

REPUBLIQUE DU CAMEROUN

*Paix – Travail – Patrie*

\*\*\*\*\*

UNIVERSITE DE YAOUNDE I

FACULTÉ DES SCIENCES DE

L'ÉDUCATION

DEPARTEMENT DE DIDACTIQUE

DES DISCIPLINES

\*\*\*\*\*

CENTRE DE RECHERCHE ET DE

FORMATION DOCTORALE (CRFD)

EN SCIENCES HUMAINES, SOCIALES

ET ÉDUCATIVES



REPUBLIC OF CAMEROUN

*Peace – Work – Fatherland*

\*\*\*\*\*

UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

EDUCATION

DEPARTMENT OF

DISCIPLINARY

DIDACTICS

\*\*\*\*\*

POST COORDINATION

SCHOOL (CRFD) FOR SOCIAL

AND

EDUCATIONAL SCIENCES

## COLLECTIVE PROMOTION AND TEACHERS' EFFICIENCY IN PRIMARY SCHOOLS IN BUI DIVISION

A Dissertation Submitted in Partial Fulfillment of the  
Requirements for the award of a  
Master's Degree in Education (M.ED)

Par : **Brendaline BIRADZEM SHEY**  
DIPEN I, UNIMAROUA,  
B.A. (Clinical Psychology), UNIYAO I

Sous la direction de  
**Prof. (Mrs.) TAMAJONG**  
**Elizabeth VUKEH**  
**Prof. FONKOUA Pierre**

Année Académique : 2017



**CERTIFICATION**

This piece of work, *Collective Promotion and Teachers' Efficiency in Primary Schools* has been carried out in the department of educational foundations, faculty of education by **Brendaline BIRADZEM SHEY**(Matricule:10D435). We here by certify that it was personally done by her, free from all forms of plagiarism and fit for public consumption because it meets the standards of our country, Cameroon.

Prof. (Mrs.) TAMAJONG E. VUKEH (Supervisor) .....  
.....

Prof. FONKOUA Pierre (Supervisor).....  
.....

The HOD, Department of Educational Foundations.....  
.....

The Dean of Studies, Faculty of Education .....  
.....

## APPROVAL

We hereby certify that this dissertation entitled “**COLLECTIVE PROMOTION AND TEACHERS’ EFFECIENCY IN PRIMARY SCHOOLS IN BUI DIVISION**” was submitted by **BRENDALINE BIRADZEM SHEY** and has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this work be bounded in hard copies and deposited to the department.

## SIGNATURES

### President of Jury

Sign.....

Date.....

### Examiner

Sign.....

Date.....

### Supervisor

Sign.....

Date.....

### Co- supervisor

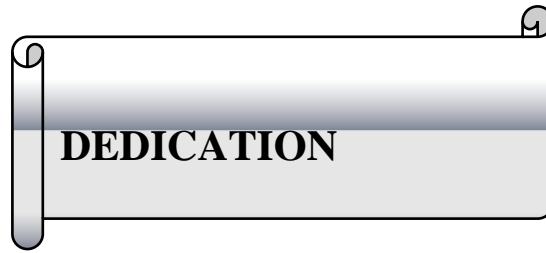
Sign.....

Date.....

### Head of department

Sign.....

Date.....



This piece of  
work is  
dedicated to  
my mother

*MAMA, YAAH EVELYNE (late)*

## ABSTRACT

This work sets out to study “*Collective Promotion of Pupils and Teachers Efficiency in Primary Schools*” in some selected primary schools in Kumbo central subdivision. A pupil who is duly registered in the school is supposed to spend as many years as possible in a primary school in order to develop his competences well. If they are just being promoted without some repeating then there is a problem. The government and stake holders have invested a lot on education. When the children graduate from primary School without adapting well in the society as a result of collective promotion, then there is a problem. This leads to wastages in the nations’ scarce resources. Three theories have been used to make clarification to this study, namely-the theory of division of labour, the concept of theme spirit and the Bi-Factoral theory.

The main objective was to investigate the extent to which collective promotion can influence teachers’ efficiency in the primary school. We have assessed the impact of teaching approaches; classroom managements programme coverage and environmental factors on teacher’s efficiency. In order to measure this objective hypothesis states that there is a significant relationship between collective promotion and teachers’ efficiency. The null hypothesis states that there is no relationship between collective promotion and teachers’ efficiency they study was carryout in Kumbo Central Subdivision with a Sample Size of 121 teachers chosen from selected schools. These were selected using the simple random sampling technique. Questionnaires were used to collect data. The Pearson product moment correlation index was used to measure the correlation between variables. Correlation analyses have been carried at four different levels.

Based on the analysis the following results were obtained in relation to the hypotheses.

In the first hypothesis we obtain a Pearson moment product correlation index of 0.848 alpha 0.05. This value is positive and purports a strong relationship between teaching approvals and teacher’s efficiency.

The second hypothesis we obtain the Pearson moment product correlation index of 0.837 alpha 0.05. This value is positive and shows a strong relationship between classroom management and teachers’ efficiency.

This third hypothesis we obtain the Pearson moment product correlation index of 0.654 alpha 0.05. This value is positive and shows a high relationship between program coverage and teachers’ efficiency.

The last hypotheses we obtain the Pearson moment product correlation index indicates a positive relationship between environ mental factors and teachers’ efficiency.

Based on these, we concluded that there is a significant relationship between collective promotion and teachers’ efficiency in the primary schools. Also a significant relationship exist between teachers’ teaching approaches, classroom management, program coverage, environment and teachers’ efficiency in primary schools in Bui Division. In view of this recommendation were made to the government, parents and teachers.

## RÉSUMÉ

Le présent travail a pour but d'étudier *la promotion collective des élèves en classe supérieure et le rendement des instituteurs*. Ladite dissertation a été effectuée dans un certain nombre des écoles primaires sélectionnées parmi tant d'autres situées à Kumbo Centre Chef-lieu du département de Bui. Dans ce milieu, un instituteur est considéré comme un modèle qui doit exécuter ses fonctions professionnelles avec immense efficacité. L'état emploie énormément de ressources pour les instituteurs donc ces rares ressources auraient été gaspillées si leur rendement n'atteint pas les résultats escomptés. Lorsque le rendement n'équivaut pas les ressources financières, matérielles et temps perdus, la promotion massive s'installe sans que les élèves n'atteignent les compétences nécessaires. Les élèves deviennent frustrés et abandonnent l'école et par conséquent, on commence à constater une baisse du niveau d'enseignement et le développement. Les théories de hi répartition de tâche, de hi collaboration et du Bi-factoral ont été employées lors de ce travail.

L'objectif principal a été de mener la recherche sur le degré de l'influence de la promotion massive sur le rendement de l'enseignant à l'école primaire. Nous avons évalué l'impact de la démarche pédagogique, de la gestion de classe, de la couverture du programme et les facteurs environnementaux sur le rendement de l'instituteur. Afin d'évaluer cet objectif nous avons employé deux hypothèses. Scion l'hypothèse alternative, il existe une relation remarquable entre l'admission collective et le rendement de l'instituteur. Scion une hypothèse nulle, il n'existe aucune relation entre l'admission collective et le rendement de l'instituteur. Ces études ont été menées à Kumbo centre chef-lieu de département de Bui où 121 instituteurs ont été sélectionnés parmi plusieurs écoles primaires. Nous avons employé la technique d'échantillonnage aléatoire pour sélectionner un certain nombre des écoles primaires. Les questionnaires ont été employés pour la collecte des informations. Une indice intitulé *Pearson Product Moment Correlation Index* a été employée pour mesurer la corrélation entre les variables. Les analyses de corrélation ont été effectuées dans quatre niveaux différents. Les résultats suivants ont été obtenus à base des hypothèses suivantes:

Selon la première analyse nous avons obtenu un indice de *Pearson Moment Product Correlation Index* de 0.884 alpha 0.05. Cette valeur est positive et démontre qu'il existe une forte relation entre la démarche pédagogique et le rendement de l'instituteur.

Scion la deuxième analyse, nous avons obtenu un indice de *Pearson Moment Product Correlation Index* de 0.654 alpha 0.054. Cette valeur est positive et démontre qu'il existe une forte relation entre la gestion de classe et le rendement de l'instituteur.

Selon la troisième analyse, nous avons obtenu un indice de *Pearson Moment Product Correlation Index* de 0.837 alpha 0.05. Cette valeur est positive et démontre qu'il existe une forte relation entre le couvrage de program et le rendement de l'instituteur.

Scion la quatrième analyse, nous avons obtenu un indice de *Pearson Moment Product Correlation Index* de 0.643 alpha 0.05. Cette valeur est positive et démontre qu'il existe une forte relation entre les facteurs environnementaux et le rendement de l'instituteur.

Compte tenu des hypothèses ci-dessus, nous avons conclu qu'il existe une forte relation entre la promotion collective et le rendement des instituteurs à l'école primaire pour les démarches pédagogiques, la gestion de classe, le couvrage de programme, les facteurs environnementaux et le rendement de l'instituteur. En vu de la problématique ci-dessus, plusieurs recommandations ont été faites au gouvernement, aux parents, aux instituteurs et aux élèves.

## ACKNOWLEDGEMENTS

This research would have not been successful without the endless contributions and sacrifices from other individuals.

I deeply appreciate the efforts of my supervisors, Professor (Mrs) Tamajong Elizabeth Vukeh and Professor Fonkoua Pierre who read, Corrected and made valuable suggestions to this study. I sincerely thank them for their enormous sacrifices.

Special thanks go to all the lecturers in the Faculty of Education for the pains they took in training us despite all the odds.

Sincere thanks also go my husband, Shey, Njodzeven Brendan, for his consistent financial and moral support and encouragement. Also, my sincere thanks go to our Children, LiybarfeLouizaNjodzeven, ShakinMah-nganNjodzeven and NjodzevenSimobenNyuyfoni for their moral Support given me at this difficult time.

I will not forget to appreciate Yimnyuy R, NjiGenevarius, SheyMainsa R, Yufemo A, Kefiyki H, and my course mates whose names cannot all be mentioned here.

## TABLE OF CONTENTS

<b>CERTIFICATION.....</b>	<b>i</b>
<b>APPROVAL.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>RESUME.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LISTS OF TABLES.....</b>	<b>ix</b>
<b>LISTS OF FIGURES.....</b>	<b>x</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xi</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>GENERAL INTRODUCTION.....</b>	<b>1</b>
<b>A-CONTEXT OF THE STUDY.....</b>	<b>2</b>
<b>B- JUSTIFICATION OF STUDY.....</b>	<b>3</b>
<b>I. Statement of the Problem.....</b>	<b>4</b>
<b>II. Research Objective.....</b>	<b>8</b>
<b>III. Research Question.....</b>	<b>8</b>
<b>IV. Research hypothesis.....</b>	<b>9</b>
<b>V. Research methodolgy.....</b>	<b>9</b>
<b>A. Theoretical framework.....</b>	<b>9</b>
Delimitation of the study.....	15
<b>B. Data collection.....</b>	<b>14</b>
<b>(i) Technique of data collection.....</b>	<b>14</b>
<b>(ii) Instrument of data collection.....</b>	<b>14</b>
<b>VI. Validation of research instruments.....</b>	<b>14</b>
<b>VII. Administration of instruments.....</b>	<b>14</b>
<b>VIII. Technique of data analysis.....</b>	<b>14</b>
<b>IV. Definition of terms.....</b>	<b>16</b>



X. Significance of the study.....	15
Detailed plan of work.....	22
<b>CHAPTER ONE : LITERATURE REVIEW.....</b>	<b>23</b>
1.0 Introduction.....	23
1.1 Historical foundation of education.....	23
1.2 Organigram of the ministry of basic education.....	24
1.3 Teaching approaches and teachers' efficiency.....	25
<u>1.3.2 Class management and teachers' efficiency.....</u>	<u>29</u>
<u>1.3.3 Program Coverage (Curriculum) and teachers' efficiency .....</u>	<u>38</u>
<u>1.3.5 Motivational strategies in Teaching-learning process43.....</u>	<u>46</u>
<u>1.3.4 Environmental factor and teachers'</u> <u>    efficiency.....</u>	<u>477</u>
<b>CHAPTER TWO: PRESENTATION OF RESULTS AND DATA ANALYSIS.....</b>	<b>50</b>
2.0 Introduction.....	50
i) Research Design.....	50
ii) Population of the Study.....	50
The Target Population.....	50
The Accessible Population.....	50
Sampled population.....	51
iii) Presentation of variables and corresponding items.....	52
iv) Calculation of content validity.....	52
2.1 Descriptive statistics.....	55
2.2 Inferential statistics.....	85
<b>CHAPTER THREE: INTERPRETATION OF DATA, DISCUSSIONS,</b> <b>RECOMMENDATIONS AND CONCLUSIONS.....</b>	<b>91</b>
3.0 Introduction.....	91
3.1 Interpretation of Data.....	91
3.2 Discussion of Results.....	92
3.3 Implication of the Study.....	98

3.4 Recommendation.....	99
Conclusion.....	102
GENERAL CONCLUSION.....	103
BIBLIOGRAPHY.....	106
APPENDIX	

## GENERAL INTRODUCTION

Primary Education is the oldest form of education in Cameroon and constitutes the foundation of educational processes in the society. In any school process the role of the teacher in developing the child mentally, physically, socially and above all morally is very outstanding. A nation's development depends very much on her system of education. In this study the researcher attempts to critically examine the efficiency of primary school teachers vis-a-vis collective promotion. After primary education, secondary education is another level where the child specializes in subjects (like mathematics, English, geography, history, biology etc.) they are best talented guided by their teachers.

In 1884 Joseph Merrick (a German missionary) opened the first school in the coastal area. This was already the beginning of formal education in Cameroon, Merrick was Anglo-Saxon by origin. English became the main language of instruction. Alfred Saker with his collaboration later came to Cameroon and opened up many schools in the coastal areas (Duala, Big Batanga, Victoria) and in the interior of Cameroon.

According to law number 98004 of 14<sup>th</sup> April 1998 the Cameroon formal education consists of pre-primary, primary, secondary and the tertiary levels. The pre-primary are those children in the age bracket of three to five years. This is called the nursery school or kinder garden. The primary pupils are those from six years to any depending on the child's ability, normally carried on for six years. The tertiary is the university and professional schools, mostly three years and post graduate which involves Masters and PhD levels. Two sub systems exist in Cameroon, which are the English and the French sub systems. The multiplicity of primary schools in the advent of formal education and teacher's efficiency to work has not been commensurate to their training thus making collective promotion to be very much uncalled for. Most pupils in Cameroon are very inefficient in performing some basic tasks like painting drawing etc when they complete primary schools due to inadequate formation. Most primary school teachers take the teaching job as a part time issue and as such are not very committed to discharging their pedagogic duties efficiently leading to high rate of repetition thus encouraging collective promotion. This leads to wastage of human and financial resources. The level of collective promotion is explained by teaching approaches; New Pedagogic Approach (NPA), Competent Based Approach(CBA), class size, program coverage (curriculum), motivational processes, environmental factors and administrative factors. According to Transparency International Cameroon (2011) there are over ten million

children of primary school age who are duly registered. The strength of collective promotion depends on teacher's efficiency and the various goals set by the stakeholders of education ".....because individuals can believe that a particular course of education will produce certain outcomes, but if they entertain serious doubt about whether they can perform the necessary activities such information does not influence their behavior". (Bandura1977:193)

A child upon graduation from primary school can only prove that he has been in school through his ability to carry on certain life activities (such as carpentry, driving, mechanics etcetc) by himself. This has not however been the case because children with the syndrome of collective promotion graduate from primary schools and are unable to read or write well and to do some basic activities that require force due to their young ages. This seemingly is because they are not given adequate life skills which are expected of their teachers who are duly trained by the state.

Most primary schools in Cameroon in general and Bui in particular are characterized by inefficient teaching and learning leading to wastage in financial, human and material resources. This inefficient and ineffective teaching will be addressed by the nature of teaching approaches, class management, curriculum coverage, environmental and administrative factors (independent variables), and the academic level and in service training (dependent variable). The intervening variable will however be examined under the time factor.

#### **A. CONTEXT OF THE STUDY**

The context of this study is "*collective promotion of pupils and teachers' efficiency in the primary schools*". A child who duly attends the primary school is expected to pass from one level to another. He/she is also expected to leave primary school after six years of study. The educational law on collective promotion No 0315/B1/146/MINEDUB of 21 February 2006 fixing the modalities of promotion in the primary school which harmonizes the two sub systems of education in Cameroon bringing the duration of primary school to six years instead of seven years, children now can only repeat upon the wish of their parents and not more on the wish of the teacher. When trained teacher efficiently teach the Pupils and the result continuous to be poor leading to collective promotion, than something is seriously wrong on the part teaching. This lead to wastage of the country's scarce resources.

Following this, the teacher, the pupil and the parents need to combine their efforts so that before any child moves from one level to the other they must have acquired all the

competences set aside for each level. These levels are one, two and three. Level one are classes one and two, level two are classes three and four and level three are classes five and six. For a child to succeed in all these, the teacher must be efficient in carrying out his duties. According to the Oxford Advance Learners Dictionary International student edition (2000, pg469) “*efficiency is the quality of doing something well with no waste of time or money*”. In this regards for collective promotion to be efficient the teacher needs to carry on his/her duty well that is follow his curriculum progressively and making sure that pupils follow it with him/her and this can be tested well through the various evaluations, especially the monthly sequential evaluation.

To support this, the government of Cameroon has issued decrees like No 85/1904 of 02/08/1985 revalorizing the salaries of head teachers of the private educational sector, decree No21B/1464/MINEDUB of 24 July 2000 and decree No2005/140 of April 25 2005 on the minimum package meant to improve on the teacher conditions. Also decree No 2002/004 of January, 2002 was meant to organize the Ministry of Basic Education for quality teaching and learning. The decree on Decentralization was not left out that is No 96/06 of 18 January 1998. All these are efforts made by the Cameroon government to enable the teacher carry on his/her duties efficiently. This has not been the case because pupils upon completion of primary school are unable to fit well in the job market. What therefore is the problem? Is the problem on the teachers or on pupils or the curriculum, administration, methods of teaching, classroom size etc.?

## **B. JUSTIFICATION OF THE STUDY**

According to field statistics, (Source: Inspectorate of Basic Education, Kumbo), the promotion rate of pupils in primary schools around Kumbo Central Sub-Division is above 90%. This is for public, private and lay primary schools. Therefore the general promotion rate in this area stood at 91.5% and only about 08.5% repeated in 2009/2010 Academic year. In 2010/2011 academic year, the rate of repetition was 11.2% while 88.8% was the promotion rate. In 2011/2012, the rate of promotion stood at 93.5% while repetition rate was 06.5%, and in 2012/2013, academic year, repetition rate stood at 10.5% while the promotion rate was 89.5%. These high rates of promotions and eventual falling standards of education leads to wastage of the country's scarce resources which could have been used in other sectors of the economy. In this case, the operational approach theory of Frederick W. Taylor (1911), and Fayol's (1915), concept of Division of Labour and the theory of Elton E. Mayo (1946), which

is concerned with team spirit, shall be used in this study and lastly the Bi-Factorial Theory (1954) of Abraham Maslow.

The operational approach theory of Frederick W. Taylor shows that division of labour is very essential in an organization. If each and every educational stake holder takes up his task seriously, collective promotion will not be a problem because pupils are able to acquire competencies set for each level, and eventually maintaining high educational standards. Team spirit will be encouraged and all pupils will move from one level to the other after walking as a team.

## **I. THE PROBLEM**

### **Introduction**

Primary education is at the base of the educational system in all societies. This is because it prepares individuals to go through other stages in the process of education so as to participate fully in nation building.

In the olden days the child needed to move from one class to the other through hard work and how fast he could achieve knowledge transmitted by the teacher. But today the situation has drastically changed. Where the Cameroon government has decreed that no child repeats at any level whether he has achieved or not the competences set aside for the said level. For this to happen, the teacher who is at the center of all these need to be efficient in carrying out his/her duties. Parents on their part should not neglect their children into the hands of the teacher alone because they are aware that the child must move to the next class. In this chapter the researcher is going to present research questions, research hypothesis, significance and delimitation of studies. The definition of key concepts will be done at the end of the chapter.

### **Observation.**

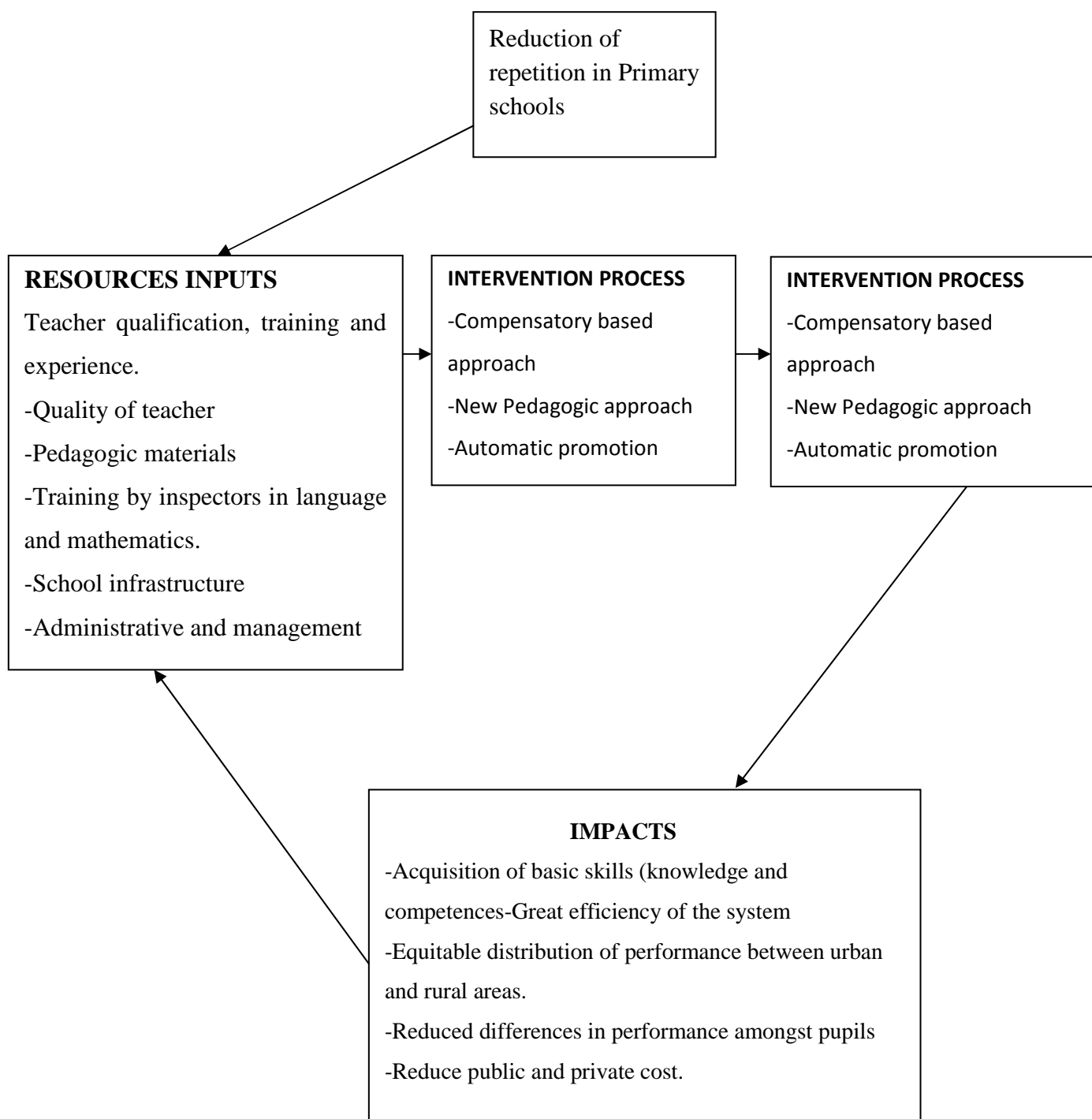
Primary schools teachers who have duly received training in teachers training colleges are expected to discharge pedagogic duties as trained teachers with a lot of Commitments .This is however not the case with most trained teachers in the primary schools. Government decision to create teachers training colleges in all divisional headquarters in Cameroon is to enable young Cameroonians to be equipped with the basic pedagogic skills for effective teaching and learning process. Again the introduction of Circular No 21/B1/1464/MINEDUC of July 24th 2000, on minimum package, also circulars 21\B1\1464\MINEDUC of July 24th 2000 and 21\A\135\MINEDUC\CAB of September 20th 2001 of distribution and packaging of

minimum packages and budget execution respectively are deliberate attempts by the government of Cameroon to boost the teachers' morals, to enable them to be more committed in their teaching and learning process.

Also the recent government law on Decentralization, Law no 96/06 of 18<sup>th</sup> January 1996 enables councils to follow up teachers in their own areas. Despite all these, pupils come out from the primary schools achieving little or nothing in the name of collective promotion. Teachers in this case are recruited by the various councils in the areas. It is hoped that when teachers are duly trained by competent authorities and are professionally conscious this will enhance proper lesson preparation, presentation and evaluation of pupils. When these qualities are absent pupils are promoted collectively irrespective of their academic competences, a situation that leads to falling standards in our educational system.

Furthermore, most of the teachers have not yet mastered what these phenomena of collective promotion is all about. They tend to promote pupils across the various levels. Children are supposed to be promoted only at the same level collectively. This is what Fonkeng E. G. calls automatic promotion in his unpublished article on "*strategies to reduce repetition in primary schools*". Fonkeng, E.G. in his conceptual model explains the linkages of the variables leading to reduction of the repetition in primary schools.

Also parents on their part have neglected their children's education to the hands of the teachers'. They don't care to check their children's work and even to follow them up in class through their teachers and their homework. This has equally helped in reducing the educational standards.



*Fig. 1: A conceptual model explaining the linkages of variable leading to reduction of repetition in primary schools by Fonkeng E. G. (2014, unpublished work)*

The term efficiency refers to the relationship between inputs and outs of a system Nwandiani(1998). The inputs into the system includes pupils, teachers, furniture, equipment



and facilities as well as finance and time while output includes pupils who graduate at the end of the system Adeyemi(1998).

According to Leke I. T. (2003)

*it is important for teachers not only to be good but also effective. Formally, society tended to emphasize the goodness of teachers in terms of their moral and social behaviors forgetting their effectiveness in terms of knowledge and skills. Recently however, a lot of attention has been given to the study of the behavior and characteristics of effective teachers.*

This emphasis arose mostly from what is known as educational research history as teacher effectiveness research. Leke I. T. (2003)

*An efficient teacher is that who is effective in carrying out the duties bestowed to him by both parents and the state. An efficient educational system should enable students graduate within the time frame prescribed. If they spend more than the required time it therefore means that there is wastage of the country's private scarce resources. To fight this wastage, the government has resorted to some strategies namely: Competency-based approach, compensatory education automatic/administrative promotion in addition to the new pedagogic Approach with apparently, significant results in the reduction of repeating. It is concluded that these strategies based on a pupil centered philosophy/pedagogy tend to promote learning and consequently increase promotion in primary schools.*

This is true because when teachers consider teaching as a noble profession rather than on part time basis, they will be conscious and consistent lesson planning presentation and evaluation of pupils. Here, efficiency and effectiveness is guaranteed, the degree of coverage of school program is certain, the rate of collective promotion is checked and above all pupils' academic success is assured.

Furthermore, Fonkeng, E.G. (2014, unpublished works) observes that *resource input include teachers qualification, training and experience under this we have quality teaching, pedagogic materials, training by inspectors, intervention processes include Compensatory Teaching, Competency Based Approach, New Pedagogic Approach and automatic promotion. Outcomes are then the results from these measures taken which are increase promotions rates, reduced repeater rate and high pass rate in official examinations.*

He goes further to give the impact of all these measures as acquisition of basic skills knowledge and competences, greater efficiency of the system, equitable distribution of performances between rural and urban areas, reduce differences in performance and amongst pupils and finally both public and private cost will be reduced and they will be no wastage of resources. “The school is a system characterized by input processes and output processes. When inputs for instance quality teacher, didactic materials, curriculum etc. are put into such a system, quality output (pupils) are assured upon graduation and vice versa.

The researcher believes that collective promotion can be explained by the nature of teaching approaches, class management, curriculum coverage, curriculum and environmental factors.

## **II. RESEARCH OBJECTIVE**

Based on the research problem and the variables of study, the following research objectives were formulated.

### **- Main Research Objective**

To evaluate the relationship that exists between collective promotion and teachers’ efficiency in primary schools.

### **- Specific Research Objectives**

- To evaluate the relationship that exists between teaching approaches and teachers’ efficiency in the primary schools.
- To investigate the relationship that exists between class management and teacher’s efficiency in the primary schools.
- To examine the relationship that exists between program(curriculum) coverage and teachers’ efficiency in primary schools.
- To evaluate the relationship that exists between environmental factors and teachers’ efficiency.

## **III. RESEARCH QUESTIONS**

The research question is interested about the relationship or association among variables under study. Based on the objectives above the following research questions were formulated.

### **- Main question**

To what extent can collective promotion of pupils influence teachers’ efficiency in the primary schools?

- **Specific questions**

- Is there any relationship between teaching approaches and teachers' efficiency in primary schools?
- To what extent can class management influence teachers' efficiency in primary schools?
- Can program coverage (curriculum) influence teachers' efficiency in primary schools?
- Is there any relationship between environmental factors and teachers' efficiency?

#### **IV. RESEARCH HYPOTHESES**

In the case of this work we have two types of hypotheses which are the alternative and statistical hypothesis. The alternative hypothesis is the hypothesis the researcher intends to establish after carrying out an investigation. The two of them are complimentary. From the objectives elaborated above the following hypothesis are stated.

- **Alternative hypothesis**

There is a relationship between collective promotion of pupils in the primary schools and teachers' efficiency in primary schools.

- **Specific hypotheses**

- There is a relationship between teaching approaches and teachers' efficiency in the primary schools.
- Class management can influence teachers' efficiency in primary schools.
- Program coverage has an impact on teachers' efficiency in primary schools.
- Environmental factors have an influence on teachers' efficiency.

#### **V. RESEARCH METHODOLOGY**

##### **A. THEORETICAL FRAMEWORK**

Theories are ideas or concepts proven by the various theorists. The researcher attempts to describe, explain, understand and predicts some phenomenon in a systematic manner.

According to Kerlinger, (1973) in Amin (2005; 10), a theory is "a proposition that presents a systematic view of phenomena by specifying the relations among variables with the purpose of explaining and prediction the phenomena".

Here the purpose of research determines how to go about it. When the purpose is to generate a theory, the phenomena of interest determines what to find out. If it is to test a theory it indicates the data to be collected.

Collective promotion of pupils and teacher's efficiency in some primary schools in Bui Division is the context of study for this work. The researcher had to use the following theories in order to make her work clearer and meaningful.

- ♦ The Bi-factorial of Abraham Maslow (1954)
- ♦ Frederick W. Taylor (1911) and Fayol (1915), theory on division of labour (Scientific Management)
- ♦ Mayo E, (1946) concept of team spirit.

**a) Frederick W. Taylor (1911) and Fayol (1915), theory on division of labour**

This is the theory of scientific management. This theory came about because of the fast growth of industrialization in the 20<sup>th</sup> century as well as the growth of government. The theory lays emphasis on Division of labour and bureaucracy. He outlines points which were features of a bureaucratic institution:

- ♦ Division of labour within administrative tier based on specialized knowledge and therefore the key to efficiency.
- ♦ Hierarchy contributed to the smooth operation of the system
- ♦ Clearly written regulations promoted effective administration

According to Taylor, division of labour in an administration was good based on specialization; which would lead to efficiency. To him division of labour should not only be made in an organization. For it to lead to efficiency, tasks should be given to each and every person based on what he/she had specialized on in school.

What someone has been trained for can easily and efficiently be carried out unlike one that has not had any experience.

He equally said that Hierarchy contributed greatly in the smooth running of the system. He meant that for a system to function well Hierarchy must be followed for this system to succeed. In a system there is the commercial, production, financial and management and anything that concerns the financial manager must first of all pass through the manager and not moving directly to the General manager and so on and so forth.

Rules and Regulations are not equally left out because for a system to function well rules and regulations must guide the system. This is because workers are afraid of falling

victims of the rules and regulations of the system work will move on smoothly and the system will succeed. Also work has to be divided in minute parts so that each worker completes his own part and pass it to the next person. This leads to the final completion of the task.

From this approach, Frederick W. Taylor proposed four main elements-devising a science of any kind of work. He meant that a worker should try as much as possible to able to fit in any part of the system. For efficiency to take place, workers should not only specialize in certain aspects which in case of any accident can stop the system from functioning.

- ♦ Selecting the best worker:

When the best worker is being selected every worker tries to be the best. This leads to increase in output as well as efficiency.

- ♦ Blending the organization size and the workers:

Very large organizations in terms of workers are not always the best as far as production and efficiency is concerned. It should be made in such a way that only those who are fit or efficient are being retained in the system.

- ♦ Cooperation in the system:

For any system to succeed there need to be serious collaboration between workers. Workers must work as a group so as to improve on productivity and efficiency.

Frederick W. Taylor's work was admired by many and Fayol. H (1916) came out with his fourteen (14) points which were very much like those of Frederick W. Taylor. He said that organizations may differ but management process is the same in all organizations. Fayol meant here that no matter the type of system people work in the management is the same. Hierarchy must always be in any system and there must be subordinates or workers in an organization.

Management function can be reduced to a group or a set of separate functions and related to principles. Like Frederick he was for the idea that rules and regulation in an organization can guide the system and make it to grow on like the case where there are no principles where everybody behaves the way he/she wants.

#### **b) Elton Mayo-the Concept of Team Spirit (1913)**

Early theorists like Frederick Winston Taylor Fayol, Weber stressed on the importance of the formal organization, Elton Mayo laid special attention on informal organization and gave special interest on Human Relation Approach.

He mentioned that environment makes changes in content of work. Due to nature's unfairness in the distribution of natural resources each environment is blessed with particular resources and that is why environment makes changes in the content of work.

This was also because after the Second World War machine had to replace man in the production of goods and services to this working hours was to be reduced and output had to increase. This also changed the idea of fatigue in work and monotonous operation by workers as was the case of division of labour. To him in order to reduce boredom at work there was to be:

- ♦ Activity change;

Work should not be specialized.

Workers should be trained in such a way that they can produce from start to finish. And not only specializing in some parts of the whole activity.

- ♦ Pay related to work done:

Each worker who performs his task well has to be rewarded accordingly. This will push each and every worker to strive for the best, which will eventually bring efficiency in the organization.

- ♦ Task work was one of his ideas which was a very good one. Each and every worker had to be given a task for each day and why not for a month. This enables them to try by all means to accomplish his/her task, making work to be very successful and efficient.

- ♦ Group work should equally be encouraged:

This was his main idea of team spirit. When a group of people work as a team, output is increased.

Elton Mayo's theory of team spirit was so important such that other ideas imaged from his ideas.

- ♦ Miscellaneous idea: He said that problems between workers should be well investigated upon and not taking decisions that will bring more problems than solving them.
- ♦ The personnel manager: When workers behave well in an organization there will be no need for a personnel manager. Good behavior is in terms of carrying on his/her task well without any external influence (duty consciousness). Punctuality, assiduity etc.

- ♦ The question of Tenuism: Everyone should feel belonging to the organization. Administrators should also receive ideas from his workers concerning the smooth running of the organization as it is said that one hand cannot tire a bundle.
- ♦ Group management when each and every member of the group feels belonging to a group, this enables control and management to be easier for the administrator.

**c) The Bi-Factorial Theory of Abraham Maslow (1954)**

Maslow started this theory in 1954 when he wrote his publication known as “Motivation and personality” this showed how people satisfy their various human needs at work. As a humanistic psychologist he showed a general pattern of needs recognition and the satisfaction that people generally show in the same sequence. A gain he showed that a person cannot tackle another step in life when he has not finish completely from the step he finds himself. This his concept was named “prepotency” He came out with five needs which were the social needs, love and belonging, esteem and the self-actualization need.

Hertzberg builds a two dimensional paradigm of the factors affecting people’s attitudes at work. To conclude he said that such factors as company policy, supervision, interpersonal relations working conditions and salary are hygiene factors rather than motivators. According to this theory the absence of hygiene factors can create “job satisfaction” but their presence does not motivate or create satisfaction. In contradiction, he determined that motivators are elements that enrich a person’s job and he brought out five factors as indicators of determining job satisfaction which were: achievement, recognition, the job itself responsibility and advancement. The motivators he called them “satisfiers”. These satisfiers have a long term positive effect on job performance than hygiene factors which he called “dissatisfier” who only produced short term changes in job altitudes and performance which quickly fell back to its previous level. These satisfiers are connected to what the person does while the dissatisfiers are related to the situation in which the person does what he/she does.

## **B. DATA COLLECTION**

### **i. TECHNIQUES OF DATA COLLECTION**

#### **Sampling and Sampling Techniques**

Sampling is the process or techniques of selecting a suitable sample for the purpose of determining parameters or characteristics of the whole population” (Adams et al, 2007:57). The technique used was the Simple Random Sampling (SRS), this technique was used because we had to access the list of all the schools in Bui Division because this is our point of interest. Simple Radom Sampling is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected (Amin 2005) for a clearer of this definition, N=population size, n= sample. Then the total number of sample size n that can be selected from population of the size N is given as:

$$\binom{N}{n} = \frac{N!}{n!(N-n)!}$$

Where  $N! = N(N-1)(N-2)\dots 3.2.1$  is factorial of N and n similarly defined.

The lottery method was used to select seventeen (17) schools from the list of schools in Bui Division, whose teachers constitute our sample. The names of the schools were written on tags and put in a container and the process was repeated until the required number of schools were completely gotten. The lottery method, the name or number is written on the tag that identify elements of the population to be sampled. The tag is place in the container and well stirred. A tag is then drawn from the container and the process is repeated until the required number of tags are obtained.

### **ii. INSTRUMENTS OF DATA COLLECTION**

The only research instrument that was used in this work was the questionnaires. These questionnaires were prepared by the researcher about the research problem under investigation. This questionnaire will be used to collect information from respondents. They are divided into four main parts. The first part includes the background information, the second part is concerned with items constructed from the indicators of four variables and lastly fourth part involves questions from the extraneous or intervening variable, this was used to facilitate data collection and also to economize time. This is a quantitative method because of the use of questionnaire.



**Table 3: Presentation of variables and the corresponding items on the questions**

<b>HYPOTHESIS</b>	<b>ITEMS</b>
<b>Teaching approaches</b>	<b>8,9,10,11,12,13</b>
<b>Classroom Management</b>	<b>14,15,16,17,18,19,</b>
<b>Programme Coverage</b>	<b>20,21,22,23,24,25</b>
<b>Environmental Factors</b>	<b>26,27,28,29,30,31</b>
<b>Dependent Variable- punctuality</b>	<b>32,33,34,35,36,37</b>
<b>Extraneous Variable-Time Factor</b>	<b>38,39,40,41,42,43</b>

### **. Significance of the study**

- The findings of this study will be of great importance to policy makers in the field of education, private stake holders of education, school administration, and the Ministry in charge of basic education. It will also pave the way for both the trained and untrained teachers as well as those aspiring to become future efficient teachers.
- Collective promotion of pupils form the basis of this study remain a central indicator of a school system, teaching approaches, classroom management, program coverage, environmental factors and evaluation styles which are very important in the teaching learning process to be reviewed.
- Through this piece of work educational stakeholders will discover the failures of collective promotion of pupils and to try to ameliorate their teaching styles and methods.
- It can also lead to a revision of teacher training program and the reinforcement of professional competences in teacher training colleges. And parents should also do their own share of the work to educate their children. This will ensure pedagogic revision of the primary school program thus promoting quality education at the basic level.
- 

### **Delimitation of the Study**

This study will be limited to collective promotion of pupils and its effects on them upon graduation from the primary schools in Bui Divisions being one of the seven Divisions in the North West Regions of Cameroon with its Divisional Headquarters at Kumbo.

### **Geographical Delimitation**

This study will be limited to processes within the school system especially in the classroom. Which is collective promotion of pupils in Bui Division? Bui division is situated between Latitude 6° 2' and 6° 48' north of the equator and between Longitude 11 °51' east of the Greenwich meridian. It is bounded to the east, north east and south east by the noun Division, to the south west by the Ngokentujia Division to the west by Boyo Division and to the North West by Donga Mantum Division (see annex).

Kumbo Central Sub-Division is one of the seven sub Divisions in Bui Divisions and is the economic and political capital of Bui Division. Also Bui Division is the second largest Division next to Mezam Division in the Northwest Region of Cameroon. The reason for choosing Bui Division is due to her many public and private institutions of learning and secondly to economize scarce resources like human, financial and natural resources.

### **Thematic Delimitation**

This study is concerned with the investigation of collective promotion of pupils and teachers efficiency in carrying out their duties in schools in Bui Division. In the framework of collective promotion of pupils which is an independent variable we shall examine teaching approaches, classroom management program coverage and evaluation styles. All these have a strong link with teachers' efficiency. It looks at theories like Frederick W. Taylor (1911) Fayol's (1915) theory on Division of Labour, Mayor E. (1946), concept of team spirited and Bi-Factorial Theory of Maslow (1954).

### **Definition of key concepts**

#### **▪ Education**

Advanced learners Dictionary (2010) define education *as a process of teaching, training and learning especially in schools and colleges to improve knowledge and develop skills*".

Etymologically, the word education originated from two Latin words "educare" and "educere".

Tambo (2003:4), states that *"those who believe that education comes from "educare" sees it as the rearing and bringing up of children through character training and discipline so that they live up to some standards set by the society"* on the other hand those who believe that

education is from “educere” translated as “to lead out” sees it as involving “*the provision of conditions that will help bring out the best in the child. The second definition is suitable for this study because it lays emphases on the acquisition and utilization of basic skills*”.

#### ▪ **Primary schools**

Hornby (2010:1162), sees the word primary as “first” or “basic” and school is “a place where children go to be educated” Mevel et al (1996:596), defines a school as “*un établissement ou l'on dispense un enseignement collectif de connaissances générales ou de connaissances particulières*” a primary school can therefore be seen as a basic institution of formal education where children are being prepared to start and continue the educational processes as to become actors in the development of the society.

#### ▪ **Pedagogy**

Abah (2000:15), sees pedagogy as “*the science and art of teaching and learning*” Yongho (2007:02), defines pedagogy as “*the science that attempts to apply ideas and principles developed in education—related disciplines in helping people to improve their performance as teachers*” Tchome (1997:20), defines pedagogy as “*the methods and principles of teaching*” the above mentioned definitions are very useful to this study because they stress on methods of teaching learning processes.

#### ▪ **Teaching**

La Francoise (1998), in Tambo (2003:09) sees teaching as “*the process of acquiring, storing and usage of knowledge correctly wherever and whenever necessary*”. Hornby (2010:845), defines learning as the process of imparting knowledge, skills attitudes and values” Bidwell (1973), in Yongho (2007:68), defines teaching “*as... someone in the role of a teacher and someone in the role of a learner with the explicit goal of changing one or more of the learner’s cognitive stage.... or affective state, his attitude values or motives*”.

The second definition of Bidwell is useful in the framework of this study because it stresses on the interaction between the teacher and the learner in the teaching –learning process.

#### ▪ **Learning**

Abah (2003:53), sees teaching as “*the process of acquiring, storing and usage of knowledge correctly wherever and whenever necessary*”. Hornby (2010:845), defines learning as “*the*

*process of gaining knowledge and skills from experience from being taught*”Farrant, J.S. (2000:107), defines learning as *“the process by which we acquire and retain attitudes, knowledge and understanding, skills and capacities that cannot be attributed to inherit behavior patterns or physical growth”*.The above definitions are suitable in the context of this study because acquisition and utilization of knowledge in the process of education.

- **Administration**

Mbua (2003:02) sees administration as both science and an art “those who see administration as art believe that *“administration belongs to those who have natural gifts, traits or abilities for it (as painting, drawing etc.)”*. Those who see administration as a “science view it as having a bearing with technology- that is a matter of applying administrative problems”.

Administration can be defined as *“the careful and systematic organization and use of human, financial and material resources for the achievement of the specific objectives of a given organization”*.

Fonkeng and Tamajong (2009:01), define administration as the *“process of coordinating the activities of the organization by means of establishing aims and policies while assuring that measures are taken towards their achievements”*.

Farrant, J.S. (2000:254), defines administration as the *“process by which national educational systems are maintained and controlled according to policies laid down by the governing bodies”*

These definitions fit well in this study because they deal with school a process which has effects on teachers’ efficiency.

- **Repetition**

*“Repetition is the art of doing, making two or more things many times”* (Hornby, 2010:524), Repetition here is a situation where pupils spent more than the required duration in class or in the school as a whole. According to Mevel et al (1996:1592), repetition is seen as *“fait de redoubles uneclasse”*. All these definitions are relevant to our study because they remind us of the fact that repetition is when a person spends more than the required time in one class in a school setting.

- **Evaluation**

Stufflebeam et al. (1971), in Mehrens and Lehmann (1991:4) see evaluation as *“the process of delineating, obtaining and providing useful information for judging decisions*

*alternatives*” Tambo, (2003:208), as the “*the interpretation of marks or scores produced by the assessment process. It means making judgments about the performances of the student based on the information obtained from assessment*” for the American Evaluation Association (2010), “*evaluation involves assessing the strengths and weaknesses of programs, policies, personnel’s, products and organizations to improve their effectiveness*” only the first two definitions are relevant to the context of this study because they fit evaluation within the context of teaching and learning process.

#### ▪ **Curriculum**

According to Ochs (1974), in UNESCO (1972:6), Curriculum designates equally “*a program for a given subject matter for an entire study cycle or the whole programme of different subjects for the entire cycle or even the range of the cycles*”. Caswell and Campbell (1935), In Tambo (2003:104) defines curriculum as “*all experience that pupils have under the guidance of the school*” Wilson and Cuban (2007), say Curriculum is all planned learning for which the school is responsible...., it is those subjects that are most useful for living in contemporary society”. The first definition given by UNESCO is relevant to this study because it is more specific to our area of interest.

#### ▪ **Promotion**

Promotion is “*a progressive passing from one level of class to another in education*”. This is largely based on formative and summative Evaluation (UNICEF: 2001). Formative Evaluation is more integrated in the process of teaching/learning mainly concerned with feedback while summative Evaluation is concerned with the overall attainment of educational objectives.

#### ▪ **Collective Promotion**

This is promotion that is not based on performance of pupils but rather a policy upon which children change from an inferior class to a superior class irrespective of the child’s average score. Some pilots’ schools have been used in the country especially in Bui Division.

According to the Educational Forum of February 2006 No. 0315/1B/146/MINDUB, “*collective promotion means the movement of pupils within the same level and not across the levels*”. This means that pupils can only be promoted from class one to two since they are the of the same level (1) class three to four level (2) and from five to six level (3). For a child to

be promoted from class two to three the child needs to succeed or acquire competences for the first level before moving to level (2).

- **Efficiency**

The concept of efficiency as applied to educational achievements combines both quantitative and qualitative variables and relates inputs to outputs. To the financial inputs must be added the man power of the administrators and teachers, buildings and educational materials and of course pupils. The output of an educational system is mainly concerned with the cognitive achievements and attitudes of the same pupils some years later. One of the indicators of internal efficiency according to Mark Bray (1981) is the *“progress through the system. A second indicator is provided by the success rate in final Examinations”*.

- **Motivation**

Motivation according to Cecco and Crawford (1972:137) refers to *“those factors which increase and decrease the vigor of an individual’s activity”*. In the same way Velez (2008) emphasizes that: *“motivation is the characteristic that is required in order to achieve anything in life.”* For Vadja (2010), motivation is the *“psychological features that arose an organism to action towards a desired goal, [...].it is the driving force by which humans achieve their goals”* all the three definitions are relevant to this study because they all stress on those elements which could arouse and sustain the behavior of an individual to enable him achieve a given goal in life.

- **Competency – Based Approach**

Competency-based approach is teaching on the *“basis of competencies defined advance with respect to existing programmes and requirements of a general system of evaluation and certification”*. Broadly speaking, a competence is a manner of reacting efficiently and effectively in a complex situation using elementary knowledge. Perrenoud p. *“construire des competences dès l’école, ESF, 1997, in Aider les Elèves d’Apprendre \*\*\*\*8 Vecchi, Hachette (2000).It is a coordinated group of knowledge, Know-how and skill displayed in a given situation. All these definitions are very relevant since it needs to be competent in any case before being able to handle life situations.*

- **New Pedagogic Approach (NPA)**

New Pedagogic Approach can be defined as a *“process, which places the child at the center of teaching/learning by appealing to his reasoning within the framework of classroom*

*problem solving situation*". This is simply placed under the principle of inferential thinking. This approach really helps in the development of the child which helps him to acquire his life competences.

- **Profession**

According to Wikipedia the free online Encyclopedia "*a profession is a vocation founded upon specialized educational training. The purpose of which is to supply objective counsel and service to others, for a direct and definite compensation wholly apart from expectation of other business again*".

As to the Encyclopedia Britannica (Merriam Webster), "*a profession could equally be a type of job that requires special education, training, or skill done or given by a person who works in a particular profession*". Based on total profession.com "a profession could be something a little more than a job. It is a career for some pupils that want to be part of society who becomes competent in their chosen sector through their training maintains their skills through continuing professional development and commit to behaving ethically to protect the interest of the public.

- **Measurement**

Mehran's and Lehmann(1991:4), says "*measurement can refer to both the score obtained and the process used*". it is the assigning of numbers to things according to the rules Gene and Julian (1970:7) Tambo(2003:207), measurement refers to the process of developing, administering and making test and other assessment instruments .Bob(2011) says "*measurement refers to the process by which the attributes or dimension of some physical objects are determined*". The attributes or dimension of some physical objects are determined the first, two definitions are relevant to our story because they consider measurement as a test making process.

## **Conclusion**

In any society, the degree of success depends on the level of competence a child achieves at the primary school. This is so because the primary school is the foundation of each and every one's future life or activity.If this background is solid, there will be wastage on the individual and the society as a whole.

This chapter has shown the research problem, the research questions, the hypothesis, the objectives, and the significance of the study, the delimitation of the study and the definition of

some key concepts. The research hypothesis will be used to establish the relationships that exist between the independent and the dependent variables after the collection and the analysis of data.

### **DETAILED PLAN OF THE THESIS ( PRESENTATION OF CHAPTERS)**

This work is divided into three chapters

- Chapter one deals with the review of literature related to the problem of study.
- Chapter two deals with data analysis
- Chapter three deals with the findings and results of findings.
- General conclusion.



## CHAPTER ONE

### LITERATURE REVIEW

#### 1.0 Introduction

This work is entitled as “*collective promotion of pupils and teacher’s efficiency*”. In this chapter we are going to examine relevant literature that has been established as far as collective promotion of pupils in the primary school is concerned. As well as teachers’ efficiency in the primary school. Mention is also made about wastage of the state’s scarce resources that is human, financial and material resources.

Collective promotion had been a source of concern in the world at large and in Cameroon in particular. This is so because pupils upon graduation from the primary schools are unable to apply the knowledge acquired in their daily life activities or in further education. This indicates that there is a serious wastage of the government and private individuals scarce resources, as these resources would have been used to enhance the other sectors of the economy.

Victoria, L (2000:1), states that “*the results obtained by a school are as a result of their efforts if their desire is to have different results and improve achievements, they must measure and then change the processes to create the results needed*”. This is so because for collective promotion to be effective teachers on their part need to be very efficient in carrying out their duties as teachers in the classroom. Teachers should understand that no two individuals are the same and should model their teaching to suit even the slow learners. This has given a lot of keen attention to researchers who have written enough literature concerning collective promotion.

#### 1.1 Historical Foundation of Education in Cameroon

Education and its practice can be regarded as one of the oldest forms of human activities in the world and Cameroon in particular. 1884 saw the emergence of formal education in Cameroon. Joseph Merrick set up the first primary school in coastal region .Alfred Saker of the London Baptist Missionary later joined him in the struggle. This saw the creation of many schools much later in the interior. Mathematics, English and Writing were the main subjects taught mainly in English. The German Missionary Bodies later came and

took over the formal schools controlled by the London Baptist Missionary Society based on the Germano-Duala Treaty of 12<sup>th</sup> July 1884. The language of instruction changed from English to German and many more schools were created. 1916 saw the end of German education when they were defeated by the British and French forces. Cameroon was fragmented to the east and west Cameroon by these two European powers and was ruled as mandated territories of the League of Nations. In 1960 the territories became independent and the French system was unique in the French Cameroon and the Anglo-Saxon system was operating in the British Southern Cameroons with primary school duration of 6 years and seven years respectively. In 1972, the two system of education were merged to become a bilingual system. The duration of primary education had been harmonized for the two sub-systems to 6years by the education law of 1998.

It should be noted here that with the merging of the two sub-systems of education in Cameroon there was still some degree of confidence in the internal school policies. The government drew up 5 and 10years plans. Change was expressed in such things as national conferences on educational objectives syllabus revision, measure curriculum project and developmental mood of optimism for it held a key role in implementing this plans. Thus enabling teachers' to be more committed in discharging their duties. This has led to falling standards of education seen from the graduates they send out at the end of 6years of studies who are unable to apply the knowledge transmitted to them by their teachers.

## **1.2 Organigram of the Ministry of Basic Education**

This piece of work is concerned with collective promotion of pupils in the primary schools and teachers efficiency. All these factors fall under the Ministry of Basic Education which is divided into central and external units'. The minister is at the head of the Ministry of Basic Education assisted by technical advisers. There is a Secretary General and a general inspectorate of services and General inspectorate of teaching. The central administration is headed by the secretary general and comprises of many services like the Inspectorate of Nursery and Primary education, the bureau of Human Resources, the Bureau of Financial Management and the Department of Planification and Project Cooperation. The external services of the Ministry of Basic Education are the Regional and the Divisional delegates. Inspectorates are found in the sub-divisions headed by inspectors, the nursery and the primary schools headed by the head teachers who are under the inspectorate (see appendix).

### 1.3 Teaching Approaches and Teachers' Efficiency

In a normal school system, for effective and efficient teaching/learning to take place, teachers' method plays a major role. A teacher in each level in primary school should master the children's abilities and should carefully chose methods of teaching/learning that suits his/her pupils' ages and competences.

*"[.....] If students have completed the school they ought to show proof of what they have learned but if they cannot show proof or behave like people who have gone to school, then the school has not passed through them. No change has occurred in their behavior"* (Tanyi, 2009:08)

This shows that for students to portray a change in behavior after completing the primary school. The teachers on their part most apply these approaches in order to make sure that the pupils can acquire the knowledge and to use this knowledge to solve daily life problems. If the child is unable to do this it therefore mean that something happened along the way to disturb him. In this light some writers stressed. That *"Training and learning should start when a child reaches appropriate level of maturity"* which implies that the child should be ready for an activity. Teachers and parents should see to it that a child attains certain maturity level before certain learning skills are introduced to the child. If training and learning are forced prior to the definite maturity level, the time and efforts will be wasted and will not yield good results.

This shows that even if the teacher uses all the teaching approaches without the child attaining the age of reasoning no competences will be developed as the child needs to reach a certain age before he can reason and understand what the teacher teaches in class. The continuous absence of teachers' from the classroom leaves children by themselves in the class. These teachers only come to class when there is an inspection. After the inspection tour they leave their classes for other businesses. The children are left on their own in class. Even when he finally come to class, it is to orientate children towards examinations. What the children would have learned has not been learned so they end up graduating with good results

meanwhile nothing has been learned and they carry these problems to higher schools and finally graduate with little or nothing achieved.

In 1995, the national forum on education strongly recommended “*the insertion of local knowledge and practices in the school curriculum to make education system more relevant to learners*”

Here the school curriculum should be made in such a way that instead of teaching Mathematics, English language, History, Geography children should be taught skills like agriculture, animal husbandry, poultry, bricklaying etc. All these can help children whose competences cannot be developed in the general education to learn a trade that can help them in their daily lives since all human beings are never the same. This is why Belinga, (2005:67), underlines that

*L’enseignant transmetteur se préoccupe toujours de la transmission des connaissances déjà constituées des livres. Ce modèle de formation se livre habituellement avec un accent particulier mis sur la maîtrise de contenus à enseigner. C’est un modèle de formation axée essentiellement sur les contenus et non sur l’apprenant en même temps la composante didactique brille par son absence. L’élève est considéré comme une banque de données, un réservoir. Le rôle de l’apprenant dans ces cas consiste à recevoir, à assimiler et à reproduire fidèlement ce que l’enseignant a transmis*

In this case the teacher teaches as the preacher preaches on the pulpit. He is the master of the class, and is the lone speaker. Children do not even ask questions. They only sit and listen to him. Nothing in this case can be learned. Learning can only take place when the children participate fully in class. Learning should be child-centered and not teacher-centered; this at the end of the day will make children to be moving to other classes without achieving any knowledge or competences. Children tend to reproduce what the teacher taught them rather than using what their teachers taught, to create additional knowledge (creativity). For this reason, Darling-Hammond (1984-1985) argued that

*teachers like traditional professional should not be generalists, amateurs, dilettantes but experts... efforts to upgrade credential requirements such as tightening the entry level standards for new teachers will not help only to ensure that teachers possess expertise in the body of knowledge they will teach but will also increase their commitment to professional careers.*

When an individual is qualified and gain admission into a professional school out of love for that profession he/she upon graduation is committed in discharging those skills in teaching/learning process. Collins (1979) observes that “*it is illegal to practice most professions without a license*” this is so because teachers who are not efficient in carrying out

their duties do not teach with passion. Since, they just want a way of earning a living and not viewing it as a vocation for them. Thus efficient teachers *“most of the times define their objectives clearly and realistically and inform pupils of these objectives in such a way that they see why they should be interested in working to achieve these objectives.”* Tambo (2003:107)

This is quite true because when the objectives of a classroom are well defined and stated teaching becomes less boring the teacher is self-motivated to teach and there is proper use of financial, human and material scarce resources. It is obvious that:

*[...] examinations are a kind of stock taking and have been found essential to educational activities and institutions because they are keys to progress: Promotion, improvement and confidence. It is realized that examinations are for several reasons; increasing the motivation of learners namely; predictions of individual’s potentials, diagnose of teaching and certification, classification, and compares with other learners”. (Amin, 1999:27)*

This shows that through the assessment of class work the teacher must be able to know whether he or she has attended his objectives. When assessment is not properly done, it will be difficult for teachers to make decisions as far as placement of pupils is concerned, the prediction of individuals diagnosis in teaching, comparison of learners and even certification will be done on erroneous bases. In most cases children will fail when they were not supposed to fail. Teacher assessment disability render the educational system boring, less motivating, frustrating and discouraging for pupils. This shows that the primary school system of education does not have the required quality that is expected of it. This is why, *“Goals directed behaviors, energy and efforts, initiation and persistence, cognitive processing and enforcement-motivation often lead to improved performance [...] conversely, and students who are less motivated are at a high risk of dropping out from school”* (Hardre and Reeve 2001, in Tanyi: 2009)

It is factual that when children are not interested in lessons due to teachers methods they move from one level to the next without developing any competences. This leads to wastage of financial, human and material resources of both public and private individuals. Children need to be motivated especially by the teachers for learning to take place in them. In this same vein,

*Pupils will be motivated if they are helped to maintain the proper balance between successful and unsuccessful experience. This means that teaching method should as much as possible be adapted to pupils intellectual*

*abilities. When this is done, pupils will have the opportunity to progress gradually from where they are expected to be. In so doing they will experience success most of the time, this experience of success is motivating* (Tambo; 2003:117).

Here methods where positive educational outcomes can be obtained are being proposed. Here learning materials are related to learning abilities. Good learning materials will produce a positive outcome in children.

Many measures have been put in place to achieve the government policy of collective promotion in the primary schools. MINEDUC: Education Project II, (2001) brought forward the New Pedagogic Approach (NPA) and the Competency Based Approach (CBA). Also Compensatory Teaching was equally introduced. Competency Based Approach is teaching on the basis of competencies defined in advance with respect to program and the requirements of a general system of evaluation and certification. Broadly speaking, competence is a manner of reaching efficiently and effectively in a complex situation using elementary knowledge. Fonkeng E. G. (unpublished work 2014). This refers to how one is able to develop his competencies from the available program and materials at his disposal at a particular point in time. The various competencies acquired enables a person to be given a certificate of what he is able to do or what he has acquired at the stipulated time.

The National Forum on Education in Cameroon (1995) came up with the New Pedagogic Approach. During this forum it was discovered that Educational Standards are seriously falling in Cameroon and there was the need to re-dynamize education and there was the promulgation on the 14<sup>th</sup> April 1998, of the law on educational orientation. With the assistance of Project d'appui au systeme educative camerounaise (PASECA), new teaching program have been introduced in Teacher Training Colleges (ENIEG) as well as Francophone and Anglophone primary schools conceived by the Inspector General for Pedagogy and Primary and Nursery and Teacher Education.

All these were efforts made by the Cameroon government to develop the child mentally and physically, civic and morally and to integrate the child in the society taking into consideration the economic, socio-cultural, political and moral factors. This leads to the introduction of the New Pedagogic Approach (in 2002, pg 4). This approach is revealed as a powerful means of improving the quality of the education and school output. This is defined as *“a process which places the child at the center of teaching/learning by appealing to his*

*reasoning within the framework of classroom problem-solving situation*". Fonkeng, E. G. (unpublished work, 2014) teachers' who uses the New Pedagogic Approach in the transmission of knowledge in their classrooms very well are bound to succeed. The learners is being guided, motivated and orientated by the teacher. This provokes learning as they want to come out with the best at each stage. This makes collective promotion to be a success as knowledge acquisition is being facilitated by the teachers and even parents back home needs to provoke learning in their children through a close follow up of their work back at home and communicating to their teachers and teachers should in turn communicate to their parents on the children's successes and failures

### **1.3.1 Class management and teachers' efficiency**

The ineffectiveness of a school system can also be seen in terms of teachers' inability to manage his/her class. In most classes children form cliques or peer groups to oppose institutional authority. "[...] *within the peer groups of the class, there may be today not simply sub-groups representing constellations around starred pupils and deviate or 'delinquents' sub-groups who seek to oppose all forms of authority [...]*". (Morrish;1978:250). These deviant elements in classroom will normally pose a problem in the teaching/learning process in the school setting. This should certainly mar up the academic performances of pupils. It is for this reason that the teacher has to be very tactful in the class.

*la gestion des classes est l'une des exigences pédagogiques et didactique inéluctable pendant la formation des élèves. Tout enseignant doit le succès à ses apprenants grâce a une bonne gestion de la classe. [...] le résultat ou le succès académiques des élèves dépend de la manière dont leurs classes ont été gérées par les formateurs. Tout succès scolaire dépendra toujours des conditions indispensables d'ordres et d'effort personnel qui caractérisent toute situation d'apprentissage (Belinga 2005 :87).*

A teacher needs to receive the basic skills of knowledge transmission from an authorized school. Teachers who have not been trained lacks managerial skills in the classroom. So pupils tend to behave the way they do simply because he has no skills to tackle such problems. On the contrary teachers who are trained manage their classes well and this leads to both internal and external efficiency in the academic milieu. Still in class room management, Banner et al. (2002:11) points out that

*Un enseignant peut marquer des certaines qualités essentielles et accomplir tout de même un travail bénéfique, mais enseigner sans autorité ce n'est plus enseigner. Faut de dominer le groupe d'individus qui composent sa classe ; tout l'éruption du professeur, toute l'attention qu'il porte aux efforts de ses élèves resteront en effets stériles*

The teacher needs to show prove of authority in order to maintain classroom management ,From the first day the teacher enters the class his authority is seen ,This does not mean that the teacher should enter the classroom with a whip which he beats the children. He needs to impose himself to the children from the way she talks, walks into the class, presents his/her lessons etc all these will tell the children how to behave in the class which seriously affects the acquisition of knowledge from the said teacher. In order to maintain discipline in class; the teacher should know that *“le probleme de la discipline estessentielle a la vie de tout home. La discipline a toujours été au centre de toute comportement et des activités de l'homme dans la société”* (Belinga, 2005:91). For this reason the teacher needs to maintain discipline in class as such cases must always be found in the classroom. Banner et al. (2002) continue to stress that,

*la discipline fait partie de l'ordre [...], la discipline concerne le professeur autant que les élevés [...] il n y a pas l'ordre sans l'autorité. Autoriteestunemoyenne de créerpuis de faire reignerl'ordre et la discipline durant les cours”* Morrish (1978:219) points out that *“a school in which there are no rules and no punishment or coercive sanction is certainly not preparing the pupils for the sort of society in which she will participate and to which he will in the same way have to answer for his action*

discipline here is very important in the process of teaching and learning. An undisciplined pupil has the tendency of not following up his lessons very well. At the end of the day he comes with poor results, and in most cases teachers are blamed for such poor results as lack of discipline means failure of the teacher in carrying out his functions very well. The end results is massive failure in school examination and pupils are move from one level to the next in the name of reduced rates of repetition.

The inability of the teacher in managing his classroom depends largely on the type of training the teacher received in the Teacher Training College this is why Amin (1995:52) underlines that



*teachers training budget has reduced immensely with the crises and yet Teachers' Training Colleges and teachers form the basis of quality learning in any educational system. This means that when Teachers' Training Colleges are not well financed, the trainers find it difficult giving the right training to teachers since they don't have the materials to use in training them. Such teachers take their time looking for part time jobs that will pay them more than what they receive.*

This leaves the pupil-teacher with little or no knowledge as no attention is being given to them in the course of training.

Poverty can also contribute to children being promoted indiscriminately. The poor find it very difficult for their children to repeat classes. This is because repetition will mean an additional year and additional expenditure which they cannot afford for. Also some parents are very unwilling to invest in pupils' education; this will mean that they need to sacrifice their resources which could have been used in other areas. Tambo, (2003:284) noted that

*a student may drop out of school for many reasons this include lack of financial resources, [...], delinquency, poor teaching pregnancy and ill health. Here most children from poor homes are often sent away from school fees and the tendency will be for them to move from one class to another so as to finish quickly and avoid cost even though not achieving anything concrete.*

Nsamenang in (Leblanc, 1998) observes that “*committed teachers must do their best to keep on top of their field, reaching sources inside and outside of their area of expertise and being at the leading edge as sure as possible*”. The classroom teacher teaches and learns at the same time. Teaching and learning are processes in education that need some degree of efficiency. A teacher must update his knowledge by being a continuous reader in his quest for knowledge. This is true because a teacher who stops to read should stop teaching. Quality inputs (teachers) into school systems guarantee quality output (intelligent pupils) out of the system.

Encyclopedia of education (1971) emphasized that “*increased class size and population explosion of in schools is a matter that requires urgent and adequate attention. The increase in class size may have a terrible implication for teachers' productivity*”. This is particularly so because with large class management it becomes difficult for teachers to enforce discipline on their learners, quality and quantity of facilities or equipment available to teachers, students for teaching/learning processes may be affected and this may in turn jeopardize teachers' productivity and pupils academic performance. Olonisakin (2002) further discovered that “*the larger the school and the class size the lesser the teachers productivity*”Obuyan's(1971)

point of view “*as the enrolment in schools is growing there is therefore a need to establish schools within schools where by a larger school is being divided into smaller ones for effective administration and effective teaching/learning*”.Fakunle (2010) further maintains that “*adequate facilities and financial assistance should be provided to such schools so that teachers could perform their jobs well*”. Most writers’ belief that class management has a very strong influence on the efficiency of a teacher. Large class sizes mars the teachers productivity and children end up not acquiring competences transmitted to them by their teachers. The teacher keeps on trying to maintain discipline in class with little or no knowledge acquired. This is in no small way continuous to lower educational standards in the country. So teachers should learn to use their managerial skills very well so as to influence learning on children.Bosch (1999) states

*contrary to popular belief, classroom management is not a gift bestowed upon some teachers’. While it is true that some teachers’ adapt to classroom management technique, making it look to their colleagues like they possess some innate talent, classroom management is a skill that like any other and most importantly, a skill that like any other must be practiced to achieve proficiency” (p.3).*

A teacher in a training school needs to learn how to manage a class. It does not necessarily mean that a difficult class is a large one but some smaller classes can be very difficult to manage. The teacher needs to use the appropriate techniques to handle his class so that children can acquire the necessary knowledge for each level such that collective promotion should not be a bad phenomenon. For all this to happen the teacher needs to prove his efficiency as a trained teacher. Marzano (2007) supports by saying that “*the physical management of the classroom is very important since it is said to communicate the teachers’ approach to managing instructions and learning. This arrangement includes seating, furniture, object placement, learning centers technology and equipment required for a class, as well as decoration*”.A well-arranged class is a conducive atmosphere for learning. A teacher who arranges his class well facilitates learning and this is also seen in how efficient the teacher can arrange his class to make it a learning environment.

According to Cooper (1967) “*the teacher can properly manage the classroom by modifying studied behaviour. This approach (Behaviour Modification) originates from behavioral psychologist such as Sigmund Freud and Abraham Maslow*”. A psychologist can change some one’s behaviour through: orientation, counseling, engaging the person to task. This can enable children to change their attitudes towards work and they tend to concentrate in class work leading to the acquisition of knowledge which is competency development.

This enables them to fit well in society. Ndongko (1989) supports that “*the poor performance of students today can be attributed to lack of discipline in secondary schools*” in an institution where there is no discipline the end result are always too poor. When there is discipline pupils’ and teachers’ follow up their work very well. The teacher becomes very determined to teach his pupils’ and the pupils on their part are ready to learn. When all these are put together collective promotion becomes the most efficient tool in academics. This is so because students are able to acquire the various competences set aside at each stage. The end result is the acquisition of knowledge, success in end of course examinations and pupils are able to face life challenges squarely.

One component of effective teaching/learning sufficiently supported by literature is classroom management (McNergney&McNergney, 2007). Classroom management is an issue that has received less attention but is nevertheless a concern for educators. Research over the past few decades has consistently indicated that new teachers feel unprepared when it comes to classroom management skills (Merrett&Wheldall, 1993) and that they are often unprepared to function successfully in today’s classrooms with regard to managing administrative tasks, curriculum, and behavior problems (Allen &Blackston, 2003; Bauman & Del Rio, 2006; Kirkpatrick, Lincoln, & Morrow, 2006; Public Agenda, 2004; Thompson & Walter, 1998). Also, it is a well established fact that student misbehavior is a factor in teacher burnout and the decision of novice teachers to leave the profession (Public Agenda, 2004). It seems therefore that the need for successful classroom management skills has not diminished during a time when school reform has put the spotlight on effective learning.

McNergney and McNergney (2007), defines classroom management as “*collective ability of teachers, students, administrators, school boards, and even the police and the courts to establish a common framework for social and academic interactions*”. To Cooper (1967), it can be defined as what the teacher does to establish and maintain conditions that facilitates effective and efficient teaching and learning. Oliver referred to a definition on classroom management which was presented by Emmer and Stought (2002) as any action a teacher takes to create an environment that supports and facilitates both academic and socio-emotional learning. In the past, the term classroom management could be defined as a way to ensure students complied with teacher demands (Spring, 2005). Kohn (1999) believes it was teacher directed and driven by negative beliefs about students. Today, these definitions can be synthesized to mean a comprehensive term used to describe the encapsulation of actions

and strategies that teachers implement to involve students in learning, how efficiently they use instructional time, provide optimal learning experiences, maintain safe and orderly environments, control student behavior, and form cohesive learning relationships (Emmer, Evertson&Worsham, 2003; Miller & Pedro, 2006; Kohn, 1999).

A narrow view of classroom management sees it primarily as discipline and management of student behavior. However, successful teaching requires more than controlling student behavior. According to Evertson and Harris (1999), “ the meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers’ actions in orchestrating supportive learning environments and building community” (P. 60). Brophy (1999) echoed those sentiments when he stated that “the most successful teachers approach management as a process of establishing and maintaining effective learning environments” (P. 44). Larrivee (2005) equally noted that “classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning” (P. 6). Despite an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control student behavior, there is still an overall impression that classroom management is primarily about “discipline”. Following the above presentation, it is obvious that classroom management has two distinct objectives: it does not only seek to establish and sustain an orderly environment for students to be engaged in meaningful learning, it also aims to enhance students’ social and moral growth.

The essence of classroom management to meaningful learning seems to be made clear enough by literature. The conditions of the classroom play their part in the effectiveness of the teaching/learning situation; every teacher must realize that the classroom environment will influence the type of learning that occurs in that room (Wiles & Bondi, 2007); every teacher is confronted with the challenge of classroom management and the action a teacher takes in a given situation could be the difference between effective teaching and chaos (Marzano, 2007:1). In a 2006 survey of 12<sup>th</sup> grade teachers conducted by the American Psychological Association (APA), teachers identified help with classroom management and instructional skills as their top need. In fact, Wang, Haertel, and Walberg (1993/94, as cited in Boynton & Boynton, 2005) reviewed “11,000 pieces of research that spanned 50 years” and discovered that the most important factor affecting student learning was classroom

management (P. 3). Research conducted by Jackson (1968, as cited in Emmer & Stough, 2002) revealed that increased attention on complex classroom settings and pedagogic knowledge combined with teaching goals, procedures and strategies contributed to effective classroom management and learning. In his research, Jackson purports that management is a combination of various classroom dynamics which include multidimensional events and people; numerous tasks occurring simultaneously; immediate, fast-paced events that limit reflections; unpredictable outcomes and events; awareness of behaviors witnessed by all students; and past and future actions.

To complement Jackson's research findings, Jones (1996, as cited in Emmer & Stough, 2002) believe that five basic views of comprehensive classroom management exist. Jones believes that in order to maintain learning environment and to control behaviors, teachers must understand current research in classroom management, create positive relationships among and between students, be familiar with instructional methods that facilitates learning for students in various levels, have knowledge about organizational management to maintain on-task behavior, and be familiar with counseling methods that assist students with chronic behavior problems. Both studies on classroom management components are very imperative and may be connected to ensure effective learning amongst students. However, not all teachers have the knowledge and skills they need to effectively manage classrooms. Bosch (1999) states:

*contrary to popular belief, classroom management is not a gift bestowed upon some teachers. While it is true that some teachers adapt to classroom management techniques, making it look to their colleagues like they possess some innate talent, classroom management is a skill, a skill that can be taught like any other, and most importantly, a skill that like any other must be practiced to achieve proficiency (P. 3).*

Sergiovanni (2002) identifies teachers' roles as manager, executive, mediator, and leader. The manager teacher executes highly structured learning environments that seek to manage student behaviors. The executive role requires teachers to be aware of current research practices and to make critical decisions about instruction, assignments, and subject matter. The mediator role entails that teachers should perform interactive teaching that allows students to link previous knowledge to new constructs, and the leader role requires teachers to model the importance of the subject matter and focus on key concepts that explain why and how content is being studied. Teachers who adopt these four roles are well structured, are aware of current research practices that promote learning, help students make sense of learning, and personally care about and appreciate learning (Sergiovanni, 2002). Some

researchers have also found that many novice and veteran teachers admit of lacking effective classroom management skills and student motivation tactics that endorse learning (Darling-Hammond, 2003). Kohn (1999) and Cameron and Sheppard (2006) believe that effective classroom management is crucial to teaching, learning, and student achievement. Their research indicates that teachers who are unable to command student attention and involvement in wide range of instructional activities are teaching ineffective and as such, learning would be ineffective. Boynton (2005) support this view as he believes that ineffective classroom management skills can waste instructional time, reduce time-on-task, and interrupt learning environments. In order to render teaching/learning effective, Darling-Hammond (2003) purports that teachers must be well prepared and properly trained in classroom dynamics, such as classroom management and pedagogy, to strongly influence student learning. Besides, Armstrong (2006) believes that teachers have a very strong influence on classroom dynamics, but he also believes that well managed classrooms with student-centered goals contribute to developing holistic educational environments that promote effective learning. However, not all teachers are equipped with appropriate strategies to manage diverse classrooms or build holistic cultures conducive to improve on students' learning. Glasser (1998) equally concurs that more and more teachers believe they are not to be blame for poor school discipline, habitual classroom disruptions, and ineffective learning. He also purports that teachers increasingly blame students for their behavior and that students choose to be disruptive, but Kohn (2009) believes that many teachers fail to recognize the possibility that their classroom management strategies may need to be evaluated instead of students' misbehavior. To support, Glasser, Kohn emphasizes on the point that many times, the teachers' corrective requests may need to be analyzed rather than continuing to find out why students do not comply with simple instructions. Analyzing discipline requests may compel teachers to focus on classroom management and personal practices.

However, classroom management is not all about managing behaviors. A critical component is the academic program and how it is delivered. The first criterion in managing student behavior is effective instruction. Effective teachers are good organizers of academic content and instruction and good classroom management minimizes disruptions and maximizes learning; the single commonest request for assistance from teachers is related to behavior and classroom management and the ability of teachers to organize classrooms and manage their students' behavior is critical to achieving positive educational results and teacher retention (Oliver, 2009:2). Effective classroom managers therefore require a thorough

mastery of their subject matters as well as a special set of classroom management skills to be effective in the classroom. When teachers demystify learning, achievement and behavior is improved. Examples of how to demystify learning include students establishing his or her learning goals, monitoring his or her own learning, involving students in developing classroom rules and procedures, and relating lessons to students' own lives and interests (Barbetta et al., 2005:17). Evertson & Harris (2006) state that, "are definition of management must address the interrelationship of management and instruction and how these relate to educational goals" (P. 1). They see the purpose of learning in three dimensions: (1) to foster academic growth and development, (2) to promote moral development through self-regulation and a sense of responsibility, and (3) to promote social interconnectedness (P. 3-5). They also noted that learner-centered classrooms are characterized by flexible room arrangements; varied social forums that allows for small and large-group work, and independent work; multiple sources of information; and effective use of time (P. 6-8). In classrooms like this, rules like 'raise your hand when you want to talk' does not matter, thus teachers are required to develop a management system that matches the learning activities that occur in their classrooms. They embrace an "approach to management [that shifts] from teacher direction and control to an emphasis on student engagement, self-regulation, and community responsibility with teacher guidance" (P. 8).

Additionally, to Marzano (2007), the physical management of the classroom is very important since it is said to communicate the teacher's approach to managing instruction and learning. This arrangement includes seating, furniture, object placement, learning centers, technology and equipment required for a class, as well as decorations. Classroom materials should however be organized ahead for use. The placement of chairs and desks can either facilitate or disturb the teaching/learning enterprise. In this regard, the writing board should be in a strategic position for all students to see. The establishment of a small set of rules and procedures is very relevant especially with regard to general classroom behavior, beginning and end of a lesson, transitions and interruptions, in the use of materials and equipment, group work and teacher/student activities. Besides, teachers should be able to interact with students on classroom rules and procedures which are very essential at the beginning of the school year. Marzano (2007) gave two ways of approaching this issue: by explaining rules and procedures that the teacher had outlined and allowing students to discuss them; and by developing all rules and procedures with the students. But teachers should ensure that rules and procedures are periodically reviewed and changes should be made where and when

necessary. On this note, Marzano (2007) concluded strongly that all classrooms, no matter how well behaved, need rules and procedures; and to provide for a good classroom management system, teachers should express (observe, follow, comply with the basic requirements). According to Brophy (1999), effective classroom management, when correctly applied, can work across all subject areas and all developmental grade levels; they can promote students' self-regulation, reduce incidence of misbehavior and increase learning.

### **1.3.3 Program Coverage (Curriculum) and teachers' efficiency**

According to Wilson, (1990) curriculum is

*anything and everything that reaches a lesson planned or otherwise. Humans are born learning, thus the learned curriculum actually encompasses a combination of all the below-the hidden null, written, political and societal etc... Since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school from the janitorial staff, the secretary the cafeteria workers, their peers as well as from the department, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imported to youths by those everyday conducts.*

If curriculum here is well exploited by the teacher, the pupils will not come out of school to be societal mis-fits. This is so because well trained teachers by the state and some private individuals take their time instead of transmitting knowledge to young Cameroonians to do the other activities which make them better off. This leaves pupils acquiring little or no knowledge. These pupils end up being a problem to themselves and the society as a whole despite the amount of money the state sacrifices to train these teachers who upon graduation abandon the children to themselves in the classroom. *Also Taba H. (1962), says*

*un curriculum est un plan d'apprentissage qui englobe les contenus, les méthodes, les moyens d'enseignement et d'apprentissage et les moyens, d'évaluation. Dans les années soixante, une tendance s'est développée pour considérer qu'un curriculum comprennent également les matériels d'illustration, les matériels destinés à marquer certaines expériences voire les moyens audio/visuel ou informatique nécessaire à réalisation du curriculum*

Here the curriculum guides the teacher to know what to teach, how to teach and whom to teach and how to evaluate his learners. It shows that for the children to meet up, the teacher needs to update his knowledge following the changes that are usually made in the curriculum. This is why it is said that a teacher who ceases to learn should stop to teach in class. This can only be effective when a teacher continues to learn. Pupils should understand well from well knowledgeable teacher than one with less knowledge and as such they are not frustrated upon moving from one level to the next. This greatly reduces the rate of repetition and children move from one level to another with ease.



A good planning of curriculum assures proper evaluation *“in measuring curriculum we are looking for it to align to content standards and grade level expectation: we would want to find evidence that there is a continuum of learning that is interesting and makes sense for the learners and that it is being implemented in every classroom”* (Victoria, L. 2008:02) For a teacher to exploit the curriculum well so that learning should take place in children, the curriculum needs to be well planned. It should follow the mental reasoning of children. What is taught in class three should not be given to a class one child. If this is done it will confuse them and nothing will be learned. Learning should take a progressive manner in order that knowledge should be well acquired by the children. Teachers are experts in the field so they can best follow the curriculum, not like those who sit in offices and draw up the curriculum for teachers without consulting them. If this is strictly followed knowledge will be acquired by the children. Also we can see that: *“Teaching is an interpersonal activity and has as its main objective to bring out learning and for the teacher to realize there is need for appropriate planning, organization and management”*(Tchombe,2011:283), curriculum well broken down into syllabuses, schemes and lessons facilitates effective teaching on the part of teachers and learning on the part of learners thus reducing repetition rate and vice versa. The teacher needs to prepare himself very well before transmitting his/her knowledge to his learners. An unprepared teacher makes his lessons boring and the children end up understanding little or nothing from what he has so far taught his pupils thus leading to poor academic performance. The teacher should facilitate learning in his children by preparing his lessons well and on time. This too will make work easier for him as he does not need to repeat things over and over in class. Tchombe (1997:135) further says *“a reflective teacher will encourage a participatory approach in class events. Methods should be made alive and should motivate pupils to join class activities”*. The materials given pupils should be well selected considering their ages and levels. What is meant for level three pupils should not be taught in levels one or two for effective learning cannot take place in this case. Again, teaching is not carried on as a pastor will preach in church.

#### **1.3.4 Administrative Processes and Teachers' efficiency**

An administrator who shares powers with his/her subordinates assures effectiveness in the teaching/learning process. Perry (1974), in Fonkeng and Tamajong (2009:39) observes that *“one of the biggest mistakes made in America and European schools has been the practice of copying the industrial and commercial management techniques freshly translated them to*

*schools and at times to a management pattern quite unrelated to professional education requirement*". This is true because, the policies of school administration are not necessarily the same to industrial administration though they have the same similarities. Class administration is concerned with the objectives of the class systems such as efficiency on the part of the teachers. When class policies are not carefully defined by experts in education, administrators and teachers find it difficult to implement leading to most teachers of not being efficient to their jobs thus leading to poor performance of pupils.

Furthermore, *"the head teacher is bound to manipulate the human and material resources at his disposal to steer the institutions towards the full achievements of its objectives"* (Fonkeng and Tamajong, 2009:43). When the head teacher in a given institution is aware of the individual talents of his staff members and the nature of the scarce material resources such as minimum package and the judicious use of it the "school climate " will greatly be improved. Understanding individual talents and assigning the staff members in their various areas of competence is of great value in the teaching /learning process. When the teacher is competent he is efficient and when he is efficient he is undoubtedly committed to his job. Also the efficient utilization of the school scarce resources by the head teacher gives the staff members some satisfaction and causes them to be more efficient and committed in the management of the pupils of various classes and the limited scarce resources.

When the school head commits his subordinate in decision making and delegating some powers to them they become conscious in performing their duties as professionals *"the head teacher can foster the acceptance of responsibility by sharing his authority. This is associated with leadership processes based upon team work, trust, participation in decision and similar descriptors compatible with these terms"* Ashour in (Fonkeng and Tamajong, 2009:91). When the teachers are given some of the functions to perform by the head teachers they will have that inner most joy and sense of belonging. All of these cause such a teacher to be efficient because he feels that his opinion counts in the decision making of the school. *" as educationist we are pre-occupied with the quality of education in Cameroon because the country is judged by the quality of youths it produces for continuity and not by its military might nor number of international conferences it host"* (Kwenti, 2013). This is true because education is generally considered as the foundation of any society that wants to build a great future for today and generations yet unborn. If teachers lay a weak foundation whatever efforts we are putting in will amount to waste of resources. If teachers are not efficient because they are "hungry" they will undoubtedly become ineffective in teaching thus a drop

in educational standards. This can prevent Cameroon from becoming an emergent country and its vision 2035 may end up in theory. We need conscious and quality teachers for quality education guaranteed by effective follow up by experts in this domain.

Furthermore, *“psychologically the teachers’ zeal to be identified with the school and the subject matter and the intention to maintain organizational membership and become involved in the job beyond personal interest enables him to be committed”* (Fraser et al. 1998). This is true because a young teacher who is beginning his career will put in more efforts in teaching to be identified and to belong to the family of teachers based on his output. At this stage the teacher is anxious to experiment the basic skills acquired during formation as a professional teacher. This zeal to work progressively increases with time Huberman, (1993), in Arul Lawrence further observes that: *“At the beginning of teacher’s career there is an early stage of committed to teaching associated with the choice of professional identity followed by a stage of experimentation and search for new challenges”*

An efficient teacher is a professional in his domain. The years spent in the acquisition of basic skills and knowledge is eventually put into practice for self-evaluation and self-esteem. Every teacher wishes to be identified as an excellent teacher especially in his early years into teaching. Here, the teacher in question systematically plans his lessons, matter it, search for suitable methods to present the lesson and establish the best method to evaluate his pupils.

All these are to enable him gain some recognition in the micro unit (school) and why not his class within the macro society in which he belongs. The teachers’ unenthusiastic nature with his profession to more distance and unlimited involvement reduces teachers’ willingness to reform classroom practices, engagement in whole school initiatives and levels of participation in extracurricular activities. A decrease in the efficiency levels during the course of the teaching career is also problematic to the retention of experienced teachers in classroom. Commitments to school learners are necessary for teachers to have the motivation to pursue changes in their career. Where the school fails to take care in the welfare of their teachers it affects the quality of education and thus the administration is considered ineffective.

If planning and organizations are the first essentials of effective teaching, then efficiency is a second choice. In fact the two are inseparable. If one is inefficient, he probably will not plan and if he does not plan, then his efficiency might well be questioned, thus the saying “failing to prepare is preparing to fail”. The efforts one puts in preparing lessons, assignments including comments on test reflect on one’s efficiency in the teaching/learning process. Some

teachers see teaching as a vocation and as such are devoted to their job despite all odds. Again, one of the most important signs of teachers' efficiency is his willingness to know his pupils as individual learners. Kennedy J.F in Raymond, B. Fox (1964), observes "*ask not what your country can do for you: ask what you can do for your country*". The teacher in his little corner should do everything to impart his knowledge to young Cameroonians who tomorrow will be able to help others rather than sit and complain everyday about the government not meeting their aspirations. A committed teacher equally plays the role of an administrator within the time he his teaching his pupils. It is but normal that a good class control guarantees efficient teaching and learning thus unavoidable reduces the high rate of repetition and collective promotion syndrome seen in primary schools today.

According to Fonkeng and Tamajong (2009)

*school administration can be considered as the control direction and management of matters affecting the life of school". (Luma, L.E. (1983) in Fonkeng and Tamajong (2009) also defines "school administration implies professional leadership and guidance. It is the skill of getting things done thoroughly by means of tactful utilization of available educational, human and material resources in the interest of the institution as a whole.*

The first definition of school administration considers administration as the control, direction and management of matters affecting the life of a school. This definition is in line with this work because where the head teacher controls directs and manages his staff very well teachers are committed in their work well, because there is somebody there who will inspect what they do in class. For this reason teachers will manage their curriculum well, evaluate and guides pupils to learn. Also a good administrator who is not too hard and not too soft enables his subordinates (teachers') to carry on their work very well and diligently. The teacher in his/her class should be able to manage the problems of his/her pupils so as to enhance teaching and learning in them.

NdivaMbua, (2003:320) says "*positive use of power is essential if an educational administrator is to effectively accomplish results through the efforts of others*". when this happens and children are promoted it will not be a waste to the state scarce resources An administrator who uses his power positively without suppressing his colleagues makes everyone to work in a relaxed atmosphere. Here the children' interest are taken into consideration. Power when wrongly used makes work very difficult. Teachers tend to look for other means of maintaining their post rather than teaching children given them (god fathers'). No school trains administrators especially in Cameroon given the present dispensation in Cameroon teachers who admire or are disgruntled with such working

conditions use any means to become administrators' as well leaving pupils at the mercy of nature. This makes collective promotion useless because children learn nothing. A leader is one who takes people somewhere and anywhere. Leaders should not be able to give orders and they must lead by action. A good head teacher must be one who is able to teach when need be and to demonstrate despite his tight schedule this encourages these teachers to teach well thereby making collective promotion good. This helps him to detect the problems of pupils for eventual solution and collective promotion will be a good one.

Farrant, J.S. (1988) says *"a good head teacher must possess high qualities of leadership because, like a general, he cannot win the battle by himself, but only by inspiring those with whom he serves"*. The head teacher needs to put his teachers to task. This is because if the school is left only in his hands good results cannot come out of the school. A primary school has six classes the head teacher needs not work alone in all these classes he has to always assist the teachers' in the various classes when need be. This however enhances good results in the school. This equally motivates parents and government since their aim is to achieve good results. Farrant J.S (1988) further says *"Assessment requires accurate information that cannot be gained by remaining remote and aloof"* when class teachers' are informed of evaluation beforehand, they take their time to touch every aspect they taught during the term or the sequence. A teacher who is not given time to prepare very well for evaluation makes it not up to date and it equally affects children's output. Head teachers must always inform teachers so as to give them time and space to prepare well depending on all what he taught his children. When the teacher is aware of these entire he prepares even the children's minds and they write well and collective promotion do not more become a problem.

### **1.3.5 Motivational strategies in Teaching-learning process**

Motivation is a salient aspect as far as job output is concerned. It is rather obvious that when the teacher is not motivated he puts in very little in transmitting knowledge to his pupils. When he is motivated he puts in his best and learners' competencies are being developed. For this reason the government of Cameroon is not unaware of this seen in decree No 85/1904 of 02/08/1985 revalorizing the salaries of Head teachers of private sectors of education, decree No 218/464/MINEDUC of July 24 2000 and decree No 2005/140 of April 25<sup>th</sup> on Minimum package are all deliberate attempts to improve on teachers conditions and course them to be committed, reduce repetition rate and collective promotion will be a story of the past. The government has also created Teacher Training Colleges in all Divisional Headquarters in the

Country to facilitate teaching/learning thus reducing the rate of repetition. The government had equally build classrooms, opened libraries and research allowances have been instituted.

It is based on this that CTQ (2011) observes that

*while business often focus on employee satisfaction, many schools often struggle to address critical working conditions- isolating teachers in the classrooms with closed doors, denying them the basic materials to do their job updating with non-essentials duties, providing them with the little inputs into the design and the organization of schools and offering little opportunity for career development and professional growth”.*

This shows that work climate of other business sectors are better than that of teachers. Apart from the fact that most teachers are poorly paid they do not have full access to the basic teaching materials. When the teachers are given the opportunity for further studies he/she will likely not be happy because he will not be able to attain the level of actualization as stipulated. This unsatisfaction can lead to stress thus endangering poor professional output thus, leading to collective promotion from one level to the other. Teacher-teacher, and teacher-hierarchy relation can also determine the working climate in schools and affect teachers’ professional output adversely in the classroom. This leads to poor academic results thus encouraging collective promotion.

*Teacher motivation naturally has to do with teachers’ attitude to work. It has to do with teachers desire to participate in the pedagogic process within the school environment. It has to do with teachers’ interest in pupils’ discipline and control, particularly in classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities which operate in the school”. “[...]. Classroom climate is important in teachers’ motivation. If a teacher experiences the classroom, as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning” (Ofoegbu 2009: 01).*

This motivation is seriously likened to working conditions. When teachers are poorly treated, they will certainly develop poor attitudes towards the teaching activity as they would consider it as suffering. Teachers will not be motivated to teach if they are not given appropriate teaching materials. When the relationship between teachers and the administration is not very cordial, the work environment will become chaotic. This will normally hinder the pedagogic processes in the school and increase the repetition rate of pupils.

When a teacher is adequately compensated, he/she is efficient in his work “*when professionals’ salaries and some benefits reflect their input throughout their career, they are efficient*”. SpanHubson and Sullivan (1995). The time taken by individual teachers to acquire

basic skills and attitudes to become professionals is usually very long so teachers' salary should be received from time to time make them more efficient.

The strength of any profession depends upon the efficiency of its members. Gaynor (1998) observes that "*locally determined incentives help to improve teachers' performance, especially in areas where teachers' salaries are low*". Bennell and Akyeapong (2006:24) confirm this as they observe that: "*the degree to which teachers' are accountable to their clients (pupils and students) and their managers (head teachers' and district and national level managers) has a powerful influence on teachers' motivation level*" when teachers' are motivated intrinsically and extrinsically, they are bound to produce positive results unlike teachers who lack this push". Motivation in this sense can be considered a push factor in teachers' efficiency. It should however, ever be noted here that motivation wrongly applied may discourage teachers' zeal to work leading inefficiency in teaching/learning situation. Teachers' effectiveness in teaching/learning is considered an important aspect more than any other factor in the school system. In spite of these realities the education community has not paid much attention on improving teachers' effectiveness on the recruitment, evaluation, development, placement and retention of highly effective teachers.

Bill and Melinda (2010:03) states "*instead of evaluating teachers' performance and treating them differently on those bases, teachers are uniformly and rewarded for longevity and degrees*". According to them compensation should be given to those who are performing well in the teaching profession rather than the number of years put in not backed by adequate output. This situation discourages hard work leading to teachers' ineffectiveness. When the teachers' pay package increases as well as output into the teaching field he becomes more and more devoted to his job and vice versa. Bill and Melinda (2010) further observe that "great teaching after all is multidimensional and should be viewed through multiple lenses". A good mastery and effective teaching entails proper measures to improve their practice and it is of great value to a classroom teacher. Effective teachers' can be rewarded through career advancement opportunities and financial incentives to enable them to be more efficient thus reducing the repetition and the idea of collective promotion.

"We no longer perform our duties well in the phase of these deplorable conditions. We want to be taken seriously by the government" (IPS\* News Agency, 2013). This is true because self esteem is one quality that human beings cherish a lot. When teachers feel they are not given due attention by the various stakeholders they turn to other avenues to make ends meet.

This makes them inefficient in the classroom as they now have a divided attention. Learners in this case turn to be the losers since much attention is not given to them by their teachers and there is little or no learning leading to high repetition rate thus the syndrome of collective promotion.

Halia et al (2002) states that “*teachers and head teachers practically develop on their own sense of worth to gain inner most satisfaction from achieving personal goals*”. The ability of an individual to work is not solely determined by the external forces but it is out of conviction for self-esteem in most cases. It should be noted here however that the teacher needs to experience personal satisfaction and reward for engaging in and contributing in whole school issues. Teachers should be conscious of their work just like the missionaries. The school here is seen as a micro unit that reflects the aspirations of the macro society and when teachers understand the fact that they builders of tomorrows society they will perform their duties with a lot of consciousness.

The government role in the education of Cameroonians cannot be over emphasized over the years, the government has taken measures to promote and ameliorate the situation of primary school teachers’ measures like research allowances etc. have not solved teachers’ problems. Apparently primary school teachers’ salaries are not good enough to cause them to be efficient. That is why Kwenti (IPS\*-News Agency, 2013) observes that “*over the years, the government has reduced teachers to mere beggars*” when teachers are well paid they develop a positive attitude towards their profession and when they feel that they are putting so much efforts for so little salary this dampens their morals to work and thus they become less efficient. This situation is further compounded by the teacher-pupil ratio in our primary schools. It is quite common in most of our schools to see a teacher teaching more than sixty pupil which is not normal for effective learning process. “There were 51 pupils per teacher in Cameroon schools in 1992” according to UNESCO Report. This phenomenon of over crowdedness in most primary schools of Cameroon has made teaching not only boring but has made teachers to change to other professions. This situation is made worst when most teachers in village schools are made to teach more than one class, thus has also made teachers not to be very efficient due to their work load. Further, UNESCO (International Conference On Education, 1996), comments that “reform policies in many countries in recent years have led to the deterioration in the working condition of teachers in turn producing a demoralization, abandonment of the profession, absenteeism are the negative impacts on the quality of education offered to learners” (Tedesco,1997). In Cameroon, educational policies



should be made by experts in the field of education. When policies concerning education are drawn by non-educationist, irrelevant issues are considered leaving out pertinent issues on education. This situation is very discouraging and can frustrate a teacher's zeal to work thus leading to academic poor performance in which collective promotion is in no way a possible solution. It is on this same trend of events that Tanyi (2009:22) emphasis that *“motivation determines whether a student's pursue a task enthusiastically and emphatically [...] motivated students are likely to pay attention and attention is a critical elements in getting information correctly and kept permanently”*. Here it is correct because when students pursue their tasks enthusiastically they are likely to develop competences faster than those who pursue the same activity emphatically. Children who are motivated store more materials in their minds than those who are not motivated. This is why *“Absenteeism of teachers is a reason generally considered to contribute to poor education in the country”* (UNESCO 2011).

The teacher should be there to guide the students in class. The “preaching-type” of teaching was done in the past. Now the teacher is just a facilitator in class and their children learning are moved to learn since they would not want their classmates to be more than them in any way. The teacher evaluates and motivates pupils and this encourages them to learn what they did not know before there by reducing repetition in primary schools.

*“[...], teaching aids as the name implies are things which enable the teacher to teach more effectively or better still which enables the pupils to learn more readily. Definitely will understand more easily if the teacher uses a working model or a picture [...]”* (Kay, 1971:37)

For learning to take place in children they need to see, touch and feel the objects learned. This sticks into their minds more than when something is introduced to them in abstract rather than in concrete terms. Teachers should make sure that they teach children using the various teaching aids. This greatly encourages children to learn what they are taught since they will live the real situation in the classroom. This is why EkokaMolindo (2000) says, *“by content we mean, the actual information, or knowledge pertaining to that particular subject”*.

### **1.3.4 Environmental factor and teachers' efficiency**

The relationship between the teacher, parent and the environment where the school is found has an influence on teaching/learning process. In most cases parents spend far less time with

their children and teachers' often face an ongoing struggle to provide the basic needs of their families and their jobs. These pressures can cause parents to participate less in their children school lives thus the children turn to lazy leading to poor academic output. There is a great need for parents to be actively involved in their children's education by having a good social relation and by providing for their children school needs. It is also certain that families who conceive frequent and positive messages from teachers would likely become more involved in their children's education than parents who do not communicate with school authority.

According to the National Association of Young Children NAEYC (2005) "*one way to foster children's learning is through joint efforts involving both families and schools where parents and teachers have shared responsibilities for creating a working relationship that will help children succeed academically*" in the same way Adprima (2011) stresses that

*The most important factor that affects a child's performance in school is parental involvement. Often parents assume that just sending their children to school and looking at their report cards is enough. Not true! If you want to be involved, if you want to actively participate in the relationship between your child and the school, there are some things you can do to make this relationship positive and productive".*

This really shows that the successful education of a child in the primary school cannot take place without collaboration from home. This means that the school as an institution is supposed to establish a program to enhance teachers and parents' relationship. The school has to communicate to parents at the beginning of the school year about school policies and services. Inform them about classroom goals and give a few examples of what the children will be learning. . This will make parents acquainted with the school environment. Kay (1971:36) noted that:

*some head teachers do not organize any formal contact with parents [...] It is very good that a teacher should be accessible to parents within reason [...] contact with parents will enable the teacher to discover all kinds of useful things about a child which he never suspected and this will help him to understand children as individuals*

The teachers on their part are also expected to remain available and discuss with the parents of their pupils. They are supposed to create a comfortable environment for parents to feel free to share information, task questions and make recommendations with teachers'. Point out the projects that involve their children and share information in a way that encourages respectful two-way communication principles. Parents on their part are supposed to create and spend valuable time to discuss with their children without the teacher teaching their children. It is this relationship that will go a long way to improve on the poor performances of children and reduces falling standards in the primary school. Most parents have stayed out of this

relationship and this should be the reason d'être for which collective promotion has failed in our Cameroonian schools. Generally most parents even though may be rich, do not have any educational background and may not have an idea concerning the role a parent is supposed to play when he/she registers a child in school. In response to this, the National Association of Young Children NAEYC (2005) noted that

*teachers can let families know how they can be helpful and can participate by preparing classroom materials, serving on a committee to select classroom equipment and materials, or sharing information about their careers or hobbies. The more involved parents are in what goes on in the classroom; the more likely they are to understand the teachers' goals and practice.*

Similarly the school institution is supposed to involve parents in classroom activities, give parents a voice in decisions, plan ahead for parents/teacher conferences, and foster good communication during parent/teacher conferences like Parent Teacher Association (PTA). Parents on their own part are supposed to communicate with the children about their school. This includes talking to them about their friends, activities, teachers and assignments, show enthusiasm about school and home works, set realistic goals for your child and then focus on one at a time. Help their children get organized. Break down assignments into smaller, more understanding and management parts. Select basic items such as clothes, homework and permission slips among other the night before to avoid last minute rushing around in the morning. Provide a quiet study corner at home. The parent is not supposed to do homework for the child. Family and school represent the primary environments in which young children grow and develop and good schools would likely value parental involvement in the school affairs. The foundation for good parent/teacher relationship is based on mutual respect, open communication, appropriate discussion and a clear understanding of what is best for each child.

## CHAPTER TWO

### PRESENTATION OF RESULTS AND ANALYSES OF DATA

This chapter seeks to show the extent to which teacher can be blamed for collective promotion because it has come to increase the falling standards of education instead of improving on standards of education in our primary schools. Here the population of study, sampling and sampling techniques. Instrument of study, data collection plan including the procedure for the establishment of validity and reliability of research instruments are presented. A recapitulative table is presented at the end of the chapter.

**Table 1: Distribution according accessible population**

<b>SHOOLS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>Government</b>	<b>256</b>	<b>320</b>	<b>576</b>
<b>Catholic</b>	<b>163</b>	<b>253</b>	<b>416</b>
<b>Islamic</b>	<b>70</b>	<b>82</b>	<b>152</b>
<b>Presbyterian</b>	<b>46</b>	<b>53</b>	<b>99</b>
<b>Baptist</b>	<b>62</b>	<b>70</b>	<b>132</b>
<b>Orders(lay private)</b>	<b>28</b>	<b>56</b>	<b>84</b>
<b>Grand total</b>	<b>625</b>	<b>834</b>	<b>1459</b>

**Source: Regional Delegation for Basic Education North West Region**

**Table 2: Distribution of sample population**

<b>Schools</b>	<b>Number of Teachers</b>
<b>A-Government Schools</b>	
<b>G.S Njavnyuy</b>	<b>10</b>
<b>G.S Melim</b>	<b>14</b>
<b>G.S Bamkikai</b>	<b>10</b>
<b>G.S Kai</b>	<b>06</b>
<b>G.S Ntoh-Nso</b>	<b>12</b>
<b>B-Catholic Schools</b>	
<b>C.S Melim</b>	<b>09</b>
<b>C.S Bamkikai</b>	<b>04</b>
<b>S.T.S Kumbo</b>	<b>14</b>
<b>C-Islamic</b>	
<b>IPS Bamkikai</b>	<b>10</b>
<b>D-Presbyterian Schools</b>	
<b>P.S Kumbo</b>	<b>07</b>
<b>Others(lay private)</b>	
<b>PABES</b>	<b>07</b>
<b>Didaviv</b>	<b>17</b>
<b>Grand total</b>	<b>120</b>

**Source: Divisional Delegation Basic Education Bui Division**

**Table 3: Presentation of variables and the corresponding items on the questions**

<b>HYPOTHESIS</b>	<b>ITEMS</b>
<b>Teaching approaches</b>	<b>8,9,10,11,12,13</b>
<b>Classroom Management</b>	<b>14,15,16,17,18,19,</b>
<b>Programme Coverage</b>	<b>20,21,22,23,24,25</b>
<b>Environmental Factors</b>	<b>26,27,28,29,30,31</b>
<b>Dependent Variable- punctuality</b>	<b>32,33,34,35,36,37</b>
<b>Extraneous Variable-Time Factor</b>	<b>38,39,40,41,42,43</b>

**Table 4: Calculation of content validity**

<b>Items</b>	<b>Judge 1</b>	<b>Judge 2</b>	<b>Judge 3</b>	<b>Judge 4</b>	<b>Judge 5</b>	<b>Coef.validity Index</b>	<b>Inter- Judge coef of validity</b>
<b>1</b>	✓	✓	✓	✓	✓	<b>5/5</b>	<b>1</b>
<b>2</b>	✓	✓	✗	✓	✓	<b>4/5</b>	<b>0.8</b>
<b>3</b>	✓	✓	✓	✓	✓	<b>5/5</b>	<b>1</b>
<b>4</b>	✓	✗	✓	✓	✓	<b>4/5</b>	<b>0.8</b>
<b>5</b>	✓	✓	✗	✓	✓	<b>4/5</b>	<b>0.8</b>
<b>6</b>	✓	✓	✓	✗	✓	<b>4/5</b>	<b>0.8</b>
<b>7</b>	✓	✓	✗	✓	✓	<b>4/5</b>	<b>0.8</b>
<b>8</b>	✓	✓	✓	✓	✓	<b>5/5</b>	<b>1</b>
<b>9</b>	✓	✗	✓	✗	✓	<b>3/5</b>	<b>0.6</b>
<b>10</b>	✓	✓	✓	✓	✓	<b>5/5</b>	<b>1</b>

11	✓	✓	✗	✓	✓	4/5	0.8
12	✓	✗	✓	✗	✓	3/5	0.6
13	✓	✓	✓	✓	✓	5/5	1
14	✓	✓	✓	✓	✗	4/5	0.8
15	✓	✓	✓	✓	✓	5/5	1
16	✓	✓	✗	✓	✓	4/5	0.8
17	✓	✓	✓	✗	✓	4/5	0.8
18	✓	✗	✓	✓	✓	4/5	0.8
19	✓	✓	✓	✓	✓	5/5	1
20	✓	✓	✓	✓	✗	4/5	0.8
21	✓	✓	✓	✓	✓	5/5	1
22	✓	✓	✗	✓	✓	4/5	0.8
23	✓	✓	✓	✓	✗	4/5	0.8
24	✓	✓	✓	✓	✓	5/5	1
25	✓	✓	✓	✗	✓	4/5	0.8
26	✓	✓	✓	✓	✓	5/5	1
27	✓	✗	✓	✓	✓	4/5	0.8
28	✓	✓	✗	✓	✗	3/5	0.6
29	✓	✓	✓	✓	✓	5/5	1
30	✓	✓	✗	✓	✗	3/5	0.6
31	✗	✓	✓	✓	✓	4/5	0.8
32	✓	✓	✓	✗	✓	4/5	0.8

33	✓	✓	✓	✓	✗	4/5	0.8	
34	✓	✓	✓	✓	✓	5/5	1	
35	✗	✓	✓	✓	✓	4/5	0.8	
36	✓	✓	✓	✗	✓	4/5	0.8	
37	✓	✓	✗	✓	✗	3/5	0.6	
38	✗	✓	✓	✗	✓	3/5	0.6	
39	✓	✓	✓	✓	✓	5/5	1	
40	✓	✗	✓	✓	✗	3/5	0.6	
41	✓	✓	✓	✓	✓	5/5	1	
42	✓	✗	✓	✓	✗	3/5	0.6	
43	✓	✓	✓	✗	✗	3/5	0.6	
<b>Total</b>	<b>CVI</b>						<b>0.78</b>	

The rule states that for the instruments to be accepted as valid the average index must be 0.7 or above. On the table above, the CVI is 0.78 based on the results which consider our instrument as a valid one.

### Statistical Procedure used

The Pearson product-moment correlation index was used to measure the correlation between the two variables i.e. dependent and independent variables

Formula.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2} \cdot \frac{n(\sum y^2) - (\sum y)^2}{n(\sum y^2) - (\sum y)^2}$$

$$n(\sum x^2) - (\sum x)^2$$

Where

n= number of paired observations



$\sum XY$  = sum of cross products of X and Y

That is, multiply the corresponding values X and Y and sum these products

$\sum y$  and  $\sum x$  = are sums of X and Y scores respectively.

$\sum x^2$  = sum of the squared values of the X scores.

$\sum y^2$  = sum of all squared values of the Y scores

$(\sum x)^2$  = sum of X scores, this sum squared.

$(\sum y)^2$  = sum of all Y scores, this sum squared

Data collected from the field with the use of questionnaire are presented in this chapter. This is done with the use of descriptive and inferential statistics. This data collected was analyzed using the Pearson product moment correlation index test of independence for two variables. This data guide the researcher to determine the relationship between variables. Firstly we analyzed the data collected and secondly we verify the hypotheses.

## 2.1 Descriptive Statistics

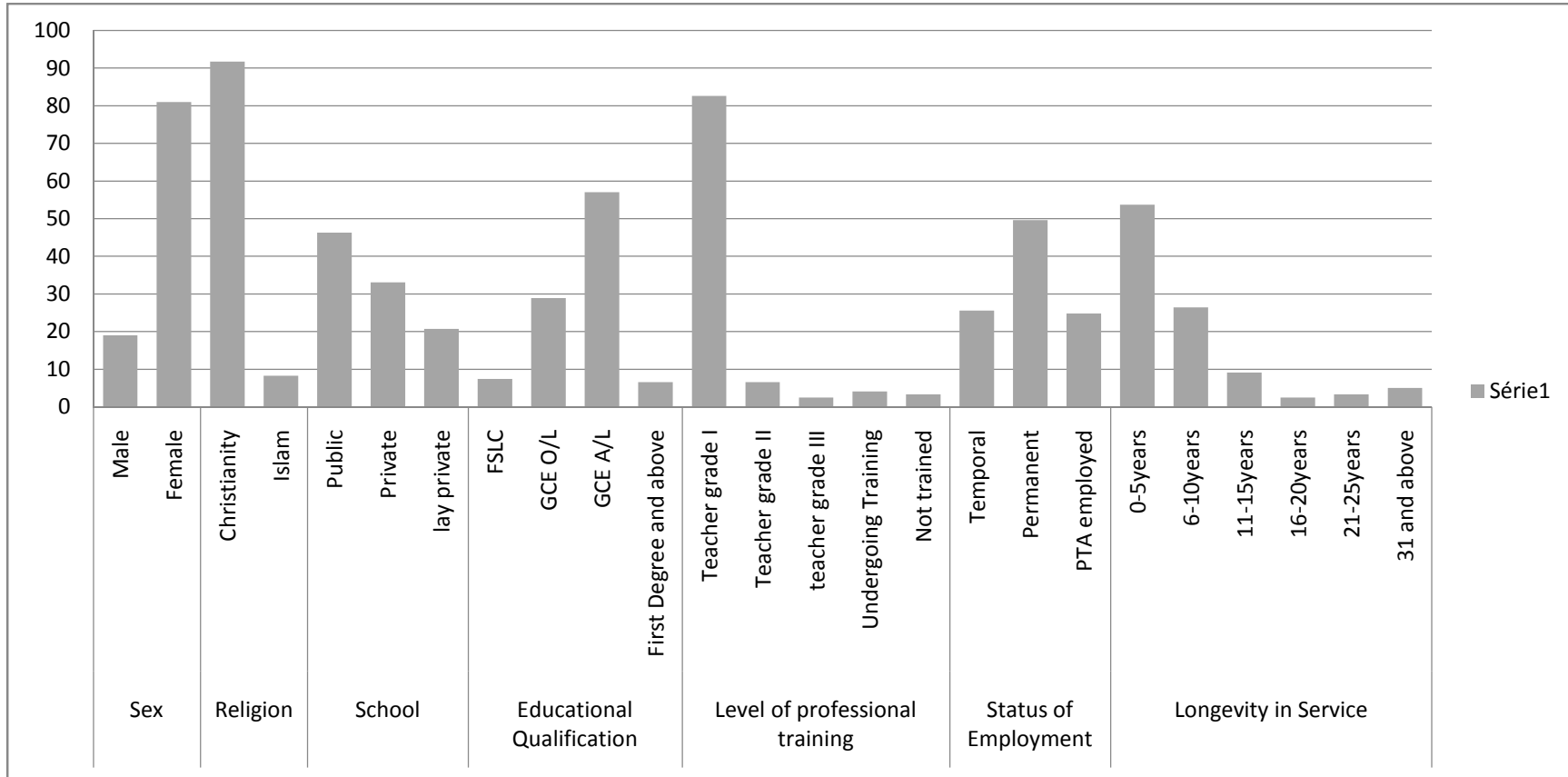
The various modalities were used to collect data from the fields and their frequencies and their percentages. These presentations were followed by a bar chart and literature about the percentages was given.

**Table6: Responses on respondents' personal information**

No	Item	Responses	Frequencies	Percentages
1	Sex	Male	23	19.0
		Female	98	81.0
2	Religion	Christianity	111	91.7
		Islam	10	8.3
	School	Public	56	46.3
		Private	40	33.1
		lay private	25	20.7

3	Educational Qualification	FSLC	9	7.4
		GCE O/L	35	28.9
		GCE A/L	69	57.0
		First Degree and above	8	6.6
4	Level of professional training	Teacher grade I	100	82.6
		Teacher grade II	8	6.6
		teacher grade III	3	2.5
		Undergoing Training	5	4.1
		Not trained	4	3.3
4	Status of Employment	Temporal	31	25.6
		Permanent	60	49.6
		PTA employed	30	24.8
5	Longevity in Service	0-5years	65	53.7
		6-10years	32	26.4
		11-15years	11	9.1
		16-20years	3	2.5
		21-25years	4	3.3
		31 and above	6	5.0

**Fig 2: Bar chart on respondents' personal information**



The above table and bar chart show respondents personal information out of the 121 respondents male 23 (19 %) and female 98 (81%) of the respondents. This shows that there are more female teachers in kumbo central Sub-Division. This less number of male is no doubt because most men find it difficult coping with the demands of little children. They tend to move to secondary education where children are a bit mature. Primary education in kumbo Central Sub-Division is handled mostly by women who think and care for their children.

As far as religion is concerned in Kumbo Central Sub-Division we have Islam 10(8.3%) and Christianity 111 (91.7%) Kumbo however, is a circular sub-division because there is religious toleration. The combination of these two religions in one Sub-Division however enhances education in the area.

Equally from the above table and Bar chart it would be seen that public schools represents 56 (46.3%), private 40 (33.1%) and lay private 25 (20.7%). This is however a clear indication that the government in her policy of education for all by 2015 and current policy of collective promotion employs teachers in her schools and equally enable them to be effective and efficient. Private schools too are not left out the number of teachers employed by private school 40 (33.1%) shows that education has really been taken seriously by private individuals. Lay private schools 25 (20.7%), they are mission schools like Baptists, Presbyterians and Islamic schools. This shows that education in the kumbo central sub-division is a combined effort. These bring about competition which leads to efficiency. This is so because everyone wants to be the best in the system.

From the above table and bar chart as far as academic qualification is concerned FSLC represents 9 (7.4%), GCE O/L 35 (28.9%), GCE A/L 69 (57%), first degree and above 8 (6.6%). The numerous teacher training colleges in kumbo for example Islamic, Catholic and Government teacher training colleges has enable first school level holders, GCE O/L holders GCE A/L holders and first degree and above to be intensively trained to handle children's needs very well in the classroom in this area than in the olden days. O/L takes three years in the teacher training college while A/L takes one year. This duration considering their academic qualifications as far as primary education is concerned enable the primary school teachers to be equipped with the basic teaching skills.

Again from the above table and Bar chart it can also be seen that the level of professional training represents, teacher Grade 1 100 (82.6%) teacher Grade 2, 8 (6.6%) teacher Grade 3,

3(2.5%), undergoing training 5 (4.1%) not trained 4 (3.5%). In Kumbo, the number of trained Grade 1 teachers represent the highest population of teachers, Grade 2 are simply teachers of the olden days and represent only a small number of teacher population in Kumbo central sub-division. Grade 3 has an insignificant population which means most of such teachers have now gone on retirement. Those undergoing training too are not also left out because graduates in Kumbo as realised are very much around. This is simply because most of them want to raise funds to go to teacher training colleges around.

Equally, from the above table and bar chart the type of employment shows temporal 31 (25.6%) permanent 60 (49.6%) and P.T.A 30 (24.8%). This shows that as far as primary school teachers population in kumbo central sub-division is concerned, the greatest percentage and numbers of teachers are permanent teachers. Teaching is however a noble profession such that anyone who gets in to teaching either by chance or luck will always want to remain a teacher. The main benefit of a teacher is seeing his/her pupils moving ahead in academics. Temporal teachers are equally very much present because they believe that most successful persons in the society begin as primary school teachers. They raise money to look for other areas and also gain experience of working for other avenues from being a primary school teacher. PTA teachers are very much around especially in public schools. Most of these teachers are already trained but are working for ways and means of being intergraded in to the civil service. Again the government is unable to make up with the teacher demand in the primary school, for this reason the PTA assists their schools by employing teachers so as to enhance training of their children's.

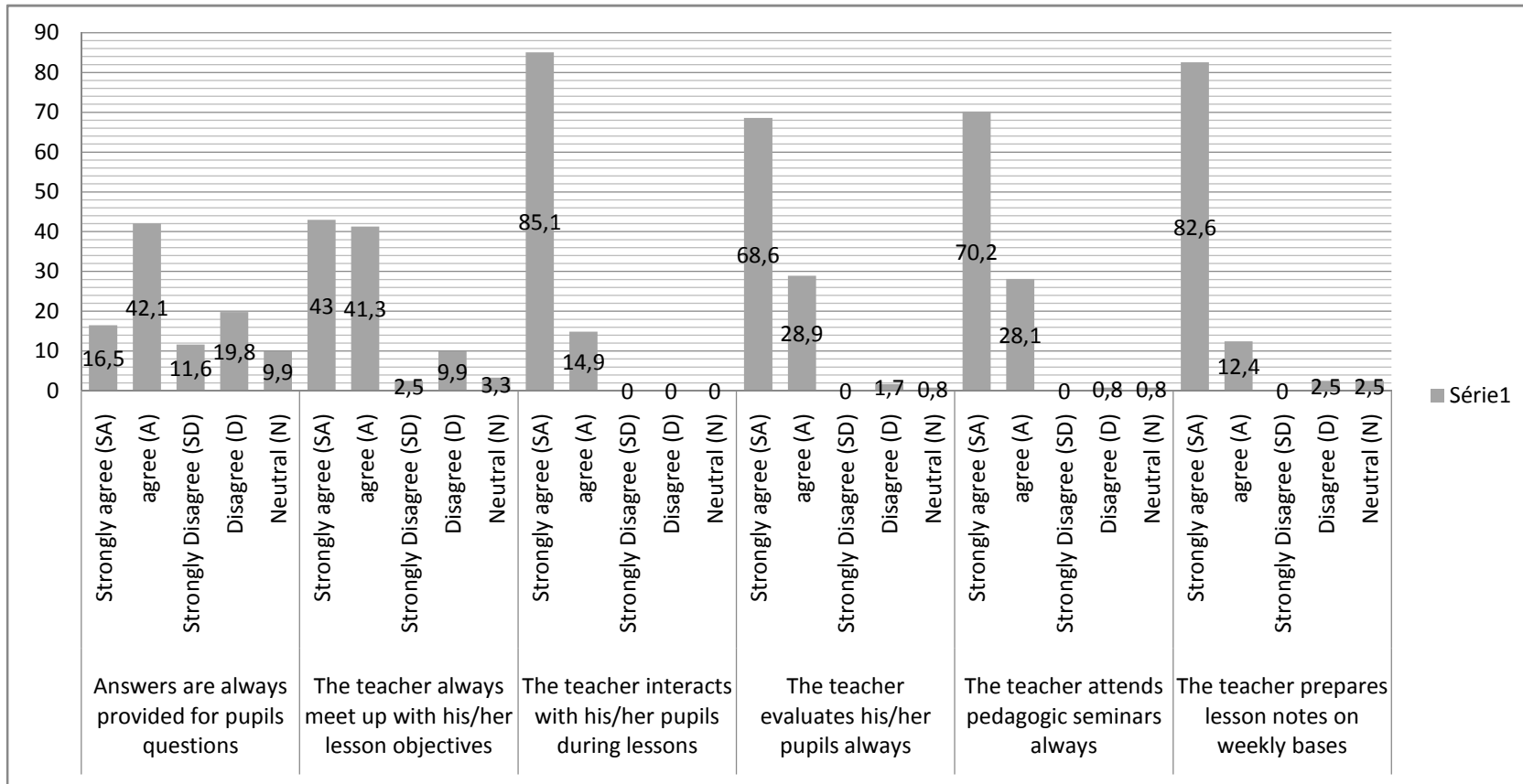
The above table and Bar chart equally shows that teachers' teaching experience represents 0-5 years 65 (53.3%), 6-10 years 32 (26.4%), 11- 15years 11(9.1%) 16-20years 3 (2.5%) 3(2.5%) 21-25 years 4 (3.3%) above 31 years 6 (5%). From the above it could be deduced that kumbo teacher population is made up mostly of fresh men in the field they try to produce their very best there by enhancing education in Kumbo central Sub-division. This is closely followed by –10 years teaching experience which confirms the fact that they have just realised how good the teaching field is and are rushing in to teaching. As they advance in age we find out the number keeps on reducing to have some good rest. Most of them especially female go back home to rest, some equally go out due to ill health and also for greener pastures.

**Table7: Respondents data onteaching approaches**

No	Item	Responses	Frequencies	Percentages
8	Answers are always provided for pupils questions	Strongly agree (SA)	20	16.5
		agree (A)	51	42.1
		Strongly Disagree (SD)	14	11.6
		Disagree (D)	24	19.8
		Neutral (N)	12	9.9
9	The teacher always meet up with his/her lesson objectives	Strongly agree (SA)	52	43.0
		agree (A)	50	41.3
		Strongly Disagree (SD)	3	2.5
		Disagree (D)	12	9.9
		Neutral (N)	4	3.3
10	The teacher interacts with his/her pupils during lessons	Strongly agree (SA)	103	85.1
		agree (A)	18	14.9
		Strongly Disagree (SD)	0	00
		Disagree (D)	0	00
		Neutral (N)	0	00
11	The teacher evaluates his/her pupils always	Strongly agree (SA)	83	68.6
		agree (A)	35	28.9
		Strongly Disagree (SD)	0	0.0
		Disagree (D)	2	1.7
		Neutral (N)	1	.8
12	The teacher attends pedagogic seminars	Strongly agree (SA)	85	70.2
		agree (A)	34	28.1

	always	Strongly Disagree (SD)	0	0.0
		Disagree (D)	1	.8
		Neutral (N)	1	.8
13	The teacher prepares lesson notes on weekly bases	Strongly agree (SA)	100	82.6
		agree (A)	15	12.4
		Strongly Disagree (SD)	0	0.0
		Disagree (D)	3	2.5
		Neutral (N)	3	2.5

**Fig.3 : Bar chart on teaching approaches**





The table and bar chart shows respondents for the option “teachers’ teaching approaches and teachers’ efficiency”. Out of the 121 respondents 20 (16.5%) strongly agree, 51 (42.1%) agree, 14 (11.6%) strongly disagree, 24 (19.8%) disagree, and 12 (9.9%), were neutral. This number responded for that fact that answers are always provided for pupils questions. Here the highest number of respondents agreed that they answer pupils’ question. The main aim of teaching learning is that no child carries any doubt home. Also a good number of them did not only agree but strongly agreed. Some teachers strongly disagree that they do not answer pupils’ questions be because of very large class size and some pupils are always there to disturb the teachers with unnecessary questions. Other teachers equally disagree that they don’t answer pupils’ questions. Some teachers were equally neutral, definitely they do not know whether they answer or not.

The second item here is to know if teacher always meet up with his/her lesson objectives. The table and bar chart above showed that out of 121 respondent, 52(43%)strongly agreed, 50(41.3%) agreed, 12 (9.9%) disagreed, 3 (2.5%) strongly disagree and 4 (3.3%) wereneutral. The above figures show that teachers in Kumbo make sure that his/her lesson objectives are being attained. They know what a lesson objective is all about and make sure that his/her pupils move progressively and steadily.

There are still others who do not meet up with their lesson objectives. This therefore means the teacher is not efficient in his classroom. This makes collective promotion to be a problem most especially amongst the slow learners. A number of teachers are still neutral, meaning that they do not carry on the work effectively in class. The aim of the teacher in any case is to use any means to meet up his lesson objectives, if any one does not do that it therefore means that there is a serious problem.

The third item is to verify if teacher interacts with his/her pupils during the lesson. Out of the 121 respondents, 103(85.1%) strongly agreed, 18(14.9%) agreed, 0 (00%) strongly disagreed, 0 (00%) disagree and 0 (00%) remained neutral. When there is an inter-change of ideas in a classroom, teaching learning is made easier. There is understanding because ideas do not only come from a particular direction, everyone’s opinion counts making the classroom lively. The highest number of teachers strongly affirms this accession, a good number of them too agreed that they interact with their pupils during lessons. No teacher strongly disagree, disagree or remained neutral, an indication that teachers have realised that

their children are not empty vessels that knowledge can be poured inside and that they have ideas that need only to be guided.

The fourth item is on whether teachers do evaluate their children always. Out of the 121 respondents, 83 (68.6%) strongly agreed, 35 (28.9%) agreed, 2(1.7%) strongly disagreed, 1( 0.8%) disagreed, and 1(0.8%) however remained neutral. Evaluation especially sequential evaluation is very important in a primary school system. There are six sequences in an academic year, normally done on monthly bases in which children are being evaluated to see whether the competences set aside for each sequence has been achieved. A teacher who fails to evaluate is neither helping himself nor the pupils. From the statistic above it could be deduced that a good number of teachers have committed them self to carry out this. This is however very good for a teacher and even children and parents. A few teachers still disagree with the fact that they don't evaluate their children. This could be because of too much extracurricular activities and public holidays that come to disturb teaching learning in the primary school.

The fifth item is teachers attend pedagogic seminars always. From the above table and chart, out of the 121 respondents, 85 (70.2%) strongly agreed, 34(28.9%) agreed, 0(00%) strongly disagreed, 1(0.8%) disagreed, 1(0.8%) was neutral. Seminars are a good ground for teachers to update and refresh their minds. During seminars new approaches are learned like Competent Base Approach(CBA), New Pedagogic Approach(NPA). A teacher who do not attain follows but the old methods and cannot meet up with the changing times. The statistics above shows that the highest number of teachers attend pedagogic seminars, a few of them disagreed and only one teacher was neutral. This means that seminars have been given the place it deserves in Kumbo central sub division.

The sixth item is on whether teachers prepare lesson notes on weekly bases. From the above table and bar chart, out of the 121 respondents, 100(82.6%) strongly agreed, 15(12.4%) agreed, 3(2.5%) disagreed, 0(00%) strongly disagreed and 3(2.5%) were neutral. Lesson note preparation and presentation is an integral part of teaching learning processes. A teacher who prepares his/ her lesson well using good and efficient text books, consulting the internet and resource persons is likely to use good methods and techniques to enhance knowledge in his learners. One who does not prepare well finds himself missing and at times the children can be very challenging when they discover how unprepared their teachers are. From the above statistics, it could be seen that the greater number of teachers prepare their lesson on weekly

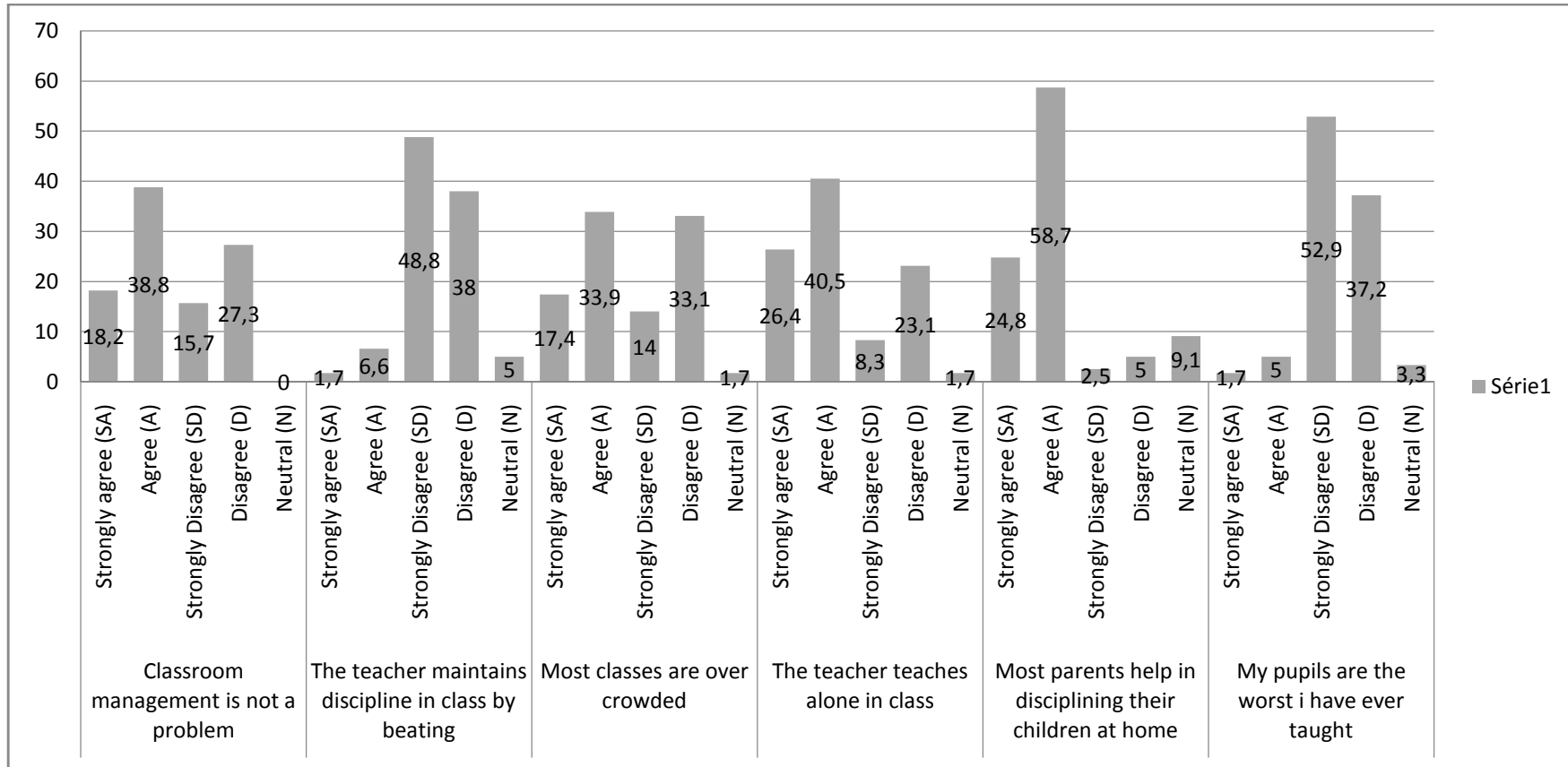
bases. Here the scheme of work is followed on weekly bases and the children are not left behind. A good number of teachers equally agreed that they prepare their lessons weekly. No teacher strongly disagreed and a few of them disagreed and a few were neutral. This shows that teachers can fail to prepare lesson either because of poor health and something can happen to stop them doing so on weekly bases.

**Table8: Respondents data on classroom management**

No	Item	Responses	Frequencies	Percentages
14	<b>Classroom management is not a problem</b>	Strongly agree (SA)	22	18.2
		Agree (A)	47	38.8
		Strongly Disagree (SD)	19	15.7
		Disagree (D)	33	27.3
		Neutral (N)	0	0.0
15	<b>The teacher maintains discipline in class by beating</b>	Strongly agree (SA)	2	1.7
		Agree (A)	8	6.6
		Strongly Disagree (SD)	59	48.8
		Disagree (D)	46	38.0
		Neutral (N)	6	5.0
16	<b>Most classes are over crowded</b>	Strongly agree (SA)	21	17.4
		Agree (A)	41	33.9
		Strongly Disagree (SD)	17	14.0
		Disagree (D)	40	33.1
		Neutral (N)	2	1.7
17	<b>The teacher teaches alone in class</b>	Strongly agree (SA)	32	26.4
		Agree (A)	49	40.5
		Strongly Disagree (SD)	10	8.3
		Disagree (D)	28	23.1
		Neutral (N)	2	1.7

18	<b>Most parents help in disciplining their children at home</b>	Strongly agree (SA)	30	24.8
		Agree (A)	71	58.7
		Strongly Disagree (SD)	3	2.5
		Disagree (D)	6	5.0
		Neutral (N)	11	9.1
19	<b>My pupils are the worst i have ever taught</b>	Strongly agree (SA)	2	1.7
		Agree (A)	6	5.0
		Strongly Disagree (SD)	64	52.9
		Disagree (D)	45	37.2
		Neutral (N)	4	3.3

**Fig. 4: Bar chart on classroom management**



The table and bar chart above is on whether classroom management is not a problem. Out of the 121 respondents, 22(18.2%) strongly agreed, 47(38.8%) agreed, 19(15.7%) strongly disagreed, 33(27.3%) disagreed and 0(00%) neutral. It could be deduced that classroom management has a bit of problem. This is seen from the number of respondents who strongly agreed and agreed respectively. This could be because of large class sizes in public schools and definitely management becomes a serious problem. Children learn very well in small class sizes where the teachers can detect and solve individual problem. But when classes are too large that cannot be possible. However some teachers disagree that it is not a problem. This shows that they have adopted ways and means of handling their pupils in class. Also no teacher is neutral this means that they are aware of the dangers of a large class size.

The second item is on whether the teachers maintain discipline in class by beating. Out of the 121 respondents, only 2(1.7%) strongly agreed, and 8(6.6%) agreed, that they discipline their pupils by beating. 59(48.8%) strongly disagreed, 46(38%) disagreed, that they still discipline their pupils by beating. 6(5%) were however neutral. The human right activists, churches, parents and NGOs have all condemned beating as a means of punishment in our school system. But an African child most always be shown a wibe for him to adjust. Most respondents strongly disagreed and disagreed respectively. This shows that the teachers have realised that beating is not the only form of punishment and resulted to other means like kneeling, standing, depriving the child from going out during break. A few teachers are still neutral but however some teachers still strongly agreed and agreed that they use beating as a form of punishment in their classes which is an idea to be discouraged.

The third item is on whether classes are overcrowded. Out of the 121 respondents, from the above table and bar chart, 21 (17.4%) strongly agreed, 4 (33.9%) agreed, 17(14%) strongly disagreed, 40 (33.1%) disagreed and 2 (1.7%) neutral. From the statistic above it could be seen that respondents still agree and strongly agree respectively. These show the available classes are overcrowded. This is so because the government offers free and compulsory education at the primary level and Kumbo is not an exception. Most parents send their children there so as to avoid the high cost in private and lay private schools. The number that strongly disagreed and disagreed that there is no over crowdiness in their classes are those children found in private schools. This brings about reduced number of pupils in the classroom. Only a few respondents are neutral about this whole idea.

The fourth item is on teacher teaches alone in class. From the above table and bar chart out of the 121 respondents, 32 (26.4%) strongly agreed, 49(40.5%) agreed, 10 (8.3%) strongly disagreed 28(23.1%) disagreed and 2 (1.7%) neutral. From the above, it could be deduced that teachers still teach alone in classes. This is seen from the number of respondents who strongly agree and agree respectively. A primary school teacher is not an all round person. A teacher will not teach both arts and science subject alone. Even foreign languages like French in Kumbo central sub division only a few teacher s strongly disagree and disagree respectively that they teach alone in their classes. This however happens in such schools that strive for academic excellence. Only a few teachers are however neutral to this view point.

The fifth item is on whether most parents help in disciplining their children at home. From the above table and bar chart, out of the 121 respondents, 30 (24.8%) strongly agreed, 71(51.8%) agreed, 3(2.5%) strongly disagreed, 6(5%) disagreed and 11(9.1%) were neutral. A disciplined pupil in class comes from a disciplined home. So the home is the first educator of the child and such children pose no problem to the teacher as far as discipline is concerned. Most respondents strongly agreed and agreed respectively to this assertion. A few respondents strongly disagreed and disagreed equally to this assertion. However, some respondents are still neutral to this idea.

The sixth item is on whether an individual teacher's pupils are the worst they have ever taught. From above table and bar chart, out of the 121 respondents, only 2 (1.7%) strongly agreed, 6 (5%) agreed, 64 (52.9%) strongly disagreed, 45 (37.2%) disagreed and 4 (3.3%) remained neutral. A bad class in any primary school setting depends on the actors in education especially the teacher. When parents bring up their children in a bad way they bring such problem to the classroom. Some children because of peer groups' influence become uncontrollable. The teacher who does not master his/her class very well makes it a problem even to him. Very few teachers strongly agreed and agreed respectively to the fact that they have the worst set of children in their classes. Most teachers strongly disagreed and disagreed while a few teachers are neutral. Those who disagreed and strongly disagreed have mastered pupils' problem very well and have known how to manage them.

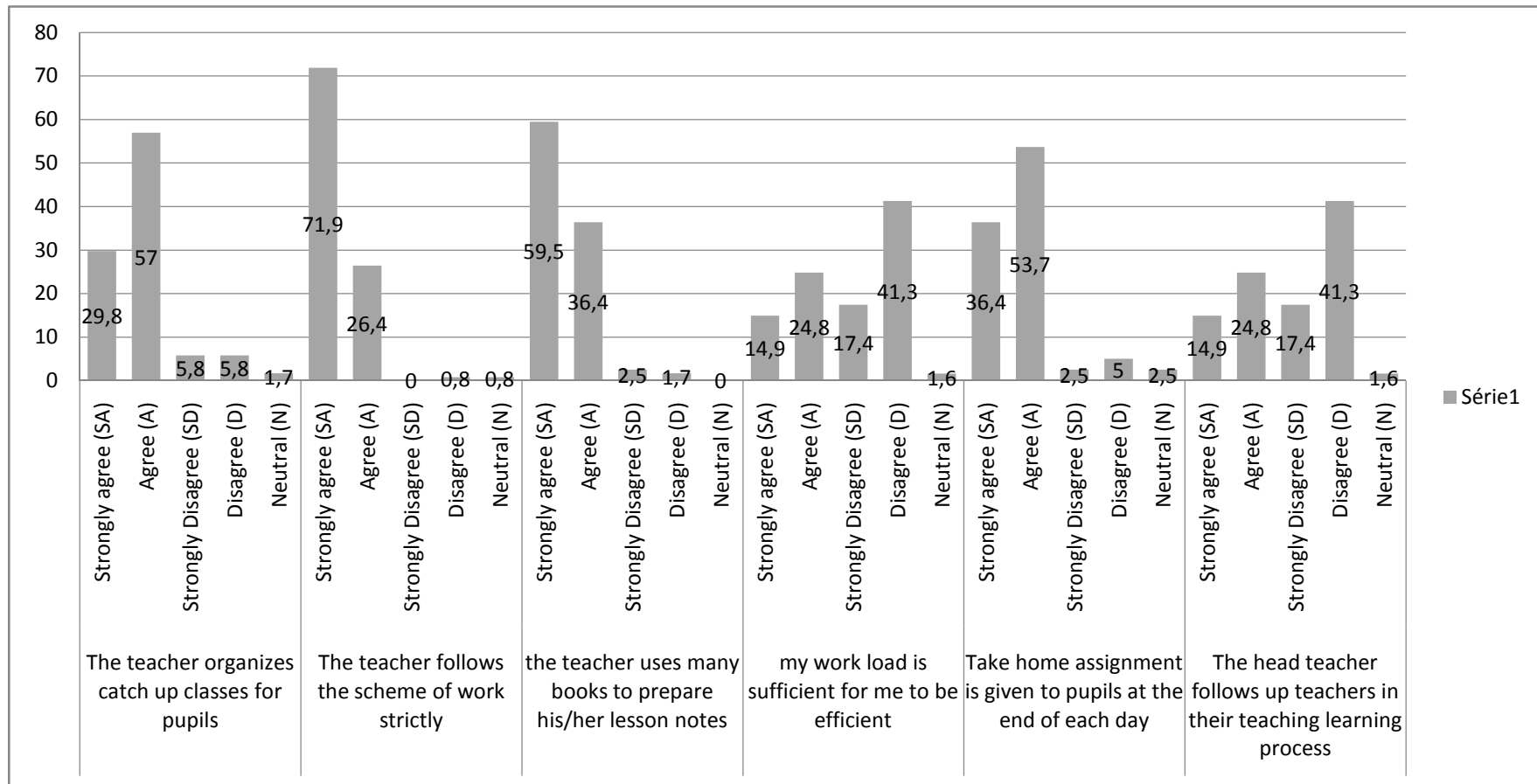
**Table 9: Respondents data on program coverage**

No	Item	Responses	Frequencies	Percentages
20	The teacher organizes catch up classes for pupils	Strongly agree (SA)	36	29.8
		Agree (A)	69	57.0
		Strongly Disagree (SD)	7	5.8
		Disagree (D)	7	5.8
		Neutral (N)	2	1.7
21	The teacher follows the scheme of work strictly	Strongly agree (SA)	87	71.9
		Agree (A)	32	26.4
		Strongly Disagree (SD)	0	0.0
		Disagree (D)	1	.8
		Neutral (N)	1	.8
22	the teacher uses many books to prepare his/her lesson notes	Strongly agree (SA)	72	59.5
		Agree (A)	44	36.4
		Strongly Disagree (SD)	3	2.5
		Disagree (D)	2	1.7
		Neutral (N)	0	0.0
23	my work load is sufficient for me to be efficient	Strongly agree (SA)	18	14.9
		Agree (A)	30	24.8
		Strongly Disagree (SD)	21	17.4
		Disagree (D)	50	41.3
		Neutral (N)	2	1.6
24	Take home assignment is given to pupils at the end of each day	Strongly agree (SA)	44	36.4
		Agree (A)	65	53.7
		Strongly Disagree (SD)	3	2.5
		Disagree (D)	6	5.0



		Neutral (N)	3	2.5
25	The head teacher follows up teachers in their teaching learning process	Strongly agree (SA)	18	14.9
		Agree (A)	30	24.8
		Strongly Disagree (SD)	21	17.4
		Disagree (D)	50	41.3
		Neutral (N)	2	1.6

**Fig. 5: Bar Chart on program coverage**



The first one is to verify whether teacher organises catch up classes for his pupils. From the table and bar chart above out of the 121 respondents, 36(29.8%) strongly agreed, 69(57%) agreed, 7(5.8%)strongly disagreed, 7(5.8%) disagreed and 2(1.7%) however were neutral. In a primary setting, the programme always needs to be covered for each year if pupils must perform well in their academics. Due to certain activities that are not in the curriculum (extra-curricular) activities, the teachers hardly meet up with their programme, such as youth week, bilingualism week, field trips, visits etc. The school programme in any class needs to be covered always and for this reason catch up classes are organised to meet up with the school programme. From the above statistics most teachers strongly agreed and agreed respectively that they organise catch up classes. Very few teachers strongly disagreed and disagreed that they don't do it and some are still neutral with idea of catch up classes.

Secondly, the question on whether the teachers follow their scheme of work strictly, out of the 121 respondents 87(71.9%) strongly agreed, 32(26.4%) agreed, 0(00%) strongly disagreed, 1(0.8%) disagreed and 1(0.8%) was neutral. The scheme of work is what guides the teacher to progress with his work. This is shared on weekly bases. This means that if a teacher doesn't follow it he/she will be left behind. From the above figures it could be seen that most teachers strongly agreed and agreed respectively to the fact that they do follow their schemes of work strictly. This makes them to teach from simply to complex and from known to unknown. However, a few teachers strongly disagreed and disagreed that they do not adhere strickly to their schemes of work. This shows that a Kumbo teacher knows the importance of covering theirschemes on the primary school setting.

Thirdly, the question on whether the teacher uses so many books to prepare his lesson notes. From the above table and bar chart, out of the 121 respondents, 72(59.5%) strongly agreed, 44(36.4%) agree, 3(2.5%) strongly disagreed, 2 (1.7%) disagreed and 0 (00%) neutral. A good lesson note is prepared using good text books, internet and some resource persons. A teacher who uses all these is bound to come out with so many useful ideas to the lesson. A good number of teachers strongly agreed and agreed that they use many books to prepare lesson notes. This however helps in diversifying knowledge of both learners and the teachers. A few teachers strongly disagreed and disagreed respectively. This however shows that they are still left behind as far as lesson note preparation is concerned. Individual teachers and why not pupils work well when they have diverse ideas.

Fourthly, the question on whether the work load is sufficient for individual teacher to be efficient shows that out of the 121 respondents 18(14.9%) strongly agreed, 30(24.8%) agreed, 21 (17.4%) strongly disagreed, 50(41.3%) disagreed and 2 (1.6%) were neutral. From the table and bar chart above, teachers are not okay with the much work load they have which makes them less efficient. However some teachers find this very okay for them. These are those who did not get into the teaching profession because they wanted to earn a living but because they really have the passion for teaching.

Fifthly, the question on whether take home assignment is given to pupils at the end of each day shows that out of the 121 respondents 44(36.4%) strongly agree, 65(53.7%) agree, 3(2.5%) strongly disagree, 6(5%) disagree and 3(2.5%) remained neutral. Take home assignments are an integral part of teaching/learning in the primary school. These assignments help parents to assist their children in the process and equally reduce the rate at which pupils play after school. Most teachers strongly agreed and agreed respectively that take home assignments are given to pupils. A few numbers of teachers strongly disagreed and disagreed that they don't give take home assignment. However, very few teachers are neutral with the idea of take home assignments.

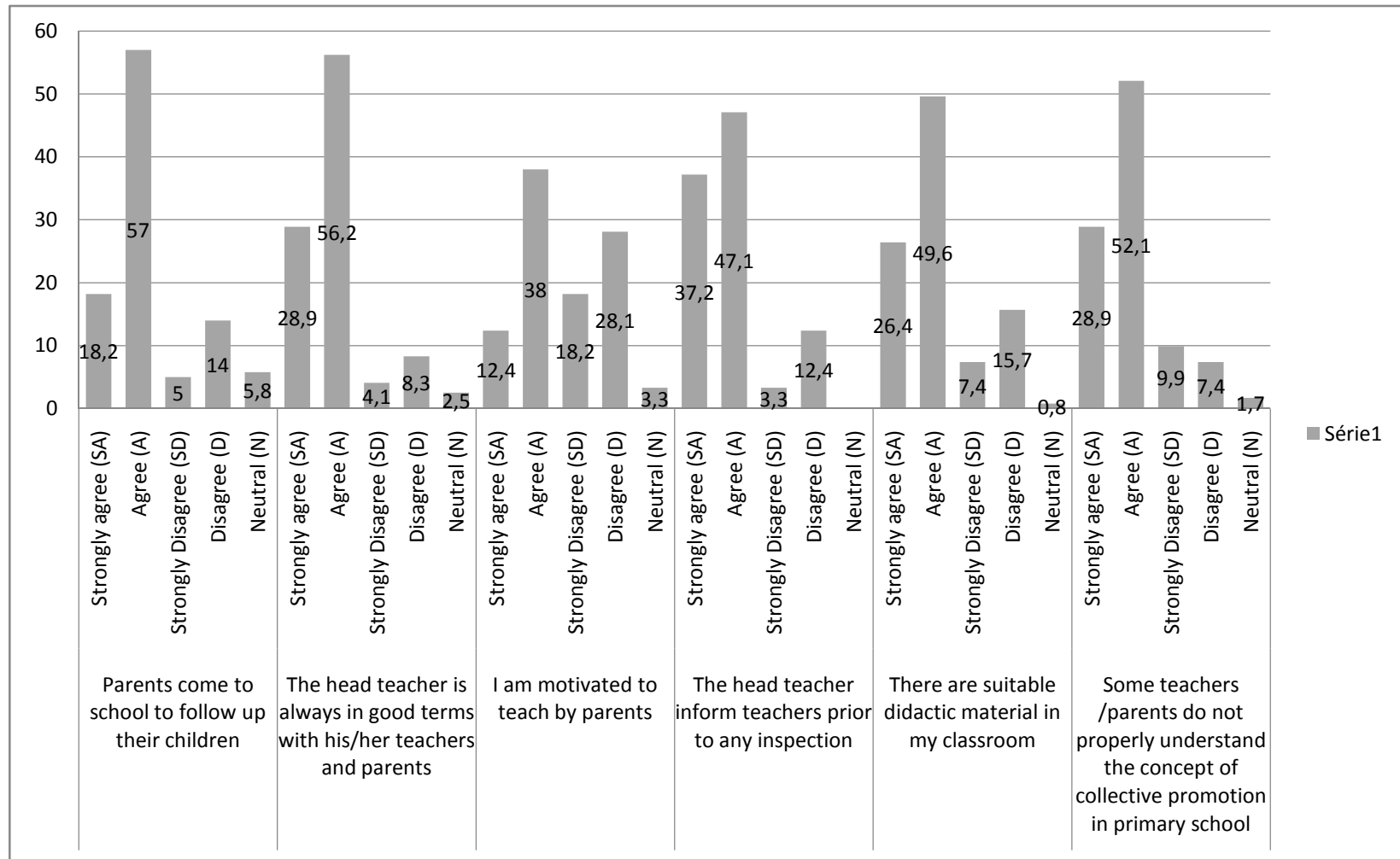
Sixthly, the option on whether the head teacher follow up teachers in the teaching process shows that out of the 121 respondent, 18 (14.9%) strongly agreed, 30 (24.3%) agreed 21(17.4%) strongly disagreed 50 (41.3%) disagreed, and 2 (1.6%) were neutral. Teachers follow up by the head teacher is very important in the primary school because this enable the lazy ones to seat up, and to assist the teacher in question where he or she is lacking in the teaching learning process. From the above it could be seen that very few teachers strongly agreed and agreed to this issue respectively. A good number of teachers strongly disagreed and disagreed respectively; however a few teachers are still neutral to this view point.

**Table 10: Respondents data on environmental factors**

No	Item	Responses	Frequencies	Percentages
26	Parents come to school to follow up their children	Strongly agree (SA)	22	18.2
		Agree (A)	69	57.0
		Strongly Disagree (SD)	6	5.0
		Disagree (D)	17	14.0
		Neutral (N)	7	5.8
27	The head teacher is always in good terms with his/her teachers and parents	Strongly agree (SA)	35	28.9
		Agree (A)	68	56.2
		Strongly Disagree (SD)	5	4.1
		Disagree (D)	10	8.3
		Neutral (N)	3	2.5
28	I am motivated to teach by parents	Strongly agree (SA)	15	12.4
		Agree (A)	46	38.0
		Strongly Disagree (SD)	22	18.2
		Disagree (D)	34	28.1
		Neutral (N)	4	3.3
29	The head teacher inform teachers prior to any inspection	Strongly agree (SA)	45	37.2
		Agree (A)	57	47.1
		Strongly Disagree (SD)	4	3.3
		Disagree (D)	15	12.4
		Neutral (N)	0	0.0
30	There are suitable didactic material in my classroom	Strongly agree (SA)	32	26.4
		Agree (A)	60	49.6
		Strongly Disagree (SD)	9	7.4
		Disagree (D)	19	15.7

		Neutral (N)	1	.8
31	Some teachers /parents do not properly understand the concept of collective promotion in primary school	Strongly agree (SA)	35	28.9
		Agree (A)	63	52.1
		Strongly Disagree (SD)	12	9.9
		Disagree (D)	9	7.4
		Neutral (N)	2	1.7

**Fig. 6: Bar chart on environmental factor**



The table and bar chart above shows respondents' responses on environmental factors. The first question on whether parents come to school to follow up the children. Out of the 121 respondents 22(18.2%) strongly agreed, 69(57%) agreed, 6(5%) strongly disagreed, 17(14%) disagreed, and 7(5.8%) were neutral. Primary education is a combined effort of parents, teachers and children. Parents are supposed to always call round the school from time to time to follow up their children and to call the teacher's attention to any abnormal behaviour noticed at home so that they can handle it as a team. From the above statistics it could be seen that the highest number of respondents strongly agreed and agreed respectively. This confirms that most parents know that they are partners in the business of education of their children, while very few respondents strongly disagreed and disagreed respectively that they do not make any attempt to follow up their children progress in school. This could be those parents who have very tight schedules and finds it difficult following up the children in school. There is still a very small numbers who remained neutral to this whole issue

The question on whether the head teacher is always in good terms with his/her parents and teachers, out of the 121 respondents 68 (56.2%) agreed, 35 (28.9%) strongly agreed, 5(4.1%) strongly disagreed, 10(8.3%) disagreed and 3(2.5%) were neutral. Primary education is a very important stage of education of the child. The head teacher, the parents and teachers must work together to enhance teaching/learning institutions. Some of these respondents still remained neutral showing that some teachers are still unaware of what happens around them in school.

The question on whether teacher is motivated to teach by parents shows that out of the 121 respondents 15(12.4%) strongly agree, 46(38%) agree, 22(18.2%) strongly disagreed, 34(28.1%) disagree and 4(3.3%) were neutral. To motivate means to give somebody courage to keep up what he does which could be moral, material and most importantly a cordial relationship. For teaching learning to take place a teacher needs to be motivated by parents this will give the teacher needs to be motivated by parents. This will give the teacher courage to continue doing his job as his/her parents are behind him/her. From the above, the greater number of respondents strongly agreed and agreed that they are motivated by the parents. Equally, a good number of them strongly disagreed and disagreed that they are not motivated by parents. This shows that some parent do not yet understand the part teacher motivation plays in the educational system. Also some teachers remained neutral to this whole issue.



From the above table and bar chart above, on whether head teachers always inform their teachers prior to any inspection, out of the 121 respondents 45(37.2%) strongly agreed, 57(47.1%) agreed, 4(3.3%) strongly disagreed, 15(12.4%) disagreed and 0(00%) neutral. School inspection makes the teacher to prepare and present his lessons well. A head teacher who doesn't inform the teacher puts them in a confused situation. On the other hand, unannounced visits are still good because it gives a true picture of the classroom. The statistics above show that the highest number of teachers strongly agreed and agreed respectively that they are always informed of any inspection by the head teachers. A limited number of them strongly disagreed and disagreed respectively on this issue. This shows that some head teachers have not yet seen the need of informing their staff for an inspection which is however very dangerous to the teachers concerned. However no teacher was neutral meaning that all of them are aware of school inspection.

The question on whether teachers have suitable didactic materials in their classroom, out of the 121 respondents, 32(26.4%) strongly agreed, 60(49.6%) agreed, 9(7.4%) strongly disagreed, 19(15.7%) disagreed and 1(0.8%) neutral. Children learn well when they see touch and feel the objects. A primary school teacher needs to always teach using concert teaching materials. If they are absent learning cannot take place in an abstract manner. From the statistics above, the highest numbers of respondents strongly agree and agree respectively that they have suitable didactic materials in their classroom. A few of the still strongly disagree and disagree respectively. This shows that they don't really understand what children need. One of the respondents is neutral on that.

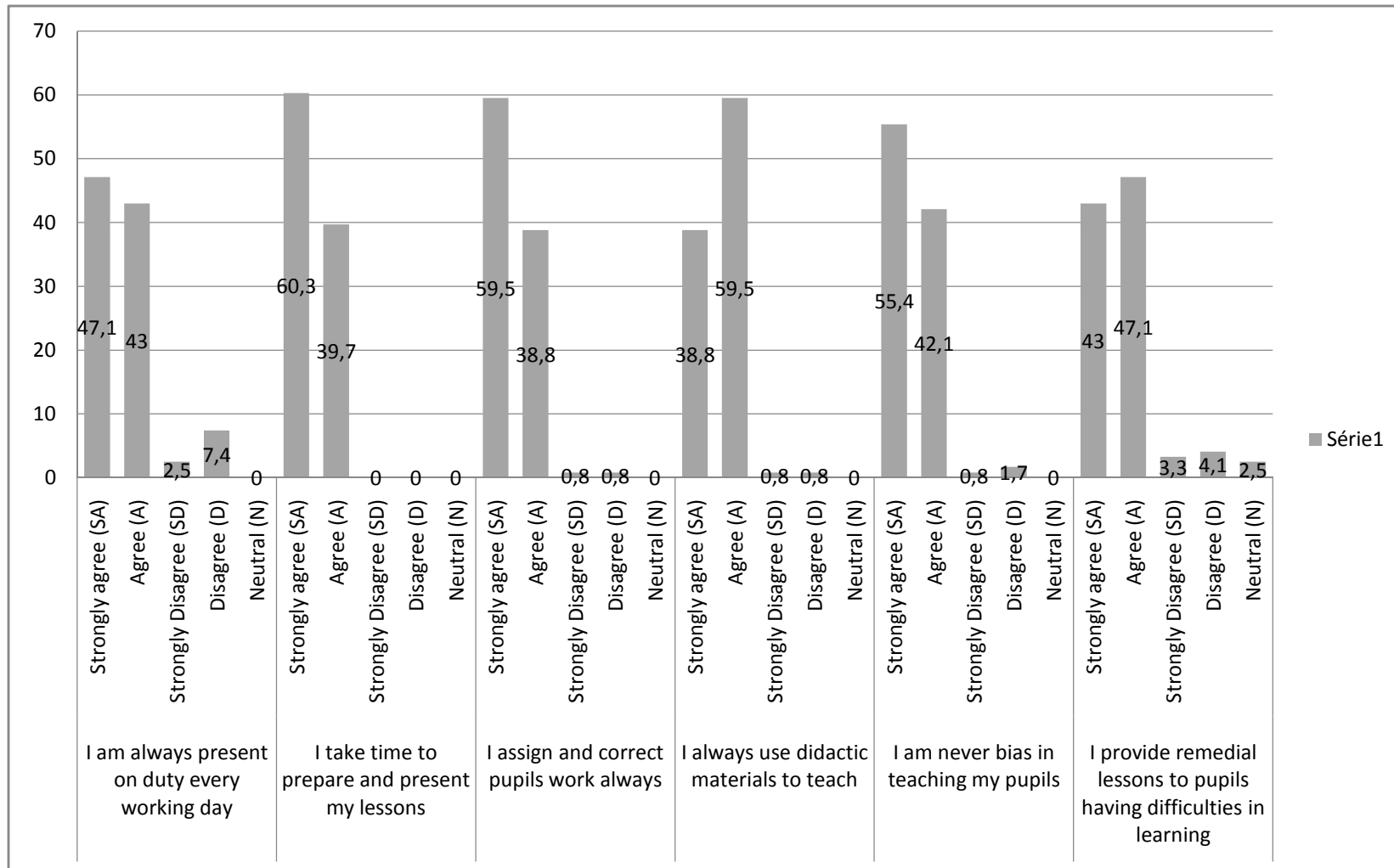
The concept on whether some teachers, parents do not properly understand the concept of collective promotion shows that out of the 121 respondents 33(28.9%) strongly agreed, 63 (52.1%) agreed, 9(7.4%) strongly disagreed, 12(9.9%) disagreed and 2(1.7%) neutral. Collective promotion is an idea that was brought up by the government and educational stake holders in 2006. This came to solve the problem of constant repetition in the primary school. According to this, pupils are to be collectively promoted at the same level and not across levels, that is Level 1-classes one and two, level 2-classes three and four, level 3-classes five and six. From the look of things parents and some teachers still promote children across levels. This is confirmed by the high figures that strongly agreed and agreed respectively. However a few of them disagreed and strongly disagreed to this assertion. Most of these teachers are those who have attended pedagogic seminars and workshops on collective promotion. Some few teachers were however neutral to this idea.

**Table11: Respondents' data on teachers' efficiency**

No	Item	Responses	Frequencies	Percentages
32	<b>I am always present on duty every working day</b>	Strongly agree (SA)	57	47.1
		Agree (A)	52	43.0
		Strongly Disagree (SD)	3	2.5
		Disagree (D)	9	7.4
		Neutral (N)	0	0.0
33	<b>I take time to prepare and present my lessons</b>	Strongly agree (SA)	73	60.3
		Agree (A)	48	39.7
		Strongly Disagree (SD)	0	0.0
		Disagree (D)	0	0.0
		Neutral (N)	0	0.0
34	<b>I assign and correct pupils work always</b>	Strongly agree (SA)	72	59.5
		Agree (A)	47	38.8
		Strongly Disagree (SD)	1	.8
		Disagree (D)	1	.8
		Neutral (N)	0	0.0
35	<b>I always use didactic materials to teach</b>	Strongly agree (SA)	47	38.8
		Agree (A)	72	59.5
		Strongly Disagree (SD)	1	.8
		Disagree (D)	1	.8
		Neutral (N)	0	0.0
36	<b>I am never bias in teaching my pupils</b>	Strongly agree (SA)	67	55.4
		Agree (A)	51	42.1
		Strongly Disagree (SD)	1	.8
		Disagree (D)	2	1.7

		Neutral (N)	0	0.0
37	<b>I provide remedial lessons to pupils having difficulties in learning</b>	Strongly agree (SA)	52	43.0
		Agree (A)	57	47.1
		Strongly Disagree (SD)	4	3.3
		Disagree (D)	5	4.1
		Neutral (N)	3	2.5

Fig.7: Chart on teachers' efficiency



From the table and bar chart above out of the 121 respondents, who responded on whether a teacher is always in class during his/her teaching period, 57(47.1%) strongly agreed, 52(43%) agreed, 9(7.4%) strongly disagreed, 3(2.7%) disagreed and 0(00%) neutral. A primary school teacher must always be in class every working day since he/she in most cases is the lone person in class. This caused children to become very rowdy for the teacher's absence to be noticed. The highest number of respondents strongly agreed and agreed respectively on the fact that they are always in school to teach. A very limited number strongly disagreed and disagreed respectively on this issue. This shows that most teachers in the Kumbo central sub-division are aware of the fact that they need to be in class every school day and no teacher was neutral on this point.

Secondly, the option on whether teachers take time to prepare and present their lesson notes show that out of the 121 respondents, 73(60.3%) strongly agreed, 48(39.7%) agreed, 0 (00%) strongly disagreed, 0(00%) disagreed and 0(00%) neutral. Lesson not preparation and presentation is a very integral part of teaching learning. A teacher needs to consult many text books, internet and even resource persons to come out with a good lesson to present to the children. For pupils to understand well, the teacher needs to teach from known to unknown, simple to complex and from abstract to concrete object. Most teachers strongly agreed and agreed that they prepare and present their lesson notes well. No respondent strongly disagreed and disagreed or remained neutral which an indication that they know very well the importance of preparing and presenting well their lesson notes.

Thirdly, the option on whether teachers assign and correct pupils work always shows that out of the 121 respondents, 72 (59.5%) strongly agreed, 47(38.8%) agreed, 1(0.8%) strongly disagreed, 1(0.8%) disagreed and 0(00%) neutral. Assignments, both class and home assignments are very good way of making the children to work. But when they are not marked by the teacher it leaves children at a dilemma because they do not know whether they have understood the lesson or not. From the above the highest numbers of teachers strongly agree and agree respectively that they assign and correct their pupils work. However a few teachers strongly disagreed and disagreed and no teacher is neutral meaning that they are aware of the part assignments play in the teaching lesson.

Fourthly, the option on whether teachers always use didactic materials to teach shows that out of the 121 respondents 47(38.8%) strongly agreed, 72(59.9%) agree, 1(0.8%) strongly disagreed, 1(0.8%) disagreed and 0(00%) neutral. Didactic materials are very useful in the teaching/learning process most especially in the teaching of primary pupils. Children learn more when they touch and feel real objects. The teacher needs to teach each subject alongside teaching objects which are suitable for the lesson. The above table and bar chart show that the greatest number of teachers strongly agreed and agreed respectively that they use suitable didactic materials in their teaching learning process. Only a few of them strongly disagreed and disagreed respectively on this issue. No teacher was neutral on this idea.

Fifthly, the option on whether the teacher is never bias in teaching his or her children shows that out of the 121 respondents 67(55.4%) strongly agreed, 51(42.1%) agree, 1(0.8%) strongly disagreed, 2(01.7%) disagreed and 0(00%) neutral. A teacher is not supposed to treat his or her children differently in the process of teaching and learning. All of them have the same right in class. These children are given to them by the parents and the state to mould their young minds. They should be given the same treatment in the classroom. From the above statistics the highest number of teachers strongly agreed and agreed that that they do not show any form of bias to their children in class. A few of them strongly disagreed and disagreed respectively. No respondent is neutral in this case.

Sixthly, the option on whether teachers provide remedial lessons to pupils' having difficulties in learning indicates that out of the 121 respondents 52(43%) strongly agreed, 57(47.1%) agreed, 5 (4.1%) strongly disagreed, 3(2.5%) disagreed and 0(00%) neutral. Remedial lessons are a good way of making children who do not follow up during normal lessons to make up for collective promotion to be a success. Teachers' need to make sure that pupils' develop the competence set aside for each level. This can only be done via a close follow up of those slow learners in class. From the above statistics it could be seen that the highest number of teachers strongly agreed and agreed respectively to this idea. A few of the strongly disagreed and disagreed and some teachers however are still neutral to the idea of remedial lessons.

## Inferential statistics

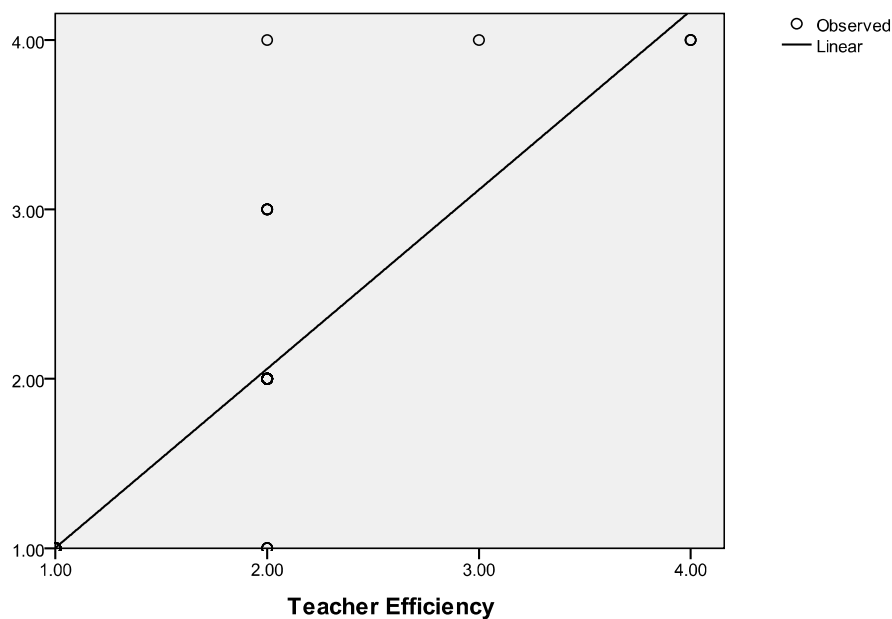
### Hypothesis one

#### Correlations

		Teacher Efficiency	Teaching Approaches
Teacher Efficiency	Pearson Correlation	1	.884**
	Sig. (2-tailed)		.000
	N	121	121
Teaching Approaches	Pearson Correlation	.884**	1
	Sig. (2-tailed)	.000	
	N	121	121

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

#### Teaching Approaches



The table and the graph above present data on teaching approaches and teacher efficiency in the primary school. Looking at the level of significance at alpha 0.05, we have 0,00. The rule states that the null or statistical hypothesis should be rejected and the alternative hypothesis retained if the level of significance is less than 0.05 and more than 0.05 respectively. Based on these results we move forward to retain the alternative hypothesis which states that there is a

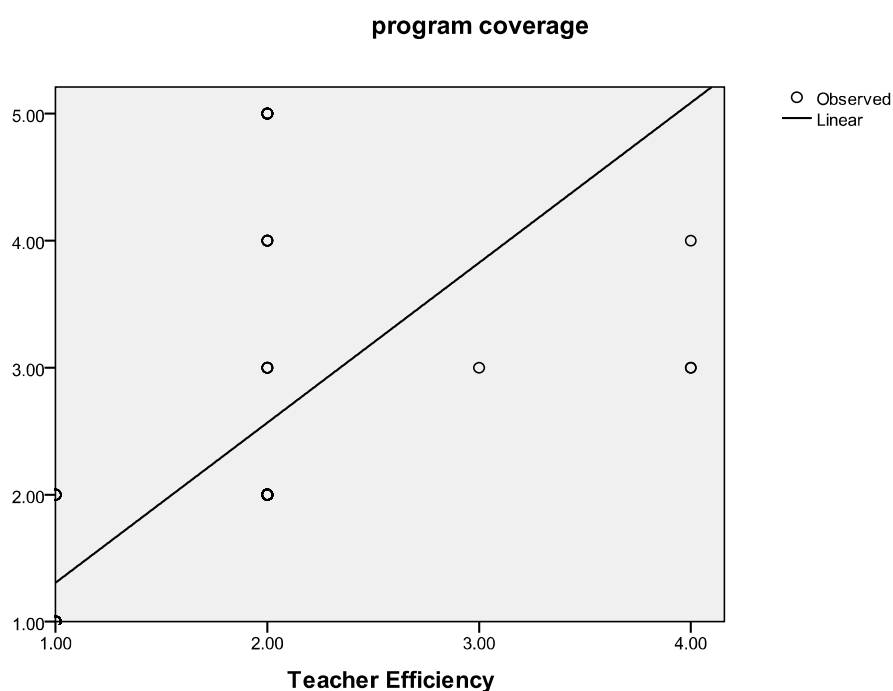
significant relationship between teaching approaches and teachers efficiency. Alternatively, the Pearson product correlation index of 0.884 shows that there is significant association between the variables under study. This index is positive and high thus implying that the relation is high and important.

### Hypothesis two

#### Correlations

		Teacher Efficiency	program coverage
Teacher Efficiency	Pearson Correlation	1	.654**
	Sig. (2-tailed)		.000
	N	121	121
program coverage	Pearson Correlation	.654**	1
	Sig. (2-tailed)	.000	
	N	121	121

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





The table and the graph above present data on programme coverage and teacher efficiency in the primary school. Looking at the level of significance at alpha 0.05, we have 0,00. The rule states that the null or statistical hypothesis should be rejected and the alternative hypothesis retained if the level of significance is less than 0.05 and more than 0.05 respectively. Based on these results, we retain the alternative hypothesis which stipulates that there is a significant relationship between program coverage and teachers efficiency. Alternatively, the Pearson correlation index of 0,654 shows that there is significant association between the variables under study. This index is positive and moderate thus implying that the relation is important.

### Hypothesis three

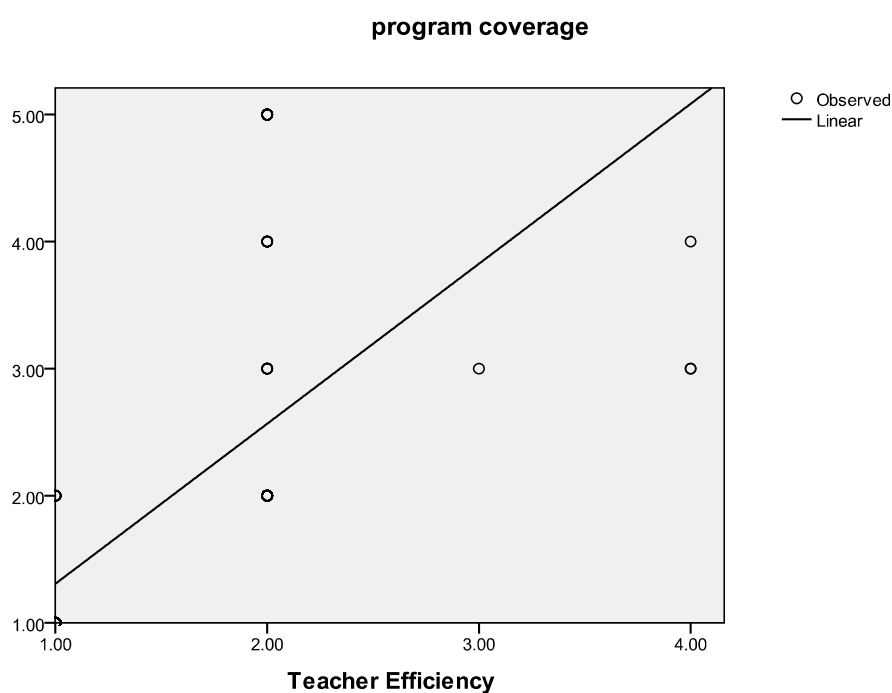
#### Correlations

		Teacher Efficiency	Classroom management
Teacher Efficiency	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	121	121
Classroom management	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	121	121

### Correlations

		Teacher Efficiency	Classroom management
Teacher Efficiency	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	121	121
Classroom management	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	121	121

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



The table and the graph above present data on classroom management and teacher efficiency in the primary school. Looking at the level of significance at alpha 0.05, we have 0,00. The rule states that the null or statistical hypothesis should be rejected and the alternative hypothesis retained if the level of significance is less than 0.05 and more than 0.05 respectively. Based on these result we move forward to retain the alternative hypothesis which states that there is a significant relationship between classroom management and teachers efficiency. Alternatively, the Pearson product correlation index of 0,837 shows that there is significant

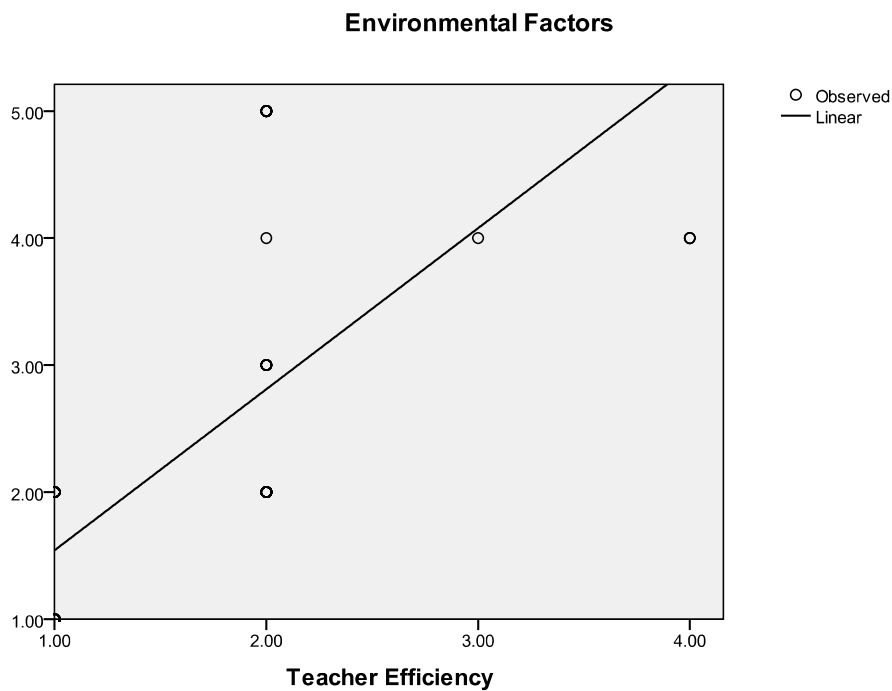
association between the variables under study. This index is positive and high thus implying that the relation is high and important.

### Hypothesis four

#### Correlations

		Teacher Efficiency	Environmental Factors
Teacher Efficiency	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	121	121
Environmental Factors	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	121	121

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



The table and the graph above present data on environmental factors and teacher efficiency in the primary school. Looking at the level of significance at alpha 0.05, we have 0,00. The rule states that the null or statistical hypothesis should be rejected and the alternative hypothesis retained if the level of significance is less than 0.05 and more than 0.05 respectively. Based on these result we move forward to retain the alternative hypothesis which states that there is a significant relationship between environmental factors and teachers efficiency. Alternatively, the Pearson correlation index of 0,643 shows that there is significant association between the variables under study. This index is positive and high thus implying that the relation is moderate and important.

#### Summary of results

<b>Hypotheses</b>	<b>alpha</b>	<b>Level of significance</b>	<b>Pearson correlation</b>	<b>Decision taken</b>	<b>position</b>
Hypothesis 1	0.05	0.00	0.884	Ha retained	1st
Hypothesis 2			0.634	Ha retained	4th
Hypothesis 3			0.834	Ha retained	2nd
Hypothesis 4			0.643	Ha retained	3rd

The main objective of this chapter was to present the descriptive and inferential statistics on the variables of study. The descriptive data is presented in tables and bar charts while the inferential data enhances the test of hypotheses. Out of the four hypotheses tested all of them showed that there is a significant link between the independent and dependent variables. Based on this we can conclude that teachers efficiency has a bearing on collective promotion of pupils in the primary school. The discussion of findings will be done in the next chapter.

## **CHAPTER THREE**

### **INTERPRETATION OF RESULTS**

#### **3.0 Introduction**

This chapter is titled interpretation of results. In it, we have presented a summary of findings, discussions of findings, recommendations, suggestions for further study and conclusions. The data was collected using questionnaire which has been presented in tables and bar charts using the Pearson Product Moment Correlation Index. The Rationale for doing the statistical analysis was to determine the relationship between variables. The data is merely descriptive and inferential in nature. In the first place we shall deal with the summary and discussion of the findings. Secondly, recommendations will be made to teachers, parents and to the government. Suggestions for further research shall be made at the end.

#### **3.1 SUMMARY OF FINDINGS**

This study was made to assess the extent to which Teachers' efficiency influence collective promotion in the primary school. For this the following findings were arrived at.

- There is a significant relationship between teaching approaches and Teachers' efficiency in the primary school.
- There is a significant relationship between classroom management and Teachers' efficiency in the primary school.
- There is a significant relationship between program coverage (curriculum) and Teachers' efficiency in the primary school.
- There is a significant relationship between Environmental factors and Teachers' efficiency in the primary school.

## 3.2 DISCUSSION OF RESULTS

### 3.2.1 HYPOTHESIS ONE

There is a significant relationship between teaching approaches and Teachers' efficiency in the primary school. This hypothesis reveals that there is a significant relationship between teaching approaches and teachers' efficiency in the primary school. Looking at the Pearson Product Moment Correlation index of 0.884, we realize that it is closer to 1, this indicates that there is a strong/high relationship between the variables under study. Alternatively, the probabilistic approach given to interpreting these results show that the correlation is significant at 0.00 at alpha 0.05. This indicates that we have no chance of making an error if we conclude that teaching approaches have an effect on teacher efficiency at primary school levels.

In normal school systems for effective and efficient teaching/learning to take place, teachers' method plays a very major role. A teacher should be able to master his children differences very well and handle them the way they are. Use good teaching methods that suit the ages and aptitudes of the children. The best method is that which develops competences in the pupils. (Tanyi, 2009:08) said "if students have completed the school they ought to show proof or behave like people who have gone to school, then the school has passed through them" This shows that when a child comes out from the primary school he/she must be able to perform and behave in the way that society will acknowledge the fact that he came from a school taught by effective and efficient teachers'. If a child is able to do this, it therefore means that behaviour change has occurred and that something positive happened along the way. Tambo (2003:107) confirms this by stating that "efficient teachers' most of the times define objectives clearly and realistically and inform pupils of these objectives in such a way that they see why they should be interested in working to achieve these objectives

This is however true because when objectives of a class are well defined teaching becomes less boring. Both teachers/pupils are self-motivated and competences are well developed. (Hardre and Reeve 2001, in Tanyi: 2009) says "Gold directed behaviours, energy and efforts, initiation and persistence, cognitive processing and enforcement motivation often lead to improve performance [...] conversely, and students who are less motivated are at a high risk of dropping

out from school” Here teachers’ have to use an approach that will guide and direct behavior of his learners’ e.g. motivation, reinforcement, task work etc. all these will develop the child in an acceptable manner. For a teacher to succeed in all these, he/she needs good inputs (use of various approaches), that can enable him to become more efficient in his/her teaching process to enhance positive results.

Victoria L. Bernhardt (1991:14) points out that “the absence of pedagogic animations can also lead to teachers’ being uncommitted in teaching” In normal teaching/learning process, there must be efficient measurement and evaluation of all the input processes by a teacher and the output processes in terms of quality learning outcomes. In most cases teaching approaches are poor because schools do not measure and evaluate proper inputs (teachers’ didactic materials) leading to inefficiency in teaching.

Social constructivism, strongly influenced by Vygotsky’s (1978) work suggests that knowledge is first constructed in a social context and is then appropriated by individuals. Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guess work and intuitive thinking in teachers” (Brown et al. 1989 and Akerman 1990 in Andy, 1992). Here teachers’ uses good approaches to put learners in making discoveries by themselves. When children are encouraged by the teacher to learn by themselves what they discover remains in them and more competences are being developed. This is an indication that knowledge is constructed and not acquired and it is the teacher who guides children to construct themselves so as to meet the societal requirement.

### **3.2.2. HYPOTHESIS TWO**

There is a significant relationship between classroom management and Teachers’ efficiency in the primary school. This hypothesis reveals that there is a significant relationship between classroom management and Teachers’ efficient. Looking at the Pearson Product Moment Correlation index of 0.837, we realize that it is closer to 1, this indicates that there is a strong/high relationship between the variables under study. Alternatively, the probalistic approach given to interpreting these results show that the correlation is significant at 0.00 at

alpha 0.05. This indicates that we have no chance of making an error if we conclude that classroom management has an effect on teacher efficiency at primary school levels.

By classroom management, we mean what teachers do to establish and maintain a condition that facilitates effective and efficient teaching and learning. Jacobson et al, (1989) observe that “.....it is the complex set of plans and actions that the teacher uses to ensure that learning is effective and efficient” Classroom management strategies are very essential for an efficient teaching and learning process thus teachers reputation among colleagues, school authorities and learners is a function of his/her ability to create and maintain an orderly and effective learning environment. There are various types of approaches and an effective and efficient teacher must vary his/her approach depending on the nature of the classroom. These approaches include the authoritarian approach, the instructional management approach, the behavior modification approach, the social and emotional climate approach and the group process approach.

The inefficiency of a teacher can at times be noticed because of his inability to manage his classroom. Belinga (2005) says “La gestion des classes est l’une des exigences pédagogiques et didactiques incontournables pendant la formation des élèves. Tout enseignant doit le succès de ses apprenants grâce à une bonne gestion de la classe. [...] le résultat le succès académique des élèves dépend de la manière dont leur classe est gérée par le formateur. Tout succès scolaire dépendra toujours des conditions indispensables d’ordre et d’effort personnel qui caractérisent toute situation d’apprentissage” Teachers who have not been trained lack managerial skills in their classrooms. A teacher when trained handles his class very well and no matter the size of the class, he does not face any managerial problems.

Banal et al. (2002:11) points out that “un enseignant peut marquer des qualités essentielles et accomplir tout de même un travail bénéfique, mais enseigner sans autorité c’est plus enseigner. Faut de dominer le groupe d’individus qui composent sa classe: tout l’éruption du professeur et toute l’attention qu’il porte aux efforts de ses élèves resteront en effets stériles”

This is true because the teacher remains the overall in class. He needs to impose himself in front of the learners. Failure to do this makes the pupils to know that he is weak and management becomes a big problem in his class. The teacher at first contact with his pupils needs to define his



dos and don'ts making sure that he/she follows them till the end. This will make children to respect him and he will manage the class with a lot of ease.

Also encyclopedia of education (1971) emphasizes that “increase class size and population explosion of schools is a matter that requires urgent and adequate attention. The increase in class size may have a terrible implication for teachers’ productivity” when a classroom is too large, no matter the amount of training a teacher receives management problems must always be around thus rendering the teacher in question less efficient. This is so because as the teacher is at one end,controlling the other end will be impossible thus thisposes a great problem to these teachers making the less performant in the discharge of their professional duties. Most writers believe that class management have a strong influence on teachers’ efficiency. Large classroom mars the teachers’ productivity and children end up not acquiring the various competences.

Cooper (1967), states that“the teacher can properly manage the classroom by modifying studied behaviour. This approach (behavior modification) originates from behavioural psychologist Sigmund Freud and Abraham Maslow “Behaviour can be changed through orientation, counseling, engaging the person to task etc. This is very true because a professional teacher must understand the individual pupils’ differences, family status and the influence of the school environment. This will help the teacher in question to adequately counsel the pupils in order to maintain class discipline.

No classroom management technic will be effective and efficient for long if effective and engaging teaching is absent. Glasse, (1990 p.14), observes that “classroom management models and their accompanying strategies are not substitutes for good teaching. Effective teaching, perhaps-the most difficult job of all in our society is actually a preventative discipline measure that keeps students so involved and interested that they are not inclined to cause problems.

### **3.2.3 HYPOTHESIS THREE**

There is a significant relationship between program coverage (curriculum) and teachers’ efficiency.This hypothesis equally reveals that there is a significant relationship between program coverage and teachers’ efficiency in the primary school. Looking at the Pearson product moment correlation index of 0.654 we realize that it is closer to 1, this indicates that there is a high relationship between the variables under study. Alternatively, the probalistic approach given

interpreting this result shows that the correlation is significant at 0.00 at alpha 0.05. This indicates that we have no chance of making an error if we conclude that classroom management has an effect on teacher efficiency in the primary school.

Lack of interest in a profession automatically reduces output. This will affect program coverage in the primary school. O'niel 1995 in Ofoegbu (2009:2) notes that: "teachers have both intrinsic and extrinsic needs. A teacher who is extrinsically motivated may be observed to undertake a task for its own sake for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in the influencing a people's behaviour" This shows that if the school as organization targets in building intrinsic motivation in teachers so that they can actively participate in the pedagogic process and also to supply some extrinsic motivation along the way it will lead to general school improvement.

The absence of effective program coverage in schools can be due to the absence of didactic materials and teaching aids. In most cases teachers do not carry on teaching very well because they lack text books in particular subjects. Others are not equally useful guide in some subjects. This makes the program not to be fully exploited. This leads to most competences not developed in the children. This however creates a serious problem on collective promotion.

The nature of curriculum and the work load can also determine the coverage of school program. Some teachers can have sixty to seventy in class which is far above government standard. This makes teaching/ learning difficult and time consuming. In this case teachers will not only be able to cover the program but they will not also have the ability to follow-up children individually. Slow learners will not be able to meet up.

Teacher training is also an important factor in the teaching process. Well trained teachers will normally have competences to teach effectively and efficiently than untrained teachers. When the program is not covered it means competences and skills will not be built in children who may have to failed since the teachers are not applying the educational law on collective promotion.

Program coverage equally has to do with too many extra-curricular activities in the primary school. The school curriculum does not consider such activities. Much class time is consumed

participating in such activities like sports, youth week, bilingualism week etc. At the end of it all the program is not covered and the children are left with nothing.

Base on Hertzberg's theory of motivation, we see that both hygiene factors and motivators can significantly influence workers output by making them increase in their input. This means that if teachers are provided with the appropriate motivation they will do a lot to cover the school annual program. This could also be accompanied by some compensatory teaching. In so doing, collective promotion will be improved upon.

### **3.2.4 HYPOTHESIS FOUR**

There is a significant relationship between Environmental factors and Teachers' efficiency. This hypothesis reveals that there is a significant relationship between Environmental factors and Teachers' efficiency in the primary school. Looking at the Pearson Product Moment Correlation index of 0.643 we realize that it is closer to 1, this indicates that there is a strong/high relationship between the variables under study. Alternatively, the probalistic approach given to interpreting these results show that the correlation is significant at 0.00 at alpha 0.05. This indicates that we have no chance of making an error if we conclude that Environmental has an effect on teacher efficiency at primary school levels.

This is the relationship that exists between teachers, parents and the social environment. In most cases parents spend far less time with their children. This is so because they have to go out in search of means to bring up the children. Other parents believe that child upbringing is a duty of a teacher in the classroom. There is the need for parents to take an active part in their children's education by providing them school needs and also following them up on time and even in classroom.

According to the National Association of Young Children NAEYC (2005) "one way to foster children learning is through joint effort evolving both families and schools where parents and teachers have shared responsibilities for creating a working relationship that will help children succeed academically" in the same vain, Adprima (2011) stresses that "the most important factor that affects the child's performance in school is parental involvement. Often parents assume that just sending their children to school and working at their report cards is enough not true. If you

want to be involved, if you want to actively participate in the relationship between your child and the school, there are some things you can do to make this relationship positive and productive.”

A child can hardly succeed in a primary school without the active participation of both parents and teachers. They should make sure they are in a cordial relationship so as to assist the child grow and fit well in the society. Parents at home should make sure that despite their tight schedule they should always create time to go through children's' books. Ask information from the teacher and give theirs. They are to assist the teacher by calling round the school and seeking advice on how to handle them back at home.

Frederick W. Taylor (1911), and Fayol (1915), theory on division of Labour theory of scientific management came about because of the fast growth of industrialization in the 20<sup>th</sup> century as well as the growth of government. The theory lays emphasis on division of labour and bureaucracy. His work is very useful in a school system. Each person in the system should take up his responsibilities. Teachers should prepare and present their lesson notes well. Pupils should do assignments given to them by teachers making sure they correct well and parents on their part should provide books uniforms, follow up their children, pay school fees. This greatly enhances education and collective promotion will not more be a problem.

### **3.3 IMPLICATION OF FINDINGS**

Based on the findings discussed above, all the Alternative hypotheses (Ha) were retained while the Null Hypotheses were rejected. This decision was based on the principle of the Pearson product moment correlation index which was the statistical tool used in data analysis. This confirmation can automatically implies that the general research hypothesis which goes thus: there is a significant relationship between collective promotion of pupils and teachers efficiency in some selected primary schools in Kumbo Central Sub Division is a reality. Our calculation through the Pearson moment correlation index and contingency coefficient showed that the relationship between these variables is positive and the magnitude of these relationships are moderate and higher. This is an indication of lapses in the factor through curriculum implementation in the primary school in kumbo Central Sub Division.

### **3.3.1 Conclusion**

This study is aimed at evaluating the impact collective promotion and teachers' efficiency in the primary schools. The data for the research was collected with the aim to test four hypotheses which have all been confirmed through the use of the Pearson Moment Correlation index. As such it was concluded that there is a significant relationship between teachers' efficiency and collective promotion in primary schools in Kumbo Central Sub Division. So if collective promotion fails teachers remain the underlying factor. So the way in which the curriculum is developed can determine the success of collective promotion in the school. If teachers are not able to do effective programme coverage the academic progress of the pupils will be seriously affected even in future. Personal factors as laziness, poor teacher attitude towards colleagues and pupils seriously hampers collective promotion. Also the use of pedagogical instruments like the teaching approaches and methods including class size and environmental factors have equally been noticed to have a great impact on collective promotion in the primary school.

A conducive school environment would normally favour learning in a school as it would act as a motivator to learning. If the work environment is also conducive for the teacher who is the catalyst in the teaching/learning process, the pupils will enjoy their teacher. When the work is attractive, the output of the workers would reach maximum even if the remuneration is not so good. The same case applies for the school environment, when the relationship between the teachers and administration is cordial effective curriculum implementation will surely take place and vice versa. This implementation which is an interaction between those who created the program and those who implement it requires that the teacher should be able to shift from the old teaching method to the new methods.

## **3.4. RECOMMENDATIONS**

### **3.4.1. THE GOVERNMENT**

Based on the research findings it could be deduced that the collective promotion of pupils in the primary school is government's own way of reducing repetition the primary school. She should always involve teachers, parents and why not pupils when making and taking decisions. This is

also because most of the parents and teachers do not yet know what collective promotion is all about.

Also teachers in the primary schools are over loaded. They teach at least fourteen subjects in each class. This makes them ineffective. The government should make sure that each classroom should have at least three teachers in each class so as to share the burden. Also large class size is another hindrance to collective promotion. One teacher teaches in a class of about 60-70 pupils and why not up to 100 pupils. This makes work very difficult for him alone. He is unable to detect individual problems. At the end of the year all of them are promoted. This makes pupils to carry along their problems and little or no competences are developed. The government should consider student population in each school such that the classes should be shared into A,B,C etc.

Again, the government should ameliorate the teachers' working conditions especially in remote areas. Social amenities should be created like portable water, electricity, good roads, telephone facilities. This will enable most teachers to concentrate in their work area.

Equally, teachers' salaries should be revisited. They have a lot to do and their salaries at times does not meet up with their basic necessities. The government should improve on their salaries so as to stop them from engaging in certain activities that make them not to be regular in school.

Also, in-service training should be encouraged to teachers in active service through pedagogic seminars. These pedagogic seminars and workshops should be handled by competent personnels. And not following "God Fatherism"

Also, the duration of training a primary school teacher should be increased and intensified. Teachers' take only nine months to acquire the various competences. This is however very ridiculous. Primary school is the foundation for any educational undertaking. When the children are not given solid bases they end up not being fit to meet the demands of the society.

Appointments should be done based on merit and not on personal relationship and how much you are able to bargain. Transfers equally should be done with reasons and not teachers choosing where they must work.

Minimum packages should also be given at the start of every academic year. This is so because they at times come during the middle or end of the year.

The government should fully decentralize education if education is handled by the local councils. Problems of the school like shortage of staff, buildings, toilets, recruitment of teachers will be well handled. Finances should be managed by the council and not the State.

Again, teachers' recruitment and training is a very important issue in the school system. Teachers' should be recruited because they can find their way out but through merit. The government should not recruit those teachers who came to the teaching profession as a lender of the last resort.

The government should equally supervise the teachers sent to the various schools. To supervise is to oversee the work of someone and provide guidance and counseling of the person for better professionalism. Here, the government assures that various inspectors does their work well without any fear or favour. A proper follow up of a teacher is likely to improve on his output and why not the children.

### **3.4.2 TO PARENTS**

The parent is the first teacher of the child. As parents we need to collaborate with teachers. Parents should always call around the school premises to find out from the teachers how the child is doing in class and equally inform the teacher on the changes he notices in the child. He should also seek advice from the teacher on how to handle the child at home especially as far as book work is concerned.

Parents on their part should make sure that they buy all the required text books for the class and to pay their children's school fee on time. This will enable the child to study well as he is not always being sent out of class for school fees and books.

Equally, parents should assist the teachers in disciplining the child at home. They should not only allow them to watch TV and school work to be done only by the class teacher in school. Parents should equally help boys to grow as fathers by making them to do some of the difficult things a man does at home. Girls should equally be trained in the way that as tomorrow mothers they will fit well in the kitchen and take care of the baby.

Parents should have a good approach towards teachers. They should hear what their children tell them and come to attack the teacher in school. They should learn to be calm in the way they confront the teacher with problems from their children.

### **3.5.3. TO TEACHERS**

The teacher teaches pupils' given him by parents and the State, administers that is the lessons given to him from the scheme of work, disciplines those children who are not ready to learn, socialize seen from the way he talks, works, dresses etc. and above all the moral upbringing of the pupils. He must always prepare and present his/her lessons well and orderly. They must also update himself with New Pedagogic Approach (NPA), Competent Based Approach (CBA) and why not collective promotion.

Again, teachers need to collaborate with their administrators so as to facilitate the teaching/learning process. They should equally collaborate with their colleagues, Parents and children. This is so because combined efforts lead to greater output.

He should create a conclusive learning environment by making pupils to be creative and producers of new knowledge and not consumers of knowledge thereby assuring good and cordial social environment.

## **CONCLUSION**

This chapter deals with the presentation and discussion of the research findings our four specific hypotheses were all confirmed based on the results of our statistical analysis where the calculate value of the Pearson Correlation Index in all cases were more than the critical value of the Pearson Correlation Index. It was therefore confirmed that a significant association really exist between collective promotion and teachers' efficiency in the primary school. This means that if educational stakeholders want to improve on collective promotion they have to consider teacher efficiency which is an underlying element in the teaching/learning process. Recommendations were made to the government, parents and the teachers'.



## GENERAL CONCLUSION

The main objective was to assess the extent to which teachers' efficiency influence collective promotion in the primary school. The use of the questionnaire helped us to triangulate the information methodologically. At the level of the theoretical framework triangulations of Frederick W. Taylor (1911) and Fayol (1915), theory on division of Labour, Mayo E (1946), concept of Team Spirit and Bi-Factorial theory of Abraham Maslow (1954). The usage of triangulation enabled the researcher to explain his findings from various angles and to cross check the information collected from the instrument. Data collected proved that there is a significant relationship between collective promotion and teachers' efficiency in the primary school. This is clear indication that teachers can be blamed for the children's not being able to fit well in the society upon completion from the primary school. We discovered that most of the teachers are efficient in their professional activities. Most of them are not using the appropriate teaching methods and teacher/parent relationship is not cordial in most schools in Kumbo Central Sub Division. Teachers' still do very little to optimize the relationship between them and the parents. It has equally been noticed that the working conditions of teachers are not very encouraging. This has made teachers' less enthusiastic in their calling. The relationship also between teachers' and children is not favorable and the school environment too is not favorable and the school environment too is not welcoming. In a good number of schools visited teachers' have to teach more than sixty pupils in one class. This makes the teachers and the learning process very difficult for them as most of them do not get good sitting positions and too much disturbances as well.

Collective promotion becomes a problem because it does not only retard educational standards but it leads to a lot of educational wastage in terms of financial human and material resources. It also poses a lot of psychological problems to pupils upon graduation because they are not able to defend themselves upon graduation. Teachers' efficiency is the measure of the extent to which input is well used for an intended task or function. Efficiency is doing things right. If teachers are not committed to their job, if they are not qualified, if their working conditions are not favorable, if they do not use the appropriate teaching methods, curriculum implementation will not be effective thus leading to failures in collective promotion in the primary school.

Based on these results we discovered the following; Teachers do not have a mastery of techniques such as partial and full insertion which can enable them to effective programme coverage as fast as possible. An examination primary school syllabus shows that many topics repeat themselves in many subjects. If teachers' teaches them different at different times it will be a problem on program coverage. So teachers' should integrate them in one subject and indicate in the lesson preparation note book.

As far as teaching methods are concerned, most teachers' do not really apply appropriate teaching methods. The teachers still fail to place the child at the center of the teaching/learning process. This is caused by the fact that most teachers' complain that approaches that puts the child at the center is very consuming giving the work load they have. The continuous use of the old teacher centered approach seriously account for numerous cases of collective promotion in the primary school.

Also, teacher/parent relationship is very poor. It is partly because their output will be increased and vice versa. A good job environment depends on the principle of equity which is very primordial in enhancing job motivation. In the school situation for instance, it will be very difficult for a teacher to do effective work with a hungry stomach. It is rather obvious that man cannot live by bread alone when there is no bread. The teachers do not see possibilities of advancement and self-fulfillment, they become less motivated.

Teacher/parent are very poor parents do not find time to collaborate with the teachers to handle their children. This situation becomes worst for poor parents who cannot afford for home teaching. In their attempt to survive they indulge in different activities rather children's academics. Learners tend to suffer or lose.

Based on the above, we recommended that the government should reduce class size especially in government primary schools and where they are visible signs of failures of collective promotion. She should also provide didactic materials in abundance so as to enable the teachers' to exploit the curriculum well. Also, the government should review the conditions under which teacher recruitment and training ensures quality output. The syllabus should be revised so that topics should not repeat themselves. Motivation by the government and parents should be provided on regular basis. Head teachers should make sure that teachers are regular and punctual in their job

sides. Parents and teachers should endeavor to be in good terms so as to better assist the children thereby ensuring their success.

Nevertheless, results show that teachers alone are not responsible for the failure of collective promotion in our schools. Parents/teachers and socio-economic conditions are also greatly instrumental. They are unable to pay school fees in time, buy text books, low level of education such that they can assist their children back at home. If a learner does not have enough and adequate learning materials which can enable him to succeed she is going to fail in many aspects in the classroom.

Recommendations have been made but research can still be carried out to examine other factors which can be responsible for high level of failures in collective promotion in primary schools in Kumbo Central Sub Division.

### BIBLIOGRAPHICAL REFERENCES

- A BameNsameng (2011), *Handbook of African Educational Theories and Practices*. Human Development Resource Centre (HDRC)
- Adam Cash (2002), *Psychology for Dummies*. 111 River Street. Wiley Publishing. Inc.
- Adams, J. A. and Jex, S. M. (1965). Equity in Social Change. In L. Berkowitz (ED). (Advances in Experimental Social Psychology Vol. 2, Pp. 267-299) New York: Academic Press. *administration*, 1, 9-16.
- Airasian, P. W. (2001). *Classroom Assessment: A concise approach*. Boston: McGrawHill
- Alberto, P. And Troutman, A. (2005), *Applied Behaviour Analyses for Teachers*. Upper Saddle River
- Allen, S. J., & Blackston, A.R. (2003). Training pre-service teachers in collaborative problem
- Amin M. E. (1999), *Trends in the demands for primary Education in Cameroon* ,UPA, Inc, Boston.
- Amin, E. M. (2004), *Social Science research conception, methodology and analysis* Kampala: Makerere University Press.
- Angelo T. A. & Cross, K.P. (1993), *Classroom Techniques: A Handbook for college teachers* San Francisco: Jossey-Bass.
- Anja, S. & Fonche, P. (2001). "A synoptic view of curriculum Evolution and practice" Bamenda, the FonabPolytechnic press.
- Ateba, J.P. (1999). "Mathematiques et eches scolaire: Essai sur les performance en mathematiques a l'ecoleelementaire. Cas des eleves des ecoles Annexes des Ngoumou" Memoire de Maitrise en psychologie sociale, non public universite de Yaounde I Cameroun.
- Banner, James et cannon Harold, (2002) *L'art d'Enseigner*, parise,: Jouve.
- Barbette, P. M., Norona, K. L., & Bicard, D. F. (2005). Classroom behavior management: A
- Belinga, B. (2005), *Didactique et Professionnalisation des Enseignants*, Yaounde, Ed. cle.
- Bosch, K. (1999). *Planning classroom management for change*. Arlington, VA:
- Boynton, M. & Boynton, C. (2005). *The educator's guide to preventing and solving*
- Bray M. (1981), *University. Primary Education in Nigeria: A study of Kano State*, Routledge and Keyan Paul, London.
- Brophy, J. (1999). *Perspectives of classroom management: Yesterday, today, and tomorrow*.

- C.T.Q. (2011). Improving Teacher working conditions. Retrieved from <http://www.teacherworkingcondition.org>.
- Cambridge Advance Learners Dictionary (2013 fourth Edition). Cambridge University Press.
- Chantana Victor et al (1990), "Evaluating Primary Education, IDRC, Ottowan Economic Commission for Africa", (1989). *Classroom behavior management. Journal on Professional Development*,
- Copper, S. (1967). *Teaching for learning: Applying educational psychology in Curriculum Development. discipline problems*. Alexandria: VA Association for Supervision and dozen common mistakes and what to do instead. *Preventing school failure*, 3, 11-19. Education Association.
- Emmer, E. & Stough, L. (2002). *Classroom management. A critical part of educational Encyclopedia of Education* (1971)
- Evertson, C. M. & Harris, A. H. (2006). *Looking into learner-centered classrooms:*
- Farrant, J. S. (2003), *principles and practice of Education*. London Longman House of Burnt Hill.
- Fonkeng, E. G. (2007), *The History of Cameroon 1884-2004*. New York: The Edwin Mellen Press Ltd.
- Fonkeng, E. G. And Tamajong E. V. (2009), *Secondary School Administration, Principalship* Yaounde Press Universitaires D'Afrique.
- Glasser, W. (1998). *The quality school: Managing students without coercion*. New
- Good, J. & Brophy, J. (2002). *Looking in classrooms*. Boston: Allyn & Bacon.  
Google Search using Evertson and Weinstein (2006).
- Gordon, T. (2003), *Teaching effectiveness Training* New York: Three River Press.  
Heights, MA: Allyn & Bacon.  
*Implication for classroom management*. Washington, DC: National
- In H. J. Freiberg (Ed.). *Beyond behaviorism: Changing the classroom*  
*Journal of Educational Psychology*, 98(1), 219-231.
- Kohn, A. (1999). *The schools our children deserve*. Boston: Houghton Mifflin.
- Leke I. Tambo, (2003), *Principles and Methods of Teaching*. ANUCAM Publishers.  
*management paradigm*. Needham Heights, MA: Allyn and Bacon.  
Management.

- Marzano, R. (2007). *Establishing classroom rules and procedures*. Audio Script from
- McNergney, R. F. & McNergney, J. M. (2007). *Education: The practice and profession of*
- Merrett, F., & Wheldall, K. (1993). How teachers learn to manage classroom behavior. A
- MINEDUC (2001), Education Project II: Compensatory Teaching, Yaounde
- MINEDUC (2002), "The Teachers' Manual on the Teaching of English language in English Primary Schools in Cameroun".
- MINEDUC (2003), Inspection Report on Pilot Schools under the Education Project II, North West Province.
- MINEDUC (2004), "The Evaluation of the Pilot Experiment on the Reduction of Class Repetition in Cameroon Primary Schools". Yaounde
- MINEDUC, Decision No. 21/B1/1464 MINEDUC (2006)
- MINEDUC/BAD (2003) "*Training Modules: Learning in terms of competence initiation in the Pedagogy of Integration*", Yaounde.
- MINEDUC/BAD, (2003), Curricula Based on the Development of Competences: Cameroon Primary English, Mathematics Syllabuses, Yaoundé.
- MINEDUC/PEII/CEP, (2003) '*Experience Pilote de Reduction des Redoublements* ', Yaounde.
- NAEYC. (2005). Building Parent-Teacher partnerships. Retrieved from <http://www.naeyc.org/families/PT>.
- Nkwenti, M. (2013), UNESCO, International Conference.
- Nsamenang, A.B. and Tchombe, M.S. (2011), *Handbook of African Educational Theories and Practices*. Jacobs Foundation. PUA.
- Nsamenang, B (2007), Professionalisation and Ethics. A Generative Curriculum. Human Development Series Volume 4. African Educational and professional Publishers. Bamenda Cameroon.
- Nwandiami and Adeyemi (1988), International Journal of Academic Research in Progressive Education and Development. January 2012 Vol. 1 No. 1
- Nwandiani and Adeyemi (1988), International journal of Academic Research in Progressive Education and Development. January, 2012 Vol. 1, No 1.
- Ofoegbe, F. I. (2009), *Teacher Motivation. A factor for Classroom Effectiveness and School Improvement in Nigeria*.

Oliver R. M. (2009). Protocol for systematic review of the effectiveness of teachers' Oxford Advance Learners Dictionary International Edition (2000, pg 469)

Pearson Education Inc.

Sergiovanni, T. (2002). *The principalship: A reflective practice perspective*. Needham Skylight Professional Development. solving: An investigation of the impact of teacher and student behavior change in real-world settings. *A Journal of School Psychology*, 1(18), 22-51. *study of teachers' opinions about their initial training with special reference to*

Tambo, L. (2000), Teaching and Learning Assessment strategies to promote Master of Learning Tasks.

Tanyi, M.E. (2008). *Mayor Theories of Learning: the process of why, how and when we learn*, Yaounde, African Publication.

Tchombe , T.M. (1997). *Classroom events methods techniques and psychological corrolates*, Yaounde: Vita Press. *Teaching*. Pearson: Allyn and Bacon.

The Art and Science of Teaching. <http://www.apaorg/education/k12/classroom> *the classroom*. New York: Good Year Publishing Company Inc.

Transparency International, (2011), Absenteeisme des Enseignants dans les Ecoles primaires Publiques au Cameroun Region du Centre.

Trowbridge, L. W. et al (1986). *Becoming a secondary science teacher*, Merrill Publishing Company: Columbus.

Tsafack G. (2003). *Ethics and deontology in Education*. Yaounde: Presse Universites D' Afrique

Tsafack, G. (2003), *Comprendre les Sciences de L'education*. Paris Montreal, Harmattan.

UNICEF (2001), Analyse des Mesures Prises et Resultats Obtenus pour Reduire les Redoublements dans les 10 Arrondissement du Programme d'education, yaounde.

UNICEF (2001), "Evaluation des Formations Dispensees aux Enseignants et Directeurs d'Ecoles Depuis 1998 dans les 12 Arrondissement du Programme d'education ", Yaounde.

Weiner, B. (1985). An Attributional theory of achievement motivation and emotion. *Psychological review*. 92, 4, 548-573. Viau, R. (2001).

Weiner, B. (2000). "Interpersonal and Intrapersonal theories of motivation from an attributional perspective". *Educational psychology Review* vol. 1, 12, 1-14





## APPENDIX 2

REPUBLIQUE DU CAMEROUN  
Paix - Travail - Patrie  
MINISTRE DE L'EDUCATION DE BASE  
DELEGATION REGIONAL DE  
L'EDUCATION DE BASE DU NORD OUEST  
DEPARTEMENTALE DE BUI  
INSPECTION DE L'EDUCATION DE BASE DE  
KUMBO

REPUBLIC OF CAMEROON  
Peace - Work - Fatherland  
MINISTRY OF BASIC EDUCATION  
REGIONAL DELEGATION OF BASIC  
EDUCATION NORTH WEST  
DIVISIONAL DELEGATION OF BASIC BUI  
INSPECTORATE OF BASIC EDUCATION  
KUMBO

Ref. No \_\_\_\_\_ / \_\_\_\_\_ /MINEDUB/IBE/K  
Sub-Divisional Inspectorate of  
of Basic Education KUMBO

to: Whom it Date: 12-05-2015  
may concern.

The bearer of this note is made  
Brendaline BIRADZEM SHEY. A  
Student from the University of  
Yaounde I studying Science of  
Education and is on a Resear  
project for her masters II.

She hopes to visit a number  
of schools in Kumbo Central. I  
call on you to give her the co-  
peration that she needs.



THE INSPECTOR  
*Christophe Njoye Eyangom*  
INSPECTEUR-ADJOINT D'ENI (PABBU)

## APPENDIX 3

## Distribution according accessible population

<b>SHOOLS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>Government</b>	<b>256</b>	<b>320</b>	<b>576</b>
<b>Catholic</b>	<b>163</b>	<b>253</b>	<b>416</b>
<b>Islamic</b>	<b>70</b>	<b>82</b>	<b>152</b>
<b>Presbyterian</b>	<b>46</b>	<b>53</b>	<b>99</b>
<b>Baptist</b>	<b>62</b>	<b>70</b>	<b>132</b>
<b>Orders(lay private)</b>	<b>28</b>	<b>56</b>	<b>84</b>
<b>Grand total</b>	<b>625</b>	<b>834</b>	<b>1459</b>

**`Source: Regional Delegation for Basic Education North West Region**

## APPENDIX 4

## Distribution of sample population

Schools	Number of Teachers
<b>A-Government Schools</b>	
G.S Njavnyuy	10
G.S Melim	14
G.S Bamkikai	10
G.S Kai	06
G.S Ntoh-Nso	12
<b>B-Catholic Schools</b>	
C.S Melim	09
C.S Bamkikai	04
S.T.S Kumbo	14
<b>C-Islamic</b>	
IPS Bamkikai	10
<b>D-Presbyterian Schools</b>	
P.S Kumbo	07
<b>Others(lay private)</b>	
PABES	07
Didaviv	17
<b>Grand total</b>	<b>120</b>

Source: Divisional Delegation Basic Education Bui Division



## APPENDIX 5

## Calculation of content validity

Items	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Coef. validity Index	Inter-Judge coef of validity
1	✓	✓	✓	✓	✓	5/5	1
2	✓	✓	✗	✓	✓	4/5	0.8
3	✓	✓	✓	✓	✓	5/5	1
4	✓	✗	✓	✓	✓	4/5	0.8
5	✓	✓	✗	✓	✓	4/5	0.8
6	✓	✓	✓	✗	✓	4/5	0.8
7	✓	✓	✗	✓	✓	4/5	0.8
8	✓	✓	✓	✓	✓	5/5	1
9	✓	✗	✓	✗	✓	3/5	0.6
10	✓	✓	✓	✓	✓	5/5	1
11	✓	✓	✗	✓	✓	4/5	0.8
12	✓	✗	✓	✗	✓	3/5	0.6
13	✓	✓	✓	✓	✓	5/5	1
14	✓	✓	✓	✓	✗	4/5	0.8
15	✓	✓	✓	✓	✓	5/5	1
16	✓	✓	✗	✓	✓	4/5	0.8
17	✓	✓	✓	✗	✓	4/5	0.8

18	✓	✗	✓	✓	✓	4/5	0.8
19	✓	✓	✓	✓	✓	5/5	1
20	✓	✓	✓	✓	✗	4/5	0.8
21	✓	✓	✓	✓	✓	5/5	1
22	✓	✓	✗	✓	✓	4/5	0.8
23	✓	✓	✓	✓	✗	4/5	0.8
24	✓	✓	✓	✓	✓	5/5	1
25	✓	✓	✓	✗	✓	4/5	0.8
26	✓	✓	✓	✓	✓	5/5	1
27	✓	✗	✓	✓	✓	4/5	0.8
28	✓	✓	✗	✓	✗	3/5	0.6
29	✓	✓	✓	✓	✓	5/5	1
30	✓	✓	✗	✓	✗	3/5	0.6
31	✗	✓	✓	✓	✓	4/5	0.8
32	✓	✓	✓	✗	✓	4/5	0.8
33	✓	✓	✓	✓	✗	4/5	0.8
34	✓	✓	✓	✓	✓	5/5	1
35	✗	✓	✓	✓	✓	4/5	0.8
36	✓	✓	✓	✗	✓	4/5	0.8
37	✓	✓	✗	✓	✗	3/5	0.6

38	x	✓	✓	x	✓	3/5	0.6
39	✓	✓	✓	✓	✓	5/5	1
40	✓	x	✓	✓	x	3/5	0.6
41	✓	✓	✓	✓	✓	5/5	1
42	✓	x	✓	✓	x	3/5	0.6
43	✓	✓	✓	x	x	3/5	0.6
<b>Total</b>	<b>CVI</b>						<b>0.78</b>

## APPENDIX 6

## QUESTIONNAIRE

REPUBLIC OF CAMEROON  
Peace-Work-Fatherland

-----  
THE UNIVERSITY OF YAOUNDE I

-----  
FACULTY OF SCIENCES OF  
EDUCATION

-----  
DEPARTMENT OF EDUCATIONAL  
FOUNDATIONS



REPUBLIQUE DU CAMEROUN  
Paix-Travail-Patrie

-----  
UNIVERSITE DE YAOUNDE I

-----  
FACULTE DE SCIENCES DE  
L'EDUCATION

-----  
DEPARTEMENT D' ENSEIGNEMENTS  
FONDAMENTAUX EN EDUCATION

**QUESTIONNAIRE ON COLLECTIVE PROMOTION OF PUPILS AND TEACHERS'  
EFFICIENCY IN PRIMARY SCHOOLS, IN BUI DIVISION.**

Dear respondents,

I am a Master II student in the Faculty of Science of Education, Department of Educational Management of the University of Yaounde I. I am carrying out a research on "*Collective Promotion of Pupils and Teachers' Efficiency in primary schools in Bui Division*".

Please you should kindly mark an (x) against your favorable response. Tick only one of the five modalities. This will however be treated with a lot of confidentiality. Thanks for your time.

**SECTION A: PERSONAL INFORMATION**

1. Sex: Male  Female
2. Religion: Christianity  Islam  Others
3. School: Public  Private  Religious  Lay Private
4. Educational qualification: First School leaving certificate  GCE Ordinary level   
GCE Advanced level  First Degree and above
5. Level of professional training: Teacher Grade 1  Teacher Grade 2  Teacher  
Grade III  Undergoing Training  Not Trained
6. Status of employment: Temporal  Permanent  P.T.A Employed
7. Longevity in service: 0-5years  , 6 -10years  , 11-15years  , 16-20years, 2  
25years  6-30years  years and above



**Section B: H 1. Teaching Approaches and Teachers' Efficiency**

S/N	Questions	SA	A	SD	D	NA/D
8	Answers are always provided for pupils' questions.					
9	The teacher always meets up with his/her lesson objectives.					
10	The teacher interacts with his pupils' during lesson					
11	The teacher evaluates his pupils' always					
12	The teacher attends pedagogic seminars always					
13	The teacher prepares lesson notes on weekly bases					
<b>Section C: H2 Classroom Management and Teachers' Efficiency</b>						
14	Classroom management is not a problem					
15	The teacher maintains discipline in class by beating					
16	Most classes are over crowded					
17	The teacher teaches alone in the class					
18	Most parents help in disciplining their children at home.					
19	My pupils are the worst I have ever taught.					
<b>Section D: H3- Program Coverage (curriculum) and Teachers' Efficiency</b>						
20	The teacher organizes catch up classes for pupils.					
21	The teacher follows the scheme of work strictly					
22	The teacher uses many books to prepare his/her lesson notes.					

23	My work load is sufficient for me to be efficient.					
24	Take home assignments given to pupils at the end of each day					
25	The head teacher follows up teachers in their teaching-learning process.					
<b>Section E: H4 – Environmental Factors and Teachers’ Efficiency.</b>						
26	Parents come to school to follow up their children.					
27	The head teacher is always in good terms with his teachers and parents.					
28	I am motivated to teach by the parents.					
29	The head teacher informs teachers prior to any inspection.					
30	There are suitable didactic materials in my classroom					
31	Some teachers/parents do not properly understand the concept of collective promotion in primary schools.					
<b>Section D. Dependent Variable. Punctuality</b>						
32	I am always present on duty every working day.					
33	I take time to prepare and present my lessons.					
34	I assign and correct pupils’ work always.					
35	I always use didactic materials to teach					
36	I am never bias in teaching my pupils					
37	I provide remedial lessons to pupils having difficulties in learning.					
<b>Section E: H5 Extraneous Variable. Time Factor</b>						

<b>38</b>	Official and public holidays are not respected in my school.					
<b>39</b>	There is a calendar of activities in my school for every academic year.					
<b>40</b>	Enough didactic materials are provided at the start of each academic year.					
<b>41</b>	Evaluation dates are altered most of the times					
<b>42</b>	There are too many extra-curricular activities in my school.					
<b>43</b>	Social activities takes much of my school time					

**THANKS**