

Teaching Practice & the Effectiveness of Geography Teaching: Appraisal of Secondary Schools in Anglophone Cameroon

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Abstract— The quality of the educational system of any given country 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 teacher education. This study sought to investigate the influence of teaching practice on the effectiveness of geography teaching in 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 on geography teachers' teaching effectiveness. This effectiveness was assessed based on one factor that is supervision of teaching practice. It was realized that the supervision of teaching alone cannot effectively predict teachers' effectiveness. Based on this finding, 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 words: Educational System, Geography Teaching, Anglophone Cameroon

I. INTRODUCTION

Teacher education is recognized as 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. The professional roles and qualities of the teachers blend to make up an effective teacher. When a good teacher brings his abilities and visions for a better society to bear on his teaching, he or she shall become a unique and responsive professional who will continually see himself or herself accountable for the educational progress and failure of the youths entrusted into their hands. 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).

Educational changes 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). If well-conceptualized and implemented, the teaching practice component of the teacher training will be able to bring about sustainability, rigor and resilience in the teaching and learning process.

II. BACKGROUND TO THE PROBLEM

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. It is a practical teaching activity in which the student-teachers are given an opportunity in real school situations to demonstrate and improve training in pedagogical skills over a period of time. The term "teaching practice" has three main connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies (Stones and Morris, 1977). Whatever definition is given to Teaching Practice, the most important fact is that it is a professional exercise which is focused on helping the student-teacher to bridge the gap between theory and practice in education and develop competence as well. In the process of bridging the gap between educational theories and practice, the student-teacher, through a program of cooperative and interactive guidance, acquires valuable skills in teaching and the management of teaching from experienced teachers. Such guidance helps in improving their quality.

The Teaching Practice component of the teacher-training programme is considered as a key instrument and a step in resolving the numerous inadequacies and inconsistencies in the teacher-training programme. Much attention is given to this so as to enable teachers to become effective players in their role as change agents. Law No. 98/004 of 14th April 1998, section 37 states that "Teachers are principal guarantors of quality education" and it is believed

that this function cannot be effectively realized if the teaching practice component of the teacher-training programme is not carried out with much rigor and resilience.

The Cameroon teacher-education system expects all teacher-training colleges to place student-teachers on teaching practice. Generally, the teaching-practice exercise involves sending/posting the student-teachers out to different schools (cooperating schools) specified by the teacher-training college or university authorities concerned for a period of weeks which varies from one institution to the other. In the University of Buea, teaching practice is structured in two phases in the Faculty of Education; a first phase during the second year of studies (CST: 306 Teaching Practice I) and the second in the final year (CST 415 Teaching Practice II). It is a six-credit (6C) course and is compulsory before a student is certified as a potential, qualified and holder of a professional Bachelor of Education Degree in Curriculum Studies and Teaching.

While on teaching practice, student-teachers are placed under Cooperating teachers. Cooperating teachers are expected to help the student-teachers establish realistic professional goals, achieve a life-work balance, develop meaningful professional relationships, demonstrate effective instructional strategies, establish a supportive and safe learning environment, demonstrate flexible thinking and actions, explicitly communicate the instructional decision-making process, demonstrate positive school-family relationships, co-plan lessons and other class activities, co-teach when appropriate, share authority in the classroom among other factors.

During this period, the university or teacher-training college supervisor is expected to make at least two tours to the practicing school. He/she is equally expected to examine and advise the professional performance of the student teacher. At the end, a joint assessment of the performance of the student-teacher is carried out by the cooperating teacher and the student teacher's supervisor. Worthy of note is the fact that efforts by both the government and the private investors to improve quality teacher training and subsequent teaching effectiveness as well as better students' performance is taking place within a context that is surrounded by numerous challenges to teaching and learning. The Cameroon teacher-training sector is battling with globalization and the need to adapt to information and communication technologies, the ability to use modern teaching aids has been a major concern. This is coupled with the fact that most teacher-training institutions are not even able to afford these didactic materials. Student enrollment in both public and private institutions has witnessed a drastic increase within a short period of time. This increase is not commensurate to available teachers as well as infrastructure to accommodate them.

III. CONCEPTUAL & THEORETICAL REVIEWS

The Teaching Practice programmes operate within an open system method. The open system 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 are 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 labeled 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

This open system theory is very much relevant and related to this study in that a teacher training institution is made up of parts which are interrelated and functions in a division of labour relationship to achieve the training of quality teachers for the educational system as stated in the law of orientation of basic, secondary and teacher education in Cameroon (Law no 98/004 Of 14 April 1998). In the case of this study, the shared purpose is the training of quality pre-service teachers for the educational system. There are many stakeholders involve in this process and they include, managers, administrators, lecturers, legislation/policy makers,, students, cooperating administrators and teachers in

the teaching practice schools, the syllabus for training pre-service teachers, among others. Each of these parts has a contribution to make and the influence of teaching practice on the geography teaching performance of pre-service teachers will depend on the effectiveness of each part. Teaching practice is an inevitable component of the process loop of the open system within the school, since together with theoretical knowledge acquired at the level of the Faculty/schools of education, helps the pre-service teachers acquire relevant skills that qualify them as quality products in the labour market.

IV. IMPORTANCE OF TEACHING PRACTICE TO STUDENT TEACHERS

The important aspect of school-based teaching practice is that it provides trainee-teachers with the opportunity to integrate different types of knowledge and use them in specific school contexts. In other words, in order to achieve the desired educational aims, objectives and values, the trainee-teachers must teach contents by applying their general pedagogical knowledge and their specific knowledge of each subject. At the same time, they must also take into account the characteristics of the students who are recipients of this teaching as well as the knowledge of the educational context in which teaching takes place. Student-teachers are the direct beneficiaries of any educational programme put in place in any community; they can also be the most disadvantaged for one reason or the other. According to Gujjai (2009), practice teaching is of crucial importance in any teacher-education programme as it is a culminating experience in teacher preparation. On the importance of teaching practice in teacher education scheme, Furlong, Hirst and Pocklington (1988), noted that it affords the teacher-in-training unique opportunity to internalize certain social behaviour that is inherent in the noble profession. It can also serve predictive purposes, especially, concerning the actual performance of the trainees when finally engaged as permanent staff. Furthermore, Gujjar (2009) identified with the views of Trowbridge and Bybee (1990) on the potential of teaching practice to make student-teachers feel fulfilled, grow in experience and internalize the enviable culture of teaching, while they are engaged in productive challenges.

It is a vital avenue for the development of the competences of would-be teachers in the domains of practical knowledge, skills, and professional attitudes (Adeniran, 1996). According to Helm, Grims and Mechealis (1953) as well as Olaitan and Agusiobo (1981), teaching practice offers an opportunity for would-be teachers to test the theoretical content knowledge and concepts which they have acquired in teacher training institutions. It provides an opportunity for would-be teachers to gain a better insight into the broad view of teaching and in the process hopefully test the applicability of theoretical experience in real classroom situations.

In addition, Adelaide (1996) and Adekundle (1996) assert that the significance of teaching practice includes the fact that it enables student-teachers to organize content around major concepts and generalizations in the development of sequential-learning in a unit or course of study. It also enables student-teachers to become familiar with the variety of instructional materials and resources,

evaluate and select those appropriate for the objectives in a teaching unit or lesson. During the teaching practice, the students learn to understand problems in teaching as curricular problems. They become familiar with curricular planning in specific school contexts and can analyse the different levels of interpretation that teachers in the school provide of the curriculum. They can also become aware of the influence which textbooks and other pedagogical materials have on teaching.

V. SUPERVISION OF TEACHING PRACTICE

The student teaching field experience is an essential component of learning to teach and supervision plays an important role (Zahorik, 1988). During this time, the student-teacher is assigned to a school-based cooperating teacher and a university supervisor, all of whom form a supervisory triad. According to Ndem (2005), what goes on during teaching practice is more of supervision rather than Inspection because the kinds of feedback to be given in the supervision are aimed at assisting the student-teachers to improve on their teaching. According to Ijaiya (1991), supervision has to do with the process whereby the supervisor personally visit a classroom to observe the teaching-learning process for the purpose of assisting the student-teacher or teacher to improve on his/her competence or to enhance learners' learning and attainment of educational objectives. Therefore, since the lecturers or supervisors are answerable to the head of the institution, or his representatives, as the case may be, they are expected to conduct themselves as they will receive the greatest share of the praise for the success of the exercise or get blamed for its failure. Apart from that, the supervisors are expected to be firm in their dealings with the student-teachers and maintain cordial relationship with the participating schools and the community to which they are posted

Sergiovanni (1976) states that the objective of clinical supervision is to facilitate classroom improvement and improve teaching practice. This includes examining and allowing for reflection upon teacher beliefs, objectives, and behavior. These areas contribute a basis for conversation between the teacher and supervisor that allows for the asking of questions concerning areas that affect teaching and are often left unexamined. Through the careful analysis of teacher beliefs, objectives, and behavior, teaching practices are enhanced. Sergiovanni and Starratt (2002) define clinical supervision as "a partnership in inquiry (p.224)." The purpose of the supervision process is to help teachers modify existing teaching practices in a way that makes sense to them and is controlled by them. The supervisor's role is to help the teacher select goals for improvement, select teaching 16 issues to be examined, and find ways to assist the teacher to better understand his or her teaching practice. Supervision is inevitable in any teaching practice exercise. It is where corrections and motivations are given to student-teachers which in turn cause the lesson to be a success. Student-teachers build a firm and better base for their teaching experience from the feedback of supervision. Wenger (1998) mentions that it is through the supervisory process that student-teachers begin to construct their personal knowledge and theories about teaching practice. Undoubtedly, supervisors are also responsible for organizing critique

sessions at the end of the day showing the students' weak points and suggesting changes that will work. Supervision was viewed by Cohen et al.(2003) as a key part of the work of associate teachers engaged with student-teachers by virtue of their expertise and experience to help them develop new professional knowledge and skills as well as to improve and change practice.

Gujjar, Naoreen, Saifi and Bajwa (2010) believe that a university supervisor's duty is not only to evaluate the lessons of teaching practice, but to use his/her abilities to make this experience results-oriented. He/she should have meetings and conversations with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers.

VI. FUNCTIONS/ROLES OF A TEACHING PRACTICE SUPERVISOR

Allen and Ryan (1969) assert that to achieve the objectives of teaching practice, it means that apart from the possession of a recognized teaching qualification or having cognate experiences in teaching, each teaching practice supervisor is expected to have a good mastery of his/her subject, be humble, fair, competent and show a total commitment to the teaching practice exercise. In all the tertiary institutions, supervision of the student-teachers is usually carried out by the teachers in that institution. According to Good (1945), supervision has to do with all efforts designed for the school officials toward providing leadership to teachers, with the intention of improving classroom instruction. Although it is a matter of emphasis, unlike "fault finding" or authoritarian inspection of the colonial period, the term supervision and Inspection are often used interchangeably.

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Finally, all the supervisors are expected to be conversant with the latest development in educational practices and teaching practice schedules, be more polite in dealing with his/her colleagues and be fair to all as he evaluates the student-teachers during the lesson presentation. For effective supervision, three major stages are identified. Namely: preparatory/Pre-observation, assessment/observation, and feedback/post-observation.

VII. TEACHING OF GEOGRAPHY

Geography is a discipline that deals with how man relates with his environment and therefore, it is a subject that is alive. It deals with issues that affect the environment as was created by God (Genesis 1:1-31). What is of great importance is that man has interacted with the environment over time and coupled with nature all that was in creation has been transformed. Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Human geography concerns the understanding of the dynamics of cultures, societies and economies, and physical geography concerns the understanding of the dynamics of physical landscapes and the environment. Geography puts this understanding of social and physical processes within the context of places and regions - recognizing the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and social groups underlie much of the newer developments in human geography.

Geography as a more practical subject requires the use of strategies that give the learner hands-on experiences to be able to relate better with the environment. Kolb and Kolb (2001) attribute experimental learning to being in possession of four different abilities: concrete experience abilities, reflective observation abilities, abstract conceptualization abilities and active experimentation abilities. These abilities are necessary for the learner to use long after schooling and therefore any teaching processes must enhance a more practical approach based on their training at universities. Sharlanova (2004) supports Kolb and Kolb's experimental learning for the author argues that it means "learning by reflection on the experience" for without reflection on experience students are in danger of rote memorization and will continue to make the same mistakes over and over again in their lives long after schooling. Further, Morgan and Lambert (2006) argue that School Geography curriculum should be considered within a broader observation about nature and contemporary society. It is the researcher's view that by nature, Geography is unique for it relates well with all disciplines taught in schools and conforms to the scientific norms of natural science. Apparently, the nature of training of the teachers and the manner in which they carry out their professional careers is important in shaping the learners' future contributions to the society and career growth.

VIII. 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. 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 not 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. 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. It is therefore necessary to make a continuous assessment of the teaching practice as a component of teacher- training programme for teachers of geography.

IX. RESEARCH QUESTION

To what extent does the supervision of Teaching Practice influence geography teachers' effectiveness in the teaching of geography in secondary schools in Anglophone Cameroon?

X. METHODOLOGY

Since the study sought to examine the link between teaching practice and effectiveness in the teaching of geography in secondary schools in Anglophone Cameroon, a descriptive

research design has been employed. The participants who are selected through purposive and simple random sampling consist of 60 recently employed geography teachers in public schools and 300 students being taught by these teachers. Nine open ended questionnaire items were administered to the teachers while twenty opened questionnaire items were administered on students to assess teacher's effectiveness. Items were all derived from the review of related literature. The questionnaire was validated by 20 students who did not take part in the study. 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).

XI. FINDINGS & DISCUSSIONS

Research question: To what extent does the supervision of teaching practice influence geography teachers' effectiveness in the teaching of geography in secondary schools in Anglophone Cameroon?

Supervision of teaching practice	Very often	Often	Rarely	Never	Often	Rarely	Never
I always presented my lesson plan to my supervisor for correction before going to teach	93.3% (56)	6.7% (4)	0.0% (0)	0.0% (0)	100% (60)	0.0% (0)	0.0% (0)
My cooperating teacher corrected my lesson plan	51.7% (31)	48.3% (29)	0.0% (0)	0.0% (0)	100% (60)	0.0% (0)	0.0% (0)
My cooperating teacher observed me teaching	45.0% (27)	55.0% (33)	0.0% (0)	0.0% (0)	100% (60)	0.0% (0)	0.0% (0)
My cooperating teacher provided feedbacks on my teaching	40.0% (24)	58.3% (35)	0.0% (0)	1.7% (1)	98.3% (59)	0.0% (0)	1.7% (1)
My school supervisor came to follow me up	33.3% (20)	66.7% (40)	0.0% (0)	0.0% (0)	100% (60)	0.0% (0)	0.0% (0)
My school supervisor provided me with progress feedbacks	40.0% (24)	56.7% (34)	0.0% (0)	3.3% (2)	96.7% (58)	0.0% (0)	3.3% (2)
My university supervisor bordered about my teaching	30.0% (18)	68.3% (41)	0.0% (0)	1.7% (1)	98.3% (59)	0.0% (0)	1.7% (1)
My cooperating teacher came to class when I am teaching	33.3% (20)	61.7% (37)	0.0% (0)	5.0% (3)	95.0% (57)	5.0% (3)	0.0% (0)
Post teaching practice conferences is held at the end of each teaching practice exercise	30.0% (18)	65.0% (39)	0.0% (0)	5.0% (3)	95.0% (57)	5.0% (3)	0.0% (0)
MRS	44.1% (238)	54.1% (292)	0.0% (0)	1.8% (10)	98.1% (530)	0.0% (0)	1.8% (10)

Table 1: Teachers' Perception of the Supervision of Teaching Practice
 N=60; Responses=540

Teachers were generally satisfied with the supervision of teaching practice as 98.1% of them acknowledged that the supervision was often done.

The respondents, with proportions of 100% (60), were equally very satisfied with the fact that they always presented their lesson plan to their supervisor for correction before going to teach, that their cooperating teacher corrected them when teaching and with the fact that their cooperating teacher observed them when they were teaching. Teachers were least satisfied with the fact that their cooperating teacher came to class when they are teaching and with the fact that post teaching practice conferences is held at the end of each teaching-practice exercise though the extent of satisfaction was equally very high, with proportions of 95.0% (57).

The effect of supervision of teaching practice on teachers' 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 ($\chi^2=12.126$; $df=9$; $P=0.206$). This is supported by the Wald Statistics (Wald =0.266; $P=0.606$). This therefore implies that though supervision of teaching practice predicts teacher effectiveness at a rate of 24.4% with an Explanatory Power (EP) / Predictive Power of 24.4% (Nagelkerke R Square=0.244), this effect was not significant. The null hypothesis stated above is then accepted therefore implying that supervision of teaching practice considered alone cannot significantly determine teaching effectiveness.

Among the 9 predictive indicators that make up the conceptual component supervision of instruction, only one demarcated itself as significantly predicting teacher effectiveness, which is 'Post teaching practice conferences is held at the end of each teaching practice exercise' ($P=0.04$). This implies that supervision of teaching practice alone cannot bring about the expected teaching effectiveness in the teaching of geography in public secondary schools in Anglophone Cameroon.

Omnibus tests of Model Coefficient			Wald statistics			Explanatory/predictive power of the model (Nagelkerke R-Square)
Chi-Square	df	Sig.	Wald	df	Sig.	
12.126	9	0.206	0.266	1	0.606	0.244

Table 2: Model Fitting Information

Indicators	Likelihood Ratio Tests		
	Chi-Square	d.f.	Sig.
I always presented my lesson plan to my supervisor for correction before going to teach	.019	1	.890
My cooperating teacher corrected my lesson plan	.076	1	.782
My cooperating teacher observed me teaching	.043	1	.835
My cooperating teacher provided feedbacks on my teaching	.746	1	.388
My school supervisor came to follow me up	.536	1	.464
My school supervisor provided me with progress feedbacks	1.151	1	.283
My university supervisor bordered about my teaching	.247	1	.619
My cooperating teacher came to class when I am teaching	1.901	1	.168
Post teaching practice conferences is held at the end of each teaching practice exercise	8.385	1	.004

Table 3: Likelihood Ratio Tests Depicting the Perceived Predictive Level of Indicators of Supervision of Instruction on Teaching Effectiveness

Post teaching practice conferences is held at the end of each teaching practice exercise	Stats	Teacher effectiveness			Total
		Low	Average	High	
Very often	n	4	5	9	18
	%	22.2%	27.8%	50.0%	100.0%
Often	n	15	13	11	39
	%	38.5%	33.3%	28.2%	100.0%
Never	n	2	1	0	3
	%	66.7%	33.3%	0.0%	100.0%
Total	n	21	19	20	60
	%	35.0%	31.7%	33.3%	100.0%

Table 4: Association between Post Teaching Practice Conferences Held At the End of Each Teaching and Perceived Teacher Effectiveness

Somers'd: $d=0.290$; $P=0.030$.

There was statistically enough evidence ($P<0.05$) that those that perceived that post-teaching practice conferences was very often held at the end of each teaching-practice exercise had the highest proportion of those that perceived teachers to be highly effective with proportion of 50.0% (9) as compared to significantly lower proportions of 28.2% (11) for those that perceived that post-teaching practice conferences was held often and 0.0% (0) for those that perceived that it was never held.

XII. 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 should be 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 importance of education in productive human life is the solid base of collective confidence for sustainable development and environment. Cameroon is abundantly endowed with human and national resources that could be harnessed as ingredients to building a great and virile nation. With an expensive capacity of productive citizenry blessed with vast fertile land, water and mineral resources, Cameroon has sufficient potentials with development projects for suitable political leadership and vibrant economy. It becomes imperative for the government to utilize the collective capacity and vision of the existing professions to bring about sustainable growth and development. It is therefore incumbent on the government to continue and increase investment on human capital.

There is a greater need for the country to promote competence, professionalism and accountability in the conducts of its affairs in order to meet the global challenges of nation building. Emerging professional with a flair for total quality management appropriate of resources for the general wellbeing of the citizenry shall become the hall-mark of quality and service in our collective pursuit of progress towards modernization. In any organized human society, effective acquisition of the essential knowledge, skills and orientations require long period of professional study and training. A range of 3–7 years is used to become well promised professionals. A good profession should adopt a professional code of ethics to guide and regulate the conduct of its members and practitioners. This would ensure the welfare, harmony and satisfaction of the people.

The teaching profession should be regarded as equal to other occupations such as medicine, law architecture engineering and accountancy which publicly enjoy positive acceptance-as professions. This will bring about motivation and subsequently effectiveness in the teaching corps. All the challenges and threats to the teaching profession should be continually recognized and tackled with confidence as closer links are forged with other professional bodies in the country

XIII. 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. The multitudinous professional roles and qualities of the teachers blend to make up an effective teacher. This study has examined the influence of teaching practice on geography teachers' teaching 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 variable 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.

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