

The Influence of Teaching Practice Assessment on the Effectiveness on Geography Teaching in English Speaking Secondary Schools in Anglophone Cameroon

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Abstract: Every educational system of any given country around the world depends largely on the quality of teacher education. For this quality to be realized, it is important to constantly monitor the stages (theoretical, teaching practice, research project) involved in the teacher education. This study sought to investigate the influence of Teaching Practice Assessment on the Effectiveness of Geography Teaching in English Speaking Secondary Schools in Anglophone Cameroon. It was carried out within the Menchum and Fako Divisions of the North West and South West regions of Cameroon. This research had as population size, some 1444 geography teachers and all their students drawn from all government secondary schools within these two regions. Teachers' sample population was gotten through the use of purposive sampling method while that of students was gotten through the use of simple random sampling. Respondents were expected to fill in closed ended questionnaire items. Data collected were reported using frequency tables and proportions while Logistic Regression Model was used to predict the effect level of influence of teaching practice assessment on geography teachers' teaching effectiveness. It was realized that teaching practice assessment had a predictive effect of 26.8% on teaching effectiveness. Based on the outcome of these findings, it can be said that no single factor bring about teaching effectiveness. However, bringing many factors together should guide towards bringing about effective teaching. From the above findings, it was recommended that more emphasis during teacher training should be laid on subject matter mastery by student-teachers. Also, some form of financial incentives should be given to student-teachers. Finally, a thorough screening exercise should be done in the selection of supervisors and cooperating teachers to ensure that only the most qualified are assigned to guide and supervise student-teachers.

Key points: Teaching Practice Assessment, Effectiveness of Geography Teaching, Speaking Secondary Schools in Anglophone Cameroon

INTRODUCTION

Teacher education is a vital component and foundation for economic competition and growth (Tang, 2015). For the goals of education to be achieved in a nation, the role of the teacher, the main actor in the teaching /learning process is very vital. This becomes a reality through effective teaching and pleasant learning as basic means to nurture productive citizens.

Teacher education is an important foundation of any educational system and teaching practice or practicum is a key component of the teacher training programme. It is through teacher education that the basis for good schools can be created because no educational system can rise above the quality of its teachers (Endeley, 2014).

Teaching practice constitutes a key component of any teacher training program. It should be the central pivot of the professional training (Gujjar, Naoreen, Saifi and Bajwa, 2010). Given the numerous demographic changes and evolving school instructional policies, many teachers experience an increasingly wide range of student learning differences regarding academic,

behavioural, physical, and cultural perspectives in their classrooms (Munthe & Rogne, 2015). This concern significantly requires teacher education that helps teachers become the innovators and researchers in education, laying the educational foundation for the continuous learning and the practical change in the workplace. This can only be realistic through a well-organized teaching practice programme (Brouwer & Korthagen, 2005).

Educational change such as shifts towards technologically rich teaching and learning process will only be successful through a concerted change effort in teacher education programs (Hughes, Gonzales-Dholakia, Wen, & Yoon, 2012).

It is very important to equip teachers with an education model that develops the pedagogical and psychological skills and supports them to effectively operate within the perspective of lifelong learning (Selmo & Orsenigo, 2014).

Teacher quality and educating high-quality teachers have emerged as the fundamental problems to be solved by nations since the correlation between education and economy is becoming more apparent, and the principal factor in student achievement is teacher quality (Cochran-Smith, 2008). Teacher quality has been a continual issue in the field of education (Wang, 2012). When measurement procedures are introduced into the education system to improve the quality of its teaching force, beginning teachers often need to keep themselves abreast with what constitutes a high-quality teaching (Goh & Wong, 2014).

If well-conceptualized and implemented, the teaching practice component of the teacher training programme will be able to bring about sustainability, rigor and resilience in the effective teaching and students sustainable learning process.

BACKGROUND

According to (Fagbulu, 1984, cited in Endeley, 2014), teaching practice is a kind of apprenticeship stage during which the student-teachers are sent out to schools to gain practical and professional experience by translating all the educational theories they have acquired or learnt during training into practice.

Before students are sent out for teaching practice by any teacher training university or college as the case may be, it is expected that the student teacher must have undergone or taken some courses on teacher education. It is after this that orientation on the exigencies within the practicing school is done before the student teachers are permitted to go out for teaching practice.

While in the field, there are expected to work with the school administration, cooperating and other teachers, students as well as a supervisor usually sent from the student's teacher training college. At the end of the practicing period, the cooperating teacher and supervisor are expected to submit an assessment report of the student teachers teaching performance.

The outcome of a well-organized and managed assessment process can significantly send feedback to the teacher training college as to the quality of teachers they are sending out to the society.

Worthy of note is the fact that the more standard and qualified teachers that are released into our schools, the better the training of our students thus consequently the better our society will do well.

Assessment of Teaching Practice and Teaching Effectiveness

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment

and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

There is substantial evidence that assessment is an integral part of teaching and learning and of education as a whole. It covers the learning process, often referred to as summative assessment, and generates meaningful feedback to the learning process, often referred to as formative assessment. Assessment therefore guides the entire process of teaching and learning by providing mutual feedback to learners and teachers in order to improve in their respective tasks. Assessment methods, tools and techniques used by teachers thus depend on the curriculum model being implemented, but all types of assessment place demanding requirements and challenges on teachers. While various researchers (McMillan, 2003; Hamidi, 2010; Alkharusi, 2007) argue that there is a variety of essential assessment concepts, principles, techniques, tools, strategies and procedures that teachers need to understand and know about, there still continues to be relatively little emphasis on challenges or factors which influence teachers' classroom assessment practices. Teacher assessment practices are important elements of classroom reform. Kotze (2002) points out that during the process of educational reform in South Africa substantial emphasis was placed on issues and less on causes. Assessment needs to be seen as both an instrument as well as an agent for reform.

The foregoing argument implies that assessment as an agent for reform is affected by the specific pressures and demands of real life as well as by the existing changeable South African context (Kotze, 2002). Various scholars (Gatullo, 2000; Chen, 2003; Edelenbos and Kubanek-German, 2004; Hsu, 2005) reveal that demographics, teacher beliefs, teacher training, class size and teacher experience in actual classroom teaching may influence teacher assessment practices.

Additionally, these empirical studies reveal that teacher understanding, beliefs, opinions and perceptions are closely related to their assessment practices. These are teachers' beliefs about the educational advantages of classroom assessment and about the pedagogical benefits of implementing 2 classroom assessments. Furthermore, these studies emphasize teacher training in classroom management as a crucial element that may affect teacher assessment practices. Similarly, Brown (2002) highlights classroom assessment as one of the most crucial teacher professional development needs. Consequently, understanding teachers' ideas, views, perceptions and beliefs about assessment as well as the challenges associated with classroom assessment practices is absolutely essential in planning and implementing appropriate teacher professional development. Teachers work in an intricate profession in which they are compelled to alter or preserve their evolving practice in relation to a wide range of factors. They often deal with external and internal contextual factors, such as student characteristics; how well they do this mediates the effect of their actions (Adams, 2001). The understanding portrayed here assumes that teachers, irrespective of their level of experience and competence, make what seem to them rational choices and decisions that reflect their attempts to promote student teaching (Adams, 2001).

According to Mertler (2003), a large share of classroom time is allocated to assessment-related activities; hence identifying factors affecting teachers' classroom assessment practices becomes critical. The current research project attempts to address this issue by exploring various factors that influence teachers' practices and how teachers cope with these challenges. Assessment practices are contextually bound and complex, so understanding and producing insight into these practices require approaches that explore, in depth, teachers' opinions and reasoning about teaching, learning and assessment based on specific educational contexts and accounts of experiences within them (Akyeampong, Pryor and Ampiah, 2006).

Teaching practice assessment is both formative and summative (Luckett and Sutherland, 2000). It is important to note that through summative assessment supervisors exert the greatest power over students hence it is vital that they exercise this power responsibly and accountably. Different stakeholders have varied expectations out of assessment. For example, educational institutions want to know whether their graduates are achieving high standards, set by the institution (Luckett and Sutherland, 2000; Harlen (1987). Students want to know what is expected of them, how they are judged and how they are progressing and also want recognition of their achievements. During

teaching practice assessment lecturers want to know whether the students have mastered key concepts and skills necessary in teaching.

In the University of Buea, the assessment of student-teachers is done between the cooperating teacher and the supervisor. At the end of every teaching practice exercise, the student receives an aggregate score derived from the cooperating teacher, the University supervisor and a students' portfolio which is made up of a report, lesson plans, lesson notes, a journal and teaching aids.

The use of documentation portfolios, which can be defined as a collection of student-teachers' practices centring to provide a multidimensional interpretation of teaching and professional development (Goodman, Goodman, & Hood, 1989; Shannon, 1994), is a key tool for practicum assessment. Portfolios are useful tools for using them as a vehicle for supporting the assessment system, which is flexible, uses various data sources and aids various purposes, gathers evidence longitudinally, and offers a unified assessment of the pre-service teacher (Ryan & Kuhs, 1993).

The use of a portfolio assessment was found to be an accurate measure for assessing the performance of the student-teachers in the teaching practicum (Gelinas, 1998). Performance-portfolio assessment was found to be a valid and reliable as an alternative assessment technique (Naizer, 1997). However, Meeus, Van Petegem, and Engels (2009) proposed that although they are valid tools, portfolio assessments can sometimes be problematic in terms of reliability for performance evaluation. They can still be employed by improving the level of reliability by using a common assessment protocol, using a common checklist of assessment criteria, holistic marking, adequate training of assessors, and use of various assessors (Meeus *et al.*, 2009). Also, a team work comprising university supervisors and cooperating school teachers for a better portfolio assessment results in a better implementation of the portfolio assessment (Rakow, 1999).

In most teacher-training institutions, an assessment form guides assessment of teaching practice. The form has outlined items of what to look for in a lesson. This could be more of criterion-referenced assessment where the performance is judged against pre-specified criteria or standards. Here the student's performance is compared to that of his or her peers (Brown and Brown 1990). An institution can use assessment carried out by lecturers to determine failure or passing of teaching practice. It is therefore important to choose the most appropriate method to suit the purpose of assessment. Research has shown that there are great inconsistencies between different assessors assessing the same work and there is need to minimize these inconsistencies in teaching practice assessment (Brown, 1997).

Assessment is influenced by approaches to assessment such as the traditional approach where the lecturers are usually considered to be the only legitimate assessors and integrated assessment or computer –based assessment. Lecturers are the key assessors of students' performance during teaching practice. Their assessment relies heavily on their professional judgment. This raises the question of objectivity since lecturers assess a student who would be teaching any of the subjects in some of the curriculum, of which they may not be, specialists in.

According to Lockett and Sutherland (2000), in assessment, the issues of objectivity and subjectivity will always arise among scholars. There is need to acknowledge that different assessors interpret student performances using different standards. The issues of inconsistencies can be minimized by double grading or cross grading to improve reliability. However assessors need to make reliable and valid qualitative and quantitative judgment when assessing teaching practice (Lockett and Sutherland, 2000).

Mpwar (2006) asserts that formative assessment is used to provide feedback to students and teachers to promote further learning. Summative assessment contributes to the judgment of student learning for reporting and certification purposes. Formative assessment is assessment for learning. It is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding. Diagnostic tools determine what students already know and where there are gaps and misconceptions. Formative assessment also includes assessment as learning, where students reflect on and monitor their own progress. The information gained guides teachers'

decisions in how to enhance teaching and learning. Formative assessment enables students to learn through the process of feedback and opportunities to practice and improve.

As students reflect on and monitor their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals. Summative assessment – is assessment of learning. It is used towards and at the end of the instruction period. Teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content. Summative assessment data provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students.

In 2002 the Assessment Reform Group (Cambridge University, School of Education) produced ten principles that are foundational to assessment for learning. Assessment should: be regarded as a key professional skill for teachers, be part of effective planning of teaching and learning, promote commitment to learning goals and a shared understanding of the criteria by which they are assessed, be recognized as central to classroom practice, focus on how students learn, provide constructive guidance about how to improve, develop learners' capacity for self-assessment so that they can become reflective and self-managing take account of the importance of learner motivation, be sensitive and constructive because any assessment has an emotional impact, recognize the full range of achievement of all learners.

McNergney and Aylesworth (1983) characterized the criteria for evaluating pre-service education as explicit, implicit, and null evaluation. Explicit evaluation consists of the public purposes and methods of appraisal by examining trainees' general knowledge and verbal abilities. Implicit evaluation, on the other hand, is based on inquiries about subject matter knowledge and professional attitudes. Null evaluation, finally, includes any highly subjective evaluation, in which there are not any intentional or no intentional evaluation criteria to measure pre-service teachers' teaching performance. The beginning teachers, similar to the student-teachers to some extent, are assessed according to ratings of professional trainers on a set of subject-specific rubrics that evaluate: planning, instruction, assessment, reflection, and academic language (Darling-Hammond, Newton, & Wei, 2013).

The challenges that student-teachers face during practicum may influence the performance of the student-teachers negatively. Student-teachers are sometimes too much stressed about the way they are assessed, which might, in return, result in a poor teaching practice performance and negative evaluation by the cooperating teachers (Canh, 2014). Student-teachers also complain about having a limited degree of opportunity to implement in the school, not understanding the requirements by the supervising teacher, extra workload of writing lesson plans, time limits about completing the task, inadequate/late feedback (Allen, 2011).

Theoretical Framework

Open Systems Theory

Traditional theories regarded organizations as closed systems that were autonomous and isolated from the outside world. In the 1960s, however, more holistic and humanistic ideologies emerged. Recognizing that traditional theory had failed to take into account many environmental influences that impacted the efficiency of organizations, most theorists and researchers embraced an open-systems view of organizations and institutions. General systems theory was originally proposed by biologist Ludwig von Bertalanffy in 1928. Since Descartes, the "scientific method" had progressed under two related assumptions. A system could be broken down into its individual components so that each component could be analyzed as an independent entity, and the components could be added in a linear fashion to describe the totality of the system. Von Bertalanffy proposed that both assumptions were wrong. On the contrary, a system is characterized by the interactions of its components and the nonlinearity of those interactions. In 1951, von Bertalanffy extended systems theory to include biological systems and three years later, it was popularized by LotfiZadeh, an electrical engineer at Columbia University. One common element of all systems is described by

Kuhn. Knowing one part of a system enables us to know something about another part. The information content of a "piece of information" is proportional to the amount of information that can be inferred from the information (Kuhn 1974). A system is thus made up of parts that are interrelated and work in a division of labour relationship to achieve a purpose. The theory postulates that a system includes: (1) energy inputs into the system; (2) the transformation of those inputs within the system; (3) energy outputs; and (4) recycling (Katz and Kahn, 1978). The school is an example of an open system (Mbua, 2003: 130); whose inputs include students, teachers, administrators, money and materials to name but a few. Its transformation processes includes teaching, learning, and policy-making, while their outputs include graduates who will be absorbed by the society and expected to contribute toward its growth and development. The environment is also expected to send feedback into the system. Feedback constitutes how the environment or society evaluates the functioning of the system.

A teacher education operating within this system consists of a sequence of structured learning opportunities provided to pre-service teachers within the system. The sequence and structure of the learning opportunities constitute an environment where the learning of pre-service teachers is situated in a gradually growing participation in teaching practice (Korthagen, 2010). The active use of these opportunities leads to the development of competences required for effective teaching. The use of learning opportunities by pre-service teachers is labelled as, in open system terms, patterned activities of individuals and describe the core of the interplay between system and pre-service teachers (Katz & Kahn, 1978). Thus, what happens within the teacher-education system is seen as an active developmental process, rather than just a transmission of declarative knowledge (Zeichner, 1983).

What pre-service teachers do and how successful their professional development is during initial teacher training depends on the characteristics they bring into the teacher education system. At the same time, the learning opportunities provided by the teacher-education system require certain individual characteristics.

If teacher education candidates or pre-service teachers do not meet these requirements, the utilization of learning opportunities, as a part of their professional development, becomes suboptimal and may even get cancelled prior to graduation (Blömeke, 2009). Thus, for a smooth flow and interaction of the components of the open system in teacher training, there is need to establish a control over entry into the programme (which is also called boundary maintenance; Scott and Davis, 2007). The selection function plays a key role in this regard, and is defined as the selection and sorting of teacher education candidates and pre-service teachers (Musset, 2010; Van de Werfhorst and Mijs, 2010). It is based on the characteristics of the candidates or pre-service teachers. An optimal selection function avoids adverse selection in terms of characteristics which hinder a successful utilization of learning opportunities as a part of the professional development of pre-service teachers. Input into any system is a key determinant of output from that very system.

Statement of the problem

Geography as a subject is a very important aspect in building the economy of every nation. Having studied geography for so many years, we have realized that most teachers of geography find it very difficult to handle some particular aspects of this field of study like physical geography thus putting their effectiveness to question. In some cases, they complain of the unavailability of appropriate teaching aids, broadness of the field of study, students' inability to purchase text books and practical equipment, lack of resources to carry out field work, large class sizes, little time allocated to the teaching of geography, among other related problems. On the other hand, students' performance in this subject both at the level of secondary and tertiary education has been very low.

Worthy of note is the fact that Cameroon's vision 2035 has highlighted geography -related problems that need to be handled as a matter of urgency. Among these are urban and regional development challenges, environmental and climate change protection and mitigation, space control, indiscriminate distortion of the ecosystem, extension of plant and animal species, infrastructural development and African and geo-political management. Despite these high stakes

and expectations in the management of the earth's natural gift and the expectations from our government prior to Cameroon's emergence by 2035, students' interest to further studies in this very important field of study is diminishing as they advance in the academic levels (specifically physical geography) as well as their performances in public examinations. For instance, during the 2016/2017 school year, 63,935 students registered for the General Certificate of Education (GCE) Ordinary level geography and only 36,711 students were able to make it through. During the 2017/2018 school year, 66,853 registered for General Certificate of Education (GCE) Ordinary level and only 10,209 candidates succeeded to have a pass. Meanwhile for the General Certificate of Education (GCE) Advanced level, the number that registered during the 2016/2017 school year dropped drastically as compared to those of Ordinary level in the same year. That is 14,086 registered during this year and only 7,945 passed. Meanwhile, in the 2017/2018 school year, 14,929 students registered and only 2,785 students were able to make it through. This is thus a very worrying issue that threatens Cameroon's emergence vision and other developmental agenda. Worthy of note is the fact that there is a diversity of factors that can affect the seemingly insurmountable problems of students' interest and performance in a subject such as geography. The teachers' competence is critical in bringing about an intended outcome in students' performance.

Teaching practice is expected to equip student/pre-service teachers with knowledge, skills and attitudes for effective teaching. Teaching practice is an important or a key parameter in this exercise as well as in the achievement of this goal. Given the rapid political, economic, technological, and social changes that are now commonplace in virtually every society, any attempt to identify the relationship between "what is" and "what should be" good practice in teaching, learning, and assessment of geography should receive much attention in the teacher-training programme due to the broadness of the subject. It is therefore necessary to make a continuous assessment of teaching practice as a component of teacher effectiveness

Objective of the Study

To determine how the assessment of teaching practice influences geography teachers' teaching effectiveness in secondary schools in Anglophone Cameroon.

Research question

Does the Assessment of Teaching Practice influence geography teachers' effectiveness in the teaching of geography in English speaking secondary schools in Anglophone Cameroon?

METHODOLOGY

The descriptive survey research design has been employed in this study. The design is one of the most appropriate methods of obtaining factual, attitudinal or behavioural information from selected samples (David & Sutton, 2004). The design is of the quantitative orientation.

This study is carried out in the North West and the South West Regions of Cameroon

The population of this study was made up of all the geography teachers in public secondary schools in Anglophone Cameroon as well as all the students being taught by these teachers. The population is distributed as follows:

Table 1: The distribution of the population for this study (Teachers)

S/N	Institution	No of schools	Population
1	Government High schools	147	599
2	Government Bilingual High Schools	34	170
3	Government Secondary Schools	213	619
4	Government Bilingual Secondary Schools	21	56
TOTAL		415	1444

Source: **Regional Delegations of Secondary Education for NW and SW Regions, Teacher Resource Centre Bamenda and Pedagogic Inspectors for Geography.**

Out of a target population of 165 Geography teachers within Fako and Menchum Divisions, 60 of them were considered for this study which gives a proportion of 36.4 %.

For the selection of the sample (Fako and Menchum Divisions), the deliberate or purposive sampling technique was used. The justification here is that the researcher carried out the collection of this data in the midst of the on-going socio-political impasse in the North West and South West Regions and it was relatively very difficult to access most areas in Anglophone Cameroon. Since Fako and Menchum Divisions were relatively calm during this period and considering the fact that the researcher has a relative good knowledge about the terrain of these two divisions, they were therefore considered as sample for this study.

For the selection of teachers, the purposive sampling technique was used. This could be justified by the fact that the study intended to use only teachers of geography in general secondary education public schools who have not taught for more than two years. This group of geography teachers is considered appropriate in this study because they are new graduates and experience will not be able to influence the study. Statistics from the regional delegations of secondary education was used for the identification of the population.

As for geography students, the simple random sampling method was used to choose the sample five (5) out of the known population within their classrooms. Five students were randomly selected from each class being taught by a geography teacher who was part of the study.

Data collection was done after receiving the supervisor's approval. For the questionnaire designed for geography teachers and students, we visited the principals of the schools under investigation and sought their permission to administer the questionnaires to geography teachers and some randomly selected students of the geography teachers in the schools. With the permission of the principals, the researcher met the teachers and their students selected for the study on individual basis and appealed to them to respond to the questionnaire. With the approval of the subjects, the questionnaire was then administered to them with the assistance of the research assistants who had earlier received instruction for a few hours on the administration of the questionnaire.

All survey questionnaires and observations were entered into a pre-designed Epi Data Version 3.1 (Epi Data Association, Odense Denmark, 2008) database which had in-built consistency and validation checks. Further consistency, data range and validation checks were also performed in SPSS version 21.0 (IBM Inc., 2012) to identify invalid codes. The validated data base was then analyzed following statistical standards. Other validation tests included missing value analysis and reliability analysis to measure the internal consistency of responses. The sample flow table also enables us to make sure that the return rate does not drop below the 80% threshold of the initial calculated sample size. The questionnaire was made of categorical variables and data were analyzed using counting techniques namely frequency and proportions while Multiple-Responses- Analysis was used to calculate the aggregate score for conceptual components (Nana, 2015). Test of hypotheses

Test of Hypothesis

Research hypothesis	Statistical test used
There is no significant relationship between the assessment of geography teaching practice and effectiveness in the teaching of geography	Inferential: Logistic Regression (Wald Statistics) Log-Likelihood Ratio test and Chi-Square test

Findings

Assessment of Teaching Practice

Below are analyses of data on teachers' perception on the implications of the assessment of teaching practice on the effectiveness of geography teaching.

Table 2: Teachers' perception of teaching practice assessment

Teaching practice assessment	Stretched				Collapsed		
	Very often	Often	Rarely	Never	Often	Rarely	Never
I was examined on knowledge of subject matter	21.7% (13)	66.7% (40)	10.0% (6)	1.7% (1)	88.3% (53)	10.0% (6)	1.7% (1)
Appropriateness of teaching methods was checked	21.7% (13)	70.0% (42)	5.0% (3)	3.3% (2)	91.7% (55)	5.0% (3)	3.3% (2)
I was assessed on classroom management	25.0% (15)	66.7% (40)	6.7% (4)	1.7% (1)	91.7% (55)	6.7% (4)	1.7% (1)
I was assessed on the drawing of lesson plan	21.7% (13)	68.3% (41)	8.3% (5)	1.7% (1)	90.0% (54)	8.3% (5)	1.7% (1)
The use of instructional aids was assessed	35.0% (21)	60.0% (36)	3.3% (2)	1.7% (1)	95.0% (57)	3.3% (2)	1.7% (1)
I was assessed on lesson time management	25.0% (15)	68.3% (41)	5.0% (3)	1.7% (1)	93.3% (56)	5.0% (3)	1.7% (1)
Dressing was examined	31.7% (19)	61.7% (37)	5.0% (3)	1.7% (1)	93.3% (56)	5.0% (3)	1.7% (1)
I was assessed on professional ethics	35.0% (21)	55.0% (33)	6.7% (4)	3.3% (2)	90.0% (54)	6.7% (4)	3.3% (2)
I was assessed on communication skills	28.3% (17)	60.0% (36)	0.0% (0)	11.7% (7)	88.3% (53)	0.0% (0)	11.7% (7)
I was assessed on relationship with one another within the teaching-learning environment.	31.7% (19)	61.7% (37)	5.0% (3)	1.7% (1)	93.3% (56)	5.0% (3)	1.7% (1)
MRS	27.7% (166)	63.8% (383)	5.5% (33)	3.0% (18)	91.5% (549)	5.5% (33)	3.0% (18)

N=60; Responses=600

Based on the table above, the feedback from teachers was to an extent positive on the contributions of assessment on teaching effectiveness. 95.0% of the respondent were satisfied with the fact that their instructional materials were assessed, 93.3% were satisfied that their lesson time management, dressing code and relationship with one another in the teaching and learning environment. They equally expressed a satisfied level of 91.7% on the assessment of the appropriateness of teaching methods used and classroom management, followed by the drawing of lesson plan and professional ethics 90.0%, knowledge of subject matter and communication skills 88.3%,

Research hypothesis: The assessment of teaching practice

The effect of assessment of teaching practice on teaching effectiveness was appraised using Logistic Regression Model. The variability explained by this model was not significant as yielded by the Omnibus Tests of Model Coefficient ($\chi^2=13.418$; $df=10$; $P=0.0201$). This is supported by the Wald Statistics (Wald =0.241; $P=0.201$). This therefore implies that though of teaching practice predicts teacher effectiveness at a rate of 26.8% given an Explanatory Power (EP) / Predictive Power of 0.268 (Nagelkerke R Square=0.268), this effect was not significant. The null hypothesis stated above is then accepted therefore implying that assessment of teaching practice considered alone does not significantly predict teaching effectiveness.

Table 3: Model Fitting Information

Omnibus tests of Model Coefficient			Wald statistics			Explanatory/predictive power of the model (Nagelkerke R-Square)
Chi-Square	df	Sig.	Wald	df	Sig.	
13.418	10	0.201	0.241	1	0.201	0.268

Table 4: Likelihood Ratio Tests depicting the perceived predictive level of indicators of assessment of teaching practice on teaching effectiveness

Indicators	Likelihood Ratio Tests		
	Chi-Square	d.f.	Sig.
I was examined on knowledge of subject matter	.020	1	.888
Appropriateness of teaching methods was checked	1.758	1	.185
I was assessed on classroom management	.601	1	.438
I was assessed on the drawing of lesson plan	.008	1	.931
The use of instructional aid was assessed	1.558	1	.212
I was assessed on lesson time management	.549	1	.459
Dressing was examined	.416	1	.519
I was not assessed on professional ethics	.001	1	.981
I was assessed on communication skills	.020	1	.888
I was assessed on relationship with one another within the teaching-learning environment.	.416	1	.519

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Among the 10 predictive indicators that make up the conceptual component assessment of teaching practice, none of them demarcated itself as significantly predicting teaching effectiveness ($P>0.05$). This implies that the Predictive Effect depicted by the model is a synergic contribution from all the predictors without domination.

However, the outcome of this clearly recognizes the contribution of assessment of teaching practice toward effective teaching of geography.

This study ties with another study carried out by Ononcha (2012). The study assessed teaching performance of 222 student-teachers from the Faculty of Education, Ekiti State University-Nigeria, posted to various secondary schools in Ekiti State for a six-week teaching practice during 2010/2011 academic session. The findings showed satisfactory teaching performance of the student-teachers while gender and previous teaching experience had no significant influence on teaching performance of the student-teachers. It was recommended that supervisors (of teaching practice/raters) should be thoroughly trained on the use of assessment instrument for reliable measurement of student-teachers' teaching performance.

In a similar study, Al-Mutawa and Al-Dabbous (1997) in their study with Kuwaitian student-teachers found that personal qualities, language/linguistic knowledge, inter-personal relations, planning, and implementation as the components of the teaching practicum assessment were significantly correlated with each other serving hand in hand for a successful assessment.

Leshem and Bar-Hama (2008) investigated how Israeli EFL teacher trainees desire to be assessed by their counsellors and which criteria they saw as useful or impractical by means of questionnaires, interviews, personal diaries, and documents that included minutes from meetings and assessment forms. The findings revealed that teacher trainees preferred a criteria-based assessment, which is objective and explicit. They also favoured numerical grading over a pass/fail grading. Moreover, the majority of teacher trainees preferred a holistic approach to an analytical approach for the evaluation of their practice teaching performance. According to the researchers, trainees need "explicit criteria for effective teaching in order to identify the quality of their teaching. Their

preferences for assessment show that they regard the observation lesson as both a test and a means for reflection and professional development” (Leshem & Bar-Hama, 2008, p. 264).

Assessment is a fundamental aspect of the teacher training programme. It is very important to give a proper attention to the methods and instruments to be used for this purpose.

The open system theory talks about interactions amongst inputs into a system, processes within the system and outputs within that very system. Assessment is one of the processes in the teaching practice programme. It is this aspect that informs student-teachers of their performance in the teaching practice programme. Equally, the self-efficacy theory can be seen in this study. The outcome of assessment can help student-teachers to believe in themselves or built up negative feelings about their teaching. The way feedback is given should done in such a way that sit should not discourage student-teachers but rather build confidence in that subsequently, they can make it. Thorndike’s classical conditioning theory can also be used to spur up their performance in the course of assessment. Continues practical exercises given to them will spur up performance.

Students’ Perception of Geography Teachers Teaching Effectiveness

From data analyses, it can be observe that Students were least satisfied with the way in which the teachers went about with the organization of group work as almost half of them 50.7% (147) were of the opinion that their geography teacher does not give them group work.

This indicator was followed in this perspective by teachers’ usage of difficult words that get students confused as perceived by 46.6% (135) of them.

Students to a non-negligible extent 39.3% (114) acknowledged that their teachers do not usually correct assignments they give.

Another indicator where students were discontented at a proportion of 30% or above was the usage of graphs, rocks, diagrams and other materials to teach as 35.5% (103) of them were not satisfied with this indicator.

As for the other indicators, they were satisfied to a high extent and more with proportions ranging from 70.3% (204) for those who perceived that their teachers usually give them assignments to 94.5% (274) for those acknowledging that their geography teachers explain what he/she is teaching in class. In detail, 91.0% (204) perceived that their geography teacher knows a lot of things in geography, 84.1% (244) acknowledged that their geography teacher is friendly, 82.1% (238) love the dressing of their geography teacher because it makes them responsible, 80.7% (234) stated that their geography teacher always sets examinations within what he/she had taught, 80.0% (232) were of the opinion that their geography teacher attends to students’ problems, 76.6% (222) perceived that the teacher usually appreciates them whenever they perform well, 76.2% (221) sated that they always understand their geography teacher when he/she is teaching, 74.1% (215) said they love attending geography classes because the lessons are always entertaining, 73.4% (213) agreed that he does not focus only on the most intelligent ones in class when teaching, 71.4% (207) agreed that he usually moves around the class when he is teaching, 67.2% (195) perceived that their geography teacher always finishes his lesson for the day on time, 65.2% (189) stated that their geography teacher is always early in class while, 64.5% (187) stated that their geography teacher uses graphs, rocks, diagrams and other materials whenever he is teaching.

From these analyses, it can be deduced that students have mixed feelings about the effectiveness of their geography teachers. Some of them rate their teachers very highly, others on the average the rest just below average.

From literature similar to this study, it is revealed students have varied expectations from teachers. Students’ beliefs about good teaching characteristics are an important consideration because students see teachers on a daily basis and are able to comment on teaching in both good and adverse situations. This can help guide teacher behaviour in the classroom and allow teachers to better understand their student’s realities. When student opinions are considered, ideas related to instruction, teacher personality and student-teacher relationships emerge. There are inconsistencies

in the importance of different good teacher characteristics between studies. Turkish elementary students responded that teacher- student relationship was most important in a good teacher, more so than teacher personality and instruction (Aksoy, 1998). Alternately, primary school students in The Netherlands defined good teachers as competent instructors more so than using relational characteristics (Beizhuizen.2001). In a study in Australia, high school students rated ability to explain well and engagement in lesson content as important aspects of good teaching (White, 2009). Students also discussed the importance of classroom management, student-teacher relationships and listening to student input (Cook- Slather, 2002). These findings show that different student groups rate the importance of certain characteristics differently. There is no consistent view to which previous findings fit; however the ability, personality and teacher- student relationship views all emerge, just with varying importance. Findings show that importance of certain good teaching characteristics change with age. Beizhuizen *et al.* (2001) found that older students used relational characteristics to describe good teachers while primary school students describe them as competent instructors. This was similar to findings by Kutnick & Jules (1993), where young students highlighted ability to teach over relational aspects. Studies that explored university students, found that it was important for good teachers to motivate students through relevance, teaching approaches and evoking of emotion (Duarte, 2003). In a study by Ciascai & Vlad (2014), high school students emphasize that a good teacher encourages self-initiative and involves students out of school, while university students emphasize content knowledge help and communication of expectations. It appears younger students tend to take the ability view towards good teaching, while older students tend to take the relational view. There is also evidence that what student's value in an ideal teacher can be predicted by differences in student academic self- concept and motivation (Komarraju, 2013). This suggests that beliefs about good teaching could be individual. Similarly, student personality differences can predict preference for traits in good teachers. In general, students like open and agreeable teachers who are smart, emotionally adjusted and hard-working (Furnham & Chamorro- Premuzic, 2005). Although similar constructs emerge from studies about student beliefs on good teaching, the importance of certain characteristics is dependent on student background. Kutnick & Jules (1993) assert that student perceptions are individual and subjective based on student age, background and experiences and this is supported by more current research (Furnham & Chamorro, Premuzic, 2005; Komarraju, 2013). The gap in the research is that the existing criteria for good teachers are broad and importance is not based on my own student's beliefs. For this project, the good teacher characteristics that I want to discover are those that are of most importance to my own students. For this reason, I will ask for my student's beliefs on good teaching and have them rate characteristics by importance.

When asked what makes a good teacher, students identified lists of characteristics to answer the question. Characteristics related to technological skills, content knowledge and engaging lessons were written in students' qualitative responses. Under technological skills, students said that good teachers allow students to "play with Smart Board", use "math games on cool math" and that good teachers "make great PowerPoint' for us (students) to learn". These responses suggest that students enjoy using technology. Under content knowledge, students said that good teachers "can teach me and give me good education", "teaches a class", "teach on time" and "knows a lot". Based on these responses, it is important to my students that a good teacher, knows what she is teaching and actually teaches the class. Under the engagement category, students reported that good teachers "teach when everyone is alert", use "Great Power Points", and "makes good worksheets, make math and science fun". These responses suggest that my student's believe that good teachers use engaging materials.

Conclusion

Education remains the bedrock of every society. Therefore, any nation that toys with education is definitely sitting on time bomb. If the goals of education set for any given country are to be achieved, the role of the teacher as the main actor in teaching-learning process is very crucial. This study has examined the influence of teaching assessment practice on geography teachers' teaching effectiveness in the teaching of geography in secondary schools in Anglophone Cameroon. From

the findings, it was realized that the independent variables individually cannot bring about any effectiveness in the teaching of geography in secondary schools in Anglophone Cameroon.

Some of the key challenges teachers of geography do face in the course of teaching were identified. Literature reviewed showed the importance of teaching practice in the professional training of would-be teachers as well as inconsistencies of the teaching practice process. Findings from the study show that variables used cannot independently bring about expected effectiveness in the teaching and learning process. The study has shown that bringing all variables into a synergy will bring about effectiveness in the teaching and learning of geography in secondary schools in Cameroon.

Recommendations

A professional teacher with creative imagination for nurturing healthy and responsible citizenry could also become a respectable scholar, administrator and a good human being. Hence, teaching practice should be highly professionalized with necessary infrastructure and laws to give it the honour and dignity it deserves. It is informed by the fact that functional education is a potent tool to inject competent manpower resources into the economy to improve the general wellbeing of the populace.

The government should encourage and make it possible that student teachers upon graduation should have the opportunity to receive their salaries immediately and for those who went through private training should equally have the opportunity to be recruited. With this, internal seminars and workshops should be constantly organized to empower them.

Schools of education could assign more courses on the time table that focuses on the subject area of the students. In the same light, the work scheme per such course should be widened and deepened with associated lesson hours expanded. This would equip the student-teachers with a wide and deep knowledge of the subject area.

Student-teachers need to be well informed of the nature of assessment. They need to know beforehand the role of the university as well as that of the teaching practice assessment process.

Only lecturers with deep knowledge in teacher education should be considered in the supervision of student-teachers. Also, supervisors need to endeavour to spend time with student-teachers.

An effective collaborative relationship with cooperation schools will enhance effective presence of student-teachers during teaching practice. Students who did not put in maximum time as per the specification of the teacher training institution should be obliged to carry over the exercise.

Schools of education should organize seminars at least twice per teaching practice session that focuses on teaching practice expectations such as strict respect of professional ethics, dynamism and creativity. Student-teachers should be constantly reminded of their professional expectations and the implication it would have on their profession. This would raise the level of awareness and help ensure professionalism.

It is largely impossible for an individual to engage seriously in less motivating and unprofitable study. Student-teachers receive training, become professionals, graduate from school and stay unemployed (those train in private schools and the faculty of education in the University of Buea). Schools of education could carry on negotiations with the government that would integrate the best graduating students into the public service. This would act as a motivator for effective teaching practice.

Student-teachers should develop self-efficacy toward their chosen careers.

Theoretical knowledge is a key to practice. In this light, student-teachers need to pay serious attention toward course work if they must be effective and efficient in the field.

Mentorship is an important aspect in self-realization. Student-teachers should always try to hook up with a senior person in their feel of specialization for mentorship.

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