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OPTION: GUIDANCE COUNSELLING

## **PSYCHO-PEDAGOGICAL FACTORS AND FAILURE IN SCHOOL MILIEU : CASE STUDY OF SECONDARY SCHOOL STUDENTS IN CETIC EBOLOWA II**

A dissertation submitted in partial fulfillment of the requirements for the award of a post-graduate diploma (DIPCO) in guidance and counselling

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## ABBREVIATIONS AND ACRONYMS

- CO:** Guidance Counselors
- EFA:** Education For All
- ELEC.:** Electricity Equipment
- ESCOM:** Social and Family Economy
- FAPEO:** Federation of parents association and official teaching
- MENU:** Carpentry
- NLP:** Neuro-Linguistic Programming
- RIASEC:** Realistic, investigative, Artistic, Social Entrepreneur, Conversional
- SPSS:** Statistical Package for Social Sciences
- VARK:** Visual, Auditory, Reading/Writing, Kinesthetic
- **MINESEC:** Ministry of Secondary Education
- **PASEC:** Programme d'Analyse des Systèmes Educatif de la Confemen
- **CETIC:** Collège des Enseignements Techniques Industriels et Commerciaux
- **ESF:** Economie Sociale et Familiale
- **STT:** Science des Techniques du Tertiaire
- **Menu.:** Menuiserie
- **Maco.:** Maçonnerie

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## ABSTRACT

This study begins with an observation whereby there exist an increase rate of failure in CETIC Ebolowa II, which is due to an inadequate and unpractical Psycho-Pedagogical factors. The theories of intelligence, learning and vocational orientation goes to explain that, there is an urgent need to adopt the practice of teaching and learning. Based on this, the general objectives is to examine how these factors influence failure among secondary school students. This work relies on a quantitative data collected through a questionnaire administer to 77students (3eme année ELEC, 4eme année ESCOM and ESF). It is thanks to the test of spearman correlation and (SPSS) version 25.0 that the general hypothesis was confirm. At the end of this work, the main hypothesis shows that, there is an urgent need on vocational orientation to be more practical because it is the factor that best explain the concept of failure in school milieu.

Key words: Psycho-pedagogical factors, failure in school milieu.

## RESUME

Cette étude part du constat selon laquelle il existe une augmentation du taux d'échec au CETIC Ebolowa II qui est due à des facteurs psycho-pédagogiques inadéquats et peu pratiques. les théories de l'intelligence, de l'apprentissage et de l'orientation professionnelle expliquent qu'il y a un besoin urgent d'adapter la pratique de l'enseignement et de l'apprentissage. Sur cette base, l'objectif général est d'examiner comment ces facteurs influencent l'échec des élèves du secondaire. Ce travail s'appuie sur les données quantitatives collectées via un questionnaire administré à 77 élèves (3ème année ELEC, 4ème année ESCOM et ESF). C'est grâce au test de corrélation de spearman (SPSS) version 25.0 que l'hypothèse générale s'est confirmée. À la fin de ce travail, l'hypothèse principale montre qu'il y a un besoin urgent sur l'orientation professionnelle qui doit être plus pratiquée car c'est le facteur qui explique le mieux l'échec en milieu scolaire.

Mots Clés: Facteurs Psycho- pedagogiques, échec en milieu scolaire.

## INTRODUCTION

The sustainable development of any country depends on the quality of its education, the importance given to education and above all the quality of it. The problems of school failure is of concern to most countries in the world. The Dakar conference (2000) on Education For All focused not only on school failure but also on the fight against inequalities in education.

In fact, several works have explained school failure on the basis of certain factors such as poverty, the parents' school culture, and sometimes poorly articulated school programs adapted to the economic, social and cultural realities of the nations (leehardt, 2011). A study carried out in Africa by (leehard, op.cit) shows that most students between six (06) and sixteen (16) years old have not acquired the basics education in school, and that, over 75,000 Students were invited to participate in the tests on basic reading and writing skills in English as well as arithmetic in Kenya, Tanzania and Uganda. According to the author, the results of this research are distressing and states that regardless of their social background, the majority of these students failed these tests.

Moreover, in Cameroon, according to the report of the Confemen's educational systems analysis program (PASEC, 2001) about 28% of primary school children repeat each year, and 13% of them drop out of school. Unfortunately certain factors that can allow a better understanding of the problematic of school failure such as psycho-pedagogical factors which are often neglected in most research, however, according to the same PASEC report, repetitions can also be explained by a low qualification and motivation of teachers, this report shows that at the primary level, only 47% of teaching is officially qualified, and that the scarcity of teaching materials, especially textbooks, threatens both the quality of education and the equity of education.

In this respect, we can say that the success achieved in educational practices plays an important role in the level of development and ensuring the continuation of development, future and place in the world of both individuals and countries that can be determined through education because it ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality lifestyles. This increase in productivity also leads towards new sources of earning that enhances the economic growth of a country (Saxton, 2000). Thus, in a country, it is necessary to prevent failure in schools under the roof of its system to provide



qualified education to the whole society rather a certain section of it. This is because the end result of school failure is dropping out from the educational system which is a serious individual, familiar, educational and social problem (Stearns & Glennie, 2006).

According to researches carried out in this context, the reasons for failure are explained with not only characteristics related to family and school but also individual characteristics of students, school resources and institutional environment are known to affect educational outcomes (Ammermüller, Heijkeb and Wöbmann 2005; Bean, Bush, McKenry, and Wilson, 2003; Crossley 2005; Darling-Hammond, 2000; Rivkin, Hanushek and Kain'ine, 2005). Based on rich empirical data a combination of factors such as absenteeism, cognitive problems, poor self -esteem, excessive use of discipline methods such as suspension and lack of relevant curriculum greatly contributes to failure in school milieu (Janosz et al., 2000; Lamot et al., 2013; Lyche, 2010; Rumberger, 2011).

Thus, basing ourselves on the facts that we have observed in the field, in the context of this research we will no longer understand school failure from an economic point of view as most researchers have done, but rather we will understand phenomenon of school failure through psycho-pedagogical factors. To achieve this we will have as the first chapter an introduction looking at the background, statement of the problem, the research questions, its objectives, the research hypothesis and the interest of the study, Chapter two contains the conceptual framework which is the explanation of key concepts, theoretical review or models and definition of key concepts, chapter three has to do with the methodology used in the collection data, it present the background of the study area, , method of data collection, instruments or techniques used in the collection of the data, sample techniques, the design of questionnaire administrated and ends with the techniques of data analysis used, chapter four presents the results and data analysis and chapter five is the presentation of results and data analysis.

### **I.1- Context of the study**

School failure in secondary schools is a major concern in many countries of the world. For effective teaching to take place, we need torch lighters (Lacina & Block, 2011), on teachers who distinguish themselves and set themselves apart from the rest. It is argued that effective teaching also takes place where there is reflective practice (Nolan and Hoover, 2008; Delvin, Kift &

Nelson, 2012). Reflective practices are considered as the brick and motor for effective teaching and literature has this to say: Without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations, prejudices, and aspirations upon the ways in which we create, manage, receive, shift, and evaluate knowledge; and as importantly, the ways in which we are influencing lives, directions, and achievements of those whom we nurture and teach (Day, 1999b: p. 229).

On the other hand some people believe that effective teaching takes place if teachers have been exposed to the foundations of education. Philosophy of education is central to the practice of teaching. In this regard, Kagan (1990, p.85) suggested that, “as we learn more about the teacher, we are likely to come closer to understanding how effective teachers are made”. Knowledge of effective pedagogical practices seem to be topical in coming up with the profile of effective teaching. Some countries invested very heavily in human resources development in order to improve the quality of teaching in schools. Lack of material resources is a factor that contributes to ineffective teaching in secondary schools.

Chingos & West (2010) argue that the quality of learning materials such as textbooks is an important ingredient in improving instructions that is in the teaching and learning process It is not buildings themselves that are critical for effective teaching and learning but the quality of the processes that take place within the classroom environment (Butts, 2010). Physical infrastructures will have an impact if they prevent work from being done. Peterson (2009) has blamed the dramatically lower number of learning hours in developing countries. Students standing in lecture rooms without being able to take lecture notes impacts negatively on their academic performance hence leading to their failure in school milieu. Sawchuck (2011) says there are positive effects of electricity such as long study hours, utilisation of television, electronic equipment and tools which can lead to the Provision of effective teaching in Secondary Schools which is compromised if no attention is paid to the general physical and psycho-social emotional environmental.

Despite the Government’s effort to provide quality resources such as infrastructure materials, qualified personnel’s, physical facilities, expatriate teachers and financial assistance to promote effective teaching in schools, students still fail. The desire for effective teaching and learning process has become a driving force in the 21st century, hence this study. Teachers need

to focus on educational practices that provide all learners with knowledge and skills necessary to contribute to the global society. It is not possible to determine if certain teaching behaviours are effective without knowing whether or not students learn as an end result of these behaviours. The challenge for the teacher is not only to identify and develop mastery of certain instructional strategies and behaviours accepted as effective practices, but the teacher is also challenged to develop the ability to effectively match these strategies and behaviours, at the appropriate time, to individual students and student groups, in specific teaching situations as these relate to the teacher's desired student learning outcomes (Hunt, Touzel & Wiseman, 2009).

Teaching and learning practices in secondary education have recently undergone changes in response to an increased focus on the differing ways individual students learn (Di et al., 2019; Rodríguez et al., 2016; Hunt, G. H., Wiseman, D. G., & Touzel, T. J. (2009). *Effective teaching: preparation and implementation*. Charles C Thomas Publisher). Such concerns involve both monitoring their learning problems (Veas et al., 2019) and attending to their emotional needs (Merino-Tejedor et al., 2018). Therefore, the student's learning style, defined as cognitive, affective, and physiological personality traits, represents a relatively permanent indicator of how the student perceives and copes with the environment and serves as a source of knowledge (1984 Keefe,). In this sense, one of the main characteristics of the learning style is that it affects how the students perceive information, build it in their mind and give meaning to their environment (Kanadli, 2016). As such, it is critical in school performance and in the cognitive and emotional development of students (Demirtas & Egilmez, 2018; Leasa et al., 2017). As Diago et al. (2018) pointed out, the idea behind learning style is that each person has a preferred style of learning and optimally learns if the information is presented according to that style. Knowledge of students' learning style is essential because (i) it helps in the development of the teaching and learning process (Gómez and Gil, 2018), (ii) it is responsive to the need to find solutions to demands that originate in different educational contexts in terms of addressing individual learning differences of students (Haciomeroglu, 2016; Kulinna and Cothran, 2003), (iii) it enables improvements in school performance (Kim et al., 2016) and (iv) it becomes a useful tool for student guidance (Nixon et al., 2007). Student guidance, in its personal, academic, and professional dimensions, can be understood as the processes that promote an integral and individualized education for that person.

As such, it becomes a proper field where the theory and practice on learning styles acquires its broadest meaning: a synonym for individuality, reaching its own meaning with attention to the diversity of students in the classroom (cKenna et al... 2018). Adán (2008) analysed the relationship between learning styles and vocational guidance. In this sense, the information provided by the determination of students learning style can provide them with greater self-knowledge - a capacity that has been highlighted as a critical indicator in vocational behaviour.

In addition, academic guidance acquires particular importance in educational change processes, such as the transition of students to different educational levels (Meijers et al., 2013). These educational changes are intrinsically related to the bio-psychosocial changes that occur during adolescence. Choosing a specialty in high school or at the undergraduate stage is a crucial decision in the person's life, which has to do with, among other aspects, the processes of identity formation that begin and consolidate mainly in adolescence (e.g., educational commitment). Finding students' specialties as soon as possible can help them choose the right direction for their learning, occupational and educational goals. Therefore, it is essential to build a recommendation system that provides guidance to students. In this system of recommendations, knowledge of the student's learning style can help.

Therefore, this work has the general objective of exploring psycho-pedagogical factors such as teaching methods and evaluation, learning styles of students, vocational orientation and failure in school milieu. In this sense, the relationship between learning style and career choice, together with the style teaching methods and evaluation, is a challenge that needs to be handled (Roberts et al., 2015). Therefore, the diagnosis of teaching methods and evaluation, learning style and vocational orientation in secondary school students more particularly in CETIC Ebolowa II is a natural object of study.

### **Justification of the problem**

Despite the voluntary will and efforts made by the government to ameliorate students' performance in school milieu, we still realised the concept of failure in the school environment particularly in the town of Ebolowa and specifically in CETIC Ebolowa II in the class of 3eme Année ELECQ, 4eme année ESCOM and ESF whereby majority of the students fail not because

they are not intelligent but because they lack parental follow-up, effective teaching and evaluation, couple with lack of vocational orientation. From our observation, we released that, the education of students are abandoned to the school authorities and as such monitoring students thus becomes the business of teachers alone. (RYAN 2016p.30-35), presents a model that describes parents-child interactions entered on the school environment. According to (MARCAIRE 2007p; 20). To be the push factor in children education especially parents and teachers is the Ideal facts.

As that which concerns students' academic performance here it is important that children education should be accompany by parents in order to build up an environment of confidence with children outside school which can greatly contributes to their achievement in school because a good education of a child begins at home meanwhile the school is just there to guide students in areas of difficulties following the new pedagogical approach that is entered on learners.

Technical education was created in order to build up a children capacity to do practical works that can later on lead him or her to be self-employed in the future but how can this dream be achieve when practical tools are not available such as electricity, mechanical workshop, building equipment industrial technology where students can carried out practical learning than theoretical based knowledge. This is some of the key elements that make teaching and learning ineffective. On the other hand, we realise that vocational orientation is one of the key elements that causes students to have poor academic performance because most of the children turn to find themselves in field of studies that do not correspond to their capacity and equally most students turns to find themselves in other field of studies because of peer influence and all this is because parental neglect at home where children do what they want at any time in their convenient and hence their failure in school milieu thereby leading to an increased failure percentage rate in CETIC Ebolowa II .

**CHAPTER ONE: STATEMENT OF THE PROBLEM**

Over the years, statistics have proven that there is a continues persistence record of school failure which is known to be based on different and versatile reasons such as variables inside and outside the school environment that seems to affect students' academic achievement and these factors most often are related to the student, family, school and peer influences (Crosnoe, Johnson & Elder, 2004, 1985).

The blame on poor academic performance of students in school are shifted most often to the socio-economic factors such as poverty, fatalistic attitude, poor self- esteem , rationalism and lack of discipline , this is because most families in our society seem not to give adequate attention to the education of their children they have erroneous notion about the performance of their children, they do not know and seem to fulfil their role of guidance and encouragement in the child's performance in school.

As such, most research findings limit their self mostly on the socio-economic factors to be responsible for student failure in school milieu, they neglect other factors related to school and its environment. Whereas there exist some many factors that can be responsible for the re-occurrence of failure in school such as cognitive problems, lack of perseverance, the absence of motivation, low self-esteem, large class enrolment and irrelevant curriculum can equally contribute to students failure in school milieu most particularly at the secondary level which is consider as the level where most children start building up their career. However, the performance of student's in school milieu is a joint effort of both the school authorities and that of the parent's aside socio-economic factors.

Since most research base their focus on the socio-economic factors responsible for school failure in secondary school, this research work is out to outline factors responsible for student failure in school milieu looking at the psycho-pedagogical factors .To better understand the above concept, we introduce theories such as the intelligence learning theory of constructivism by Jean piaget, learning preference by Walter.B.B. And vocational orientation of career choice by John Holland.

With the present of students, teachers and guidance counsellor in CETIC Ebolowa II, who are out to help in the teaching and learning process, we released that statistics from the previous year more precisely the academic school year 2020 -2021, out of 430 students, 300 failure giving a percentage failure rate of 69,7% school, particularly in the class of 3eme année where they Eleq recorded the failure rate of 68,8%, 4eme année Escom had 0.0% and ESF had 64,2% rate of failure. From our observation, it therefore seem to us that it might be due to psycho-pedagogical factors such as teaching methods and evaluation, learning styles and vocational orientation that might greatly contributes to students failure in the above mentioned classes. It is on this premise that this study was set out to identify, assess and discuss the above mention factors that are responsible for student low academic performance in school milieu hence leading to the research objectives of this study that will be formulated as follow:

### **I.1 - The main research question**

To what extent can psycho-pedagogical factors influence student's failure in CETIC Ebolowa II ?

### **I.2 - Specific research questions**

- 5 How can poor teaching methods and Evaluation influence student's failure in school milieu?
- 6 How can we justify the fact that inappropriate learning styles can impact student's failure in the school milieu?
- 7 How can lack of vocational orientation contribute to Students Failure in school milieu?

### **I.3 – Main research objective**

The main Research objective of this study is to examine how Psycho-pedagogical factors influence Failure among secondary School students in CETIC Ebolowa II.

### **I.4 - Specific research objectives**

- Explain how poor teaching methods and Evaluation can contribute in student's failure in secondary School milieu.
- Identify the extent to which inappropriate learning styles influence students Failure in school milieu.

➤ Prove that lack of vocational orientation influence students Failure in school milieu.

### **I.5. Research hypothesis**

#### **I.5 .1- The main research hypothesis**

Psycho-Pedagogical factors influence Failure in school milieu.

#### **1.5.2. Specific research hypotheses**

**Ho1:** Poor teaching methods and evaluation influence students Failure in secondary School.

**Ho2:** Inappropriate learning styles contribute to Failure in school milieu.

**Ho3:** Lack of vocational orientation influence students Failure in school milieu.

### **I.6- Interest of the study**

This study will help contribute to the existing knowledge already on ground concerning the psycho-pedagogical factors that contributes to student's failure in school milieu in CETIC Ebolowa II.

#### **I.6.1- the specific interest**

The findings of the research investigation will help the various authorities such as teachers, parents, and caregiver in adopting methods on how to organize children to carry along academically no matter his or her family condition or school environment.

#### **I.6.2- The social interest**

This research aims to sensitize the family, school authorities as well as the society as a whole concerning the concept of school failure. It equally aims at showing the main role of a family in children socialization. It is a call for parents to show concern in the education of their children and not letting them to have low academic performance that will lead to failure in school and equally for teachers to ameliorate their teaching and Evaluation method that will help improve learner's performance in school and reduce the Failure rate of students in school.



**To Guidance Counsellors (CO) :** This study will be beneficial to guidance counsellors in the sense that it will enable them to identify learning difficulties of students in all the areas of studies, identify depressed students, emotional disturb children and Teachers who wrongly manage their teaching method and evaluation that may results to poor Pedagogy that hinders the child from succeeding by helping to provide possible solutions that will improve the results of the students and reducing the failure rate of students in school milieu.

### **I.6. 3- Scope and delimitation of the study**

This study is designed specifically to investigate the relationship between teachers, students, parents and school environment on the concept of school failure in GBHS Ebolowa.

### **I.7- Geographical delimitation of the research study**

The geographical delimitation of this study is in the town of Ebolowa more precisely in CETIC Ebolowa II, in the south Region of Cameroon in the department of Mvila Division.

#### **I.7.1. Thematic scope**

The thematic delimitation of this study falls under psycho- pedagogical factors that is related to family psychology, socio-economic activities of the child, the environment and school where he or she finds himself that might in one way or the other contributes to the academic success or failure of the child in school milieu.

#### **I.7.2. Definition of key concepts**

##### **✓ Psycho-pedagogy**

Psycho-pedagogy is a discipline that aims to analysis human behaviours related to education, learning and vocational orientations. In order words, psycho-pedagogy is always known as educational psychology as it study how humans learn and retain knowledge primarily in the educational settings like classrooms that focuses on cognitive learning processes . as side that, psycho-pedagogy also takes in to consideration emotional, social, educational as well as children needs (Stone, E. (1978). It was in the middle of the 20th century when psycho-pedagogy developed as a scientific discipline, with an inter-disciplinary approach combining knowledge of

education and mental health. Through its methods, the cognitive and social potential of the person is studied to improve the development of their activities. Psycho-pedagogy is as well a discipline that is responsible for addressing the behaviour of people, as well as treating psychic phenomena. That is why psycho-pedagogy focuses on students and their environment since the environment is essential for the success as well as failure of an individual in School failure.

✓ **School failure**

School failure is a process where a student slips farther and farther behind his peers and gradually disconnects from the educational system. The end result of school failure is dropping out before graduation. Many cases of school failure happen among students who have the ability and intelligence to succeed but who are unable or unwilling to apply these abilities in the school setting. Students can begin the slide into failing patterns at any time during their school career, but school failure is more likely to occur at transitional stages, such as when graduating from elementary to middle school or after a family move to a new school system. Failing grades typically are symptoms of emotional, behavioural, or learning problems ( Charmaraman and Hall, 2011 ).

## CHAPTER TWO: LITERATURE REVIEW

A literature review according to (Amanda Balderstone) is "a formative, critical and useful synthesis of a particular topic». It can identify what is known and unknown in the subject area, identify areas of controversy and help formulate questions that needs further Research. There are several commonly used formats for literature Review which includes systematic Reviews conducted as primary research projects, Review written as an introduction and foundation for a research study such as a thesis or dissertation, and Review as secondary data analysis research projects. Regardless of this, a good literature review is characterized by the author efforts to evaluate and critically analyse the relevant work in the field.

### II.1- Conceptual review on teaching methods and evaluation

Teaching methods is one of the most important hubs in the teaching-learning process is what occurs in the classroom, the interaction between teacher and student. This is specified as constructivism in teaching and learning. Students tend to do better at any intellectual assessment when taught by teachers who understand how their students learn, how they learn to think, and how the teachers focus on teaching thinking skills (Newmann, 1991). The current debate within education systems is over the call for teaching to focus more on student reception than teacher transmission, which is teaching that encourages students to use their minds rather than treating them as passive receivers. This is then about creating a method for teaching that allows students to use their intellectual abilities to reach a high standard.

To achieve acceptance for this view/concept, educators need to show the “new approaches to pedagogy are grounded in high intellectual standards” (Newmann et al., 1996, p.282) and adherence to those standards enhances students’ achievement. In this teaching-learning process, we have students as thinkers and teachers as facilitators. The process of interaction has to take into account students having “prior knowledge” and a “social context of values”, from which students will have formed a way of thinking about the world and through which they will apply the information they have been “taught” by teacher-managers (Newmann et al., 1996, p.285).

A quality teacher uses the students' prior knowledge, giving the students the opportunity to be thinkers and for them to gain a deep understanding of the information they have been taught. Students acquire multiple ways to express the information they have learned. Teachers are meant to encourage and facilitate student learning, while simultaneously establishing a good relationship between the students and the teacher in order to reach the aim of intellectual quality (Newmann et al., 1996). Teaching approaches have been developed or explored progressively by researchers through history. Effective teaching approaches have been the general focus of "teacher effectiveness" and "school effectiveness" (Killen, 2005, p.6) and the phrase has been developed and understood over time in terms of the relationship between teaching and learning. It is being described as "good teaching", "effective teaching" and recently "authentic pedagogy" and "quality teaching" (Killen, 2005, p.6).

Newmann and Associates (1996) define authentic pedagogy or authentic academic achievement through three criteria: "construction of knowledge", "disciplined inquiry" and "value beyond school" (p.33). Construction of knowledge means that "learners are required to use or manipulate knowledge by using cognitive processes such as analysis, interpretation, synthesis, and evaluation, rather than just [to] remember and produce knowledge in the forms in which others have expressed it" (Killen, 2005 p.8). Disciplined inquiry means that "teachers help students to focus on gaining in-depth understanding of limited topics, rather than superficial acquaintance with many topics. Students are encouraged to use sophisticated forms of communication to learn and to express their understanding" (Killen, 2005, p.8). Value beyond school means "learners are required to produce performances, discourse and products that have personal, aesthetic, or [have] social significance beyond just demonstration of success to a teacher" (Killen, 2005, p.9).

To encourage students to demonstrate their abilities by constructing knowledge or using challenging tasks is both productive and increases students' performance, not only for those performing at average levels, but also for those with disabilities. King, Schroeder and Chawszczewski (2001) found that students with disabilities taught by teachers using a high level of authentic pedagogy performed at the same levels as students without disabilities whom receiving a lower level of authentic pedagogy. This is a controversial finding because students with some disabilities may have more limited intellectual ability when compared with students without disabilities, so teaching for deep understanding may need extra time and more effective

and special strategies. Nevertheless, the results of the research mean that disabled students may perform or progress significantly when authentic pedagogy is employed. However, it should be emphasized, the achievements were no better than for students without disabilities. In other words, authentic pedagogy is proposed as a general teaching strategy, not one specifically directed towards students with special needs.

To further address issues around students with low prior achievement and displaying work with low intellectual quality, (Newmann et al. 2001) re-examined students' work from previous studies, especially from students who had low prior achievement. They compared classrooms displaying high intellectual quality with those displaying low intellectual quality. They found that both high and low achievers benefited significantly from high intellectual quality teaching. This means that authentic intellectual tasks are useful and productive not only for special groups of students, but also for all student groups and abilities in the classroom. One of the key procedures of authentic pedagogy and associated tasks, if they are to be defined as quality teaching, is requiring that received knowledge be presented as problematic. "Presenting knowledge as problematic involves an understanding of knowledge not as a fixed body of information, but rather as being constructed, and hence subject to political, social and cultural influences and implications" (University of Queensland, 2001, p.5).

This requirement has implications for teacher-student interactions and language use. It is clear that the interaction process between teachers and students needs basic communication skills, relying fundamentally on all uses of language: writing, reading, speaking and listening. For students to receive appropriately authentic teaching of the dilemmas associated with received knowledge, language use must move to center stage. The University of Queensland (2001) report states that "students should be taught a vocabulary for talking about language, that is, a comprehensive and consistent meta language, to make instructional practices and assessment expectations explicit, and to enable students to 'name', deconstruct and critique forms of spoken language" (University of Queensland, 2001, p.7). Such a method gives students the ability to vocalize and investigate dilemmas both within and outside the classroom. The social interaction between teachers and students, and students with each other, in the instruction process is conceived in authentic pedagogy as giving the teacher the role of Scaffold. This scaffolding is the cornerstone of Vygotsky's theory, which is mainly devoted to building "zone of proximal

development” (Driscoll, 2005, p.254). “Each zone stretches from the student’s current level of competence to a level requiring greater understanding, which he can shortly reach with the help of other people and learning aids” (Darling-Hammond, 1997, p.130). In this process, the quality teacher guides their students by presenting the lesson or the subject in a clear and meaningful manner, using words that allow students to talk and to express their internal thinking, which also help them to develop their conceptual learning (Darling Hammond, 1997). In this sense Meier (1995) stated that “teaching is mostly listening and learning is mostly telling”.

Evaluation or assessment has an important role in the teaching-learning process. Teachers in the classroom need to evaluate or assess what they have been doing and planning and whether their planning has been successful. Evaluation gives ‘information and insight’ about the students and the lessons presented. Administrative matters, such as ‘staffing and school organization’ also need to be equally assessed and evaluated. This resultant information can lead to ‘adjusting and modifying, accepting or rejecting’ plans and organization (Groundwater-Smith & Nicoll, 1980, p.1). Assessment or evaluation can be qualitative or quantitative, but its importance is twofold.

Firstly, it gives students’ parents information about their children’ progress, and secondly it gives the teachers good feedback about themselves, about their teaching methods and the extent of the effectiveness of their teaching strategies (Pollard & Tann, 1993). An effective school monitors and evaluates both the inputs and the outputs of the teaching-learning process, allowing judgments about the usefulness and applicability of teaching methods. Monitoring and evaluation are regarded as the main determinants in a school’s effectiveness and improvement. In schools that have high standards, teaching and learning are frequently evaluated by focusing on the students’ progress and needs. Many kinds of assessments and scales are used in education to give feedback to the teachers, administrators, principal, and the parents, that is, to all those who are involved and concerned about the students’ learning and performance. Walker and Murphy state that effective schools have “frequent in-class monitoring [around curricular objectives] ... tied to immediate direct feedback to students ... [preventing] students from falling behind” (Walker & Murphy, 1986, p.81). The students are shown that what they learn is important and staff can use the tests for “instructional and curricular planning” (p.81). Accountability is enhanced when staff, students and parents are integrated into the assessment procedures. There is no doubt about the important role of assessment or evaluation in the teaching-learning process. But there is debate

and the controversy is about what sort of assessment. The considerable debate about assessment developed from the work of (Newmann and al) called for “authentic assessment” (Killen, 2005; King et al., 2001, p.1; Newmann et al., 2001). Authentic assessment requires deep knowledge rather than using superficial assessment, such as “true-false, multiple choice, or short answers” (King et al., 2001, p.3). Newmann and Associates. (1996), in their research on mathematics and social studies teaching, called for assessment tasks from teachers to determine students’ understanding and mastering of the subjects being taught.

They asked for the assessment tasks to be written work and “teachers provided tasks that asked students to write opinion essays, explain solutions to mathematics problems, synthesize research data, draw maps and mathematical diagrams, and complete short-answer tests” (Newmann & Associates, 1996, p.28). In conclusion, evaluation is important not just for students but also for teachers and parents and for the education authorities. Whichever method teachers use for evaluation, it will contribute and reflect positively on the quality of the teaching-learning process.

## **II.2- Review on learning styles**

Learning by the students can occur independently. Students can direct their learning at both external and internal levels. Learning can be regulated by external and internal factors, but when students feel they have some control over those factors they may associate this sense of control with their achievement (Zimmerman, 1989). McCaslin and Good state that ‘a curriculum that seeks to promote problem solving and meaningful learning must be aligned with an authoritative management system that increasingly allows students to operate as self-regulated and risk-taking learners’ (McCaslin & Good, 1992, p. 4 quoted in Groundwater-Smith et al., 1998, p.233). Quality teachers can enhance student self-regulation by getting students to reflect about the learning process by varying their teaching methods, using different kinds of questions, using different ways to present information, using different teaching materials and tools, and using different types of reinforcement (Killen, 1998). Killen (1998) regards teaching methods that produce successful achievement motivate students by increasing self-esteem and promoting positive attitudes to school, and this “success encourages further engagement in learning” (p.10). The traditional role of the teacher has been to dominate and determine students’ activities in the classroom so that the teacher would be considered the only person who could decide which

activities were engaged and when and how students would function in the classroom. This mode of teaching remained a common way of teaching, as mentioned by most teaching studies (Goodlad, 1984).

Growing opposition to this meant that a new perspective came to dominate teaching studies: that the students as learners should have the responsibility to determine their own learning (Biggs, 1991). The quality teacher has to question themselves constantly about the time spent on directed learning, as against asking questions and encouraging students to think independently (Borich, 1999). One of the aims of the educational process is to connect the students' background knowledge with new knowledge or information (Bruner, 1960). From a cognitive point of view, quality teaching and learning occurs when the teacher uses and highlights students' background knowledge as a basis for teaching new knowledge. This is called "scaffolding" (Rosenshine & Meister, 1992, p.26). An important element in terms of teacher-students' interaction is cultural knowledge. This element emphasises the extent to "which non-dominant cultural knowledge is valued in the classroom" (University of Queensland, 2001, p.23).

A quality teacher in a diverse classroom presents knowledge as problematic, teaching students that there are different cultures in the world, including cultures of gender, ethnicity, race, sexuality, disability, language and religion (University of Queensland, 2001). But more 'pragmatic' cultures also need to be understood, such as "...schooling needs, interests, economic needs, politics" (Nakata, 1995, p.49). Students from different groups have different perceptions, views and experiences. These elements should be taken into account by the teacher and the curriculum in order to give different groups opportunities to contribute to and access decision-making processes at the school level or in the other levels of the education system (Connell, 1993). Making the students' cultural knowledge accessible to, and understood by, teachers necessitates cooperation between the home and the school, whereby the teachers can meet the parents frequently and discuss issues relating to the students' cultural background (Delgado-Gaitan, 1996). This interaction will ultimately be a positive influence on the process of quality teaching. In any teaching-learning process the knowledge across subject areas should be integrated to make learning meaningful for students. A quality teacher makes sure that whatever they teach is integrated into a bigger picture and helps students to connect what they learn with other subject areas or aspects of their lives (Beane, 1993, 1995). This curriculum integration allows students



“to integrate learning experiences into their schemes of meaning so as to broaden and deepen their understanding of themselves and their world” (Beane, 1995, p.616) and allows them to use the knowledge in the “context of problems, interests, issues, and concerns at hand” (p.616).

In summary, the quality teacher helps students to achieve specific skills, provides them with relevant knowledge, and helps them to work towards planned purposes (Killen, 1998). Including all students in the mainstream classroom, regardless of their abilities and socio-cultural backgrounds and giving them an opportunity to participate in classroom activities, is an important factor or element in the quality teaching process (Jorgensen, 1998; Thomas, Walker, & Webb, 1998). Classrooms that include an obvious diversity of disability, race, gender, sexuality, and/or ethnicity (Malin, 1995; Smyth, Hattam, & Lawson, 1998) are reported to have a positive influence on students’ academic and social outcomes (Lewin, Lippitt, & White, 1939). Connectedness runs in concert with inclusiveness, focusing on how the students’ knowledge acquired in the classroom is connected to the world beyond the classroom and with the utility of this knowledge for the students in their present and future pursuits.

Such teaching strategies have been emphasised in Dewey’s and Bruner’s work (Bruner, 1960; Dewey, 1916). Smith, Lee and Newmann (2001) also found that interactive teaching methods that include connectedness, along with other intellectual factors, have a significant correlation with learning in mathematics and reading. All this can be seen as dealing with a long-running concern with the way teachers present their subjects; that this has to be more attractive to hold students’ attention, especially when dealing with the core knowledge and skills of the subject. In some cases, a quality teacher has to teach their subject as a narrative, that is, in a story-telling mode. In the teaching context, the teacher shares both; their own and their students’ stories about learning, taking note of events, contexts, actions or experiences related to the focus on the topic being taught at any point. Such a technique enhances learning and increases the understanding of ideas, concepts and/or situations as an unfolding story (Hymes, 1996; Luke, 1988). Egan (1988; 1997) argues that teaching through story telling is an important strategy for learning and can be effective in both the sciences and humanities, but it means not simply selecting curriculum content for narrative form, but also developing an interactive and participative relationship in the classroom in developing the narrative. Narrative can play the central role in teaching specific groups of non-mainstream learners. For example, indigenous children are thought to learn better

through storytelling, especially when the narratives have connections to their communities and their moral and oral traditions (Christie, 1985). Therefore, to make teaching more interesting and enjoyable, quality teachers need to teach knowledge and skills simply and effectively, and approach this as a contextualised form of storytelling that connects closely with and is familiar to students' daily lives and experiences. Also the quality teacher works as facilitator and guide for their students and encourages them to regulate and direct their learning and actions.

### **II.3- Vocational orientation**

The other important factor for authentic pedagogy is the nature of student engagement. Engagement has been defined as: students making a “psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote” (Newmann, 1992, p.12). Furthermore, it has been argued that engagement in learning is not an engagement that can be productive. For example, some students who are low achievers may engage physically or emotionally or behaviourally but not intellectually in the teaching-learning process. Authentic productive engagement leads to an acceptable level of achievement and benefits for students in real life and produces quality work displaying intellectual application (Newmann, 1992).

Engagement, like any other human action, can be influenced by context. Such influence can be internal or external to the student. The internal factors include students' subject-specific interests, which may be engaged and extended by teachers presenting material in a particular way (Newmann, 1989). Another internal factor is the degree of dependence of students on others' work rather than their own. This can be overcome by giving them the opportunity to produce individual knowledge (Newmann, 1989). External factors, such as social support from teachers, parents, peers and the community outside the school, can show that engagement is valued and that academic achievement is worthwhile (Newmann, 1989). Student engagement can be reinforced by a suitable environment of social and cultural support in the classroom.

The three main indicators of cultural support are teachers paying attention to the students, students building friendships in the classroom regardless of the diversity of their backgrounds, and students respecting each other (Adas, 1986; Alton-Lee, 2003; Marks, Doane, & Secada, 1996). At the classroom level, the three key social supports are building an atmosphere of

cooperation between students in their intellectual work, cooperation between students and the teacher in intellectual tasks, and the teacher having an expectation that all students work productively (Marks et al., 1996). Insofar as the teaching-learning process is construed as an interactive process occurring between teachers and students, then every component of the school-community has to be engaged in this process. Most importantly, the teacher is required to be involved and engaged fully with their students through “planning and developing lessons and the curriculum, and teaching through describing, explaining, helping, listening, reflecting, encouraging, and evaluating” (Louis & Smith, 1992, p.120).

#### **II.4- Review on the concept of school failure.**

An ‘effective schools’ appeared in the 1970s, but because it was precipitate, it was basic and ambiguous (Owens 1998) mentions the following characteristics of a quality school such as: effective leadership, a strong belief in students’ outcomes, focusing on key skills, the organization of the teaching environment, regular student evaluation, and giving enough time to teach the tasks. Consequently, factors related to the school can influence students’ achievement. These factors can be: professional leadership, the learning environment, high expectations, positive reinforcement, monitoring students’ progress, and parent-school cooperation (Adas, 1980; Ayres, Sawyer, & Dinham, 2004; Bentley, 2000; Dinham, Cairney, Craigie, & Wilson, 1995; Harris, 1999; Owens, 1998; Zammit et al., 2007).

The school as an educational institution has its own issues that influence the quality of teaching in various ways. Strinfield and Teddlie (1988) conducted a longitudinal study at a school in Louisiana, USA. The aim was to examine the conditions that influence students’ achievement. The categories targeted were teachers, principals, and students. They found that conditions relating to the school had a significant effect on student achievement, more so than the performance of teachers. It was also found that the socio-economic conditions, and other school and teacher factors, could influence students’ achievement. Meta-analysis of the research into the influence of schools and teachers on students’ achievement has been done by Marzano (2000). It was found that student achievement was influenced by three main factors: those relating to the school, those relating to the teacher, and those relating to the student. The factors relating to the school were: effective leadership, an orderly and safe climate in the school, providing the students with the

opportunity to learn basic skills, a high expectation that students would gain a high achievement level, frequent monitoring of students' performance, and cooperation with parents.

In short, quality schools do make a difference to students' achievement and to the performance of the school's staff. Therefore, the following characteristics of quality schools may demonstrate that we may find a significant level of teacher quality: professional leadership, sharing vision and goals, school culture supportive of high expectations, teaching and learning environment, and a positive relationship with the community. Including students with disabilities in the mainstream has made it essential to look at the quality school from this angle. In the quality school, students with disabilities are able to find an accepting and welcoming environment; inclusive education based on professional knowledge is an important characteristic. Ainscow (1991) regards the quality school as having effective leadership and staff who are able to deal with all students and their needs, are optimistic that all the students can progress and develop their abilities toward successful achievement, have a willingness to support each other by meeting their needs, ensure that the curriculum meets all the students' needs, and frequently engage in effective school reviews of programs.

Successful teachers challenge the students' abilities by setting good quality tasks, providing students with opportunities to choose their tasks, varying learning strategies, and providing facilities that contribute to student learning (Ainscow, 1991). The trend of inclusion raises significant considerations about the characteristics of teachers teaching in inclusive classrooms. Research in this area suggests the effective teacher's characteristics in the inclusive classroom as: efficient use of time, good relationships with students, providing positive feedback, having a high student success rate, and, in general, providing support for the students with and without disabilities (Larrivee, 1985). Larrivee (1985) reported that students with special needs demonstrated a greater level of achievement in the mainstream classrooms when the teacher: used the time efficiently, had a good relationship with the students, gave the students positive feedback, established a high rate of success for learning tasks, and responded to all students positively.

In contrast to the students who achieved highly, the students with the lowest achievement were in classrooms with a high degree of off-task actions or behaviour and time wasted in transition processes, and where the teachers criticized students' responses, and were poor at

intervening with behavioural problems (Larrivee, 1985). Quality teaching occurs when the climate in the school and the classroom is welcoming, comfortable, safe and productive. It is also clear that physical facilities, such as resources, funds, and infrastructure play a major role in facilitating the teaching-learning process. It is unfair to compare countries such as Australia or the United State of America with, for example, Nepal or Jordan in terms of education funding and infrastructure. School infrastructure is based on school funding or budget and the school fund or budget is provided by the government, especially for public schools.

The process is linked to government policy and how much the policymakers consider education needs and demands (Karmel, 2000). Classroom and class size are obvious examples of school infrastructure. Class size can influence not only the quality teaching process but also the teachers themselves and so ultimately student outcomes (Biddle & Berliner, 2002; Finn, 2002; Leithwood & Riehl, 2003; Nye, Hedges, & Konstantopoulos, 1999). Scarcity of funding generally impacts on the infrastructure of the school and the classroom which will ultimately influence the quality teaching process.

## **II.5- Theoretical review**

### **II.5.1- The theory of Jean Piaget on Constructivism**

Piaget's theory of constructivism argues that people produce knowledge and form meaning based upon their experiences. Piaget's theory covered learning theories, teaching methods, and education reform. Two of the key components which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Apart from learning theories, Piaget's theory of constructivism addresses how learning actually occurs, not focusing on what influences learning. The role of teachers is very important. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid

the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of being told.

Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach. Looking at Jean Piaget theory on Constructivism, some strategies for teacher include having students working together and aiding to answer one another's questions. Another strategy includes designating one student as the "expert" on a subject and having them teach the class. Finally, allowing students to work in groups or pairs and research controversial topics which they must then present to the class.

### **II.5.2- The theory of learning preference (VARK) by Walter Burk Barbe**

This theory sets out to investigate the modality strengths of individuals identifying three varying channels for learning, namely visual, auditory and kinesthetic. Walter B.B. research, with his colleagues (Milone and Swassing), discovered individuals demonstrated approximately 30% visual strength, 30% mixed strengths, 25% auditory with 15% kinesthetic (Barbe & Milone, 1981).

Barbe's VARK Learning Style, The VARK (visual, auditory and kinesthetic) Learning Style falls under the umbrella of Neuro-Linguistic Programming (NLP). NLP "encompasses the three most influential components involved in producing human experience: neurology, language and programming" (Dilts, 2016, para. 1). NLP investigates the interactions between how neurological (mind) and linguistics (language) within an individual impact behavior (programming).

Visual learners learn by seeing. They have a high ability for visual recall. They prefer to learn using visual representations such as graphs, posters, maps, displays. They frequently use

hand movements while talking and have a tendency to look upwards when thinking (Pritchard, 2009). Auditory learners learn by listening. They favor the audio and have a high ability for auditory recall. They prefer repetition, summaries and benefit from discussions, lectures, stories, Podcasts. These learners have a tendency to tilt their heads and use eye movements when concentrating or recalling information (Pritchard, 2009).

Kinesthetic learners rely on doing to learn. They heavily depend on interactions within the learning environment and especially with their bodies. They will easily recall events or information attached to an experience or the feelings of a physical event. They learn best through field trips, physical activity, manipulating objects and touch. Kinesthetic learners tend to have high difficulty in sitting still and need frequent breaks when learning.

These modalities can be used singularity or in combination with others. (Recall their research verified a majority of learners are either visual or mixed.) The learning styles can change over time, moving from one modality to another. Another discovery from (Barbe, Swassing and Milone) determined a difference between modality strengths and modality preferences. Although a learner may have a strength in one modality or another does not indicate the same modality will be demonstrated as a preference for the learner.

Barbe, Swassing & Milone (1979) discovered when matching an instructor with a student of the same modality strength that higher performance of the student was achieved. They propose that educators should use student modality strengths in the instructional planning. This mode of learning is best achieved when instructors and educational administrators are aware of their modality strength.

There are visual methods to use in determining one's VARK learning style by watching the learners and searching for hints. The visual learner relies on both language and spatial interpretations of information. The learners who fall within the visual learning style will prefer to write down what is being said. Even if they never look at the information again, it will be embedded into their memory as it moved from an auditory style to a visual style. These learners will also have quick recall to faces, places and locations of items.

Auditory learners are simpler to identify as they tend to talk to themselves. If they do not vocalize information, they may be seen moving their lips, even when reading. They struggle with written information, especially reading from text.

Kinesthetic learners are motivated and learn best through touch (tactile) and movement (kinesthetic). They need stimulation in these areas to keep focus. This learner will tend to be moving constantly and prefers to get the big picture before moving to details.

Walter Burk Barbe theory centers around the different ways in which individual learn and in order for learning to be effective in school milieu, teachers need to take in to consideration this different learning styles of individual in the classroom and by so doing, the percentage rate if failure in school environment will be reduced to a greater percentage.

### **II.5.3- Theory of John Holland on vocational orientation.**

John Holland's Theory of Career Choice (RIASEC) maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behaviour is determined by an interaction between personality and environment. Holland's theory is centred on the notion that most people fit into one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Individual with the Realistic components will Like to work mainly with hands, making, fixing, assembling or building things, using and operating equipment, tools or machines. Often likes to work outdoors Using and operating tools, equipment and machinery, designing, building, repairing, maintaining, working manually, measuring, working in detail, driving, moving, caring for animals, working with plants Pilot, farmer, horticulturalist, builder, engineer, armed services personnel, mechanic, upholsterer, electrician, computer technologist, park ranger, sportsperson English, Maths, Science, Workshop, Technology, Computing, Business Studies, Agriculture, Horticulture, Physical Education.

Learning who falls under Investigative skills likes to discover and research ideas, observe, investigate and experiment, ask questions and solve problems. They like Thinking analytically and logically, computing, communicating by writing and speaking, designing, formulating, calculating, diagnosing, experimenting, investigating, Science, research, medical and health occupations, chemist, marine scientist, forestry technician, medical or agricultural laboratory technician, zoologist, dentist, doctor English, Maths, Science, Computing, Technology.



Artistic learner's or individual Likes to use words, art, music or drama to communicate, perform, or express themselves, create and design things Expressing artistically or physically, speaking, writing, singing, performing, designing, presenting, planning, composing, playing, dancing Artist, illustrator, photographer, sign writer, composer, singer, instrument player, dancer, actor, reporter, writer, editor, advertiser, hairdresser, fashion designer English, Social Studies, Music, Drama, Art, Graphic Design, Computing, Business Studies, Languages.

Individuals with the Social skill Likes to work with people to teach, train and inform, help, treat, heal and cure, serve and greet, concerned for the wellbeing and welfare of others

Communicating orally or in writing, caring and supporting, training, meeting, greeting, assisting, teaching, informing, interviewing, coaching Teacher, nurse, nurse aide, counsellor, police officer, social worker, salesperson, customer service officer, waiter, secretary English, Social Studies, Maths, Science, Health, Physical Education, Art, Computing, Business Studies, Languages.

Enterprising learner's Likes meeting people, leading, talking to and influencing others, encouraging others, working in business Selling, promoting and persuading, developing ideas, public speaking, managing, organizing, leading and captaining, computing, planning Salesperson, lawyer, politician, accountant, business owner, executive or manager, travel agent, music or sports promoter, English, Maths, Business Studies, Accounting, Economics, Social Studies, Drama, Computing, Text Information Management, Languages.

Conventional students Likes working indoors and at tasks that involve organizing and being accurate, following procedures, working with data or numbers, planning work and events Computing and keyboarding, recording and keeping records, paying attention to detail, meeting and greeting, doing calculations, handling money, organizing, arranging, working independently Secretary, receptionist, office worker, librarian, bank clerk, computer operator, stores and dispatch clerk English, Maths, Business Studies, Accounting, Economics, Computing, Text Information Management.

Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type. Within this theory there are six basic types of work environment, which correlate directly to the personality types. Holland emphasizes that people who choose to work in an environment similar to their personality type are more likely to

be successful and satisfied. This idea is important as it shows Holland's theory can be flexible, incorporating combination types.

Holland's theory takes a problem-solving and cognitive approach to career planning. His model has been very influential in career counselling. It has been employed through popular assessment tools such as the Self-Directed Search, Vocational Preference Inventory and the Strong Interest Inventory.

Looking at John Holland's theory of RIASEC, this model is very important in the school setting especially when it comes to vocational orientation. This is because individual portray different skills when it comes to learning and professionalism. As such it is a place for guidance counselors to orientate learners in their field of studies that best suits their personalities so that after studies they will be masters of themselves. Failure to orientate a learner probably will not only contribute to failure in school milieu but frustration in the nearest futures. Therefore, it is a place for teachers, parents and school guidance counselors especially to better guide and orientate during his or her stay in the school setting.

## CHAPTER THREE: RESEARCH METHODOLOGY

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

### III.1- Research design

This is a systematic plan to study a scientific problem. According to Amin (2005) a research design is the conceptual structure within which the research is conducted and constitutes the blue-print for the measurement of variables collection and analysis of data. In this study, we intended to do a survey which is carried out using the correlation research approach. These research method was used in order to investigate the cause and effect relationships which helped in the manipulation of the main variables. For these reasons, the researcher proceeded to collect and threat the information in this work with thequantitativee instruments (i.e. questionnaire). The research design will therefore enable the researcher to describe the state of affairs of the social phenomenon by establishing relationships between variable, collecting data and verifying hypothesis to either confirm or deny their opinions on the state of affairs prescribed. This research will not only dwell on the description of variables, but will also be involved the comparing the variables under study. The correlation research approach has a direct relationship with the theories stipulated in this study which brings to light the two variables by creating a convenient relationship between them.

### III.2- Area of study

This refers to the place where the study will be carried out. Since this study focus on Psycho-Pedagogical factors and failure in school milieu in CETIC Ebolowa II, which is our research site. Ebolowa II CETIC is located in Mvam Essakoe village, on the outskirts of Ebolowa town. According to the administrative division, it is located in Ebolowa II district, in the Department of Mvila, South Region. It records a total population of 430 student's and about 55,957inhabitants which comprises of 28,388 male and 27,569 female inhabitance (2005

statistics). It has a surface area of 1.995km<sup>2</sup> and a population density of 28.05/km<sup>2</sup> according to Wikipedia consulted on the 05 of may 2021. CETIC EBOLOWA 2 was created on August 29, 2008 by Decree No. 2008/2451 / PM. It was opened on August 14, 2012 by Decision n ° 572/12 / MINESEC / CAB. From its opening on August 14, 2012, the CETIC of Ebolowa II was authorized to operate with three specialties, namely: ESCOM (The Accounting Services Employee), Menu (Carpentry), Elec. (Electricity Equipment) and On August 20, 2014, two new specialties were authorized to be opened by DECISION n ° 47/14 / MINESEC / CAB namely: The ESF (The Social and Family Economy) and Menu. (Carpentry). Generally CETIC Ebolowa is made up of two section which includes the commercial sector that comprises of (Elec., Maco, and Menu.) the industrial sector made up of (STT, ESF, GESTION).

**Figure 1:** *Administrative structure of the school*



Source: Photo taken from the field

### **III.3- Population of the study**

A research population is a well-defined collection of individuals or objects known to have similar characteristics (Amin, 2005). This study divides a research population into Target population, accessible population and the sample.

#### **III.3.1- Target population**

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population of this study consisted of students (both male and females) in the industrial sector more precisely in the class of 3e année Elec, 4e année Menu, 4e année Escom, of CETIC Ebolowa II that has a total population of 77

students (19girls and 58boys) .This population was suitable for this study because this research work is aimed at investigating Psycho-Pedagogical factors and Failure in school milieu which happen to be more observed in the above listed class in CETIC Ebolowa II.

It is observable and statistics have proven that in CETIC Ebolowa II, the total number of failure dominates the success rate in the entire school. Statistics shows that out of 430 students, the percentage of students who fail is 300 meanwhile 130 students which means that there is a problem related to either teaching methods, learning styles and vocational orientation.

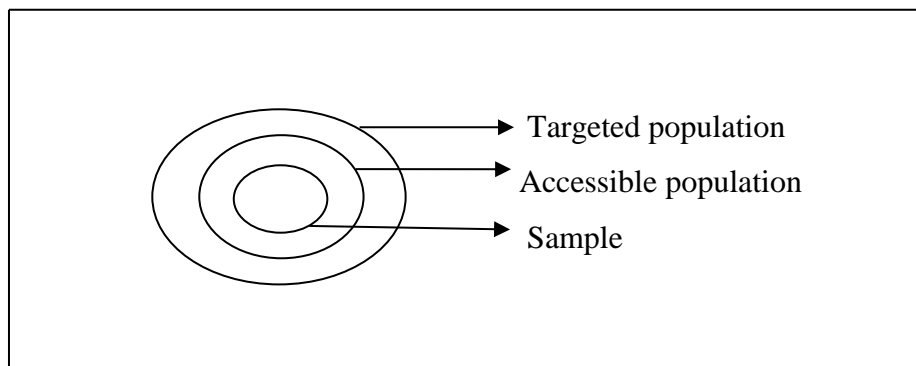
**III.3.2- Accessible population**

The accessible population is the population in research to which researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population.

**III.3.3- Sample**

It is from the accessible population that researchers draw their samples. The sample therefore is the subset of individuals drawn from the accessible population. In the 77 students chosen for this study, 50 students failed while 27 students passed.The researcher decided to use the year 2020-2021 first term results.

**Figure 2:** Diagram showing population of study



*Source: Adapted from Amin (2005:236)*

**III.3.4- Sampling technique**

According to Amin (2005), a sample is a portion of the population whose results can be generalised to that of the entire population. Sampling is the process of selecting elements from a

population in such a way that sampled elements represent the population. A convenient sampling involves selecting whoever is available at a given moment by a researcher in conducting a study.

The simple random sampling technique was used to obtain a sample size of 77 students in CETIC Ebolowa II. This sampling technique based was used on the fact that the researcher couldn't meet all the students at once and at the same time. This population is made up of students in CETIC Ebolowa II, in the class of 3e année Elec. 4e année ESCOM and 4e année Menu. A total of 77 students were selected out of a total population of 430 students in CETIC Ebolowa II.

### III.3.5- Research instruments

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

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

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

For a good comprehension of this study, one instrument was used to collect data; the questionnaire. A questionnaire can be defined as a rigorous instrument prepared by the researcher about the research problem under investigation which is to be used to collect information from respondents. Our questionnaire is divided into three main parts. Part one is Personal information, part two deals with questions constructed from the indicators of the independent variable and part

three enhances questions from the indicators of the dependent variable. The questionnaire was used to facilitate data collection and economise time.

### **III.3.6- Validation of the instrument**

According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure and the data collected honestly and accurately represents the respondent's opinion. The validation of the instrument consists of giving copies of the questions to a panel of experts for validation (Nworgu 1991); the expert in this case is the supervisor who is vested with the research topic. After constructing the questionnaire, the researcher gave some friends to read and handed it to the supervisor of this project for scrutiny. She reviewed them in terms of their clarity, appropriateness and relevance of the items in relation to the scope of the investigation. This exercise was to ensure that a pre-test or pilot test be carried out. This procedure ensured that the questionnaire was valid.

### **III.3.7- The pilot Test**

A pilot study can be defined as a 'small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study' (Zailinawati, Schattner and Danielle, 2006). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. It can also help members of the research team to become familiar with the procedures in the protocol, and can help them decide between two competing study methods, such as using interviews rather than a self-administered questionnaire. The pilot study can reveal the ambiguity, and poorly elaborated questions. Questions that are not understood and unclear can indicate whether the instructions to the respondents are clear. The outcome of this pilot study enabled the researcher to eliminate and refine certain items in the questionnaire. A pilot test was carried out by the researcher using some few students in form 5(Arts and Science) in CETIC de Ngoa-ekele where the researcher obtained permission through an attestation of research from the head of department before going to the field in CETIC de Ngoa-ekele. 10 questionnaires were taken to the field and administered and the results analysed. This was done again after two weeks and analysed.

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

After the pilot testing the following items were found ambiguous and therefore corrected as follows:

- Some science students’ respondents could not interpret the term interactive learning and so, the term was replaced with teaching and learning process
- Item 1 where some respondents did not know other teaching methods and so found it difficult to select. Other methods were therefore included to better guide their responses
- Item 25 equally misinterpreted some respondents with just the word “Ability”. It was then changed to ability/competence.

This was done again to the same students after two weeks and analysed. The reliability coefficient which is the degree to which the instrument consistently measures whatever it is supposed to measure was 0.710.

**Table 1:** Reliability coefficient results

Reliability Statistics	
Cronbach's Alpha	N of Items
.710	23

Personal information data was collected by ticking or marking an X and were given numbers for naming sake. The rest of the responses from the variables were graded using the likert scale of 4 parameters. The parameters included: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4).



### III.4- The administration of the instrument and the data collection

After the pilot test and all the necessary modifications, the researcher then proceeded to administer the instrument. The researcher proceeded with the same permission through an attestation of research from the head of department, before going to the field in GBHS Ebolowa. At GBHS, the principal was contacted to grant the researcher permission into the class chosen by the researcher and students took interest in responding to the questions.

#### III.4.1- The data analysis technique

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), a correlation research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The relationship can now be used to make predictions. The Statistical Package for Social Sciences (SPSS) version 25.0 was used for data analysis. Both inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires. The descriptive data was applied using tables and chats. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the correlation between Psycho-pedagogical factors and school failure. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between Psycho-pedagogical factors and school failure.

#### Statistical Procedures Used

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

The formula is described as:

Spearman Correlation:

$$r_s = 1 - \frac{6\sum D^2}{n(n^2 - 1)}$$

Where:

$\Sigma$  = sum

D is the difference between the ranks of X and the corresponding ranks of Y

n= the number of paired ranks

**Table 2:** Correlation value and interpretation

Correlation value	Interpretation
00	No relationship
0.01-0.19	Very low
0.2-0.39	Low
0.40-0.59	Moderate
0.6-0.79	High
0.8-0.99	Very high
1	Perfect

Source: Adapted from Chaffi Ivan, 2018

### III.4.2- The variables of the study

A variable is a characteristic on which people differ from one another. The two main variables are the independent and dependent variables. The independent variable of the study is the Psycho-Pedagogical factors while the dependent variable is Failure in school milieu.

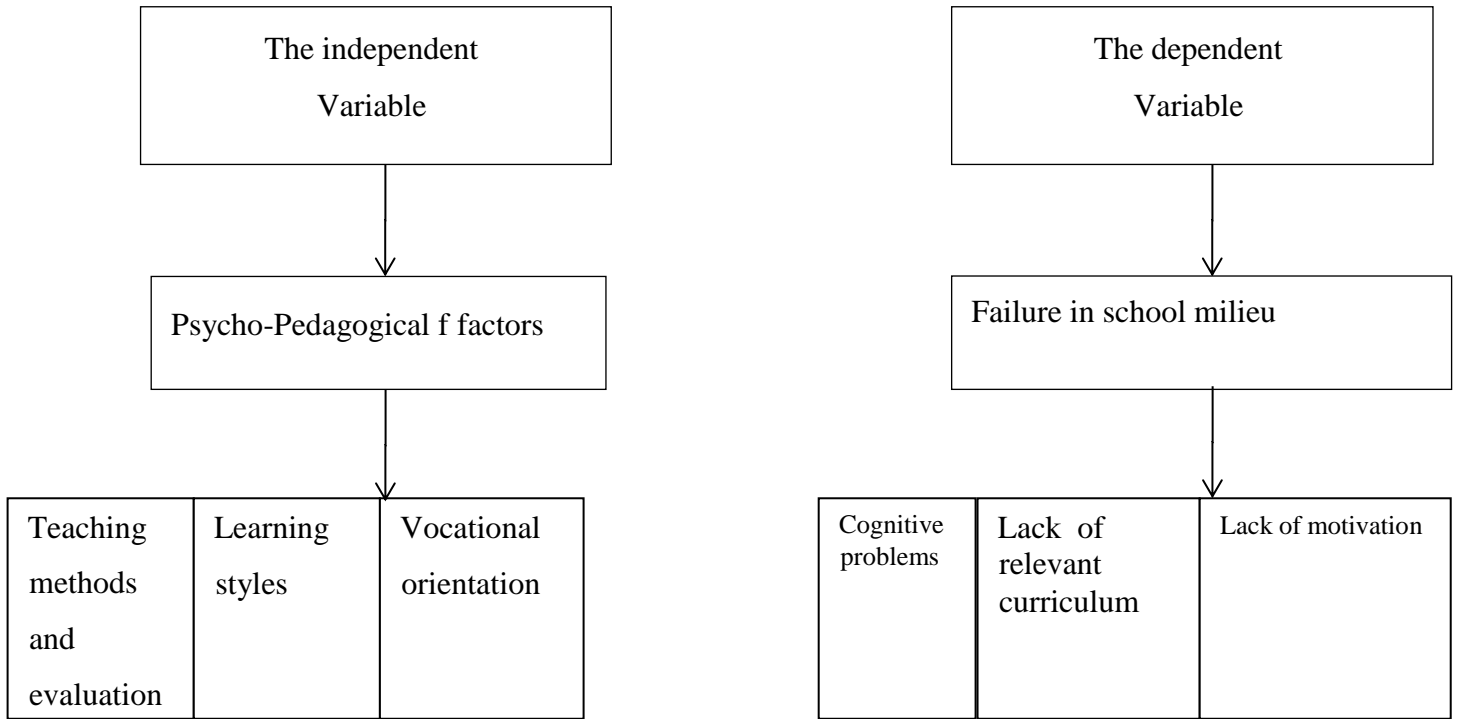
#### ✓ The independent variable

The independent variable of a study is the presumed course of a phenomenon and also, it is known as the predictor. The independent variable of this study is Psycho-Pedagogical factors. It is presumed that, this variable has an effect on the dependent variable which is Failure in school milieu. The indicators are; Depression, Emotional intelligence, Teaching methods and evaluation.

#### ✓ The dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is Failure in school milieu.

**Table 3:** The variables and main indicators of the study



**Table 4:** THE RECAPITULATIVE TABLE OF THE HYPOTHESES, VARIABLES, INDICATORS, MODALITIES, MEASUREMENT SCALE AND STATISTICAL TEST

General Hypothesis	Research hypotheses	Independent variable	modalities	indicators	Dependent variable	indicators	modalities	Measurement scale	Statistical test
<p><b>Ha0:</b></p> <p>There is a significant relationship between Psycho-Pedagogical factors and failure in school milieu.</p>	<p><b>Ha1:</b></p> <p>There is a relationship between teaching methods and Evaluation and failure in school milieu</p>	Psycho-Pedagogical factors	Teaching methods and Evaluation	<p>-Approach by competence</p> <p>-Approach by Objective</p> <p>-Evaluation using letters</p> <p>-Evaluation using figures</p>	Failure in school milieu	<p>Cognitive problems</p>	<p>-strongly disagree(SD)</p> <p>-disagree(D)</p> <p>-Agree(A)</p> <p>-strongly Agree (SA)</p>	Ordinal	Spearman rank correlation
	<p><b>Ha2:</b></p> <p>There is a significant impact between learning style and students failure in school</p>		Learning styles	<p>-Repetition</p> <p>-imitation</p> <p>-grouping</p> <p>- observation</p>		Lack of relevant curriculum	<p>-strongly disagree (A)</p> <p>-disagree (D)</p> <p>-Agree(A)</p> <p>strongly Agree (SA)</p>	Ordinal	Spearman rank correlation

PSYCHO-PEDAGOGICAL FACTORS AND FAILURE IN SCHOOL MILIEU

	milieu  <b>Ha3:</b>  There is an influence between vocational orientation and students failure in school milieu		Vocational orientation  -3 <sup>e</sup> Année Escom.  -3 <sup>e</sup> année Menu.  -3 <sup>e</sup> Année Elec.		Lack of motivation	-strongly disagree (SD)  -disagree (D)  -Agree (A)  -strongly Agree (SA)	Ordinal	Spearman rank correlation
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## CONCLUSION

Since this chapter deals with the description of the methods and instruments used to collect information for this research work with specific focus on research design, the area of study, population of study, the sample and sampling techniques, instruments to be used for data collection, techniques of analysing data, the variables, the indicators and recapitulative table, a critical examination of this chapter is therefore a gateway for the presentation of results and analysis of data collected from the field which is chapter four.

## CHAPTER FOUR: PRESENTATION OF RESULTS AND DATA ANALYSIS

This chapter is divided into two main parts: the first part deals with the presentation of descriptive statistics in frequency tables and the second part deals with the verification of the hypotheses. This includes the choosing of an appropriate statistical test. In the case of this study, the spearman rank correlation was used to test the hypotheses of this study

### IV.1- Data analysis frequency tables

**Table 5: Presentation of Respondents' Personal Information**

Items	Modalities	<i>f</i>	%
Gender	Male	41	53.2
	Female	36	46.8
Age Range	14-16	26	33.8
	17-19	36	46.8
	20 and above	15	19.5
Class	3eme année ELCQ	17	22.1
	4eme année ESCOM	28	36.4
	4eme année ESF	32	41.6

The table above shows that more males are found in the classes under study with 41 males to 36 females giving a % of 53.2 and 46.8 respectively.

There is equally 26 students in the age range of 14-16 with a % of 33.8, 36 students of 17-19 age range with a % of 46.8 and 15 students of age range 20 and above with a % of 19.5. This indicates that more students in this study fall within the age range of 17-19.

Looking at the class level we have 17 students in the class of 3<sup>année</sup> Elec. with a percentage of 22.1 28 students in 4<sup>ème</sup> année ESCOM with a percentage of 36.4 and 32 students in the class of 4<sup>ème</sup> année ESF with a percentage of 41.6. This show that there is more effective population in the class of 4<sup>ème</sup> année ESF with a higher percentage of 41.6

**IV.1.1- Analysis of the Independent Variable**

**Table 6: Presentation of Teaching methods and evaluation in School failure**

S/N	Item	Decision	<i>f</i>	%
4	Teaching is more demonstrative than explanatory	<b>SD</b>	35	45.5
		<b>D</b>	18	23.4
		<b>A</b>	11	14.3
		<b>SA</b>	13	16.9
5	Teaching and learning is more interactive	<b>SD</b>	35	45.5
		<b>D</b>	24	31.2
		<b>A</b>	9	11.7
		<b>SA</b>	9	11.7
6	Teaching is more focused on learners	<b>SD</b>	26	33.8
		<b>D</b>	34	44.2
		<b>A</b>	10	13.0
		<b>SA</b>	7	9.1
7	From your observations, teachers prepare their lessons well before coming to class	<b>SD</b>	29	37.7
		<b>D</b>	31	40.3
		<b>A</b>	8	10.4



		<b>SA</b>	9	11.7
<b>8</b>	All teachers evaluate us at the end of their lessons	<b>SD</b>	24	31.2
		<b>D</b>	34	44.2
		<b>A</b>	11	14.3
		<b>SA</b>	8	10.4
<b>9</b>	Our teachers use multiple methods to teach and evaluate lesson taught	<b>SD</b>	22	28.6
		<b>D</b>	26	33.8
		<b>A</b>	24	31.2
		<b>SA</b>	5	6.5
<b>10</b>	Teachers evaluation is using letters, numbers and structural questions when setting our exams	<b>SD</b>	26	33.8
		<b>D</b>	34	44.2
		<b>A</b>	11	14.3
		<b>SA</b>	6	7.8

In item 4 above, 35 students strongly disagreed that Teaching is more demonstrative than explanatory with a % of 45.5, 18 disagreed with a % of 23.4, 11 agreed with a % of 14.3 and 13 strongly agreed with a % of 16.9. Since many students strongly disagreed with a higher %, it shows that the problem identified is seemingly a reality.

Item 5 show that 35 students strongly disagreed that teaching and learning is more interactive with a percentage of 45.5, 24 disagreed with a percentage of 31.2, 9 agreed with a percentage of 11.7 and 9 strongly agreed with a percentage of 11.7. Many students strongly disagreed with a higher percentage of 45.5, this shows that problem identify is a practical case.

Looking at item 6, 26 students strongly disagreed with a percentage of 33.8, 34 disagreed with a percentage of 44.2, 10 Agreed with a percentage of 13.0 and 7 strongly Agreed with a percentage of 9.1. Since many students disagreed with a higher percentage of 44.2, it shows that the problem mentioned seems not to be a reality.

In item 7 indicates that 27 students strongly disagreed that from their observations teachers prepare their lessons well before coming to class with a percentage of 37.7, 31 disagreed with a percentage of 40.3, 8 agreed with a percentage of 10.4 and 9 strongly agreed with a percentage of 11.7. Many students disagreed with a higher percentage of 40.3 which shows that the problem identified is not a reality.

Item 8 shows that, 24 students strongly disagreed that all teachers evaluate us at the end of their lesson with a percentage of 31.2, 34 Disagreed with a percentage of 44.2, 11 agreed with a percentage of 14.3 and 8 strongly agreed with a percentage of 10.4. Since many students disagreed with a higher percentage of 44.2, that all teachers evaluate us at the end of their lessons, it shows that the problem mentioned is not a practical case.

Looking at item 9, 22 students strongly disagreed that our teachers used multiple methods to teach and evaluate us with a percentage of 28.6, 26 Disagreed with a percentage of 33.8, 24 agreed with a percentage of 31.2 and 5 strongly agreed with a percentage of 6.5. Many students disagreed with a higher percentage of 33.8 that teachers used multiple methods to teach and evaluate them, it indicates that the problem identified is seemly a reality.

In item 10 above, 26 students strongly disagreed that teachers' evaluation is using letters, numbers and structural questions when setting exams with a percentage of 33.8, 34 disagreed with a percentage of 44.2, 11 agreed with a percentage of 14.3 and 6 strongly agreed with a percentage of 7.8. Since many students disagreed that teachers' evaluation is using letters, numbers and structural questions when setting exams with a higher percentage of 44.2, it shows that the problem identified is not a reality.

**Table 7: Presentation of learning styles in School failure**

S/N	Item	Decision	<i>f</i>	%
11	In class we learn through repetition	<b>SD</b>	28	36.4
		<b>D</b>	27	35.1
		<b>A</b>	15	19.5
		<b>SA</b>	7	9.1
12	Teachers always give us exercises to do in group in class	<b>SD</b>	22	28.6
		<b>D</b>	27	35.1
		<b>A</b>	24	31.2
		<b>SA</b>	4	5.2
13	Teachers tell stories and use diagrams when teaching in class	<b>SD</b>	21	27.3
		<b>D</b>	26	33.8
		<b>A</b>	18	23.4
		<b>SA</b>	12	15.6
14	Teachers always give us practical exercises to do in class	<b>SD</b>	20	26.0
		<b>D</b>	28	36.4
		<b>A</b>	21	27.3
		<b>SA</b>	8	10.4
15	Our exams are practical than theoretical	<b>SD</b>	15	19.5
		<b>D</b>	27	35.1
		<b>A</b>	24	31.2

		<b>SA</b>	11	14.3
16	Learning is mostly teacher centred	<b>SD</b>	29	37.7
		<b>D</b>	30	39.0
		<b>A</b>	11	14.3
		<b>SA</b>	7	9.1

In item 11 above, 28 students strongly disagreed that in class we learn through repetition with a percentage of 36.4, 27 disagreed with a percentage of 35.1, 15 agreed with a percentage of 19.5 and 7 strongly agreed with a percentage of 9.1. Since many students strongly disagreed that in class they learn through repetition with a higher percentage of 36.4, it shows that the problem identified is not a reality.

Item 12 shows that, 22 students strongly disagreed that teachers always give exercises to do in group in class with a percentage of 28.6, 27 disagreed with a percentage of 35.1, 24 agreed with a percentage of 31.2 and 4 strongly agreed with a percentage of 5.2. Many students disagreed that teachers always give them exercises to do in group in class with a higher percentage of 35.1, it indicates that the problem mentioned is not seemly a reality.

In item 13, 21 students strongly disagreed that teachers tells stories and use diagrams when teaching in class with a percentage of 27.3, 26 students disagreed with a percentage of 33.8, 18 agreed with a percentage of 23.4 and 12 strongly agreed with a percentage of 15.6. since many students disagreed that teachers tells stories and use diagrams when teaching in class with a higher percentage of 33.8, it shows that the problem indicated is not practical.

Item 14 shows that, 20 students strongly disagreed that teachers always give us practical exercises to do in class with a percentage of 26.0, 28 disagreed with a percentage of 36.4, 21 Agree with a percentage of 27.3 and 8 strongly agreed with a percentage of 10.4. it indicates here that 28 students disagreed that teachers always give practical exercises to do in class with a higher percentage of 36.4 meaning the problem mentioned is not seemly a reality.

In item 15, 15 students strongly disagreed that our exams are practical than theoretical with a percentage of 19.5, 27 disagreed with a percentage of 35.1, 24 agreed with a percentage of 31.2 and 11 strongly agreed with a percentage of 14.3. Since many students disagreed that their exams

are practical than theoretical with a higher percentage of 35.1, it shows that the problem identified is not a reality.

On item 16, 29 students strongly disagreed that learning is teacher centered with a percentage of 37.7, 30 students disagreed with a percentage of 39.0, 11 students Agreed with a percentage of 14.3 and 7 students strongly agreed with a percentage of 9.1. many students disagreed that learning is teacher centered with a higher percentage of 39.0, meaning the problem mentioned is not seemly the case.

**Table 8: Presentation of Vocational orientation in School failure**

S/N	Item	Decision	<i>f</i>	%
17	What am studying now is what I intend to do in future	SD	27	35.1
		D	24	31.2
		A	14	18.2
		SA	12	15.6
18	My parents asked me to study in the field where I find myself now	SD	19	24.7
		D	27	35.1
		A	22	28.6
		SA	9	11.7
19	I am studying in this field of study because my friends are also studying there	SD	30	39.0
		D	33	42.9
		A	11	14.3
		SA	3	3.9
20	At the beginning of the school year, our school counsellor asked me to	SD	27	35.1
		D	30	39.0

	study in this field of study because I performed better in the subjects studied in this field	<b>A</b>	10	13.0
		<b>SA</b>	10	13.0
<b>21</b>	I don't like this field of study where I find myself	<b>SD</b>	23	29.9
		<b>D</b>	19	24.7
		<b>A</b>	19	24.7
		<b>SA</b>	16	20.8

Looking at item 17, 27 students strongly disagreed that what they are studying now is what they intent to do in future with a percentage of 35.1, 24 disagreed with a percentage of 31.2, 14 agreed with a percentage of 18.2 and 12 strongly agree with a percentage of 15.6. Many students strongly disagreed that what they are studying now is what they intent to do in future with a higher percentage of 35.1. This shows that the problem identified is actually not the case. Meaning many students find themselves in field of studies that they don't intend to do in future.

Item 18 show that 19 students strongly disagreed that their parents asked them to study in the field where they find themselves, 27 disagreed with a percentage of 35.1, 22 agreed with a percentage of 28.6 and 9 strongly agreed with a percentage of 11.7. Since many students disagreed with a higher percentage than their parents asked them to study in the field where they find themselves, it means that the problem mentioned proves that many students took their decision to study in the field where they find themselves.

In item 19, 30 students strongly disagreed that they are studying in the field where they are because their friends are always studying with a percentage of 39.0, 33 disagreed with a percentage of 42.9, 11 agree with a percentage of 14.3 and 3 strongly agreed with a percentage of 3.9. Many students disagreed that they are studying in the field where they find themselves because their friends are also studying there with a higher percentage of 42.9 meaning the identified problem seemly not to be a reality.

Item 20 shows that 27 students strongly disagreed that at the beginning of the school year their counselor asked them to study in the field where they are studying because they perform better

in the subject studied in that field of study with a percentage of 35.1, 30 students disagreed with a percentage of 39.0, 10 Agreed with a percentage of 13.0 and 10 strongly agreed with a percentage of 13.0. since many students disagreed that at the beginning of the school year their counselor asked them to study in the field where they are studying because they perform better in the subject studied in that field of study.it shows that the problem mentioned is not the case.

Looking at item 21, 23 students strongly disagreed that they don't like the field of study where they find themselves with a percentage of 29.9, 19 disagreed with a percentage of 24.7, 19 agreed with a percentage of 24.7 and 16 strongly agreed with a percentage of 20.8. Therefore, many students strongly disagreed that they don't like the field of study where they find themselves with a higher percentage of 29.9 meaning the problem identified seemly not to be a reality.

**IV.1.2- Analysis of the Dependent Variable**

**Table 9:** Presentation of the concept of school failure

S/N	Item	Decision	<i>f</i>	%
22	Teachers use appropriate teaching method that lead to our success	SD	28	36.4
		D	37	48.1
		A	9	11.7
		SA	3	3.9
23	Evaluation methods meet teaching objectives	SD	25	32.5
		D	34	44.2
		A	14	18.2
		SA	4	5.2
24	Different learning styles affect exams	SD	20	26.0
		D	16	20.8

		<b>A</b>	24	31.2
		<b>SA</b>	17	22.1
<b>25</b>	I dislike the field of study where I find myself	<b>SD</b>	23	29.9
		<b>D</b>	19	24.7
		<b>A</b>	21	27.3
		<b>SA</b>	14	18.2
<b>26</b>	I perform well in class	<b>SD</b>	18	23.4
		<b>D</b>	28	36.4
		<b>A</b>	17	22.1
		<b>SA</b>	14	18.2

In item 22 above, 28 students strongly disagreed that teachers use appropriate teaching methods that leads to their success with a percentage of 36.4, 37 disagreed with a percentage of 48.1, 9 agreed with a percentage of 11.7 and 3 strongly agreed with a percentage of 3.9. Since many students disagreed that teachers use appropriate teaching methods that leads to their success with a higher percentage of 48.1, this shows that the problem mentioned is not really the case.

Item 23 shows that, 25 students strongly disagreed that evaluation methods meets teaching Objective with a percentage of 32.5, 34 disagreed with a percentage of 44.2, 14 agreed with a percentage of 18.2 and 4 strongly agreed with a percentage of 5.2. Many students disagreed that evaluation methods meets teaching objectives with a higher percentage of 44.2. This demonstrate that the problem mentioned is not a reality.

In item 24, 20 students strongly disagreed that different learning style affects exams with a percentage of 26.0, 16 disagreed with a percentage of 20.8, 24 Agreed with a percentage of 31.2 and 17 strongly agreed with a percentage of 22.1. Since many students Agreed that different learning styles affect exams with a higher percentage of 31.2 it shows that the problem identified is a reality that different learning styles affects exams.



Item 25 shows that 23 students disagreed that I dislike the field of study where I find myself with a percentage of 29.9, 19 disagreed with a percentage of 24.7, 21 Agreed with a percentage of 27.3 and 14 strongly agreed with a percentage of 18.2. Meaning many students strongly disagreed that they dislike the field of study where they find themselves with a higher percentage of 29.9 which indicates that the problem mentioned is not actually the case.

Looking at item 26, 18 students strongly disagreed that they perform well in class with a percentage of 23.4, 28 students disagreed with a percentage of 36.4, 17 agreed with a percentage of 22.1 and 14 strongly agreed with a percentage of 18.2. Since many students disagreed that they perform well in class with a higher percentage of 36.4, it shows that the problem identified seemly not to be the case. Therefore, students perform poorly in class.

**IV.1.3- Verification of research hypotheses.**

**Research hypothesis 1**

*H<sub>1</sub>*: Teaching methods and Evaluation have a significant impact on School failure

*H<sub>a</sub>*: There is a correlation between Teaching methods and Evaluation and School failure.

*H<sub>o</sub>*: There is a no correlation between Teaching methods and Evaluation and School failure.

**Table 10: Correlations between Teaching methods and Evaluation and School failure.**

			Teaching methods and Evaluation	School failure
Spearman's rho	Teaching and Evaluation methods)	Correlation Coefficient	1.000	0.256*
		Sig. (2-tailed)		0.025
		n	77	77
	School failure	Correlation Coefficient	0.256*	1.000
		Sig. (2-tailed)	0.025	.
		n	77	77

The correlation table above shows the spearman’s correlation value  $r = 0.256$ , which indicates a low correlation between Teaching methods and Evaluation and School failure. This is

equally based on the fact that the level of significance is 0.025 which is largely less than 0.05, (alpha) which is the standard error margin:  $r = 0.256$ ,  $P = 0.025 \leq 0.05$ . The correlation falls within the range of a low correlation and moves towards 1. This permits us to confirm  $H_a$ : There is a correlation between Teaching methods and Evaluation and School failure, while  $H_o$  is rejected. Thus, at an error margin of 5%,  $H_{R1}$  is confirmed. Therefore, the unsatisfying School failure event observed among students is strongly blamed on Teaching and Evaluation methods in CETIC Ebolowa II.

**Research hypothesis 2**

***H<sub>R2</sub>***: There is a significant relationship between learning styles and School failure

***H<sub>a</sub>***: There is a correlation between Learning styles and School failure.

***H<sub>o</sub>***: There is no correlation between Learning styles and School failure.

**Table 11: Correlations between Learning styles and School failure.**

			Learning style	School failure
Spearman's rho	Learning styles	Correlation Coefficient	1.000	0.281**
		Sig. (2-tailed)		0.013
		n	77	77
	School failure			
		Correlation Coefficient	0.281**	1.000
		Sig. (2-tailed)	0.013	
		n	77	77

The correlation table above shows the spearman’s correlation value  $r = 0.281$ , which indicates a low correlation between Learning styles and School failure. This is equally based on the fact that the level of significance is 0.013 which is less than 0.05, (alpha) which is the standard error margin:  $r = 0.281$ ,  $P = 0.013 \leq 0.05$ . The correlation falls within the range of a low correlation and moves towards 1. This permits us to confirm  $H_a$ : There is a correlation between Learning styles and School failure, while  $H_o$  is rejected. Thus, at an error margin of 5%,  $H_{R2}$  is confirmed.

Therefore, the disturbing School failure event observed among students is statistically related to the way Learning styles is being handled in CETIC Ebolowa II

**Research hypothesis 3**

**HR3:** There is a significant relationship between Vocational Orientation and School failure

**Ha:** There is a correlation between Vocational Orientation and School failure.

**H0:** There is no correlation between Vocational Orientation and School failure.

**Table 12: Correlations between Vocational Orientation and School failure.**

			Vocational Orientation	School failure
Spearman's rho	Vocational Orientation	Correlation Coefficient	1.000	0.285**
		Sig. (2-tailed)		0.012
		n	77	77
	School failure			
		Correlation Coefficient	0.285**	1.000
		Sig. (2-tailed)	0.012	
		n	77	77

The correlation table above shows the spearman’s correlation value  $r = 0.285$ , which indicates a low correlation between Vocational Orientation and School failure. This is equally based on the fact that the level of significance is 0.012 which is largely less than 0.05, (alpha) which is the standard error margin:  $r = 0.285, P= 0.012 \leq 0.05$ . The correlation falls within the range of a low correlation and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Vocational Orientation and School failure, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Vocational Orientation is handled highly predicts School failure worries observed among students in CETIC Ebolowa II.

Table 13: Recapitulation of results.

Hypotheses	Alpha	Degree of significance	Correlation coefficient	Decision
<b>RH<sub>1</sub></b>	0.05	0.025	0.256**	H <sub>a</sub> retained and H <sub>o</sub> rejected
<b>RH<sub>2</sub></b>		0.013	0.281**	H <sub>a</sub> retained and H <sub>o</sub> rejected
<b>RH<sub>3</sub></b>		0.012	0.285**	H <sub>a</sub> retained and H <sub>o</sub> rejected

Conclusively, since all three specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the uneven School failure situation is strongly blamed on the Psycho-Pedagogical factors in school milieu in CETIC Ebolowa II.

## CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSIONS

This chapter demands us to discuss the results obtained then make recommendations on the research problems mentioned in this work and effectively analyze the data collected on the field to find a justification by interpretation with theoretical back up that supports our work. We will make relevant inferences in the light of the interactions studied and draws conclusions. The hypothesis elaborated, will give rise to the amelioration of students' performance in school milieu. The present study aims to examine Psycho-pedagogical factors that influence failure among secondary school students in CETIC Ebolowa II. In this chapter, is the discussion and recommendations for this study to improve on the amelioration on the concept of failure in schools. The chapter ends with the presentation of matters regarding areas for further studies.

### V.1- Discussion of Results

The present study establish factors that influence failure among secondary students. In this section, there results of the study are discussed under three sub headings, poor teaching methods and evaluation influence student failure in school milieu, students inappropriate learning styles influence failure in school. And lack of vocational orientation contributes to student's failure in school milieu.

#### - Poor Teaching Methods and Evaluation

This study revealed that teacher's poor teaching methods and evaluation has an influence on students' failure in school. Most of the teachers' pay little attention on the various methods they need to apply in order teach the students for them to benefit knowledge at once without leaving others behind. There result of the current study on teaching methods and evaluation shows that it really has an impact on student's failure in secondary school. According to Jean Piaget Theory on constructivism, the interactions between teachers and their students influence and determine children's behaviour, skills and psychological well-being in the classroom.

### - **Inappropriate Learning Styles**

Student participants in the current study revealed that field trips had no influence on vocational Orientation. Vocational orientation on teacher participants in the present study agreed that vocational orientation greatly widens the horizons of students in schools, teachers at time takes decision making on the subjects that a child needs to undertake in the next level and the quality of teaching and school policies were critical in influencing vocational orientation in school there leading to failure in school milieu. The above observations are consistent with precious the study which also revealed that vocational orientation in schools helps students understand career issues such as the subjects to do to pursue a certain career. Career guidance in schools has the potential to communicate important career issues. The above finding concurred with previous studies, for example, Faiter and Faiter(2013)in America,Kimitiand Mwova(2012),and Edwards and Quinter(2011) in Kenya, Mghwenoetal.(2014)in Tanzania, Gbenga and Toyin(2014)in Nigeria and Shumba and Naong(2012)in South Africa, that have established that career guidance helps students gain knowledge about careers. The study further revealed that teachers and mentors play a pivotal role in vocational orientation.

Contrary to the above findings, studies by Prokop,Tuncer and Kvasnicak(2007)in Czechoslovakia, Behrandt and Frankline(2014),and Higginsetal.(2012)in the United Kingdom, Shakiletal.(2011)in Pakistan, Nabors, Edwards and Murray(2006) in America and Amoahetal.(2015)in Ghana found that field trips are critical to the students orientation. Class teachers and career guidance teachers were cited by student participants as having little influence on their vocational orientation.

### - **Lack Of Vocational Orientation**

This current study reveals that Parents are more likely to consider their experience and knowledge of orientation as a starting point in choosing the appropriate schools that nurture their children towards certain careers. They are also likely to influence their children through discussions which are biased towards certain careers. Results of the study also revealed that parents can create interest of certain careers in their children. Parental education equally has a positive influence on children's orientation in several ways. This is consistent with a study carried out by Pfingst (2015) in Australia that purported that parental education has a positive influence on children's careers

and other studies, for example, Dustman (2004) in Germany, Uka (2015) in Albania and Abiola (2014) in Nigeria.

It emerged from this study that parental influence also comes in different forms which include parental actions, parental values and beliefs, parental connectedness and expectations. The manner in which parents orient their children about careers is likely to have a bearing impact on what their children wish to do in future. The bias of the language and the emphasis when talking about particular careers over others could lead a child to choose a certain career. This is in line with Palos and Drobot (2010) who stated that children's career decisions are modelled by family members through their actions and psychological support. A study in Canada by Brody et al. (1994:279) also found that parental values and beliefs influence children's career choices.

On the other hand, family members are also identified as role models to some students. This is in line with John Holland's Theory on vocational orientation that emphasizes the influence of role models in the development of children's choices. As a child grows in the family, they may identify family members who inspire them even in choosing subjects that will help them in their careers. This assertion is in line with previous studies such as Amani (2013) in Tanzania and Braza and Guillo (2015), Ogunyewo et al. (2015), and Egunjobi et al. (2013) in Nigeria where relatives were found to influence students' choices of careers. Children hold their parents and other family members in high regard and are likely to see them as role models especially those who are successful. Siblings, as well as other extended family members, may be regarded as role models by adolescents in high school as well (VanRaden, 2011).

Mothers, siblings and fathers are the most influential members of the family as far as students' vocational orientation is concerned. The mother and father's influence was expected as parents are considered models by their children (VanRaden, 2011). Previous studies, for example, Hashim and Embong, (2015) in Malaysia, Brody et al. (1994) in Canada, and Bates (2015) and Ogunyewo et al. (2015) in Nigeria, also confirm that the mother is more influential as compared to the father. Although students may have a say in which schools to attend, parents' contributions towards their children's choices of schools are likely to outweigh the children's.

Extended family members have an impact on students' orientation of careers as revealed by student participants. These members included grandparents, uncles, aunts and cousins. The proximity to such people may have a bearing impact on students' choices in the field of study that will link them to their careers. This finding is in line with Araujo and Taveira (2009) who found that

other family members influence students' choices of careers. Other studies (Marinas, Iqret&Prioteasa, 2016; Ogunyewoetal, 2015) also reinforced the above findings which revealed the influence of family members on students' choices of careers.

**- School influence on students' vocational Orientation**

The study revealed that, school environment has the potential to student's vocational orientation on issues that concerns career guidance and other school activities. Their results are in line with John Holland's theory that emphasizes the influence of environmental factors such as career counseling (Lent&Worthington, 2000). This finding is also in term with early studies such as Edwards and Quinter (2011) in Kenya that established the importance of schools in preparing students for careers. Schools in still career knowledge through the career guidance services they offer. The finding on the influence of schools on students' career vocational orientation is in line with current studies like Sunand Yuen (2012:204) in China, Mghwenoetal. (2014), and Shumba and Naong (2012) in South Africa, Kimiti and Mwova (2012) and Lazarus and Chinwe (2011) in Kenya where school vocational orientation on career guidance was found to influence students' performance in school milieu.

**- Peer influence on students' vocational orientation**

It emerged from this study that peers influence students' vocational orientation. This is consistent with Bandura's Social Cognitive Theory which purports that peers are sources of social learning as they model and sanction styles of conduct and serve as comparative references for appraise a land validation of personal efficacy (Bussey&Bandura, 1999). Other students and friends were seen as providing career education likely to influence their peers. The above assertion is consistent with previous studies such as Hashim and Embong(2015)in Malaysia, and Kimiti and Mwova(2012), Migundeetal. (2012) and Alike (2010b) in Kenya who established that career education emanates from peers.

The current study revealed that career education which comes from peers and friends was influential in students' choices of careers. As students interact with peers and friends, they share important information on career choices. Career guidance teachers were in agreement with student participants as they reinforced that vocational orientation advice from friends was influential to students' choices of careers. This finding is consistent with Kiuru (2008) in Finland, Abbasi and Sarwat (2014) and Nazetal. (2014) in Pakistan and Okiror and Otabong (2015) in Uganda who



purported that friends and peers influence students' to choose certain subjects that they think might help them in the nearest future.

Student participants in the present study rated lowly the notion that their field of study was validated by their peers and that information they got from their friends was always right. This may be because they may not have consulted their colleagues to assess their contribution in validating their proposed choice. Such validations may come through informal discussions. There results of the current study are inconsistent with a study by in South Africa that shows that validation of the students' choices of careers comes from fellow students. The possible explanation of these differences could because by the participants in Shumba and Naong's (2012) study which were university students while the current study used high school students.

Student participants in the current study also rated lowly the notion that they chose careers that were similar to their friends 'choices. However, career guidance teachers noted that students were likely to choose careers that were similar to those of their friends. The difference in career teachers and students' perceptions in the view that students choose careers that are similar to their peers, may arise as a result of different experiences. Career guidance teachers may have witnessed this over time during their tenure at school. The students may not be aware that their career choices are similar to their colleagues' choices. Previous studies, for instance, Goethneretal. (2009) in Germany, Nazetal. (2014) in Pakistan and Koechetal. (2016) in Kenya are in agreement with career guidance teachers who purported that student schools subjects in schools that are similar to their peers.

It also emerged from this study that peers influence students' choices vocation through behaviour modification. Career guidance teachers rated favourably that students 'career behaviours are modified by their peers. Students are likely to get choose certain field of study in school with certain careers in mind but may change careers due to their interaction with their peers who give them comprehensive career information. There result of the current study is consistent with previous studies such as Hashim and Embong (2015:810) in Malaysia, and Edwards and Quinter (2011:255) in Kenya that revealed that vocational orientation of behaviours are likely to be modified by peers.

It should be noted that the call for vocational orientation in secondary School should be highly implemented because is one of the variables or Psycho-pedagogical factors that explains the concept of failure in school milieu each year and as such, parents, school authorities need to be

careful when Orienting a particular student to a certain field of study. With this, the concept of failure rate in schools will reduce and the percentage rate of success will increase in secondary School milieu.

## V.2- Recommendations

This research had as an objective to find out the causes of students' failure in school milieu. To Better enriched our research work, we took an investigation with the help of a questionnaire, which after analysis permits us to confirm and affirm the theories used in this research work.

The remarked established in this work, imposes us to propose certain actions that needs to be taken into consideration to solve the problems outlined and bring new investigation by enlarging our reflection on Psycho-Pedagogical factors that is responsible for students' failure in school milieu. Due to the fact that the correlation coefficients were all low on poor teaching methods and evaluation (between 0.256 and 0.281), other researchers would exploit other indicators which could better explain students' failure in school milieu.

### The Government

As that which concerns the Research Hypothesis 1, we made recommendation to the government to create many technical schools with bigger classrooms alongside school equipment such as electricity, internet connections, building materials or better still material that will suit practical study in the all the studied field available. With this, teaching will be more practical than demonstrative and evaluation will sometimes be carryout practically and not theoretical all the time.

**-With regards to the Hypothesis 2:** we recommend that the government recruit many trained teachers as possible with a well-paid salary so that while teaching in the classroom they will take their time and equally try to take in to consideration the different learning style of the students. With a well-paid job teacher will be motivated and patience will be practice in the classroom if not everybody but majority of the students will be motivated to learn when a teacher takes his or her time to teach and at the end of the day, they will produce good results.

**- Looking at Hypothesis 3:** We recommend that, the Government should implement a law that will impose students especially in the technical school to engage in the field of study that best suits their passion and abilities. That is to say the field of study where they perform and Excel better

by so doing many students will be Happy to study where they find themselves and work hard to study in the field where they wish to do in future.

### To Guidance counsellor

- **As that which concerns Hypothesis 1 and 2** , we recommend that guidance counsellors should always and regularly assist in the APE for Sensitisation of teachers as well as parents on the role of guidance counsellor in the school milieu and as such as that which concerns wrong methods of teaching and evaluation as well as different learning style of students, any teacher that fails to effectively manage his classroom needs to be summoned and taken to the guidance counselling office for better orientation on how to improve his or her teaching methods and evaluation.

-**With Hypothesis 3:** we recommend that guidance counselors should avoid staying for long in their offices. They need to engage in excursion in various enterprises with students in enterprises such as the FNE (National Employment Fund) that will permit students to know and get used to such enterprises in order to know the different services that offers employment that will enable students to have good information and make rational professional choices.

Guidance counselor needs to constantly go in to the classroom and sensitize students on academic activities, asking them the difficulties they face in various subjects, in their personal and social life as well as their plans as that which concerns professional reinsertion for a better academic results obtain at the end of the year.

Address convocation to parents who are never in the house because of their social status and ask them to make efforts to be around their children in order for them to help their children to better understand lessons back at home, help them in doing their assignments and equally ask them to mention areas where they find difficulties by so doing they will be motivated to learn and produces good results at the end of academic school year.

### To parents

Parents need to constantly visit the school environment where their children study. Get used to their children teachers and go close to guidance counselor to better understand the behave that

they children portray in school, if they merge with good peer group or not, so that back at home they can better advice their children and follow them up to study while in the house.

Parents need to pay their children school fees, buy their school requirements, support their children morally, physically, socially and financially in order for them to better Excel in school and bring back good results.

#### **To students**

- Students need to engage regularly in their studies in order to obtain good results
- Construct with the help of their counselor, parents as that which concerns their professional choices and develop strategies for its effective realization.
- Make an introspection at any level of their life especially when it comes to their education.
- They need to think and ask themselves if actually where they want to engage they will be able to success despite the difficulties that they might face.

## Conclusion

This research work entitled " Psycho-Pedagogical factors and failure in school milieu: Case Study of Secondary School Students of CETIC Ebolowa II, had as an objective to post a question has that which concerns the phenomenon of school failure. It was noticed that in school milieu the percentage rate of school failure dominated success percentage whereas in school children are being put in the same classroom according to the age range and performance where they study together, engage in extracurricular activities and are evaluated at the same time but at the end of the day we release that majority of the students still fail while few succeed.

Before introducing the factors that best explain the evident phenomenon, we asked ourselves three principal questions which were: Are parents, school authorities or students responsible for student's failure in school milieu? In order to better understand the concept of school failure, one principal question was formulated and this principal question lead to three secondary questions formulated as follows:

-To what extent can psycho-pedagogical factors influence student's failure in CETIC Ebolowa II?

From this principal research question, three secondary questions were formulated.

- How can teaching methods and Evaluation influence student's failure in school milieu?
- What justifies the fact that learning styles has an impact on student's failure in the school milieu?
- How vocational orientation can contributes to Students Failure in the school milieu?

These different question lead us to the formulation of a General research hypothesis

Psycho-Pedagogical factors influence Failure in school milieu.

In order to be more specific, we formulated three secondary research hypothesis as follows:

**Ho1:** Teaching methods and evaluation influence students Failure in secondary School.

**Ho2:** Learning styles contributes to Failure in school milieu.

**H03:** Vocational orientation influence students Failure in school milieu.

This hypothesis permit us to have objectives of this research study as such we formulated a general objectives alongside three secondary objectives.

The main Research objective of this study is to examine how Psycho-pedagogical factors influence Failure among secondary School students in CETIC Ebolowa II.

From this general objective, three secondary research objectives were formulated to:

- Explain how teaching methods and Evaluation contributes in student's failure in secondary School milieu.
- Show how learning styles influence students Failure in school milieu.
- Prove how vocational orientation influence students Failure in school milieu.

In order to attain these objective that were put in place, a chronological order was followed. Firstly we started by determining our population sample. The participant were selected randomly in order to respect the essential conditions

This work is a quantitative research and as such a questionnaire was constructed and administered to students based on the observed phenomenon as well as the indicators in order to answer our research objectives. We further proceeded with the analysis that consisted in structuring and classifying the data collected from the field.

The interpretation of our results led to an introduction of a theory that best explain the reality factors responsible for student's failure in school milieu. The analysis and interpretation of results permitted us to verify and confirm the different hypothesis link to this research study as will be demonstrated below:

Recapitulation of results.

Hypotheses	Alpha	Degree of significance	Correlation coefficient	Decision
<b>RH<sub>1</sub></b>	0.05	0.025	0.256**	H <sub>a</sub> retained and H <sub>o</sub> rejected
<b>RH<sub>2</sub></b>		0.013	0.281**	H <sub>a</sub> retained and H <sub>o</sub> rejected
<b>RH<sub>3</sub></b>		0.012	0.285**	H <sub>a</sub> retained and H <sub>o</sub> rejected

Conclusively, since all three specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the uneven School failure situation is strongly blamed on the Psycho-Pedagogical factors in school milieu in CETIC Ebolowa II. As such suggestions and recommendation were made as follows:

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**APPENDIXES**

## QUESTIONNAIRE AUX ÉLÈVES

Cher répondant, ce questionnaire est l'une de nos obligations à l'égard de la réalisation de notre programme académique à la Faculté d'éducation scientifique, ENSET D'EBOLOWA. Les réponses ne sont que vos opinions qui permettront au chercheur d'utiliser les données recueillies pour déterminer et analyser ce travail de recherche. Vos réponses seront traitées en toute confidentialité. Par conséquent, soyez franc dans l'expression de vos opinions autant que possible et soyez assuré que vous resterez anonyme car aucun nom ne sera inscrit sur ce questionnaire

**PREMIERE PARTIE: Renseignement personnels**

**Directives:** tenant compte du fait que (SD) signifie *Fortement en Désaccord*, (D) signifie *pas D'accord*, (A) signifie *d'Accord* et (SA) pour *fortement d'Accord*, cochez (√) ou mettez un (X) sur le choix qui correspond le mieux à votre opinion.

1. Genre a) Homme  b) Femme
2. Tranche d'âge a) 14-16  b) 17-19  c) 20 et plus
3. Classe a) 3eme année ELCQ  b) 4eme année ESCOM   
c) 4eme année MENU

**DEUXIEME PARTIE: Connaissance sur les facteurs psycho-pédagogiques**

S/N	ELEMENTS	1	2	3	4
		S	D	A	S
		D			A
METHODES D'ENSEIGNEMENT ET EVALUATION					
4	L'enseignement est plus démonstratif qu'explicatif				
5	L'enseignement et l'apprentissage sont plus interactifs				
6	L'enseignement est davantage axé sur les apprenants				
7	D'après vos observations, les enseignants préparent bien leurs leçons avant de venir en classe?				
8	Tous les enseignants nous évaluent à la fin de leurs cours				
9	Nos professeurs utilisent de multiples méthodes pour enseigner et évaluer la leçon				

10	L'évaluation des enseignants utilise des lettres, des chiffres et des questions structurelles pour la préparation de nos examens				
<b>STYLES D'APPRENTISSAGE</b>					
11	En classe, nous apprenons par la répétition				
12	Professeur nous donne toujours des exercices à faire en groupe en classe				
13	Les enseignants racontent des histoires et utilisent des diagrammes lorsqu'ils enseignent en classe				
14	Les professeurs nous donnent toujours des exercices pratiques à faire en classe				
15	Nos examens sont plus pratiques que théoriques				
16	L'apprentissage est principalement centré sur le professeur				
<b>ORIENTATION PROFESSIONNELLE</b>					
17	Ce que j'étudie maintenant, c'est ce que j'ai l'intention de faire à l'avenir				
18	Mes parents m'ont demandé d'étudier dans le domaine où je me trouve actuellement				
19	J'étudie dans ce domaine d'étude car mes amis y étudient également				
20	En début d'année scolaire, le conseiller d'orientation m'a demandé d'étudier dans ce domaine car j'avais de meilleures performances dans les matières étudiées dans ce domaine				
21	Je n'aime pas ce domaine d'étude car il ne me passionne pas				

**TROISIEME PARTIE: LE CONCEPT D'ECHEC SCOLAIRE**

23	L'enseignant utilise une méthode d'enseignement appropriée qui mène à notre succès				
23	La méthode d'évaluation répond aux objectifs pédagogiques				
24	Les différents styles d'apprentissage affectent les examens				
25	Je n'aime pas le domaine d'étude ou je me trouve				
26	Je me débrouille bien en classe				

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