquestionable. Teachers have a lot of influence on their classroom practices. Teachers should apply specific abilities without which their influence may not be reflected in their students' performance in the subject. For students to be able to make connections between what is taught in school and its application in problem-solving in real life, the teacher must be effective in their teaching. This study, therefore, sought to investigate the influence of teacher professional development in influencing students' academic performance.

### **Teacher's Effectiveness**

The effectiveness of education extends beyond student performance and encompasses various aspects. To be effective, teaching must establish clear instructional goals, possess comprehensive knowledge of the curriculum content and teaching strategies, appropriately communicate expectations to students, employ suitable instructional techniques and materials to facilitate meaningful learning, demonstrate understanding and awareness of students' needs, adapt instruction to accommodate their individual requirements, anticipate potential misunderstandings based on their existing knowledge, teach students meta-cognitive strategies and provide opportunities for mastery, address both higher and lower cognitive objectives, monitor students' comprehension and performance through feedback, integrate instruction with other subject areas, and assume responsibility for students' outcomes. (Darling-Hammond & Progress, 2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encouraging self-initiating learning. Effective teachers as those teachers who achieved the goals set for them or goals set for them by others like the Ministry of Education.

Teachers' effectiveness is difficult to define since there has not been a consent agreement on what measured quality teachers (Stronge, Ward and Grant, 2011). However, it is possible to measure some teachers' attributes like interaction with students, teaching strategy, motivation, pedagogical content knowledge and classroom management through a qualitative research approach. These teachers' attributes act in a long way to determine teachers' effectiveness.

(Stronge, Ward and Grant (2011) identified four dimensions that were used to characterize an effective teacher as follows:

- Instructional effectiveness
- Uses of Assessment for student learning
- The positive learning environment and
- The personal quality of the teacher.

Effective teaching does not occur by chance; effective teachers have become good at what they do because they evaluate their practice. Effective teaching impacts students' academic physical, socio-emotional and behavioral well-being. Effective teaching occurs best when all education stakeholders including parents' policymakers, community members and educators share responsibility for continuous improvement and student achievement. All this is possible if there is a proper follow-up of the teachers.

### **Instructional materials**

The study in Cameron shows that there was a lack of needed teaching materials in schools and most of the participants stated that they had never seen or used the Civil Education syllabus. In addition, it was established that teachers failed to conduct field trips or have educational tours with learners from one learning environment to another due to a lack of financial and school support.

The use of instructional materials has been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Since, education programs cannot be thought effectively without the existence of equipment for teaching. This is because teaching materials help those who learn to develop problem-solving skills and a scientific attitude.

The activity and method of teaching and learning include input factors – teachers, facilities, instructional materials, students, and curriculum. These input factors are combined in the process of teaching, administration, research, quality assurance, and community impact. The output shows the skilled and employable graduates, new knowledge created, responsible citizens and economic growth. Teaching and learning activity is seen in the skills, attitudes and research orientation of the students. In creating the most effective way by which knowledge content can be conveyed is when learners are taught technical skills, exposed to career awareness about the labour market, equipped to have an intelligent understanding of technology and stimulate creative thinking. Recently, students have demonstrated poor

interest towards learning and the ability to recall what has been taught. It could be because of the teaching methods used by the teacher during the teaching and learning process in the classroom. To build up teaching and learning activities, and avoid learners getting bored during lecture sessions, teachers are encouraged to use pictures, short video clips, and social media tools. These help students to have a vivid picture of a particular context. The diverse teaching methods used in today's world provide opportunities to enrich and develop teachers. A teaching method is an effective way to organize learning and unite both the teacher's and the learner's efforts. It is important that teachers are creative and professionally developed to use and combine these teaching methods.

Teachers are great facilitators of knowledge and skills in the 21<sup>st</sup>-century teaching and learning profession. Teachers use teaching aids to enhance classroom instruction, attract learners' attention and create motivation to learn. These teaching aids are devices (computers, DVDs), instructional aides (books, chalkboards, pictures), or objects (specimens, maps, globe) that help the teacher effortlessly carry out the teaching-learning process. A lot depends on the creative abilities of the teacher. The use of teaching aids can facilitate the learning process by making it interesting and less time-consuming. The use of teaching aids enables learners to use their hearing or seeing abilities and actively perform a task while learning.

### **Teacher Pedagogic Knowledge**

Knowledge outburst has brought a lot of development to learning through immeasurable use of media which has led to an upgrade of human knowledge in the 21<sup>st</sup> Century. Bello (2000) argued that if teachers are to be convinced of the value of using ICT in their practice, their training should focus on pedagogical issues. Pedagogy is an act or method of teaching with confidence using certain techniques, strategies, and technologies to attain pedagogical goals. Pedagogic Knowledge is referred to as the specialized knowledge of teachers for creating effective teaching and learning environments for all students. In recent years, the interdisciplinary field of the Science of Learning, which includes neurosciences, has made huge progress in understanding how the human brain processes, encodes and retrieves information. The potential of learning sciences to inform the pedagogical knowledge of teachers and, also, improve pedagogical practice is significant. The policy imperative for the teaching and learning of 21st-century skills, such as problem-solving, collaboration, communication, and creativity, involves a re-skilling of the current teacher workforce and upgrading of the knowledge base of the teaching profession. Teaching is seen as a knowledge-rich profession with teachers as 'learning specialists.' As professionals in their



field, teachers can be expected to process and evaluate new knowledge relevant to their core professional practice and to regularly update their knowledge base to improve their practice and meet new teaching demands. By investigating the knowledge underlying effective teaching and learning, we are studying how to improve teacher quality. The main motive for investigating teacher knowledge is to improve student outcomes and to improve teacher quality, it is important to understand what teacher professionalism necessitates. Teacher knowledge is a component of teacher professionalism; professional competence involves more than just knowledge. Skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning. a model that identifies cognitive abilities and affective-motivational characteristics as the two main components of teachers' professional competence. categorized teacher knowledge into 7 categories, among which were the concepts of: general pedagogical knowledge (principles and strategies of classroom management:

- Organizations that are cross-curricular) and pedagogical content knowledge (the knowledge which integrates the content knowledge of a
- Specific subject and the pedagogical knowledge for teaching that particular subject), some models of general pedagogical knowledge combine pedagogical and psychological aspects. Psychological components account for the fact that learning occurs in a social context and learning success depends on the general cognitive and affective characteristics of individual students.

### **Students' Academic Performance**

Academic performance or achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals. It is the centre around which the whole education system revolves, besides the fact that the academic performance of students has a direct impact on the socioeconomic development of a country. Students' academic performance serves as the foundation for knowledge acquisition and the development of skills. Additionally, also the priority of all educators is the academic performance of students. The academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results.

Factors contributing to students' academic performance have received much attention from educators and researchers. These researchers found that several factors contribute to the improvement in the academic performance of students. Ali et al. (2017) found daily study hours, social economic status of parents/guardians and age as factors that significantly affect academic performance. Also, found the economic status of parents, their academic background and encouragement as factors that influence academic performance. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found to be a significant determinant of academic performance. The implementation of the national education system as stated in the 1996 constitution still contradictorily authorizes the state, in preamble sections a, b, c, to prescribe and impose the use of officially recommended textbooks, curriculum, syllabus, pedagogic activities (Cameroon constitution 1996). This gives little or no room for teachers to create other perspectives and discoveries to improve practice in their teaching profession.

Students' academic performance involves factors such as intellectual level, personality motivation, skills, interests, study habits, self-esteem, and the teacher-student relationship. When there is a gap between students' academic performance and the expected performance, it is referred to as diverging performance. Low academic performance is one that is below the expected performance. It can be related to teaching methods. The evaluation of school performance indicates to what extent students achieve their learning for which they direct their main effort, it provides knowledge about the effectiveness of schooling since it is not easy for an institution to achieve complex and abstract goals such as the creation of study and work habits and acquisition of values, in such a way that it fails, at least it achieves less complicated and more specific goals, such as learning objectives. Performance is of three types: cognitive, affective, and psychomotor. The achievement of these types of learning is related to the student's cognitive ability, motivation to learn, way of being and 'know-how'.

A student can fail school due to a lack of interest in everything related to school, school passivity, and school opposition when the student clearly shows discomfort and rejection of school. Over time these three situations can cause the appearance of affective disorders in children because school becomes a powerful stressor which negatively influences their self-esteem, perception of social competence and future expectations.

Pedagogical evaluation is important to obtain the information necessary to assess the achievement of students' goals. Conceptual pedagogy proposes categories to identify proficiency levels: elemental (contextualization), basic (understanding) and advanced (proficiency). The most important factor to consider is whether the evaluation leads to the

improvement of the institution and society or not. It must have a goal; a goal to achieve knowledge to benefit society.

The student's performance was affected by the shortage of English teachers and the absence of teaching and learning materials. However, her findings showed that the presence of untrained, under-qualified and trained teachers who are incompetent resulted to skip teaching some difficult topics in the syllabus and students' infrequent use of the English language at school and home, large class sizes, teachers' responsibilities, poor conducive teaching and learning environment in the classrooms, limited home support environment and poverty are among the factors that affect students' academic performance in the English Language.

One of the essential requirements to develop good schools with high academic performance is the regular supply of human and material resources. There are a lot of Regions in Cameroon where the percentage of unqualified teachers in primary and secondary schools is as high as 80%. Thus, the high percentage of unqualified teachers in public secondary schools is a major factor attributable to poor academic performance among students. A major indicator of this poor performance is the disappointing results of students in the General certificate exams. The dismal performance of students in GCE is connected to the decline in the quality of teaching and learning. Better student results are the main indicator of the efficiency, effectiveness, competency, and professionalism of teachers.

### **Theoretical Background**

Amin (2005) defines a theory as a related assumption or conception tied in some way to the real world of unknown properties or behaviour which can be subjected to experimentation and revision as well as the search for more truth hitherto unknown. Theories are based on assumptions and specify relationships among variables. They guide research by generating hypotheses that can be tested. This research is based on two theories which include:

- Albert Bandura's social learning theory (1977)
- John Dewey's new theory of Education (1952)

The quality of an education system and the profession of educators within a system depend mainly on teachers who guide and carry out most of the tasks and activities of education that take place within the schools and the institution in the system. The output of our educational system is unproductive because of the lack of acquisition of attitudes, skills, Implementation, and values needed for proper insertion.

However, despite the efforts put in by the government, based on the CBA, most teachers find it strenuous to implement the approach in their classrooms. A good number of teachers still

regard the CBA as a nightmare that will come to pass in that event teaching is still teacher-centred.

This assertion is very much evident in the Cameroon educational law of orientation which highlights teachers' development and professionalism. The LAW N° 98/004 OF 14 APRIL 1998 (Chapter III: Teachers) Article 37: (1) the teacher is the main guarantor of the quality of education. As such, he is entitled, within the means available, to decent living conditions, as well as to appropriate initial and continuing training.

(2) The State ensures the protection of the teacher and guarantees his dignity in the exercise of his Functions.

(3) A decree of the President of the Republic sets out the special status of the staff of the education.

Article 38: The teacher enjoys, within the framework of academic franchises and in the exercise of freedom of thought and expression, with strict respect for freedom of expression, students' conscience and opinion.

Article 39: (1) The teacher is subject to the obligation of teaching, education, pedagogical guidance, scientific promotion, evaluation, and moral correctness.

(2) It is also subject to compliance with existing laws, including the internal regulations institution where he serves as a teacher.

In the Cameroon context, the educational system has witnessed a shift in pedagogic practices from the traditional method to the new pedagogic approach. The Competency-Based Approach (CBA) which is being practised today in Cameroon secondary schools since the academic year of 2012/2013.

There are many new changes in the curriculum which require teachers to adapt to, a modern approach, new methods of teaching and learning, and the introduction of teaching with ICT. This requires teachers to update their knowledge, skills, and attitudes to develop their educational process in the classroom.

They are adamant to change, also most of the teachers do not attend seminars and the lack of follow-up from the seminars. Notes of the teacher's lessons are still in old exercise books that have over live their usefulness, yet some teachers still use these notes to teach students. Most teachers are still using the OBA method in teaching which makes teaching more theoretical than practical. Furthermore, Alabi, & Okemakinde, (2010). establish that Citizenship Education teachers in Cameroon mostly used the teacher-centered method in teaching which contradicted the learner-centered method as prescribed in the syllabus.

Teachers find it hard to apply and practice what they have learned during their training. As seen from the elaboration above, we can say that the main problem of the study is that most teachers in our context have difficulties in implementing what they have learned from pre-service training, workshops, ongoing seminars, and practices in their classrooms. Though some teachers try to implement it for some days, weeks, or months, most teachers still use OBA method in teaching. Some teachers still use their teaching lessons from three years ago to teach today, this shows how they are adamant about research. Most teachers always go back to using the teacher-centered approach in teaching because they complain that the competency-based approach does not suit subject areas where it is difficult to prescribe specific competencies or where new skills and new knowledge is required. Teachers do not take time to prepare their lessons note. Their lesson evaluation is inappropriate for CBA. Teachers do not use visual teaching-learning aid in the classrooms.

Performance in secondary schools is something which everyone expects to be of higher quality because of the roles the sector plays in providing service to the community and even higher institutions. Notably, students in this sector who failed to perform better cannot contribute well to human resources because they don't have the skill needed. Despite its importance, the academic performance of secondary schools has been of limited attention at the district, regional and national levels. Teachers' professionalism is looked at as one of the ways in which academic excellence in schools can be enhanced, motivates students to work hard, reflects teachers' competence and brings out teachers as agents of social change. It is for these reasons that there is a need to improve teachers' professional development in order to improve on academic performance of students and to attain academic achievements at the secondary level of education in the Mfoundi Division.

## **OBJECTIVE OF THE STUDY**

A research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study. According to Amin (2005), the purpose of the study is sometimes referred to as the general objective. The objectives of the study were looked upon from the general and the specific point of view.

### **General Objectives**

To investigate the extent to which teachers' professionalism influences students' academic performance in secondary schools in Mfoundi Division.

### **Specific Objectives**

1. To examine the influence of teachers' character on students' academic performance,
2. To appraise the extent to which teachers' effectiveness influences students' academic performance.
3. To examine the influence of instructional materials on students' academic performance.
4. To examine the extent to which a teacher's pedagogic knowledge influences students' academic performance.

### **RESEARCH QUESTIONS**

Research questions are interrogative statements that narrow the purpose to specific questions that researchers seek to answer in their studies. A research question asks about the relationship between two or more variables. In order to carry out this study, a number of questions will be formulated to guide the process and shall be divided into general and specific questions.

#### **General Research Question**

To investigate how teachers' professionalism influences students' Academic Performance in Mfoundi Division.

#### **Specific Research Question**

1. To what extent does a teacher's character affect students' academic performance in secondary schools?
2. How does teachers' effectiveness influence students' academic performance in secondary schools?
3. How do instructional materials influence student academic performance in secondary schools?
4. To what extent does teachers' pedagogic knowledge affect students' academic performance?

### **RESEARCH HYPOTHESES**

1. **Ha1:** There is a significant relationship between teachers' character and students' academic performance.

2. **Ha2:** There is a significant relationship between teachers' effectiveness and students' academic performance in secondary school.
3. **Ha3:** Teachers' use of instructional materials has a significant impact on student's academic performance in secondary schools.
4. **Ha4:** There is a significant relationship between teachers' pedagogic knowledge and students' academic performance in secondary schools.

## **SCOPE OF THE STUDY**

### **Geographical scope:**

This study is done in the Mfoundi division of the centre region of Cameroon. The Mfoundi division covers an area of 297km sq and as of 2005 had a total population of 1881876. It forms the Yaoundé capital and greater area. Institute national de la statistique. P.47 (July 21, 2012). This division which created by law no 74/193 du 11 March 1974 and was separated from the Mefou division which is today known as Mefou and Afame. This study was carried out in some selected secondary schools in Yaoundé VI, which are, Government Bilingual High School Etoug-Ebe, Government Technical College Mendong, College Notre dame des Beatitudes, College Flemming, Government Bilingual High School Nkol-Eton, College de L'Esperance Etoug-Ebe, Mevick Bilingual Grammar school, Harvard secondary school Emana and Government Bilingual High school Ekounou, for the purpose of clarity and better understanding. The main issue under investigation was to examine the influence of teachers' professionalism on students' academic performance. It will focus on four components of the independent variable: teachers' character, teachers' effectiveness, instructional materials and teacher pedagogic knowledge.

### **Thematic scope**

The researcher decided to use the theme "Teachers Professionalism and Academic Performance". In the case of some selected secondary schools in the Mfoundi Division. This study looks at how teachers' professionalism influences students' academic performance in secondary education. The researcher seeks to see how teachers' professional development influences secondary students' academic performance specifically in the Mfoundi division and generally in Cameroon. This is also to be able to train, empower and follow up with teachers and experts who will in turn help build students to be critical thinkers and problem-solvers, who have skills needed in problem-solving and the job market.

### **Time scope**

This study runs from 2020-2022. This is a period where Cameroon has gone through a lot of pandemic situations and peace crises which has called for a great revolution in the educational system. Teachers and learners are stimulated to learn new 21<sup>st</sup>-century skills, which will go a long way to solving the ongoing problems of society.

### **JUSTIFICATION OF THE STUDY**

This work is in line with law No. 98/004 of 14 April 1998 which states that the teachers are the main guarantor of the quality of education. It seeks to investigate the influence of teachers' professional development on students' academic performance. These factors will be beneficial to the Ministry of secondary education, school administration, learners and related stakeholders. The study may also provide feedback on the status of guidance and counselling as a component needed to support students' growth through effective use of time, decision making and hence good performance among secondary school students. The study expects to bring useful insights on which to build, modify or improve the ways of teaching/learning in the Cameroon context.

The Ministry of secondary education is hoped to benefit from the findings of this study in a number of ways namely: they will have benchmarks for the effective and efficient supervision of their teachers, put in place counselling services, report and punish misguided teachers exposed by these findings and hence improve on the quality of teachers, education and academic performance of students.

School administrators are responsible for the smooth functioning of school programs. Therefore, they will gain knowledge on the factors hindering students' academic performance and teachers' professionalism and make sure of using appropriate instructional methods and techniques that will improve and enhance the improvement of students' academic performance, and the follow-up of the day-to-day functioning of the school.

### **Significance**

This work is significant to the government, to the teachers, to the policymakers and to the researchers.

### **To the Government**

Recommendations and solutions to the problem would enable the country to review certain aspects of the curriculum especially that of secondary education that have adverse effects on



the country's development, thereby implementing that which can make the country attend its vision, (The Cameroon 2035).

This study will enable the government to assign pedagogic inspectors to monitor teachers in class to ensure that teachers are applying what they have learned from initial training in their classroom. The study will lead to the revision of the curriculum of the teacher training colleges by the government by emphasizing the learning of teachers, collaborative teaching and teaching techniques because this will enhance teachers' attitudes to address changes in the curriculum.

### **Teachers**

This study will facilitate teachers to identify the impact of teachers' professionalism. Teachers will understand that the program in the educational system is not stagnant, due to the technological involvement in the world and the needs of society it has caused great change in the professional life of individuals, especially teachers. Hargreaves, (1992) observes that "pressures and demand in some countries for students to learn new skills such as teamwork, higher order thinking and effective use of new information technologies, call for new styles of teaching to produce these skills, meaning that more and more teachers are now having to teach in the ways they were not themselves taught". It will aid teachers to realize the importance of teachers' professional development, in enhancing students' academic performance. It will also help teachers to respect their profession and implement the unending changing needs in the educational field especially underlying values, responsibilities, and objectives which are expressive indications of the profession's commitment and improving students' academic performance.

### **Policy Makers**

This work will help the policymakers to understand that curriculum planning, and implementation is a cooperative activity among the stakeholders, and they must ensure regular and effective supervision during the implementation stage. Policymakers oversee educational policy at the macro level. Also, the curriculum planner to be will informed about certain aspect which needs to be integrated such as skills needed by the teacher to allow learners to participate in the country's development in cognitive, affective, and psycho-motor aspects. It will also help the policymaker to identify the important constituents of the program, eliminate what is not necessary, making modifications to the program thus improving professionalism.

### **To the Researchers**

This study is hoped to be an insight for other scholars with new knowledge, theories and methodologies needed to carry out research in future and add their researched knowledge on professionalism and the implied performance of teachers thereby filling the gaps that this study has led.

This study is carried out in the Yaoundé Centre region of Cameroon. It focused on establishing how teachers' effectiveness, teachers' training, teachers' perception, teachers' pedagogic knowledge and instructional material influence students' academic performance. This study is carried out for a period of two years 2020-2022, this period is considered necessary for this topic "Teachers' Professionalism as a Predictor to Students' academic performance in some selected secondary schools in Mfoundi Division Yaoundé". The first year was to gather relevant knowledge that will facilitate the process of carrying out research and part of the second year was dedicated to internship and the completion of work.

This study will cover some selected secondary schools in Mfoundi Division Yaoundé, Centre region of Cameroon. This study will be conducted in both public schools and private schools. The majority of the economy of the Centre region is involved in the administrative structure of the civil service and diplomatic services. The region is the political capital of the country and is made up of primary, secondary and tertiary education.

This study is limited to the domain of education and specifically to curriculum development. The respondent targeted here are teachers, classroom teachers, students, and heads of disciplinary committees.

## **DEFINITION OF OPERATIONAL TERMS**

### **Professional development**

Effective professional development is ongoing, includes training, practice, and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as a learning organization, and in ways for teachers to share their expertise and experience more systematically, (OECD, 2009).

### **Teachers**

A teacher is a person who has knowledge, skills, and special training in teaching, explaining, and educating. He is capable of behavioral change in terms of cognitive, psychomotor as well as affective domains.

Teacher according to the Cambridge dictionary refers to a person who instructs or trains others, especially in schoolteachers, one whose occupation is to instruct pupils about certain subjects, refers to a teacher as an expert capable of imparting knowledge that will help learners to build, identify and acquire skills that will be used to face challenges in life.

The teacher is also an expert who provides learners with values, skills and development that helps to enhance learners' development.

### **Teachers' character**

To develop a strong sense of professionalism, a teacher must focus on the critical element of attitude, behavior, and communication. Every teacher must develop the characteristics of a professional and model professionalism every day. In fact, among the standard of the standards of the National Council for Accreditation of Teacher Education (NCATE 2001) is a requirement that teacher candidates demonstrate a specific disposition of professionals. (NCATE2001), Bridges advise that aside from academic qualification, professional teachers must "act in an ethical manner, based on an explicit or implicit code of conduct". Also, effective teachers need to commit themselves to being life-long learners. A professional is "someone who, without supervision or regulation; has a continuous growth plan to achieve competence; and strives continuously to raise the level of students" stressed the importance of professional staying current in their field study.

### **Teachers' effectiveness**

Strong et al (2011), define teachers' effectiveness as the teacher's ability to utilize approaches, strategies connected to students and a particular set of attitudes that lead to improved students. For a teacher to be effective there must be an improvement in his/her learners. Effective teachers plan carefully, use appropriate materials, communicate goals to students, maintain a brisk pace, assess students' work regularly and use a variety of teaching strategies; they use class time well and have coherent strategies for instruction.

### **Teachers' professionalism**

Teacher competence is related to how good teachers fulfil their role as an educator, including how well-prepared teachers in the class is until the evaluation needs to be done, how the credits teachers need to handle, and how long the process will last properly. Teachers' professionalism is defined as the knowledge, skills, and practices that teachers must have in order to be effective educators. Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience.

### **Teachers' perception**

The thoughts or mental images which teachers have about their professional activities and their students are shaped by their background knowledge and life experiences and influence their professional behaviour, or a sensory impression or mental image derived from past experiences. Teachers' perception in this study refers to the positive and negative attitudes of teachers towards students.

### **Teachers' Training**

Tambo (1995) defines training as a process that is geared towards the acquisition of specific knowledge and skills in various professions or vocations. Therefore, teachers' training refers to the policies, procedures and provisions designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school and wider community.

### **Instructional Materials**

Instructional material as print and non-print items that are designed to impart information on students. Items like prints, textbooks, magazines, newspapers, slides, pictures, workbooks, and electronic media among others. Instructional materials is the aids that assist teachers to

achieve their objectives during the teaching and learning process. These instructional materials bring life to learning by stimulating students to learn. Instructional materials help the students to interact with words, symbols and ideas in a way that develops their abilities in reading, listening, viewing, thinking, speaking, writing, using media and technology.

### **Teachers' Identity**

The complexities of teacher identity, focusing on the role of teacher preparation program in shaping it and presenting current research from different approaches and perspectives, including psychological, social, cultural, political and historical contexts, focused towards preserves teachers and what teacher educators can do to help them in shaping who a teacher will become in his/her practice. Teachers' identity refers to how teachers identify themselves as teachers, including who they are as professionals, and who they strive and are empowered to become in a constant process of reflecting on their practices and experiences.

### **Academic performance**

The academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results. Students' academic performance involves factors such as intellectual level, personality motivation, skills, interests, study habits, self-esteem, or the teacher-student relationship.

Being a competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning, he is the one in charge of making students learn and benefit from the quality of their teaching. Today they need to shift from traditional-based teaching to theory-based teaching which is largely based on a theoretical educational process to a research theory-based teaching that informs and aspires to teach practices. This claim has a deep implication in education reflecting the fact that teachers should be in contact with research for possible future teaching innovations and incorporate new research findings in their teaching practices to improve learning and high-quality teaching.

Given that teachers receive at least two years of training in the Cameroon secondary education system, teachers could still be seen using old methods of teaching, because of the difficulties they face in the classroom. These challenges include large class sizes, lack of didactic materials, and inadequate teaching time. These challenges were supposed to have

been taken care of before the creation of Teachers' Training Centers. This research is carried out to find out teachers' professionalism in predicting students' academic performance and to determine strategies that can be used to improve teachers' professionalism towards the academic goals of secondary schools.

Moreover, if these challenges faced by teachers are not addressed, the output of the educational system will not reflect the educational goals of the nation. A failure in the educational system has a negative effect on the Economic development of a country and the credibility of the system will be questionable locally and globally. There should be an added value in the youths because they are the backbone of the nation tomorrow. This accounts for the trace back to the preparations made in the educational system before creating the training centres in order to determine better strategies which will enable effective implementation of teachers' professionalism to improve students' academic performance in secondary school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

In this chapter, we will elaborate on what previous researchers have said in reference to this subject in their writings. This is a review of their work, and, based on the review, synthetic comments are produced in order to provide a better understanding of this area of their work. In this chapter, we discuss the impact that teachers' level of professionalism has on the students' overall academic achievement. This chapter is broken up into three sections: the conceptual framework, the empirical framework, and the theoretical framework. Each of these sections focuses on a different aspect of the overall topic.

A review of the literature "is a written summary of the journal, articles, books, and other documents that describes the past and current states of information, organizes the literature into topics, and documents a need for a proposed study" (pp.79). Creswell defines a review of the literature as "a written summary of the journal, articles, books, and other documents that describes the past and current states of information."

When Funan. (1982) talks about what a literature review is, they mean a methodical analysis of the existing body of data that identifies, evaluates, and synthesizes for explicit presentation. This is what they mean by the term "literature review." A critical examination of what is known about the research subject, the themes that are linked to it, and the numerous views that have been expressed about the issue is what a literature review is according to Lambert (2012).

#### **CONCEPTUAL FRAMEWORK**

A conceptual framework explains either geographically or in a narrative form, the main things to be studied, the key factors, concepts or variables or constructs and the presumed relationship among them. Also, a conceptual framework is a network of a plane of interlinked concepts that together provides an understanding of the phenomenon or phenomena. The following concepts will be examined.

#### **The concept of the teacher's character**

Teachers, as leaders in the class, should replace parents in their attitudes towards children and show empathy, especially to impaired children. But sometimes teachers lose their sense of professional ethics and that is why they might not be able to enhance positive skills and attitudes to diversify their teaching strategies for effective learning and inclusive pedagogy.

Special training is important in teacher education because ethical values are taught to enhance the positive attitudes of the teachers may affect their attitudes in the classroom and may bring the expected norms and standards for quality education in Cameroon. Using the Student's Adjustment Inventory (SAI), that both abnormal and handicapped children have complex behavioral patterns. She further explains that they consider their physiological built to self-evaluate themselves and form a negative self-concept to think that people perceive them negatively. This often gives them the feeling of self-worthlessness. With these feelings, a classroom teacher with limited training may not be able to identify their problems. According to Tyng, Amin, Saad, and Malik (2017), individuals who encounter a unique mental state may subsequently develop unfavorable characteristics in the classroom, resulting in an emotional state that is detrimental. The phenomenon of perception has a significant impact on an individual's behavioral patterns. The alignment between the teacher's character and the training program is a crucial aspect of the teacher's ethical worth. Many educators tend to see individuals with disabilities as inherently unproductive, leading them to believe that investing time and effort into improving their learning and talents is unnecessary. In Cameroon, most teachers are not trained to effectively manage the diversified needs of their learners. For inclusion policy to be successful, it is important to provide educators with professional special training, and adequate resources to meet the needs of students. They went on to explain that it is when teachers are fully prepared morally that the inclusion model will yield positive results. It is wise to nurture them to have a positive mind on the type of children they teach. "Inclusion in education involves changes in teacher's attitudes, knowledge and behaviour". Furthermore, information from "Save the Children "(2021) and UN (2020), hold that teachers need training about inclusive principles and the basics of disability, to ensure that their attitudes and approaches to enhance the behaviour of the disabled. Conversely, teacher training schools should prepare teachers to be able to design action plans following the different disabilities to match the different learning styles of their learners. Some of the characteristics of effective teachers in education and strengthening character are:

- Patient
- Respect
- Can be a role model.
- Discipline
- Joyful teachers
- Friendly teachers



- No affection
- Relaxed
- Can behave as a friend.
- Can understand lessons.
- Master the skills of educating character.
- Willing to pursue life-long learning.

### **Teacher's Character and student academic performance**

Education has an immense impact on human society. It trains the human mind to think and take the right decision. Man becomes a rational animal when he is educated. It is through education that knowledge and information are received and spread throughout the world. If a person cannot read mediums and write, then he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside. In contrast, an educated man lives in a room with all its windows open towards the outside world. The quality of human resources of a nation is easily judged by the number of literate populations living in it. This is to say that education is a must if a nation aspires to achieve growth and development and more importantly sustain it. This may well explain the fact that rich and developed nations of the world have very high literacy rates and productive human resources. In fact, these nations have started imparting selective training and education programs to meet the new technologies and business demands of the 21st century.

The profession of teaching is pursued by those who possess a deep enthusiasm for facilitating the growth and advancement of others. In order to facilitate growth and progress, it is essential for an educator to possess the readiness to inspire, empower, provide guidance, impart knowledge, and foster the advancement of others, specifically pupils. Educators should see their employment as a platform for fostering personal growth and advancement via instructional content and pedagogical methods, rather than just as a transitional phase towards other career paths. The primary objective of teaching is to facilitate and align with the advancement of human growth and the attainment of optimal progress. The academic advancement of students in any given topic may be influenced by a range of factors. For instance, lower levels of achievement might be associated with socioeconomic position, gender, the quality of teachers, and the geographical location of the school. According to the experts, these factors may have either a positive or detrimental influence on a student's academic performance. Research done suggests that the performance of secondary school

students is influenced by the characteristics of their teachers. When the learning environment is congenial and suited for learning, Grieser discovered that successful classroom management improves students' questioning and exploration. Teachers' professional classroom management refers to the tactics and practices they employ to create healthy teaching and learning environments. Student attitudes were linked to instructor qualities. The issue of pupils' poor academic performance in Africa has been a source of concern for all. The situation is so severe that it has resulted in a widely acknowledged drop in educational standards in Nigeria and Africa as a whole. Available statistics from various secondary schools visited revealed that only 699 students out of 1530 who sat for business studies exams received credit or above, while the rest either passed, failed, or result. In addition, fieldwork conducted in selected secondary schools in Anambra State, Nigeria, on the results of the Nigeria Examination Council Organization (NECO), the West African Senior School Certificate Examination (WASSCE), and the Basic Education Certificate Examination (BECE) revealed the poor performance of students in Business subjects. Wirth and Perkins (2013) discovered that a teacher's attitude has a substantial impact on student attention in the classroom. In Istanbul, Turkey, the effects of teachers' attitudes on students' personalities and performance. The researchers discovered that teachers' positive attitudes have a positive impact on students' personalities as well as their life outcomes. Some authors conducted research on the effects of teacher traits and attitudes on student accomplishment in the Kcse economics test (2014). Teachers have a good attitude about the subject, according to their data, therefore low performance could be ascribed to other things than teacher attitudes. As a result, the teacher's attitude had a direct impact on the pupils' attitudes. In the Sapele Local Government Area of Delta State, Nigeria. This study aims to examine the influence of school location and teacher quality on students' performance in the Business Studies Examination within public secondary schools. The study was guided by four research questions and implemented through an ex post facto research approach.

### **The concept of teacher's effectiveness**

Recent research leads me to believe a clear understanding of teacher effectiveness, although studied for many years, still eludes educators. A common and shared definition of teacher effectiveness is needed to begin to understand and implement all it encompasses. The best of what we know about excellent teaching and the work of highly effective, accomplished teachers does not reach or has not fully penetrated the schools and school communities with the students who need the most, students who have traditionally been underserved by schools.

Throughout the literature, very different definitions are supported by research. To begin with, a variety of terms have been used: ‘good’, ‘effective’, ‘highly accomplished’ (National Board for Professional Teaching Standards, 1987), ‘excellent’ and ‘qualified’. they stated, “One persistent challenge researchers and policymakers face when contemplating an assessment of accomplished teaching is deciding on its definition” (p. 204). One conclusive definition has not been presented in educational literature, but several ways of understanding the concept have been explored in multiple studies. The literature leads educators in three main directions when defining teacher effectiveness. The first is an emphasis on student achievement, mainly standardized test scores. Other studies on teacher effectiveness identify the skills and actions of highly effective teachers. In addition to these findings, some other studies go beyond test scores and skills to identify the mindset and attitudes needed to increase teaching effectiveness.

This chapter will delve into all three of these definitions. As educators strive to improve student learning, we must continue to ask ourselves, ‘What evidence do we have that children have learned?’ Student achievement scores on standardized tests are one way to measure our effectiveness as teachers. Research has focused on identifying teachers who were successful in the product of teaching, namely, student achievement. Educators analyze test scores to determine where students are compared to learning standards and benchmarks and the scores of other students. Often, student performance is checked mid-year to determine if they are on their way to achieving specific standards and benchmarks. One measure that is used is student proficiency. This is often a cut score a student is expected to achieve at a specific time during the year. “By successful teaching, we mean that the learner actually acquires, to some reasonable and acceptable level of proficiency” (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010, p. 1598). This is one method of measuring student learning and possibly teacher effectiveness. Policies such as No Child Left Behind have created a school policy which relies on standardized test scores of proficiencies to measure teacher effectiveness. Another way student achievement scores are used to define and evaluate teacher effectiveness is by determining the level of student growth from the beginning of the year until the end of the year, or value-added measures. they stated, “A good teacher is one who consistently produces high achievement growth for pupils” (p. 560). When asked how teaching practices differ between effective and less effective teachers, Stronge et al. (2012) responded that students of effective teachers’ experience high academic growth in a single year. Stronge et al. also reported, “Effective teachers were defined as those who had student learning gains in the top quartile; less effective teachers were defined as those with student learning gains in

the bottom quartile” (p. 345). Whether schools rely on proficiency or growth indicators, teachers reflect on the achievement scores of their students. This practice which causes teachers to refine their instruction as they see their students responding to learning opportunities can help educators to ensure students are learning. “Successful identification of effective teachers’ behaviour requires that we have some ideas where to search”, Some educators use student achievement data as a starting point when addressing teacher effectiveness. put teacher effectiveness into perspective with Most studies suggest we are getting closer to understanding how best to manipulate data in order to tease out, more precisely, the relationship between accomplished teaching and student learning. Yet, few, if any, have helped us identify the specific knowledge, skills, or dispositions that distinguish more effective from less effective teachers (p. 211). This lack of identification and understanding is a concern. Even if student achievement scores help us to identify effective teachers, we still do not understand why or how they are effective. It is only when we understand effectiveness at a deeper level that we will be able to help teachers become more effective. Some research studies have attempted to define teacher effectiveness in concrete ways that will enable educators to increase their effectiveness. Researchers on teacher effectiveness have striven to identify specific teaching skills and behaviours that lead to increased teacher effectiveness. The assessment of teaching must move beyond compliance measures toward capturing improved teacher behaviour and performance as well as evidence of deeper student knowledge, improved skills, and greater understanding. Stronge et al. (2011) stated, “Student achievement is just one educational outcome measure. It measures the outcome, a crucial consideration in effective teaching, but does not measure the process, or instructional practices that result in increased student achievement” (p. 348). Teachers who are effective have a set of attitudes, approaches, strategies, and connections with students that express themselves in nonacademic ways and lead to higher student achievement (Stronge et al., 2018). Several studies found these teacher characteristics include knowledgeable, purposeful, critical, and creative, and measurement of teacher effectiveness and improving teacher effectiveness just got much more difficult. (Burroughs et al., 2019) It is well recognized that the efficacy of teaching is contingent upon the dynamic interplay between several factors, including the subject matter being taught, the pedagogical approaches used, the individual attributes of the learners, and the specific contextual circumstances within which the learning takes place. Subsequent research has concurred that the measure of teacher effectiveness extends beyond the assessment of student performance just via standardized assessments. As per the assertion made in the scholarly work, "Accomplished

educators possess a firm belief in the potential for intellectual and talent development, both in their students and themselves, and exhibit a profound fascination with the intricate dynamics of the learning process." This observation suggests that possessing a certain attitude is essential for becoming a good educator. The possession of a deliberate and concentrated enthusiasm for one's pupils, along with a steadfast confidence in their inherent potential, with genuine compassion and unwavering will to persist until they achieve success, are not supplementary attributes that only enhance the quality of a good teacher, but rather essential qualities that elevate them to greatness. The aforementioned attributes are important prerequisites for pupils to flourish. Additionally, it has been suggested that children are able to perceive the level of dedication shown by their instructors and thus strive to meet the expectations set by their teachers. It is said that the most impactful educational experiences take place when teachers not only focus on developing a child's intellectual capacities, but also prioritize the nurturing of their emotional and psychological well-being. Hurst (2002). also considered a teacher's perspective as important to effectiveness. According to the individual's statement, it is said that successful educators possess a fervent enthusiasm for the subject matter they teach, a deep-seated dedication to their students, and a strong conviction that their personal identity and instructional approach can have a transformative impact on their students' lives, not only during the act of teaching but also in the subsequent days, weeks, months, and even years. Passion is often linked to attributes such as excitement, care, dedication, and hope, which have been identified as important qualities for achieving success in the field of teaching (p. 720). The fervor for their craft motivates educators in their daily decision-making processes, ultimately resulting in heightened teacher efficacy. "Effective teachers make every minute of instructional 19-time count and teach with the commitment that there's not a moment to lose" (p. 58). Whether research studies define teacher effectiveness as student achievement scores, teacher skills and behaviours, or the mindset teachers hold, it is clear that more work needs to be done to understand what teachers themselves perceive to be effective teaching. In the following sections, I will further investigate factors of teacher effectiveness, including measurements and characteristics of highly effective teachers. Teacher effectiveness continues to be an elusive concept to define when we consider the complex task of teaching, the diversity of educators who bring different experiences and beliefs, and the multitude of contexts in which teachers work.

## **Teacher's Effectiveness and student academic performance**

What do effective teachers do that increases student learning? This question is critical to teacher growth and student achievement. Leading voices in professional education argue that assessments of effective teaching must move beyond compliance measures toward capturing improved teacher behaviour and performance. The ultimate goal of measuring accomplished teaching is not distinguishing good from bad teachers, but instead to help all teachers improve. According to Norman (2014), “Only as we identify what matters most in impacting student learning will we know how better to prepare new teachers and support veteran teachers toward becoming accomplished teachers” (p. 203). If research tells us that teachers are the most important school factor in determining student achievement, then we need to be able to measure that effectiveness and guide teachers towards improvement. In the past, studies about teacher effectiveness have focused on measuring teacher quality. Within the literature, there are multiple opinions and research supporting these various views. Regarding measuring teacher effectiveness, stated: We face a fundamental crisis—the inability of our schools to assess instructional performance accurately or to act on this information in meaningful ways. This inability not only keeps schools from dismissing consistently poor performers but also prevents them from recognizing excellence among top performers or supporting growth among the broad plurality of hard-working teachers who operate in the middle of the performance spectrum (p. 2). When schools fail to produce meaningful measurements of teacher effectiveness, teacher evaluation systems are limited in their ability to increase teacher effectiveness and make strategic decisions about hiring and retention. Weisberg et al. (1998) shared that all school districts evaluate teachers, but these evaluation policies are not typically based on high-quality empirical research and in many cases produce little differentiation among teachers. Schools often “fail to distinguish great teaching from good, good from fair, and fair from poor: A teacher’s effectiveness is not truly measured, recorded, or used to inform decision-making in any meaningful ways”. This reality of not clearly defining and measuring teacher effectiveness and then using it to inform our decisions are conflicting with the goal of providing quality education to all students. The act of accurately measuring teacher effectiveness is the first step. Once we are able to measure the effectiveness of teachers, the more important step is helping all teachers to improve their practice. The *“Teachers and those evaluating them need training and support to understand the system and its goals and to move beyond reviewing ratings and evidence to engage in deep discussions that promote instructional improvement”* (p. 63).

This improvement will enable teachers and schools to reach their ultimate goal of increasing student learning. School leaders have used teacher evaluation frameworks to measure teacher effectiveness. Stated, “*Frameworks for professional practice are the public’s guarantee that the members of a profession hold themselves and their colleagues to high standards of practice*” (p. 2). These frameworks have been developed in an effort to evaluate teacher performance and inform discussions about what teachers do and know, what drives them, and how they see themselves. Further, 26 Frameworks are important because they give you a background and a structure to follow that acts as support, yet you can tailor them to fit your instructional style. They are essential because they give educators a guide to measuring their teaching practice. Frameworks identify elements that are benchmarks of how capable educators make a mark on their students through instruction and improve student achievement. Our profession is an evolving one and the frameworks can help guide you as you grow into a more experienced educator (p. 13). The literature on frameworks for evaluating teaching guide the school leader in helping teachers to set goals, observations, and feedback. Frameworks are helpful for teachers to have clear expectations and self-reflect on their own teaching, extend the importance of frameworks by adding:

The common language of the framework and evidence-based ratings are a great foundation, but they do not automatically result in the kind of reflective and constructive dialogue that supports instructional improvement. Such conversations rely not only on participants understanding the framework but on having them effectively engage in the conference process. Quality conversations that enable all participants to grow depend on both sides coming to the table knowing the framework and how to use it in a collaborative, constructive dialogue (p. 65). This is supported by other researchers. “Evaluation in addition to being developmental, must now be dynamic” (p.79) and Lehman (2012) who asserted, “*We need candidates who have a passion to teach, but in preparing teachers, we must commit to inculcate enthusiasm, a strong and conscientious work ethic, and a depth of compassion*” (p. 53).

It is our responsibility as school leaders to not only know the framework but also how to use it successfully to increase teacher effectiveness. Although frameworks are widely used, concerns still remain. Whether it is possible to have a common set of teaching principles for all teachers, suggesting that a standardized measure of teaching may take away intellectual autonomy. “Teacher assessment must move away from a notion of good teaching that is linked to one particular style of teaching—even if it is a style we like”. It is difficult to increase teacher effectiveness. We do not want teachers and teaching to look the same for

each student because each student has different needs. The “Most assessment efforts have focused on broad teaching skills that theoretically contribute to student learning, without necessarily demonstrating empirically that they actually do” (p. 204). The challenges that remain fall into two main categories: (a) the validity of instruments as measures of accomplished teaching, and (b) connecting accomplished teaching to student. These concerns are very real in the workplace for teachers and school leaders. How much do our students’ scores reflect our ability and effectiveness? acknowledged, “Estimates of teacher effectiveness based on student achievement data are noisy measures and can be thought of as having reliability in the range of 30 to 50 percent” (p. 98). stated that there is not a universally accepted method for calculating a teacher’s impact on student learning, and research shows that the methodology used for this task can sometimes greatly influence the measure. Student achievement scores are often used in combination with teacher evaluation frameworks to measure teacher effectiveness. Another way school leaders and teachers are attempting to measure teacher effectiveness is through the examination of authentic student work and frequent classroom observations. claimed, “Regarding teacher’s impact on student learning, no assessments directly measure this, but rather rely on teacher-provided evidence of student learning or samples of student work” (p. 203).

In education, teachers hear the word “authentic” quite often. Usually, it is in the context of wanting students to do meaningful, relevant, and authentic work. If there truly is a shift in teaching and learning, then the observation of these must shift too. Shouldn’t then the measurement of effective teaching and student learning be more authentic? Observing teachers and students as they work together enables school leaders to evaluate the effectiveness of teachers. School leaders are in need of observable characteristics that they can use to identify teachers who will be successful. The combination of quality frameworks that outline these characteristics and frequent observations of teaching can be tools used to measure teacher effectiveness. “With few exceptions, classroom observations have been found to have significant power to predict student achievement” (p. 687). Classroom observation and feedback will be explored further in this chapter. If teaching has enduring, meaningful, and positive effects on student achievement, then identifying effective teachers and the factors that cause teachers to be more effective is important. “The school district would ask you (a parent) to trust that it can provide your child a quality education, even though it cannot honestly tell you whether it is providing a quality teacher” (p. 3). If teacher effectiveness has the greatest impact on student achievement, we should absolutely know if our teachers are effective.



## **The concept of instructional materials**

### **Instructional Material Theories**

Instructional material theories assume that there is a direct link between the materials that the teachers use and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and a positive attitude towards learning. Further, these theories assume that instructional materials have the capacity to develop in students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have a positive impact on 16 solving new problems by analyzing the situation and formulating a plan. According to Gagne et al, instructional material can be used to develop higher learning abilities to learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning. Many of Gagné's 9 ideas have broad implications for secondary teachers in community secondary schools in Rombo district.

Many of these ideas have capacity-building undertones with themes of students' acquisition of critical thinking and problem-solving skills. However, the theory does not relate to whether or not students can think critically about what aspects or how they can solve a particular problem by themselves. However, I have the opinion that the purpose of instructional materials or technology in education is to stretch students' imaginations and to encourage them to solve problems in their lives. Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in the form of instructional materials, have the capacity to develop students' higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive development are yet to be studied with respect to classroom teaching. Thus, this study stretches these views.

### **Instructional materials and students' academic performance**

In this study, a strong positive link between instructional resources and academic performance. The schools that possess more instructional resources performed better than schools that have fewer instructional resources. This finding supported the study that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. There was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching

and learning resources. He 19 further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available. suggested that the quality of instructional processes experienced by a learner determines the quality of education. In their view, they suggest that quality instructional materials create the learner's quality learning experience. Also, supports that students' performance is affected by the quality and quantity of teaching and learning resources.

This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, and real objects for students to see, hear and experiment with, stand a better chance of performing well in examinations than poorly equipped ones. A study on the physical facilities and teaching learning materials in Primary schools in Tanzania supports the above views. interviewed teachers and students on the role of instructional materials in effective learning. However, a physical facility, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional 20 materials are also necessary. The study done agrees with my ideas that, in order for a school to have a good performance it must be well equipped with relevant and adequate textbooks and other teaching and learning resources.

### **Teacher's pedagogic knowledge affects students' academic performance.**

The issue of the declining academic performance of students in schools has created much interest among partners in the instructional system. The nature of training and execution of students relies upon the instructors as reflected in the release of their obligations. After some time, student's scholastic performance in both inner and outside examinations had been utilized to decide the adequacy of instructors and education. The academic standard of students in every single instructive organization has fallen impressively beneath societal requirements. Instructors have been known to have an imperative impact on learner's scholastic achievement and they likewise assume an urgent part in instructive fulfilment in light of the fact that the educator is at last in charge of interpreting instructive approaches and standards into activities in view of work on amid communication with the students. stated that the teacher is a central point in the learning process administration for arranging the content knowledge and action to be compatible with the learner's needs, practising their mental expertise, administration and use of information in everyday life. The educator must be the transformational pioneer who needed to investigate the right information,

understanding, conviction, and mentality towards students, and instructors' learning procedure which was known as the aggregate changes of worldview on students.

The essential thing incorporated the planning for preparation in instructional media, library, and learning source and estimation an assessment aptitude and in addition, educators' understanding in learning process concentrating on learners focused. This examination prompted a correction in instructors' competency improvement, the assemblage of information, and working strategy, long-lasting learning, and way of life, multicultural work practice to be more productive and successful. The fundamental and imperative expertise was a group of learning as well as the fundamental ability and delicate aptitudes which were both necessary, and essential for enhancing and improving the expertise of instructors. Students' fitness in the assessment of the viability of their instructors has been of incredible worry to scientists in training. Notwithstanding, examinations have demonstrated that students' appraisals; are important pointers of teacher competence.

Notwithstanding the way that there are looks into reports in help of students' appraising of their instructors' viability, cautioned that students rating ought to be one of a far-reaching assessment framework and ought not to be the main measure of instructors' viability. In any case, opined that students' prosperity relies upon the measure of discovering that happens in the classroom. The school directors' assessment has additionally been utilized to assess instructors' viability. The exactness of school managers' assessment of instructors' viability has likewise been considered. A positive relationship between principals' appraisal of how compelling an educator is at raising students' accomplishment and the instructor's achievement in doing as such as measured by the esteem-included approach. The director's appraising may likewise be one of a complete assessment framework to gauge instructors' adequacy in auxiliary schools. The educators' property has a huge association with students' scholarly execution. Such ascribes as incorporate educators' information of the topic, correspondence capacity, passionate security, great human relationship and enthusiasm for the activity. for students to perform well in any examination one of the requirements is that their educators must know them and have significant information about their condition of physical, scholarly and mental preparation. In numerous nations, educators' capabilities that are thought to be identified with learners learning have turned out to be attractive focuses of instructor training change. Some of these changes require the professionalization of educator instruction by making it longer, overhauling it to graduate projects, and directing it through systems of licensure, accreditation, and advancement lined up with gauges.

Proficient improvement exercises can be directed by a wide range of associations, in schools and out of school, at work or on holiday clear out. At these events, honing instructors refresh their substance information and instructing abilities to acclimate to the presentation of new educational modules, new research discoveries on educating and learning, changes in the necessities of students, populace and so forth. A beneficial outcome of expert advancement on students' accomplishment. A few investigations have low desires for instructor quality, and now and then it relies upon what school in which an educator educates. The inquiry which asks to be asked is the thing that characterizes educator quality. If a learner is given some information about an educator who is profoundly qualified, they will undoubtedly say that the instructors invest additional energy with them and who influences the class to content clear and feasible. On the other hand, the inadequate instructors are the ones who are exhausted and don't associate with them. Students couldn't care less about instructive authentications or years of experience. perceives that as obvious instructors, educators are continually learning; and educators need to keep on defining the importance of being profoundly qualified, rather than doing as meagre as conceivable inside the significance of the law. As instructors, teachers need to move from negligible fitness to brilliance and bye. Characterizing instructor quality is an inquiry that reemerges again in the writing on educator planning. The knowledge of content about performance has an effect on students' performance.

One gathering trusts quality instructors to have content information and have contemplated instructional thoughts and practices that have expanded learners' accomplishment, while another gathering trusts educators simply require solid substance learning. The studies discovered contradictions in the writing about whether conventional educator arrangement decidedly influenced learners' accomplishment. Teachers who learn and practice sound academic practices methods can influence students' deliberate accomplishments and furthermore, students whose educators had solid substance information and had figured out how to function with students who originated from various societies or exceptional needs tried higher than one full review over their companions. Because of the expanding, idea of poor scholarly execution of optional school students particularly in outer examinations. Numerous educationists tend to move the fault on the absence of reserve from the administration to give quality reading material. It is clear from all signs that some auxiliary teachers are not able which may prompt poor scholastic execution of the students. Abilities are specific and undeniable qualities or properties relentless for educating specialists to make

an inducing and learners' good atmosphere. Abilities are being worried about three territories of student conduct which are essential for educators to bear prime commitments.

The educator helps students for an investigative attitude, foresee movements in all circles of life and their impact on social request, 2011| Mubashira Khalid Effect of Teachers' Advance Knowledge and Pedagogy Skills on Students' Academic Performance help students in directing and transmitting qualities upheld by the social request. Direct attaining of learning and certain ability gives no accreditation to meet the beforehand expressed goals. For this, it is compulsory for an educator to have an appropriate view of individual slant, its needs, and formative benchmarks in light of urbanization for the most part and furthermore all through the world. On account of the colossal increment in parts and commitments, an educator needs to demonstrate high demand for polished skills inside and outside the classroom.

It is troublesome for an instructor to have all skills and abilities in immaculate amalgam. In any case, taking abilities and experience leads an educator towards competency. In the study, Learner's discernment about the educator is a principal component of the instructor's execution in the classroom. A skilled or able teacher deals with the students in a warm and happy way. They have a clear vision of the set targets. It executes meticulously whatever is organized. Organization of issues is done reasonably by her inside and outside the classroom. Her inclination for the introduction of points has the ability to search for the thought of researchers. It is prepared for motivating the feeble students. Previous research disclosures connected with educator skills have recognized that there lies a strong connection between instructor capacity and suitable learning results. The instructors require learning showing strategy and planning to make themselves capable educators with sure of their own abilities and with certainty on the capability of the students. The mind, wants, and perceptions of learners and educators all through the readiness period must be considered by the instructor. This can enlarge to help in imparting qualities and charming capacities around the teachers and learners.

## **PERFORMANCE**

Education is one of the important factors in the development of a nation. High or low quality of education is not only caused by the educational process but can also be influenced by the low performance of teachers as educators. Performance is the result and work behaviour that has been achieved in order to complete the tasks and responsibilities that have been given within a certain period of time. Since a long time ago, scientists and the government have considered teachers as a major asset in educating students. Because in the world of education,

the relationship between students and teachers becomes an important factor in learning and teaching activities, both in gaining knowledge and in developing the personality of students. Therefore, the government has made teacher reform a goal in the context of improving education in Indonesia. The quality of teachers in Indonesia is still low, both in terms of competence, knowledge, and pedagogical expertise. The Program for International Student Assessment (PISA) survey in 2018 has released that the quality of Indonesian education is still in the 10th lowest category, both in the fields of literacy, science and mathematics.

This is due to the disparity and low quality of teachers. The low quality of the teacher will have an impact on various things, including achievement and the learning process for students. Because teachers play an important role in regulating the learning environment that makes students active in learning activities, *Int J Eval & Res Educ* ISSN: 2252-8822 ρ Factors affecting teacher performance (Nita Kanya) 1463 Based on Law No. 20 of 2003 concerning the National Education System educators and education staff are obliged to: i) create a meaningful, fun, creative, dynamic and dialogical educational atmosphere; ii) have a professional commitment to improving the quality of education; and iii) set an example and maintain the good name of the institution, profession and position following the trust given to it. Teachers also play a role in influencing both inside and outside the school environment. In addition, creating a good education system requires collaboration and mutual support between the principal, teachers and students. Previous studies have shown that one of the factors that influence student learning success is a collaboration between students, teachers, and other parties involved in school activities. The quality of the teacher's performance as a professional is an important thing to discuss, considering its significant role in student achievement. But this role cannot be separated from the educational context, student characteristics, and school factors. In addition, the ability of teachers to be confident, create a comfortable climate for students, maintain interaction and maintain contact with students can increase student involvement in learning. Teacher instructional qualities such as classroom management and cognitive activation also affect students' motivation to learn. Internal and external factors also influence the success of teachers in order to improve performance. Internally, the quality of a teacher determines student achievement.

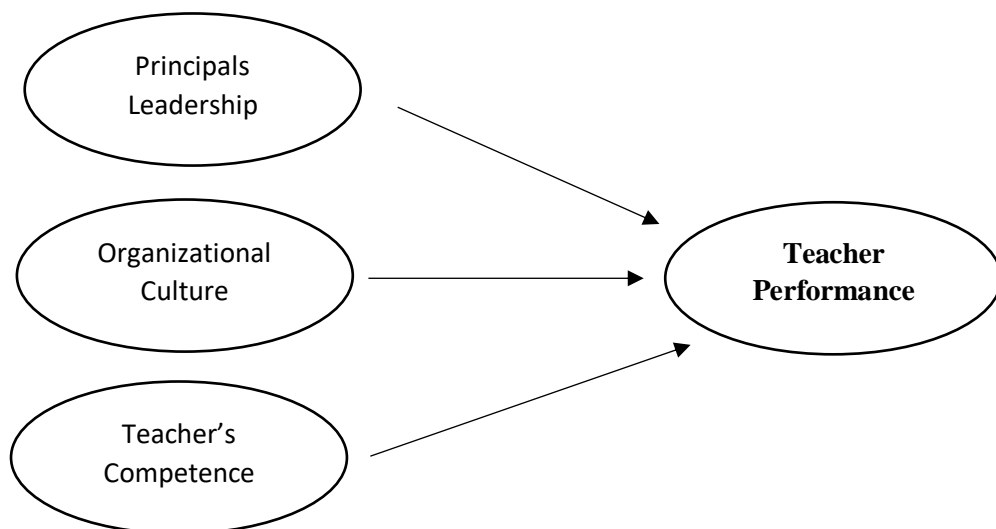
The quality of a good teacher will certainly determine how students get knowledge. A good competency of a power teacher goes linear with the achievements of students. Teacher competence is a set of skills, knowledge, and behaviours that must be possessed and mastered by teachers in carrying out their professional duties as teaching staff. Understanding a teacher

of technology also affects the quality of teaching. The mastery of the integration of science and technology is determined by the knowledge possessed by teachers and their openness to technology. This ability then becomes the teacher's own competence to improve the quality and learning outcomes. Internal factors such as teacher psychology should also be considered as their influence on teacher performance. Emotional intelligence and self-efficacy are said to be very significantly related to teacher performance. A teacher with high emotional intelligence and social skills tends to have better classroom management skills. Self-efficacy and job involvement are also highly correlated with worker performance (Song, 2018).

Teachers who have conscientious personalities are also mentioned as influential predictors of their performance. Externally, the school has several devices, one of which is the principal. The success of a teacher's performance is certainly determined by the level of intervention of school principals or leadership in schools which is certainly mediated by variables such as self-efficacy, commitment, and job satisfaction (Joo, 2020). Leadership can be understood in the school environment as a process of influencing teachers and students through teaching and learning, conveying knowledge, skills, values, culture and ideas. The role given by schools through empowerment and enhancing teacher quality programs can also affect the performance, commitment, and behaviour of their membership in schools. In addition, the organizational climate and collaboration of various parties that support the continuity of teaching are important factors in order to improve teacher performance (Andreasen, 2019). The influence of organizational culture in schools can also be a variable that can affect teacher performance in schools' Organizational culture is defined as a system that contains shared meanings and values shared by all members of the organization that distinguishes the organization from other organizations. Organizational conditions can affect the performance of teachers in schools and that performance will improve if moderated by the acceptance or attachment of teachers to schools owned. The higher the comfort of the teacher with the school can increase its influence on their performance in the school. While the pressure experienced by a teacher in a school that is sourced from various things and aspects will certainly reduce performance. In previous studies, leadership and organizational culture correlated positively and influenced teacher performance. (Kanya, Fathoni, & Ramdani, 2021) The researcher also noted that factors such as job motivation, school principal leadership, and organizational culture were identified as predictors of teacher effectiveness. Furthermore, there exists a positive correlation between teacher performance and school principal leadership, which has a major impact on teacher performance.

Likewise, organizational culture and teacher competence are positively correlated and affect teacher performance. In connection with the description, the problem affecting performance is the implementation of the certification program, and competence is influenced by the leadership of the school principal and organizational culture as presented in Figure 1. Based on the previous study, no research has been found that discusses the influence of principal leadership, organizational culture, and teacher competence on teacher performance together. Researchers also have not found research examining the variables in senior high schools in Bandung, Indonesia. It is hoped that the results of this study can be used by educational institutions, especially in Bandung, Indonesia to improve teacher performance as the main resource in schools.

**Figure 1: Conceptual framework of research (M. N. Hasan, 2017)**



**Source:** (M. N. Hasan, 2017, 29)

### **Theoretical framework**

According to Guaga. (2006). The theory encompasses a synthesis of several constructs, including descriptive capacity, explanatory efficacy, heuristic utility, testability, integration, parsimony, clarity, comprehensiveness, and delimitation. The individual held the belief that theory undergoes refinement via the process of research, and that comprehending these constructions facilitates the refinement of theory. They provided a definition of theory as the methodical arrangement of information, which may be used for the purpose of problem-solving. A theory may be defined as a collection of logically structured statements that describe the connection between a set of observations. Amin (2005) defines a theory as a



related assumption or conception tied in some way to the real world of unknown properties or behaviours which can be subjected to experimentations and revision as well as the search for more truth hitherto unknown. Theories are based on assumptions and specify relationships among variables. They guide research by generating hypotheses that can be tested. This research is based on three theories which include.

- Adult learning Theory by Malcolm Knows (1968)
- Albert Bandura's social learning theory (1977)
- John Dewey's new theory of Education (1952)

### **Teachers' character**

The world is a global village, and it is in a state of constant change, some teachers might not have the personal will and push to do research, to try new strategies and to approach their colleagues. Some may have the willingness but do not know how to go about it, but in the presence of professional development whose main focus is to inculcate dynamism in teachers and collaborative values, it will eventually lead to the rebirth of most teachers. From the discussion, it is evident that professional development has an impact on teachers' character. The ultimate goal of CPD is to improve teachers' professionalism. In line with, who argues that pupils with top teachers are less likely to become pregnant as teenagers, more likely to enroll in college and more to earn money as adults. Professor Friedman, a coauthor adds that if you leave a low value-added teacher in your school for 10 years, rather than replacing him with an average teacher, you are hypothetically talking about 2.5 million in lost in a country's national income.

Also, teacher behaviour refers to all those actions and behaviour of a person who is considered to be capable of doing a teacher. In particular, those activities are related to the direction and guidance in the learning of others. Three types of skills are developed in the student-teacher, these skills are linguistic skills, teaching skills and social skills. He had two major approaches: teacher behaviour is social behaviour and teacher behaviour is relative. He went further to highlight two common types of behaviour in the classroom that is verbal behaviour and nonverbal behaviour.

### **Teachers' effectiveness**

Albert Bandura's: Theory of social learning, where people learn from One another through observation, imitation and modelling. From observing others, one forms an idea of how new behaviours are performed and on later occasions, this coded information serves as a guide for

action. In the process of teaching, the teachers observe their students and give them what is necessary and the manner in which it is given so that when they are faced with a real-life situation, they will tend to imitate and thus give out either the positive or negative behaviour of what they observed. So teachers in secondary schools should also put up a positive attitude so that the students when they get into their academic work, will instil a positive attitude thereby increasing their knowledge. It is also in line with the Social Development Theory which is based on three main points: Social Interaction, in which teachers need guidance, peer collaboration instructors to develop potential skills as a result of social interactions between them and their peers as well as the MKO (MKO refers to anyone who has a better understanding or a higher ability level than the learner with respect to a particular task, or concept) which then transport them from the ZPD (ZPD is the distance between a learner's ability to perform a task under adult guidance or peer collaboration and the pupil's ability in solving the problem independently). To individual skill range as they become individual learner's who are independent in their learning and practice (teaching) not necessarily needing assistance anymore.

John Dewey's theory of Education states that powerful education experiences are a result of two fundamental principles: continuity and interaction. Continuity refers to how experiences, both past (teaching practice) and present (classroom teaching, in-service training), influence the future while interaction refers to how one's current situation influences their experiences (peer collaboration in the form of animations, seminars).

### **Instructional material**

The theory of this work is related to instructional materials a designer uses it as the starting point for developing practical and engaging learning opportunities for adults in a corporate setting. Dewey saw teachers as mentors, guides and facilitators. Rather than reaming behind the desk, try interacting directly and actively with students. Instead help the student discover the information for them, by creating active, hands-on classroom activities. Teacher's professional development helps the teacher to identify and use the right instructional material to deliver the lesson thus students understanding and academic performance are inevitable.

### **Pedagogic knowledge**

From a psychological perspective to real-world exposure in the fields of social work and education, social learning has proven to be an effective tool for understanding the behaviour, interaction, and attitudes of children. Social learning has also helped us to observe how

cognitive and environmental factors contribute to learning and behaviour. This theory examines different cognitive levels of students such as flexibility, adaptability, easily applied and strong outcomes. In social cognitive theory Bandura postulates that people are not just shaped by their environments and inner force, but that they also strive to influence their environments and inner force. Self-efficacy is a crucial concept within the theory.

The teachers will become effective when they perceive that their school of training is encouraging and offering them opportunities to learn and grow in their respective areas of specialization. This also goes in line with the view who says, professional development has a positive impact on curriculum and pedagogy. Teacher education is important because of its impact on teachers' quality. To teach is a complex and demanding intellectual work, one that cannot be accomplished without adequate preparation and to train someone is to teach them the knowledge and skills from their experiences as mentors in a corporation. How to transmit this valuable knowledge efficiently is the mission of the pedagogical animators and teachers can help students to do the task well.

For professional development, a teacher should have a mastery of his subject matter linking it with a real problem, helping the students to perform better in their academic work.

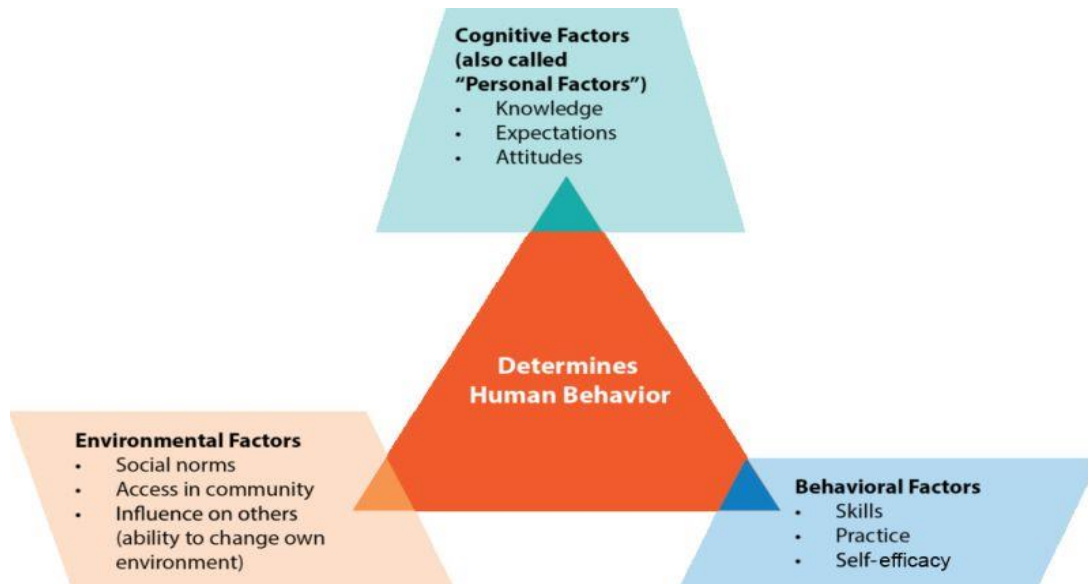
### **The Social learning theory**

The social learning theory was invented and developed by the Canadian psychologist Albert Bandura. The goal of the social learning theory is to show that an individual can learn in multiple ways. People make choices on self-reflection, but mainly the environment in which person finds themselves influence the way they behave and learn. The learner who is at the center of the theory processes different information in different ways. The principle of social learning is assumed to operate throughout one's life. Observational learning may take place at any age.

According to Albert Bandura (1999), people learn through observing others' behaviours, and the outcome of these behaviors. He precise that most human behaviour is learned observationally through modelling, from observing others one forms an idea of new behaviour and on later occasions, this coded information serves as a guide for action.

From the perspective of social learning theory, the instrument of learning and the formation of individual knowledge is through observation (Bandura, 1977). Observational learning has been found to be an important instrument in teacher development. (Lortie 2002), as the importance of a mental picture of the lesson as the teacher enters the classroom (Rawlands, et al 2012). Social learning theory strongly stresses one's cognition. It suggests that the mind is

an active force that constructs one's reality, encodes information and performs behaviours on the basis of values and expectations. The core component of SLT, as referred to above, is observational learning and the mental model of observed behaviours. Teachers construct and reconstruct behaviours to implement in the classroom, and these behaviours according to Bandura (1977) become routine and do require prior modelling and planning.



**Figure 2: Diagram of three factors of social learning theory (Bandura, 1999, 38).**

Relating the theory to the work

Relating the idea of Albert Bandura (1999) to this research, teachers learn from one another and pedagogic seminars through observation, imitation, and modelling. In the process of training, the teachers observe how their trainers give them training and when they go to the field, they are likely to imitate and give out what they have learned in school to be models in the course, classes, and the students they educate.

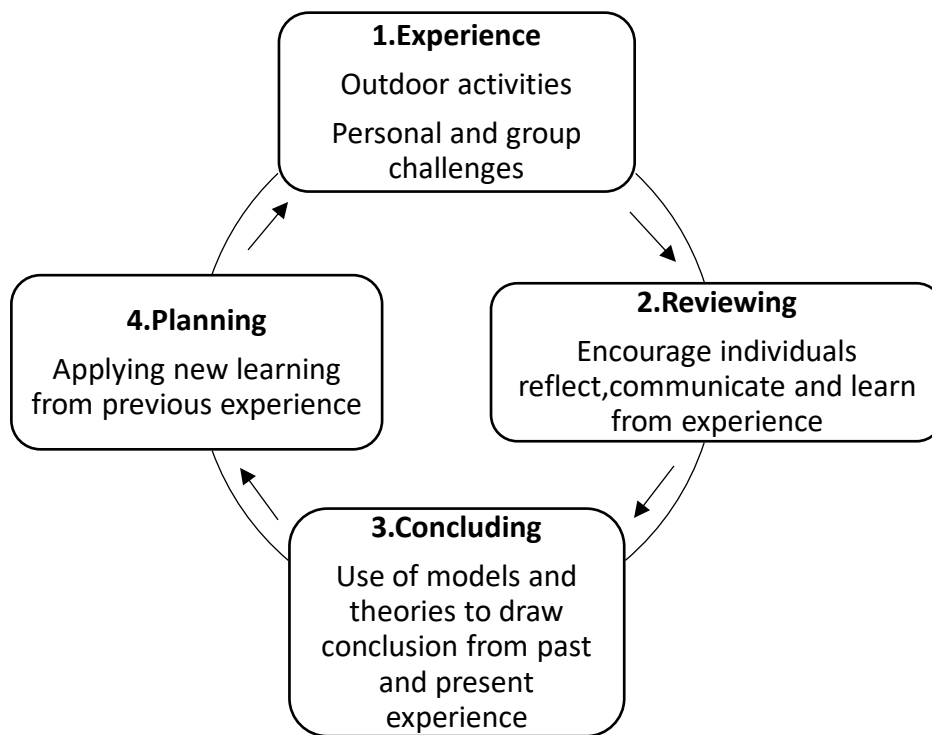
### **New Educational Theory**

Dewey (2011), pro a new educational theory which highlighted the role experiences play in education. According to Dewey (2011), educational experiences are a result of two fundamental principles: continuity and interaction. Continuity referred to how experiences in the past and present influence the future. While interaction refers to how one's present experiences are a direct result of how their previous experiences interact with the influences of their present situation.

Dewey stated that human experiences-past, present and future influence the capacity to learn. According to Dewey education is a social process. Education is growth. Education is life itself. In Dewey's concept of experiential Education, he argued that education should focus

on the quality of the experience more than it's focused on the information being presented. In order to be considered a quality experience, he said that the experience must have continuity with their past and future experiences and interaction between the pupil's individual perception and a lesson environment. Professional teachers continue learning while interacting with other teachers to meet their needs.

His explanation was experiential education, an educational philosophy based on the idea that learning occurs through experiences and requires hands-on activities that directly relate to the learner's life. In experiential education, learners occur through doing something and the reflection on the learners from the process. It combines active learning with experiences and critical thinking. Service learning, adventure learning and workplace internships are all examples of experiential education.



**Figure 3: Diagram of Educational Theory (Riley and Welchman, 2003, 12)**

Consequently, teachers getting occupied with practical exercises like animation, demonstrations often held in semesters, sell meetings, and collaborative discussions with colleagues, allow them to practice and gather experiences related to their professions, reflect on their actions, and learn from them.

# The Pyramid Learning

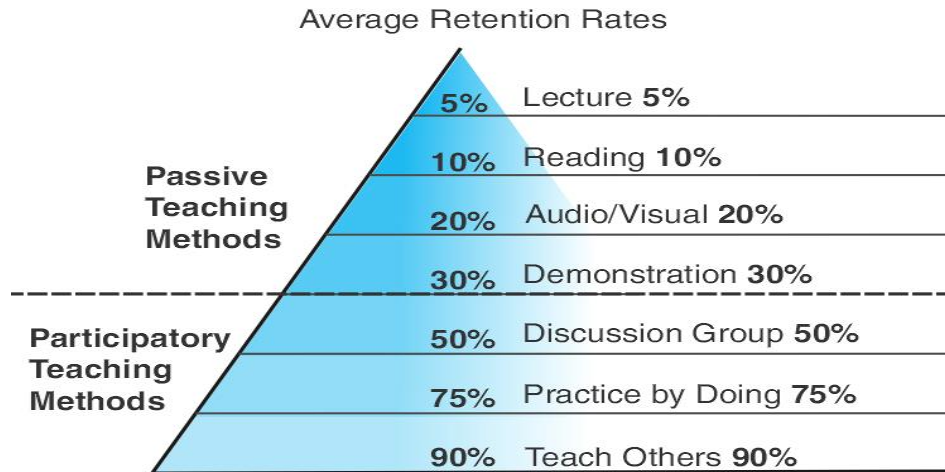


Figure 4: Diagram of teaching methods (Lalley and Miller, 2009, 67-79)

The diagram above it shows that teachers tend to grow more professionally when they get involved in participatory Professional Development Exercises.

## EMPIRICAL REVIEW

The literature review of this work focuses on the ideas and publications of other scholars about this research work. A significant view will enable the researcher to come out with intended solutions that will improve the situation of our context. The aspect to be reviewed here includes teachers' professionalism and student academic performance. Findings have been made by other researchers about this study and suggestions were made to help ameliorate the present and upcoming state of things.

According to Kendey (2005), teachers are educated as experts in their precise field, with a strong critical sense, autonomy, and professional problem-solving abilities. This makes them responsible for the improvement of their skill and more effective. put into evidence a positive collection between teachers' preparation in terms of subject matter and the performances of their students even if it also acknowledges the fact that the solution to achieve teacher effectiveness is more complex than "simply requiring a major or more requiring subject matter course." This shows a positive impact on teachers' practice.

This key role of teachers in a very strong term "There can be no excellence in education without a first-rate teacher, one can change the curriculum, buy more material, refurbish the physical environment, lengthens the school days but without good teachers, change will not

*produce the desired effect*". The competence of the teacher is a vital element in the process of the school and in the accomplishment of necessary reforms.

The European Union's conclusion of May 12, 2009, on its strategic framework of European cooperation of education and training noted that lifelong learning should be regarded as a fundamental principle underpinning the entire framework, which is designed to cover learning in all contexts whether formal, non-formal or informal. non-formal education activities carried on outside the framework of the formal system to provide selected types of learning to subgroups in the population.

Non-formal education of teachers will serve as an extension of formal schooling for those who need additional training to get into productive employment as a means of upgrading the skills of those already employed. A teacher's education is important because of its impact on teacher quality. Teaching is a complex and challenging intellectual work, one that cannot be accomplished without adequate preparation. Teacher education does not ensure that teachers remain competent, but it also ensures that they stay motivated over time.

The studies considered in the review of recent research on teachers' professional character formation can be divided into the following categories: studies which focus on the identification of the characteristics of teachers' professional identity presented by teachers' stories. while teacher education is standard worldwide as knowledgeable in the educational improvement effort, the models and practices for producing teachers may differ from one country to another in terms of factors such as resources available, policy guidelines, goals of training and whether initial teacher training is monopolized by one institution or shared by many. Competence has a significant and positive effect on teacher performance. Teacher performance has a positive and significant effect on student learning outcomes. Also, performance is a partial mediator in influencing professionalism and competence in student learning outcomes. From the review by different authors, its evidence that teachers' professionalism influences academic performance in school environment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

In order to get desired findings, it is essential for every scientific study to have a method section that is adequately justified. This section should include details pertaining to the participants, instruments or procedures used for data collecting, as well as the research design and process. This chapter provides an overview of the approach used in the execution of the research. In any research endeavor, a person formulates methodological viewpoints that serve as the foundation for the undertaking. This chapter elucidates the research design employed in the study, the target population, the sample selection and sampling techniques, the instruments utilized for data collection, the reliability and validity of said instruments, the methodology employed for data collection, ethical considerations, limitations of the study, and the operationalization of variables.

#### **RESEARCH DESIGN**

A research design is the set of methods and procedures used in collecting and analyzing measures of the variable specified in the problem of the researcher. In other words, the research design sets the procedure for the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question. Research design refers “to a plan which specifies how data is related to a given problem should be collected and analyzed” a research design is a conceptual structure within which the research will be conducted. Research design is a blueprint for conducting a study that may interfere with the validity of the finding. Also, Amin (2005) defines research design as all procedures selected by the researcher to aid in the understanding of a particular set of questions or hypothesis. Research design is a plan, structure and strategy for conducting an investigation,. This plan, structure and strategy are conceived to provide a dependable solution to a research problem. Research design is a general plan of selecting and assigning participants to experimental conditions and controlling extraneous variables and conducting an investigation which will lead to a definite solution to a research problem. The direct survey method will be used; questionnaires will equally be administered to teachers.

A descriptive and inferential test using simple linear regression were used, the reason for choosing the design is to get a variety of opinions from the teachers and students. Simple linear regression statistical techniques test will be used to predict the value of based on the



independent variable on the dependent variable. The objective of this analysis is to use the independent variables whose value is known to predict the value of the single dependent value. This method was to analyze the relationship between a single dependent variable (among secondary school students) and several independent variables (teachers' professionalism: teacher character, teacher effectiveness, instructional materials and pedagogic knowledge). The researcher used qualitative instruments to treat the data collected (that is; a questionnaire) which was analyzed using quantitative methods. The research design will the researcher to describe the state of affairs of the phenomenon by establishing relationships between variables, collecting data and verifying hypotheses to either confirm or deny their opinions on the situation given.

### **AREA OF STUDY**

This study was carried out in the Yaoundé VI council area. It is one of the seven councils of the urban community in Yaoundé, Mfoundi division in the Centre Region of Cameroon. Its capital is the Biyem-Assi district. It stretches from the centre of the southwest of the city to the North-west of Yaoundé III, The Mingosso River constitutes the South-west limit and separates it from the municipality of Mbankomo. To the north, the Abiergue River and urban forest form the boundary with Yaoundé II. The Yaoundé VI council is made up of districts such as; Biyem-Assi, Mendong Village, Simbock, Nkolbikok II, Etoug-Ebe I, Melen I, III, IV, V, VI, VIIA, Mvog-Betsi, Etoug-ebe II, Melen VIIB, Eba Biyem-Assi, Melen VIIC, Melen IX, Nkolbikok I. This area is headed by the mayor and municipality councillors who are elected. Under Cameroon law, the councils provide and regulate administrative, economic, and social development. Define and enforce workplace policies and practices to increase efficiency and improve the quality of services, promote training and retaining of municipal staff. Yaoundé VI council is noted for its high educational standard with a mixture of Government, Conventional and Lay Private Secondary/ High schools. This area is deemed suitable because of its accessibility in terms of cost security, distance availability and time. The researcher, therefore, decides to carry out this study in this area.

### **THE POPULATION OF THE STUDY**

According to Forti (2012), population is defined as all the members of a group concerned in a given research. The population also refers to a group of people living within a particular geographic location with common characteristics. Frankel and Wallen (2006) defined a population as the largest group to which a researcher hopes to apply the result obtains from a

sample. These definitions were adapted from who says that a population will be the total number of participants from which the sample will be selected by the researcher.

The population of this study included teachers and students from secondary schools in Yaoundé VI. To ensure teachers' professionalism and academic performance among secondary school students. In this regard, the teacher should have acquired full knowledge of pedagogy. Different and dependable views on the issue of teacher professionalism among secondary school students are very essential for this study.

According to the 2020/2021 statistics for secondary schools on academic performance for the Centre Region gotten from the Divisional Delegation of Secondary Education for Mfoundi, Yaoundé VI council has a total of 4 Government schools and 78 Lay private secondary/high schools making a total of 82 schools and a population of about 10,138 teachers. For the purpose of this research teachers and students will be selected from thirteen selected schools in the Mfoundi division due to time constraint.

### **Target Population**

The target population is a grouping of all the cases having common characteristics and from which the result will be generalized. A target population as a group of individuals with some common defining characteristics that the researcher can identify and study. Amin (2005) defines the target population of the study as the complete collection or universe of the entire element interested in a particular investigation. We have 5690 teachers both in public and private schools in Mfoundi. Source (Division of Personnel, Divisional delegation of secondary education, 2022). The population of this study is made up of teachers and students at some selected secondary schools of Yaoundé VI Sub-Division. The targeted population of this study is made of exclusively teachers and students in some selected secondary schools in Mfoundi Division, Centre region of Cameroon. This population is suited for this study because the research seeks to investigate the influence of teachers' professionalism and academic performance among secondary school students in the Mfoundi division.

### Accessible population

This is the population the researcher has successfully studied because they could not reach all the members of the target population. Through convenience sampling, the accessible population will be selected from the target population. The accessible population approximated is 400 teachers to seek their opinion and make a general conclusion.

**Table 1: Distribution of sample population**

<b>Name of schools</b>	<b>Number of teachers</b>	<b>Accessible Population</b>	<b>Sample for teacher</b>
Government Bilingual High School Etoug-Ebe	333	40	30
Government Technical College Mewoulou	98	30	25
Government Bilingual High School Mendong	278	35	20
College Notre Dame des Beatitudes	80	35	21
College Flemming	98	45	22
Government Bilingual high school Nkol-Eton	189	40	30
Collège de L'Esperance Etoug-ebe	120	20	26
Collège de L'Esperance Etoug-ebe	61	40	10
Mevick Bilingual Grammar School	98	21	24
Harvard secondary school	170	30	30
Government Bilingual school Emana	194	30	29
Government Bilingual high school Ekounou	198	30	16
<b>Total</b>	<b>1728</b>	<b>400</b>	<b>303</b>

(Source: Fieldwork, 2022)

The sample is drawn from the accessible population. Amin (2005) says that the population of the study is called the sample of the population. The sample of this study is a small group of elements drawn through a definite procedure from an accessible population. Thus, the elements making up this sample are those that were studied.

The accessible population for students was 765 from the different schools.

**Table 2: Distribution of sample population of students.**

<b>Name of schools</b>	<b>Number of students</b>	<b>Accessible Population</b>	<b>Sample for students</b>
Government Bilingual High School Etoug-Ebe	3455	223	25
Government Technical College Mewoulou	875	45	23
Government Bilingual High School Mendong	2431	35	30
College Notre Dame des Beatitudes	976	56	15
College Flemming	1134	45	21
Government Bilingual high school Nkol-Eton	3856	32	45
Collège de L'Esperance Etoug-ebe	954	67	26
Collège de L'Esperance Etoug-ebe	543	56	28
Mevick Bilingual Grammar School	2100	43	30
Harvard secondary school	1453	23	10
Government Bilingual school Emana	3564	40	20
Government Bilingual high school Ekounou	3458	100	30
<b>Total</b>	<b>24799</b>	<b>765</b>	<b>303</b>

(Source: Fieldwork, 2022)

## **SAMPLING TECHNIQUES**

The sampling technique is referred to as the process of selecting several individuals from a population preferably in such a way that an individual is selected Amin (2005).

There are two main types of sampling techniques, the probability technique and the non-probability technique. There are also different probability sampling techniques. According to Random sampling is the method of drawing a portion of a population so that each member of that population has an equal chance, and it also makes sure there is fairness and the distribution of the questionnaires.

With regard to the sampling technique, stratified random sampling was first employed. The researcher first stratified the population in terms of government, and private then randomly selected the schools from each stratum. With this, all the individuals in each stratum had chances of being represented. A simple random technique was used to select the schools. Names of schools were written on pieces of paper, folded and mixed up in a box. Schools were randomly drawn from the box and any school that was drawn more than once was

ignored. This process was undertaken till the required number was selected. This technique was used for easy selection of schools since there are quite a good number of secondary schools in Yaoundé VI. All these procedures were aimed at avoiding bias and ensuring a representative sample for the study. The instrument for data collection was a questionnaire.

## **RESEARCH INSTRUMENT**

A research instrument is a tool which is used to collect measurements and data that is about your research work. A research instrument should capture each variable in terms of its conceptual or theoretical definition. The instrument for data collection was a questionnaire designed for teachers and students. The reason for this choice of instrument was because it is a source of primary data, free from bias, requires less time to complete and can cover a large sample size within a limited time. The questionnaire presented the researcher's subject, and the purpose of the study, and solicited the cooperation of the respondents as well as a guarantee of confidentiality. The respondents were to choose among the various alternatives provided. The questionnaire was structured according to the research question and divided into two main parts: part one contained five items based on the personal information of the respondents, that is the demographic information of the teachers

The second part of the instrument was made up of four rubrics based on the conceptual information on research variables. The first three sections which were, information on teaching such as discipline in class, student-teacher interaction, and use of pedagogic materials and the last section was on effective learning had five questions each: five items based on a Likert scale ranging from strongly agree, agree, disagree and strongly disagree. The Likert scale is shown according to scores below

4 = Strongly Agree (SA)

3 = Agree (A)

2 = Disagree (D)

1 = Strongly Disagree (SD)

The respondents were required to make very honest responses by picking one of the options. Gay, Miles and Airasian (2011) point out that the use of questionnaire has some definite advantages over other methods of collecting data in that; they require less time, is less expensive and permits the collection of data from a much larger sample. The questionnaires were appropriate for collecting large amounts of data within a short time. They could also get more information as possible from different categories of respondents. The questionnaire was divided into three rubrics; the first part focuses on personal information, the second part on

questions constructed from the indicators of the independent variable and the last part provided questions from the indicators of the dependent variables, including;

### **Validity and Reliability of the Instrument**

For a researcher to come up with good research findings there must be reliability and validation of the instrument. Reliability is “a test’s ability to produce similar scores if the test is administered on different occasions or by different examiners”. He went further to define validity as "the extent to which a test measures what it is supposed to measure". For this study, the validity and reliability were tested by use of a pilot test and the expert judgment of the research supervisor. The pre-testing was done with the aim of refining and fine-tuning the questions to ensure that it is valid and reliable. The population that was chosen for the pilot study was secondary school teachers who were ready to participate

### **Validity of Instruments**

Validity could be seen as the research instrument measures what it is intended to measure and the data collected honestly and accurately represent the respondent’s opinion Amin (2005). "Validation of instruments consists of giving copies of the questionnaires to a panel of experts for verification". After constructing the questionnaire, the researcher gave some colleagues to read it and make their comments or contributions the researcher then handed the questionnaire to the supervisor of this project for scrutiny. He reviewed it in terms of its clarity and appropriateness to the needs of the study. After due consideration, the supervisor confirmed the representativeness and relevance of the items in relation to the scope of the investigation. This exercise was to ensure that a pretest or a pilot test was carried out. This procedure ensured the face and content validity of the instrument

### **Face validity**

After the construction of the questionnaire; it was handed over to the supervisor of the project who critically examined the items checking their appropriateness and pointing out errors. Thus, validity was guaranteed through scrutiny, modification, and proofreading of items by the supervisor. He reframed some items to make them look simple, and unambiguous in order to facilitate understanding and then insisted the necessary corrections be affected and re-submitted for the final acknowledgement after which the supervisor gave the go-ahead for the questionnaire to be administered on the field thus face validity was ensured.

### **Content validity**

To ensure the content validity of the questionnaire, after the supervisor of the study examined each item that was corrected about the objectives of the study, its content was actually tested in the field by the administration of the first draft of the questionnaire to teachers who were already in the teaching field, both in the public schools, lay private schools and denominational schools, with similar characters in the nearby division and in the secondary school environment. After making necessary corrections, they confirmed the relevance of the items to the objectives of the study. This exercise gave the questionnaire its content validity

### **Reliability of the Instrument**

Reliability is the degree to which an instrument consistently measures whatever it is supposed to measure (Amin, 2005). So, an instrument is considered to be reliable if it produces the same result whenever it is repeatedly used to measure concepts from the same respondents even if it was by a different researcher. A pilot test was carried out by the researcher using respondents from schools not included in the sample, but which were part of the targeted population and had characteristics as those of the sample. To achieve this, a pilot study involving 15 teachers was carried out at Green Hills College Damas. That is the researcher first administered the questionnaire to a group of teachers in some lay private schools in Mfoundi and re-administered the questionnaire after three weeks to the same group of teachers and the result obtained were considered.

**Table 3: Reliability for teachers' questionnaire**

<b>Items</b>	<b>Cronbach's alpha (N=10)</b>	<b>Number of items</b>
Teachers character	0.937	6
Teacher effectiveness	0.965	6
Instructional materials	0.947	6
Pedagogic knowledge	0.960	6
Academic performance	0.941	11
Total	0.96	35

(Source: Fieldwork, 2022)

A reliability value of 0.95 was gotten from SPSS which made this instrument very reliable for this study.

**Table 4: Reliability for students' questionnaire**

Items	Cronbach's alpha (N=10)	Number of items
Teachers character	0.937	6
Teacher effectiveness	0.585	6
Instructional materials	0.778	6
Pedagogic knowledge	0.829	6
Academic performance	0.75	11
Total	0.89	35

**Administration of the Instrument**

Research approval was sought from the Department of Sciences of Education to conduct this study in secondary schools in Yaoundé VI. The validity and reliability test has been verified, the researcher proceeds to administer the instrument. The instrument used for the collection of data was the questionnaire. Once this approval was received, the researcher proceeded to administer the questionnaire after due authorization from the principals of the respective schools. Solicited participants were given the option to voluntarily participate in this study which included reading, asking for clarification which was given to them and completing the questionnaire.

**Reports on the returns for teachers****Table 5: Distribution and the return questionnaire**

Name of schools	Number of questionnaires distributed	Number returned
Government Bilingual High School Etoug - Ebe	40	30
Government Technical College Mewoulou	31	25
Government Bilingual High School Mendong	30	20
College Notre Dame des Beatitudes	31	21
College Flemming	29	22
Government Bilingual High School Nkol-Eton	40	30
Collège de L'Esperance Etoug-Ebe	33	26
Collège de L'Esperance Etoug-Ebe	15	10
Mevick Bilingual Grammar School	30	24
Harvard secondary school	40	30
Government Bilingual school Emana	42	29
Government Bilingual high school Ekounou	39	16
<b>TOTAL</b>	<b>400</b>	<b>303</b>

Source: Fieldwork, 2022



**Table 6: Reports on the returns for students**

<b>Name of schools</b>	<b>Number of questionnaires distributed</b>	<b>Number returned</b>
Government Bilingual High School Etoug-Ebe	3455	25
Government Technical College Mewoulou	875	23
Government Bilingual High School Mendong	2431	30
College Notre Dame des Beatitudes	976	15
College Flemming	1134	21
Government Bilingual high school Nkol-Eton	3856	45
Collège de L'Esperance Etoug-ebe	954	26
Collège de L'Esperance Etoug-ebe	543	28
Mevick Bilingual Grammar School	2100	30
Harvard secondary school	1453	10
Government Bilingual school Emana	3564	20
Government Bilingual high school Ekounou	3458	30
<b>Total</b>	<b>24799</b>	<b>303</b>

Source: Fieldwork, 2022

### **Data Analysis Techniques**

Data analysis is the process of bringing order, structure and meaning to the mass-collected data. This study made use of a method of data analysis whereby each hypothesis and material are taken and answered to provide a given test. Consequently, a descriptive and correlation method was used.

Teachers' questionnaire was analyzed separate from that of students using descriptive statistics. Then both teachers and student's responses were computed as one to run the inferential test of test to predict the impact of teachers' professional development on students' academic performance a total of 303 respondents were use.

Data will be presented using tables and descriptive statistics like percentages, frequencies, and mean.

### **The Variables of the Study:**

Amin (2005) defined a variable as anything that can take on different forms or varying values. The values can differ at different moments for the same object or person. The

independent variable of the study is teachers' professionalism and the dependent variable is academic performance among s secondary school students

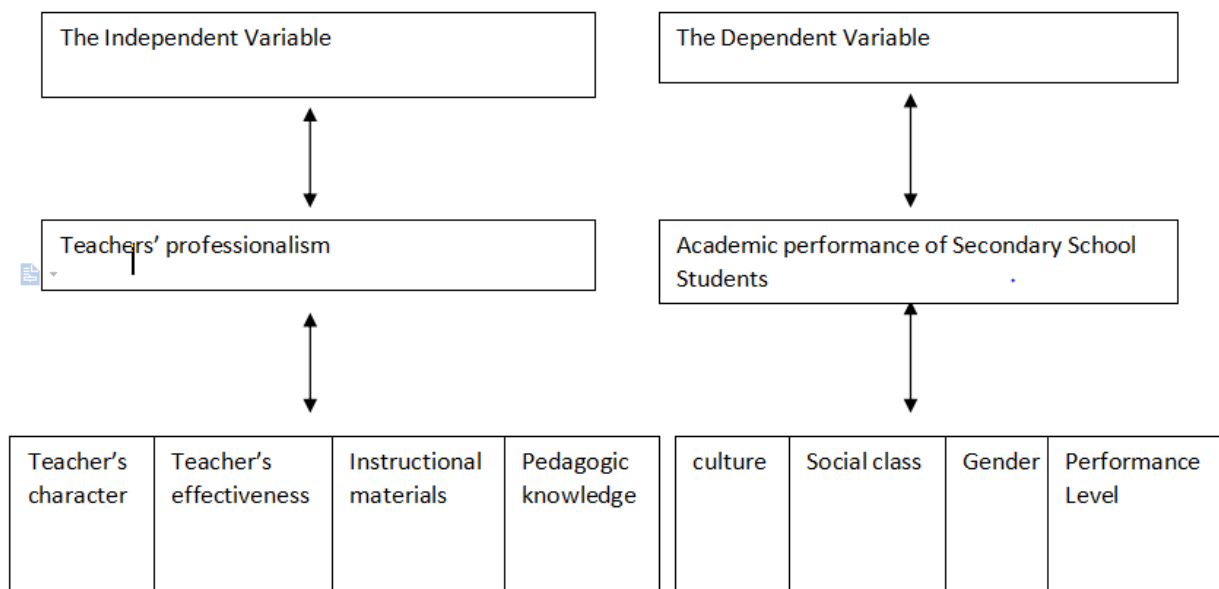
**The independent variable:**

The factors presumed to cause or affect the condition of the outcome. Amin (2005) it is seen as the explanatory variable. The independent variable is teachers' professionalism. the variable has an effect on the dependent variable which is to develop the secondary school students. The indicators of the independent variables are:

- Teachers character
- Teachers effectiveness
- Instructional materials
- Pedagogic knowledge.

**The Dependent Variable**

To Amin (2005) a dependent variable is the variable of primary interest to the researcher. They are the element that is being studied when statements of the hypothesis are made. It also refers to the variable that depends on the other factors that are measured. The dependent variable in this study is the academic performance of secondary school students depending on their teachers' professional development.



**Figure 5: The variables and the main indicators of the study (Source: Karen lum Akenji-Ntsohtu)**

## **DATA ANALYSIS PROCEDURE:**

### **Organization and coding of Data on the Questionnaire:**

The researcher will take out time to verify if all the items brought back from the field on the questionnaire were appropriately filled out. The researcher will continue by assigning codes to the various response options.

### **Capturing the Data:**

The codes corresponding to the responses will be keyed into the data view of version 20.0 of the statistical product and service solution (SPSS). Elements of the variables viewed were also entered.

### **Correcting Errors in the coding:**

When data will be entered into the data editing window and variables view window, it is obvious that mistakes will be inevitable while keying in data. Thus, the researchers will revisit these windows to ensure that they are appropriately filled out, while the errors identified will be corrected.

### **Method of Data Analysis:**

The purpose of descriptive statistics is to reduce data into an intelligible and interpretable form so that the relations of the research problem can be studied and tested and conclusions are drawn. (De Vos. 1998). The descriptive statistic method will be used to analyse the data obtained from the field where percentages, the aim will be to simplify the comprehension of what had already been collected from the field by the researcher.

## **DISSEMINATION OF THE RESULT:**

The result of the study shall be defended as a Master's thesis and a corrected copy shall be submitted to the University of Yaoundé 1 library. A manuscript will also be prepared for publication in a reputable journal.

**Table 7: Synoptic table showing hypothesis and operationalization of independent variables**

Principal research question	Secondary research question	General hypothesis	Variable Dv Id	Specific research hypothesis	The variable of research hypothesis	Items	Modality
What is the relationship between teachers' professionalism and students' academic performance?	To what extent does a teacher's character after student's academic performance in secondary schools?	There is a relationship between teachers' professionalism and student academic performance in some secondary schools in MFOUNDI. Yaoundé	IV Entrepreneurship Curriculum	There is a significant relationship between teachers' character and student's academic performance.	Teachers' character	<ul style="list-style-type: none"> <li>•Patient and approachable</li> <li>•Enthusiastic</li> <li>•Strong communication skills</li> <li>•Disciplined and professional.</li> </ul>	Likert Scale Strongly agree (4), Agree (3) Strongly disagree (2) disagree (1) Neutra (0)
	How does teachers' effectiveness influence student academic performance in secondary schools?		DV Graduate Employability	There is a significant relationship between teachers' effectiveness and student academic performance in secondary school.	Teacher's Effectiveness	<ul style="list-style-type: none"> <li>•Classroom management</li> <li>•Teaching climate</li> <li>•Professional behaviours</li> <li>•Teacher belief</li> </ul>	
	How do instructional materials influence student academic performance in secondary schools?			Teachers' use of instructional materials has a significant impact on student academic performance.	Instructional Materials	<ul style="list-style-type: none"> <li>•Intended learning outcomes</li> <li>•Instructional content</li> <li>•Work expected of students</li> <li>•Feedback to students</li> </ul>	
	To what extent does teachers' pedagogic knowledge affect students' academic performance?			There is a significant relationship between a teachers' pedagogic knowledge and student academic performance.	Pedagogic Knowledge	<ul style="list-style-type: none"> <li>•Curriculum knowledge</li> <li>•Knowledge of the the purpose of education</li> <li>•Knowledge of the the educational context</li> <li>•Knowledge of representation of subject matter.</li> </ul>	

## **CHAPTER SUMMARY**

The study was adopted a mixed research design. The area of the study describes the Yaoundé VI council area and the sample size consisted of 400 teachers and 340 students but return rate was 303 for teachers and 303 for students. The simple random sampling technique was adopted for the study in selecting the school and participants. A questionnaire was used for data collection. The validity and reliability of the instruments were established. The process of admonishing the instruments has discussed the method of analysis was explained. A synoptic table was put to summarize the operationalization of the different variables and ethical considerations guiding the study were also outlined.

**CHAPTER FOUR**  
**DISCUSSION OF RESULTS AND FINDINGS**

The aim of this study was to find out the extent to which teachers' professional development influences students' academic performance in secondary schools in the Mfoundi division. The study had the following objectives: To examine the influence of teachers' character on students' academic performance, to appraise the extent to which teacher's effectiveness influence students' academic performance, to examine the influence of instructional materials on students' academic performance, to examine the extent to which teacher's pedagogic knowledge influence students' academic performance. Data were analyzed in line with these objectives.

**Demographic characteristics**

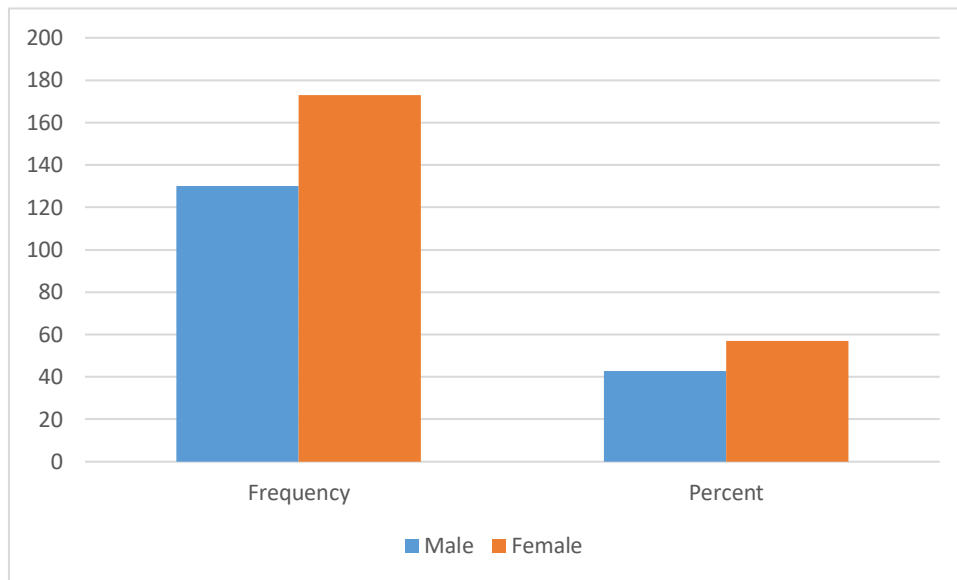
**Table 8: Gender distribution of respondent**

	<b>Frequency</b>	<b>Percent</b>
Male	130	42.9
Female	173	57.1
<b>Total</b>	<b>303</b>	<b>100.0</b>

**Source: Field data, 2023**

The population of this study was 303 respondents. According to table 1, 130 of the respondents are male while 173 of the respondents are female, making a percentage of 42.9 and 57.1, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in secondary schools in the Mfoundi-Division are females.

**Figure 6: Gender distribution of respondent**



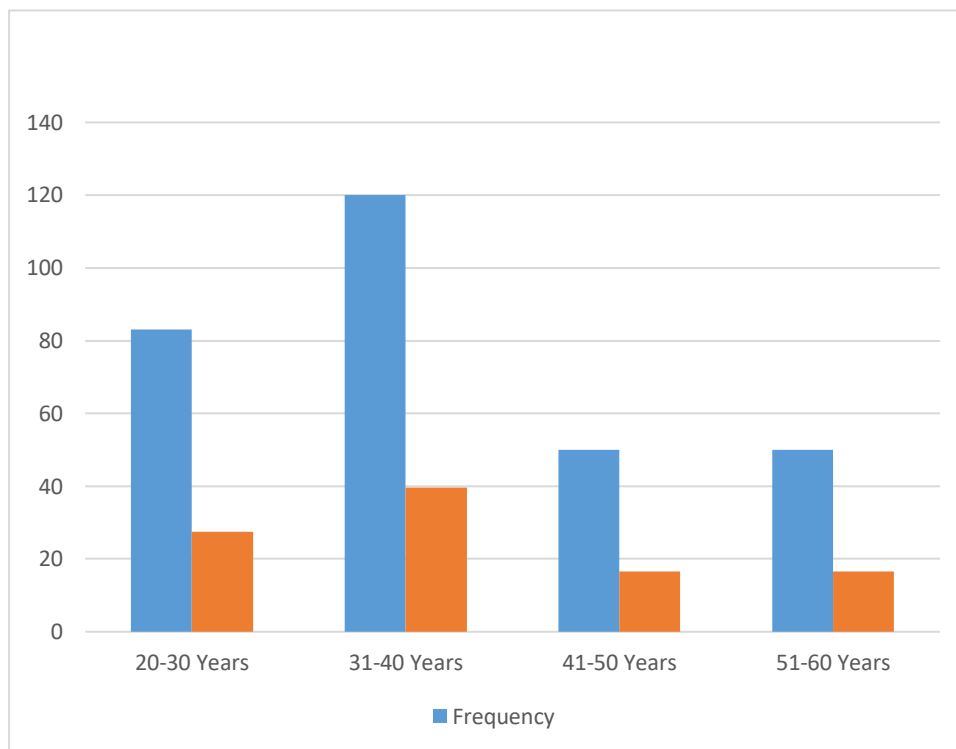
**Table 9: Age distribution of respondent**

Age	Frequency	Percentage
20-30	83	27.4
31-40	120	39.6
41-50	50	16.5
51-60	50	16.5
<b>TOTAL</b>	<b>303</b>	<b>100</b>

**Source: Field data, 2023**

The result shows that 27.4% of the teachers are of 20 to 30 years, 39.6% have ages between 31 to 40 years, 16.5% of 41 to 50 years of age and 16.5% are between 51 to 60 years old. More than half of the respondents of the study were aged 31 to 40 years.

**Figure 7: Age distribution of respondent of teachers**



**Table 10: Marital Status of teachers**

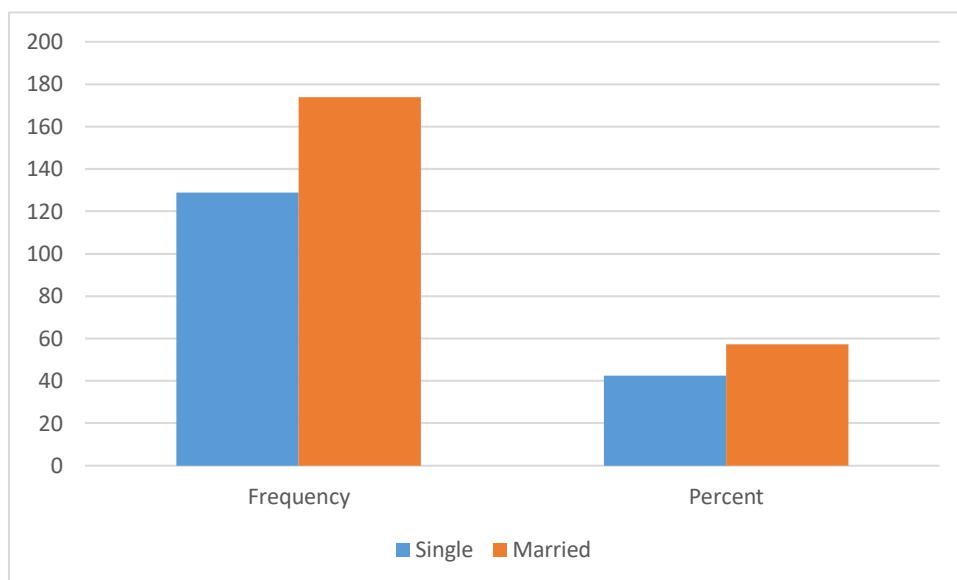
	<b>Frequency</b>	<b>Per cent</b>
Single	129	42.6
Married	174	57.4
<b>Total</b>	<b>303</b>	<b>100.0</b>

**Source: Field data, 2023**

According to table 3, 129 of the respondents were single while 174 of the respondents were married, making a percentage of 42.6 and 57.4, respectively.



**Figure 8: Marital status**



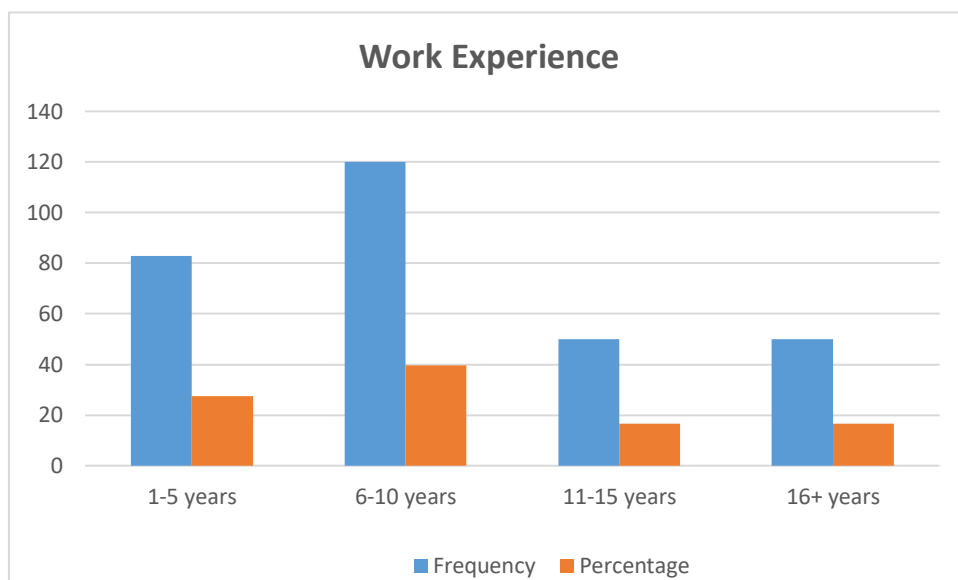
**Table 11: Work Experience teachers**

<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	83	27.4
6-10 years	120	39.6
11-15 years	50	16.5
16+ years	50	16.5
<b>TOTAL</b>	<b>303</b>	<b>100</b>

**Source: Field data, 2023**

The table above shows that 27.4% of the teachers have worked for 1 to 5 years, 39.6 % worked for 6 to 10 years, 16.5% have worked for 11 to 15 years and 16.5% worked for more than 16+years.

**Figure 92: Work Experience**



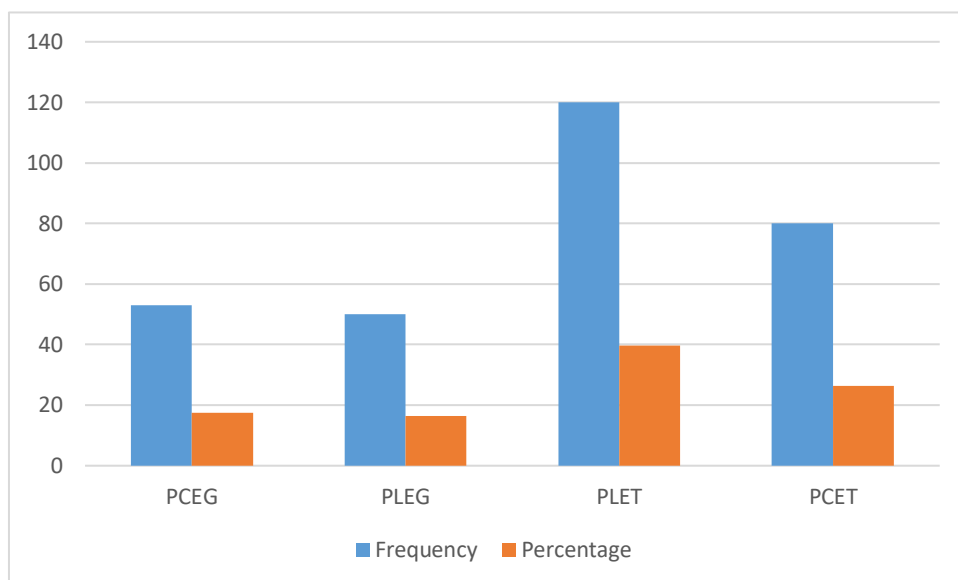
**Table 12: Educational Qualification**

Qualification	Frequency	Percentage
PCEG	53	17.5
PLEG	50	16.5
PLET	120	39.6
PCET	80	26.4
<b>TOTAL</b>	<b>303</b>	<b>100</b>

**Source: Field data, 2023**

With respect to academic qualification, majority of respondents (39.6%) are PLET, 26.4% are PCET, 17.5% PCEG and 16.5% are PLEG

**Figure 103: Educational Qualification**



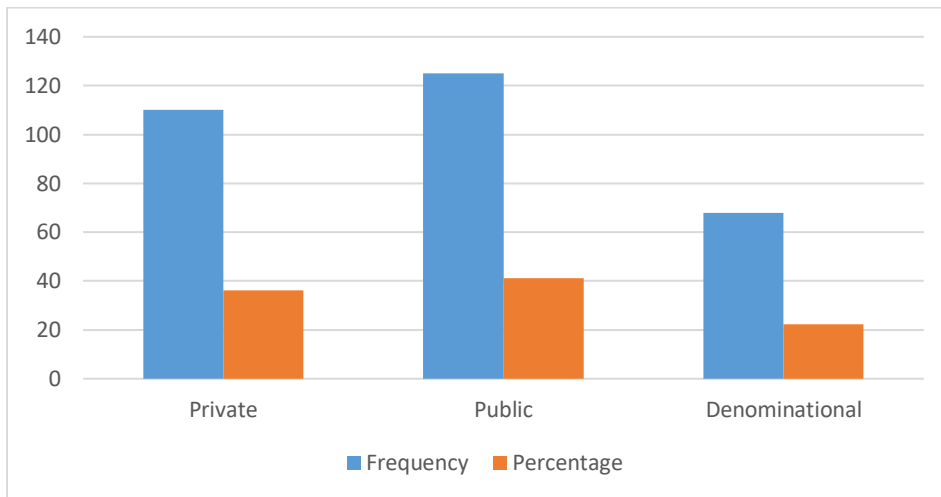
**Table 13: Type of School**

Type of School	Frequency	Percentage
Private	110	36.3
Public	125	41.3
Denominational	68	22.4
<b>TOTAL</b>	<b>303</b>	<b>100</b>

**Source: Field data, 2023**

The majority of the respondent from the study 41.3% were from public schools, 36.3% from private schools and denominational schools 22.4%.

**Figure 114: Type of schools**



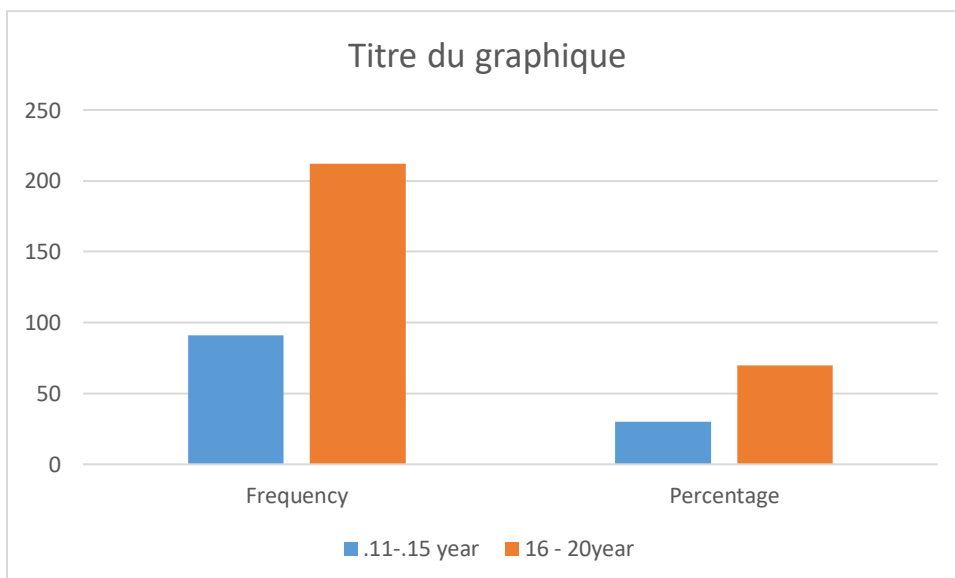
**Demographic Characteristic for students**

**Table 14: Age distribution of students**

Age	Frequency	Percentage
11-15	91	30.1
16 - 20	212	69.9
<b>TOTAL</b>	<b>303</b>	<b>100</b>

The result shows that 30.1% of respondent were age are 11to 15 years, 69.9% of respondent were age 16-20 years.

**Figure 12: Differents ages**

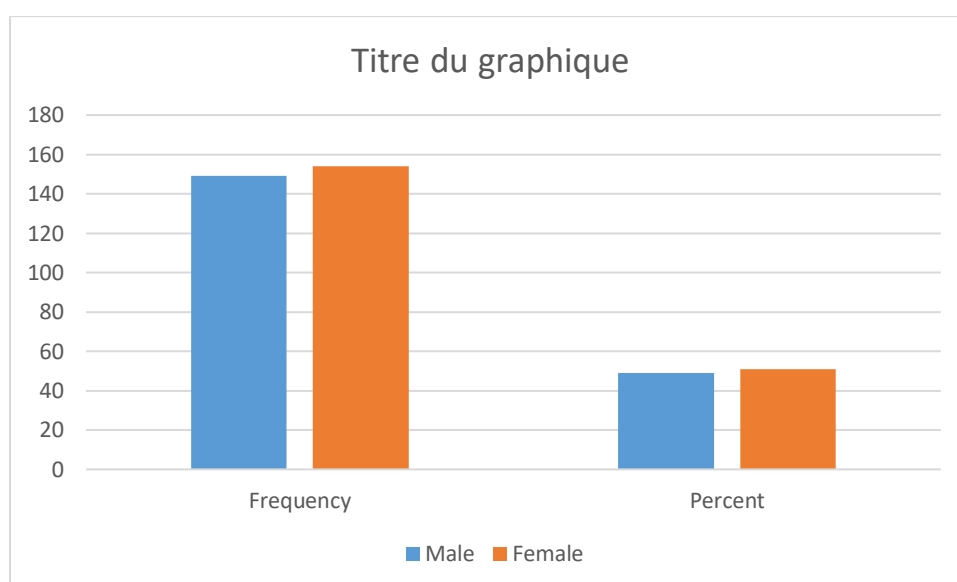


**Table 15: Sex of student respondents**

	<b>Frequency</b>	<b>Percent</b>
Male	149	49.1
Female	154	50.9
<b>Total</b>	<b>303</b>	<b>100.0</b>

The result shows that 49.1% of respondent were male and 50.9 % of respondent were female, implying that majority of students in the sample schools were female.

**Figure 13: Sex of student respondents**



**Table 16: Distribution of students' respondent according to schools**

<b>Type of School</b>	<b>Frequency</b>	<b>Percentage</b>
Private	110	36.3
Public	125	41.3
Denominational	68	22.4
<b>TOTAL</b>	<b>303</b>	<b>100</b>

**Source: Field data, 2023**

The majority of the respondent from the study 41.3% were from public schools, 36.3% from private schools and denominational schools 22.4%.

## Analyses of teacher questionnaires

**Table 17: Respondent view on teacher character**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	Sharing experiences with colleagues has no effect or relationship with students' performances	2	0.7	1	0.3	225	74.3	75	24.8	1.77	0.474
2.	Being firm on the roles set by the teacher in the classroom can improve the student performance	153	50.5	125	41.3	15	5.0	10	3.3	3.39	0.733
3.	The teacher is always right	101	33.3	50	16.5	109	36.0	43	14.2	2.69	1.081
4.	Teachers' relationship with his/her students has no effect on their performance	10	3.3	15	3.3	126	41.6	152	50.2	1.61	0.732
5.	Students perform better when they are afraid of their teacher	13	4.3	12	4.0	151	49.8	127	41.9	1.71	0.739
6.	The audibility of the teacher in class affects student performance	160	52.8	100	33.0	39	12.9	4	1.3	3.37	0.757
	<b>Grande Mean</b>	<b>2.423</b>									
	<b>SD</b>	<b>0.1762</b>									

**Source: Field data, 2023**

All the six items designed to measure respondent's views on teacher's character have a mean greater than 2.4 which is the cuff of the mean. It shows that 74.3% of respondents disagree that sharing experiences with colleagues has no effect or relationship with students' performances. Being firm on the roles set by the teacher in the classroom can improve student performance 50.5% of respondents Strongly Agree. The teacher is always right 36 % of respondents disagree. Teachers' relationship with his/her students does not affect their performance 50.2 % of respondents strongly disagree. Students perform better when they are

afraid of their teacher 49.8% of respondents disagree and finally 52.8% of respondents strongly agree the audibility of the teacher in class affects student performance.

**Table 18: Respondent view teacher’s effectiveness**

No 1.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
7.	Being punctual and assiduous affects students’ academic performance.	153	50.5	122	40.3	17	5.6	11	3.6	3.38	0.753
8.	Teachers with progressive shit have an effect on student performance.	101	33.3	112	37.0	50	16.5	40	13.2	2.90	1.010
9.	The class size (enrolment) plays an important role in the teaching and learning environment	153	50.5	125	41.3	15	5.0	10	3.3	3.39	0.733
10.	The school environment affects the teaching and learning process	150	49.5	125	41.3	17	5.6	11	3.6	3.37	0.751
11.	The teacher’s relationship with the administration influences the teachers effectiveness and hence the students’ performance	153	50.5	120	39.6	16	5.3	14	4.6	3.36	0.784
12.	The lack of textbooks by students does not necessarily affects the teacher’s effectiveness	14	4.6	18	5.9	121	39.9	150	49.5	1.66	0.790
<b>TOTAL</b>										<b>3.01</b>	<b>0.094</b>

**Source: Field data, 2023**

All the six items designed to measure respondent's views on teacher’s effectiveness have a mean greater than 2.4 which is the cuff of the mean. 50.5% of respondents strongly agree being punctual and assiduous affects students’ academic performance. 37% of respondent agree on teachers with progressive shit has an effect on student performance. 50.5% of respondents strongly agree that class size (enrolment) plays an important role in the teaching and learning environment. 49.5% of respondents strongly agree on the school environment affects the teaching and learning process. 50.5% of respondents strongly agree on the school environment affects the teaching and learning process. 49.5% of respondent strongly disagree on the lack of textbooks by students does not necessarily affects the teacher’s effectiveness.

**Table 19: Respondent view on Instructional materials**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
13.	Social media improves student's performers	12	4.0	20	6.6	121	39.9	150	49.5	1.65	0.774
14.	Local materials used as instructional materials makes the lesson more real	153	50.5	122	40.3	11	3.6	17	5.6	3.36	0.800
15.	Using android phones by students for distance learning improves their performance	150	49.5	125	41.3	12	4.0	16	5.3	3.35	0.791
16.	Instructional materials lead to distraction during the teaching and learning process	18	5.9	12	4.0	120	39.6	153	50.5	1.65	0.815
17.	With or without the school laboratory effective teaching is still possible	110	36.3	50	16.5	31	10.2	112	37.0	2.52	1.312
18.	The school library play an important role in the teaching and learning process	155	51.2	120	39.6	11	3.6	17	5.6	3.36	0.802
<b>Grande Mean</b>		<b>2.648</b>									
<b>SD</b>		<b>0.192</b>									

**Source: Field data, 2023**

All the six items designed to measure respondent's views on instructional materials have a mean greater than 2.4 which is the cuff of mean. 49.5% of respondents strongly disagree social media improves students' performance. 50.5% of respondents strongly agree on local materials used as instructional materials make the lesson more real. 49.5% of respondents strongly agree on using Android phones by students for distance learning improves their performance. 50.5% of respondents strongly disagree instructional materials lead to distraction during the teaching and learning process. 37% of respondents strongly disagree with or without the school laboratory, effective teaching is still possible. 51.2% of respondent strongly agree the school library plays an important role in the teaching and learning process.



**Table 20: Respondent view on Pedagogic knowledge**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
19.	Longevity in service can play an important role in student performance	153	50.8	121	39.9	16	5.3	12	4.0	3.38	0.761
20.	Seminars are time wasting with little pedagogic gain, hence affecting students' performance negatively	15	5.0	17	5.6	121	39.9	150	49.5	1.66	0.797
21.	The performances of students greatly depend on whether the teacher is formally trained or untrained	153	50.5	120	39.6	19	6.3	11	3.6	3.37	0.760
22.	Students' performance is better with the competence base approach (CBA) than with the objective base approach (OBA)	163	53.8	123	40.6	9	3.0	8	2.6	3.46	0.684
23.	Knowledge of subject matter affects students' academic performance	161	53.1	96	31.7	29	9.6	17	5.6	3.32	0.866
24.	Departmental meetings improve teachers' pedagogic knowledge and hence students' performances	174	57.4	126	41.6	3	1.0	0	0	3.56	0.516
	<b>Grande Mean</b>	<b>3.125</b>									
	<b>SD</b>	<b>0.110</b>									

**Source: Field data, 2023**

All the six items designed to measure respondent's views on pedagogic knowledge have a mean greater than 2.4 which is the cuff of the mean. 50.8% of respondents strongly agree longevity in service can play an important role in student performance. 49.5% of respondents strongly disagree seminars are time-wasting with little pedagogic gain, hence affecting students. 50.5% of respondents strongly agree the performance of students greatly depends on whether the teacher is formally trained or untrained. 53.8% of respondents strongly agree

students' performance is better with the competence-based approach (CBA) than with the objective base approach (OBA). 53.1% of respondents strongly agree knowledge of a subject matter affects students' academic performance. 57.4% of respondents strongly agree departmental meetings improve teachers' pedagogic knowledge and hence students' performances.

### Dependent Variable

**Table 21: Academic Performance**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
25.	Teachers interaction with students in class improve students' academic performance.	179	59	120	39.6	1	0.3	3	1	3.56	0.784
26.	Students perform better when they are afraid of their teacher.	54	17.8	18	5.9	86	28.4	145	47.9	1.94	1.118
27.	Teachers' communication with my parents increases my understanding of the lesson.	167	55.1	96	31.7	10	3.3	30	9.9	3.32	0.832
28.	The use of instructional materials leads to distraction during the teaching learning process.	20	6.6	38	12.5	156	51.5	89	29.4	1.96	0.827
29.	Knowledge on subject matter by the teacher affects students' academic performance.	150	49.5	125	41.3	12	4.0	16	5.3	3.35	0.791
30.	The teacher gives everyone the opportunity to share his or her idea in class.	156	54.4	140	46.2	4	1.3	3	1.0	3.48	0.674
31.	We have and use technological tools that makes learning interesting.	174	57.4	126	41.6	3	1.0	0	0	3.56	0.516
32.	I discuss my academic problems with my teachers which help me to increase my academic performance.	153	50.5	125	41.3	15	5.0	10	3.3	3.39	0.733
33.	Does your interaction with teacher enhances your academic performance.	266	87.8	32	10.6	5	1.7	0	0	3.86	0.391

34.	The school environment affects the teaching and learning process.	233	76.9	65	21.5	5	1.7	0	0	3.75	0.469
35.	Being a punctual and assiduous student affects your academic performance.	220	72.6	77	25.5	3	1.0	3	1.0	3.69	0.743
<b>Grande Mean</b>		<b>3.26</b>									
<b>SD</b>		<b>0.19236</b>									

**Source: Field data, 2023**

All eleven items designed to measure respondent's view Students Academic Performance have a mean greater than 2.4 which is the cuff of the mean. Respondent strongly agree teachers' interaction with students in class improve students' academic performance 59%, 47.9% of respondent strongly disagree on students perform better when they are afraid of their teacher. Teachers' communication with my parents increases my understanding of the lesson 55.1% of respondent strongly agree. The use of instructional materials leads to distraction during the teaching learning process 51.5% of respondent disagree. Knowledge on subject matter by the teacher affects students' academic performance 49.5% of respondent strongly agree. The teacher gives everyone the opportunity to share his or her idea in class of 54.4% respondent strongly agree. We have and use technological tools that makes learning interesting 57.4% respondent strongly agree. I discuss my academic problems with my teachers which help me to increase my academic performance 50.5% respondent strongly agree. Does your interaction with teacher enhances your academic performance 87.8% respondent strongly agree? The school environment affects the teaching and learning process 76.9% respondent strongly agree and finally 72.6% of respondent strongly agree Being a punctual and assiduous student affects your academic performance.

**Table 22: Students view on teachers' character**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	Sharing experiences in class with friends better my academic performances	160	52.8	100	33.0	39	12.9	4	1.3	3.37	0.757
2.	Follow the roles put in place by my teacher in classroom can improve performance	153	50.5	125	41.3	15	5.0	10	3.3	3.39	0.733
3.	My teacher always gives the best advices	155	51.2	120	39.6	11	3.6	17	5.6	3.36	0.802
4.	My relationship with my Teachers' has no effect on my academic performance	10	3.3	15	5.0	126	41.6	152	50.2	1.61	0.732
5.	Being afraid of my teacher help me perform better	12	4.0	13	4.3	151	49.8	127	41.9	1.71	0.739
6.	The audibility of the teacher in class affects student performance	100	33.0	160	52.8	39	12.9	4	1.3	3.37	0.757
	<b>Grande Mean</b>	<b>2.80</b>									
	<b>SD</b>	<b>0.1762</b>									

All six items designed to measure respondent's view Students Academic Performance have a mean greater than 2.4 which is the cuff of the mean. 52.8% of respondents strongly agree Sharing experiences in class with friends better my academic performances. 50.5% of respondents strongly agree Follow the roles put in place by my teacher in classroom can improve performance. My teacher always gives the best advices 51.2% of respondents strongly agree.50.2% of respondent strongly disagree My relationship with my Teachers' has

no effect on my academic performance. 41.9% of Being afraid of respondent strongly disagree my teacher help me perform better. 52.8% of respondent agree on The audibility of the teacher in class affects student performance

**Table 23: Students views Teacher’s effectiveness**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
7.	Being punctual and assiduous affects students’ academic performance.	170	56.1	125	41.3	5	1.6	3	1	3.51	0.785
8.	Weekly evaluation by teachers improve student performance.	160	52.8	100	33.0	39	12.9	4	1.3	3.37	0.757
9.	Our class size (enrolment) plays an important role in the teaching and learning environment	160	52.8	120	39.6	20	6.6	3	1.0	3.44	0.743
10.	Our school environment affects the teaching and learning process	150	49.5	125	41.3	17	5.6	11	3.6	3.37	0.751
11.	Our teacher’s relationship with the administration influences students’ performance	140	46.2	101	33.3	60	19.8	2	0.7	3.25	0.741
12.	The lack of textbooks by students does not affect Learning	14	4.6	18	5.9	121	39.9	150	49.5	1.66	0.790
<b>TOTAL</b>										<b>3.1</b>	<b>.0193</b>

All six items designed to measure respondent's view Students Academic Performance have a mean greater than 2.4 which is the cuff of the mean. 56.1% of respondent strongly agree Being punctual and assiduous affects students’ academic performance. 52.8% of respondent strongly agree Weekly evaluation by teachers improve student performance. 52.8 % of respondent strongly agree Our class size (enrolment) plays an important role in the teaching

and learning environment. 49.5% of respondent strongly agree our school environment affects the teaching and learning process. 46.2% of respondent strongly agree Our teacher’s relationship with the administration influences students’ performance. 49.5 % of respondent strongly disagree The lack of textbooks by students does not affect Learning

**Table 24: Students view on Instructional materials**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
13.	Social media improves student’s performers	150	49.5	125	41.3	12	4.0	16	5.3	3.35	0.791
14.	Local materials used as instructional materials makes the lesson more real	153	50.5	122	40.3	11	3.6	17	5.6	3.36	0.800
15.	Using android phones by students for distance learning improves their performance	163	53.8	123	40.6	9	3.0	8	2.6	3.46	0.684
16.	Instructional materials lead to distraction during the teaching and learning process	18	5.9	12	4.0	120	39.6	153	50.5	1.65	0.815
17.	With or without the school laboratory effective teaching is still possible	174	57.4	126	41.6	3	1.0	0	0	3.56	0.516
18.	The school library play an important role in the teaching and learning process	155	51.2	120	39.6	11	3.6	17	5.6	3.36	0.802
	<b>Grande Mean</b>	<b>3.12</b>									
	<b>SD</b>	<b>0.192</b>									

All six items designed to measure respondent's view Students Academic Performance have a mean greater than 2.4 which is the cuff of the mean. 49.5% of respondent strongly agree

Social media improves student's performers. 50.5% of respondent strongly agree Local materials used as instructional materials makes the lesson more real. 53.8% of respondent strongly agree Using android phones by students for distance learning improves their performance. 50.5% of respondent strongly disagree Instructional materials lead to distraction during the teaching and learning process. 57.4 % of respondent strongly agree with or without the school laboratory effective teaching is still possible. 51.2% of respondent strongly agree The school library play an important role in the teaching and learning process

**Table 25: Students view on Pedagogic knowledge**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
19.	Teachers with more Longevity in service teach better and it improve students performance	169	55.8	121	39.9	10	3.3	3	1.0	3.05	0.765
20.	Teachers who attend Seminars develop new teaching technique to better students understanding.	158	52.1	125	41.3	10	3.3	10	3.3	3.43	0.761
21.	The performances of students greatly depend on whether the teacher is formally trained or untrained	163	53.8	120	39.6	10	3.3	10	3.3	3.44	0.760
22.	Students' performance is better with the competence base approach (CBA)	163	53.8	123	40.6	9	3.0	8	2.6	3.46	0.684
23.	Knowledge of subject matter of teachers affects students' academic performance	161	53.1	96	31.7	29	9.6	17	5.6	3.32	0.866
24.	Teachers teach better during inspection by inspectors	170	56.1	126	41.6	4	1.3	3	1.0	3.52	0.701
	<b>Grande Mean</b>	<b>3.37</b>									
	<b>SD</b>	<b>0.058</b>									

All six items designed to measure respondent's view Students Academic Performance have a mean greater than 2.4 which is the cuff of the mean. 55.8% of respondent of strongly agree Teachers with more Longevity in service teach better and it improve students' performance.

52.1% of respondent of strongly agree Teachers who attend Seminars develop new teaching technique to better students understanding. 53.8% of respondent of strongly agree The performances of students greatly depend on whether the teacher is formally trained or untrained. 53.8% of respondent of strongly agree Students' performance is better with the competence base approach (CBA). 53.1% of respondent of strongly agree Knowledge of subject matter of teachers affects students' academic performance. 56.1% of respondent of strongly Teachers teach better during inspection by inspectors.

**Table 26: Students views on academic performance**

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
25.	Does my teacher frequently discuss with me on my academic performance.	150	49.5	125	41.3	12	4.0	16	5.3	3.35	0.791
26.	Students perform better when they are afraid of their teacher.	54	17.8	18	5.9	86	28.4	145	47.9	1.94	1.118
27.	Teachers' communication with my parents increases my understanding of the lesson.	161	53.1	96	31.7	29	9.6	17	5.6	3.32	0.866
28.	The use of instructional materials leads to distraction during the teaching learning process.	20	6.6	38	12.5	156	51.5	89	29.4	1.96	0.827
29.	Knowledge on subject matter by the teacher affects students' academic performance.	150	49.5	125	41.3	12	4.0	16	5.3	3.35	0.791
30.	The teacher gives everyone the opportunity to share his or her idea in class.	153	50.5	125	41.3	15	5.0	10	3.3	3.39	0.733
31.	We have and use technological tools that makes learning interesting.	174	57.4	126	41.6	3	1.0	0	0	3.56	0.516
32.	I discuss my academic problems with my teachers which help me to increase my academic performance.	153	50.5	125	41.3	15	5.0	10	3.3	3.39	0.733
33.	Does your interaction with teacher enhances your	266	87.8	32	10.6	5	1.7	0	0	3.86	0.391



	academic performance.										
34.	The school environment affects the teaching and learning process.	233	76.9	65	21.5	5	1.7	0	0	3.75	0.469
35.	Being a punctual and assiduous student affects your academic performance.	216	71.3	87	28.7	0	0	0	0	3.71	0.453
	<b>Grande Mean</b>	<b>3.23</b>									
	<b>SD</b>	<b>0.1429</b>									

All eleven items designed to measure respondent's view Students Academic Performance have a mean greater than 2.4 which is the cuff of the mean. Does my teacher frequently discuss with me on my academic performance? 49.5% of respondent strongly agree my teacher frequently discuss with me on my academic performance. 47.9% of respondent strongly disagree Students perform better when they are afraid of their teacher. 53.1% of respondent strongly agree Teachers' communication with my parents increases my understanding of the lesson. 51.5% of respondent strongly disagree The use of instructional materials leads to distraction during the teaching learning process. 49.5% of respondent strongly agree Knowledge on subject matter by the teacher affects students' academic performance. 50.5% of respondent strongly agree The teacher gives everyone the opportunity to share his or her idea in class. We have and use technological tools that makes learning interesting. 57.4% of respondent strongly agree We have and use technological tools that makes learning interesting. 50.5% % of respondent strongly agree I discuss my academic problems with my teachers which help me to increase my academic performance. 87.8 % of respondent strongly agree Does your interaction with teacher enhances your academic performance. 76.9% of respondent strongly agree The school environment affects the teaching and learning process. The school environment affects the teaching and learning process. 71.3% of respondent strongly agree Being a punctual and assiduous student affects your academic performance.

### **Inferential test**

#### **Correlation analysis**

To test the previously established hypotheses we used the simple linear regression model in order to test the linearity of the relationship between the independent variables and the dependent variable Therefore, in first instance the researcher has produced Pearson

correlation of the relationships between the different IVs, namely; teacher character, teacher effectiveness, instructional material, pedagogic knowledge and student academic performance as the DV.

### Correlations

Pearson Correlation

	teacher character	teacher's effectiveness	Instructional materials	Pedagogic knowledge	Academic Performance
teacher character	1	.967**	.980**	.965**	.949**
teacher's effectiveness	.967**	1	.978**	.986**	.962**
Instructional materials	.980**	.978**	1	.977**	.949**
Pedagogic knowledge	.965**	.986**	.977**	1	.951**
Academic Performance	.949**	.962**	.949**	.951**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table above shows the correlation between variables. It is important to note that the correlation test is used to show if there is a relationship between variables and the strength of the relationship. The correlation coefficient normally ranges from -1 to 1 (Brunner, 1960). When a variable is correlated against itself it gives us a value of 1. Statistically significant correlation coefficients can be observed between independent variables as follows; between teacher character and teacher effectiveness there is a positive correlation of .967 with a significance level of 0.000. (pearson,  $r=0.967$ ,  $p=0.000$ ). Also the correlation coefficient between teacher effectiveness and instructional material is 0.978 and the level of significance is 0.000. This means that there is a positive significant relationship between teacher effectiveness and instructional material (pearson,  $r=0.978$ ,  $p=0.000$ ). Also the correlation coefficient between teacher character and pedagogic knowledge is 0.965 and the level of significance is 0.000. This means that there is a positive significant relationship between teacher effectiveness and instructional material (pearson,  $r=0.965$ ,  $p=0.000$ ).

Hence, from the correlation analysis, it can be concluded that all three measured IVs are positively correlated. But the relationship between IV and DV are statistically significant. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met.

### Test of hypotheses

**H01:** teachers' character has no statistically significant influence student's academic performance.

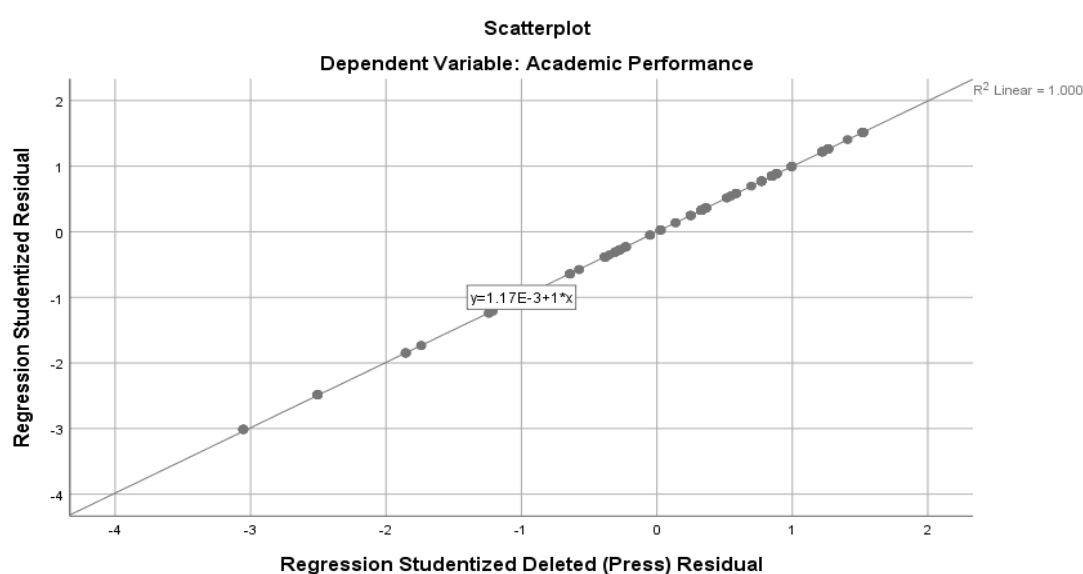
Regression was carried out to ascertain the extent to which teachers' character influence student's academic performance.

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949 <sup>a</sup>	.901	.900	.144

- a. Predictors: (Constant), teacher character  
 b. Dependent Variable: Academic Performance

The scatterplot showed that there was a positive linear relationship between teachers' character and student's academic performance., which was confirmed with a Pearson's correlation coefficient of  $r = 0.949$ . The regression model predicted 90% of the variance. The model was a good fit for the data ( $F(2729.225, p > 0.05)$ ).



### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.415	1	56.415	2729.225	.000 <sup>b</sup>
	Residual	6.222	301	.021		
	Total	62.637	302			

- a. Dependent Variable: Academic Performance  
 b. Predictors: (Constant), teacher character

ANOVA results show that the linear regression F test has the null hypothesis that teacher character does not have a statistically significant influence on Academic Performance at  $p = .000$ , in other words,  $R^2 = 0$ , with  $F(2729.225, p = .000)$ , the test is highly significant. Thus we can assume that teacher character has a significant influence on Academic Performance at  $p = .000$  in our model.

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	1.682	.031		54.474	.000
	teacher character	.641	.012	.949	52.242	.000

a. Dependent Variable: Academic Performance

The regression equation showed a significant relationship between teacher character as a predictor of Academic Performance ( $t = 52.242, p < 0.000$ ).

**H02:** teachers' effectiveness has no statistically significant influence student academic performance in secondary school.

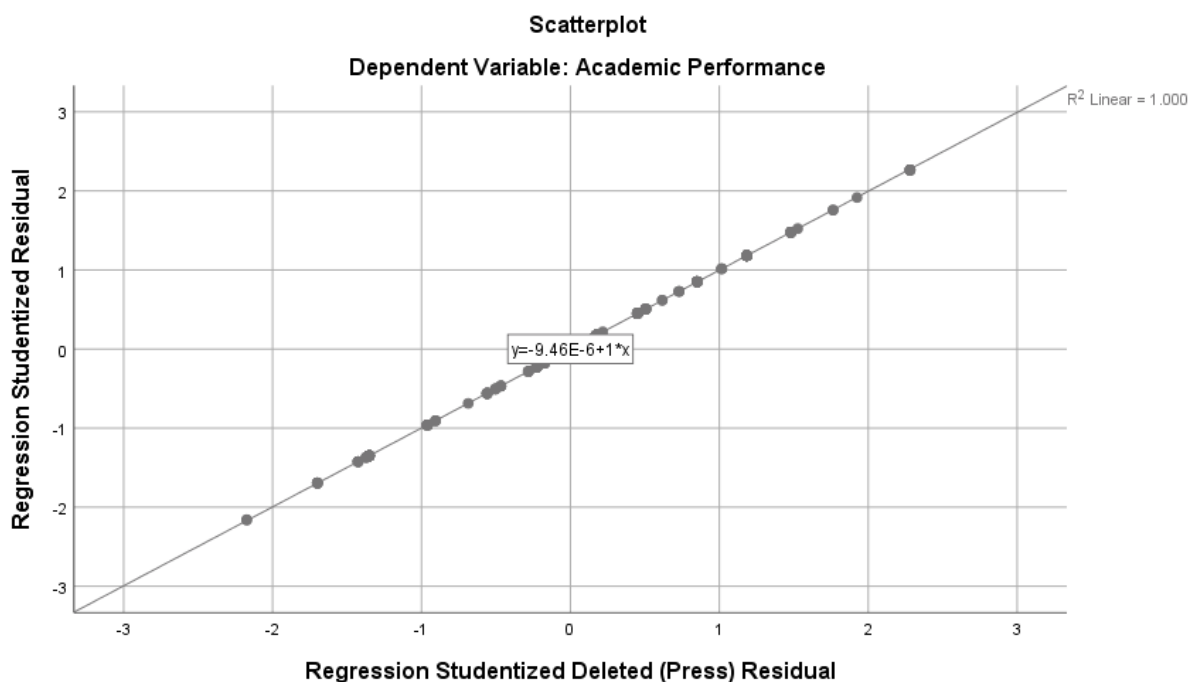
### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.962 <sup>a</sup>	.926	.926	.124

a. Predictors: (Constant), teacher's effectiveness

b. Dependent Variable: Academic Performance

The scatterplot showed that there was a positive linear relationship between teachers' effectiveness and student's academic performance., which was confirmed with a Pearson's correlation coefficient of  $r = 0.962$ . The regression model predicted 92.6% of the variance. The model was a good fit for the data ( $F(3753.939, p > 0.05)$ ).



### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.987	1	57.987	3753.939	.000 <sup>b</sup>
	Residual	4.650	301	.015		
	Total	62.637	302			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), teacher's effectiveness

ANOVA results show that the linear regression F test has the null hypothesis that teacher's effectiveness does not have a statistically significant influence on Academic Performance at  $p=.000$ , in other words,  $R^2=0$ , with  $F(3753.939, p=.000)$ , the test is highly significant. Thus we can assume that teacher's effectiveness has a significant influence on Academic Performance at  $p=.000$  in our model

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.471	.030		49.547	.000
	teacher's effectiveness	.587	.010	.962	61.269	.000

a. Dependent Variable: Academic Performance

The regression equation showed a significant relationship between teacher's effectiveness as a predictor of Academic Performance ( $t = 61.269, p < 0.000$ ).

**H03:** Teachers' use of instructional materials has no statistically significant influence student academic performance.

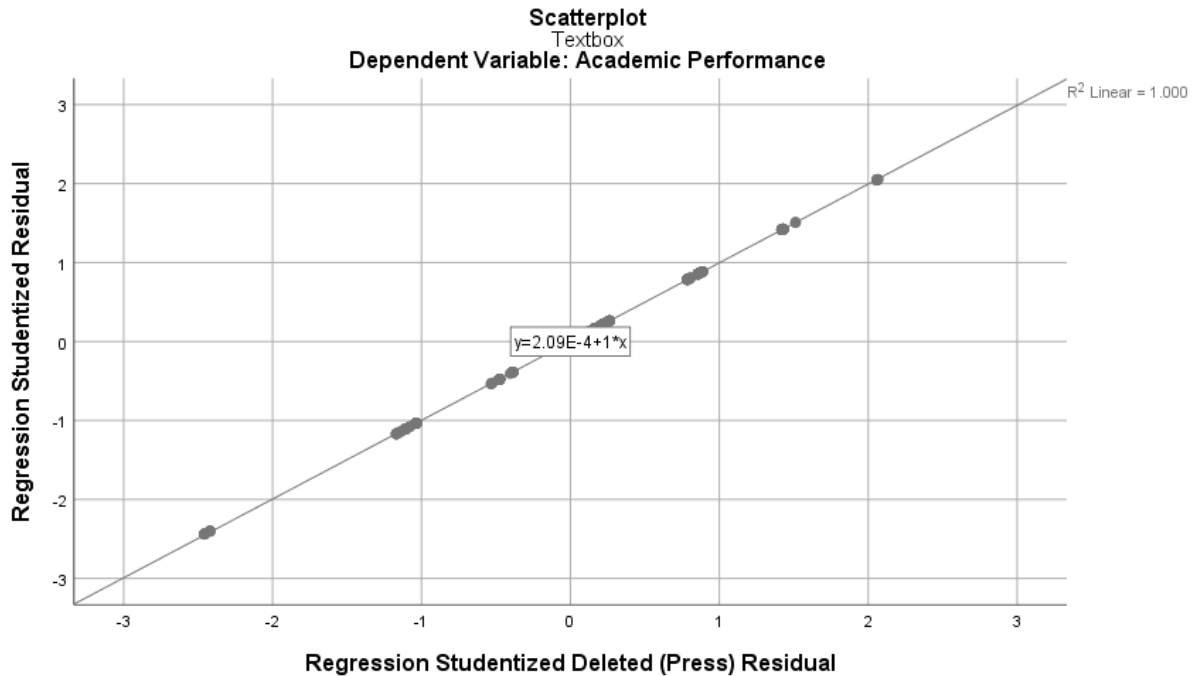
### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949 <sup>a</sup>	.900	.899	.144

a. Predictors: (Constant), Instructional materials

b. Dependent Variable: Academic Performance

The scatterplot showed that there was a positive linear relationship between Instructional materials and student's academic performance., which was confirmed with a Pearson's correlation coefficient of  $r = 0.949$ . The regression model predicted 89.9% of the variance. The model was a good fit for the data ( $F(2699.700, p > 0.05)$ ).



**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.354	1	56.354	2699.700	.000 <sup>b</sup>
	Residual	6.283	301	.021		
	Total	62.637	302			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Instructional materials

ANOVA results show that the linear regression F test has the null hypothesis that Instructional materials does not have a statistically significant influence on Academic Performance at  $p = .000$ , in other words,  $R^2 = 0$ , with F (2699.700,  $p = .000$ ), the test is highly significant. Thus we can assume that Instructional materials have a significant influence on Academic Performance at  $p = .000$  in our model.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.811	.029		63.239	.000
	Instructional materials	.538	.010	.949	51.959	.000

a. Dependent Variable: Academic Performance

The regression equation showed a significant relationship between Instructional materials as a predictor of Academic Performance ( $t = 51.959, p < 0.000$ ).

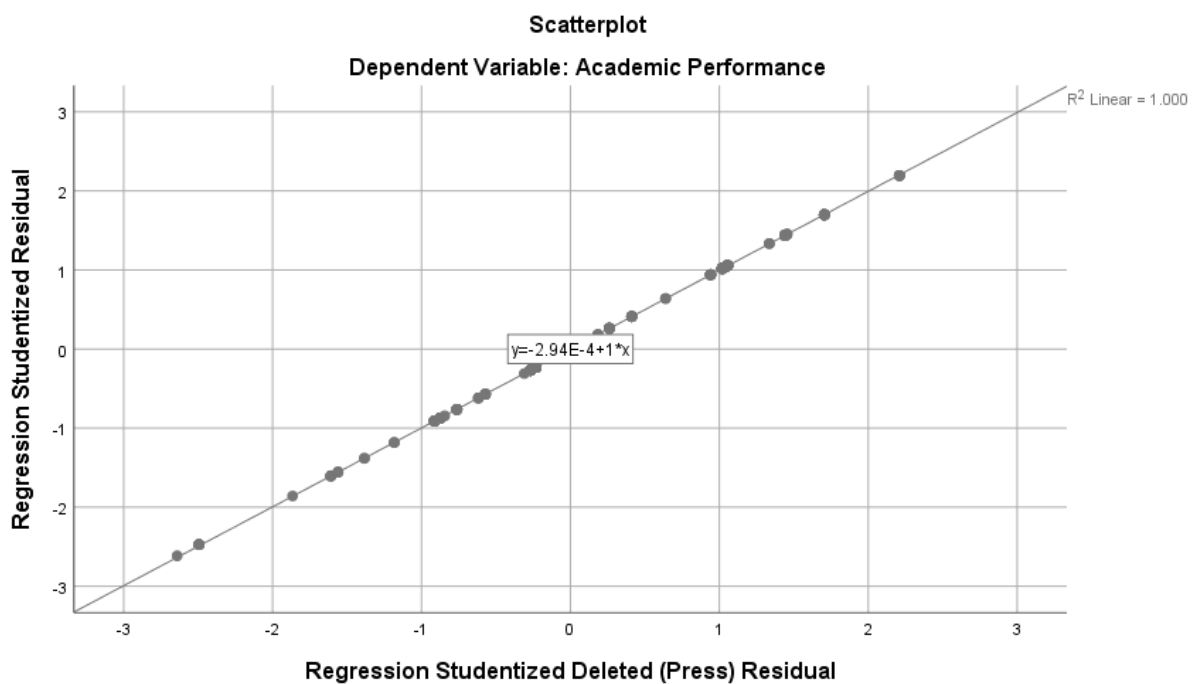
**H04:** teacher’s pedagogic knowledge has no statistically significant influence student academic performance.

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951 <sup>a</sup>	.904	.903	.142

a. Predictors: (Constant), Pedagogic knowledge

b. Dependent Variable: Academic Performance



The scatterplot showed that there was a positive linear relationship between Pedagogic knowledge and student’s academic performance., which was confirmed with a Pearson’s correlation coefficient of  $r = 0.951$ . The regression model predicted 90.3% of the variance. The model was a good fit for the data ( $F(2823.849, p > 0.05)$ ).

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.603	1	56.603	2823.849	.000 <sup>b</sup>
	Residual	6.033	301	.020		
	Total	62.637	302			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Pedagogic knowledge

ANOVA results show that the linear regression F test has the null hypothesis that Pedagogic knowledge does not have a statistically significant influence on Academic Performance at  $p=.000$ , in other words,  $R^2= 0$ , with F (2823.849,  $p= .000$ .) the test is highly significant. Thus we can assume that Pedagogic knowledge have a significant influence on Academic Performance at  $p=.000$  in our model.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	1.231	.039		31.899	.000
	Pedagogic knowledge	.642	.012	.951	53.140	.000

a. Dependent Variable: Academic Performance

The regression equation showed a significant relationship between Pedagogic knowledge as a predictor of Academic Performance ( $t = 53.140$ ,  $p < 0.000$ ).



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

The findings reported in the results (chapter four) are discussed in this Chapter in relation to the research hypothesis and objectives earlier formulated in Chapter One. From the discussion, conclusions are drawn which are later backed with recommendations and identification of areas for further research.

#### **DISCUSSIONS OF FINDINGS**

##### **Demographic information**

In the field we found out that, 130 of the respondents are male while 173 of the respondents are female, making a percentage of 42.9 and 57.1, respectively. This variation is due to the fact that there are more females than males in the sample schools. Also, the result shows that 27.4% of the teachers are of 20 to 30 years, 39.6% have ages between 31 to 40 years, 16.5% of 41 to 50 years of age and 16.5% are between 51 to 60 years old. More than half of the respondent of the study was aged 31 to 40 years. Furthermore, 129 of the respondents were single while 174 of the respondents were married, making a percentage of 42.6 and 57.4, respectively. In addition, 27.4% of the teachers have worked for 1 to 5 years, 39.6 % worked for 6 to 10 years, 16.5% have worked for 11 to 15 years and 16.5% worked for more than 16 years. Also, with respect to academic qualification, the majority of respondents (39.6%) are PLET, 26.4% are PCET, 17.5% PCEG and 16.5% are PLEG. Lastly, the Majority of the respondent from the study 41.3% were from public schools, 36.3% from private schools and denominational schools 22.4%.

##### **Hypothesis one**

From the first objective of the study, the researcher derived the first research hypothesis. The hypothesis stated that teachers' character has a statistically significant influence on students' academic performance in the Mfoundi Division, with a grand mean of 2.423. The researchers verify this hypothesis by using an inferential test on certain conditions that described the data. The results indicated that the teacher's character and the student's academic performance were correlated (showing statically significance). The relationship was seen to be significant because it has a p-value less than 0.05. This means that teachers' character has a positive effect on students' academic performance. The majority of the teachers confirmed that teachers' character has positive effects on student academic performance. On the hand, few

teachers disagree with the teacher's character. With regards to the first objective, the researcher found out that the greater majority of the respondents provide that teachers' character is eminent amongst them thereby leading to students' academic performance.

It was concluded that the independent variable teacher's character has a strong power positive predictive effect on the dependent variable professional development of secondary school students ( $p\text{-value} < 0.05$ ).

The regression equation showed a significant relationship between teacher character as a predictor of Academic Performance ( $t = 52.242, p < 0.000$ ). Our null hypothesis is rejected and the alternative hypothesis accepted

Teachers' professional development is an ever-present concern in today's education system and comes in many forms (Bautista & Ortega-Ruiz, 2015; Day & Sach, 2005; Borko, 2004). It is considered to be the ideal means to improve the quality of education (Coe et al, Desimone, 2009; Hattie, 2009) and constitutes a key element of the various ongoing educational reforms around the world. (Kennedy, 2014: Karras & Wolhuter). An interview was conducted at the end of October 2019. Lukam stated that the researcher asked, "Is the development of student character influenced by the learning model by the teachers' character?" participant replied;

"Many are also influenced by the character of the teacher, meaning that the character of the teachers can give an example, then when that example makes a program for habituation of good personality. For example, we smile and greet and say hello to the students, then they will get used to doing the same to us."

The teachers will become effective when they perceive that their school of training is encouraging and offering them the opportunities to learn, and grow in their respective areas of specialization.

## **Hypothesis two**

Based on research hypothesis two, teachers' effectiveness has a statistically significant influence on student's academic performance among secondary in Mfoundi division. with a grand mean of 3.01

The regression equation showed a significant relationship between teacher's effectiveness as a predictor of Academic Performance ( $t = 61.269, p < 0.000$ ). Our null hypothesis is rejected and the alternative hypothesis accepted

According to the social learning theory, people learn from one another through observation, imitation, and modelling. To Bandura, social learning, imitation, and modelling will occur if

a person observes a positive desired outcome. This can be explained that, in the process of teaching, the teachers observe their students and give them the training and the manner in which it is given, when they go into the field, they will tend to imitate and give out positive behaviour of what was observed. So, teachers should put up a positive attitude to receive pre-service training offered to them so that, when they get into the field, they will instil a positive of teaching towards their learners thereby increasing their knowledge and attitude. Thus, the descriptive analysis, shows that teacher effectiveness is very important. That is the predictor variable (teacher's effectiveness) relatively predicts student academic performance. These results support the findings of Buchberger et al, (2000), it is necessary for teachers to update their skills, especially in the context in which the school's situation has changed introduction of the new curriculum, and new research on teaching and being effective in what they do.

### **Hypothesis three**

Instructional materials have a statistically significant influence on academic performance among secondary school students in Mfoundi division. Grand mean 2.648. The researcher found out that the majority of the respondents prove that they are a great significant of instructional materials influence has a significant relationship with students' academic performance.

The regression equation showed a significant relationship between Instructional materials as a predictor of Academic Performance ( $t = 51.959, p < 0.000$ ).

Which implies teachers' use of instructional materials has a significant impact on student academic performance. Our null hypothesis is rejected and the alternative hypothesis accepted

Instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ending in themselves but they are means to an end (Kadzera, 2006).

### **Hypothesis four**

Pedagogic knowledge of teacher professional development has statistically significant among secondary school students in Mfoundi division. Grand mean 3.28. The regression equation showed a significant relationship between Pedagogic knowledge as a predictor of Academic Performance ( $t = 53.140, p < 0.000$ ). which implies, there is a significant relationship

between teacher's pedagogic knowledge and student academic performance. Our null hypothesis is rejected and the alternative hypothesis is accepted.

Teacher knowledge is certainly a component of teacher professionalism, professional competence involves more than just knowledge, skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning Blomeke and Delaney (2012). A teacher's pedagogic knowledge greatly influences student's academic performance. Also, many authors have highlighted what they see as the three 'core' categories in classification: content knowledge (CK; knowledge of the subject), pedagogic content knowledge (PCK; knowledge about teaching and learning a specific subject) and general pedagogic knowledge (GPK; knowledge not specific to certain subjects; Baumert et al., 2010; König et al., 2016; Merk et al., 2017; Yang et al 2018). Of these three categories, CK dominated the study of teachers' knowledge in many countries (Shulman, 1986). The TPACK framework has grown in popularity in the school as well as in research, as evidenced by the fact that the TPACK framework is used in over 471 journal articles on the Web of Science (Soler-Costa et al., 2021). Making good pedagogic decisions hinges on the quality of the pedagogic knowledge held by the teacher.

The independent variable pedagogic knowledge has a strong predictive power on the dependent variable among secondary school students, and this is statistically significant at 0.00. ( $p=0.00$ ).

These results support the findings of Davis (1997) who suggest that the designs and selection of teaching methods must take into consideration not only the nature of the subject matter but also how students learn. In today's school, the trend is that it encourages a lot of creativity in teaching in student centered approach, In the Student-centred Approach to learning, while students are the authority figure in this model, teachers and students play an equal the learning process. The role of the teacher is to facilitate, guide student learning and the comprehension of materials. The student's learning is measured through formal and informal forms of assessment, including students' portfolios, class participation and group projects. Commonly used teaching methods include recitation, demonstration, and lecture. Pedagogic knowledge of the teacher helps him/her to assess and connect with the students to develop 21<sup>st</sup>-century skills.

## **DISCUSSIONS OF CONCEPTS**

### **Teacher's character**

To develop a strong sense of professionalism, a teacher must focus on the critical element of attitude, behaviour and communication. Every teacher must develop the characteristics of a professional and model professionalism every day. In fact, among the standards of the National Council for Accreditation of Teacher Education (NCATE 2001) is a requirement that teacher candidates demonstrate specific disposition of professionals. (NCATE 2001). Aside from academic qualification, professional teachers must “act in an ethical manner, based on an explicit or implicit code of conduct”. Also, effective teachers need to commit themselves to being lifelong learners. Wong and according to Weiner (2002), a professional may be defined as an individual who demonstrates the ability to work independently and without oversight, while also exhibiting a commitment to ongoing personal development in order to attain a high degree of competence. Furthermore, professionals in the field of education consistently endeavor to enhance the educational experience and outcomes of their students. Hurst and Reding (2002) stressed the importance of professional staying current in their field study.

### **Teacher's Effectiveness**

Teachers' effectiveness is difficult to define since there has not been a consent agreement on what measured quality teachers (Stronge, Ward and Grant, 2011). However, it is possible to measure some teachers' attributes like interaction with students, teaching strategy, motivation, pedagogical content knowledge and classroom management through a qualitative research approach. These teachers' attributes act in a long way to determine teachers' effectiveness.

### **Instructional materials**

The use of instructional materials has been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Since, education programs cannot be thought effectively without the existence of equipment for teaching. This is because teaching materials help those who learn to develop problem-solving skills and a scientific attitude.

### **Teacher Pedagogic Knowledge**

Knowledge outburst has brought a lot of development to learning through Immeasurable use of media which has led to an upgrade of human knowledge in the 21<sup>st</sup> Century. Bello (2000) argued that if teachers are to be convinced of the value of using ICT in their practice, their

training should focus on pedagogical issues. Pedagogy is an act or method of teaching with confidence using certain techniques, strategies, and technologies to attain pedagogical goals. Pedagogic Knowledge is referred to as the specialized knowledge of teachers for creating effective teaching and learning environments for all students. In recent years, the interdisciplinary field of the Science of Learning, which includes neurosciences, has made huge progress in understanding how the human brain processes, encodes and retrieves information. The potential of learning sciences to inform the pedagogical knowledge of teachers and, also, improve pedagogical practice is significant. The policy imperative for the teaching and learning of 21st-century skills, such as problem-solving, collaboration, communication, and creativity, involves a re-skilling of the current teacher workforce and upgrading of the knowledge base of the teaching profession.

### **Pedagogic knowledge**

From a psychological perspective to real-world exposure in the fields of social work and education, social learning has proven to be an effective tool for understanding the behaviour, interaction, and attitudes of children. Social learning has also helped us to observe how cognitive and environmental factors contribute to learning and behaviour. This theory examines different cognitive levels of students such as flexibility, adaptability, easily applied and strong outcomes. In social cognitive theory Bandura postulates that people are not just shaped by their environments and inner force, but that they also strive to influence their environments and inner force. Self-efficacy is a crucial concept within the theory.

### **Students' Academic Performance**

Academic performance or achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals. It is the centre around which the whole education system revolves, besides the fact that the academic performance of students has a direct impact on the socioeconomic development of a country. Students' academic performance serves as the foundation for knowledge acquisition and the development of skills. Additionally, also the priority of all educators is the academic performance of students. The academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results.

## **The social learning theories**

Is link to teachers' professionalism and students' academic performance in three levels:

### **1. Cognitive factors (also called personal factors):**

- Knowledge
- Expectations
- Attitudes

### **2. Environmental factors**

- Social norms
- Access in community
- Influence on others (Ability to change own environment)

### **3. Behavioural factors**

- Skills
- Practice
- Self-efficacy

**Teacher's professionalism** deals with the knowledge, skills, and practices that teachers must have in order to be effective educators. And to adapt to the 21<sup>st</sup> century changes that is affecting the educational system.

## **CONCLUSION**

This study concludes that teachers' character, teachers' effectiveness, instructional materials and teachers' pedagogic knowledge were significantly influence on students' academic performance in the Mfoundi Division, Yaoundé.

Therefore, teachers should take steps to improve their professionalism by increasing them knowledge, skills and expertise in line with the needs of students. Quality learning processes can improve students' academic performance and thus enhance school performance. The appropriate approaches and methods taken by teachers in improving the quality of pedagogic knowledge and addressing students' personality problems can provide better results for the overall incident.

In order to enhance the professionalism of student-centered teachers, teachers need to be given opportunities to enhance teaching competencies. This can only be done through a strategic plan for teacher competencies development. In this regard, the strategic plan should be comprehensively planned and implemented by developing together the domain of educational policies, infrastructures and information, effectiveness of leadership, support systems, and the teacher continuous education. It is only with the goal of enhancing the professionalism of educators that enables students to really learn. As a result, the principals, assistant principals and committee members should always do the intervention in their schools to address any concerns that may have disrupted teacher professionalism. This goes inline with our finding as teachers' professional development is essential for students' academic performance.

Based on the findings, teachers need to improve their skills and knowledge in information and educational technologies, as education resources and information could be easily accessible online in the modern age of technology. Increasing teacher professionalism requires time and effort. Although the findings showed that teachers have a high level of professionalism, they need to remain dynamic in order to remain professional for better academic performance

## **RECOMMENDATIONS**

The recommendations of the study were address Ministry of Education, Principals and Teachers in general. Thus, the study recommended that:



1. The Ministry of Secondary Education should keep reviewing various ways of improving teacher qualification so as to standardize the quality of education.
2. The school principals should actively participate in improvement of teacher qualification especially teacher content mastery and experience so as to improve the level of students' academic performance through using adequate teaching methodologies.
3. Teachers should participate In-service training and pedagogic seminars regularly to improve their understanding of competency Base Approach.

**Suggestions for further research**

1. Quality assurance in the teachers' professional development on students' academic performance.

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## APPENDIXES

REPUBLIQUE DU CAMEROUN

*Paix – Travail – Patrie*

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UNIVERSITE DE YAOUNDE I

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FACULTE DES SCIENCES DE  
L'EDUCATION

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DEPARTEMENT DE  
CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON

*Peace – Work – Fatherland*

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THE UNIVERSITY OF YAOUNDE I

\*\*\*\*\*

THE FACULTY OF EDUCATION

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DEPARTMENT OF CURRICULUM  
AND EVALUATION

The Dean

N° 224 /22/UYI/FSE/VDSSE

### RESEARCH AUTORISATION

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **Karen LUM AKENJI-NTSOHTU**, Matricule **20V3625**, is a student in Masters II in the Faculty of Education, Department: **CURRICULUM AND EVALUATION**, Specialty: **CURRICULUM DEVELOPMENT AND EVALUATION**.

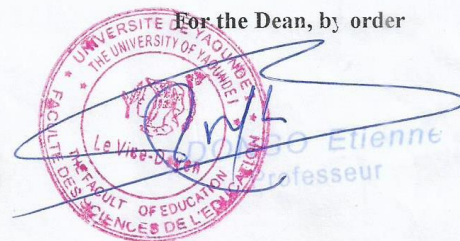
The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. Ibrahim ALILOULAY MOUNGANDE**. Her work is titled « *The influence of teacher's professionalism among secondary school students in the Mfoundi Division Yaounde* ».

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

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

Done in Yaoundé, le 12 4 MARS 2022

For the Dean, by order





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## QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am KAREN LUM AKENJI-NTSOHTU, a Master II student in the Faculty of Education of the University of Yaoundé 1. Department of Curriculum and Evaluation Specialized in Curriculum Development. I am currently carrying out a study on the topic, The Influence of Teacher's professionalism and student academic performance among Secondary Student in the Mfoundi Division Yaoundé. I solicit you take some of your time to participate in this questionnaire, whose main objective is to investigate the influence of teacher's professionalism among secondary student in the Mfoundi Division Yaoundé, by objectively providing answers to the following questions.

**NB: I assure you that the information you provide in this questionnaire shall be strictly used for academic purposes. ONLY**

### **PART ONE: TEACHERS QUESTION**

#### **Instructions**

For each of the following statements, please place a tick in one box, only on the scale that best describes how the statement applies to you using the five – (5) point scale below. There is no right or wrong answer. We are looking forward to your overall impression on each statement.

1) SA = Strongly Agree 2) A = Agree, 3) D = Disagree, SD = Strong Disagree

#### **SECTION A: SOCIODEMOGRAPHIC VARIABLES**

**Tick the right box**

Gender: Male  Female

Age: 20-30 , 31-40 , 41-50 , 51-60

Marital status: Single  Married

Years of experience: 1) 1-5 years  2) 6-10 years  3) 11-15 years  4) 16 and above

Highest academic diploma: 1) PCEG  2) PLEG  3) PLET  4) PECT

Others (specify).....

Type of school: 1) Private  2) Public  3) Denominational

**SECTION B: TEACHER CHARACTER**

1	Sharing experiences with colleagues has no effect or relationship with students' performances	SA	A	D	SD
2	Being firm on the roles set by the teacher in the classroom can improve the student performance				
3	The teacher is always right				
4	Teachers' relationship with his/her students has no effect on their performance				
5	Students perform better when they are afraid of their teacher				
6	The audibility of the teacher in class affects student performance				

**SECTION C: TEACHERS EFFECTIVENESS**

7	Being punctual and assiduous affects students' academic performance	SA	A	D	SD
8	Teachers with progressive shit has an effect on student performance				
9	The class size (enrolment) plays an important role in the teaching and learning environment				
10	The school environment affects the teaching and learning process				
11	The teacher's relationship with the administration influences the teachers effectiveness and hence the students' performance				
12	Lack of textbooks by students does not necessarily affects the teacher's effectiveness				

**SECTION D: INSTRUCTIONAL MATERIALS**

13	Social media improves student's performers	SA	A	D	SD
14	Local materials used as instructional materials makes the lesson more real				
15	Using android phones by students for distance learning improves their performance				
16	Instructional materials lead to distraction during the teaching and learning process				
17	With or without the school laboratory effective teaching is still possible				

18	The school library play an important role in the teaching and learning process				
19	Longevity in service can play an important role in student performance	SA	A	D	SD
20	Seminars are time wasting with little pedagogic gain, hence affect students' performance negatively				
21	The performances of students greatly depend on whether the teacher is formally train or untrained				
22	Students' performance is better with the competence base approach (CBA) than the objective base approach (OBA)				
23	Knowledge on subject matter affects students' academic performance				
24	Departmental meetings improve teachers' pedagogic knowledge and hence students' performances				

#### SECTION E:

<b>Students academic performance</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
25.	Teachers interaction with students in class improve students' academic performance.				
26.	Students perform better when they are afraid of their teacher.				
27.	Teachers' communication with my parents increases my understanding of the lesson.				
28.	The use of instructional materials leads to distraction during the teaching learning process.				
29.	Knowledge on subject matter by the teacher affects students' academic performance.				
30.	The teacher gives everyone the opportunity to share his or her idea in class.				
31.	We have and use technological tools that makes learning interesting.				
32.	I discuss my academic problems with my teachers which help me to increase my academic performance.				
33.	Does your interaction with teacher enhances your academic performance.				
34.	The school environment affects the teaching and learning process.				
35.	Being a punctual and assiduous student affects your academic performance.				

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## QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am KAREN LUM AKENJI-NTSOHTU, a Master II student in the Faculty of Education of the University of Yaoundé 1. Department of Curriculum and Evaluation Specialized in Curriculum Development. I am currently carrying out a study on the topic, The Influence of Teacher's professionalism and student academic performance among Secondary Student in the Mfoundi Division Yaoundé. I solicit you take some of your time to participate in this questionnaire, whose main objective is to investigate the influence of teacher's professionalism among secondary student in the Mfoundi Division Yaoundé, by objectively providing answers to the following questions.

**NB: I assure you that the information you provide in this questionnaire shall be strictly used for academic purposes. ONLY**

### PART ONE: STUDENTS QUESTION

#### **Instructions**

For each of the following statements, please place a tick in one box, only on the scale that best describes how the statement applies to you using the five – (5) point scale below. There is no right or wrong answer. We are looking forward to your overall impression on each statement.

1) SA = Strongly Agree 2) A = Agree, 3) D = Disagree, SD = Strong Disagree

#### **SECTION A: SOCIODEMOGRAPHIC VARIABLES**

**Tick the right box**

Type of school: 1) Private  2) Public  3) Denominational

Age: 11-15 , 16-20

Gender: Male  Female

## **PART TWO: STUDENT QUESTION**

### **SECTION A: STUDENTS VIEW ON TEACHERS CHARACTER**

<b>No</b>	<b>Item</b>	<b>SA</b>	<b>A</b>	<b>DA</b>	<b>SD</b>
1.	Sharing experiences in class with friends better my academic performance performances				
2.	Follow the roles put in place by my teacher in classroom can improve performance				
3.	My teacher always gives the best advices				
4.	My relationship with my Teachers' has no effect on my academic performance				
5.	Being afraid of my teacher help me perform better				
6.	The audibility of the teacher in class affects student performance				

### **SECTION B: STUDENTS VIEWS TEACHER'S EFFECTIVENESS**

<b>No</b>	<b>Item</b>	<b>SA</b>	<b>A</b>	<b>DA</b>	<b>SD</b>
7.	Being punctual and assiduous affects students' academic performance.				
8.	Weekly evaluation by teachers improve student performance.				
9.	Our class size (enrolment) plays an important role in the teaching and learning environment				
10.	Our school environment affects the teaching and learning process				
11.	Our teacher's relationship with the administration influences students' performance				
12.	The lack of textbooks by students does not affect Learning				

### **SECTION C: STUDENTS VIEW ON INSTRUCTIONAL MATERIALS**

<b>No</b>	<b>Item</b>	<b>SA</b>	<b>A</b>	<b>DA</b>	<b>SD</b>
13.	Social media improves student's performers				
14.	Local materials used as instructional materials makes the lesson more real				
15.	Using android phones by students for distance learning improves their performance				
16.	Instructional materials lead to distraction during the teaching and learning process				
17.	With or without the school laboratory effective				

	teaching is still possible				
18.	The school library play an important role in the teaching and learning process				

**SECTION D: STUDENTS VIEW ON PEDAGOGIC KNOWLEDGE**

No	Item	SA	A	DA	SD
19.	Teachers with more Longevity in service teach better and it improve students performance				
20.	Teachers who attend Seminars develop new teaching technique to better students understanding.				
21.	The performances of students greatly depend on whether the teacher is formally trained or untrained				
22.	Students' performance is better with the competence base approach (CBA)				
23.	Knowledge of subject matter of teachers affects students' academic performance				
24.	Teachers teach better during inspection by inspectors				

**SECTION E: STUDENTS ACADEMIC PERFORMANCE**

Students academic performance		SA	A	D	SD
25.	Does my teacher frequently discuss with me on my academic performance.				
26.	Students perform better when they are afraid of their teacher.				
27.	Teachers' communication with my parents increases my understanding of the lesson.				
28.	The use of instructional materials leads to distraction during the teaching learning process.				
29.	Knowledge on subject matter by the teacher affects students' academic performance.				
30.	The teacher gives everyone the opportunity to share his or her idea in class.				
31.	We have and use technological tools that makes learning interesting.				
32.	I discuss my academic problems with my teachers which help me to increase my academic performance.				
33.	Does your interaction with teacher enhances your academic performance.				
34.	The school environment affects the teaching and learning process.				
35.	Being a punctual and assiduous student affects your academic performance.				

**Thank you for your collaboration.**

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## QUESTIONNAIRE POUR LES ENSEIGNANTS

Cher répondant,

Je suis KAREN LUM AKENJI-NTSOHTU, étudiante en Master 11 à la Faculté d'Education de l'Université de Yaoundé 1. Département Curriculum et Evaluation Spécialisé en Développement Curriculaire. Je réalise actuellement une étude sur le thème, L'influence du professionnalisme des enseignants chez les élèves du secondaire dans le département du Mfoundi Yaoundé. Je vous invite à prendre un peu de votre temps pour participer à ce questionnaire, dont l'objectif principal est d'enquêter sur l'influence du professionnalisme des enseignants chez les élèves du secondaire dans le département du Mfoundi Yaoundé, en apportant objectivement des réponses aux questions suivantes.

**NB : Je vous assure que les informations que vous fournissez dans ce questionnaire seront strictement utilisées à des fins académiques. SEUL**

### Instructions

Pour chacun des énoncés suivants, veuillez cocher une case, uniquement sur l'échelle qui décrit le mieux comment l'énoncé s'applique à vous en utilisant l'échelle de cinq à (5) points ci-dessous. Il n'y a pas de réponse juste ou fausse. Nous attendons avec impatience votre impression globale sur chaque déclaration.

1) SA = Fortement d'accord 2) A = D'accord, 3) D = Pas d'accord, SD = Fortement en désaccord

### SECTION A : VARIABLES SOCIODEMographiques

Cochez la bonne case

Sexe: Homme  Femme

Âge : 20-30,  31-40  , 41-50  , 51-60

État civil : Célibataire  Marié

Années d'expérience : 1) 1 à 5 ans  2) 6 à 10 ans  3) 11 à 15 ans  4) 16 ans et plus

Diplôme académique le plus élevé : 1) PCEG  2) PLEG  3) PLET  4) PECT

Autres (précisez).....

Type d'école : 1) Privé  2) Public  3) Confessionnel

### SECTION B: CARACTERE ENSEIGNANT

		SA	A	D	SD
1	Le partage d'expériences avec des collègues n'a aucun effet ou relation avec les performances des élèves				
2	Être ferme sur les rôles définis par l'enseignant dans la classe peut améliorer les performances des élèves				
3	Le professeur a toujours raison				
4	La relation de l'enseignant avec ses élèves n'a aucun effet sur leur performance				
5	Les élèves réussissent mieux quand ils ont peur de leur professeur				
6	L'audibilité de l'enseignant en classe affecte les performances des élèves				

### SECTION C: EFFICACITÉ DES ENSEIGNANTS

		SA	A	D	SD
7	Être ponctuel et assidu affecte le rendement scolaire des étudiants				
8	Les enseignants avec de la merde progressive ont un effet sur les performances des élèves				
9	La taille de la classe (inscription) joue un rôle important dans l'environnement d'enseignement et d'apprentissage				
dix	L'environnement scolaire affecte le processus d'enseignement et d'apprentissage				
11	La relation de l'enseignant avec l'administration influence l'efficacité de l'enseignant et donc la performance des élèves				
12	Le manque de manuels scolaires par les élèves n'affecte pas nécessairement l'efficacité de l'enseignant				



### SECTION D: MATÉRIEL PÉDAGOGIQUE

13	Les médias sociaux améliorent les performances des élèves	SA	A	D	SD
14	Les matériaux locaux utilisés comme matériel didactique rendent la leçon plus réelle				
15	L'utilisation de téléphones Android par les étudiants pour l'enseignement à distance améliore leurs performances				
16	Le matériel didactique entraîne une distraction pendant le processus d'enseignement et d'apprentissage				
17	Avec ou sans le laboratoire scolaire, un enseignement efficace est encore possible				
18	La bibliothèque scolaire joue un rôle important dans le processus d'enseignement et d'apprentissage				

### SECTION E: CONNAISSANCES PÉDAGOGIQUES

19	La longévité dans le service peut jouer un rôle important dans la performance des élèves	SA	A	D	SD
20	Les séminaires sont une perte de temps avec peu de gain pédagogique, donc affectent négativement les performances des étudiants				
21	Les performances des élèves dépendent fortement du fait que l'enseignant est formellement formé ou non formé				
22	Les performances des étudiants sont meilleures avec l'approche par compétences (CBA) qu'avec l'approche par objectifs (OBA)				
23	La connaissance d'une matière affecte le rendement scolaire des élèves				
24	Les réunions départementales améliorent les connaissances pédagogiques des enseignants et donc les performances des élèves				

**Merci de votre collaboration.**