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Teacher's Professional Development and Internal Efficiency in Cameroon: A case study of Some Primary Schools in Nyong and Mfoumou Division

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Abstract

This study examines the teacher's professional development and internal efficiency in state primary schools in the Nyong and Mfoumou Division. The problem arises from a rippling fall in the internal efficiency in primary schools perceived in low input and poor quality of in-service training. Teachers' interest is derelict during in-service training, they are not provided real-time ICT tools, and they lack curriculum knowledge and classroom leadership style. This study adopts the descriptive survey research design. The population was made up of primary school teachers in the division. Via a simple random sampling technique and the Krejcie and Morgan table, we employed a sample size of 115 participants. The data was collected using a close-ended questionnaire which was pre-tested and gave a coefficient value of .828. The information was analyzed via SPSS version 23.0. Both inferential and Descriptive statistics were used to analyze the data and the Spearman correlation index was used to test research hypotheses. The findings exhibited that poor teacher professional development in the division significantly impedes internal efficiency in the primary schools in the division. Based on the findings, we recommend that schools should organize professional training for teachers and the training should be focused on pedagogy, curriculum, and leadership.

Keywords: Teachers, Professional Development, School Efficiency

Introduction

Educators are facing increased pressure to improve teaching practices, implement individualized instructional approaches, and increase student learning and achievement outcomes. Effective professional development or in-service training is essential in order to address these complex goals. Effective professional development can affect teacher attitudes and skills positively leading to an increase in quality education (Joy, 2021). In school, professional development is an opportunity for teachers to collaborate and learn

from experts and peers despite spending a significant amount of their work time in a classroom separated from each other. Investing in yourself as an educator is the best way to ensure both professional growth for yourself and academic growth for your students. The demands of teaching are constantly evolving and it's up to you to keep up with the latest developments in the teaching field, (WUG, 2021)

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

Furthermore, teachers must analyze, reflect, and assess their teaching practices and the impact their instruction has on students so that they can adjust and improve their lessons. Most importantly, while remembering the numerous and compounded aforementioned challenges, teachers also motivate students to learn. Therefore, teachers develop powerful learning opportunities to develop the sophisticated teaching practice required for student learning (Darling-Hammond, 1998; Desimone, 2009). However, Hill (2007) states that professional development can enhance teaching and learning and teacher learning can lead to increased student performance. She presents the following general principles: Increasing the time invested pays off in terms of effects on teaching and learning. Content that focuses on subject-matter-specific instruction and student learning, including student work or assessment results, matters. Teachers' professional development should be aligned with and support the instructional goals, school improvement efforts, and curriculum materials in teachers' schools. Collective participation of entire schools and "active" learning lead to improved teaching and student outcomes. Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills.

Teaching abilities or aptitudes is the teacher's level or the best teaching stage a teacher can reach with the process of learners' transformation. Teaching ability come with training, experience and determination. When the teaching staff are empowered via in-service trainings that focus on the curriculum, pedagogy, evaluation, collaboration and

even leadership style, they improve on their task. The learners under them perform better in studies, they improve on the learners' lifestyle, averages, number promoted, and even in the future of the learners. In line with teachers' ability to improve learners' performance, Tendongmoh and Didimus (2023) indicate that it is the place of competent teachers to analyse learners' problems and then design adequate content to that effect. The up surging of in-service training is vital to activate and renovate teacher's knowledge in this regard. This brings to mind the hypothetical premise that teaching ability could be more effective if teachers are effectively empowered.

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

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

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

deploying new teachers and assessing learning outcomes. However, the education sector still faces many challenges particularly due to the many crises the country has faced in recent years. The current education sector plan is focused on improving access and equity, quality and relevance, as well as governance and management of the sector.

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

Review of Related Literature

Professional development (PD) is an area of ongoing interest in education. Earlier researchers have taken interest from different perspectives and geographical locations. According to Malik (2013), teacher training program has two aspects i.e. Pre–service and in–service teacher training programs. In the current scenario of promoting quality education, teachers training program has gained significant position. The major aim of such programs is to develop and ensures professionalism among teachers at all levels. According to (Vermund, 2014), professional development in primary schools take teacher learning seriously by providing seminars, problem-solving groups, and mini-courses that focus on student work, teacher reflection and inquiry, and skills development. Such schools also socialize teacher candidates into a culture of inquiry and collegiality. The professional development programs are focused on the pedagogy, the curriculum and classroom leadership styles.

Pedagogic Focus

Pedagogy is the act of teaching. It is vital skill that teachers leverage on to enable transmission of knowledge to learners. In professional development, teachers receive further training on teaching methods and evaluation. The focus on teaching style is about deliberate practice with the opportunity to apply feedback immediately for improved

performance. Teachers are able to maximize student achievement when they are supported by school and system leaders who give them time, the professional learning opportunities, and the respect that are essential for effective teaching (Reeves, et al. 2010). The main purpose of teaching at any level is to bring out a significant change in the learner (Tebabal & Kahssay, 2011). Most teachers today apply the learner-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007).

Just like in Cameroon, the Competences based approach (CBA) has become the new teaching strategy. It is being transferred to teachers via seminars and conferences. Transferring knowledge requires teachers to use the appropriate teaching method that best suits the learner and suit the objectives and desired outcomes. These teachers transfer knowledge using the recurrent methods depending on how frequent, effective, and impactful their in-service training is organized. In Cameroon seminars organized to empower teachers in teaching using new methods are very scarce. Sometimes not those teachers even attend the seminars. The seminars sometimes are organized mismatch with teachers' and learners' interest or difficulty. Some schools do not give teachers time, or motivation for in-service training. This result to the use of obsolete methods in teaching.

Curriculum Focus

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

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

in the content area. Ideally, the PD is aligned with school and district priorities, providing a coherence for teachers, as opposed to having PD compete with differing school and district priorities, (Maduabum, 1992).

Leadership Focus

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

Internal Efficiency

Internal efficiency is seen as the amount of learning achieved during the school age attendance, compared to the resources provided (Yang, 2014). The percentage of entering students who completed the course ‘‘as its measure. Thus, internal efficiency measures the performance of the education system by showing the proportion of pupils successfully completing the primary level of education without wastage. It addresses the question of how resources within the Educational sector are best allocated and used to attend stated objectives. It is concerned with obtaining the greatest educational outputs for any given level of spending. To determine internal efficiency in primary schools, we employ the improvement in educational performance that results from the last amount of funds spent on an educational activity like training of teachers, guying of new books among others.

Internal efficiency of any educational system is believed to have high co-relation with educational inputs, processes & outputs of the system. Sanothimi and Bhaktapur, (2001), think that the question of educational quality is also a question of internal efficiency in education system. Thus, internal efficiency and quality of the education system can be indicated by calculating the promotion rate, repetition rate & dropout rate, in all the classes. Furthermore, efficiency also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates (Yang, 2014).

Fullan & Mascall, (2000) evaluate the appropriateness of the important aspects of

teachers' in-service training including planning, content, presenters, days, duration, the location and the relationship between the development of professionalism in teaching with suitable aspects of in-service training. The study indicated a significant correlation between the aspects of planning, content and course presenter with higher levels of professionalism in teaching. The findings suggest that school management should align in-service training with actual teacher needs. According to Adeyemi and Adu (2012) teacher quality has significant relationship with the internal efficiency of primary schools. The best predictor of internal efficiency of most of the primary schools is teacher professional development.

Problem Statement

Many primary school teachers in Nyoung and Mfoumou division have constantly demonstrated variety of adverse behaviours in the school milieu. It is seen that many teachers lack real-time ICT skills, still remain in the traditional pedagogic method, their mastery of curriculum process is low and also they lack quality leadership abilities in classroom. These teachers mange to have pedagogic seminars once a year and personally do not make efforts for self-development. In most cases, the objectives of the in-service training programs are not usually articulated on pedagogy, classroom leadership, and curriculum. In most cases, teachers attend seminars without prior knowledge of what they will learn. Moreover, the pedagogic seminars are not organized based on the needs of the teachers. This implies that the seminars are more of a waste of time than an avenue for vital inputs to help teachers improve at work. Consequently, the pedagogic practices use in class are inappropriate, the curriculum is not well assimilated and the teachers lack current leadership skills to manage learners. This creates a poor quality output and poor internal efficiency in these primary schools. This critical observation is based on the researchers' years of effective teaching in and out of the division.

Research Objective

To examine the influence of teachers' professional development on internal efficiency in some primary schools in Nyong and Mfoumou Division of Cameroon.

Research Question

How does teachers' professional development on internal efficiency in some primary schools in Nyong and Mfoumou Division?

Research Hypothesis

Ha: There is a relationship between teachers' professional development and internal efficiency in some primary schools in Nyong and Mfoumou Division fo Cameroon.

Ho: There is no relationship between teachers' professional development and internal efficiency in some primary schools in Nyong and Mfoumou Division of Cameroon.

Methodology

This study adopts the descriptive survey research design. The population was made up of primary school teachers and head teachers in the division. With the help of a simple random sampling technique and the through the Krejcie and Morgan table, we used a sample size of 115 primary school teachers. The data was collected using 4 Points-Likert scale, close-ended questionnaire which was pre-tested on 10% of the sample from a private school. The value of Coefficient of Cronbach alpha for the questionnaire was .828. and fro validity, the questionnaire was validated by three experts in the relevant field. The questionnaire was rectified and made error-free after suggesting minor correction by experts. The information was analyzed via the Statistical Package for Social Sciences (SPSS) version 23.0. Both inferential and Descriptive statistics were used to analyze the data. The descriptive data was applied using tables and chats and the inferential statistics, the Spearman correlation index was used to test research hypotheses.

Findings and Discussions

Table 1: Pedagogic focus of teachers' in-service training on schools' internal Efficiency

S/N	Item	Decision	*F*	%
5	We were taught how to draw lesson plans in CBA during the training	A	69	60.0
		D	46	40.0
6	We learned how to bring real life situation to classroom	SA	42	36.5
		D	73	63.5
7	We learned how to use didactic materials for practice in CBA	SD	72	62.6
		SA	43	37.4
8	We learned how to evaluate students' competences	A	37	32.2
		D	78	67.8
9	We learned how to correct scripts	SA	2	1.7
		A	64	55.7
		D	49	42.6

Source: field data (2023).

Table 1 represents the pedagogic focus of the professional development of teachers

and their internal efficiency in teaching, according to the information presented on the table, 69 participants agreed that they were taught how to draw lesson plans in CBA, making 60 percent participation, meanwhile 46 participants disagree to the fact that they were schooled on how to draw a lesson plan in CBA, making a 40 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 1, representing the pedagogic focus of the professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 42 participants strongly agreed that they learned how to bring real-life situation to classroom, making 36.5 percent participation, meanwhile, 73 participants disagree to the fact that they were schooled on how to bring real-life situation to the classroom, making a 63.5 percent participation. These make up 115 sample sizes and a percentage participation of 100 percent in the study.

According to Table 1, the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 72 participants strongly disagreed that they learned how to use didactic material for practice during the training, making 62.1 percent participation, meanwhile 43 participants strongly agree to the fact that they were schooled on how to use didactic material during practice, making a 37.4 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study

According to Table 1 the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 37 participants agreed that they learned how to evaluate students' competencies during the training, making 32.2 percent participation, meanwhile 78 participants disagree to the fact that they were schooled on how to evaluate students' competences during the training, making a 67.8 percent participation. These make up 115 sample sizes and a percentage participation of 100 percent in the study.

According to Table 1 the pedagogic focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 2 participants strongly agreed that they learned how to correct scripts, making 1.7 percent participation, meanwhile 64 participants agreed to the fact that they were schooled on how to correct scripts in the training, making a 55.7 percent participation meanwhile 49 participants disagreed to the phrase that they learn how to correct scripts during the training, making a percentage participation of 42.6. These make up 115 sample sizes and a percentage participation of 100 percent in the study.

Table 2: Presentation of curriculum focus of teachers in-service training and internal efficiency

S/N	Item	Decision	*f*	%
10	We learned how to design a curriculum	SD	9	7.8
		D	24	20.9
		A	36	31.3
		SA	46	40.0
11	We learned how to extract courses from the programme	D	11	9.6
		A	69	60.0
		SA	35	30.4
12	We learned how to connect the curriculum to our environment	SA	1	.9
		D	15	13.0
		A	56	48.7
		SD	43	37.4
13	We learned how to calculate and fill marks	D	9	7.8
		A	30	26.1
		SA	76	66.1
14	We learned how to design our syllabus	A	34	29.6
		D	55	47.8
		SD	26	22.6
15	We learned how to design state of advancement	SD	21	18.3
		D	18	15.7
		A	58	50.4
		SA	18	15.7

Source: Field data (2023)

Table 2 representing the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 9 participants strongly disagreed that they were taught how to design a curriculum CBA, making 7.8 percent participation, meanwhile 24 participants disagree to the fact that they were schooled on how to design a curriculum in CBA, making a 20.9 percent participation. In addition, 36 participants agreed that they were taught how to draw a curriculum, making

a percentage participation of 31.3 and 46 participants strongly agreed that they were taught on how to draw a curriculum, making a percentage participation of 40.0. These make up 115 sample size and a percentage participation of 100 percent in the study.

Table 2 represents the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 11 participants disagreed that they were taught how to extract courses from the programme, making 9.6 percent participation, meanwhile 69 participants agree to the fact that they were schooled on how to extract course or lessons from the programme, making a 60 percent participation. In addition, 35 participants strongly agreed that they were taught how to extract courses from the programme, making a percentage participation of 30.4. These make up 115 sample size and a percentage participation of 100 percent in the study.

It also represents the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 1 participant strongly agreed that they were taught how to connect the curriculum to our environment, making 9 percent participation, meanwhile 15 participants disagree to the fact that they were schooled on how to connect the curriculum to our environment, making a 13.0 percent participation. In addition, 56 participants agreed that they were taught how to connect the curriculum to our environment, making a percentage participation of 48.7 and 43 participants strongly agreed that they were schooled on how to connect curriculum to the environment, making 37.4 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study.

Table 2 represents the curriculum focus of professional development of teachers and their efficiency, according to the information presented on the table, 9 participants disagreed that they were taught how to calculate and fill marks, making a 7.8 percent participation, meanwhile 30 participants agreed to the fact that they were schooled on how to calculate and fill marks, making a 26.1 percent participation. In addition, 76 participants agreed that they were taught how to calculate and fill marks, making a percentage participation of 66.1. These make up 115 sample size and a percentage participation of 100 percent in the study.

In Table 2 the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 34 participants agreed to the fact that they were taught how to design syllabus, making a 29.6 percent participation, meanwhile 55 participants disagreed to the fact that they were schooled on how to design syllabus, making a 47.8 percent participation. In addition, 26 participants strongly disagreed to the fact that they were taught how to design syllabus, making a percentage participation of 22.6. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 2 the curriculum focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 21

participants strongly disagreed to the fact that they were taught how to design state of advancement in teaching, making a 18.3 percent participation, meanwhile 18 participants disagreed to the fact that they were schooled on how to design state of advancement in teaching, making a 15.7 percent participation. In addition, 58 participants agreed to the fact that they were taught how to design state of advancement in teaching, making a percentage participation of 50.4 and 18 participants strongly agreed that they were schooled on how to determine their state of advancement in teaching. These make up 115 sample size and a percentage participation of 100 percent in the study.

Table 3: Presentation of Leadership Focus of teachers in service training and internal efficiency

S/N	Item	Decision	*f*	%
16	We learned how to motivate our learners	D	55	47.8
		SA	60	52.2
17	We learned how to advice our learners	D	8	7.0
		A	18	15.7
		SA	89	77.4
18	We learned how to control our class	A	63	54.8
		SA	52	45.2
19	We learned how to collaborate with our head teacher	A	44	38.3
		SA	71	61.7
20	We learned how to collaborate with other staff / teachers	D	18	15.7
		A	57	49.6
		SA	40	34.8
21	We learned how to lead learners around the campus	D	10	8.7
		A	35	30.4
		SA	70	60.9

Source: Field data (2023)

According to Table 3 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 55 participants disagreed to the fact that they were taught how to motivate their learners, making a 47.8 percent participation, meanwhile 60 participants strongly agreed to the fact

that they were schooled on how to motivate their learners, making a 52.2 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 3 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 8 participants disagreed to the fact that they were taught how to advice their learners, making a 15.7 percent participation, meanwhile 89 participants strongly agreed to the fact that they were schooled on how to advice their learners, making a 77.4 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 3 the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 63 participants agreed to the fact that they were taught how to control their classes, making a 54.8 percent participation, meanwhile 52 participants strongly agreed to the fact that they were schooled on how to control their classes, making a 45.2 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 3 representing the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 44 participants agreed to the fact that they were taught how to collaborate with our head teacher, making a 38.3 percent participation, meanwhile 71 participants strongly agreed to the fact that they were schooled on how to collaborate with our head teachers, making a 61,7 percent participation. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 3 representing the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 18 participants disagreed to the fact that they were taught how to collaborate with other teachers, making a 15.7 percent participation, meanwhile 57 participants agreed to the fact that they were schooled on how to collaborate with other teachers, making a 49.6 percent participation. Moreover, 40 participants strongly agreed that they were schooled on how to collaborate with other teachers, making a percentage of 34.8. These make up 115 sample size and a percentage participation of 100 percent in the study.

According to Table 4the leadership focus of professional development of teachers and their effectiveness in teaching, according to the information presented on the table, 10 participants disagreed to the fact that they were taught how to lead learners around the campus, making a 8.7 percent participation, meanwhile 35 participants agreed to the fact that they were schooled on how to lead learners around the campus, making a 30.4 percent participation. Moreover, 70 participants strongly agreed that they were schooled on how lead learners around the campus, making a percentage of 60.9. These make up 115 sample size and a percentage participation of 100 percent in the study.

Table 4: Recapitulation of results

Hypotheses	Alpha	Degree of significance	Correlation coefficient	Decision
RH_1	0.05	0.00	0.346**	H_a retained and H_o rejected
RH_2		0.008	0.245**	H_a retained and H_o rejected
RH_3		0.00	0.411**	H_a retained and H_o rejected

Source: Field data (2023)

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

Conclusion

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

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