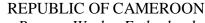| REPUBLIQUE DU CAMEROUN	REPUBLIC OF CAMEROON
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UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION ET DE L'INGENIERIE EDUCATIVE	RESEARCH AND DOCTORAL TRAINING UNIT FOR SOCIAL SCIENCES AND EDUCATIONAL ENGINEERING
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TEACHER'S PROFESSIONALISM AS A PREDICTOR OF STUDENTS' ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN YAOUNDÉ, MFOUNDI DIVISION

A dissertation presented and defended on the 9th of march 2023 for the award of a master's degree in educational Sciences

Option: **Curriculum and Evaluation**
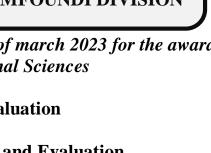
Specialty: **Curriculum Development and Evaluation**

By

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the University of Yaoundé I, a dissertation entitled: **"Teacher's Professionalism as a Predictor of students' academic performance in selected secondary schools Yaoundé, Mfoundi division"**, in partial fulfilment of the requirements for the award of a Master's Degree in Curriculum and Evaluation from the University of Yaoundé I

……………………………….

Prof. Maureen Tanyi Ebanga

Supervisor

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Date

DECLARATION

I, **KUSHI USHENI NYUYKI**, do hereby declare that this dissertation is my original work and that it has not been submitted and will not be submitted for any academic award in any other University for a similar or any other degree award.

……………………………….
Signature

……………………………….
Date

DEDICATION

To my Brother YIVEN Ashmaou Alhadi

ACKNOWLEDGEMENTS

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ABSTRACT

This research is entitled "Teacher's Professionalism as a predictor of students' academic performance in selected secondary schools in Yaounde, Mfoundi Division''. The problem of study is the consistent poor performance of students in secondary schools. The purpose of this study is to investigate whether Teacher's professionalism is a predictor of students' academic performance. The theory used in this study is Vygosky's socio-cognitive theory development. The research design used is the descriptive survey design. The accessible population was made up of 900 students of form four and lower sixth. The sampling technique used was the simple random sampling technique and the sample size was made up of 269 students. The research tools used are questionnaire and an observation guide. The data analysis technique used was the simple linear regression with the help of SPSS. The results of the findings revealed that the study according to the hypothesis reveals that:

- Hypothesis 1: Teacher's Personality significantly predicts students' academic performance ($r=12.219$, $p=.000$); ($p>.05$).

- Hypothesis 2: Teacher's Communication skills is a predictor of Students' Academic performance ($r=2.591$, $p=.000$); ($p>.05$).

- Hypothesis 3: Teachers knowledge significantly predicts students' academic performance ($r=41.613$, $p=.000$); ($p<.05$).

- Hypothesis 4: Teacher's Managerial Skills is a predictor Students' academic performance ($r=5.404$, $p=.000$); ($p<.05$).

The findings revealed that Teachers Professionalism is a predictor of students' academic performance. Based on this findings, we recommend that, teacher's should partake in seminars/workshops and conferences if possible to improve upon their competences.

RESUME

Cette recherche s'intitule "Le professionnalisme de l'enseignant en tant que facteur prédictif des résultats scolaires des élèves dans certains établissements secondaires de Yaoundé, département du Mfoundi". Le problème de l'étude est la mauvaise performance constante des élèves dans les écoles secondaires. L'objectif de cette étude est de déterminer si le professionnalisme de l'enseignant est un facteur prédictif des résultats scolaires des élèves. La théorie utilisée dans cette étude est le développement de la théorie sociocognitive de Vygosky. Le modèle de recherche utilisé est celui de l'enquête descriptive. La population accessible était composée de 900 élèves de quatrième année et de sixième année. La technique d'échantillonnage utilisée est la technique d'échantillonnage aléatoire simple et la taille de l'échantillon est de 269 élèves. Les outils de recherche utilisés sont un questionnaire et un guide d'observation. La technique d'analyse des données utilisée est la régression linéaire simple avec l'aide de SPSS. Les résultats ont révélé que l'étude, conformément à l'hypothèse, révèle que :

- Hypothèse 1 : La personnalité de l'enseignant prédit de manière significative les performances académiques des étudiants ($r=12.219$, $p=.000$) ; ($p>.05$).
- Hypothèse 2 : Les compétences en communication de l'enseignant sont un facteur prédictif des résultats scolaires des étudiants ($r=2,591$, $p=.000$) ; ($p>.05$).
- Hypothèse 3 : Les connaissances de l'enseignant sont un facteur prédictif significatif des résultats scolaires des étudiants ($r=41,613$, $p=.000$) ; ($p<.05$).
- Hypothèse 4 : les compétences managériales de l'enseignant sont un facteur prédictif des résultats scolaires des étudiants ($r=5.404$, $p=.000$) ; ($p<.05$).

Les résultats ont révélé que le professionnalisme des enseignants est un facteur prédictif des résultats scolaires des étudiants. Sur la base de ces résultats, nous recommandons aux enseignants de participer à des séminaires/ateliers et à des conférences, si possible, pour améliorer leurs compétences.

CHAPTER ONE

INTRODUCTION

Nations are built and destroyed in the classroom; which implies that the future of a nation depends on the youths, and the youths are the product of the educational system (Khan, 2016). The research problem is centered on the coherent poor performance of students in secondary schools. There is a great relationship of professional development between teachers and their performance (Khan, 2016). Positive professional attitude of teachers have a significant effects on the overall academic achievements of the students (Borko, 2004).

The twenty first century has brought about a significant change in the professional life of teachers (Kirk 2002). Educational development and technological changes brought a lot of positive modifications in educational environment of the schools, colleges, and universities (Kirk 2002). Professional development is also among the positive modifications of educational institutions like schools, colleges, and universities (Johnson and Lin 2020). Borko (2004) mention in his studies that the modification of education totally depends on the professional development of the teachers.

In historical context the issue that whether teaching is a professional status or not has been controversial according to some authors. This is not only for the differentiation from members of other professions, in a sociological sense as a form of social control. There are certain factors that constrains teachers' professionalism to attain expectations goals are poverty, poor training, Poor remuneration.

Before the advent of colonialism in Cameroon there was no school to train teachers and there were no trained teachers (Ssekamwam 1997). Most of the teaching was done informally at home, in clan meetings or in per gatherings (Roscoe, 1915). And so in the traditional African society, teachers' professionalism was built in their societal norms and prescriptions especially the values that were espoused at the time such as respect, honesty, integrity, trust among others (Muwagga, 2006).

With the coming of the missionaries between 1880s, formal education begun though was being carried out under verandahs (Ssekamwa, 1999). Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills (Ssekamwas, 1997). A professional is a person who has received and practice in a discipline for a long period

of time and usually constrained by a code of conduct .the curriculum which basically constituted the 3Rs (that is ; Reading, writing and arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens (Nkwanga, 1992) the missionaries used a recruiting system of pupil-teacher to become their assistants in teaching but only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs were recruited.

The missionary view of teacher professional conduct was gauged against the bible and clergymanship (Nkwanga 1992). A teacher who attended church regularly, got married in church and could avoid intoxicating drinks, such teachers' works could be appreciated. Despite all these less emphasis was put on content and pedagogy.

Teacher education in pre-independence Cameroon started in 1923 through a school-based teacher training course and the Francophone zone in 1925. First School Leaving Certificate (FSLC) was prerequisite and success in the official competitive exam were entry requirements into the three-year Grade 111 certificate course whose first batch graduated in 1993. After three years training, successful candidates were permitted to teach for one year or so before proceeding to another two year Grade11 training course, for the Anglophones, training was offered in Nigeria as British southern Cameroon was administered as an integral part of Nigeria. A future development in teacher education program was when the Grade11 was instituted in Government Teachers' Training College (GTTC) in Cameroon in 1945. Nevertheless, because of lack of resources like qualified teacher trainers, materials and finance, the training programs were temporary closed down between 1947 and 1950. When training activities were resumed later, all the three Grade levels were offered and jointly run by the colonial government, private missionary bodies and non-Governmental Organization. The francophone part of Cameroon such endeavor was predominantly manage by the private agencies (Tchombe, 1997, 1998, 2000; Tchombe Agbor 2005).

After 1960, the creation of the Higher Teacher Training College (HTTC) affiliated to the University of Yaoundé that was established by the Cameroon government with cooperation with international partners. HTTC Yaoundé with its annex in Bambili were the only two training colleges of education that was responsible for training of all general secondary school teachers to be integrated into the national civil service. HTTC Bambili was later upgraded to an autonomous higher teacher training college and affiliated to the University of Bamenda. Later on, an important development was the creation of HTTC Maroua affiliated to the

University of Maroua, HTTC Bertoua affiliated to the University of Ngaoundere, Higher Technical Teacher Training College was created in the University of Douala and later in Kumba affiliated to the university of Buea, and lastly HTTTC Ebolowa. These are the two major institutions that train technical industrial and vocational secondary school teachers of both Francophone and Anglophone educational backgrounds with different areas of specialties. The criteria for selection into the above institutions is through a competitive exams and the entry qualifications are well specified by the national education forum of 1995 regulating teacher education and law No. 98/004/ of 14 April 1998 that specifies entry requirements for teacher training college. The requirements depend on the course and duration, for instance for the first cycle the candidates' entry qualification is between two papers or more in Advance Level (Baccalaureate). For the second cycle, first degree (license) is the basic requirement prior to writing the competitive entrance exams into the training college.

Besides the formal model of initial teacher training route, there is another informal model by which thousands of University graduates were recruited by the state without formal professional teacher training. For instance, there was 1980 massive recruitment of about 1500 graduates nationwide into teaching corps by the state. According to this recruitment it was meant to solve the problem of shortage of teachers and create jobs, the graduates were recruited to be teaching while pursuing their intensive in-service training program and to be finally recognized only after three years of satisfactory performance with tract the approval of national and provincial pedagogic inspectors. These recruited teachers' remained as contract workers who have never been permanently integrated into the civil service. Teachers' trade unions are not adequately organized and strong to fight for their rights and entitlements, these are some of the factors that provoked the teachers' strikes since 2016 which alongside Lawyers strikes have destabilized schooling and the education system in the entire English speaking zone that is, the North West and South West Regions of Cameroon.

Education in Cameroon is no different as in the rest of the African continent, Cameroon's educational system has achieved impressive results since the end of the colonial era, increasing literacy rates and extending free elementary education to nearly all of its growing youth population. Improving the educational system will be key to Cameroon's social and economic development. But the republic faces a far greater and more immediate obstacle. As in much of the rest of the continent, social fissures inherited from an age of colonial rule threaten not only the state of the country's education system, but also the prosperity and well-being of its people.

CONTEXTUAL BACKGROUND

The law of orientation, law no. 98 of 14 April 1998 states that the teacher is the main guarantor of the quality of education. As such, he is entitled within the means available, to decent living conditions, as well as to appropriate initial and continuing training. The State ensures the protection of the teacher and guarantees his dignity in the exercise of his Functions. A decree of the President of the Republic sets out the special status of the staff of the education.Article 38: The teacher enjoys, within the framework of academic franchises and in the exercise of freedom of thought and expression, with strict respect for freedom of expression. Students' conscience and opinion. Article 39: (1) The teacher is subject to the obligation of teaching, education, pedagogical guidance, scientific promotion, evaluation and moral correctness. (2) It is also subject to compliance with existing laws, including the internal regulations institution where he serves as a teacher.

Wiysahnyuy in 2019 explains that teacher trainers are the key stakeholders of the educational sector, as professionals, the consistence input to enhance knowledge transfer cannot be reduced only to aptitudes acquired at initial training. Continuous professional development constitutes a crucial aspect in colleges of teacher training. In spite of this importance the practice/ policy is usually treated with levity leaving professionals not to be tuned to the dynamic demands of teaching-learning process.

The quality of formal education largely depends on the quality of training given to teachers in the training schools. In recent years, they have been calls on equal opportunities and quality education for all and at all levels in order to achieve quality learning outcomes (UNESCO 2000). It is understood that factors that facilitate learning ranges from curriculum to the school environment but note should be taken that the competence of the teacher matters a lot as far as teaching-learning process is concerned.

According to Dishad (2010) the quality of teachers depends on the qualification of teachers and quality of pre-service and in-service teacher education they have acquired. This implies that the competence is based on how effective the teacher was trained in the training school. It is very important for every teacher to be involved in activities that can enhance their professional development.

According to Vobrecht (2003), teacher's professional development involves learning and teaching in higher education, curriculum studies, staff development, assessment and evaluation, academic literacy, postgraduate supervision and peer group learning.

Musaazi (1982) on his part sees teacher's professional development as the provision made by education authorities to improve on the performance of teachers from initial employmsent to retirement. In order to achieve this, he lays emphasis on the development of an inservice program based in the professional needs of the different categories of teachers in the university system like workshops, seminars, refresher courses, exchange teaching, professional writing, staff meetings, post graduate studies at university and participation in the evaluation of school programs.

Teacher's professional development is associated with professional growth which the teacher achieves by gaining increased experiences and through self-examination of one's teaching (Glatthorn, 1995), the implication here is that the gained experience and self-reflection on classroom experiences results to the professional development of the teacher. Hunzicker (2010) suggests that in order to make teachers development relevant, authentic and sustainable, it should address their specific needs and concerns. Judging by this, it clearly indicates that the professional development of teacher trainers should be based on their needs. From the basis of this it is obvious that for teachers to grow in their career and also enhance the learning process of their learners, they need to participate in professional development activities.

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

There are some barriers that impede the process of teacher formation. Such barriers may arise from different source: inadequate resource management; individual and institutional disorganization and unfavorable historical, psychological, economic, cultural, legislative and social factors.

The most outstanding in Cameroon is that of inadequate resources (human, financial, material). There is a high shortage of qualified teachers especially in the private sector, which has led to the recruitment of unqualified teachers who teach different levels without having little information or trained skills in the various subjects.. Most teachers are unable to bear the financial burden on professional development programs. The lack of computers and Information and Communication Technology for professional training activities, some of the teachers lag behind while their colleagues progress within the global pace.

Teacher's Personality

Personality is a key component or aspect of professional attitude of teachers having significant impact upon the student's academics. It is necessary for teachers to adopt an impressive personality for motivating the students towards its adaptation in academics as well in routine life. According to Dickson and Wiersma (1984), and Gibney and Wiersma (1986), the personality of teachers having great roles in the effectiveness of teaching and learning processes include emotional stability, emotional maturity, calmness, low anxiety, empathetic, sensitivity and warmth are all the basics of effective teaching (Gage, 1965). If a teacher maintain his/her personality, update knowledge, maintain class management, and adopt good communication skills during the lecture than it not only helps the students to learn well but will improve overall academics performance of the students (Chek, & Pandey, 2016).

There are some teachers who simply lack motivation. They spend the minimum amount of time necessary to do their job never arriving early or staying late. They do not challenge their students, are often behind on grading. There is no creativity in their teaching, and they typically make no connections with other staff members. There is no such thing as perfect teacher. It is the nature of the profession to continuously improve in all areas, including classroom management and teaching style.

Teacher's Knowledge

According to Fehintola (2014), in a typical classroom setting, a professional teacher must demonstrate excellence attitudes in his teaching. It shows that teachers must put forth an attitude that will help to transform the learners' positively in the three domains of learning that is cognitive, affective and psychomotor areas. A professional teacher must demonstrate sound attitudes such as intelligence, neatness and desirable traits. Teachers with good knowledge significantly influence the teaching and learning processes (Johannes et al., 2010).

Most teachers pass through a comprehensive series of assessments to obtain certification within a specific subject area. With this requirement, you would think that all teachers would be proficient enough to teach the subject area they were hired to teach. Unfortunately, there are some teachers who do not know the content well enough to teach it. This is an area that could be overcome through thoroughly prepare for any lesson before they teach it to make sure they understand what they are going to be teaching.

Communication Skills

Teaching does not depend on the technicality but it totally depends on the teaching methods and the communication pattern adopted by the teacher (Loss, 2000). It is researched that Effectiveness of teaching mainly depends upon the communication skills of a teacher. Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every segment of life. In this context, it is necessary to teach them communication skills at both the initial education level for the teaching work, and continually in the profession.

Good communication is essential in the teaching profession. An ineffective teacher communicates poorly, or not at all, with students, parents, other teachers and administrators.

They leave parents out of the loop about what is happening in the classroom.

Managerial skills

Management of class is a complicated task that takes time. In the beginning, a teacher feels burdened and uncomfortable in the teaching learning process. It is all because of this reason that class room management is totally related with experience. Teachers with good management skills can easily satisfy the students. Bob Kizlik (2014) suggested the following as effective classroom management.

Teaching is considered as a very easy task and a very great number of people involve in this profession. Similarly, a very little number of teachers are satisfied with their profession. The main barrier which create hurdle for teachers in the way of successful teaching is classroom management. Managerial skills of teachers do not only influence the academic success of the students but it has great impact on the overall promotion of the institution (Robert et al., 2003). For effective teaching, it is not enough to have a good command on the concerned subject. A good teacher is basically needed to maintain the routine discipline of the class (Okeley, 2010).

A lack of classroom management is probably the single biggest downfall of bad teacher. This issue can be the demise of any teacher no matter their intentions. If a teacher cannot control their students, they will not be able to teach them effectively. Being a good classroom manager starts on day one by incorporating simple procedures and expectations and then following through on predetermined consequences when those procedures and expectations are compromised.

Students' Academic Performance

Academic performance of students is a key feature in education (Rono, 2013). It is considered to be the center around which the whole education system revolves. It is known that the academic performance of students determines the success or failure of academic institution (Abdullah, 2016), likewise the fact that academic performance of students have a direct impact on the socioeconomic development of a country. Students' academic performance serve as a bedrock for knowledge acquisition and the development of skills. Additionally, the top most priority of all educators is academic performance of students, (Farooq et al., 2016). According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results.

Factors contributing to student's academic performance have received much attention from educators and researchers (Signh et al, 2016). These researchers found out that several factors contribute to the improvement in the academic performance of students. Ali et al. (2013) found daily study hours, social economic status of parents/guardians and age as factors that significantly affects academic performance. Similarly, Narad and Abdullah (2016) and Farooq et al., (2011) also found economic status of parents, their academic background and encouragement as factors that influence academic performance of students in selected secondary schools Mfoundi Division Yaoundé. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found as a significant determinant to academic performance (Signh, Malik 2016)..

Students' academic performance involve factors such as the intellectual level, personality motivation, skills, interest, study habits, self-esteem or the teacher student relationship. When there is a gap between students' academic performance and the expected performance, it is referred to as diverging performance. An unsatisfactory academic performance is the one that is below the expected performance. Sometimes it can be related to teaching methods. (Marti,

2003). The evaluation of school performance indicates to what extent students achieve their learning for which they direct their main effort, it also provide knowledge about effectiveness of schooling since it is not easy for an institution to achieve complex and abstract goals such as creation of study and work habits and acquisition of values, in such a way that it fails, at least it achieves less complicated and more specific goals, such as learning objectives. Performance

can be of three types: cognitive, affective and procedural. The achievement of these types of learning is related to the students' cognitive ability, motivation to learn, way of being and the ''know-how''.

A student can fail school due to lack of interest in everything related to school, school passivity, school opposition, when the student clearly shows discomfort and rejection to school. Over time these three situations can cause the appearance of affective disorders in the students because school becomes a powerful stressor which influences negatively their self-esteem, perception of social competence and future expectations (Diaz, Meadows & Lopez, 2002).

Pedagogical evaluation is important to obtain information necessary to assess the achievement of students' goals. Conceptual pedagogy proposes categories to identify proficiency levels: elemental (contextualization), basic (understanding) and advanced (proficiency). The most important factor to consider is whether the evaluation leads to the improvement of the institution and society or not. It must have a goal; a goal to achieve knowledge in order to benefit the society.

Mosha, (2014) said that, student's performance was affected by shortage of English teachers and absence of teaching and learning materials. However, her findings showed that, the presence of untrained, under-qualified and trained teachers who are incompetent resulted to skip teaching some difficult topics in the syllabus and students' infrequent use of English language at school and home, large class size, teachers' responsibilities, poor conducive teaching and learning environment in the classrooms, limited home support environment and poverty are among the factors that affecting students' academic performance in English Language.

One of the essential requirements to develop good schools with high academic performance is the regular supply of human and material resources. There are a lot of Regions in Cameroon where the percentage of unqualified teachers in primary and secondary schools is as high as 80% (Daso, 2013). Thus, the high percentage of unqualified teachers in public secondary schools is a major factor attributable to poor academic performance among students. A major indicator of this poor performance is the disappointing results of students in General certificate exams. The dismal performance of students in GCE is connected to the decline in the quality of teaching and learning. Better student's results are the main indicator of the efficiency, effectiveness, competency and professionalism of teachers.

THEORETICAL BACKGROUND

The theory use in this study is Vygosky's socio-cognitive development. Vygosky social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygosky's sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefitted greatly from being guided by a more knowledgeable member of the community-such as a parent or teacher. The concept of the Zone of Proximal Development also known as zone of potential development, is used to explain a child's potential for cognitive development and ability when they are guided through a task, rather than asked to do it in isolation.

If a child is presented with a task that is slightly above their ability level, the zone of proximal development (ZPD) refers to their ability to do with the assistance of a more knowledgeable person. This theory explains why some skills present themselves in a more social context when the child is unable to display them by themselves.

The zone of proximal development can be described as the distance between the actual developmental level when assessed independently and the level of potential development when assessed in collaboration under the guidance of a teacher.

JUSTIFICATION OF THE STUDY

Given that teachers' receives at least two years training in the Cameroon secondary education system, teachers could still be seen using old methods of teaching, because of the difficulties they face in classroom. These challenges include large class size, lack of didactic materials, inadequate teaching time. These challenges were supposed to have been taken care of before the creation of Teachers' Training Centers. This research is carried out to find out teachers professionalism in predicting students' academic performance and to determine strategies that can be used to improve teachers' professionalism towards academic goals of secondary schools.

A failure in the educational system has a negative effect on the Economic development of a country and the credibility of the system will be questionable locally and globally. There should be an added value in the youths because they are the backbone of the nation tomorrow. This accounts for the trace back to the preparations made in the educational system before creating the training centers in order to determine better strategies which will enable effective implementation of teachers' professionalism to improve students' academic performance in secondary school.

STATEMENT OF THE PROBLEM

Academic performance of students in the study area has witnessed a dramatic decline in recent times. Teacher's professionalism is looked at as one of the ways in which academic excellence in schools can be enhanced, motivate students to work hard, reflects teacher's competence and brings out teachers as agents of social change (Manna, 2005). Ewetan (2010) argues that the present-day secondary school students, on the average can no longer do what primary school pupils used to do in those days academic wise. Poor academic performance of students can be attributed to the lack of professional teachers amongst other factors. Teachers' personality, teachers' knowledge on the subject matter, teachers' managerial skills and teachers' communication skills are of great decline which negatively affects students' academic performance. Thus, there is need to investigate teacher's professionalism as a predictor of students' academic performance.

General Objectives

The general objective is to determine the impact of Teacher's Professionalism on students' academic performance.

CONTENT OF THE STUDY

To determine the impact of Teacher's Personality on student's academic performance.

To examine the impact of Teacher's Knowledge on academic achievement of students.

To determine the effects of Teacher's Communication Skills on students' academic performance.

To examine Teacher's Managerial Skills on students' academic performance.

General Research Question

To what extend does Teacher's Professionalism influence student's academic performance.

Specific Research Questions

To what extend does Teachers' Personality influence students' academic performance in secondary Schools?

To what extend does Teacher's Knowledge affects students' academic Performance?

To what extent does Communication Skills influence students' academic Performance?

To what extent does Teachers Managerial Skills affects students' academic performance?

Research Hypothesis

There is a statistical significant relationship between Teacher's Personality and students' academic performance in secondary schools.

There is a statistical significant relationship between Teacher's Communication skills and students' academic performance in secondary schools.

There is a statistical significant relationship between Teacher's Knowledge and students' academic performance in secondary schools.

There is a statistical significant relationship between Teacher's Managerial Skills and students' academic performance in secondary schools.

Scope of study

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

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

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

SIGNIFICANCE OF THE STUDY

The study intends to investigate on the factors that the researcher believe will be beneficial to the ministry of secondary education, teachers, school administration, Policy makers, learners and related stakeholders. The study is also believe to provide feedback on the status of guidance and counseling as a component needed to support students' growth through effective use of time, decision making and hence good performance among secondary school students'. The study expects to bring useful insights on which to build, modify or improve the ways of teaching/learning in Cameroon context.

Ministry of secondary Education

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

Teachers

The researcher thought this will help teachers to realize the importance of teachers professionalism in enhancing students' academic performance and the measures put in place will help teachers love and respect their profession which will help gloom professionally responsible teachers. It will also help teachers to respect their profession especially underling value, responsibilities, and aspiration which are eloquent testimony to the profession's commitment and improving students' academic performance.

School Administration

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

Policy Makers

This study is important because it is believe to be of help to the policy makers to understand that curriculum planning and implementation are cooperate endeavors among the stakeholders which is their duty to ensure regular and effective supervision during the implementation stage.

Policy makers are in charge of educational policy at the macro level.

Learners

The leaners are the reason for curriculum development and the changes made in the curriculum are in search of better ways to upgrade the learners technical-know how. Thus the researcher felt this study will help the learners to improve on their academic performance with the new strategies that will be used by their teachers to enhance the learning process.

Related stakeholders

This study is hoped to enrich scholars with new knowledge, theories and methodologies needed and in future add their researched knowledge on professionalism and the implied performance of teachers thereby fill the gaps that this study has left.

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

CONCEPTUAL AND THEORETICAL FRAMEWORK

This chapter is centered on the existing material about the variables of the study. It intends to study similar works by other scholars and their findings. It focuses on the concept framework, theoretical literature, and review of theories in line with the facts of the study. Gall and Borg (1996) argues that the literature review plays a role in delimiting the research problem, seeking new lines of inquiry, avoiding fruitless approaches, gaining methodological insights, identifying recommendations for further research and seeking support to grounded theory. The concepts of teacher's professionalism, teacher's knowledge, communication skills, personality and managerial skills are examined. The theories of Jeremy Harmer (ESA) and Lawrence Kohlberg theory of moral development are also examined.

CONCEPTUAL REVIEW

Teacher's Personality

"Personality consists of stable characteristics that explains why a person behaves in a particular way" (Mullins, 2005 Pp-58). In a broader sense, personality may be defined as "the characteristics that makes one unique and different from others" (Callahan, 1966). A person is judged based on the personality because the personality is the combination of all those unique characteristics that makes one unique and socially acceptable (Holt, 197. It means that the relationship of personality between the teacher and students in academics is significant (Binti & Othman, 2009). Training events for the effectiveness of different personality traits may not only develop the personality of a teacher but it has a great role in the academic development of the students. Arif (2012) gave further explanation on the following main personality traits Conscience: dependable, hard-working, organized, self- disciplined, persistent, responsible, Emotional stability: Calm, secure, happy, unworried, Agreeable: Co-operative, worm caring, good-natured, Courteous trusting, Extravert: Sociable, outgoing, talkative assertive, Gregarious, Openness to experience: Curious, intellectual, creative, cultured, artistic, sensitive, flexible imaginative.

According to Dickson and Wiersma (1984), and Gibney and Wiersma (1986), the personality of teachers have a great role in the effectiveness of teaching and learning processes include emotional stability, emotional maturity, calmness, low anxiety, empathetic, sensitivity and warmth are all the basics of effective teaching (Gage, 1965). Effectiveness of teaching depends

upon six components that is appreciating and encouraging students, respect for student personality and equality, social interaction, professional enthusiasm and motivation, occupational or professional attitudes, and reflective interaction (Stronge, 2007). Improvement in competencies of teacher is either possible when a teacher properly planned for teaching, maintain class-room environment and maintain personality (Wilson, 2011). Professional attitude of a teacher during teaching in class-room can judged from his personality, familiarity, communication and management skills (Chek, &Pandey, 2016). Both personality of teacher and motivation of the students in academic activities have significant co-relation (Mohammad,

Abraham, & Singh, 2011). Therefore, to improve and promote a student's study motivation and interest and discipline can be reached by the good quality of a teacher's personality skill (Kheruniah, 2013; Hirota, Anjos, Ferreira, & DeMarco, 2016).). Teacher is considering a role model for students (Mohammad, Abraham, & Singh, 2011). If a teacher maintain his/her personality, update knowledge, maintain class management, and adopt good communication skills during the lecture than it not only helps the students to learn well but will improve overall academics performance of the students (Chek, & Pandey, 2016).

Teacher's Knowledge

The researchers define teacher knowledge as a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught. According to Fehintola (2014), in a typical classroom setting, a professional teacher must demonstrate excellence attitudes in his teaching. It shows that teachers must put forth an attitude that will help to transform the learners' positively in the three domains of learning that is cognitive, affective and psychomotor areas. A professional teacher must demonstrate sound attitudes such as intelligence, neatness and desirable traits. Teacher's professional development has influence on a lot of variables such as student motivation, teaching methodologies, communication skills, Organization of content and planning of lessons, students' participation during lessons, teacher confidence and knowledge of subject matter (Maende, 2012). Teachers with good knowledge significantly influence the teaching and learning processes (Johannes et al., 2010). Different studies indicate that there is a significant relationship between teacher knowledge and students achievement (Glewwe & Kremer 2006).The authors are also of the opinion that teachers with high qualification are always preferred by students and their parents.

Turner-Bisset (1999) referred, for instance, to eleven sets of knowledge that cover, inter alia, subject knowledge, general pedagogic knowledge, knowledge of learners, knowledge of self, knowledge of educational contexts and knowledge of educational ends, purposes and values.

Boosted and Johnson's (2005) list includes: knowledge about learning, knowledge of curriculum content, a wide range of teaching practices and methods, knowledge and understanding of particular pupils, knowledge about the complex and compelling forces that influence daily living in a changing world, the ability to adapt teaching practices and methods

Schulman (1986) provides a fascinating retrospective picture of the development of knowledge base of teaching. Schulman classified a framework for teacher knowledge, taking content knowledge in teaching as one domain; he describes it in terms of the categories of subject matter content knowledge, pedagogical content knowledge and curricular knowledge. Thereby positioning subject matter knowledge as the central axle around which all other forms of teacher knowledge revolve. While pedagogic content knowledge which refers to ways of formulating and representing the subject to make it comprehensible to others, is often emphasized in an attempt to rectify deficit views of teacher's content knowledge. He further distinguishes between lateral curricular knowledge which involves being familiar with curriculum materials being studied by students in other subjects they are studying at the same time, and vertical curricular knowledge which refers to familiarity with the curricular materials taught in the same subject in preceding and later years in school (ibid) (this is often referred to as progression).Schulman refers to the absence of focus on the content dimension of teaching as the ''missing paradigm'' and argues that it poses serious problems for practice, policy and research. His attempt to build a systematic theoretical framework that both retrieves the '' missing paradigm'' and heals the clearages between different forms of teacher knowledge is probably the closest that a conception of a knowledge base for teaching comes to Abbott's argument about the abstract knowledge base of professional jurisdiction. Schulman is thoroughly theoretical interpretation of teacher knowledge and offers a strong argument against teaching only as skill gained through experience.

Communication Skills

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make things easier and understandable (Freddie Silver)

Communication skills Effective teaching needs the practice of scientific discourse in the classroom (Mortimer and Scott, 2002). According to Driver et al., (1999), a teacher is responsible for the effectiveness of learning program. The author recommends that the teacher can use pictures, graphs, tables and examples related to the topic. Following the above, Lange (2012) explains the four steps for the effectiveness of teaching profession as: Recognize the importance of your work (As a teacher you must understand the worth of your work) ,Update the level of Knowledge (As a teacher you need to update knowledge by getting involved in different research activities) ,Stress the multifaceted nature of teaching (the teacher should make the teaching process joyful by facing all the situations with great zeal and conduct),Contribute to the teaching community at large (Besides these, the teacher should consider the opinion of community by introducing or establishing something new in the teaching curriculum in conformity with the norms and traditions of the community) To facilitate students, teachers need to have good communication skills.

Teaching does not depend on the technicality but it totally depends on the teaching methods and the communication pattern adopted by the teacher (Loss, 2000). It is researched that Effectiveness of teaching mainly depends upon the communication skills of a teacher. Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every segment of life. In this context, it is necessary to teach them communication skills at both the initial education level for the teaching work, and continually in the profession

Managerial skills

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during class. According to Ginsburg (2011) classroom management includes, managing the materials needed for teaching. If teachers are unprepared for class, this can lead to dead time in class, which results to opportunities for the students to misbehave. Management of class is a complicated task that takes time. In the beginning, a teacher feels burdened and uncomfortable in the teaching learning process. It is all because of this reason that class room management is totally related with experience. Teachers with good management skills can easily satisfy the students. Bob Kizlik (2014) suggested the following as effective classroom management. Know what you want and what you don't want. Show and tell your students what you want.When you get what you want, acknowledge (not praise) it. When you get something else, act quickly and appropriately.

Teaching is considered as a very easy task and a very great number of people involve in this profession. Similarly, a very little number of teachers are satisfied with their profession. The main barrier which create hurdle for teachers in the way of successful teaching is classroom management. Managerial skills of teachers do not only influence the academic success of the students but it has great impact on the overall promotion of the institution (Robert et al., 2003). For effective teaching, it is not enough to have a good command on the concerned subject. A good teacher is basically needed to maintain the routine discipline of the class (Okeley, 2010). The author further stated that being a good teacher, it is necessary for you to possess the following classroom management skills. Authority, Knowledge, Individualization, Time management, Patience.

The Concept of Professionalism

It is important to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008). The concept of professionalism is used in different senses and somewhat difficult to define. For example, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy, 2007). In the business world, professionalism is generally synonymous with "success" or refers to the expected behaviors of individuals in specific occupations (Tichenor ve Tichenor, 2005). The terms "profession" and "professor" have their etymological roots in the Latin for profess. To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005). In 1975, Hoyle defined professionalism as 'those strategies and rhetoric's employed by members of an occupation in seeking to improve status, salary and conditions' (cited in Evans, 2007). In his another work, Hoyle (2001) states that professionalism is related to the improvement in the quality of service rather than the enhancement of status. Boyt, Lusch and Naylor (2001) explains the concept as a multi-dimensional structure consisting of one's attitudes and behaviors towards his/her job and it refers to the achievement of high level standards. If we synthesize the definitions up to now, it is possible to interpret professionalism as a multidimensional structure including one's work behaviors and attitudes to perform the highest standards and improve the service quality. Before deepening the teacher professionalism discussions, it would be useful to mention the distinction between the two terms

"professionalism" and "professionalization" which usually accompany each other in scholarly discourses.

Professionalization is related to "promoting the material and ideal interests of an occupational group" (Goodson, 2000, 182) so it includes "the attempt to gain professional associated with professions" (Whitty, 2000) whereas professionalism "focuses on the question of what qualifications and acquired capacities, what competence is required for the successful exercise of an occupation (Englund, 1996, 76).

David refers to five commonly cited professionalism criteria focused in the literature. They are (David, 2000): (a) professions provide an important public service, (b) they involve a theoretically as well as practically grounded expertise, (c) they have a distinct ethical dimension which calls for expression in a code of practice, (d) they require organization and regulation for purposes of recruitment and discipline and, (e) professional practitioners require a high degree of individual autonomy- independence of judgment- for effective practice.

Barber (1965) explains four main characteristics of professional behavior as follows: (a) a high degree of generalized and systematic knowledge, (b) orientation primarily to community interest rather than to individual self-interest, (c) a high degree of self-control of behavior through codes of ethics in the process of work socialization, (d) a system of rewards seen primarily as symbols of work achievement. Autonomy is one of the main focuses featured in professionalism characteristics.

Forsyth and Danisiewicz (1985) contributes professionalism debates stating that, the tasks of professionals are important, exclusive and complex, so professionals should have the autonomous decision-making powers free from external pressures. Another author states that one of the major objectives and attractions of movement to professionalize teachers is to provide professional autonomy (Bull, 1998). Autonomy is a component of teacher professionalism and it provides both an individual decision-making area to achieve one's aims and an effect on controlling the situations related to his/her work. Autonomy not only functions as a buffer against the pressures on teachers but also means of strengthening them in terms of personal and professional sense (Friedman, 1999). Consequently, it has an opposite function of organizational control (1978; Johnson, 1992; Bull, 1988).

It appears that the focuses on defining and conceptualizing the nature of professionalism are, "the respectability status of the occupation (e.g. Hoyle, 1975; Kennedy, 2007)", improvement

of service quality (e.g. Hoyle, 2001), "achievement of the highest standards (e.g. Boyt, Lusch ve Naylor (2001)", "self-control (e.g. Barber, 1965)" and "professional autonomy (e.g.David, 2000; Leiter, 1978; Johnson, 1992; Bull, 1988)".

DIFFERENT PERSPECTIVES ON TEACHER PROFESSIONALISM

Behind the arguments that teaching is a professional or a semi-professional occupation, the questioning whether teaching meets the criteria attributed to professional occupations lies. Traditional sociological approach delineates key traits of a professional occupation, largely based upon law and medicine. According to this approach, while the classical occupations like medicine and law are associated with high status and pay, the others seek an opportunity to attain such rewards through a "professionalization" process (Webb, Vulliamy, Hämäläinen, Sarja, Kimonen ve Nevalainen, 2004). According to the authors supporting this approach, (Etzioni, 1969; David, 2000), the reason why nursing and teaching are accepted as "semi" or "quasi" professionals is that they couldn't meet the criteria of professionalism wholly commonly referred in the literature.

Leiter (1978) states that occupations such as teaching and nursing claim professional status but are not completely accorded this status because their individual autonomy is often under organizational control. More specifically, teachers are monitored by their administrators in terms of the consistency between their performance and the standards set before. As a result of this, they are directed and shaped by the administrators to achieve organizational goals so their autonomy is restricted. Samuels (1970) supports these arguments asserting that public school teachers do not have a high level of authority since the major decisions in educational settings are not taken by them. Depending on the educational context, it is possible to say that definitions of teacher professionalism focuses on teachers' professional qualifications such as "being good at his/her job", "fulfulling the highest standards", "and "achieving excellence". For example, Baggini (2005) claims that for today's teachers, professionalism is interpreted in terms of what extent the teacher's outcome the difficulties and what extent they are able to use their skills and experiences related to their profession. On the most basic level, 'professional teacher refers to the status of a person who is paid to teach'; on a higher level, it can refer to teachers who represent the best in the profession and set the highest standards (Tichenor and Tichenor, 2005).

Phelps believes professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. In other words, professionalism is measured by the best

and the highest standards (Phelps, 2006). In scholarly debates, two versions of teacher professionalism are portrayed as "old professionalism" and "new professionalism". These two approaches emerged upon the changing social, political and cultural circumstances. However these two approaches are not completely opposite to each other. Sachs (2003) who developed this classification differentiates these two approaches as those: Old professionalism is concerned with; (a) exclusive membership, (b) conservative practices, (c) self-interest, (d) external regulation, (e) slow to change and, (f) reactive. The characteristics of new (transformative) professionalism are; (a) inclusive membership, (b) public ethical code of practice, (c) collaborative and collegial, (d) activist orientation, (e) flexible and progressive, (f) responsive to change, (g) self-regulating, (h) policy-active, (i) enquiry-oriented, (j) knowledge building. New understanding of teacher professionalism provides professional space and conditions for the teachers to take responsibility in their practices. Sachs calls this transition from old to new understanding as "transformative professionalism" (Sachs, 2003)

Sachs's approach to teacher professionalism can be interpreted as an attempt to revitalize the concept in a rapidly changing work environment. He considers the teacher professionalism issue as a social and political strategy to promote the status of teaching profession. His approach is an alternative and contemporary one when compared to traditional approach. Hargreaves (2000), analyzes the development of teacher professionalism as passing through four historical phases in many countries. The key features of these phases could be summarized as follows: 1) the pre-professional age: In this age, teaching was managerially demanding but technically simple so the teachers were only expected to carry out the directives of their knowledgeable superiors. 2) The age of autonomous professional: This age was remarked by a challenge to the singularity of teaching and the unquestioned traditions on which it is based. "Autonomy" was considered as an important component of teaching profession. The principle that teachers had the right to choose the methods they thought best for their students was questioned. Also, the teachers gained a considerable pedagogical freedom. 3) The age of collegial profession: This age draws attention with the increasing efforts to create strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity and to response the rapid changes and reforms effectively.

The post-professional age: This age is marked by a struggle between forces and groups intent on deprofessionalizing the work of teaching, and other forces and groups who are seeking to re-define teacher professionalism and professional learning in more positive and principled postmodern ways that are flexible, wide-ranging and inclusive in nature.

Hargreaves defines today's professionalism as postmodern professionalism -a new era- marked by polarized directions. In the first direction, professionalism is portrayed as an exciting broad social movement that protects and advances teachers' professionalism by providing them learning to work effectively with groups and institutions beyond school; on the other hand it is portrayed as the de-professionalization of teachers crumble under multiple pressures and intensified work demands (Hargreaves, 2000). Ozga (1995, 35), moves these discourses mentioned so far to a different base. She evaluates teacher professionalism in its historical and political context and interprets it as a device of professional control. Stevenson, Carter and Passy (2007) follows the same line with Ozga stating that "it is more useful to approach professionalism as an ideological construct that is neither static nor universal, but located in a particular socio-historical context and fashioned to represent and mobilize particular interests".

According to Ozga and Lawn (1981), professionalism could operate "as a strategy for control of teachers manipulated by the State, while also being used by teachers to protect themselves against dilution". Furthermore, they claim that professionalism is used as an ideological weapon aimed at controlling teachers, at the same time as a weapon of self-defence for teachers in their struggle against dilution. Additionally, Evans (2007) remarks that a common feature of many conceptions of new professionalism is a focus on practitioner control and proactivity. Goodson (2000, 182) claims that there is a considerable antipathy to teacher professionalization. According to him, this antipathy stems from, cost-cutting central government; from well-entrenched education bureaucracies; and, perhaps most potently of all, from a range of business and corporate interests. Some of these oppositions are ideological but behind this ideological antipathy are a range of financial changes which sponsor the notion of retrenchment and cutback. It will be concluded that there is a consensus to a great extent that the purpose behind teacher professionalization attempts in ideological base are viewed as occupational control and authorizing teachers by intensifying the work demands.

Teacher professionalism

Teachers' professionalism refers to how teachers conduct themselves with the highest standards in and out of the classroom. Professionalism of teachers has been observed extensively as one of the main issues in education. Teachers' professionalism is determined as the competences that meet professional education standard so that the teacher is required to possess a qualified professional background and to obtain the consequences as professionalization principles. These competences include pedagogical competence, personal competence, social competence, professional competence. Teachers competences are related to how good teachers fulfill their

roles as an educator, including how well prepared teachers are in the classroom until evaluation needs to be done, how much credit the teachers need to handle, and how long the process will last properly. Teachers performance is determine by individual factors (i.e. willing, interest, motivation, characteristics and individual perceptions) and institutional factors (i.e. duties and functional position, working climate, leadership styles, career paths) related to innovation achieved when a teacher has accomplished his/her duties based on the quality, quantity, and time required. In addition, it should virtually complement, since when teachers put many efforts in improving their teaching quality, they need a motivation instead. Otherwise they might not even think to improve their qualifications as long as they could deliver what they possessed to the students.

During the last few decades, the professional life of teachers has significantly changed. Educational Development and technological changes brought a lot of positive modifications in the educational environment of the schools, colleges and universities. Professional development is also among the positive modifications of educational institutions i.e. schools, colleges and universities (Kirk, 1998). Borko (2004) mentioned in his study that improvement or modification of education totally depends on the professional development of the teachers. No doubt, one can say that teachers have key role in bringing changes in the educational system. Professional attitude of teachers needs to be changed for bringing positive modifications in educational system (VillegasReimers, 2003).

Attitudes are important to educational psychology because they strongly affect the thinking abilities and social thoughts of children. Attitudes of teachers greatly influence the student's performance as well as their own performance. It is necessary for teachers to teach students with interest and also in such a way that the attention of the students is concentrated on them (Eggen & Kauchak, 2001).

Attitude is the personal and mental state that affects the performance of an individual while profession is the occupational status of a person. Combining the profession and attitude means the intention of a person while performing or fulfilling occupational or professional duties. Professional attitude always varies from one to another (Bain & Ken, 2004).Teachers with positive attitude always shows good performance in teaching/learning process. Students also respect the teachers with positive attitudes towards students (Villegas-Reimers, 2003).

Cameroon like any other country in the world, teachers' professionalism at the secondary levels is multi-dimensional, which includes the structural and functional organization of the formation process and the provision of resources enhanced by shared responsibilities between the state of

Cameroon and its partners. Despite the efforts put in place to facilitate the process of teachers' professionalism, there are still many constraints on the way which create heavy negative impacts on schooling and education.

A teacher with a positive professional attitude always performs the assigned duties in the right way. Professional attitude contains beliefs, experiences, desires, hopes, dislikes and intensions. The attitudes of teachers must be collaborative and disciplined. Teaching is a profession which largely depends upon the attitude of a teacher. Effectiveness of teaching is either possible when a teacher shows positive attitude towards his or his/her profession.

Negative professional attitude refers to disinterest of teachers towards their profession. Negative and unfavorable attitude makes teaching difficult, tedious, and unpleasant. A teacher who has positive attitude towards students can contribute more to teaching and learning process, similarly positive attitude of teachers also helps in strengthening the relationship among students and teachers.

The controversy over the poor quality of education has been a burning issue over the past decade and currently in this 21st century. Poor academic performance of students have been attributed to several factors which include high teacher-student ratio, shortage of qualified and experienced teaching staff, poor quality of educational leadership, political instability, politicization of educational program, uncomfortable teaching and learning environment and inadequate educational facilities (Evans, 2006; Ewetan, 2010).

Whether teaching counts as a profession or not has long been a vexed issue, (e.g. Barton et al, 1994; Kerchner and Caufman, 1995; Baggini, 2005; Wilkinson, 2005; Whitty, 2008). Using the conceptual framework developed thus far the first argument would be that no modern profession can emulate the ideal-type traits of the classical professions – not even modern versions of those professions themselves. It is thus perhaps not surprising that Etzioni's influential American study (1969) grouped teachers, nurses and social workers among the

'semi-professions'. Kerchner and Caufman (1995: 108) argue that quasi or semi-professions fail the definitional test of a profession by their non-independent conditions of employment,

lack of a clear definition of a knowledge base and lack of the boundaries necessary to distinguish between professional and lay activity. They also add that teaching was plagued by its association with women and children, both groups with low ascribed social status. Beck (2008: 122) concurs that one of the main reasons for its semi-professional positioning was that school teaching was and remains a strongly feminized occupation.

The knowledge base of teaching as subject matter knowledge

Given that teaching any subject involves both content knowledge and pedagogic knowledge it is understandable that literature on teacher knowledge do not refer to one knowledge base but usually provides lists of knowledge sets that a teacher should have. In a British study of the knowledge activities of primary school teachers Turner-Bisset (1999) referred, for instance, to eleven sets of knowledge that cover, inter alia, subject knowledge, general pedagogic knowledge, knowledge of learners, knowledge of self, knowledge of educational contexts and knowledge of educational ends, purposes and values. Bousted and Johnson's (2005) list includes: knowledge about learning, knowledge of curriculum content, a wide range of teaching practices and methods, knowledge and understanding of particular pupils, knowledge about the complex and compelling forces that influence daily living in a changing world, the ability to adapt teaching practices and methods (:18) In the South African context the overarching concept of an 'education, training and development practitioner' (which included school teachers) similarly identified subject knowledge, pedagogic knowledge (with philosophical, curriculum and procedural knowledge as sub-sets) and knowledge of social, institutional and learner contexts as teacher knowledge (NTB & GTZ, 1997) yet, it was not always so.

Schulman (1986) provides a fascinating retrospective picture of the development of the knowledge base of teaching. Going back to the medieval universities and even further back to the writings of Aristotle he describes a tradition of 'treating teaching as the highest demonstration of scholarship' (: 7) so that 'content and pedagogy were part of one indistinguishable body of understanding' (: 6). The highest university degrees of 'doctor' and 'master', which were traditionally used interchangeably, both meant 'teacher' and entitled recipients to be called a teacher.

Shulman then goes on to show that by the 19th century the day-long essay-type examinations that were used for teacher entry at state and county level in the United States retained the focus of teacher knowledge as subject matter knowledge but broadened the range considerably to produce the 'educated teacher'. It is worth quoting the list that he cites (: 4-5) in relation to the

California State Board examination for elementary school teachers where twenty categories were tested: Out of the possible 1 000 points, only 50 were allocated to the sub-test on Theory and Practice of Teaching, with test items ranging from, 'What course would you pursue to keep up with the progress in teaching?' to 'How do you succeed in teaching children to spell correctly the words commonly misspelled?' this could be called 'common sense' pedagogy, with little if any underpinning in formal knowledge.   In contrast, by the 1980s, the seven categories proposed for teacher review and evaluation in some states were:

• Organization in preparing and presenting instructional plans; evaluation; recognition of individual differences; cultural awareness; understanding youth; management; educational policies and procedures - what Schulman calls 'teaching procedures' with no link to subject matter. Schulman refers to the absence of focus on the content dimensions of teaching as the 'missing paradigm' (: 6) and argues that it poses serious problems for practice, policy and research. His attempt to build a systematic theoretical framework that both retrieves the 'missing paradigm' and heals the cleavages between different forms of teacher knowledge is probably the closest that a conception of a knowledge base for teaching comes to Abbott's argument about the abstract knowledge base of professional jurisdiction. In conceptual terms Schulman's framework consists of a classification of: Domains of Teacher knowledge, Sub-divided into categories of knowledge represented by different forms of knowledge (Propositional knowledge, case knowledge and strategic knowledge).

Theoretical understanding, he argues, develops when principled knowledge and well-studied cases (as theorized instances of a more general class) are brought together to lead to the formation of strategic pedagogical knowledge. Such strategic understanding provides the basis for professional judgment and decision-making when a teacher is confronted with particular theoretical, practical or moral situations for which there are no single solutions, or which are not predictable or regular. It is professional judgment which is the hallmark of a learned profession and distinguishes it from mere craft. Schulman's is a thoroughly theoretical interpretation of teacher knowledge and offers a strong argument against seeing teaching only as skill gained though experience. But, as we see in the next section, this approach is highly prevalent in discussions about teacher knowledge.

The knowledge base of teaching as practical knowledge

There are various theoretical trajectories that provide a rationale for the argument that the knowledge base of teaching is mainly practical. We consider the philosophical and/or political underpinnings of four main strands.

Teaching as craft   We have seen how the distinction between profession and craft runs through the course of history. So far we have considered school teaching's professionalizing moves. But, there is also a counter-argument that teaching is not a profession in the conventional use of the term but rather a craft. The claim rests on reference to the experiential component of teacher knowledge.

We return later to the epistemological contradiction which occurs when teaching is labelled as both craft and profession. At this point it is important to note how, in the above argument this truncation is achieved through reference to Donald Schön's (1983) concept of 'reflectioninaction', which Schön developed by drawing on practices such as architecture, town planning, music and science to conceptualize a reflective relation between practitioner and client that gives clients some control over their own situation. Kerchner and Kaufman argue that such a relation is typical of the relationship between teacher and students.

Another way in which the knowledge base of teaching is conceptualized as being mostly practical is through reference to Gibbons et al's (1994) argument about a paradigm shift from traditional, or what they call Mode 1 knowledge production characteristic of disciplinary research and institutionalized largely in universities, to trans-disciplinary Mode 2 knowledge production which has problem-solving as its main objective and is flexible in terms of different contexts of application. Hegarty argues, for instance, that: '… many facets of Mode 2 knowledge production seems highly pertinent to education the focus on the context of application and problem solving for particular purposes, transdisciplinarity, the broad range of user involvement and the importance of social accountability. Thus, a model of research which is concerned with knowledge produced and valued in a practical classroom context as opposed to theoretical knowledge concerned with child development or psychology is more likely to commend itself to educators. Likewise, defining and pursuing inquiries in a trans disciplinary way, where the key driver is the underlying problem and disciplinary inputs have a place only to the extent that they illuminate the problem, stand a better chance of producing knowledge that can be used by the classroom teacher than university-based discipline-bound knowledge' (2000: 455-456).

Although Oakshott (1962) does not directly reference Aristotle, Winch (2006) argues that

Oakshott's distinction between technical knowledge and practical knowledge is based on a reading of Aristotle that denudes prognosis of its moral dimension and, that it is this lineage that provides the philosophical basis for social practice theories of learning. In the social practice tradition the influential theorists Lave and Wenger (1991) take the 'here and now' of legitimate peripheral participation in the lived-in-world as key unit of analysis. And place distinctions between abstract and concrete forms of knowledge and concepts such as a hierarchy of knowledge forms within what they call a 'folk epistemology of dichotomies' (: 104). Abstraction is thus not a feature of knowledge itself but rather constitutive of the disconnectedness of a particular social practice. Such disconnectedness, they argue, occurs through lack of the access and transparency that results from

'sequestering'. This is their term for referring to what they see as the prevention of legitimate peripheral participation in a social practice (: 104).

A 'common sense' approach to knowledge – a political strategy

Beck (2008) investigates the political nature of moves to represent the knowledge base of teaching in practical terms. He discusses deprofessionalising strategies advocated by the New Right in England in the 1980s to wrests control of teacher training from university education departments by positioning the knowledge base of teaching as practical common sense, with 'immersion in practice in a 'good school'' as the favored model of teacher training (: 125). In Beck (2009) he employs Bernstein's (1996) concepts of 'official and pedagogic decontextualizing fields' to analyses current moves to reconstruct the official knowledge base of England's 'modernized' teaching profession (2009). He further recruits Jones and Moore's (1995) analysis of the narrowly behavioristic and atomistic notion of competency developed in the vocational sector in Britain in the 1980s (albeit under the guise of being rooted in everyday work experience and in the 'common sense' of the 'real world'), to point to the role that generic pedagogic modes are playing in shifting the knowledge base of teaching in a practical direction. What is being represented as common-sense reform of 'professional standards for teachers', he argues, is in fact a mode of competency training that has its theoretical underpinning in elements of post-florist management theory and a loose forms of behaviorist psychology.

 Teaching as a professional practice

We now move to a second body of literature to investigate the notions of accountability collective autonomy as other two reciprocal elements of professionalism identified earlier,

having concentrated, in the previous section, mainly on arguments about the nature of the knowledge base of professions in general and of teaching in particular. We have already found that teachers do not control their knowledge base and therefore accountability and collective autonomy cannot be linked to norms held by the profession to explore these concepts we need to define professionalism from the vantage point of practice. In this tradition Socket (1993: 9) defines professionalism broadly as referring to 'quality of practice … within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality and of contractual and ethical relations with clients'. Given that schools are accountable for systematic and reliable instructional practice, we locate the idea of professional accountability and collective autonomy in the institution of the school and specifically in relation to instructional practice. This is where the literature on school effectiveness and school improvement is helpful.

Internal and external accountability

Against the background of increasing demands on schools in the United States for external performance-based accountability, Elmore (2004) defines the nature of such accountability as

'systems that hold learners, schools or districts responsible for academic performance' (:90).

However, Elmore (2008) argues, it is not educational policy that produces performance; it is rather that accountability policy affects the way in which schools, as organizations, respond to external signals about their performance. A key determinant of that response is the capacity of schools to produce high levels of instructional practice reliably. This, in turn, is a function of the knowledge and skill of teachers and administrators as well as of internal accountability or coherence around norms, expectations and routines for getting the work done.

'A school in which decisions around content and pedagogy are delegated to the classroom level, in which teachers have no relationships with each other around instructional practice, in which there are no discussions among teachers or administrators about evidence of student learning, is a school with extremely low internal accountability. Such schools are relatively immune to external influences of any kind because they have no receptors for new knowledge and skill and no way of using it when it is present. Moving a school like this through an improvement process requires a focus on creating occasions for discussion and analysis of instructional practice, creating demand for new knowledge and skill, managing time and money in a way that promotes occasions for learning, and opening up classroom practice to outside influences on curriculum and pedagogy.

A school with a well-developed approach to curriculum and pedagogy, routine grade-level and content-focused discussions of instructional practice and structured occasions to discuss student performance is a school with relatively high internal accountability. Moving a school like this requires skill in using the existing infrastructure to develop and sustain focus and motivate teachers to tackle progressively more difficult problems of practice. The problem with such schools is that they often lose focus, or become complacent, not that they lack wherewithal for improvement' (Elmore, 2008: 46).

Internal accountability thus precedes external accountability. In this view improvement is the process by which schools move from being 'relatively atomized and ineffective organizations' with low internal accountability to being 'relatively coherent and effective organizations' with high internal accountability that increase their performance and quality over time (: 64).

Elmore's distinction between performance as a matter of external measurement and quality as a matter of professional judgment (: 53), is important to our enquiry about professionalism. If school leaders and teachers cannot interpret and act on the evidence of the effects of their practice (e.g. examination results or diagnostic tests results) there is a disconnection between quality and performance. Like Coleman in the 1960s (Coleman et al, 1966), he notes that many high performing schools produce a large part of their performance with social capital from outside the school and not through instruction. A direct correlation between high performance and high-quality instruction thus cannot be assumed without taking into account the important role that family and community play, independently (or in compensation) of what the school does (: 54). Where such social capital is absent, children can rely only on the instructional practice of the school. If instructional practice is poor, they have little chance of success and carry along the inequality imposed by social factors such as poverty, low educational level of parents, community attitudes towards formal learning.

How does instructional practice improve?

For Elmore (2008: 60), practice is not a personal attribute or characteristic of any one individual and knowledge and skill are collective rather than private goods. For accountability to be about systemic improvement knowledge and skill has to belong to the system as a whole – not to individual schools or to the individuals who work in them. In order for an accountability system to produce performance as a public good it has to be accompanied by a system of social relationships that take knowledge out of the private domain to make it public – within classroom in schools, among schools, and among a system of schools within a larger polity.

This means any practice needs to be defined as what Elmore calls a 'collection of patterned actions, based on a body of knowledge, skill and habits of mind that can be objectively defined taught and learned' (: 44). Such an objectified view of practice moves it away from being identified in an essentialist way with people who have the "right attributes". He argues that schools as organizations need to be treated 'agnostically and instrumentally' (:50) so that 'practice becomes something that can be changed through learning and further practice' (:50). In this approach discussions of instructional practice are based on systematic observation of practice, using protocols derived from established bodies of knowledge in particular curriculum areas. This 'depersonalizes practice', by focusing 'as much as possible on the visible evidence in the classroom, not on the personal attributes of the teacher and not on the observer's normative stance towards what is being observed' (: 50).

Teachers are thought to be either "good" or "bad" depending on deeply seated personal attributes. Teachers think of themselves as more or less coterminous with their practice; they are what they teach. To challenge the practice is to challenge the person. This view of teaching is, among other thing, profoundly unprofessional, no anti-professional … It is also deeply anti-intellectual – good practice in the essentialist view depends on who you are, not what you know and can do. But the main problem with the essentialist view is that it effectively precludes any possibility of improvement of instruction at scale.

There are never enough people with the "right attributes" to go round. It makes what is essentially a learning process into a selection process, and in doing so makes it impossible to treat human skill and knowledge as the main instrument of improvement' (:50; original emphasis).

Raudenbush (2009) takes the same position when he distinguishes between two forms of instructional practice, namely privatized idiosyncratic practice that is rarely open to public inspection and shared systematic practice, with shared aims shared assessment tools, shared instructional strategies, active collaboration, routine public inspection of practice and accountability to peers (: 172). 'I will argue that the most powerful reforms are conceptualized from the bottom up: One begins with a vision of a community of practitioners dedicated to the success of their students and determined to relentlessly appraise and reappraise their practice to ensure that every student stays on track for success' (: 172).

Reviewing an extensive body of educational research done in the United States, which suggests that increases in the amount and quality of schooling can reduce social and racial inequality,

Raudenbush concludes that the three kinds of conventional resources which increase school quality the most are: small class sizes, teacher experience and teacher knowledge. But, he argues, none of these measures should be considered on a stand-alone basis. Instruction must be built around school-wide formative assessment systems that monitor and record the progress of every pupil, so that instruction is not left to chance or to the judgment of individual teachers. When classroom practices are opened up, the results of every student in every classroom are known to staff. Variations in teacher expertise then become public knowledge and teachers become more motivated to be knowledgeable and to have their most expert colleagues as mentors (: 177).

Raudenbush also identifies a second source with potential to improve school quality, namely formal research studies on instructional practice. Only when schools are organized in ways that capitalize on what is available both inside and outside the classroom can they ensure that 'each child will have access to ambitious instruction capable of supporting ambitious intellectual work' (: 176).

When Mona Mourshed, one of the authors of the influential OCED-sponsored report on How the world's best-performing school systems come out on top (2007), (commonly known as the McKinsey Report), spoke at a local conference on 'What works in school development?' in 2008, she similarly identified opening up the classroom through peer observation of demonstration lessons in actual classes, as well as through collaborative development of model lessons, as practices frequently used in the classrooms of highly effective school systems.

The three major findings of the McKinsey Report were: "The quality of an education system cannot exceed the quality of its teachers", "The only way to improve outcomes is to improve instruction" "High performance requires every child to succeed" (McKinsey, 2007:4) A recent South African pilot study by Christie, Butler and Potterton (2007) reviewed a sample of schools that succeeded in achieving good Senior Certificate results, while others in similar circumstances could not do so. The eighteen schools in the sample represented a continuum of schools: seven rural schools, six schools in regional centers, four schools in city townships and one city suburban school.

The internal dynamics that enabled these schools to succeed were found to be that all these schools:

Were focused on their central tasks of teaching and learning with a sense of responsibility, purpose and commitment.

Carried out their tasks with competence and confidence.

Had organizational cultures that supported a work ethic, expected achievement and acknowledged success.

Had strong internal accountability systems in place that enabled them to meet the demands of external accountability, evidenced most particularly in terms of Senior Certificate achievement (Christie et al, 2007: 5).

At a conceptual level, Taylor, Muller and Vinjevold (2003) review a range of qualitative and qualitative large- and small-scale South African research studies that inform systemic school reform and then construct a theoretical model of the factors that influence learning (as represented on the following page). The model is based on four key constructs, namely:

Social organization of the school in terms of social values; style of social relations between officials, principals, parents, teachers and pupils; and, the internal organization of the school in terms of task, time and resources.

Language, both in terms of proficiency in the language of instruction and the promotion of reading and writing.

Curriculum and pedagogy, in terms of planning coverage, sequencing and pacing, as well as the relation between school knowledge and everyday knowledge.

Evaluation, or the extent to which assessment policies are in place, monitored and quality assured, as well as the extent to which teachers make the evaluation criteria explicit so that they are available to pupils.

Collective autonomy

The interpretation of autonomy that emerges out of the above review of the school development literature discards the traditional view of individual teacher autonomy in the classroom in favor of collective teacher autonomy. But this view is different from the notion of collective autonomy as we find it in the 'true' albeit bureaucratized professions. We need to return to both these issues to understand the basis of the argument.

Earlier on Kerchner and Caufman (1995) presented the argument that in professions where professionals increasingly work in large private sector and civil service organizations, the key element of professionalism is no longer the autonomy of individual conduct in practice. It is collective autonomy, which relates to the ability of professional associations to enforce high ethical and technical standards in the workplace. This is achieved through the collective establishment of widely recognized rules of good service and standards for admission to practice, which enables professional bodies to exercise discretion over professional conduct in the workplace and to remove professionals from a profession's register for conduct unbecoming to a particular profession. The other side of the rights-obligations coin is that such collective autonomy grants individuals a measure of individual autonomy in the workplace, even if they are not wholly in control of their work.

In teaching professional associations cannot enforce workplace standards as this is the ambit of the state. Autonomy is thus presented as the autonomy of the individual teacher behind the closed door of the classroom. Notions of teacher independence are premised on the belief that, in their classrooms, teachers are able to have their own teaching styles, to develop their own curriculum and to use their creativity and imagination towards the achievement of educational goals. It is as if the closed door of the classroom becomes a 'harbo[u]r from mandated accountability' (Denofrio, 2001: 3).

However both Elmore and Raudenbush argued against this (as cited above). Elmore argued for internal accountability through opening classroom practices to outside influences on curriculum and pedagogy, while Raudenbush argued for a shift from what he called privatized idiosyncratic practices that are seldom open to public inspection to shared systematic practices which are routinely open to public inspection, where teachers share educational aims and collaborate actively around instructional strategies and assessment tools and where they are accountable to their peers. Inherent in these arguments is a drive towards building collective autonomy in practice, as the basis for individual autonomy. Importantly, such forms of practice are not just the sharing of experience. For Elmore discussions about instructional practice are based on systematic observation of practice, in accordance with protocols derived from established bodies of knowledge in particular curriculum areas. Raudenbush considers the use of the findings of formal research studies on instructional practice a crucial component of discussions about practice, as this is what makes it systematic. Both are referring to what Shulman considers 'case knowledge'.

This is an injunction for teachers in schools to theorize their own practices, with reference to established bodies of educational research and to build their formal knowledge base together to enable them to 'control and regulate themselves' (Freidson, 1994: 153), thereby gaining 'membership in the broader academic guild of professional teachers' (Shulman, 1983: 14). This argument is by no means restricted to teaching. Arguing, in general, that peer review is essential for fully developed professionalism, Freidson notes, for instance: If professionalism is to flourish it is essential that practice be infused with a spirit of openness, infused by the conviction that one's decisions must be routinely open to inspection and evaluation … one's obligation is to provide colleagues with all the data upon which one bases a decision or conclusion and to make public one's results' (1994: 196). We thus see again that what counts as the knowledge base of teaching, is crucial to any notion of autonomy, be it in the profession as a whole or in the individual school or classroom. For this reason it is important to reconsider what should count as the knowledge base of teaching and the final section of the review is thus normative in this regard.

Attitude is the personal reaction of teachers towards their students. It is just like other factors influencing the teaching and learning process. Performance of teachers is mainly dependent on their reaction towards students. In this context, Drent and Meelissen (2008) states that the attitude of teachers is considered one of the most important factors influencing the teaching and learning process. The study further states that attitude of the teacher concerned can have significant influences on teaching process. In a similar study, it is found that if the attitude of teachers is positive toward their students, then students will respect their teachers and appreciate teacher's performance (Hargreaves, 2000). It also affirmed by several studies that some teachers have high experiences and qualifications but have no respect and appreciations from students. It does not mean that they have lack of confidence or any other problems but mainly it is concerned with their attitude towards their students (Capra et al., 2006). The basic aim of teaching students is to prepare them for their actual professional field of life. Attitude of teachers has great role in this regard. If the teacher adopts positive or good attitude with students then they can easily promote their academic as well as their social life (Hussain et al., 2011). There is a great relationship between the professional development of teachers and can easily learn and achieve their desired goals (Borko, 2004). Professional developments not only change the attitude of teachers but also help in the development of overall academic achievements of the students' in their educational institutions (Villegas, 2003).

According to Khan(2016), there are four main prospective of teacher professional life. Maintenance of personality, Upgrading knowledge, Management and Communication. A teacher who is competent in all aspects will not only enjoy the teaching profession but can contribute more to the knowledge of students.

Four Main Prespectives of the Teaching Profession

Figure 1: four main perspectives of the teaching profession
Source: Nabukenya, M. (2007)

Personality

"Personality consists of stable characteristics that explain why a person behaves in a particular way," (Mullins, 2005 Pp-58). In a broader sense, personality may be defined as "the characteristics that makes one unique and different from others" (Callahan, 1966). A person is judged based on the personality because the personality is the combination of all those unique characteristics that makes one unique and socially acceptable (Holt, 1971). Maintenance of personality is among the key factors that greatly influences the teaching and learning process.

It means that the relationship of personality between the teacher and students in academics is significant (Binti & Othman, 2009). Training events for the effectiveness of different personality traits may not only develop the Personality of a teacher but it has a great role in the academic development of the students. Arif (2012) gave further explanation on the following main personality traits. (1)Conscience: dependable, hard-working, organized, self- disciplined, persistent, responsible (2) Emotional stability: Calm, secure, happy, unworried (3) Agreeable: Co-operative, worm caring, good-natured, Courteous trusting (4) Extravert: Sociable, outgoing, talkative assertive, Gregarious (5) Openness to experience: Curious, intellectual, creative, cultured, artistic, sensitive, flexible imaginative. According to Dickson and Wiersma (1984), and Gibney and Wiersma (1986), the personality of Teacher's having great roles in the

effectiveness of teaching and learning processes include emotional stability, emotional maturity, calmness, low anxiety, empathetic, sensitivity and warmth are all the basics of effective teaching (Gage, 1965).

Knowledge

Different teachers have different ways and methods of teaching, but it little is known about which teacher attributes greatly to knowledge base of the students. Teachers with good knowledge significantly influence the teaching and learning processes (Johannes et al., 2010). Different studies indicate that there is a significant relationship between teacher knowledge and students' achievement (Glewwe & Kremer 2006).The authors are also of the opinion that teachers with high qualification are always preferred by students and their parents.

Communication skills

Effective teaching needs the practice of scientific sermon in the class-room (Mortimer and Scott, 2002). According to Driver et al., (1999), a teacher is responsible for the effectiveness of learning program. The author recommends that the teacher can use pictures, graphs, tables and examples related to the topic. Following the above, Lange (2012) explains the four steps for the effectiveness of teaching profession as:

Recognize the importance of your work (As a teacher you must understand the worth of your work)

Update the level of Knowledge (As a teacher you need to update knowledge by getting involved in different research activities)

Stress the multifaceted nature of teaching (the teacher should make the teaching process joyful by facing all the situations with great zeal and conduct)

Contribute to the teaching community at large (Besides these, the teacher should consider the opinion of community by introducing or establishing something new in the teaching curriculum in conformity with the norms and traditions of the community) .

To facilitate students, teachers need to have good communication skills. Teaching does not depend on the technicality but it totally depends on the teaching methods and the communication pattern adopted by the teacher (Loss, 2000). It is researched that Effectiveness of teaching mainly depends upon the communication skills of a teacher. Good communication

is not only needed for the effective teaching profession but it is also very important for the effectiveness of every segment of life. In this context, it is necessary to teach them communication skills at both the initial education level for the teaching work, and continually in the profession.

Managerial skills

Management of class is a complicated task that takes time. In the beginning, a teacher feels burdened and uncomfortable in the teaching learning process. It is all because of this reason that class room management is totally related with experience. Teachers with good management skills can easily satisfy the students. Bob Kizlik (2014) suggested the following as effective classroom management.

Know what you want and what you don't want.

Show and tell your students what you want.

When you get what you want, acknowledge (not praise) it.

When you get something else, act quickly and appropriately.

Teaching is considered as a very easy task and a very great number of people involve in this profession. Similarly, a very little number of teachers are satisfied with their profession. The main barrier which create hurdle for teachers in the way of successful teaching is classroom management. Managerial skills of teachers do not only influence the academic success of the students but it has great impact on the overall promotion of the institution (Robert et al., 2003). Teaching is one of the most underestimated professions in the world. Majority of people consider that no special skills are needed for effectiveness of this profession, but the fact is it is very difficult to face and handle a classroom full of students. For effective teaching, it is not enough to have a good command on the concerned subject. A good teacher is basically needed to maintain the routine discipline of the class (Okeley, 2010).The author further stated that being a good teacher, it is necessary for you to possess the following classroom management skills.

- Authority
- Knowledge
- Individualization ☐ Time-management ☐ Patience.

Owolabi (2003) described a teacher as an instructor responsible to teach, direct control, interpret and instruct the learner for better attainment. Records have shown that student's performance in senior secondary certificate of education (SSCE) is quits, below average (Ikoh, 2007). This performance is blamed on teachers (Ashibi2005) and government inability to effectively sponsor education and motivate teachers to enhance their productivity (Agbaetal, 2009). The mixed feelings about the cause of poor academic performance of student in secondary school, especially at SSCE make this research more imperative even as it focuses on the competency level of the financial accounting teachers. The school environment has a strong positive relationship with students 'ratings of their overall school satisfaction, students 'self-esteem, and academic performance. Teacher's competency enhances a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the single most important factor influencing student achievement (Cochran-Smith, 2002; Kaplan &Owings, 2002; Lasley, Siedentop, &Yinger, 2006).

The present study will focus on factors which may influence teacher's competency in classroom situation, including (a) teacher use of Continuous Assessment; a technology-based tool the teacher can use for communication with students, (b) number of special education students, (c) class size, (d) teacher use of research based best practices, and (e) instructional leadership

Few studies have examined the factors together applying a mixed methods research approach to identify the complex relationships between all of the factors and student achievement. A study of teacher classroom practices as they relate to student achievement is important for several reasons. Understanding the reasons why the teacher is important will give insight to professional development planners. Identifying such factors contributing to increased student achievement is paramount in this age of accountability.

Teachers character (Behavior) is a description of observable outcome of teacher and student performance in different activities of institutions. Behavior may be positive or negative and effective or ineffective. Effective behavior produces the requisite results. Behavior is an action, which is different at different time. There are three types of behavior, thinking, feeling and doing. Mostly behavior is also known as cognitive, affective and psychomotor. Cognitive behavior involves the learner in thinking process, remembering, evaluating and problem solving. Affective behavior values the learner's feelings and attitudes. Psychomotor behaviors are those involving the learner, in some kind of muscular activity The way in which the teacher

allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions.

A good teacher is expected to be committed to his work, would have the ability to take the initiative. Teacher's personality in the attitudinal sense is a significant factor in teacher's behavior and it has great impact on student's achievement. The teachers as a professional must know the art of communication, understanding others and ability to learn from the experiences.

They should be able to facilitate learning effectively. Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student's behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and unaffordability for various attitudinal objects. Luthans (1993) says that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. Behavior is a response which an individual shows to his environment at different times. Various authors have defined it in different words: Taneja (1989) stated that —the meaning of behavior is conduct or carry oneself or behavior is what we do, especially in response to outside stimuli‖. UNESCO (1986) documented that —anything that an organism does that involves action and response to stimulation‖. Joyce (1980) also defined that —behavior is lawful and subject to variables in the environment‖. He further defined that —behavior is an observable, identifiable phenomenon‖.

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power (Mugenda & Mugenda, 1999). Education is critical to industrial and technological development, with the history of developed nations bearing records of this, developing nations aspiring to realize the same status have to put a premium. UNESCO (1986) indicates that knowledge holds key to the attainment of the millennium development goals, which include, food security, eradication of child mortality, and reduction of the spread of HIV and AIDS among others. Ali (2009) observes that there was statistically significant relationship between teacher characteristics and student academic achievement. Adeyemo (2005) notes teacher characteristics influenced teaching and learning in classrooms. Olaleye (2011) establishes that there was relationship between teachers characteristics and pupils performance.

The chief cornerstone of the educational policy the world over and Cameroon specifically that underpins the CBA is the decentralization of learning. The teacher is no longer the authoritarian and lone participant in the delivery of knowledge but the learner plays the most pivotal and active role. This has been referred to by some studies as the democratization of the teaching learning process. Beane (1995) argue that healthy societies provide for freedoms that demonstrate mutual respect, and our society is in real danger of losing those freedoms. While traditional schools are bureaucratic institutions and assume a hierarchy of power with the teacher stationed above the student, in democratic schools this hierarchy is deemphasized and vast opportunities exist for negotiating all operations of the school. Traditional teacher's power is in their authority over students while democratic educators have power in their expertise.

Dewey (as cited in Tyack, 1997) argued, We need not only education in democracy, but also democracy in education...for the welfare of the young, thoughtful citizens must participate in the politics of public schooling‖ (p. 22).

Similarly, according to Wilms (2007), Dewey claims ―in order to promote a nation that truly [values] democratic principles, all of its citizens must be empowered to engage in a democratic discourse in order to be advocates for themselves as well as to be able to advocate for others‖ (p. 1). It would seem to make sense then that a nation that prides itself of democratic freedoms would embrace democratic systems of education. In reality this seems furthest from the truth. Democratically operated schools exchange traditional teacher authority for informal control driven by close teacher-student relationships and mutual leadership responsibility. In democratic schools and classrooms students actively engage in self-government (Gutmann, 1995; Checkley, 2003). Neigel (2006) suggests involving students in school leadership provides opportunities for them to contribute beyond their classrooms as they ―explore their interests, refine their talents, gain a better understanding of themselves, and collaborate with their peers‖ (p. 4). Such involvement also provides for the development of social skills and opportunities for leadership, both of which are important components of the democratic process. These opportunities give students a voice and a sense of belonging which helps to build healthy relationships and connections with students, teachers, administrators, and the greater community.

When students are provided opportunities to participate actively in school decision making rather than act passively within the bureaucratic structure, they take ownership of and responsibility for their own learning and develop a sense of social intelligence that will serve

them throughout their lives (Mosher, Kenny, & Garrod, 1994). Democratic schools are environments where children can live in much the same way as they will live in society. As principal stakeholders, diverse students should participate in the democratic process by playing an active role in schools and in school leadership. According to Schutz (2001), schools have an obligation to promote such active democratic involvement among students, ―initiating them into practices that will enable them to effectively engage with oppression and improve our society for everyone‖ (pp. 294-295).

Essential Components of the teacher that help enhance students' academic performance the learner is a negotiator in the learning development and the objective of learning. Richard & Rogers (2011) argue that learners have the responsibility to partake in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to be comfortable with listening in the group. This stand point signifies that relationship is a need that students ought to strive for in order to achieve their goals. They need to be in relationship with their teachers to enable experience school in a positive way that can result in academic achievement.

Richard & and Rodgers (2011) note that the teacher can also be assumed to be a counsellor, group process manager and effective communicator in the classroom. In such ways, teachers need to reflect on how they can assist their students toward success. This is an important component that maintains higher expectations for each student. They also have a big role in facilitating the communication process between students to act as an independent contributor within the learning environment and they inspire students to re-imagine their future.

Macpherson (2007) notes that ‗cooperative learning is part of a group of teaching and learning techniques where students interact with each other to acquire and practice the elements of a subject matter to meet common learning goals'. Cooperative learning is a very formal structuring of activities in a learning context that includes specific elements intending to increase the potential for rich and deep learning (Macpherson, 2007). It provides a chance to encourage and support each other in the learning environment. This point really shows the truth of interdependence in the group that members are responsible for each other ‗s success. The teacher may observe and intervene if necessary, to ensure that the task is done accordingly.

Tickett and Moos (1973) as cited in Myers and Claus, (2012) state that the classroom environment consists of dimensions; the ability for students to develop relationships with their instructors and peers and the extent to which students can engage in learning activities, and the

general structure of the classroom provided by the instructor. Many learners still seem to depend completely on the teacher to impart knowledge (Narváez, 2009). Teachers carry the whole duty for education; while learners or students are supposed to listen and often do not even have any idea at first of what occurs in the classroom. However, this practice is changing owing to educational and social reforms that need to be developed.

Nugent (2009) suggests that to create a strong relationship, teachers need to motivate during the learning process. Relationships are formed in the social groups of both teachers and students, and especially in educational contexts. As a result, teachers and students need to play more of an active role towards achieving academic success; they have to establish a more positive and professional relationship. Motivation plays a very crucial role in the process of building good relationships in school, as it encourages students to work very hard so that they could be given again. Downey (2008), on his work ‗Recommendations for fostering educational resilience in the classroom suggests the use of reciprocal teaching as an effective instructional tool; one that requires the building of a strong interaction between teachers and students as they develop an inquiry – oriented approach to learning'. Based on my experience as a teacher, I learned that the teaching process that is set through structural dialogue technique between teachers and students is the key for providing the opportunity to create a good and professional relationship in the learning contexts. Having a socializing environment between teachers and students helps in instilling values, and experiences such as motivation to learn actively in the classroom or learning environment.

Warshof and Rappaport (2013) have clearly explained the value of support and openness in order to create and cultivate a professional relationship between learners and teachers in the school. They impress on educational leaders the importace of providing support to teachers so that they may have a key help to maintain the formed relationship with the students. It is clear that strong and quality relationships need support to provide teachers with guidance on relationship building and maintaining strategies in the learning environment. O‗Connor, Dearing and Collins (2011) confirm the importance of fostering school teachers‗ awareness of the role of their relationships with students, and provide teachers with information on how to develop relationships in the classroom and school in general. Hallinan (2008) recommends learning to be a cognitive and socio-psychological process. His research has shown that students who like school have higher academic achievements. This means that creating supportive and professional relationships with students give teachers additional strengths that promote learning with joy and pleasure as of a wide range of students‗interests. Larson (2011) says that attitude

and achievements that students develop inside the school have an important impact on teacher-student relationships in schools.If students feel comfortable with the teacher and the school environment, they can make more positive and professional relationship such as friendship, develop a better way to behave and improve in their social thinking.

According to Fosnot (2005), fulfillment of students 'expectations may be directly linked to motivation and performance in learning. 'For example, providing motivation to the way students and teachers behave in the classroom can create a strong relationship because to a certain extent, they are influencing each other. Dillon (2010) confirms that _it is during the first lesson when both students and teacher establish the basis for their relationship. The greetings, the role and what it is has expected of each other is discussed. ' The basis of the relationship between teachers is made during the first-time people meet. For example, human beings have set up relationships based on what they shared from the first time of meeting. Hence teachers and students do the same in formulating their relationships in the learning contexts. Reeve (2006) has mentioned educator's characteristics that may help in creating healthy and productive relationships such as gentleness, discipline, relatedness and supportiveness. Hence, it is important to note that these characteristics seem to be the codes of caring.

The contribution of teacher's professionalism to student's academic performance. A good and professional relationship is required to create safe contexts and give students confidence in their capability to work without pressure and become motivated to learn (O'Connor, Dearing and Collins, 2011). This especially happens when students are guided by positive emotional stimuli, they are better able to recall newly learned information (Nelson & Lorber, 2009). Here, it should be emphasized that students feel motivated, influenced and stimulated to actively participate with their teachers when the teaching and learning environment is safe and supportive. That is the teacher – student's relationship is vital to learning and academic performance. According to Fraser, Adridge and Soerjaningsih (2010), teachers should establish a professional relationship with their students, because the creation and maintenance of a positive classroom climate plays an important role in rendering the teaching and learning process more effective and efficiently. Hence, students in quality relationships with their teachers are helped in improving and fostering knowledge, attitude, skills and social development.

Also, students with higher quality relationships take part more often and are more engaged in the learning perspectives than the students with a lower quality relationship. O'Connor (2008) states that personal relationships with students gives teachers internal rewards and gives

meaning to their work. Based on this viewpoint, teacher - student relationship helps teachers create a sense of trust and increase the number of opportunities to sustain a meaningful role in the learning context. Teacher – Student's relationships play a very important role in developing a mental picture of an individual. Ewnetu and Fisseha (2008) postulate that teachers have the basic needs for relatedness among the students in their class which can play an important role in student's s self-concepts, the expectation towards scholastic achievements as well as how to make a meaningful life after school. Hence, a student's self-esteem development is the overall sense of support a student feels from the important people around them. Myers and Pianta (2008) confirm that teacher – students relationship is fundamental to healthy development of students in school especially with regard to the student's self- esteem.

Lee (2007) notes that the trust developed in teacher - student relationships can contribute to student's academic performance. Student – teacher relationship can influence student's future paths towards academic excellence (Lee, 2007). Hence, as noted by Lee (2007), a good and professional relationship between teachers and students is essential in creating a safe context and gives confidence to learners to work without pressure and become motivated to learning. Stipek and Miles (2008) propose that the type of relationship between the teacher and the student can greatly influence the behavior of the student's sense of social acceptance in the learning contexts and academic performance. This means that teacher student relationship has long-term inferences for social and academic excellence. These relationships may reduce the risk of negative behavioral outcomes. Positive relationships have similar benefits for students. The student –teacher relationships play an important role of reducing the chances of future bad outcomes such like dropping out of school. Lastly, the effective teacher – students 'relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting creates an environment of safety and confidence.

FACTORS CONTRIBUTING TO ACADEMIC PERFORMANCE

Several studies have been conducted in different countries to assess the factors which contribute to academic performance of students at different levels. In Pakistan, Farooq and Berhanu (2011) found that parents' education and socio-economic status have significant effect on a student's academic performance in Mathematics and English Language. A study conducted by Jayanthi, Balakrishnan, Ching, Latiff and Nasirudeen (2014) in Singapore revealed that the interest in pursuing a subject, co-curricular activities, nationality of a student and gender affect the academic performance of a student. Additionally, Sibanda, Iwu and Olumide (2015) found that, regular study, punctuality in school and self-motivation are the key determining factors which

influence students' academic performance in South Africa. Ali, Munir, Khan and Ahmed (2013) also found that daily study hours, parent's socio-economic status and age have a significant impact on academic performance.

Moreover, (Catherine,2015) found that socio-economic status of parents especially those with high incomes has a significant impact on academic performance of students within the Kitale Municipality of Kenya. Positive classroom environment has also been found as determining factor of academic performance (MolokoMphale & Mhlauli, 2014). Maganga (2016), Nghambi (2014) and Osei-Mensah (2012), indicated that the availability of teaching and learning materials, competency of teachers and the environment in which a school is located have an impact on students' academic performance. Furthermore, students' personality traits, personal goals and motivation as well as the support from teachers and the teacher's level of experience significantly influence the academic performance of students (Ulate & Carballo, 2011).The discussion above suggests that academic performance of students is influenced by a combination of factors which includes but not limited to: Parents level of education, socioeconomic status, interest in a subject, gender, regular studying, punctuality in class, selfmotivation, availability of teaching and learning materials, and competency of teachers, school environment, personal goals, and personality traits. These factors could be classified into student, teacher, school and parents factors.

Student factors which contribute to academic performance
From the discussions above, it is evident that students play a critical role towards their academic performance. Students' factors such as developing interest in a subject, engaging in cocurricular activities (Javanthi et al. 2014), regular studying, self-motivation, punctuality in school (Sibanda et al. 2015; Khan & Ahmed, 2013), and students personal goals as well as personality traits (Ulate & Carballo, 2011) affect their academic performance. According to Maric and Sakac (2014), students' factors that affects their academic performance could be classified into Internal and social factors. They found that the internal factors that influence students' academic performance included interest in content of a subject, internal satisfaction, and aspiration. The social factors also included social prestige and material reward. MeenuDev (2016) corroborated that students level of interest in a subject influence their academic performance. Similarly, Kpolovie, Joe, and Okoto (2014) asserted that student's attitude to school and their interest in learning influence their academic performance.

Moreover, Komakech (2015) found that there is a positive relationship between students' attendance to school and academic performance. Using correlational approach to assess attendance on academic performance in Nigeria, Oghuvbu (2017) had the same result as Komakeck. He found that there is a positive correlation between class attendance and academic performance. Stanca (2010) also found that class attendance has a statistical significant impact on academic performance. Several studies have also found the same relationship (Lukkarinnen, Koivukangas, Seppala, 2016; Aden, Yahye, Dahir, 2013; Duran-Narucki, 2008).The attitude of students towards their learning have been found to have a significant relationship with academic performance. For example, Awang, Ahmad, Bakar, Ghani, Yunus et al. (2013) found that there is statistical significance relationship between students attitudes towards their learning and academic performance. Janssen and O'Brien (2014) argued that although students learning has an impact on academic performance, it is indirect. Notwithstanding their findings,

Manoah, Indoshi and Othuon (2011) confirmed that in the case of mathematics, students' attitude towards the subject has a direct impact on their academic performance. However, Uok and Langat (2015) found that students who had positive attitudes towards mathematics did not affect their mathematics score.

Afzal, Ali, Khan and Hamid (2010) asserted that students' personal motivation plays a vital role towards their academic performance. They found that both intrinsic and extrinsic motivation has a positive on students' academic performance. They added that intrinsic motivation has a strong predictor towards academic performance than extrinsic motivation. Similarly, Haider, Quereshi, Pirzada and Shahzadi (2015) concluded that motivation play an important role in the success of a student academics. In their study, they found that intrinsic and extrinsic motivation had a positive statistical significance relationship with academic performance. They outlined that students motivational characteristics such as self-exploration, altruism, and career focused and manages social pressure have a positive impact on their academic performance. Using structural equation modelling analysis to assess the effect of motivation on performance, Kusukar, Cate, Vos and Croiset (2013) categorised motivation into Random Autonomous Motivation (RAM), Controlled Motivation (CM) and Autonomous motivation (AM). They found that RAM which they define as intrinsic motivation is positively correlated with academic performance. Additionally, Amrai, Motlagh, Zalani and Parhon (2011) argued that the academic performance of students is affected by a combination of different motivational factors.

The literatures reviewed indicated that students factors which influence their academic performance is a combinations of several indicators. From this review, it was found that interest in a subject, regular studying, class attendance, self-motivation and attitude of student towards learning are the key factors which affect their academic performance. All the literature reviewed with the exception of Uok and Langat (2015) who found that there is a positive relationship between these factors and academic performance. This implies that if a student exhibit positive attitude towards these factors his/her academic performance will improve, all other things being equal.

Teacher factors which contribute to academic performance

Teachers play vital role towards the academic performance of students. A study conducted by Kimani, Kara and Njagi (2013) in Kenya on teacher factors influencing academic achievement, found that teachers experience, age, gender and professional qualification had no statistical significant relationship with academic performance of students. However, they noticed that performance targets, completion of syllabus, paying attention to weak students, assignments, student evaluation, and the teaching workload of a teacher had significant relationship with students' academic performance. In Nigeria, Akiri and Ugborugbo (2009) also found that there is no statistical relationship between teacher effectiveness and academic performance.Ganyaupfu (2013) on the other hand asserted that combination of teacher and student centred method have a positive effect on academic performance. They concluded that student centred method is more effective than teacher approach. Musili (2015) added that teacher experience and professional training have a significant impact on students' performance. Blazar (2016) confirmed that the impact teachers have on the academic performance of their students is substantial. But stressed that little is known about the specific teacher factors which contributes to the academic performance of students.

Furthermore, Akinsolu (2010), concluded that teacher-student ratio, teacher's experience and qualification has a significant impact on academic performance. Similarly, Ewetan and Ewetan (2015) emphasized that the level of teacher's experience has significant impact on academic performance in English Language and Mathematics. They posited that school with teachers with more than 10 years' experience perform better than school with teachers with less than 10 years' experience. Teacher factors that significantly affects students' academic performance as reviewed above includes: Teachers teaching experience, completing of syllabus, paying attention to weak students, assignments, students' evaluation, teacher effectiveness, teacher and student centered method of teaching, professional training, teacher to student ratio and

qualification of teachers. It was also noticed that teacher's age and gender have no effect on students' academic performance.

Teacher Experience and Student Academic Achievement

Teacher Experience and Student Academic Achievement Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Gibbons et al., 1997). Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield & Teddlie, 1991).

Teachers attendance of in – service training are one of the indicators of experience. Teachers' motives to attend in-service training can be manifold e.g. increase in salary, career planning, keeping up with developments, filling in lacunae, removing insecurity and meeting colleagues. In the Science Education Project in South Africa (SEP), the objectives were mainly formulated by the developers after having consulted various experts who had experience with Education in Africa. The teachers in this program had been and did not have any experience with practical work. Only in a later stage of their in-service training course they had a better idea of the possible content and methods, did formulating objectives of their own lessons become part of the program (Fullan, 1992). Therefore, the more the teachers know about students, the better the teachers can connect with them and the more likely they will be able to benefit from the teachers 'experience in reconstructing their world. The knowledge that teachers need about students in order to connect with them is gained through interaction. For many reasons, measuring the real impact of experience on a teacher's effectiveness is complex, more so than measuring any other teacher attribute. Consequently, many well-constructed research attempts to interpret the relationship between experience and effectiveness have produced varying results that reveal no particular pattern. Murnane (1996) found that teacher effectiveness improves rapidly over the first three years of teaching and reaches its highest point between the third and fifth year but found no substantial improvement after year five.

In contrast, a small number of studies suggest that teacher experience effects may be evident for a longer period of time. Murnane & Phillips (1981) state that experience had a significant positive effect on elementary student achievement among teachers during their first seven years of teaching. Ferguson (1991) reveals that at the high school level, students taught by teachers with more than nine years of experience had significantly higher test scores than students whose

Teachers had five to nine years of experience. Rivers & Sanders (2002) suggest that teacher's effectiveness increases dramatically each year during the first ten years of teaching‖. In the extreme case, Clotfelter et al., (2007) found evidence of growing teacher effectiveness out to 20 or more years in their analyses of North Carolina teacher data, although more than half of the gains in teacher effectiveness occurred during the first few years of teaching. Stronge et al. (2007) assert a positive relationship between teachers' verbal ability and composite student achievement, verbal ability has been considered an indicator of teacher quality. The basic logic is that teachers rely on talk to teach (explaining, questioning, and providing directions). What verbal ability means and how to measure it, it turns out, are not straightforward. Lai (2011) measured teachers' verbal ability with a 30-item sentence completion test. Thus, though talk about the importance of teachers' verbal ability persists, it is not a strong measure of teacher quality.

The place student-teacher relationship on academic performance Student perception plays an important role in incentive. In fact, research suggests that the most powerful predictor of a child's motivation is the child's perception of control. Perceived control is the belief that one can determine one's behaviour, influence one's environment, and bring about desired outcomes. Because students already have a history of experiences with whether adults are attuned to their needs, teachers build on these experiences (Skinner & Greene, 2008).

Therefore, a student's perception of the teacher's behaviour impacts the relationship. Students who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom (Rimm-Kaufman& Sandilos, 2012).

Moreover, students and teachers influence each other. When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement. Students who perceive that their teachers are more supportive have better achievement outcomes on standardized math tests and English grades (Gehlbach et al., 2012).In the early

years of school, students' perceptions of their relationships with teachers and teachers' perceptions of those same relationships are very similar. Yet as students develop and age, the gap between students 'perceptions of teachers and teachers' perceptions of students, grows and widens (RimmKaufman& Sandilos, 2012). Therefore, it is essential for teachers to reflect on their relationships as well as their practice. Teacher perception is just as powerful as student perception when constructing relationships. In order for teachers to build and improve upon their practice, teachers need to reflect and think about their teaching. Teacher thinking results in teacher teaching (Kennedy, 2008). Reflection is imperative for the classroom environment— each lesson should be tailored to the needs of the students who are currently present in the classroom. When the classroom environment is structured to meet the students'needs, teachers are also able to fulfil the three universal, innate psychological needs of the students— autonomy, belongingness and competence.

Because teachers play important roles in children's lives, teacher well-being, at least indirectly, has significant effects on children's socio-emotional adjustment and academic performance (Spiltet al., 2011). The Contribution of Teachers' Professionalism to Students' Academic Performance. A good and professional relationship is required to create safe contexts and give students confidence in their capability to work without pressure and become motivated to learn (O'Connor, Dearing and Collins, 2011). This especially happens when students are guided by positive emotional stimuli, they are better able to recall newly learned information (Nelson & Lorber, 2009). Here, it should be emphasized that students feel motivated, influenced and stimulated to actively participate with their teachers when the teaching and learning environment is safe and supportive. That is the teacher – student's relationship is vital to learning and academic performance. According to Fraser, Adridge and Soerjaningsih (2010), teachers should establish a professional relationship with their students, because the creation and maintenance of a positive classroom climate plays an important role in rendering the teaching and learning process more effective and efficiently. Hence, students in quality relationships with their teachers are helped in improving and fostering knowledge, attitude, skills and social development. Also, students with higher quality relationships take part more often and are more engaged in the learning perspectives than the students with a lower quality relationship. O'Connor (2008) states that personal relationships with students gives teachers internal rewards and gives meaning to their work. Based on this viewpoint, teacher - student relationship helps teachers create a sense of trust and increase the number of opportunities to sustain a meaningful role in the learning context. Teacher – Student's relationships play a very important role in developing a mental picture of an individual. Ewnetu and Fisseha (2008)

postulate that teachers have the basic needs for relatedness among the students in their class which can playan important role in student's self-concepts, the expectation towards scholastic achievements as well as how to make a meaningful life after school. Hence, a student's selfesteem development is the overall sense of support a student feels from the important people around them. Myers and Pianta (2008) confirm that teacher – students relationship is fundamental to healthy development of students in school especially with regard to the student's self-esteem. Lee (2007) notes that the trust developed in teacher - student relationships can contribute to students 'academic performance. Student – teacher relationship can influence student's future paths towards academic excellence (Lee, 2007). Hence, as noted by Lee (2007), a good and professional relationship between teachers and students is essential in creating a safe context and gives confidence to learners to work without pressure and become motivated to learning.

Stipek and Miles (2008) propose that the type of relationship between the teacher and the student can greatly influence the behaviour of the student's sense of social acceptance in the learning contexts and academic performance. This means that teacher student relationship has long-term inferences for social and academic excellence. These relationships may reduce the risk of negative behavioural outcomes. Positive relationships have similar benefits for students. The student –teacher relationships play an important role of reducing the chances of future bad outcomes such like dropping out of school. Lastly, the effective teacher – students

'Relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting creates an environment of safety and confidence.

THEORETICAL BACKGROUND

Vygotsky's Theory of Sociocultural Cognitive Development

Lev Vygotsky (1896-1934) was a Russian psychologist and teacher who developed a theory about how our social interactions influence our cognitive development. This is known as Lev Vygotsky's Sociocultural Theory of Cognitive Development.

Vygotsky developed his theories around the same time as Swiss psychologist Jean Piaget was developing theories about cognitive development, but they differ on almost every point. Some of Vygotsky's work is still being translated from Russian.

What is Vygotsky's Theory?

Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygotsky's sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefitted greatly from being guided by a more knowledgeable member of the community - such as a parent or teacher.

Vygotsky's sociocultural theory also suggested that children internalise and learn from the beliefs and attitudes that they witness around them. He believed that culture played an important role in shaping cognitive development and therefore that this development varied across cultures. Vygotsky also stressed the importance of language as the root of all learning.

Vygotsky's Concept of More Knowledgable Other (MKO)

Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

This theory is not limited to academic or educational learning, it can also be applied to recreational learning such as playing games or using technology. In these circumstances, a peer or older child is more likely to be the more knowledgeable other.

The MKO could also be an electronic tutor, in cases where a program is set up to guide learning using voice prompts or videos. Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

Vygotsky's Zone of Proximal Development (ZPD)

The concept of the zone of proximal development, also known as the zone of potential development, is used to explain a child's potential for cognitive development and ability when they are guided through a task, rather than asked to do it in isolation.

If a child is presented with a task that is slightly above their ability level, the zone of proximal development (ZPD) refers to their ability to do it with the assistance of a more knowledgeable person. This theory explains why some skills present themselves in a more social context when the child is unable to display them by themselves.

The zone of proximal development can be described as the distance between the actual developmental level when assessed independently and the level of potential development when assessed in collaboration with peers or mentors or under the guidance of a teacher.

Zone of Proximal Development Stages

The ZPD can be broken down into three distinct stages in terms of a learner's skillset. In order to improve the ability of the learner the more knowledgeable person must understand what stage they are in.

Tasks a learner can accomplish without assistance

This refers to tasks that the learner can perform independently. If the learner has reached this stage, the teacher or mentor will need to increase the level of difficulty of the task in order to facilitate further learning.

Tasks a learner can accomplish with assistance

This is referred to as their zone of proximal development. In this stage, the learner needs the guidance of a more knowledgeable other to help them complete the task.

Tasks a learner cannot accomplish with assistance

This refers to tasks that the learner cannot do, even with the guidance of a more knowledgeable person. If the learner's ability falls within this range, the level of difficulty may need to be decreased to accommodate their skillset.

Vygotsky and Instructional Scaffolding

Instructional scaffolding is a method of guided learning that helps a student learn by pairing them with an educator. The educator should have greater experience with the task or process than the student, but they should also have an understanding of the level that the student is at and how they can address this level.

Techniques for instructional scaffolding might include using visual aids (such as diagrams), providing examples, working one-on-one with the student and providing feedback. The aim of

scaffolding is to create an environment in which the student feels comfortable asking questions until they can perform the skill without any help.

The benefits of scaffolding include:

- Motivating the learner by helping them through aspects of a task that they have trouble with
- Minimising frustration for the learner
- Providing a faster learning experience
- Elementary Mental Functions

Vygotsky's child development theory refers to four 'elementary mental functions' as the innate abilities that we are born with. These are:

- Attention
- Sensation
- Perception
- Memory

These abilities are then developed into 'higher mental functions' through social interaction with our community.

Vygotsky also coined the term 'tools of intellectual adaptation', which refers to problem-solving strategies and ways of thinking that children internalise by observing and interacting with more knowledgeable members of society. Different cultures exemplify different tools of intellectual adaptation because they are affected by the beliefs and values of the individual culture.

Social Influences and Cognitive Development

Vygotsky believed that learning was an active process rather than a natural or passive one. He said that children were engaged in their own learning and discovery but that their development happened in the context of social interaction, as opposed to independently or in isolation.

Vygotsky also highlighted the importance of learning that was guided by an educator or teacher. Techniques used by the teacher to engage the child, such as performing the task themselves as an example or providing verbal instruction was referred to as cooperative or collaborative dialogue by Vygotsky theory.

The process of learning would occur when the child understood the information, absorbed it and then used it to guide their own performance.

An example of this guided learning could be if a child is given a sudoku puzzle to complete. A teacher or mentor might recommend certain strategies to the child, such as ruling out places where each number could go based on the horizontal and vertical positions of that number, or writing possible options in the corner of the box in pencil to cull the possibilities. The teacher might also encourage the child to ask questions and provide prompts when they are close to the right answer. As the child develops a higher level of competency, the teacher reduces their influence.

This technique is also very common in sport, in which a coach or more capable peer will often demonstrate the skill before asking the student to do it themselves. For example, if a soccer teacher was teaching students how to dribble a ball through a set of cones, they may perform this skill first themselves in order to set an example for the students.

Vygotsky's Theory and Language

Vygotsky viewed language as an essential tool for communication and that culture and behaviour was understood through language. Vygotsky also highlighted the critical role that language plays in cognitive development.

Vygotsky's theory says that social interactions help children develop their ability to use language. According to Vygotsky, there are three stages/forms of language in the development process:

Social speech - communication between children and others (usually from the age of 2)

Private speech - private speech that is directed to the self but has not yet been internalised (usually from the age of 3)

Silent inner speech - a child's internal monologue (usually from the age of 7)

Vygotsky and Private Speech in Young Children

Vygotsky was the first philosopher to describe the stage of private speech and explain it as the transition between initial external speech and silent inner speech. He also stated that thought and language were initially separate functions before they merge at around the age of 7.

Vygotsky believed that this process of internalising speech and language was essential to cognitive development.

Vygotsky viewed private speech as a method of self-regulating behaviour. He also viewed language as a tool for accelerating understanding. For these reasons, he suggested that children who engaged in private speech regularly would be more socially competent than those who did not. Private speech could be useful in helping a child exercise their imagination, practise problem-solving skills and organise their thoughts.

Private speech was observed to appear at times when a child was having difficulty with a task and was then used to guide their thoughts and actions by first organising and regulating them.

Jean Piaget theorised that private speech diminished with age as the child became more socialised and adjusted more to external speech, which is in contrast with Vygotsky's theory that private speech disappeared as it became silent and internalised.

Application of Vygotsky's Theory in the Classroom

Vygotsky's sociocultural theory about child development says that cognitive development occurs as a result of social interactions. In this way, learning is innately collaborative. He believed social negotiation was essential for building knowledge and understanding concepts.

Vygotsky proposed that it was not possible to separate learning in the formative years from its social context. Initial learning occurred through social interaction and then the individual processed it internally.

Contemporary modes of applying this theory to the classroom mark a movement away from traditional memory-oriented models of teaching. 'Reciprocal teaching' refers to a method in which teachers and students work together to clarify and understand a concept before students are asked to repeat it or apply it in another context.

For example, if a teacher is reading a paragraph of text on a certain topic, they will go through a process together with the students of:

- Summarising
- Questioning
- Clarifying; and
- Predicting

This collaborative process allows the students to learn the concept in a social context before internalising it to apply on their own.

Zone of Proximal Development Examples and Applications in the Classroom

Techniques such as 'scaffolding' and/or 'apprenticeship' are often used in the classroom to describe ways of teaching students according to their level of ability. In these techniques, the learning is structured by a teacher and then their role is gradually reduced over time. This allows the student to learn the topic within their zone of proximal development and then adjust to doing it by themselves or tackling something of a higher difficulty.

Vygotsky's theories also inform some contemporary ideas about collaborative learning, such as pairing students of lesser capability with more advanced peers to help them learn. Discussion groups, small group learning and collaborative exercises in schools and universities have also been incorporated in response to theories about social learning.

Understanding what tasks, processes and concepts might lie in a student's zone of proximal development is also essential. For example, if a student has just mastered their times tables, basic division might be in their ZPD, but they're probably not ready for exponents yet. The teacher might provide an example of a division problem and the method to solve it before asking the student to try it themselves. This linear structure of learning is applied in most schools and institutions.

Vygotsky on Learning and Development

Vygotsky is perhaps best known for his general genetic law of cultural development. We can formulate the general genetic law of cultural development as follows: every function in the cultural development of the child appears on the stage twice, first on the social plane and then, on the psychological plane i.e. first between people as an inter-mental category and then within the child as an intramental category. This pertains equally to voluntary attention, to logical memory, to the formation of concepts, and to the development of will. (Vygotsky, 1997) Kozulin (1990) indicates that Vygotsky's primary objective 'was to identify specifically human aspects of behavior and cognition' (p. 4) via genetic analysis methodology. He focused on several different domains of development: human evolution (phylogenesis), development of human cultures (sociocultural history), individual development (ontogenesis) and development which occurs during the course of a learning session or activity or very rapid change in one psychological function (microgenesis) (Wertsch, 1991). De Valenzuela (2006) asserts that

while genetic analysis involves the examination of the origins and processes of development of higher mental processes within all of these domains, the most common foci of current educational research are ontogenesis and microgenesis. Wertsch and Tulviste (1992) interpreted Vygotsky's concept of the social origin of higher mental functioning as fundamentally distinct from how cognition has been traditionally viewed as a function of the individual. They argued that " Mind, cognition, memory, and so forth are understood not as attributes or properties of the individual, but as functions that may be carried out intermentally or intramentally'. Vygotsky emphasized the importance of 'mediated activity' in the development of higher psychological functions. He identified both physical tools and psychological tools as mediational means .However, for Vygotsky, psychological tools, particularly language, were of primary concern (John-Steiner & Mahn, 1996).

ZPD Assessment

 Chaiklin (2003) believes that as a first step for understanding how Vygotsky formulated the zone of proximal development, it is important to remember that Vygotsky's interest is to develop a theoretical basis for appropriate pedagogical interventions, including principles for possible instructional grouping of learners and identification of specific interventions for individual learners. Interventions must be based on diagnostic procedures based on a learner's current state of development. Vygotsky (1998) indicates that "a true diagnosis must provide an explanation, prediction, and scientific basis for practical prescription" . Chaiklin (2003) asserts that a solution to the diagnostic problem is identical with having an explanatory theory of psychological development. Vygotsky proposes that the zone of proximal development as a diagnostic principle "allows us to penetrate into the internal causal-dynamic and genetic connections that determine the process itself of mental development" . To understand Vygotsky's initial proposal of ZPD, a theoretical explanation of how ZPD operates to assess an individual learner is needed .To make things clear, we have to consider Vygotsky's notion of imitation, around which his analysis is constructed. Chaiklin (2003) points out that a person's ability to imitate, as conceived by Vygotsky, is the basis for a zone of proximal development. Imitation, as used here, is not a mindless copying of actions (Vygotsky 1997, p. 95). Rather, Vygotsky wants to break from a copying view, to give a new meaning to imitation – reflecting a new theoretical position – in which imitation presupposes some understanding of the structural relations in a problem that is being solved (,). Vygotsky holds that a learner is not able to imitate anything, "imitation is possible only to the extent and in those forms in which it is accompanied by understanding" (Vygotsky, 1997). "It is well established that the child can imitate only what lies within the zone of his intellectual potential" (Vygotsky, 1987). Vygotsky

(1997) attempted to avoid imitation misunderstandings, because he considered it as "one of the basic paths of cultural development of the child" In Vygotsky's texts the term imitation should be read with an awareness that a special technical meaning is intended. We can now consider how the concept of imitation provides a theoretical justification for how to assess a learner's zone of proximal development. "The area of immature, but maturing processes makes up the child's zone of proximal development" (Vygotsky, 1998). For a given learner, these maturing functions are more or less developed but unable to support independent performance. Independent performance cannot provide evidence of what maturing functions are present (Elkonin, 1998). Collaboration in ZPD Assessment The learner's zone of proximal development is assessed through interaction or collaboration with a learner because it provides an opportunity for imitation, which is the way for identifying maturing psychological functions that are still inadequate for independent performance. By applying the principle of cooperation for establishing the zone of proximal development, we make it possible to study directly what determines most precisely the mental maturation that must be realized in the proximal and subsequent periods of his stage of development. (Vygotsky, 1998b) Chaiklin (2003) highlights that the main focus for collaborative interventions is to find evidence for maturing psychological functions, with the assumption that the learner could only take advantage of these interventions because the maturing function supports an ability to understand the significance of the support being offered. Vygotsky used collaboration procedure and interpretation as diagnostics in instructional experiments to identify learners who have "larger" and "smaller" zones of proximal development. It is important to note that this "size" refers to the extent to which a learner can take advantage of collaboration to realize performance beyond what is specified by independent performance and relative to age norms. Vygotsky (1998a) maintains that there is no reason to believe that this "size" is a fixed property of a learner that remains constant across age periods. Vygotsky (1935) describes a set of experiments in which learners are tested and identified to have a high or low IQ as well as a large or small zone. Subsequent school success is determined, and it appears that the size of the zone of proximal development was more predictive than IQ. That is, learners with a larger zone of proximal development (i.e., more maturing functions currently available) had comparable intellectual development, regardless of IQ. In other words, the zone of proximal development gave a better indication for predicting or understanding future intellectual development than a measure of independent performance because it focuses on maturing functions (Valsiner, 2001).

ZPD and Dynamic Assessment

Lidz and Gindis (2003,) indicate that in Vygotskian psychology, abilities are emergent and dynamic not innate and stable that can be measured; rather, they are the result of an individual's history of social interactions in the world. We each come to master our cognitive functions in unique ways through participating in various activities, and through being mediated by different cultural artifacts. Dynamic assessment (DA) attempts to diagnose abilities that are fully matured as well as those that are still in the process of maturing. Vygotsky (1998) argued that traditional forms of assessment report on only fully matured functions, the products of development, and consequently reveal little about the process of their formation. Vygotsky advocated the use of ZPD in contrast to psychometric-based assessments that describe an individual's abilities but do not explain them. For Vygotsky, psychological assessments usually are merely descriptive; they fail to illuminate developmental processes. However, by making an individual's ZPD the core of the assessment procedure, "we gain the potential for directly studying that which most precisely determines the level of mental maturation that must be completed in the proximal or subsequent period of his age development" (Vygotsky, 1984, cited in Minick, 1987,). Lantolf and Poehner (2004) describe the perspective of DA by suggesting that dynamic procedures see the future as a bet in favor of everyone. In DA, as called for in Vygotsky's ZPD, assessment and instruction are dialectically integrated as the means to move toward an always emergent (i.e., dynamic) future. Bronnfenbrenner (1977,) cites an excerpt from a conversation with A. N. Leont'ev, an influential colleague of Vygotsky, in which he noted that "American researchers are constantly seeking to discover how the learner came to be what he is; we in the USSR are striving to discover not how the learner came to be what he is, but how he can become what he not yet is." In dynamic assessment, predictions of future performance are made on the kinds and amount of mediation required and learners' responsiveness to this mediation not on the basis of the individual's current solo performance .In the context of DA, the examiner–examinee relationship is transformed, with the examiner intervening during the assessment. The "conventional attitude of neutrality" characteristic of NDA "is thus replaced by an atmosphere of teaching and helping" (Sternberg and Grigorenko, 2002,). Vygotsky (1998) argued against the general view that independent problem solving was the only valid indication of mental functioning, suggesting instead that this revealed only part of a person's mental ability, his or her actual developmental level. Indeed, "determining the actual level of development not only does not cover the whole picture of development, but very frequently encompasses only an insignificant part of it" (Vygotsky 1998). He insisted that responsiveness to assistance is an indispensable feature for understanding cognitive ability because it provides an insight into the

person's future development. That is, what the individual is able to do one day with assistance, as/he is able to do tomorrow alone.

ZPD and Scaffolding

It is widely believed that socio-cultural theory of mind and the concept of ZPD form the basis of the notion of scaffolding (Berk, 2001; Daniels, 2001; Wells, 2001). However, the interpretations and explanations of the exact ways that scaffolding relates to it have been different. These range from understanding scaffolding as a direct application and operationalization of Vygotsky's concept of teaching in the zone of proximal development (Wells, 1999), to the view that the notion of scaffolding only partially reflects the richness of Vygotsky's zone of proximal development (e.g. Daniels, 2001). In addition, the limitations of the metaphor of scaffolding in interpreting the zone of proximal development have been revealed (Stone, 1998 cited in Verenikina, 2003,). Wells (1999) defined scaffolding as "a way of operationalizing Vygotsky's (1987) concept of working in the zone of proximal development". He recognized three key features that give educational scaffolding its particular character: 1) the essentially dialogic nature of the discourse in which knowledge is co-constructed; 2) the significance of the kind of activity in which knowing is embedded and 3) the role of artifacts that mediate knowing (Wells, 1999,) The major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student (Mercer and Fisher, 1993). They emphasize the collaboration between the teacher and the learner in constructing knowledge and skill. Other authors see the metaphor of scaffolding as limited compared to the notion of ZPD. Lave and Wenger (1991) point out that the notion of ZPD which emphasizes teacher-learner collaboration and negotiation as bilateral process contrasts scaffolding that captures teaching performance as a one-way communication process. In scaffolding, the scaffolder constructs the scaffold alone and presents it for the use of the novice (Daniels, 2002,). Stone (1984) expressed the concern that the metaphor of scaffolding can lead to viewing the teacher-learner interaction in the classroom as predominantly adult-driven and one-sided in nature. This view, if applied to classroom teaching, might take educators back to a pre-Piagetian, traditional way of teaching through direct instruction (Verenikina, 2008). The cognitive constructivism of Piaget views learners as active constructors of their world view and discoverers of knowledge, on the other hand Vygotsky's social constructivism which is built on Piaget's ideas of active learners focuses on social interaction in learning and development. The quality of teacher-learner interaction is seen as crucial when scaffolding learner's learning (Bodrova & Leong, 1996). Stone (1998) highlighting the limitations of the scaffolding metaphor, reveals that a number of educational and developmental

psychologists are questioning the theoretical and practical value of the metaphor. However, he concludes, the metaphor should not be abandoned (Stone, 1998,).

CHAPTER THREE

RESEARCH METHODOLOGY AND RESEARCH DESIGN

Introduction

This chapter outlines the methodology used in conducting this study. In each research project an individual develops methodological perspectives upon which the project is grounded (Otto & Onen, 2005). This chapter therefore explains the study's research design, population of study, sample and sampling techniques, instruments for data collection, reliability and validity of the instrument, method for data collection, ethical consideration, and limitation of the study and operationalization of variables.

RESEARCH DESIGN

According to Ritchie, et al (2010), research design refers ''to a plan which specifies how data is related to a given problem should be collected and analyzed'' a research design is a conceptual structure within which the research will be conducted. Research design is a plan, structure and strategy for conducting an investigation, Kerlinger (1979). This plan, structure and strategy are conceived to provide dependable solution to a research problem. Research design is a general plan of selecting and assigning participants to experimental conditions and controlling extraneous variables and conduct an investigation which will lead to a definite solution to a research problem. The descriptive survey design method will be use, Questionnaire will equally be administered to students and an observation guide. The reason for choosing this design is to get variety of opinions from the students, such that the information gotten should be trust worthy and authentic. This design is less time consuming and economical, easy for data collection from a group of people within a short time.

AREA OF STUDY

The area of study is in the center region of Cameroon, Mfoundi Division Yaounde.

TARGET POPULATION

Amin (2005), defines target population as "the population to which the researcher ultimately wants to generalize his results". The targeted population was made up of students in some secondary schools in Mfoundi Division Yaoundé.

ACCESSIBLE POPULATION

The accessible population is made up of the actual number of students the researcher could reach or access. Out of 269 questionnaires administered to students, 279 questionnaires were gotten back representing the accessible population (form four and lower sixth students). In our study, the accessible population is made up of all the students of selected secondary schools in Yaounde Mfoundi Division.

Table 1: Accessible Population

No	Name of Schools	Number of students
1	G.B.H.S Mendong	34
2	G.B.H.S Etoug-Ebe	30
3	G.B.H.S Essos	35
4	G.B.H.S Mimboman	35
5	G.B.T.C Nkolbisson	30
6	LBA	35
7	G.B.H.S Ekounou	35
8	G.B.T.C Emana	35
	Total	269

SAMPLE SIZE DETERMINATION AND SAMPLING

Sample Size Determination

Amin (2005) stated that a sample is a subset of the population which the research wants to study. He reiterates that the sample population should be drawn in such a way that it will be considered a representation of the total population. Sampling is done because at times the population to be studied is so big so much so that the researcher cannot study the entire universe. Thus it becomes very necessary for the researcher to select a subset of the universe which is

considered to be the representative of the parent population. Therefore, the sample of this study was made up of 269 students from a target population of 900 drawn from Krejcie and Morgan (1970) came up with a table for determining the sample size for a given population for easy reference.

Sampling Techniques

Sampling techniques refer to the procedure a researcher uses to select the needed study sample. (Kombo & Tromp, 2006). The sample technique used for this study is the probability technique sampling techniques. The probability sampling techniques all members of the population of study have equal chances to be selected for the study. There also exist different types of probability sampling techniques. The probability sample technique used in this study will be the simple random sampling technique. The research wrote all the names of the 43 secondary schools on pieces of papers and did a raffle draw to pick the eight schools. When one was picked, it was thrown back shuffled and the second, third till the eighth school was picked.

Research Tool (Questionnaire and Observation Guide)

The questionnaire will be used as the research instrument to realize this research. The questionnaire consist of closed ended questions where the respondents are limited on the answers they have to choose from. The researcher chose a questionnaire to avoid ambiguity in answers. A questionnaire is a set of carefully designed, written down, and tested questions, which are asked of individual respondents to gather information in research (Enon, 1998). These were structured questionnaires but with some open-ended questions included. They were prepared to cater for the subjects that were too busy and difficult to trace. It was also a good instrument for the researcher to use for the teachers and students whose number was too big to cover by the researcher personally. The open-ended questions gave the respondents opportunity to give further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents. The questionnaires were subjected to pilot testing to determine their reliability and validity, a Cronbach alpha statistics technique was used and a reliability coefficient of 0.981 obtain. Which is reliable for this study. The open-ended questionnaire consisting of items and proposed responses from which the respondent was required to choose from the options provided in the instrument. They were asked to state their opinion as far as teacher's professionalism as a predictor of student's academic performance. The likert scale was used to communicate their satisfaction as far as each indicator is concerned. The questionnaire was constructed by the researcher with two main sections.

The first section collected demographic information, related to respondents' gender, age group name of the school. The second section was subdivided into five parts related to the variables of the study. In this section two, part one had five information related to teachers personality; the second part had five items related to teachers' communication skills, the third part handled five items related to teachers' managerial skills, part four handled items related to teacher's upgraded knowledge and part five handled ten items related to students' academic performance. The thirty items (30) items were then weighted with the use of likert scale where the participants were required to place a tick in the boxes related to options that were in congruence with their point of view, the four options and their corresponding weights were as follows;

Table 2: Questionnaire options and Corresponding weights on the likert scale.

OPTION	WEIGHT
Strongly Agree (SA)	1 point
Agree (A)	2 points
Disagree (D)	3 points
Strongly Disagree (SD)	4 points

OBSERVATION GUIDE

Observation as the name implies, is a way of collecting data through observing. The data collection method is classified as a participatory study, because the researcher has to be present where his/her respondents are while taking notes. The type of observation used in this study is the onlooker observation, where the researcher simply observes. Data collection method involves using sensory and perception such as listening by recording behavior and characteristics of phenomena. The sensory and perception involves teachers managerial skills, communication skills and their personality in the classroom. Teachers in form four and lower sixth were observed during the teaching and learning process.

VALIDATION OF THE INSTRUMENT

Validity is the degree to which an instrument measures what it is intended to measure and does so correctly (Amin, 2005). The researcher ensured content validity of the said instrument by ensuring that the questions in the Self-administered Questionnaires (SAQs) really conformed

to the study's conceptual framework. Hence the instrument was concerned with the entire variables, which were; the independent variable (teachers' professionalism) and those in dependent variable (student's academic performance). The criteria to be used in carrying out this research will be the face validity a form of external validity. The researcher also meet some researching students who were at the same level of study as the researcher, they read through the instrument and made possible corrections. The prepared questionnaire will be given to the supervisor, who will scrutinize the instrument. The supervisor will ask questions on items not well related to the problems under investigation and could possibly answer the research question and attained the stated objectives given in the previous chapter of the work. All these were to ensure face and content validity of the instrument, so as to ensure that the data collected was very necessary in answering the research questions.

Face Validity

This present a convincing physical picture of the instruments, so as to make the readers or experts know that the instrument respect the facial scientific norms, and is appropriate for data collection in the study. The facial look of the two instruments constituted the various parts which are; introduction, items and acknowledgement. To ensure face validity, the instrument was presented to some experts in the department who gave their own views and it was finally presented to the supervisor who removed some parts and added some to make it fit for the purpose.

Content Validity

Content Validity was aimed at evaluating whether the subject matter was clear and relevant in generating meaningful data. Validity also determine whether the respondents perceived the questions in the way the researcher intended. To validate the instrument, the researcher gave the instruments to some persons in the field of education and to her supervisor for cross examination and scrutiny. As a results, some items were dropped, some rephrased and some retained respectively. All of these were done to avoid ambiguity and to ensure respondents answer with ease. After operationalization of the variables, the researcher identified the indicators from where she constructed the instruments. It was then handed to the supervisor to examine the validity of the content which is referred to as Content Validity.

RELIABILITY OF THE INSTRUMENT

Reliability is the ability of a measuring instrument to measure the concept in a consistent manner. Reliability is testing the consistency of an instrument that is, ensuring that the

instrument can give the same result after test or pretest, Perry 2008. Test-retest was used, the instrument was administered to form four and lower sixth students that were not part of the sample and it gave the same results. The results are consistent thus establishing the reliability of the instrument.

Administration of the instrument

After full confirmation of the questionnaire by the supervisor, the researcher visited the sample population to administer the 300 questionnaire the researcher collected clearance from the head of Department of Curriculum and Evaluation of the University of Yaoundé 1, to which the researcher belonged. This document permitted the researcher to collect data from the population concerned. With the use of this clearance, the researcher personally went to the principals of the eight schools. He presented himself as well as the research permit.

DATA COLLECTION PROCEDURE

A self -administered criterion was used. The questionnaire were distributed and instructions emphasized on how the questions will be answered. Participants were guided if need arises or understood a question at any time. At the end the questionnaires were collected and checked for completeness. A total of 300 were administered. The information gotten was trust worthy since it was obtained directly from the field without secondary aid.

Descriptive statistical tools such as percentages were used to analyze data and results presented by using frequency distributions tables, bar charts and pie charts for easy interpretation.

Dependable variable

This refers to the variable that depends on other factors that are measured. Students' Academic performance is the dependent variable of this study which depends on other team activities in an institution like teacher's professionalism.

Independent variable

The Independent variable is unaffected and stable and does not depend on other variables.

Teacher's professionalism is the independent variable in this study. The unchanged variable and will affect the survival of the independent positively or negatively. From it, the working variables for this study were derived which include:

- Teacher's Personality

- Teacher's Communication skills
- Teacher's Managerial skills
- Teacher's Knowledge

Table 3: Recapitulative table of variables (synoptic table for variables)

	Specific hypothesis	Independent variable	Dependent variable	Modalities	Measuring	Statistical tool
	Teacher's personality has a significant relationship on students' academic performance	Teachers professionalism	Students performance	Teachers are organize and self-discipline	Questionnaire and observations	Paerson's correlation
	Teachers communication skills has a significance on students' academic performance	Teachers professionalism	Students performance	Generate information through the use of spoken language	Questionnaire and observations	Paerson's correlation
	Teacher's knowledge has a significant relationship on student's academic performance	Teachers professionalism	Students performance	Teachers have a mastery of the subject matter	Questionnaire and observations	Paerson's correlation
	Teacher's managerial skills has a significant relationship on students' academic performance	Teachers professionalism	Students performance	Teachers knows how to organize their lessons based on the students they teach	Questionnaire and observations	Paerson's correlation

Source researcher: (2021

CONTEXTUAL ANALYSIS

According to Beyer and Holtzblatt (1998), contextual analysis consists of user work activity data interpretation, consolidation and communication. After using contextual inquiry to observe teachers about the nature of their work in context and collected corresponding contextual data to understand the work domain. Contextual analysis is the systematic analysis, identification, sorting, organization, interpretation, consolidation, and communication of the contextual user work activity data gathered in contextual inquiry, for purpose of understanding the work context for new system to be designed. The interpretation of this raw work activity data will be accomplished through building a flow model.

DATA ANALYSIS PROCEDURE

When the data was collected from the field, there was need to prepare the data for meaningful analysis. By so doing the researcher performed the following functions on the data.

ORGANIZATION AND CODING OF DATA ON QUESTIONNAIRE

The researcher took some time out to verify if all the items brought back from the field on the questionnaire were appropriately filled out. Codes were them assigned to the various response options.

Computing the Data

The codes corresponding to the responses were keyed into data view of version 20.0 of

Statistical Package for Social Sciences (SPSS). Elements of variable viewed were also entered,

Correcting errors in the Coding

After data was entered into the data editing window and variables in the variable view window, mistakes are usually inevitable in keying in data, the researcher revisited these two windows to ensure that they were appropriately filled out. Identified errors were corrected.

METHOD OF DATA ANALYSIS

De Vos (1998) states that the purpose of descriptive statistics is to reduce data into an intelligible and interpretable form so that the relations of the research problem can be studied, tested and conclusions drawn. The descriptive statistic method were used to analyze the data obtained from the field where percentages, tables and charts (scatterplot), regression and correlation were used to analyze the data collected from the field. This was aimed at simplifying the understanding of what was collected by the researcher. Therefore, the descriptive statistics

considered appropriate for this study were tables, percentages and frequencies. The descriptive statistics were used in order to give a pictorial image of the data collected and analyzed. Statistical Package for Social sciences (SPSS) version was used, within which the descriptive statistics were used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Introduction

This chapter presents the analysis and interpretation of the data gathering from the questionnaires for both students. The summary of the data has been presented with the use of tables with frequencies and percentages that incorporates the use of the Statistical Package for

Social Science (SPSS) with the Pearson product moment correlation test on each hypothesis

FREQUENCY TABLE ON DEMOGRAPHIC INFORMATION

Table 4: sex distribution of correspondent

Gender	Frequency	Percent
Male	137	49.1
female	142	50.9
Total	279	100.0

The table above shows the sex distribution of correspondents of both male and female. The female respondent were greater than the male respondents with a percentage rate of 50.9% and male 49.1%. Out of 279 correspondents, 142 were female while 137 were male. Table 6: Age distribution of correspondents.

Table 5: Age distribution of correspondents

Age	Frequency	Percent
10-15	146	52.3
15-20	133	47.7
Total	279	100.0

According to the above table, the study mostly targeted English Language students of form four and Lower sixth. The age group from 10-15 years carried the greater percentage of age distribution with 52.3%, while the age group from 15 and above carried 47.7% of the study. Out of 279 students, 146 were between 10-15 years and 133 were between 15-20years. This

indicated that the researcher was mostly dealing with students that knows little about student teacher relationship.

Table 6: Frequency based on name of school

School	Frequency	Percent
GBHS EKOUNO	33	11.8
GBTC EMMANA	33	11.8
GBHS ESSOS	49	17.6
GBHS ETOUG EGBE	27	9.7
GBHS MENDONG	36	12.9
GBHS MIMBOMAN	44	15.8
GTBC NKOLBISON	24	8.6
LBA	33	11.8
Total	**279**	**100.0**

The researcher decided to use eight schools in carrying out the research. Due to the fact that all the were not return, the researcher got 33 from GBHS EKOUNO representing 11.8%, GBTC EMMANA 33 questionnaires were return with a percentage rate of 11.8%, GBHS ESSOS 49 respondents with 17.6%, GBHS ETOUG EBE 27 correspondent representing 9.7%, GBHS MENDONG 36 respondents carrying 12.9%. GBHS MIMBOMAN with 44 correspondents representing 15.8% of the accessible population. While GTBC NKOLBISON had 24 correspondents with 8.6% and LBA 33 correspondents representing 11.8%. Table 8: Frequency based on class

Table 7: Frequency based on class

Class	Frequency	Percent
FORM 4	156	55.9
LOWERSIXTH	123	44.1
Total	279	100.0

The table above reveals that the data collected was from English Language students of Form 4 and Lower sixth students. The form four students carried the lion's share of the correspondent with 156 correspondents out of 279 representing 55.9% of the total population as compared to lower sixth students with 123 correspondents representing the lower share with 44.1%.

Table 8: Students Respondents view on Teacher's Personality

No.	Item	SA		A		DA		SD			
		f	%	f	%	f	%	f	%	M	SD
1.	Are your teachers dependable, organized and self –disciplined	78	28.0	159	57.0	28	10.0	14	5.0	1.92	.759
2.	Emotional stability: calm, secure, happy, unworried	77	27.6	156	55.9	40	14.3	6	2.2	1.91	.706
3.	Agreeable: co-operative, worm caring, good natured and trusting	99	35.5	132	47.3	41	14.7	7	2.5	1.84	.761
4.	Openness to experience: curious, intellectual, creative	95	34.1	143	51.3	36	12.9	5	1.8	1.82	.716
5.	Extravert: sociable, outgoing and talkative	105	37.6	115	41.2	45	16.1	14	5.0	1.89	.853
	GRAND MEAN	9.38									
	SD	3.795									

The above table represents the respondent view of teacher's personality. The first item which was to determine if teachers are dependable, organized and self- discipline had 78 with 28% strongly agree, 159 carrying 57% agree, 28 disagree 10% and 14 strongly disagree 5.0%.

The second question was to determine the emotional stability of the teacher's if they are calm, secure and happy 77 students stood for strongly agree, with a percentage rate of 27.6%, 156 stood for agree with 57%, 40 disagreed while 6 strongly disagreed. Item 3 determine if teachers are Agreeable: co-operative, worm caring, good natured and trusting. 99 students answered

strongly agree, 132 agree, 41 disagree, and 7 strongly disagree. The fourth item was to inquire if teachers are open to experience: curious, intellectual, creative, 95 strongly agree, 143 agree, 36 disagree and 5 strongly disagree. The last item was looking at teacher's character, Extravert: sociable, outgoing and talkative, 105 strongly agreed, 115 agree, 45 disagree and 14 strongly disagree. The Mean of students respondents view on teacher's personality stands at 9.38 zhile the Standard Deviation is 3.795.

Table 9: Students Respondents view on Teacher's Managerial Skills

No.	Item	SA		A		DA		SD			
		f	%	f	%	f	%	f	%	M	SD
1	Teachers are thoroughly knowledgeable in their subjects	83	29.7	155	55.6	34	12.2	7	2.5	1.87	.711
2	Teachers knows how to tailor their lessons based on the students they teach	96	34.4	135	48.4	40	14.3	8	2.9	1.86	.764
3	Teachers know how to manage the time in their classes	94	33.7	120	43.0	48	17.2	17	6.1	1.96	.868
4	Adopt a positive attitude, which becomes easy to command authority	93	33.3	125	44.8	48	17.2	13	4.7	1.93	.830
5	Teachers who manage their class well have immense patience	80	28.7	157	56.3	31	11.1	11	3.9	1.90	.740
	GRAND MEAN	9.52									
	SD	3.913									

The table above contains respondents view on teacher's managerial skills. The first item looked at teachers knowledge base on their subject matter,83 students responded strongly agree, 155 agree, 34 disagree and 7 strongly disagree. Item 2 described Teachers knows how to tailor their lessons based on the students they teach, 96 strongly agree, 135 agree, 40 disagree and 8 strongly disagree. In the third item, students gave their different views if teachers adopt a positive attitude, which becomes easy to command authority, 93 strongly agree, 125 agree, 48 disagree and 13 strongly disagree. In the fourth item on teachers know how to manage their time in class, 94 strongly agree, 120 agree, 48 disagree and 17 strongly disagree. The last item in this section to determine teacher's managerial skills was to know whether Teachers who manage their class well have immense patience, 80 strongly agree, 157 agree, 31 disagree, and

11 strongly disagree. The total Mean of respondents is 9.52 while the Standard Deviation is 3.913.

Table 10: Students Respondents view on Teacher's knowledge

No.	Item	SA		A		DA		SD			
		f	%	f	%	f	%	f	%	M	SD
1	Teachers have a mastery of the subject matter	84	30.1	159	57.0	29	10.4	7	2.5	1.85	.697
2	Teachers have proficiency in teaching strategies and disciplinary techniques	113	40.5	128	45.9	30	10.8	8	2.9	1.76	.756
3	Teachers care about the academic well- being of the students	94	33.7	141	50.5	41	14.7	3	1.1	1.83	.707
4	Teachers present their lesson plan in a way that is fresh, meaningful and compelling	96	34.4	128	45.9	43	15.4	12	4.3	1.90	.814
5	Teachers devise interesting lesson plans, assignments, tests and incentives for learning	100	35.8	143	51.3	32	11.5	4	1.4	1.78	.697
	GRAND MEAN	9.12									
	SD	3.671									

Table 11 above is showing students responses on teacher's knowledge as a predictor of students' academic performance. Gatherings from the first item shows that 84 students strongly agree, 159 agree, 29 students disagree and 7 students strongly disagree that teachers have a mastery of the subject matter. The second item talks on teachers having proficiency in teaching strategies and disciplinary techniques, 113 strongly agree, 128 agree, 30 disagree and 8 strongly disagree. Item three was to determine if Teachers care about the academic well- being of the

students, 94 strongly agree, 141 agree, 41 disagree and 3 strongly disagree. Moreover item 4 was to find out if teachers present their lesson plan in a way that is fresh, meaningful and compelling, 96 strongly agree, 128 agree, 43 disagree and 21 strongly disagree. On item 5 the researcher ask if teachers devise interesting lesson plans, assignments, tests and incentives for learning , 100 strongly agree, 143 agree , 32 disagree and 4 strongly disagree. The grand Mean of all the respondents is 9.12 while the Standard Deviation is 3.671.

Table 11: Students Respondents view on Teacher's Communication Skills

No.	Item	SA		A		DA		SD			
		f	%	f	%	f	%	f	%	M	SD
1	Bring ideas and information through the use of written language	66	23.7	166	59.5	43	15.4	4	1.4	1.95	.668
2	Bring ideas and information through the use of imagery	76	27.2	134	48.0	52	18.6	17	6.1	2.04	.839
3	Bring ideas and information through the use of spoken language	85	30.5	138	49.5	44	15.8	12	4.3	1.94	.796
4	Communicate effectively by summarizing what you hear in your own words in order to confirm understanding of all parties	94	33.7	133	47.7	44	15.8	8	2.9	1.88	.772
5	Communicate effectively in different contexts, including situations, persons and environment	95	34.1	132	47.3	44	15.8	8	2.9	1.887	.774
	GRAND MEAN	9.68									
	SD	3.849									

From the table above, we can observe that it represents the respondent view on teacher's communication skills as a predictor of students' academic performance. Item one talks on how teachers brings ideas and information through the use of written language, 66 strongly agree, 166 agree, 43 disagree and 4 strongly disagree. Furthermore, item 2 determines if teachers bring ideas and information through the use of imagery, 76 strongly agree, 143 agree, 52 disagree and 17 strongly disagree. More so, item three was to check if teachers bring ideas and information through the use of spoken language, 85 strongly agree, 135 agree, 44 disagree and 12 strongly disagree. The fourth item looked at if teachers Communicate effectively by summarizing what you hear in your own words in order to confirm understanding of all parties, 94 strongly agree, 133 agree, 44 disagree and 8 strongly disagree. Lastly item five was to determine how teachers communicate effectively in different contexts, including situations, persons and environment 95 strongly agree, 132 agree, 44 disagree and 12 strongly disagree. The total Mean of the respondents stands at 9.68 and the Standard Deviation stands at 3.849.

CORRELATION ANALYSIS

To test the previously established hypotheses with the help of a simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of relationship between the separate IVs and the DV. Therefore, in first instance the researchers have produced scatterplots of the relationships between the different IVs, namely, Teacher's Personality, Teacher's knowledge, teacher's managerial skills, teacher's communication skills, towards student's academic performance. Looking at the scatterplots (see Appendix xx), it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 12: Correlations among variables

	Teacher's Personality	Teacher's managerial skills	Teacher's Knowledge	Teacher's Communication Skills	Students' academic performance
Teacher's Personality					
Teacher's Managerial Skills	.359**				
Teacher's Knowledge	.291**	.370**			
Teacher's Communication	.204**	.328**	.376**		

Skills					
Students' academic performance	.	.186**	.155**	.233**	
Mean	1.8767	1.9047	1.8251	1.9348	1.8330
Standard Deviation	.41134	. .40988	.40653	.40983	.41525
N	279	279	279	279	279
**. Correlation is significant at the 0.01 level (2-tailed).					

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in the Table above. Outcomes show that Teacher's Personality, Teachers Managerial skills, Teachers Communication skills, and Teachers

Knowledge are significantly correlated with students' academic performance. However, Teachers Personality have a positive non- significant correlation with students' academic performance.

Concerning the strength of relationship, the IVs of Teacher's Personality and Teacher's

Managerial skills, (Pearson's r (279) = .359, p < .01), Teacher's personality, and Teacher's Knowledge (Pearson's r (279) = .291, p < .01),Teacher's Personality and Teacher's communication skills (Pearson's r (279) = .204, p < .01), Teacher's managerial skills, and

Teacher's knowledge (Pearson's r (279) = .370, p < .01), Teacher's managerial skills, and

Teacher's communication skills (Pearson's r (279) = .328, p < .01), Teacher's knowledge , and Teacher's communication skills (Pearson's r (279) = .376, p < .01. Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since Teacher's Professionalism is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of students 'academic performance, when all the other variables have been taken into account, a standard simple regression was performed. Students' academic performance was the dependent variable and Teacher's Personality (TP), Teacher's Managerial skills (TMS), Teacher's Knowledge (TK), and Teacher's Communication Skills (TCS) were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.3 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations (r > 0.9) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases and such cases are considered outliers.

Mahalanobis distance is evaluated using chi square distribution. "Mahalanobis distance is distributed as a chi-square ($X2$) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical $X2$ value of the number of degrees of freedom of the independent variables are compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical $X2$ is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical $X2$ values which researchers can compare their Mahalanobis distance values with. The data cases of the study were compared with this critical $X2$ value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) were detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardized Residuals. The Normality Probability Plot produced a fairly straight diagonal plot which indicated that the points did not deviate from normality. Again, the scatterplot

produced a rectangular shaped distribution of the residuals with most points concentrated around the zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Case wise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardized residuals and that in a normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases are having effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Casewise Diagnostics produced a case with standardized residual above 3 (in this case it was 6.576), the Cook's distance produced a maximum value of 0.49.

Thus, though the standardized residual is above 3, the maximum Cook's distance value was less than 1 and therefore this case can be included in the regression.

The standard regression with each of the four independent predictors (TP, TMS, TK and TCS) to predict students 'academic performance were used to verify each of the research hypotheses. The adjusted R2 was reported because Tabachnick and Fidell (2007) recommended that the

Rsquare tends to overestimate its true value in the population when sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of Hypotheses

Ho1: Teacher's Personality has no statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p=.05. Regression was carried out to ascertain the extent to which Teacher's personality scores predict students' academic performance scores.

Table 13: Model Summary of Teacher's Personality as a predictor of students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.080a	.006	.003	.41466

The scatterplot showed that there was a strong positive linear relationship between Teacher's Personality and student academic performance scores, which was confirmed with a Pearson's correlation coefficient of r = .186. The regression model predicted 3.9% of the variance. The model was a good fit for the data (F (1, 301) = 12.219, p < .001).

a. Predictors: (Constant), TP

Table 14: ANOVAa of Teacher's Personality and students' academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.309	1	.309	1.799	.181b
	Residual	47.627	277	.172		
	Total	47.937	278			

The regression results showed a significant relationship between Teacher's Personality and students' academic performance scores (t = 3.496, p < 0.001). The slope coefficient for

Teacher's Personality was .172 so students' academic performance increases by a factor of .198 for each professional development.

Table 15: Coefficients of Teacher's Personality and Students academic performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.681	.116		14.471	.000
	TP	.081	.060	.080	1.341	.181

The next table is the F test. The linear regression F test has the null hypothesis that there is no statistically significant effect of Teacher's Personality on students' academic performance, in other words $R^2 = 0$, with $F_{(1, 301)} = 12.219$, p= .000, the test is highly significant, thus we can assume that there is a statistically significant effect of teacher's personality on students' academic performance in our model.

Ho2: Teacher's Managerial skills has no statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p=.05.

Here, also, regression was carried out to ascertain the extent to which Teacher's Managerial skill scores predict students' academic performance scores.

Table 16: Model Summary of Teacher's Managerial skills as a predictor of Students academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.186a	.035	.031	.40875

a. Predictors: (Constant), TMS

The scatterplot showed that there was a strong positive linear relationship between Teacher's

Managerial skills and students' academic performance scores, which was confirmed with a Pearson's correlation coefficient of r = 167. The regression model predicted 1.8% of the variance in students' academic performance. The model was a good fit for the data (F (1, 301) = 5.404, p < .05).

Table 17: ANOVAa of Teacher's Managerial skills as a predictor of Student academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.657	1	1.657	9.918	.002b
	Residual	46.280	277	.167		
	Total	47.937	278			

Dependent Variable: SP

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of teacher's managerial skills on students' academic Performance, in other words R2= 0, with F (1, 301) = 5.404, p= .000, the test is highly significant, thus we can assume that there is a statistically significant effect of Teacher's managerial skills and students' academic performance in our model.

Predictors: (Constant), TMS

Table 18: Coefficients of Teacher's Managerial Skills as a predictor of students' academic performance.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.474	.117		12.652	.000
	TMS	.188	.060	.186	3.149	.002

a. Dependent Variable: SP

The regression results showed a significant relationship between Teacher's Managerial skills and students' academic performance scores (t = 2.325, p < 0.05). The slope coefficient for teacher's managerial kills was .186 so students' academic performance increases by a factor of .186.

Ho3: Teacher's knowledge has no statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p=.05.

Simple linear regression was equally conducted to ascertain the extent to which teacher's knowledge scores predict students' academic performance scores.

Table 19: Model Summary of Teacher's Knowledge as a predictor of students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155a	.024	.021	.41095

a. Predictors: (Constant), TK

Table 20: ANOVAa of Teacher's Knowledge as a predictor of Students' academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.156	1	1.156	6.848	.009b
	Residual	46.780	277	.169		
	Total	47.937	278			

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of principal's controlling functions on students' academic performance, in other words R2= 0, with F (1, 301) = 41.613, p= .000, the test is highly significant, thus we can assume that there is a statistically significant effect of teacher's knowledge on students' academic performance in our model.

Dependent Variable: SP

Predictors: (Constant), TK

Table 21: Coefficients of Teacher's knowledge as a predictor of students' academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.543	.113		13.616	.000
	TK	.159	.061	.155	2.617	.009

a. Dependent Variable: SP

The regression equation showed a significant relationship between Teacher's Knowledge and Students' academic performance scores (t = 6.451, p < 0.000). The slope coefficient for teacher's professionalism was .155 so Students' academic performance increases by a factor of 155.

Ho4: Teacher's Communication Skills has no statistically significant influence on student's academic performance in some government secondary schools in the Mfoundi division at p=.05.

Simple linear regression was equally conducted to ascertain the extent to which teacher's professionalism scores predict student's academic performance.

Table 22: Model Summary of Teacher's Communication Skills as a predictor of students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233a	.054	.051	.40460

Predictors: (Constant), TCS

Dependent Variable: SP

The scatterplot showed that there was a strong positive linear relationship between Teacher's communication Skills and Students' academic performance scores, which was confirmed with a Pearson's correlation coefficient of r = .300. The regression model predicted only 1% of the variance in students' academic performance. The model was a good fit for the data (F (1, 301) = 3.060, p < .05).

Table 23: ANOVAa of Teacher's Communication skills as a predictor of students' academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.591	1	2.591	15.831	.000b
	Residual	45.345	277	.164		
	Total	47.937	278			

Dependent Variable: SP

Predictors: (Constant), TCS

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of Teacher's Communication Skills on Students' academic performance, in other words R2= 0, with F (1, 301) = 2.591, p= . 000, p>.05 the test is highly significant, thus we keep the alternative hypothesis that there is a statistically significant effect of Teacher's Communication Skills on Students' academic performance in our model.

Table 24: Coefficients of Teacher's Communication Skills as a predictor of students' academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.377	.117		11.761	.000
	TCS	.236	.059	.233	3.979	.000

Dependent Variable: SP

During observation in the classroom, the researcher discovered that in some classes, there was direct contact with students, interaction between the teacher and the students. Fun filled class making the lesson interesting, the teacher was disciplined. Students are not corrected when they go wrong, that is using past tense in explaining literature instead of the present simple tense. One thing I notice about the teacher was giving moral lesson to the student's after each lesson and verifying the student's books to see if what they have written is correct and lastly giving assignment to students at the end of the class. In form four a class size of 55 students. 11 students failed to do their assignment and the teacher punished the students by kneeling for failing to do their assignment. There was a two way interaction between the students and the teacher, students failing to master their past lessons as they went back to refer from their books when the teacher asked them questions. Those in the front were very active in class while those behind are very passive.

The researcher observed good interaction between the student and the teacher, both the teacher and the students were disciplined, the CBA approach followed. There was fun filled class between the teacher and the students which made the teaching and learning process very interesting. There was collective participation in the class room as both the teacher and the

students participated during learning. One thing I observed in class that got my attention was the student's boldness and confidence in their answers as they could back up their answers with facts and examples. The class size of about a hundred students and the teacher managed the class room perfectly, he moved around the class and he checked student's notebooks to see if they were copying notes and effectively managed the chalk board and time management. The teacher used negative reinforcement to end and unwanted behavior by punishing students. Students were strongly in collaboration with the teacher and the class was fun filled which made the learning process interesting. The students were disciplined in copying notes and the teacher has a positive attitude towards the students and also time conscious.

Summary of the results

The analysis of the collected data revealed that all the four hypotheses used in this study are statistically significant, hence:

Teacher's Personality has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05.

Teacher's Managerial Skills has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05.

Teacher's Knowledge has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05.

Teacher's Communication Skills has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

Introduction

In this chapter, the findings of the study are discussed after which recommendations and conclusions are drawn. The summary, discussion, conclusion and recommendations are based on information and research findings obtained from data analysis as presented in the previous chapter.it also create a link between what the set study set out to do and what it succeeded in doing. The findings obtained from data analysis make a direct contribution to knowledge.

Highlights for further research, based on research findings have been given.

HYPOTHESIS ONE

From the first objective of the study, the researcher derived the first research hypothesis. The hypothesis stated that, "Teacher's Personality has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05." The researcher verified this hypothesis by using Pearson's Product Moment Correlation Coefficient technique based on certain conditions that described the data. The results indicated that the teacher's personality and students' academic performance were significantly correlated. This relationship was seen to be significant because, it is well sig of

0.05. This means that teacher's personality have a positive effect on students' academic performance. Therefore, the null hypothesis which stated that, "teacher's personality has an effect on students' academic performance" was rejected and the alternative hypothesis accepted. Majority of the students confirmed that the teacher's personality is very vital in their lives as it predicts their academic performance. However, there were few students whose revelations disagreed with the teacher's personality and not living in line with the core values of the teachers code. Concerning the first objective, the researcher found out that that the greater majority of the respondents proved that their teachers are really having a good relationship with them. This is because out of the 279 responses a greater portion of 229 proved that their teachers have a good character giving a total percentage of 85% while a lesser portion of the respondents disagreed with a total of 50, giving a total of 15%. Therefore on the average

% of measures of teacher's personality on Students' Academic Performance it proves that teacher's personality has a positive significant effect on students' academic performance. The results of the current study were referenced with other studies done by other scholars. (Kheruniah, 2013) indicate in his research study that teacher personality has significant contribution to student's academic achievement. He further stated that there is significance corelation of student's academics and teacher personality competency. The finding of the study is also indicating that different aspects of teacher's professional attitude such as personality, knowledge, communication and managerial skills greatly influence the students' academics as well as their other routine affairs (Mohammad, et al., 2011). The present study was supported by the research study conducted by (Chelo, 2009) by indicating that effective teaching is not an easy task. It is complex and difficult by nature. Effective teaching need a lot of time, good professional skills and personal skills to be gain inside and outside from the classroom. Content knowledge, good planning, clear goals and objectives, good communication, good classroom management and organization, are all the necessary factors for effective teaching.

HYPOTHESIS TWO

Based on research hypothesis two, Teacher's Managerial Skills has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05. it is clear that from the average % of measures of teacher's managerial skills on Students' Academic Performance, a lion share of 85.3% respondents agreed that their teachers are professionals in managerial skills which has a significant positive relationship to the students 'academic performance and just a hand full of 14.7% were against the fact their teachers are not professionals. For the purpose of this research study and from the researchers analysis, the researcher saw that out of the 272 responses from the students, 240 students responded in favor of the research hypothesis 2(the alternative hypothesis) while 39 responses were unfavorable. Therefore the researcher concluded here that the teacher's managerial skills has a significant positive relationship to their academic performance. Teachers with good management skills can easily satisfy the students. Bob Kizlik (2014) suggested the following as effective classroom management.

- Know what you want and what you don't want.
- Show and tell your students what you want.
- When you get what you want, acknowledge (not praise) it.
- When you get something else, act quickly and appropriately.

Teaching is considered as a very easy task and a very great number of people involve in this profession. Similarly, a very little number of teachers are satisfied with their profession. The main barrier which create hurdle for teachers in the way of successful teaching is classroom management. Managerial skills of teachers do not only influence the academic success of the students but it has great impact on the overall promotion of the institution (Robert et al., 2003).Teaching is one of the most underestimated professions in the world. Majority of people consider that no special skills are needed for effectiveness of this profession, but the fact is it is very difficult to face and handle a classroom full of students. For effective teaching, it is not enough to have a good command on the concerned subject. A good teacher is basically needed to maintain the routine discipline of the class (Okeley, 2010).The author further stated that being a good teacher, it is necessary for you to possess the following classroom management skills.

- Authority
- Knowledge
- Individualization 4. Time-management
- 5. Patience.   Hypothesis Three

Teacher's Knowledge has a statistically significant influence on students 'academic performance in some government secondary schools in the Mfoundi division at p= .05. this objective revealed from students responses that on an average % of measures of the effects of teacher's knowledge on the academic performance of students, a greater majority of the students gave favorable responses to the questions that were asked to them, a total contribution of 87.1 % out of the 279 students who responded the questionnaire from the eight institutions as against just 12.9% of unfavorable responses gotten after analysis. Therefore students supported that there exist a strong positive correlation between teacher's knowledge and the academic performance of students in every school and they added that lack of teacher's knowledge on the subject matter and student's concentration plays a backward role on student's performance and significantly affects them negatively. Supported by the total number of 243 which were favorable responses and just 36 were unfavorable. Hypothesis four

Teacher's Communication Skills has a statistically significant influence on students' academic performance in some government secondary schools in the Mfoundi division at p= .05. Concerning the last objective, the researcher found out that that the greater majority of the respondents proved that their teachers are really having a good relationship with them. This is because out of the 279 responses a greater portion of 232 proved that their teachers have good

communication skills giving a total percentage of 75.2% while a lesser portion of the respondents disagreed with a total of 69, giving a total of 24.7%. Therefore on the average % of measures of teacher's communication skills on students' academic performance, it proves that teacher's communication skills has a positive significant effect on students' academic performance.

Conclusion

From the study findings and discussion the following conclusions are drawn. The conclusions are presented in line with the study research questions.

On the basis of findings, the researcher arrived at conclusion that Personality is key component or aspect of professional attitude of teacher having significant impact upon the student's academics. Students are considered a keen observer, observe the teacher from all aspects. Some teacher having such type of personality which motivates the students to adopt his/her personality similarly some teacher having such type of personality which remains the topic of comedy for students. It is necessary for teacher to adopt an impressive personality for motivating the students towards its adaptation in academics as well in routine life. Effectiveness of teaching depends upon six components that is appreciating and encouraging students, respect for student personality and equality, social interaction, professional enthusiasm and motivation, occupational or professional attitudes, and reflective interaction (Stronge, 2007). Improvement in competencies of teacher is either possible when a teacher properly planned for teaching, maintain class-room environment and maintain personality (Wilson, 2011). Professional attitude of a teacher during teaching in class-room can judged from his personality, familiarity, communication and management skills (Chek, &Pandey, 2016).Both personality of teacher and motivation of the students in academic activities have significant co-relation (Mohammad, Abraham, & Singh, 2011). Therefore, to improve and promote a student's study motivation and interest and discipline can be reached by the good quality of a teacher's personality skill (Kheruniah, 2013; Hirota, Anjos, Ferreira, & DeMarco, 2016).

Different teachers have different ways and methods of teaching, but it little is known about which teacher attributes greatly to knowledge base of the students. Teachers with good knowledge significantly influence the teaching and learning processes (Johannes et al., 2010). Different studies indicate that there is a significant relationship between teacher knowledge and students' achievement (Glewwe & Kremer 2006).The authors are also of the opinion that teachers with high qualification are always preferred by students and their parents. According

to Fehintola (2014), in a typical classroom setting, a professional teacher must demonstrate excellence attitudes in his teaching. It shows that teachers must put forth an attitude that will help to transform the learners' positively in the three domains of learning that is cognitive, affective and psychomotor areas. A professional teacher must demonstrate sound attitudes such as intelligence, neatness and desirable traits. Teacher professional development has influence on a lot of variables such as student motivation, teaching methodologies, communication skills, Organization of content and planning of lessons, students' participation during lessons, teacher confidence and knowledge of subject matter (Maende, 2012). Teachers with good knowledge significantly influence the teaching and learning processes (Johannes et al., 2010). Different studies indicate that there is a significant relationship between teacher knowledge and students achievement (Glewwe & Kremer 2006).The authors are also of the opinion that teachers with high qualification are always preferred by students and their parents.

- To facilitate students, teachers need to have good communication skills. Teaching does not depend on the technicality but it totally depends on the teaching methods and the communication pattern adopted by the teacher (Loss, 2000). It is researched that Effectiveness of teaching mainly depends upon the communication skills of a teacher. Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every segment of life. In this context, it is necessary to teach them communication skills at both the initial education level for the teaching work, and continually in the profession. Teaching is considered as a very easy task and a very great number of people involve in this profession. Similarly, a very little number of teachers are satisfied with their profession. The main barrier which create hurdle for teachers in the way of successful teaching is classroom management. Managerial skills of teachers do not only influence the academic success of the students but it has great impact on the overall promotion of the institution (Robert et al., 2003).Teaching is one of the most underestimated professions in the world. Majority of people consider that no special skills are needed for effectiveness of this profession, but the fact is it is very difficult to face and handle a classroom full of students. For effective teaching, it is not enough to have a good command on the concerned subject. A good teacher is basically needed to maintain the routine discipline of the class (Okeley, 2010).The author further stated that being a good teacher, it is necessary for you to possess the following classroom management skills.
- Authority
- Knowledge
- Individualization 4. Time-management

- 5. Patience.

RECOMMENDATIONS

To establish good communication between teachers and students, teachers are expected to be able to mingle with students by inviting students to joke and ask about students one by one so that students get comfortable and not feel afraid. Teachers are expected to carry out a lesson preparation program starting from identifying the material needed by schools and students, adjusting to the applicable curriculum, determining the material to be taught at each meeting and adjusting the time requirements from teaching to discussion time and student skills tests.

For student learning outcomes based on research, namely in the statement that students are proficient in acting according to the material they have learned, the teacher is expected to often do practical exercises for students in order to get students used to working on the subject matter.

Teachers are expected to be able to provide enthusiasm and motivation to students every time they teach about their hopes to be able to win class and enter favorite schools and famous universities so that these students can be more enthusiastic and motivated to be able to compete to be the best students so that they get maximum learning results. The researcher therefore recommends that, it is the role of every education stakeholder to develop and practice viable strategies to enhance good and effective teacher-student relationship.

Secondly, the use of modern teaching methods like discussion, debate and practical can enhance such relationship. Supportive interactions between teacher and students are important to students 'academic performance in general.

Also, Teachers, students, policy makers, parents, caregivers and school principals should try their best to establish supportive teacher programs in the learning contexts to enhance academic performance in government schools.

Furthermore, Policy makers should work hard to establish ways in educational settings to offer teachers the clearest information on how to establish and develop professional relationships with students in the school.

Finally, Efforts should be made by the teachers and care givers to instil the value and understanding of teacher-students 'relationships for enhanced students 'academic performance.

Attending, Seminars, workshops should be conducted to help both teachers and students on healthy teacher-students relationships and should be compulsory for teachers.

LIMITATION OF THE STUDY

The researcher encountered numerous problems which affected the smooth running of this work without which this work would have been of greater quality. The following are some of the limitations of this work: The first constraint was that of time. The time given to carry out this research in the field was too small to carryout effective research of this magnitude. For this reason, the researcher had to spend a lot time in the internet and library to get material for this work.

Furthermore, some respondents appeared to be reluctant in disclosing relevant information especially the students that some did not take it serious. Also, most of the administrative and the auxiliary staff of the schools complained of not having time to answer the questions while some were reluctant to give out information about how they function with their students.

Some members of the sample (form four and lower sixth) were already on break and the researcher had to wait for the day they were officially collecting their report cards to administer questionnaires.

Financial constraint cannot be forgotten. For instance, money was needed to facilitate access to data sources, material, transportation and internet time in order to accomplish this research. Also, the study needed printing and administering of questionnaires to respondents which required a lot of financial sacrifice which was difficult to obtain given the economic situation of the country.

SUGGESTION FOR FURTHER STUDIES

On the bases of finding out more on this researcher topic, the researcher suggest that this vary study could be done in future elsewhere by other researchers. For further researchers, it is expected that they seek and develop other factors that affect student learning outcomes such as compensation, training, discipline, ethics and developing variable indicators according to research subjects to be investigated further.

Researchers are expected to be able to pay attention to and compare journals and research that have been done before in order, the reason we recommend that others should proceed on a research on this vary topic is because it is a dynamic aspect and this could be done in many

intuitions to see the results and compare with the present study and as well to give a vast knowledge about the study which adds to existing literature.

APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

STUDENTS QUESTIONNAIRE

Dear Student,

I am KUSHI USHENI NYUYKI, a masters 2 student at the Faculty of Education of the

University of Yaoundé 1, Department of Curriculum and Evaluation, Specialized in

Curriculum Development. My research topic is "Teacher's Professionalism as a predictor of students' academic performance in selected secondary schools, Mfoundi Division Yaoundé". I plead to take some of your time to answer this questionnaire, whose main objectives is to investigate how teacher's professional attitude influence students' academic performance in selected secondary schools Mfoundi Division Yaoundé.

NB: your responses to this questionnaire shall be kept confidential and used for research purpose ONLY.

SECTION A: Socio demographic data

Tick the right box √

Gender: Male ☐ **Female** ☐

Age group: 10-15yrs ☐ **15-20yrs** ☐ **25-30yrs** ☐ **30yrs+** ☐

Name of the school ⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺

 Class: Form **4** ☐ **Lower sixth** ☐

   SD= Strongly Disagree   D= Disagree   A=Agree   SA=Strongly Agree.

SECTION B: The influence of Teacher's personality on students' performance

No	Items	SD	D	A	SA
1	Are your teachers dependable, organized and self -disciplined				
2	Emotional stability: calm, secure, happy, unworried				
3	Agreeable: co-operative, worm caring, good natured and trusting				
4	Openness to experience: curious, intellectual, creative				
5	Extravert: sociable, outgoing and talkative				

SECTION C: The influence of teacher's managerial skills on students' performance

No	Items	SD	D	A	SA
6	Teachers are totally knowledgeable in their subjects				
7	Teachers knows how to organize their lessons based on the students they teach				
8	Teachers know how to manage the time in their classes				
9	Adopt a positive attitude, which becomes easy to command authority				
10	Teachers who manage their class well have immense patience				

SECTION D: The influence of teacher's knowledge on student's performance

No	Items	SD	D	A	SA
11	Teachers have a mastery of the subject matter				

12	Teachers have proficiency in teaching strategies and corrective techniques				
13	Teachers care about the academic well- being of the students				
14	Teachers present their lesson plan in a way that is fresh, meaningful and compelling				
15	Teachers devise interesting lesson plans, assignments, tests and incentives for learning				

SECTION E: The influence of teacher's communication skills on students' performance

No	Items	SD	D	A	SA
16	Give rise to information through the use of written language				
17	Accomplish information through the use of imagery				
18	Generate information through the use of spoken language				
19	Communicate effectively by summarizing what you hear in your own words in order to confirm understanding of all parties				
20	Communicate effectively in different contexts, including situations, persons and environment				

THANK YOU FOR RESPONDING TO THIS QUESTIONAIRE

APPENDIX B: krejcie and morgan sample size table APPENDIX C:

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

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1a. CENTRE REGION IN CAMEROON

KEY
- Regional Capital
- International boundary
- Regional boundary
- Centre Region
- Water bodies

Nigeria

Maroua

Far North

Garoua

North

Chad

Ngaoundere

Adamawa

North West

Bamenda

Bafoussam West

South West

Center

Yaounde

Douala

Buea

Littoral

ATLANTIC OCEAN

Bertoua

East

Ebolowa

South

Equatorial Guinea

Gabon

Congo

Central African Republic

1b. MFOUNDI IN THE CENTRE REGION

KEY
- Centre Region
- Mfoundi Division

Mbam-et-Kim

Mbam-et-Inoubou

Haute-Sanaga

Lékié

Mèfou-et-Afamba Nyong-et-Mfoumou

Mfoundi

Nyong-et-kéllé

Mefou-et-Akono

Nyong-et-So'o

1c. YAOUNDE 6 COUNCIL

Yaounde 7

Yaounde 6

Yaounde 3

Mbankomo

KEY
- Rivers
- Roads
- Yaounde 6 council

e

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