

Impact Of Teachers' Socio-Professional Conditions on Student Motivation and Performance: An Analysis of Non- Pedagogical Factors in The Cameroonian Education System

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Abstract

This study examines how teachers' socio-professional conditions affect their motivation and students' academic performance in Cameroon, a context marked by critically low national examination pass rates. While education policies often emphasize pedagogical methods, structural constraints, such as financial insecurity, delayed allowances, limited resources, and restricted autonomy, are rarely addressed. A sequential explanatory mixed-methods design was employed. The quantitative phase surveyed 500 secondary-school teachers across diverse regions, measuring perceived working conditions, professional motivation, and aggregated student outcomes. Multiple regression models will assess the mediating role of motivation between teachers' conditions and student performance. The qualitative phase, comprising 25 semi-structured interviews with teachers, principals, and inspectors, explores psychosocial mechanisms, such as absenteeism, chronic stress, and reduced lesson preparation, through which structural constraints undermine instructional quality. Grounded in professional capital and self-determination theories, this study provides a robust framework for analyzing how structural conditions shape teacher agency and student outcomes. Findings aim to inform education policymakers and offer a transferable model for similar contexts. The study concludes that enhancing teachers' socio-professional conditions is a foundational prerequisite for pedagogical innovation and sustainable improvements in learning outcomes in Cameroon and other low- and middle-income countries.

Keywords: Cameroon; teachers; working conditions; motivation; student performance; educational policy; professional capital