

Teacher Self-evaluation, a Tool for Efficiency of Pedagogic Practices. The case of teachers in some English-Speaking primary schools in Diamare Division.

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Abstract

This study on teacher self-evaluation for efficiency of pedagogic practices stemmed from the general outcry of falling standards of education and the observation that many teachers do not meet up with their expected pedagogic practices both in terms of quality and quantity. It requires a degree of self-consciousness and determination to ignite in teachers the desire to become reflective practitioners who improve on their pedagogic practices. The main research question is "does teacher self-evaluation improve on the efficiency of pedagogic practice?". The methodology used is the quantitative method. The sample population is made up of two experimental groups. The data collected is analysed using the SPSS version 27. The correlation (R) of the experimental group is positive (R=1.000) meaning that the relationship between teacher self-evaluation and the efficiency of pedagogic practices is strong. Thus, teacher self-evaluation significantly improves the efficiency of teachers' pedagogic practice. At the end, we suggested that statutory measures be taken and put forth a self-evaluation form for regular self-evaluation in order to improve on the efficiency of pedagogic practice.

Key words: teacher self-evaluation, SWOT analyses, pedagogic practice, teachers' efficiency, self-regulation, professionalization

Résumé

La présente étude sur l'auto-évaluation des enseignants pour l'efficacité des pratiques pédagogiques est née de la dénonciation générale de la baisse du niveau de l'éducation et de l'observation que de nombreux enseignants n'accomplissent pas les pratiques pédagogiques attendues, tant en termes de qualité que de quantité. Il faut un certain degré de conscience de soi et de détermination pour allumer en eux le désir de devenir des praticiens réfléchis qui améliorent leurs pratiques pédagogiques. La principale question de recherche est la suivante : « L'auto-évaluation des enseignants améliore-t-elle l'efficacité de la pratique pédagogique ? ». La méthodologie utilisée est la méthode quantitative. L'échantillon de population est constitué de deux groupes expérimentaux. Les données collectées sont analysées à l'aide du logiciel SPSS version 27. La corrélation (R) du groupe expérimental est positive (R=1,000), ce qui signifie que la relation entre l'auto-évaluation de

l'enseignant et l'efficacité des pratiques pédagogiques est forte. Ainsi, l'auto-évaluation des enseignants améliore de manière significative l'efficacité des pratiques pédagogiques des enseignants. Enfin, nous avons suggéré que des mesures statutaires soient prises et qu'un formulaire d'auto-évaluation soit mis en place pour une auto-évaluation régulière afin d'améliorer l'efficacité des pratiques pédagogiques des enseignants.

Mots clés : *auto-évaluation de l'enseignant, analyses SWOT, pratique pédagogique, efficacité des enseignants, autorégulation, professionnalisation.*

General introduction

Tsafack (1998,p.27-28) says, a teacher should have an appeal, a calling, and the aptitude for the well-defined teaching profession and that the educator's mission requires free and complete devotion to the task. This is reflected in the way the teacher loves the teaching profession, the preference for it and the attachment to it. MINESEC (2013, p.8-9) states that by the end of the course in the Teacher Training College, the teacher should be a reflexive field practitioner in the class room who analyses and amends educational practices taking into account changes and innovations. In the same light, MINEDUB (2018,p.23) specifies that the teacher has to have a plan of action for teaching which includes: the identification of learning outcomes; identification of a project and the activities; the contextualisation of projects based on the integrated learning themes; monitoring the realization of the project; presentation of project; assessment of learners taking into consideration oral, written and practical evaluation; carrying out of remediation activities; and do auto-evaluation. In this study, we are looking at lesson planning, drawing and delivery, organization of the class, follow up, evaluation, remediation, action research, the use of teaching-learning aids, application of teaching methods and psychosocial support to learners. To carry out these practices appropriately, the teacher needs to be a teacher by vocation or one who has become duty conscious and seeks for efficiency. Efficiency in pedagogic practices comes with time and effort as said by Robison (1980,p.116), who posits that for one to keep improving as a teacher, one has to evaluate oneself from time to time by first setting a norm or standard. Teacher Self-evaluation is looking at one's career development and learning to determine

what has improved and what areas still need improvement by comparing a before situation with a current situation.

1. Statement of the problem

According to the publication of the Results of Learning Achievement Assessments of primary schools in Cameroon carried out by Agence Francais de Development in 2021 at the national level of education in Cameroon, more than 51% of pupils experience enormous difficulties in reading comprehension and 64% experience great difficulties in mathematics after six years of schooling. This statistic puts into question the efficiency of teachers pedagogic practices. From the observation of teachers pedagogic practices made in the primary schools in Diamare Divison, only 21% of teachers in the English speaking Government primary schools draw the required number of lessons a week and 75% of those in the private schools, teachers do not teach up to four lessons a day, they hardly use teaching aids to teach, hardly do remediation after evaluating the pupils, do evaluate for the sake of marks and not to diagnose pupils problems, hardly counsel pupils with psychological problems, attend pedagogic seminars out of convenience, rarely do action research and a majority do not take note of the corrections made to them during collective lesson sessions or in their lesson note books. Many of them carryout their duty as though they were forced to become teachers, they resist pedagogic reforms and complain a lot of their work load being enormous. This translates inefficiency of teachers pedagogic practices. If teachers effectively carry out their pedagogic practices, the effect will be visible in the learners' performances and general school output.

2. Significance

Generally, self-evaluation empowers teachers to improve continuously on the pedagogic practices benefiting both themselves and their learners. It enables teachers not only to reflect on their pedagogic practices but also on their cultural identity, biases and how these affect their teaching. It also promotes culturally responsive practices such as making teachers aware of learners' diverse social background, the promotion of equity and high expectation for all learners. As the teacher

reflects on his pedagogic practices it fosters the relationships with learners by understanding social contexts, improving feedback, scaffolding and encourages learners' voices for a more inclusive pedagogic practices that support all learners' success.

3. Objectives of the study

To find out whether teacher self-evaluation influences the efficiency of pedagogic practices.

To suggest some ways which teachers self-evaluation can be implemented to improve on their pedagogic practices.

4. Hypotheses

Teacher self-evaluation significantly improves on the efficiency of pedagogic practices.

5. Research methodology

The methodology used for this study is the quantitative method specifically the quasi-experiment with control and experimental groups because it allows the comparison of the groups without full randomization. With this, we are able to test whether the intervention of the various teacher self-evaluation methods in the experimental group improved teachers' pedagogic practices compared to the control group. The quasi-experimental design which we used is the none equivalent group, post-test design which Amin (2005, p.220) says it is a design which consist of administering an outcome measure to two groups that is the treatment and control groups and comparing the outcome measure in the two groups. To render the experiment more plausible, we worked with two already existing groups of ten teachers each, one for experimental group and another for the control group. This makes our results more realistic and applicable for education. These groups which constituted the sample population were chosen using the purposive sampling techniques. Since teacher self-evaluation is complex, we drilled the teachers in the experimental groups for two months and allowed them time to carry out their self-evaluation before collecting data. The data was collected using the questionnaire and analysed using SPSS version 20.

6. Synoptic literature review on teacher self-evaluation tools

6.1 Self-evaluation tools

The lesson plan is one of the tools which the teacher uses to do self-evaluation owing to the fact that it is drawn daily. To Robinson (1980,p.51-53) and Tambo (2003,p.131-132) the lesson plan is very vital to the teacher because it shows the teaching learning interaction between the teacher and the learners, the textbooks used, the teaching material and the time allocated for the learning activity. Lesson planning helps the teachers think carefully about what they are going to teach, why they are teaching it, how to teach it, how to motivate pupils and how to find out if learning has taken place. The lesson plan should contain a self-evaluation section which gives the teacher an opportunity to evaluate the degree of success recorded during the lesson either by the learners or the teacher. Lesson evaluation can and should be carried out both during and after instruction. Besides lesson plan evaluation, the teacher can do a SWOT analyses.

To Gulam (2015) cited in Bouba, Mohamadou and Asuanteh (2021,p.148), SWOT analyses is a technique that enables an individual to move from everyday problems and traditional strategies to a fresh prospective. It has four components: Strengths (internal) which are the characteristics of the individual which gives him an advantage over others; weaknesses (internal) which place an individual at a disadvantage relative to others; opportunities (external) which are the external attractive factors that represent reasons why an individual is likely to grow and finally, threats (external) which are the external elements in the environment that can cause trouble for an individual. SWOT helps an individual teacher to understand his or her strengths and weaknesses and to promote strategic thinking which will enable him ameliorate. SWOT analyses can be complemented by reflective teaching.

Teacher reflection is a necessary condition for teacher change. Ross (1990) cited in Asuanteh (2023,p.74) describes teacher reflection as a process of teaching and then analysing lessons in order to increase teacher control over variables that

affect learning. The teacher can use reflective thinking tools such as recording, writing, drawing, photography, learning journal, portfolio, lesson plan, co-teaching, collaborative practitioner enquiry and action research to support their reflective thinking skills. Airasian (2001.p.385) posits that, the task of rating oneself can lead to reflection about what one really knows or can do and what areas are in need of improvement or better understanding. The teacher instead of rating his pedagogic practice generally, can rate specific areas such as knowledge , skills, methods, evaluation, lesson notes, teaching aids, follow up of pupils, remediation, respect of time or even programme coverage. Through the reflection, the teacher can identify lapses and ameliorate. This can cause the teacher to build a portfolio.

Green and Smyer (2001) in Asuateh (2023,p.82) say we often evaluate learners but never ask ourselves for feedback on our own teaching. The teaching portfolio as a strategy for professional development is based on the premise that the best assessment is self-assessment. Teachers are more likely to act on what they find out about themselves than what another person tells them. According to Limantoro (2003) in Asuateh (2023,p.82) the aim of using teacher portfolio is to raise the awareness of becoming reflective teachers, develop independent self-directed learner-teachers, and achieve the best performance for teaching effectiveness. Airasian (2001.p.385) says teacher portfolios are self-prepared collections that provide information about the teacher's practice and the changes it undergoes over time. Portfolio is simply keeping all writings and reviewing it later in order to ameliorate. For the teacher portfolio to be authentic, the teachers have to use and or implement the teacher self-evaluation models again and again within a period of time, for example, several times in one term or one academic year. The more they try out or use them, the more information they may obtain. Closely linked to the portfolio is the journal.

The teacher journal is a chronicle of the daily activities, a summary of the most intimate thoughts, or simply a track of daily activities to complete an assignment. To writing a journal entails writing about the events of your day and things you need to do away with. Airasian (2001.p.385) in Asuante (2023,p.84) points out that journal writing permits the teacher to keep a written

record over time of his/her classroom events and problems that can be reflected upon and examine the different ways to handle problems. The teacher can also use a self-assessment questionnaire to do self-evaluation.

Airasian (2001.p.387) in Asuante (2023,p.88) holds that self-assessment questionnaires are designed to be filled by teachers to allow them assess their performance in a particular area of teaching. The self-evaluation questionnaire is made up of questions which can help the teacher prepare for his/her performance evaluation. The questions for self-assessment are usually based on the individual's development as a character. It is basically to test someone's clearness of thought and honest idea about his/her self. When using a self-assessment questionnaire, the teacher should not be focused only on the faults. The very fact that the teacher wants to improve should encourage him/her to see various pedagogic practices in a positive manner.

6.2 Theoretical basis of teacher self-evaluation

In this study the theory of self-consciousness and the theory of self-determination are used as compliments to explain teacher self-evaluation. Self-consciousness is capital in teacher self-evaluation because it helps teachers become aware of their own teaching practices. When teachers are self-conscious they reflect on how they interact with learners, and improve their teaching effectiveness. Teachers with high self-efficiency and self-awareness tend to evaluate themselves more accurately. This concords with Brook (2018) in Asuante (2023,p.111) who says that, self-consciousness is heightened sense of self-awareness. That is when feeling self-conscious; one becomes aware of the smallest of ones' actions. Self-evaluating teachers take note of every bit of their pedagogic practice through reflective teaching so as to keep a close tract to identify the strengths and weaknesses to work on them. Dennett (1978) cited by Gennaro (1984, p.10-18) says that, what makes a mental state conscious is either something about the nature of that very state or something external to that state. State consciousness is either intrinsic (mental) feature of conscious state or an extrinsic property, which means that what makes them conscious is some distinct state. When one is in conscious state, it is viewed as an

intrinsic property. For the teachers to self-evaluate their pedagogic practices, they must be conscious of themselves. Self-consciousness moves with self-determination to carry out self-evaluation.

Self-determination leads to self-evaluation because it highlights how satisfying needs for autonomy and competence boosts intrinsic motivation. When teachers feel that have autonomy and competence, they engage more positively in self-evaluation leading to genuine reflection and professional growth. That is why Deci and Ryan (1985) in Asuateh (2023, p.124) says the Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. Self-determination theory distinguishes between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction between intrinsic and extrinsic motivation, is that with intrinsic motivation something is done because it is inherently interesting or enjoyable, while with extrinsic motivation, something is done because it leads to a separable outcome. In this light Kasser and Ryan (1996) cited in Deci & Ryan, (2000, p. 244) points out that intrinsic aspirations are "goals such as affiliation, personal growth, and community contributions, which are closely associated with basic need satisfaction" while extrinsic aspirations are goals such as "attaining wealth, fame, and image, which are more related to obtaining external signs of worth, which are less likely to yield direct need satisfaction and may even distract from it". The teacher needs intrinsic aspiration to carry out self-evaluation.

7. Data analyses

Data was collected using the questionnaire and treated using the SPSS (statistical package for social sciences), version 21. The statistical test employed here was the ANOVA which is a statistical formula used to compare variances across the means or averages of different groups to determine if there is any difference between the means of the different groups.

Table 1: ANOVA for the control group

ANOVA ^a					
Model	Sum of squares	df	Mean square	F	Sig.
1 Regression	,913	5	,183	30,814	,003 ^b
Residual	,024	4	,006		
Total	,937	9			

a. Dependant Variable : Efficiency of pedagogic practices

b. Predictors (Constant) : The use of self-assessment questionnaire , self-evaluation of weekly lesson plan , the practice of reflective teaching , the use of teachers' portfolio and journal writing, the use of the SWOT analysis

Table 2: ANOVA for the experimental group

ANOVA ^a					
Model	Sum of squares	df	Mean square	F	Sig.
1 Regression	,247	5	,049	1428,896	,000 ^b
Residual	,000	4	,000		
Total	,247	9			

a. Dependant Variable : efficiency of pedagogic practices

b. Predictors (Constant) : The use of self-assessment questionnaire , self-evaluation of weekly lesson plan , the use of teachers' portfolio and journal writing, the practice of reflective teaching , the use of the SWOT analysis.

From tables 1and 2, it appears that the significance for both groups is less than 0.05, meaning that for both groups, teacher self-evaluation influences the efficiency of pedagogic practices. Moreover, the significance for the experimental group is less than 0.01, therefore the influence of teacher self-evaluation on the efficiency of pedagogic practices is highly significant. Comparing the results obtained in the two groups, the influence is more perceivable in the experimental group because the significance is smaller than the one of the control group (Sig exp group 0.000 < sig control group 0.003).

Table 3: Model summary for the control group

Model summary

Model	R	R-Square	Adjusted R-Square	Std.Eror of the Estimate
1	,987 ^a	,975	,943	,07698

a. Predictors (Constant) : The use of self-assessment questionnaire , self-evaluation of weekly lesson plan , the practice of reflective teaching , the use of teachers' portfolio and journal writing, the use of the SWOT analysis.

Table 4: Model summary for the experimental group**Model summary**

Model	R	R-Square	Adjusted R-Square	Std.Eror of the Estimate
1	1,000 ^a	,999	,999	,00588

a. Predictors (Constant) : The use of self-assessment questionnaire , self-evaluation of weekly lesson plan , the use of teachers' portfolio and journal writing, the practice of reflective teaching , the use of the SWOT analysis.

Tables 3 and 4 above show the value of the linear correlation (R), provides information on the strength of the relationship between the efficiency of pedagogic practices and the various sub variables-the use of self-assessment questionnaire, self-evaluation of weekly lesson plan, the use of teachers' portfolio and journal writing, the practice of reflective teaching and the use of the SWOT analysis.

For the control group, $R=0.987$ meaning that the relationship between teacher self-evaluation and the efficiency of pedagogic practices is positive and very strong.

For the experimental group, $R=1.000$ meaning that the relationship between the teacher self-evaluation and the efficiency of pedagogic practices is positive and perfect because $R=1$.

8. Recommendations on how to enhance teacher self-evaluation for efficiency of pedagogic practice.

The results of this study shows that teacher self-evaluation influences the efficiency of pedagogic practice. For teacher self-evaluation to be effective and systematic, so that teachers not only improve their pedagogic practice, but become professionals in the teaching field, Asuante (2023, p.326-333) suggests the following:

8.1. Let teacher self-evaluation be taught in all the teacher-training schools

Teacher self-evaluation should be made an integral part of teacher training programme in all teacher training schools. This will permit the student teachers to be well drilled on the use of teacher self-evaluation tools so that when they get to the field, it will be easier for them to design their own self-evaluation tools and use.

8.2. The educational authorities should make self-evaluation report sheet a compulsory document to be furnished by each teacher during inspection

The educational authorities should institute self-evaluation report sheet as a statutory document of each teacher. That is, it should be made obligatory for all teachers at all levels to carry out self-evaluation and forward the report to hierarchy twice a term. During class room inspection, the teacher being inspected should produce a report sheet of his/her self-evaluation. Even though objective self-evaluation is that which comes from the zeal of each individual teacher to grow, an external push can engender internal motivation.

8.3. Institution of teacher self-evaluation as an item during pedagogic days and collective lesson sessions.

During pedagogic days and collective lesson sessions in the primary schools in Cameroon, there is lesson presentation and criticism by the teachers. Let all teachers who present lessons during the teachers' pedagogic days be given time to first do a self-evaluation of the lesson presented before the other teachers criticize the lesson. By evaluating their own lessons, this will promote reflexive teaching where the teachers will be conscious

of the lessons they present in class and keep an inventory of their lesson delivery so that they can make adjustments.

8.4. Pedagogic inspectors should provide diverse teacher self-evaluation instruments for teachers to use

The complain of most teachers is the complexity in designing teacher self-evaluation instruments. Other than reflective teaching, all the other instruments of teacher self-evaluation requires that the teacher actually spend time to design them. It is in this light that we suggest that the pedagogic inspectors should produce diverse teacher self-evaluation instruments and place at the disposal of the teachers. It is easy to fill a form than to produce a form. With this teacher self-evaluation will soon become the teachers' regular activity.

9. Model form for teacher self-evaluation

This is a sample form for self-evaluation which can be used by teachers to carry out self-evaluation at any time they want.

Name: Class: Period of teacher self-evaluation:				
No	Different components	Evaluation items	Response	Intended action from now
01	Preparation and research	Did I prepare mentally and psychologically to plan the lesson?		
		Did I state my objectives clearly?		
		Did I consider the time table when preparing?		
		Did I choose the right teaching strategies?		
		Did I choose adequate teaching aids?		
		Did I follow the scheme of work?		
		Did I use my pedagogic advice book?		
		Did I read the remarks column on the lesson plan before planning the new lesson?		
		Did I plan for the integration of ICT?		
		Did I plan to manage impromptus in		

		class?		
		Did I do something differently from the way I planned?		
		Did I understand the curriculum content?		
		Did I use the appropriate text books?		
02	Written plan	Did I plan the lesson in accordance to the curriculum?		
		Did I organise my written lesson plan well?		
		Did I include the condition of realisation, expected behaviour and performance criteria in the learning outcome?		
		Did I use the correct format in writing the lesson plan?		
		Did the didactic situation trigger the lesson of the day?		
		Did I draw the didactic situation from the integrated learning theme?		
		Did I detail my lesson plan such that if I were absent someone else can use it teach the lesson without difficulties?		
		Did I plan the tasks according to the level of learners (not too easy/difficult)?		
		Was my role as a guide clear throughout this lesson?		
		Was the content suitable for all the learners?		
03	Presentation	Did I give clear instructions to learners throughout the lesson?		
		Did I communicate my objective to the learners?		
		Did my learners pay close attention throughout the lesson?		
		Did the learners enjoy the lesson?		
		Did the learners show the zeal to learn?		
		Did I discipline the learners?		

		Did the learners actively participate throughout the lesson?		
		Did the lesson go according to plan?		
		Did I do somethings remarkable spontaneously within the lesson that I would like to do in other lessons?		
		Did I experience any problems during the presentation?		
		Did I place the learners at the centre of the teaching learning process during the lesson?		
		Is there something I could have done differently in the presentation?		
		Did I learn from this experience that will help me in the future?		
		Did I use an active teaching method?		
		Did I manage the tasks /activities/discussions effectively?		
		Did I use concrete and clear examples?		
		Did I use the blackboard appropriately?		
		Did I use appropriate teaching aids to ease understanding?		
		Did I give psychosocial support to the learners who needed it?		
		Did I present the lesson with enthusiasm and confidence?		
		Did I finish the lesson on time?		
04	Evaluation	Did my evaluation measure what I wanted?		
		Did the class understand the evaluation questions ?		
		Is there anything I should change when next time I am evaluating learners?		
		Did the learners' perform well?		
		Did I actually attain my objectives?		
		Did learners responses proof that they actually learnt?		

	Among the tasks I gave to the learners, were there some which were most successful?		
	Among the tasks I gave to the learners were there some which were least successful?		
	Did the evaluation include oral, written and practical?		
	Did my evaluation exercise respect the taxonomies of education?		
	Did the integration activity permit the learners to apply the knowledge acquired in real life?		
	Did I plan for remediation?		
Rating scale	If $\frac{ni}{N} \times 100 \geq 80\%$ then the teacher is efficient in the aspects of lesson preparation and research, written plan, presentation and evaluation. Where n=items respected and N=the total number of items		

Source: Asuanteh, 2023, p.319-323.

Conclusion

Teacher self-evaluation plays an important role in enhancing pedagogic practice efficiency by enabling teachers to critically reflect on areas to improve on. Pedagogic practice in the context of this study involves lesson planning and presentation, class room management, evaluation and remediation of learners, psycho-social support, action research and application of appropriate teaching methods. Teacher self-evaluation supports self-regulation, promotes professional growth and helps teachers align these pedagogic practices with learners' learning needs. It also fosters greater self-efficacy and motivation leading to improvement of the various pedagogic practices. From the quasi-experiment carried out in the field during this study, the value of the linear correlation (R) of the experimental group is positive (R=1.000) meaning there is a strong relationship between teacher self-evaluation and efficiency of pedagogic practices. It was also noticed that teachers who carried out self-evaluation of their pedagogic practices improved and the learners' performance equally improved. This made us to draw a conclusion that teacher self-evaluation can be a tool for the efficiency of pedagogic

practice. By implication, teachers should cherish professionalism, sacrifice time to do self-evaluation of their pedagogic practices without constraint. Regular self-evaluation contributes significantly to both teacher and institutional educational quality by encouraging continuous development and overall effective teaching practices.

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