

Original Research Article

Teachers Attitude and Adolescent Engagement in Classroom Activities

Efuetngwa Diana Fobellah^{1*}, Lum Bobga Jacqueline Achiri²

Abstract

¹Educational Psychologist,
Department of Educational
Psychology, Faculty of Education,
University of Buea, Cameroon.

²Educational Psychologist/Guidance
Counsellor, Faculty of Education,
University of Bamenda, Cameroon.

*Corresponding Author's E-mail:
fobellahd@gmail.com

This paper investigated the relationship between teachers' attitudes and adolescent engagement in Classroom activities in Bafut Sub division. The study adopted a cross-sectional descriptive design, with a sample of 652 randomly selected adolescent students from three mission secondary schools in Bafut Subdivision. Data was collected using a structured 4 Likert scale questionnaire, with a reliability coefficient of 0.79 using the Cronbach alpha reliability technique. The collected data was organized, coded, and analyzed through SPSS and EXCEL software. Both descriptive and inferential statistics were employed. Descriptive statistics, including mean, standard deviation, percentages, and frequency distribution tables, were utilized to answer research questions while the Pearson product moment correlation coefficient was used to verify the hypothesis. The findings from first research objective which examined the possible relationship that exists between teachers' enthusiasm and adolescents' engagement in classroom found that there exists a moderate significant positive relationship ($r = 0.557$, $p = 0.000$) between teacher enthusiasm and students' engagement in classroom activities, with an average mean score of 3.23 and a standard deviation of 0.687 on a scale of 4 and. Lastly the study also found from the second research objective which investigated the relationship between teachers' emotional response and adolescents' engagement in classroom activities that there exists a strong significant positive relationship ($r = 0.622$, $p = 0.000$) between teachers' emotional response and students' engagement in classroom activities, with an average mean score of 3.46 and a standard deviation of 0.654 on a scale of 4. Based on these findings, it was recommended among other things that educational institutions should prioritize professional development programs that focus on enhancing teachers' emotional competencies and enthusiasm, as these elements are vital for fostering engaging learning environment for adolescents in the classroom.

Keywords: Adolescent engagement, Emotional response, Enthusiasm, Teacher Attitudes

Introducing Dynamics of Teacher Attitudes and Adolescents Class Engagement

The interplay between teacher attitudes and adolescent engagement is a critical area of exploration in educational psychology. As adolescents navigate an important phase

of development marked by identity formation and social dynamics, the role of teachers becomes increasingly pivotal in shaping their learning experiences. Positive teacher attitudes characterized by enthusiasm, supportiveness, and a genuine interest in students' well-being have been linked to higher levels of student

engagement (Kunter et al., 2013; Sutherland et al., 2014). Engaged students are more likely to participate actively in lessons, collaborate with peers, and demonstrate persistence in the face of challenges, all of which contribute to their academic success (Fredricks et al., 2004).

Studies have found that when teachers exhibit a positive demeanor and create an inclusive classroom environment, adolescents feel more valued and motivated to engage (Baker et al., 2018). Conversely, negative teacher attitudes, such as indifference or hostility, can lead to disengagement and a lack of participation among students (Wang Degol, 2016). This dynamic is particularly important during adolescence, a period when students are forming their self-concept and learning to navigate social relationships. As such, understanding the distinctions of how teacher attitudes influence adolescent engagement such as participation levels, on task-behavior and emotional responses, is essential for fostering effective learning environments.

Recent studies reiterate the importance of teacher-student relationships in promoting engagement. For instance, Roorda et al. (2011) found that positive relationships between teachers and students significantly enhance student motivation and participation in class activities. Furthermore, the incorporation of culturally responsive teaching practices has been shown to improve engagement among diverse adolescent populations (Ladson-Billings, 2014). Therefore, by recognizing the profound impact of their attitudes on student engagement, teachers can adopt strategies that foster a more engaging and supportive classroom atmosphere for adolescents. In this study, teachers' attitudes are examined in relation to their enthusiasm and emotional responses, particularly regarding their beliefs and perceptions of boys and girls in the classroom. This focus points out how teachers interact with students based on these perceptions and how these combined interactions contribute to active engagement among adolescents.

Statement of the Problem

The role of teachers in shaping students' educational experiences is pivotal. Fredrickson (2001) found that teachers' enthusiasm and emotional responses are critical components of their overall attitude, which can either foster or hinder student participation and motivation. When teachers exhibit positive attitude for the subject matter and demonstrate positive emotional responses, they create an engaging learning environment that encourages students to actively participate.

Despite the recognized importance of teacher attitudes in promoting student engagement, it has been realized that a lot of adolescents, particularly in the context of Form 4 and Form 5 students in secondary

schools in Bafut, struggle to connect with classroom content and this sometimes brings about the feelings of inadequacy among students, further contributing to their disengagement and hindering their overall academic development. Based on researchers' observations it is very possible that, these feelings of disconnections may stem from the attitudes demonstrated by teachers within the classroom which can resonate between enthusiasm and emotional response. In some instances, teachers make the situation worse by displaying gender biased attitudes where they go as far as making the girls or in some cases boys think that subjects like physics, further mathematics and chemistry are tough and can be taken only by tougher students. Given these observations, the research paper aims to examine the relationship between teacher attitude and adolescents' engagement in secondary schools in Bafut

Review of Related Literature

One of the key factors influencing students' academic performance is the attitude of their teachers. Santrock (2000) describes attitude as a person's beliefs and opinions about various people, objects, and ideas. Additionally, attitudes can be understood as learned tendencies to respond positively or negatively to specific individuals, behaviors, beliefs, or objects (Feldman, 1996; Crooks Stein, 1991). Social psychologists identify three main components of attitude: cognitive, affective, and behavioral (Piaget, 1973; Azen Fishbein, 1980; Kobella, 1989; Shrigley Kobella, 1987). The cognitive component refers to beliefs and perceptions, the affective component relates to emotions, and the behavioral component involves actions taken in response to those beliefs and emotions. In this study teacher's attitude is concerned with the affective component and focuses on their enthusiasm and emotional responses, particularly regarding how these combined interactions contribute to active engagement among adolescents in classroom activities.

According to Pendergast et al. (2011), positive teacher attitudes foster a supportive learning environment that encourages student participation. Conversely, negative attitudes can lead to disengagement and decreased motivation among students. Finding by Rimm-Kaufman and Sandilos (2019) indicates that teachers who exhibit warmth, support, and high expectations are more likely to engage students actively. These findings suggest that teachers' perceptions of their roles and responsibilities significantly shape the classroom atmosphere and therefore can affect how adolescents engage with learning materials or in learning activities in the classroom.

Recent literature shows various dimensions of teacher attitudes, which can be categorized into four key forms: professional attitudes, interpersonal attitudes,

pedagogical attitudes, and socio-emotional attitudes. Professional attitudes encompass teachers' beliefs about their roles, responsibilities, and the importance of education. According to Tschannen-Moran and Hoy (2001), teachers who possess a strong professional attitude demonstrate higher levels of commitment and efficacy, fostering a positive learning environment. Their study emphasizes that a teacher's perception of their professional identity can affect their motivation and dedication to student success. On the other hand, interpersonal attitudes refer to how teachers interact with students, colleagues, and parents. A study by Pianta et al. (2012) underlines the importance of positive teacher-student relationships, which are linked to better academic outcomes and social development in students. Teachers who exhibit warmth and supportiveness are more likely to cultivate an inclusive classroom atmosphere that encourages participation and engagement. Such interpersonal dynamics are important for creating a supportive educational environment where students feel valued and motivated.

Additionally, pedagogical attitudes as another identified form of teacher attitude involve teachers' beliefs about teaching methods and practices. A study by Guskey (2002) indicates that teachers with a growth mindset regarding their pedagogical strategies are more open to professional development and innovative teaching techniques. Their willingness to adapt and refine their instructional approaches directly impacts student learning experiences. This adaptability is essential in today's rapidly changing educational landscape, where diverse teaching methods can enhance student understanding and engagement. Lastly, socio-emotional attitudes pertain to teachers' emotional responses and their ability to manage classroom dynamics. According to Jennings and Greenberg (2009), teachers who possess strong emotional intelligence are better equipped to handle stress, maintain composure, and respond effectively to students' emotional needs. This emotional attunement contributes to a supportive classroom climate conducive to learning. Recognizing the socio-emotional aspects of teaching can help educators foster resilience and well-being among their students.

In the context of this study, teachers' attitude is primarily concerned with the interpersonal and socio-emotional dimensions particularly enthusiastic and emotional response of teachers to students in the classroom. Enthusiasm is a vital component of effective teaching that can directly correlates with student engagement. According to Patrick et al. (2007), enthusiastic teachers create a stimulating learning environment that captivates students' attention and encourages active participation. They further found that when teachers display passion for their subject matter, it positively affects students' intrinsic motivation, leading to higher levels of engagement. Furthermore, findings by Kunter et al. (2011) supports this notion by demonstrating

that teacher enthusiasm not only enhances students' interest in the subject but also promotes a positive classroom climate conducive to learning. This connection underlines the importance of fostering teacher enthusiasm as a means to enhance adolescent engagement.

On the other hand, teachers' emotional responses can play a pivotal role in shaping classroom interactions and influencing student engagement. According to Frenzel et al. (2009), teachers experience a range of emotions during teaching, including joy, frustration, and anxiety. These emotional responses can significantly impact their instructional practices and interactions with students. For instance, when teachers express positive emotions, such as joy or excitement, it often leads to increased student engagement and participation (Frenzel et al., 2010). Conversely, negative emotional states can create an atmosphere of disengagement and disinterest among students. Additionally, a study by Zembylas (2003) points the importance of teachers being aware of their emotional states and how these emotions affect their teaching efficacy and students' learning experiences.

Lastly, adolescent engagement is a multifaceted construct that encompasses behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004). Behavioral engagement refers to students' participation in academic activities, emotional engagement pertains to their feelings towards school and learning, while cognitive engagement involves the investment of mental effort in learning tasks. A study by Wang and Eccles (2013) emphasizes that engaged adolescents tend to perform better academically and exhibit more positive attitudes towards school. The interplay between teachers' attitudes, enthusiasm, and emotional responses can significantly influences adolescents' engagement levels. For instance, when teachers demonstrate supportive attitudes and enthusiasm, it fosters an environment where adolescents feel valued and motivated to participate actively in classroom activities (Skinner Belmont, 1993). Engagement in classroom activities can cut across active Participation-this includes students asking questions, contributing to discussions, and collaborating with peers. When students are actively participating, it shows they are interested in the material and are willing to engage with both the content and their classmates. Secondly on-task behavior as another dimension of classroom engagement refers to the extent to which students are focused on the tasks at hand, such as listening attentively, working on assignments, and minimizing distractions. Observing students' ability to stay on task can provide insights into their level of engagement and motivation.

Theoretical Perspective

Albert Bandura's Social Learning Theory, articulated in

Table 1. Distribution of Sample per Schools, Classes and Gender

Sub-Division	School	Class				Total
		Form 4		Form 5		
		Boys	Girls	Boys	Girls	
Bafut Subdivision	PSS BAFUT	60	72	55	70	267
	ST. JOSEPH MAMBU	40	50	58	65	213
	ST. ALBERT'S COLLEGE BAFUT.	30	45	45	52	172
Total		130	167	158	187	652

1986, points the significance of observational learning, imitation, and modeling in the learning process. This framework posits that individuals learn not only through direct experience but also by observing the behaviors and attitudes of others, particularly influential figures like teachers. In the context of classroom engagement, a teacher's enthusiasm and emotional responses can significantly impact adolescents' motivation to participate in activities. When teachers exhibit positive emotional responses and enthusiasm, they model these behaviors for their students, creating an environment where students feel more inclined to engage. As Bandura (1986) suggests, the belief in one's capabilities (self-efficacy) can be shaped by observing others; thus, students who witness their teachers' passion may develop a greater interest in the subject matter.

Moreover, Bandura's theory highlights the importance of reciprocal determinism, where personal factors, environmental influences, and behavior all interact and influence each other. In a classroom setting, a teacher's positive attitude can foster an engaging learning environment that encourages adolescent participation. Research indicates that when teachers express enthusiasm and positive emotions, it not only enhances their teaching effectiveness but also cultivates a supportive atmosphere that promotes student engagement (Frenzel et al., 2009). This dynamic interplay suggests that teachers play a crucial role in shaping students' engagement levels through their attitudes and emotional expressions. By fostering a positive classroom climate, teachers can enhance adolescents' intrinsic motivation to engage in learning activities, ultimately leading to improved educational outcomes

METHODOLOGY

The study adopted a cross-sectional descriptive design, utilizing a structured questionnaire to collect data from across 3 mission secondary schools in Bafut subdivision, in the North west region of Cameroon. Survey was preferable over other design because it allows for a large sample size, which can increase the accuracy and generalizability of the results and also, survey allows for standardized data collection methods, which helps to

ensure that each participant is asked the same questions in the same way. The target population for this study consisted of all adolescent students in of the 3 secondary schools in the subdivision for the 2024/2025 Academic Year. The accessible population was drawn up to consist of all the adolescent boys and girls in Forms 4 and 5 of these secondary schools. The sampled population was made up of 652 adolescents who were randomly selected from the accessible population. The distribution of the sample was done in accordance with the Table 1 developed by Krejcie and Morgan (1977) for sample size determination.

The instrument used to collect data was a structured student questionnaire with a reliability coefficient of 0.79, determined using the Cronbach alpha reliability technique. The questionnaire was administered to the students with the aid of some teachers. The collected data was organized, coded, and analyzed through SPSS and EXCEL software. Two statistical methods were employed: descriptive statistics and inferential statistics. Descriptive statistics, including mean, standard deviation, percentages, and frequency distribution tables, were utilized to address research questions while the Pearson product moment correlation was used to verify the hypothesis because of the continuous and normally distributed nature of the data for both dependent and independent variables.

RESULTS

The findings were presented according to research questions. The first part presents the descriptive statistics, followed by the correlation analysis to verify the hypothesis.

Research Question One: *What is the relationship between teacher' enthusiasm and Adolescents engagement in classroom activities (Table 2)*

The data in table 2 above indicates a strong positive relationship between teacher enthusiasm and adolescent engagement in classroom activities. Across all six items measuring different facets of teacher enthusiasm, a substantial majority of respondents (89.1%) reported either strongly agreeing or agreeing that their teacher's

Table 2. Teacher enthusiasm and Adolescents engagement in classroom activities

Teacher Enthusiasm	SA	A	SA+A	D	SD	D+SD	Mean	Std.
My teacher's passion for the subject matter makes me more engaged in class	200	328	528(81.0%)	77	43	120(18.4%)	3.07	.842
I can see my teacher's commitment to my learning, which motivates me to participate more.	214	381	595(91.3%)	39	18	57(8.7%)	3.21	.674
My teacher's zeal and energy in teaching make learning exciting and stimulating.	208	379	587(90.0%)	39	26	65(10.0%)	3.18	.712
My teacher's joy in teaching creates a positive and enjoyable learning environment	228	323	551(84.5%)	81	20	101(15.5%)	3.16	.755
My teacher's determination to help us all succeed makes me want to work and engage harder	224	368	592(90.8%)	48	12	60(9.2%)	3.23	.661
My teacher's forceful, driven and energetic teaching style keeps me focused and attentive	368	265	633(97.1%)	15	4	19(2.9%)	3.53	.577
Average Response for Research Question one	240	342	582(89.1%)	50	20	70(10.78%)	3.23	0.687

SA = strongly agree, A=Agree, D= Disagree, SD = Strongly disagree, Std. = Standard Deviation

Table 3. Pearson Correlation between Teachers' Enthusiasm and Classroom Engagement

	Teachers' Enthusiasm	Classroom Engagement
Teachers' Enthusiasm	Pearson Correlation	.557**
	Sig. (2-tailed)	.000
	N	652
Classroom Engagement	Pearson Correlation	.557**
	Sig. (2-tailed)	.000
	N	652

** . Correlation is significant at the 0.01 level (2-tailed).

enthusiasm positively impacted their engagement. The average mean score of 3.23 (on a 4-type Likert scale), and relatively low standard deviation of 0.687, further support this finding, suggesting a consistent and significant influence of teacher enthusiasm on student engagement. While a small minority (10.78%) reported disagreeing or strongly disagreeing, the overwhelmingly positive responses suggest that teacher enthusiasm is a key factor driving adolescent engagement in the classroom activities.

Verification of Hypothesis one (Ho₁)

There is no significant relationship between teachers' enthusiasm and adolescents' engagement in secondary schools (Table 3)

The Pearson correlation analysis in (table 3) reveals a moderate significant positive correlation ($r = .657$, $p < .001$) between teachers' enthusiasm and adolescents' classroom engagement. This means therefore that as teachers demonstrate high enthusiasm characterize by passion, zeal, determination, energetic and positive teaching style in their classroom, students' engagement in learning activities also moderately increases. Since the

p value ($p = 0.00$, $< .001$), the null hypothesis (Ho₁) was rejected and Ha₁ upheld. Therefore, it was concluded that there exist a moderate positive and significant relationship between teacher enthusiasm and student engagement in secondary schools.

Research Question Two: What is the relationship between teacher' emotional response and Adolescents' engagement in classroom activities

Table 4 demonstrates a strong positive relationship between teachers' emotional responses and adolescents' engagement in classroom activities. The vast majority of students (94%) either strongly agreed or agreed that their teachers' emotional responses— encompassing calmness, supportive tone, empathy, non-negative reactions to mistakes, encouragement, and positive body language— fostered a positive learning environment and increased their engagement. The high average mean score of 3.46 on a scale of 4 and the relatively low standard deviation of 0.654 suggest a consistent and substantial influence of teachers' emotional response on student engagement. The small percentage (5.6%) of students who disagreed or strongly disagreed indicates that these teacher behaviors are highly effective in

Table 4. Teacher emotional Response and Adolescents engagement in classroom activities

Teacher Emotional Response	SA	A	SA+A	D	SD	D+SD	Mean	Std.
My teacher's calm nature creates a relaxing and focused learning environment.	292	308	600(92.0%)	44	8	52(8.0%)	3.36	.662
My teacher's tone of voice is consistently supportive and encouraging, making me feel comfortable participating	388	222	610(93.6%)	22	20	42(6.4%)	3.50	.709
My teacher shows empathy and understanding when students struggle, making me feel more confident asking for help.	279	332	611(93.7%)	32	9	41(6.3%)	3.35	.640
My teacher rarely reacts negatively to mistakes, creating a safe space for learning and trying new things.	366	264	630(96.6%)	13	9	22(3.4%)	3.51	.611
My teacher frequently offers encouraging words and feedback, boosting my confidence and motivation	415	220	635(97.4%)	17	0	17(2.6%)	3.61	.539
My teacher's positive body language (e.g., smiling, making eye contact) makes me feel more engaged and connected to the lesson.	349	257	606(92.9%)	38	8	46(7.1%)	3.45	.662
Average Responses of Research Question Two	331	267	610(94.0%)	26	11	37(5.6%)	3.46	0.654

SA = strongly agree, A=Agree, D = Disagree, SD = Strongly disagree, Std. = Standard Deviation

Table 5. Pearson Correlation between Teachers' Emotional Response and Classroom Engagement

Correlations		Teacher Emotional Response	Classroom Engagement
Teacher Emotional Response	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	652	652
Classroom Engagement	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	652	652

** . Correlation is significant at the 0.01 level (2-tailed).

promoting engagement among adolescents.

Verification of Hypothesis Two (Ho₂): There is no significant relationship between teachers' emotional response and adolescents' engagement in secondary schools

Table 5 presents the Pearson correlation analysis demonstrating a strong significant positive correlation ($r = .622$, $p < .001$) between teachers' emotional responses and adolescents' classroom engagement. This implies that, as teachers demonstrate high emotional response characterized by calmness, supportive tone, empathy, non-negative reactions to mistakes, encouragement, and positive body language, students' engagement in classroom activities also tend to increase. Given that the p value for the overall correlation $p = 0.00$, is greater than 0.01, the null (Ho₂) hypothesis was rejected while the alternative retained. Therefore, it was concluded that there exists a strong positive significant relationship between teachers' emotional response and adolescents in classroom activities.

DISCUSSIONS

The findings from first research objective which sought to examine the possible relationship that exists between teachers' enthusiasm and adolescents' engagement in classroom activities, found an average mean score of 3.23 on a scale of 4 and a standard deviation of 0.687. It was also found that there exists a moderate significant positive relationship ($r = 0.557$, $p = 0.000$) between teacher enthusiasm and students' engagement in classroom activities. This finding is supported by previous research that enthusiastic teachers boost student engagement as Patrick et al. (2007) found that passionate teachers make learning more captivating and encourage students to participate, ultimately increasing students' own motivation. Kunter et al. (2011) further supports this notion by demonstrating that teacher enthusiasm not only enhances students' interest in the subject but also promotes a positive classroom climate conducive for learning. This connection therefore underscores the positive relationship that exists between teachers' enthusiasm and student engagement in

classroom activities, emphasizing the importance of fostering teacher enthusiasm as a means to enhance adolescent engagement.

Furthermore, the positive correlation between teacher enthusiasm and student engagement is further substantiated by the work of Frenzel et al. (2009), who explored the impact of teachers' emotional expressions on students' motivation and engagement and found that when teachers exhibit enthusiasm and positive emotions, students are more likely to feel motivated and engaged in classroom activities. The emotional connection fostered by enthusiastic teaching therefore creates an environment where students feel more inclined to engage actively, thus reinforcing the importance of teacher enthusiasm as a form of positive attitude in the classroom setting.

Additionally, the research conducted by Goetz et al. (2013) supports the assertion that teacher enthusiasm plays a crucial role in shaping student engagement. Their findings demonstrated that students taught by enthusiastic teachers reported higher levels of intrinsic motivation and a greater desire to engage with the material, implying that teacher enthusiasm not only captivates students' attention but also instills a sense of ownership over their learning process. These facts go a long way to show that creating an engaging classroom atmosphere, enthusiastic teachers can cultivate a deeper interest in academic subjects among adolescents and such enthusiasm moderately increases their engagement with classroom activities.

On the other hand, findings from second research objective which investigated the relationship between teachers' emotional response and adolescents' engagement in classroom activities, found an average mean score of 3.46 on a scale of 4 and a standard deviation of 0.654. It was further identified that there exists a strong significant positive relationship ($r = 0.622$, $p = 0.000$) between teachers' emotional response and students' engagement in classroom activities. This result is similar to a study by Frenzel et al., (2010), who found that when teachers express positive emotions, such as joy or excitement, it often leads to increased student engagement and participation in classroom activities. Therefore, teachers who show positive emotional responses, such as calmness, supportiveness, empathy, and encouragement, create a more engaging learning environment that benefits students' overall learning. This idea is also supported by Zembylas (2003), who found that teachers who understand their own emotions and how they impact their teaching can use this awareness to create positive learning experiences for their students. Students often rise (or fall) to the level of expectations set for them. Teachers can foster positive expectations by creating a welcoming classroom, offering encouragement, and providing all students with chances to participate, as noted by Bigge (1999). Rimm-Kaufman and Sandilos (2019) identified that teachers who exhibit

warmth, support, and high expectations are more likely to engage students actively because the perceptions of their roles and responsibilities creates a safe emotional atmosphere for students to engage well with learning materials.

CONCLUSION

The study explored the connection between teachers' attitudes and students' participation in classroom activities, particularly in light of the observed disengagement among adolescents in some secondary school. It aimed to specifically examine the relationship between teacher enthusiasm, teacher emotional responses, and student engagement in classroom activities. The findings generally underscore the pivotal role that teachers' attitudes, particularly their enthusiasm and emotional responses, play in shaping adolescent engagement in classroom activities. The moderate positive correlation between teacher enthusiasm and student engagement points how passionate educators can invigorate the learning environment, making lessons more captivating and motivating for students. Based on these findings, it was concluded that there exists a moderate significant positive relationship between teacher enthusiasm and adolescents' engagement in classroom activities. Therefore, by fostering a dynamic and engaging classroom atmosphere, enthusiastic teachers not only enhance students' immediate learning experiences but also contribute to their long-term academic motivation and engagements. Lastly, the strong positive correlation between teachers' emotional responses and adolescent engagement further emphasizes the necessity for educators to cultivate emotional awareness and express positive emotions in the classroom. Teachers who exhibit warmth, empathy and support, create a safe and encouraging environment that facilitates meaningful student interactions and enhances engagement. Based on these findings it was concluded that there exists a strong positive significant relationship between teacher emotional response and adolescents' engagement in classroom activities. This reinforces the idea that emotional dynamics are as critical as instructional strategies in promoting engaging learning for students.

RECOMMENDATIONS

Dependent on the key findings, it was recommended among other things that, educational institutions in Bafut Subdivision should prioritize professional development programs that focus on enhancing teachers' emotional competencies and enthusiasm, as these elements are essential for fostering engaging and productive learning environment for adolescents in the classroom.

REFERENCES

- Ajzen I (2001). Nature and Operation of Attitudes. In D. J. Schneider J. L. McConahay (Eds.), *Attitudes and Attitude Change* (pp. 1-27). New York: Psychology Press.
- Baker RS Corbett, A. T., Koedinger, K. R., Roll, I. (2018). Developing a learning analytics architecture for online education. *J. Learn. Analytics* 5(2), 1-12. [https://doi.org/ 10.18608 /jla.2018.52.1](https://doi.org/10.18608/jla.2018.52.1)
- Bandura A (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Basow SA (2002). Sex-role stereotypes: Alternates and change. Doi: <http://www.Aauw.org.-rnarger/www.b/html>
- Bigger ML, Shermis SS (1999). Learning theories for teachers (6th Ed). New York, NY; Addison Wesley Longman. relationships, our children and our Jobs. New York: Basic Books.
- Brophy J (1985). *Teacher Influences on Student Achievement*. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed., pp. 328-375). New York: Macmillan.
- Fredricks JA, Blumenfeld PC, Paris AH (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Fredrickson BL (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226
- Frenzel AC, Goetz T, Lüdtke O, Pekrun R, Sutton RE (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student emotions. *Social Psychology of Education*, 12(2), 251-273.
- Frenzel AC, Goetz T, Pekrun R (2010). Teacher emotions and student engagement: The role of teacher enthusiasm in promoting student involvement. *J. Edu. Psychol.* 102(4), 1009-1020.
- Guskey TR (2002). Professional development and teacher change. Teachers and Teaching: *Theory and Practice*, 8(3), 381-391. <https://doi.org/10.1080/135406002100000512>
- Jennings PA, Greenberg MT (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Kunter M, Klusmann U, Klein P, Baumert J (2011). Professional competence of teachers: Effects on instructional quality and student development. *J. Edu. Psychol.* 103(3), 701-715
- Kunter M, Klusmann U, Klein P, Baumert J (2013). Teacher enthusiasm: Dimensionality and context specificity. *Contemporary Educational Psychology*, 38(3), 223-234. <https://doi.org/10.1016/j.cedpsych.2013.03.002>
- Ladson-Billings G (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Education Review*, 84(1), 74-84. <https://doi.org/10.17763/haer.84.1.p26765834123n118>
- Patrick H, Skinner E, Connell JP (2007). What motivates students? The role of social contexts in student engagement. *J. Edu. Psychol.* 99(1), 87-102.
- Pendergast D, Garvis S, Keogh J (2011). Teacher attitudes towards the implementation of the Australian Curriculum: A case study of primary school teachers in Queensland. *Aust. J. Teacher Education*, 36(6), 1-16.
- Piaget, J. (1973). Science of Education and the Psychology of the Child. New York: Vikings press.
- Pianta RC, Hamre BK, Allen JP (2012). Teacher-student relationships and engagement: Conceptualizing a relationship-based approach to student engagement. *Handbook of Research on Student Engagement* (pp. 365-386). Springer. https://doi.org/10.1007/978-1-4614-2018-7_17
- Rimm-Kaufman SE, Sandilos LE (2019). Social-emotional learning: A key ingredient for effective teaching. *Educational Psychologist*, 54(2), 112-124.
- Roorda DL, Koomen HM, Split JL, Oort FJ (2011). The influence of teacher-student relationships on students' engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493-529. [https://doi.org/ 10.3102/0034654311421793](https://doi.org/10.3102/0034654311421793)
- Skinner EA, Belmont MJ (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *J. Edu. Psychol.* 85(4), 571-581.
- Sutherland K, Howard P, Jansen J (2014). Teacher attitudes towards student engagement: Implications for classroom management and student outcomes. *Educational Psychology*, 34(7), 834-850. [https://doi.org/10.1080/ 01443410.2014.925794](https://doi.org/10.1080/01443410.2014.925794)
- Tschannen-Moran M, Hoy AW (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Wang MT, Eccles JS (2013). Adolescent behavioral, emotional, and cognitive engagement trajectories in school: Patterns, antecedents, and consequences. *Youth Society*, 45(1), 3-30.
- Zembylas M (2003). Emotions and teacher identity: A post structural perspective. Teachers and Teaching: *Theory and Practice*, 9(3), 213-238