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Academic Profile of Teachers Affected by Poor Performances in Philosophy in the Final Year of Secondary School in Yaounde and Mbalmayo, Cameroon

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Abstract: ***Objective***: The aim of this article is to examine the extent to which the teacher's academic profile can help to improve the performances of students in the final year of literary classes in philosophy. ***Methodology***: This article is part of the field of Education Sciences, specifically in Discipline Didactics. The study is of an experimental type, centred on the reality of the educational facts that surround the practice of teaching philosophy. With the help of measuring instruments such as the questionnaire, test papers and observation guide, this approach made it possible to understand the determinants of performances in philosophy mentioned above. ***Results***: The academic profile of the teacher constitutes a fundamental characteristic in the teaching practice of a discipline. Thus, in organised and structured teaching systems, only those who have the aptitudes to teach can really be admitted to teaching. This presupposes initial training in the subject coupled with appropriate professional training. In this way, we can partly understand the public authorities' demand for a selection process to recruit and train philosophy teachers. ***Discussion***: The teaching of philosophy is based on a requirement of qualification and academic profile for the teacher, although it is more often referred to as a matter of vocation. In any case, a teacher with a vocation, unless he or she is gifted, is first and foremost concerned with training, with a view to practicing the profession of his or her heart with passion. This training predisposes them not only to be masters of their subject, but also to be able to overcome the socio-professional hazards characteristic of the educational environment. ***Conclusion***: Philosophy is the subject in which students in the final year of secondary school perform worst. Consequently, this subject is increasingly feared and considered by learners to be their 'bête noire'. Consequently, students' performances in philosophy can be improved thanks to the teacher's academic profile. In other words, the performances of students in philosophy can be improved if the teacher highlights the resources that are the result of an academic profile adapted to the teaching of the discipline.
Keywords: Academic profile, philosophy, performance, vocation.

INTRODUCTION

The didactic practice of philosophy on a worldwide scale is marked by an abundant scientific activity and sharing of experiences, between actors in the field, didacticians and researchers who strongly maintain that this discipline has its place in teaching subjects. Others, on the other hand, see the teaching of philosophy as an unfortunate redundancy of no interest. On the socio-political level, Europe, in search of landmarks and the meaning to be given to life, appears to be the ideal place for intense reflection on the practice of teaching philosophy. This stems from the ever-increasing loss of freedom and the deterioration of socio-cultural values. Philosophy is giving rise to new demands, a means of exercising judgment, making it possible to develop critical thinking in the school environment on a daily basis; the training of Man as a citizen, respectful of individual freedoms, seen as fundamental values for any democracy.

In the wake of independence, most African countries, in this case Cameroon, have an education

system shaken by a philosophical crisis in schools. Its manifestations are perceptible both inside and outside educational organisations, to the point where philosophy enthusiasts have made it a problem of national concern at school level. The related debates go beyond the acerbic criticisms of skeptical detractors, or even the tendency to caricature those who practice this activity with uncertain boundaries. This attitude is in line with the criticisms of certain authors, such as Deleuze (2003) and Nietzsche (1844), who have a defeatist perception of society that continues to entertain the idea that philosophy has no socio-economic relevance, as opposed to the other disciplines of general secondary education, principally mathematics, considered to be the pinnacle of skills par excellence for learners who project themselves onto a secure job and even a secure future.

The role, importance and place of philosophy in general secondary school curricula are naturally questioned. Most people involved in education believe that philosophy should not be taught as a subject, to the extent that those who practice it are sometimes treated as subversives. This leads some people to show signs of mockery when they are encouraged to practice philosophy. However, under the impetus of UNESCO (1995), Cameroon, like other member countries, convinced of the social relevance of philosophy, put this discipline on the same footing as history, geography, mathematics, literature, biology or physics. This body of the United Nations system has prescribed it for teaching, requiring it to be the preserve of competent players, specially trained teachers, because all school subjects are based on the development of skills as the ultimate end and criterion of all education.

It is a discipline that frees man from the yoke of ignorance and his natural strength in favour of a more human life, a civil state. (Hobbes, 1651). Questions about students' performance in philosophy and about the practice of teaching this discipline have always been major concerns for educators. Because of its essentially abstract and theoretical nature, inherited from its ancient origins, philosophy appears to be an off-putting discipline that is difficult to grasp at all levels of life (school, society, etc.). Beyond all these paradoxes and requisitions that revolve around the teaching of this discipline, this article questions the '*Academic profile of teachers and performance of students in the final year of literary classes in philosophy in the high schools of Yaounde and Mbalmayo, Cameroon*'. Performances in a discipline are generally perceived as an indicator of the interest, relevance and quality of teaching and learning, but performances in philosophy, particularly in the philosophy classes in the high schools of Yaounde and Mbalmayo, is a true indicator of imperfection.

METHODOLOGY

This study is of an experimental type. Information was gathered using experimental methods, mainly techniques customary in educational science.

These are special in that they are techniques for specific verification, exploration and examination of the existence of a causal link between specific phenomena. The data collection instrument consists of techniques such as: documentary review; direct observation; interviews; focus group discussion. Tools such as the logbook, the anecdotal sheet, the notebook, the rhythm sheet, the thesis description, the checklist, the recording and the observation grid helped to orient the approaches to solving the problem of recurrent failures in philosophy in relation to the academic profile of the teachers. Similarly, the use of collective paper-and-pencil tests was of undeniable importance, in that it enabled them to be administered to a large sample of individuals.

The pre-survey of 42 pupils in a High school in the Mbalmayo's town enabled us to eliminate superfluous items, inconsistencies and equivocations that could invalidate the data collection instruments, and in short to readjust the data collection tool by reformulating certain items or eliminating others, insofar as the degree of accessibility to the pupils' intelligibility was not immediately favourable; their reactions had initially given rise to some apprehension. It was then that the research questions were reformulated in order to obtain the same meaning for all the respondents. Simo (2014, p.86) speaks of 'inter-judge agreement'. Grawitz (1990, p.632) explains further by arguing that pre-investigation corresponds to: '*Testing the instruments (questionnaire, document analysis) planned for the survey on a small sample*'.

The actual field research took place simultaneously in a number of High schools in the towns of Yaounde and Mbalmayo, Departments of Mfoundi and Nyong & So, Centre-Cameroon Region, over a period of four months, from February to May 2017, with the aim of working on a database that reflects the reality on the ground regarding the academic profile of the teacher. The target population is made up of students in philosophy classes with more or less the same characteristics as those being investigated. These two towns, which are favourable for the practice of vacation courses in philosophy, are characterised by a high degree of inter-city mobility on the part of teachers. The experiments concerned the administration of tests (evaluation tests) or even models of exercises designed according to the objectives to be achieved; they were carried out in educational institutions housing the final classes of general secondary education and having facilitated access. The tests used in the survey consisted of two philosophical essay exercises based on a notion on the syllabus and a commentary on an extract from a philosophical text taken from a work on the syllabus. They were first examined by a panel of philosophy teachers. They are then validated by the thesis supervisor after corrections.

As part of the experimentation of the teacher's academic profile, based on the convenience sampling

technique, 974 pupils were surveyed, distributed as follows: High School of Nkoldongo (106 pupils), Bilingual High School of Mbalmayo (150 pupils), High School of Anguissa (142 pupils), High School of Mbalmayo Oyack (122 pupils), High School of Tsinga (168 pupils), High School of Nkol-Eton (90 pupils), High School of Nsam-Efoulan (92 pupils), Leclerc High School (104 pupils).

The direct observation technique was based on a protocol for observing pupils' aptitudes and attitudes, while taking notes. Direct observation incorporated each stage structuring the experiments carried out, i.e. seeing, considering attentively, noting behaviours with the aim of gaining a better knowledge and understanding of educational phenomena as well as the subjects, devising better investigation scenarios, gathering useful information that could make it possible to define methods and strategies for improving the performance of final-year philosophy students. This technique also made it possible to identify the student's learning difficulties, needs, skills and abilities because, during a philosophy lesson for example, learners' behaviour can change at any time or from one task to another. To achieve this, it was necessary to identify the environment in order to better plan the research activities; identify the strengths and weaknesses according to the age of the learners; and improve the teacher's didactic interventions. To this end, gestures, words, movements and facial expressions are all important factors to which particular attention is paid.

The process lasted 32 hours, i.e. 08 days with an estimated duration of 04 hours per day per school. This activity coincided with the pivotal period between the physical education tests for the Baccalaureat exam and the approach of the sixth-phase exams. So not only did we have to avoid disturbing the pupils' concentration by putting them under pressure, but we also had to be sure that our survey would take place in conditions of maximum serenity. Any disruption would have been detrimental to the research. Off-peak hours and the end of the school day were the times chosen to talk to the pupils, sometimes with the help of the teachers who didn't hesitate to ask them to give us some of their time.

For the purposes of this article, computer processing and analyses were carried out using SPSS software, version 25.0 for Windows. Data analysis involved organising and making sense of the data collected.

RESULTS

The results of the survey reveal that, more and more, taking up the teaching profession is no accident for most practitioners. It borders on breaking and entering, a way of putting an end to poverty. This intrusion into the noble role of educating an entire nation takes no account of the importance that education specialists attach to the academic profile of the teacher. Which is to say that teaching should not be a last resort when one is idle.

The frantic quest for social security

The frantic quest for social security through a Matricule obtained from the Ministry of the Civil Service and Administrative Reform is leading many unannounced applicants to take the various competitive examinations. This is particularly true of the "Ecole Normale Supérieure" at the University of Yaounde 1, where in the recent past you simply had to be admitted in order to automatically join the civil service at the end of your training. What's more, the advantages offered by this legitimate job, such as arrears, the possibility of obtaining bank loans while working, paid holidays, public holidays and holidays, lead us to believe that this institution welcomes more teacher-traders and teacher-cupids than those who choose a profession by vocation.

Vocation teacher in philosophy

To go into teaching, you have to be prepared and have the right attitude. These arguments also underlie the point of view of some parents of pupils who believe that: '*the teacher is largely the cause of our children's failure at school; if pupils fail en masse, it's because the teachers aren't good*'. This often hasty and clear-cut position is usually linked to the intrinsic value of the teacher, of course, but also and above all to his or her intellectual baggage through the content of their initial training, their professional and cultural achievements, but also their know-how. As one administrator put it: '*A well-trained teacher is one who knows how to give his all without economising on the resources at his disposal. They have chosen their profession out of conviction and not to get out of a precarious situation, even though they would have liked to work in another field*". This category of teacher has no concern whatsoever about doing their job properly. Because of their undesirable academic profile, they are not predisposed to structuring the lessons they teach, still less to marking exam papers or question papers. They are on the lookout for other employers who can offer added value, leading them to put an end to their initial job, which they consider boring.

It is with this in mind that a vocational teacher maintains his or her academic profile according to the canons of his or her profession. They take care of their mental, intellectual and professional predispositions by staying at the forefront of didactic and pedagogical developments. Because the success of their learners, and even their own competitiveness and pride, depend on it. A well-equipped teacher doesn't get bogged down in bitterness and complex attitudes. Tsafak, who sees the teacher as the mirror of society, believes that '*the choice of a profession, and in particular the teaching profession, requires the satisfaction of cultural, epistemological, pedagogical, psychological, economic and social factors*' (Tsafak, 1998).

Philosophical culture

Philosophy teachers with the required profile should have an intellectual background that includes a

thorough knowledge of philosophy, in particular a perfect command of the authors of the history of philosophy and their lines of thought. They should also have a broad general knowledge of cross-disciplinary subjects such as literature, history, geography and mathematics. Art, science and even citizenship education are also necessary. The synthesis of this substratum of knowledge, drawn from the sources of the great authors whose genius marked the birth of the great currents of thought that have sketched out answers to questions about the human condition, enables teachers to deal with all the questions that may be put to them by their subjects.

But teachers must also have a certain amount of personal experience, enriched by the advice of their teacher trainers. The richness of this cultural framework constitutes a set of resources that are necessarily geared towards practising their profession. It enables teachers to have a high soul value which serves to see in each learner a child in whom they must build an accomplished man, won over by society. It is for this reason that Tsafak (1998, p.57) said of culture that: 'It is the just necessary knowledge of a little of everything' and that '*The cultured man can quickly call upon vague but sufficient knowledge in various fields to understand or solve the problems he encounters in life'*.

As education economists consider schools to be knowledge industries, the performance of learners in philosophy (output) can only be a reflection of what teachers put into it (input), in particular their knowledge, know-how and interpersonal skills acquired through the many disciplines they learn at university, the didactic and professional concepts they accumulate during their training at the "Ecole Normale Supérieure", the advice they receive from teachers and the experience they acquire throughout their lives. The quintessence and combination of all these elements enables the teacher not only to be capable of awakening in the learner the aptitudes that lie within him, but also to have confidence and the psychological and intellectual majority over his subjects. What could be more unpleasant than a teacher who doubts and displays superficialities all lesson long? It's clear that learners will follow him or her with a wry smile.

For this reason, philosophy teachers must undergo continuous training to update their knowledge and be able to find inspiration for innovative teaching approaches. For example: "*To teach, you need to know much more than what you are teaching; but it is above all important to know it better, i.e. to have knowledge that is secure, assimilated, felt to be truly one's own, not limited to its immediate object, but organised with all other knowledge and constantly maintained*" (Tsafak, 1998, p.57).

Teaching is one of the most demanding professions. By transmitting knowledge to learners and developing their skills, teachers are building a viable society. Tsafak (1998) believes that, thanks to their experience and scientific skills, teachers should be able to adapt to the profile of each learner, so as to help them with their difficulties. To do this, the philosophy teacher must have an academic profile that corresponds to someone who: has a broad general culture, rich in experience; masters the knowledge that relates to the discipline and its didactics; masters the concepts linked to the discipline and its specific language; knows how to evaluate the progress and achievements of students.

The philosophy teaching process

In the process of teaching philosophy, several factors explain the poor performance of students in public schools: the inefficiency of the main actors in the field. The educational sciences, principally the didactics of philosophy, must therefore intervene at three levels: to study the attitudes of the actors, facts and behaviours which lead to a deficit in performances; to identify the determining factors of the inefficiency of the pupils in philosophy, on which one must act by arousing a transformation of behaviours and, to subscribe to the search for the quality of the teaching of philosophy, by seeking with the various actors in the field, the most appropriate models for the teaching of philosophy and the objectives pursued by the national educational system in general and the pedagogical inspectorate in particular.

This is clearly reflected in a poor grasp of concepts and philosophical discourse, fuelled by an inability to conceptualise, formulate issues and argue philosophically. The direct consequences of this are poor marks in class assessments and official examinations. These marks are generally between 3 and 9 out of 20 on the various exercises, giving the impression that philosophy teaching is particularly poorly executed compared to the other subjects on the philosophy syllabus. Even the marking scheme and the marking grid used for the purpose seem to be impertinent and have little impact on the marking of the tests. Despite the fact that the "Office du Baccalauréat du Cameroun (OBC)" has recommended meetings to harmonise marking after exams, philosophy is still perceived as a random subject that foreshadows academic failure. What's more, harmonisation does not justify the random nature of corrections or marks awarded to papers. The subject of a philosophical essay can in fact have a wide range of issues, hence the importance of harmonisation.

Involvement of pupils in classes known as philosophy classes in the High Schools of Nkoldongo, Anguissa, Mbalmayo Oyack and the Bilingual High School of Mbalmayo. This article focuses on the teacher's academic profile. 520 pupils from classes known as philosophy classes in the High Schools of Nkoldongo, Anguissa, Mbalmayo Oyack and the Bilingual High School of Mbalmayo were involved in this study, which was carried out in four stages: The first

stage involved identifying classes taught by teachers with different academic profiles. This led to the identification of 312 pupils taught by three teachers with basic training in philosophy; 120 pupils taught by two philosophy teachers with a degree in psychology; and 88 pupils taught by a philosophy teacher with a degree in sociology. Despite the disparities in the basic training of the various teachers, it nevertheless appears that they all hold a D.I.P.E.S II, philosophy option, a diploma which qualifies them for the training.

The second stage consisted of a week's observation of teaching in the various classes where the academic profiles of the different teachers had been identified. With the collaboration of certain censors and pedagogical coordinators, we took part in sessions to harmonise the tests planned for the sequential examinations. This operation consisted of choosing from among the tests proposed by the various teachers, the one to be taken at the examination. This test took into account the level of progression of the teaching in all the philosophy classes in each of the target schools. This scenario from the fourth phase was repeated in the fifth phase.

In the third stage, the tests, for which the choice of exercise depended on the student, were taken as usual for a duration of four hours. At the end of the allotted time, the papers were collected and given to each of the teachers chosen to mark them. The main criterion for selecting the teachers was that they should have basic training in philosophy and at least five years' experience in the field.

The fourth stage involved marking the papers. The marks obtained by the learners who had taken the various tests were compared each time during the fourth and fifth sequences, between those of the students trained by teachers who had trained as philosophers and those of the teachers with the other academic profiles. This was done with some success, thanks to the kindness of the teachers who took the risk of entrusting us with their students' papers. Theoretically, this analysis makes it possible to understand that a teacher who does not have a training profile corresponding to the teaching of philosophy has a negative impact on the performance of his learners and deals a serious blow to the development of the latter's skills. As a result, there is little to be expected in terms of disciplinary contribution to personal development. Which is to say that a teacher who achieves the best results with his pupils is more than the sum of his scientific knowledge, he is a whole.

In view of the above, the academic profile of the teacher has a significant influence on the performance of students in so-called philosophy classes. In other words, the performances of students in philosophy can be improved if the teacher makes the most of the resources that come from an academic profile adapted to the teaching of the subject.

Impact of the teacher's academic profile on student performances in philosophy

The performance of philosophy students can be improved thanks to the teacher's academic profile. There is a difference in the average performance in philosophy according to the academic profile of the teacher. In fact, students whose teacher has a philosophy profile record the best performance in our sample, followed by students whose teachers have a psychology profile. Pupils whose teacher had a sociology profile recorded the lowest performance; the average began at its lowest level among pupils whose teacher was a sociologist. It evolves to reach its first peak among students whose teacher is a psychologist, then increases in a relatively better way among students whose teacher has an academic profile of philosophy. This observed difference was significant. This confirms the fact that students' performance in philosophy can be improved thanks to the teacher's academic profile.

Young Cameroonians admitted to the competitive recruitment examination for the "Ecole Normale Supérieure" generally hold a bachelor's degree in philosophy. But because of the ever-decreasing quota, and despite the regularity of recruitment, it sometimes happens that another category of teacher is admitted on the basis of special recruitment. This generally involves higher education graduates, recruited to meet the very high demand for human resources. It has to be said that this latter category is not without consequences, as these staff do not benefit from any didactic training. What's more, they are unfamiliar with the concepts of retraining and continuing education. They are discovering themselves at the same time as they are discovering the realities of the field, and they are trying as best they can to hang on. From this point of view, it is important to give an important place to the didactics of philosophy, particularly to didactic approaches that encourage learner activity. It is not always possible for an individual with a vague knowledge of philosophy to demonstrate the ability to effectively teach philosophy without a resurgence of didactic and pedagogical shortcomings; philosophy does require particular aptitudes and attitudes.

This is why the competence of the philosophy teacher is necessary. Before being able to teach skills, the teacher must already know how to show that he or she is competent. Thinking for oneself requires the teacher to master the complex tasks specific to developing and validating philosophical skills. This involves combining a variety of resources based on theoretical knowledge and experience. It is clear that, as time goes by, areas of knowledge evolve and educational needs diversify and become more complex through their transmission processes, because the objectives are becoming more precise at the same time. It is becoming increasingly important to pay particular attention to the ways in which they can be achieved. This explains why it is so important to make the academic profile of the teacher a major

concern, if we really want to develop the skills of learners, the key to meeting the diverse expectations in terms of school performance, educational policy objectives and human development.

Theory of the evaluation of teacher characteristics

The theory of evaluating teacher characteristics argues that the teachers who perform best with their learners are those who know and necessarily take into account a certain number of categories of knowledge. It is true that teachers are expected to know the subject they are teaching, but they should also be able to master it, because they are the masters and nobody else. This being the case, they cannot be allowed to make the slightest excuse for the slightest shortcoming, or even failure. It is for this reason that training at the "Ecole Normale Supérieure" is still considered to be elite training. It falls within the remit of the State, even if private structures can sometimes be accredited.

In fact, teaching is far from being a field where one arrives by pure chance of circumstance; one does not improvise. It is an activity of the educational sciences, the fundamentals of which are based on the need to adapt resources to objectives on the one hand, and resources to endogenous and exogenous factors on the other, as well as to goals, especially when we accept that it is what is taught that determines the type of existence towards which we want to strive or the type of world we want to build. From this point of view, we cannot ignore the didactic work that a teacher has to do in the process of teaching a subject in which pupils are expected to perform as well as possible. Having said that, a teacher's competence requires not only a wide range of knowledge, but also know-how, i.e. skills. Writing a philosophical essay, for example, requires mastery of a certain number of lexical codes and semantic abilities, i.e. the ability to apply them in a contextual situation; the implementation of a type of school genre, such as constructing and developing a detailed plan in the order in which it was drawn up.

What's more, the philosophical awareness of those involved has long been damaged by harsh criticism of philosophy, which has made it one of the most disliked subjects in general secondary education, despite the curiosity and even boasting that this discipline arouses when it is well mastered. This means that philosophy needs to be kept away from students, the unhealthy phobia that contributes to destroying the goodwill of those involved. Motivation is the path to redemption, because every human being needs it in any undertaking. This leads to the conclusion that the academic profile of the teacher had a significant effect on performance in philosophy in this study. In other words, students' performance in philosophy varied according to the teacher's academic profile.

DISCUSSIONS

Many didacticians and less sceptical researchers, such as Tozzi (1999), Lipman (2003), Lévine (1996) and Pettier (2004), joined by Kala II (2014), convinced that without a good mastery of processes and the identification of a teacher's personality, backed up by a certain rectitude, nothing convincing can be achieved, have based their reflections on ways of teaching philosophy so as to develop learners' practical skills and thus make the discipline accessible to the widest possible audience. Their work has focused on a hypothesis that Tozzi (1998) calls the 'Didactics of learning to philosophise'. Through the approaches they bring to light, they examine the theoretical and practical conditions for implementing philosophical practices in the final year of secondary school, at primary school and in the community.

The State is responsible for equipping future teachers with the didactic tools that correspond to the subjects to be taught. In addition to the procedural knowledge that teachers acquire, they take ownership of the curricula, learn about the pupils and their characteristics, the educational context, the social environment, the aims, intentions and values that govern teaching, and its philosophical and historical foundations, Debesse and Mialaret (2004). Tsafak (1998), echoing Delors (1996) in the report to UNESCO of the International Commission on Education for the Twenty-first Century on the fundamental role that teachers must play in promoting the quality of education, states: '*In order to improve the quality of education, it is first necessary to improve the recruitment, training, social status and working conditions of teachers, since they will only be able to meet the expectations placed upon them if they have the necessary knowledge and skills, personal qualities and motivation*' (Tsafak, 1998, p. 159), echoing Delors (1996).

This being the case, the improvement of the quality of philosophy teaching necessarily depends on the quality of recruitment, training and certain specific provisions that fall under the responsibility of the public authorities. Tsafak (1998, p. 162) says: '*The better one is prepared for a profession, the easier it is to practise and the more one enjoys practising it; hence the importance of preparation for the teaching profession*'. In fact, by consensus, to be a professional teacher is to see oneself as someone who focuses their teaching activity on teaching and learning, and who is capable of constantly seeking out appropriate strategies as well as suitable techniques and tools; to be capable of critically analysing multiple logics and complex situations in order to self-train and evolve, by closely and skilfully articulating practice, experiential knowledge and foreknowledge, Bret (2008). According to this author, these characteristics imply four paradigms corresponding to as many ways of thinking about teacher training and the professionalism of the teaching profession, namely Zeichner (1983) and Lang (1999):

- Training based on a behavioural model, relying on a set of more or less insoluble skills to be practised and mastered, corresponding to the academic model centred on the transformation of subject content with reference to theoretical data ;
- An apprenticeship in the craft, where the teacher demands a set of professional skills to be acquired on the job;
- A critical approach in which teachers mobilise a set of reflective skills that enable them to transform a teaching problem, adopting the model of the professional 'reflective practitioner' who articulates multiple logics when analysing his or her solutions to the problems encountered;
- A personalistic view of training, in which the teacher demands a process of personal development based on principles.

The theory of evaluating teacher characteristics shows that an effective teacher is one who has benefited from training that enables him or her to go beyond academic disciplines; who makes skilful use of other forms of resources acquired in the course of learning and socio-cultural experience. These requirements are in line with one of UNESCO's 1966 recommendations on the status of teachers. Tsafak, who refers to this institution, bases the aim of teacher training on the need to develop teachers' general knowledge and professional culture in the same way as they should: "*Develop their ability to teach and educate, their understanding of the principles governing the establishment of good human relations within and beyond national borders, and their awareness of the duty incumbent on them to contribute, both by teaching and by example, to social, cultural and economic progress*" (Tsafak, 1998, p.162). This means that an effective teacher should not be an adventurer in the profession, but a professional who is supposed to have a perfect knowledge of the subject he or she teaches, as well as a mastery of the educational environment and the personal qualities specific to educators (Talbot, 1997).

When pupils realise that the teacher has mastered the subject being taught and the methods of transmitting it, they feel challenged and become more involved. The theory of the evaluation of teacher characteristics is thus similar to that of the 'teacher effect', which also explains the performance of an educational institution in terms of the quality of its human capital.

This being the case, the relationship between factors linked to the teacher's academic profile, initial training, professional training and in-service training have a correlation with pupil performance, and even with the motivation of those involved, which has a significant psychological impact on behaviour and conduct. When taken together, these factors give teachers a certain amount of self-confidence and assurance. Bressoux (2000) classifies teachers into two categories: effective teachers and ineffective teachers, taking into account the difference in level, the teacher's qualifications and accumulated teaching experience. He shows that the teachers who perform best with their pupils are those who are acutely aware of the work they have to do and take this responsibility as a moral duty. They therefore show a certain zeal in carrying out their duties. On the other hand, ineffective teachers neglect weak pupils, who are also subject to harsh criticism.

Pupils with learning difficulties receive little of the attention they need to help them overcome their problems, and this leads to a lack of interest in their studies; the teacher then appears as a bully, which leads inexorably to failure. Tsafak (1998) believes that being a professional does not mean '*having the necessary know-how to work*'. It is better to be professional. Belinga Bessala (2013) and Simo (2013), who also defend the teaching profession, argue that obtaining a university degree is not enough to teach; it does not guarantee anything in terms of skills. The teaching profession requires a diversity of resources, cross-disciplinary and specific skills. This is why we can say, as these authors do, that didactics is the only educational science that qualifies people to teach. It is didactics that is responsible for providing solutions to methodological and technical problems in classroom management and in the conduct of teaching, which it plans rationally, taking into account the interests of pupils and the expectations of the entire educational community. For these specialists, didactics is like a filter; it acts as a sieve in relation to the scientific subjects to be taught, enabling the teacher to select the content and value systems according to the real training needs of the trainers.

The didactics of a discipline acts as a filter, in the sense that it enables the teacher to know how to select the substratum of knowledge to be taught as well as the value systems, in accordance with the real training needs of the trainers, Simo (2013) following Belinga Bessala (2013). This shows the importance of training in the didactics of philosophy. Heidegger (2009), inspired by the history of the great thinkers, rightly recalled that philosophy has always been taught, from the schools of the ancients to the universities of the modern era, by the great authors, the teaching elite, such as Plato, Ricoeur and Kant. It is therefore impossible to imagine teaching philosophy without a teacher. The teacher is the one who masters the science and its processes. A philosophy course without a teacher trained in the discipline would consecrate the reign of opinion, the risk of the very notion of philosophy being trivialised; the deviation from the desired goals would be very great, and we would be heading inexorably towards the abyss of populism and the trivialisation of the notion of philosophy, a discipline whose teaching should not be a matter for adventurers.

In fact, when we talk about school performance or improving the quality of education, we very easily mention factors such as the teacher's didactic skills and many other psychological aspects, but we very easily forget the notion of motivation, which, beyond external considerations, is primarily exercised within the individual. Vianin (2006) and many other authors rightly recognise that there is a reciprocal relationship between motivation and the teaching-learning process. In other words, motivation is an incentive for teachers to truly express what they have learned, what they are and what they know how to do. Similarly, awareness of the teacher's academic profile is a source of confidence and motivation for learners. The more the teacher is able to show the value he or she places on the subject being taught, and the advantages it can bring, the more determined the learners will be to make it their own; their intrinsic value is thus made available to conquer the knowledge on offer. Chekour, Chaali *et al.,* (2006), inspired by the work of Metrailler (2005), state that the higher a student's marks, the greater the results of 'intrinsic' motivation.

According to Tsafak (1998), a well-trained teacher considers his lesson to be an art, because he accompanies it with images, his culture, carefully chosen words, rhythms and sounds, and the emotions of his soul. In this way, learners are called upon to discover themselves through their reactions, expression, attitudes and performances. '*If teachers are considered to be the key players in their pupils' success, it's because they have the power to transform their outlook on life, in particular by providing them with the life skills, know-how and tools that will lead them towards their social and professional aspirations*". The quality of student performance in philosophy depends, among other things, on the teacher's own regard for his or her subject and the image that students have of him or her. On the other hand, if teachers are poorly selected and not retrained or trained in the various methodological changes, the result is a waste of resources and energies at various levels.

CONCLUSION

This article sets out to examine the extent to which the performance of students in philosophy classes can be improved by the academic profile of teachers. It is clear that teaching philosophy is never an easy task. The teacher is called upon to deal with a subject that has no substratum as knowledge content; with a class group that is sometimes heterogeneous and inexperienced. This requires a range of skills and competencies, in other words, a body of knowledge at the epistemological, procedural and declarative levels. The mobilisation of this set of resources should lead to the transfer and/or construction of knowledge, know-how, interpersonal skills, attitudes and aptitudes useful for the development of the learner's skills in philosophical practice. To this end, it is strongly recommended that only teachers with basic training in philosophy and who have benefited from accredited professional training for the training of this type of human resource, or who have benefited from validation of acquired experience, should be recruited to teach philosophy in general education schools, mainly in the final literary classes. In other words, the teaching of philosophy is based on a requirement for a teacher's qualifications and academic profile, although it is more often referred to as a matter of vocation. In any case, a teacher with a vocation, unless he or she is gifted, is first and foremost concerned with training, with a view to practising the profession of his or her heart with passion. This training predisposes them not only to be masters of their teaching subject, but also to be able to overcome the socio-professional hazards characteristic of the educational environment.

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