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The Typologization of the Beliefs of History Teachers in Planning the Teaching-Learning of History in Secondary Schools in Cameroon

Menye Obia Eric^{1*}

¹University of Yaounde I, Cameroon

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Abstract: The question the identification of key beliefs in the teaching-learning history is relevant. However, if the typology of beliefs exists in the educational files, it faces an uneven development of the literature. Many studies have deepened the typologization of epistemological beliefs as well as the typologization of psychological and pedagogical beliefs which remains fallow in Cameroon. Hence the following reseach question: what beliefs do history teachers believe? This article focuses on the study of the typologization of programming of teaching-learning of history. To meet this objective, an exploratory-descriptive reseach combining a quantitative component and qualitative component was carried out, involving 65 teachers and 160 educational sheets. In order to type the beliefs of the teachers in planing of teaching –learning, we associated the questionnaire, individual interview and documentary analysis which only made it possible to triangulate the data but also to reach the empirical saturation. Data revealed positive beliefs in history reaching –learning. This result summons teachers to a triple vigilance: constructivist epistemological vigilance, constructivist pedagogical vigilance, constructivist psychological vigilance.

Keywords: Epistemological beliefs, psychological beliefs, documentary analysis, pseudoconstructivist pedagogical beliefs, planing of teaching –learning history.

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INTRODUCTION

Initially approached from an essentially religious angle, the question of beliefs gradually entered the scientific domain to analyze the singular and even collective actions of men. In his theory of belief (Hume, 1978) explained that it is belief through its influence on passions and actions that grounds our actions. On this subject, the studies carried out by (Borko and Putnam, 1996; Boissard, 2019) have highlighted pedagogical beliefs and epistemological beliefs. All of these beliefs have a common denominator, which is that they are either constructivist or passive or transmissive. Of the writings that have addressed this question of the typing of beliefs, none to date has brought together the three types of beliefs in the same study. Independently of a general study of the beliefs of history teachers, there is this connection with the planning. Studies have not typologized psychological beliefs with planning of students' activities since they have not clearly named them. Studies have not also studied pedagogical beliefs with planning of teachers' activities. However, there is a study carried out by Bouhon (2009) to determine the type of epistemological beliefs in planning. Although it has

the advantage of having crossed epistemological beliefs and planning, this study remains vague on the planning variable. Since there are several. For example, it did not make it possible to combine epistemological beliefs and the purposes of history teaching. Moreover, it remained in a confrontation between constructivist epistemological beliefs and positivist epistemological beliefs within the framework of educational renewal with the implementation of APC (Competency Approach) in educational planning as a backdrop. - learning history. Moreover, whether psychological, pedagogical or epistemological, teachers' beliefs in relation to the different elements of planning are insufficiently the subject of a precise empirical study. That being said, the question remains of the different types of teachers' beliefs in relation to planning the teaching-learning of history. This study aims to typologize beliefs in teaching-learning in planning the teaching-learning of history.

I. THE STUDY METHODOLOGY

The study site is in Cameroon where there is an unequal distribution of the teaching population and that of history teachers in particular. Of the 10 regions of

*Corresponding Author: Menye Obia Eric
University of Yaounde I, Cameroon

Cameroon, we distributed the questionnaire in the regions of Adamaoua, Center and East. The sample is made up of Cameroonian history teachers. In this large group, there are General Education High School Teachers (PLEG), General Education College Teachers (PEG) and part-time teachers. There are 65 teachers. This size is unevenly distributed with the center registering 38 teachers with a large part coming from Mfoundi, i.e. 30 teachers. Next, the East, 11 and Adamaoua 8. The remaining regions have figures which vary between 1 to 5 teachers. For this study, we opted for convenience sampling. This choice is justified by the work of several authors from our conceptual framework. Gueye Ba (2017) used a non-probability sampling consisting of 70 teachers. Thibault (2007) used a non-probability or theoretical sampling consisting of 210 students and 36 teachers. Ngono (2012) obtained 70 ICT teachers based on non-probability snowball sampling. Overall, the literature on methodology related to the typologization of beliefs has chosen convenience sampling. As for the sheets, we collected 160 educational ones. It is not excluded that other types of sampling may be used. This is the case of probability sampling (Bouhon, 2009; Martineau, 1999).

The choice of investigation methods for this article focused on the mixed method associated with documentary analysis. This is the case of the study by Gueye Ba (2017) which adopted a mixed method. Regarding the typologization of beliefs, researchers have used the quantitative method much more (Houle, 2001; Boissard, 2019; Gobat and Berger (2008). Here, we use the interview guide because of the nature of the data generated. That he produces. These data are associated in pedagogy with declared practices as opposed to observed practices. It is therefore possible that the history teacher declares that he includes activities of high intellectual intensity in the teaching sheets while he does not. To go beyond the limits of the interview and the questionnaire, we use documentary analysis on the teachers' educational sheets through the documentary analysis grid which will make it possible to typologize the beliefs.

Regarding data collection techniques, we use questionnaire, documentary analysis and interview. The choice of the questionnaire to collect our data is similar to that of researchers who were interested in the question of the typologization of beliefs. We can cite Houle (2001) who worked with the closed questionnaire to identify teachers' prior beliefs. Gobat, E. and Berger (2018) highlighted the effect of experience and pedagogical training on the pedagogical and identity beliefs of teachers through the closed questionnaire. Boissard (2019) sought to understand teachers' beliefs and their possible influence on motivation in order to target the effectiveness of training and educational support actions through the self-administered closed questionnaire. If the research of (Houle, 2001; Gobat and Berger; 2018; Deslile, 2017) gave convincing results, that of Boissard did not. This failure, although important,

does not call into question the results obtained by the questionnaire. In order to typologize the beliefs we add the semi-structured interview. This choice follows that of Deslile (2017) who described the beliefs of future language teachers regarding the digital competence of secondary school students with the semi-structured interview with regard to the typologization of beliefs.

The data analysis strategy depends on the research objectives on the one hand and the data collection strategies on the other. Concerning quantitative data, we use statistical analysis and for qualitative data, we use thematic analysis. To typologize teachers' beliefs, we choose statistical analysis and descriptive analysis. This choice follows that of the authors used in the critical literature review in connection with the typology of beliefs. Descriptive analysis and statistical analysis were used by Houle (2001) to identify teachers' prior beliefs regarding pedagogical practices relating to the management of learning in science and technology at primary level. Thematic analysis was chosen for the identification of beliefs at the level of the interview and the educational sheets. This option was also used by Murphy (2014) to analyze teachers' representations with regard to the linguistic and social integration of allophone students. Deslile (2017) carried out the thematic analysis to study the beliefs of future language teachers on the digital competence of secondary school students. Thériault (2008), for example, used thematic analysis to try to understand the reality experienced by future teachers and carry out a synthesis effort in order to characterize the extracts. Caquette, used thematic analysis to generate a definition of adult hypersexualization. Godoi (2017) sought to understand a situation of the curricular work of PE teachers in Cuiabá through thematic analysis.

II. CONCEPTUAL AND THEORETICAL FRAMEWORK

II.1 Towards a first typologization of beliefs

Many authors have examined the types of teachers' beliefs. Durand (1996, p.187) considers teachers' beliefs in relation to school discipline and curriculum. For him, teachers' beliefs relate to teaching, student actions, learning and the best ways to structure a class, their own ability to effectively carry out the teaching function. They also relate to the conception of the discipline he teaches and the disciplinary content, class events, the role of the teacher in the class and in the education of children, the role of parents and their relationships with the teacher. School, the definition of a good teacher, certain specific elements of the program, discipline and teacher-student relationships. Indeed, this definition has the particularity of accounting for the different types of teachers' beliefs which can be transposed into history. Thus, beliefs relating to teaching are called "pedagogical beliefs", those relating to learners and learning are called psychological beliefs. The belief which deals with the discipline and its content is associated with the epistemological belief. This

typologization of beliefs is joined by that of Roy (1991) who, without naming it, reveals that:

... the importance given by teachers to the different elements of course content, their conception of the cognitive, social and emotional development of the student, their vision of the autonomy of the student or the control to be exercised by the teacher, their beliefs regarding the organization and management of the classroom, in short their conception of teaching and learning, have a great influence on their decisions and consequently on their interventions in class. (1991, p. 133)

Although having highlighted the influence of beliefs on planning practices, it emerges from this segment that the belief about the content of the course relates to the epistemological belief. The conception and cognitive, social and emotional development of the student, the teacher's vision of the student's autonomy goes with the psychological belief. The belief regarding teaching is associated with the pedagogical belief. The way Gobat and Berger (2018) think about teaching beliefs is no different from the definition of Durand and Roy. The authors emphasize that pedagogical belief brings together teaching and learning. As part of this article, we work with Durand's approach which considers that the teacher has a belief about learning and the best ways to structure the class which he calls a psychological belief. Boissard (2019) takes the same perspective, indicating that the student's belief in learning refers to psychological belief. This brief discussion of the authors' typologizations made it possible to identify two types of beliefs: pedagogical beliefs and psychological beliefs. Also, the authors evoke epistemological beliefs (Thériault, 2008; Pajares, 1992) which they describe as the analysis of thought and the conception of the nature of knowledge. Overall, teachers develop three types of beliefs: psychological belief, pedagogical belief and epistemological belief.

II.2 Psychological beliefs in school history

In history teaching, several authors have addressed the question of beliefs either with the same concept (Thériault, 2008) or with a sister concept such as social representations (Bouhon, 2009). This is how Bouhon and Dambroise (2004) propose learning by criterion-referenced evaluation. This learning mode follows two different activities:

Criterion-referenced assessment means stating the qualities expected as primary and secondary, as well as the indicators, that is to say observable in the student's production which attest to the achievement of this or that criterion; - criterion-referenced evaluation means communicating these criteria to students, in the form of instructions and/or a criterion-referenced grid to be used during their work and allowing them to appropriate them through the analysis of the productions.

These two activities allow the student to be a co-evaluator while at the same time constructing their own knowledge. At the same time, they develop not only the student's autonomy, but also cognition and metacognition. Seen from this angle, the student truly engages in the last Bloom skills which are synthesis and evaluation. This type of psychological belief is called constructivist psychological belief. The opposite of this type of belief is the passive psychological belief. Lebrun and Lenoir (2001) present traditional heterostructuration. This type of psychological belief conceives knowledge as pre-existing and external to the student's knowledge. The student is passive most of the time since he only waits, listens attentively and asks questions when necessary. These two studies reveal the type of psychological belief that guides teachers in the choice of learning in history class: the constructivist psychological belief and the passive psychological belief. However, these authors do not show the activities linked to the different types of psychological beliefs that teachers offer to students. From this point of view, it would be interesting to see precisely the types of activities that teachers propose to students in planning in order to determine the type of psychological belief of their planning.

II.3 Pedagogical beliefs in school history

Pedagogical beliefs have also been the subject of studies in history teaching. Drolet (2010) lists the different beliefs that teachers use in teaching the social universe. She notes the lecture which is defined by (Martineau, 2010, p.127) as "an oral presentation, without interruption, from a teacher to a group of students, the teacher remaining the source of information and having alone the initiative while the students are in a silent listening situation. According to (Chan & Elliott, 2004 and [OECD], 2009) it is the direct transmissive pedagogical beliefs which make more room for the teacher who takes care of almost everything, leaving the student in inactivity. Based on the work of Lenoir (1991) concerning the categorization of pedagogical beliefs, Boutonnet (2013) presents the different types of pedagogical beliefs that teachers use in didactic sets. He distinguishes between constructivist pedagogical beliefs and transmissive pedagogical beliefs. Among the constructivist educational beliefs, we find cognitive interstructuration. Lenoir (1991) describes it as an interactive pedagogy of research starting from a spontaneous investigation during which the development of a research project is based on the knowledge of the students. In history class, this type of pedagogy clearly establishes the importance of all the elements associated with the exercise of the historical method: questioning, planning, researching, analyzing, interpreting, organizing and synthesizing. From this point of view, cognitive interstructuration has the particularity of giving the student access to the historical method, of allowing autonomy, as well as the interpretive construction of historical knowledge. Drolet (2010) and Boutonnet (2013) made it possible to identify the types of

pedagogical beliefs on which teachers rely to carry out educational intervention. If Drolet worked with the aim of painting a portrait of the teaching practices of primary school teachers, Boutonnet envisaged his study in the identification of pedagogical beliefs in the use of didactic sets. Obviously, these two studies do not allow us to glimpse the type of pedagogical beliefs that underpin teaching planning. Unlike learning planning, teaching planning deals with the activities of the teacher. What are the activities that the teacher introduces into the planning and which forms his pedagogical belief?

II.4 Epistemological beliefs in school history

Epistemological beliefs are a component of teachers' beliefs. Demers (2011) identifies three types of epistemological beliefs that direct the thinking of history teachers. The first belief is realistic and productive, it "conceives historical knowledge as an amalgam of objective facts external to the interpretation of the historian which does not require any specific criteria to process the information from testimonies, documents, etc". The second belief, criterialist/constructivist, postulates that historical knowledge is a human construction which requires the rigorous and methodical evaluation of evidence, via the euristics of sources and contexts of their production Wineburg (2000). The third relativistic type belief according to VanSledright Alexander (2009) combines the other two or is a mixture of them. Here historical knowledge is conceived as a human construction, but relegated to the status of opinion since the subjectivity of the author takes precedence in the analysis (Demers, 2011). Alongside the work of Demers, (Bouhon, 2009 and Chartrand, 2015) have also typologized epistemological beliefs. A general trend is emerging: the constructivist epistemological belief and the positivist epistemological belief. Overall, this research sheds light on the typology of epistemological beliefs. On the other hand, they remain in the interactive phase of teaching. From this point of view, they do not make it possible to determine the type of epistemological beliefs that direct planning for the teaching-learning of history. Demers (2011), for example, established his typologization within the framework of the purposes of history teaching in connection with classroom intervention. This typology therefore does not allow us to discover the one that prevails in the purposes of history teaching. Bouhon (2009) described and explained the positions of teachers with regard to epistemological models. Although having typologized epistemological beliefs within the framework of social representations, Bouhon's research did so in connection with epistemological models. From this point of view, the author makes a confrontation with the epistemology of history. However, ours, at least this subsection, envisages typing the epistemological beliefs of teachers in connection with the purposes of history teaching included in planning the teaching-learning of history.

III. THE RESULTS OF THE STUDY

III.1 An epistemological belief contrary to the belief in force

The presence in the planning of teaching-learning of the history of objectivist epistemological belief is a choice made by the teachers. This belief has been the subject of several research studies among history educators and even epistemologists. In a study carried out by Demers and Éthier (2013), two types of beliefs were defined. The constructivist epistemological belief and the objectivist epistemological belief. The one that catches our attention is the last. Here, historical knowledge is objective, realistic and/or reproduction. Concerning the second dimension, the relationship with knowledge is transmissive and mechanical, the memorization of historical facts gives access to historical knowledge (Demers and Éthier, 2013, p. 103). Research conducted on teachers to determine the type of epistemological beliefs, such as Audigier (2002), Bohan and Davis (1998), as well as Yeager and Davis (1995), demonstrated that secondary school teachers had tendency to conceive of history as an objective truth accessible in the accounts of experts and the work of the historian such as the collection and transcription of "information" contained in testimonies and other documents historical. Therriault (2008) questioned the epistemological positions of future secondary school teachers through the analysis of beliefs and relationships to knowledge. Like previous research, this article has shown the pervasiveness of the objectivist epistemological belief. Directly linked to planning for teaching-learning in the human sciences, (Lebrun & Lenoir, 2001) analyzed the conception of the relationship to knowledge which emerges from 202 plans for teaching-learning activities in the human sciences carried out by 112 future primary school teachers. The result showed that the majority of teachers adhered to the objectivist epistemological belief.

III.2 A frontal educational belief

The results obtained revealed the presence of frontal educational beliefs. This result is consistent with that of several studies. According to Martineau (1998) and Lautier (1997), traditional teaching is the most widespread. It is based on the transmission of a chronological story covering the significant facts of the collective past that the students must store in their memory. For (Jadouille, 1998), the expression exposition-narrative is the transmissibility of the knowledge held by the teacher because this is, in the words of (Bouhon, 2009,p.85): "the main source of knowledge available ". These results lead (Charland, 2003; Martineau, 1997; Wineburg 2001) to say that these criticisms do not weaken the enthusiasm of teachers to practice this level of teaching. In the United States, Cuban (1993) showed in exhaustive research the predominance of traditional lecture-centered teaching based on reading textbooks and factual memorization. On this point precisely, the educational sheets did not reveal the presence of teaching by concept, teaching by

social skills or teaching by solving problems which are close to or associated with the constructivist educational belief. The extracts below help justify this reasoning:

- Gives the policy applied by Spain in 1960;
- Names two political parties in Equatorial Guinea;
- Gives the date of the independence of Spanish Guinea and the name of its first president; - Identifies the inventions that promoted voyages of discovery;
- Name the countries that invented the compass and the caravel...

These activities are those of history teachers who view history as a reflection. For many, this work on the documents is sufficient to signify the application of the APC for example. However, upon observation, these activities are qualified as low intellectual intensity. From this point of view, there is a kind of pseudoconstructivist belief among history teachers in planning the teaching-learning of history.

III.3 A frontal psychological belief

The results extracted from the questionnaire, the documentary analysis and the interview showed the presence of the positivist psychological belief. This result is a synthesis from the three data collection instruments. A detour on the questionnaire results showed the constructivist psychological belief. Being in the context of the establishment and implementation of APC, most teachers chose activities that necessarily referred to APC, especially since the questions were multiple choice. It was therefore easy for them to demonstrate the application of this APC. Our results, which are in line with frontal psychological beliefs, are associated with those of certain educational authors. Bouhon (2009) demonstrated the pervasiveness of the presentation-story model which reduces learning to an activity of attentive listening, careful note-taking, the use of the document for illustrative purposes. In connection with the students' work deduced from the educational sheets, these extracts expose the frontal psychological belief:

- Lists the European countries that participated in the renaissance
- The title, source of the document;
- Identifies the manifestations of disorder;
- Describe document A;
- Define crusade, feudalism and church;
- Analysis of text and photo;
- Analysis of the document;
- Presents the documents;
- Describe the document there;
- Traces the biography of Ousmane Dan Fodio;
- Notes his works;
- Justify why you consider him a great figure

These identification activities give the teacher the illusion that he is making the students work. This

conclusion is similar to the work of researchers such as Jadouille (2015) who came to the conclusion that the teacher's story remains significant in history classes. He is joined by Bouhon (2009) who details the learning of history in these terms: "The exposition-story model which is most programmed and used reduces learning to an activity of attentive listening, taking careful notes and regular studies aimed at the assimilation of a collective memory to be restored as faithfully as possible, because, as Le Pellec reminds us, what takes precedence in the "magisterial model" is the "logic of exposition of the contents, not that of their reception" (p.67). The work of Bouhon and Jadouille largely matches ours and shows that teachers do not know the techniques for making students learn history according to the principles of APC. The constructivist approach would require the teacher to ensure the inclusion of active learning techniques in the teaching sheets when planning teaching-learning.

VI. DISCUSSION AND CONCLUSION

This part will discuss the results obtained on the basis of the theories used for this purpose. To understand this anchoring of teachers in the positivist belief we use Bandura's theory of personal effectiveness which attempts to understand the phenomenon through motivational processes and selection processes. The motivational process has an influence on the feeling of personal efficacy. For (Weiner, 1985), when the teacher attributes his successes to his abilities and his failures to insufficient effort, he is more inclined to engage in difficult activities and to persist in the face of failure than when he attributed to situational factors. Other authors such as (Ajzen & Fishbein, 1980; Vroom, 1994) agree with Weiner and show that, the more the teacher believes that certain of his actions can ensure the desired results, the more these are appreciated and the more his motivation to reproduce the same actions will be great. Brought back to planning the teaching-learning of history, teachers who inscribe the constructivist epistemological belief have more capacity, believe in the results and believe at the same time that in the face of failure, they would have made little effort. Conversely, those who have less capacity do not care about the result and flee the difficulty. It is these teachers who include the objectivist epistemological belief in the teaching sheets.

Concerning the educational belief, the results present a pseudoconstructivist educational belief. They are visible on These activities are those that history teachers design for students. For many, this work on the documents is sufficient to signify the application of the APC for example. However, upon observation, these activities are qualified as low intellectual intensity. From this point of view, there is a kind of pseudoconstructivist belief among history teachers in planning the teaching-learning of history. At Sauvayre, the information was accepted but there was no epistemic break and therefore no epistemic opening. For Giddens (1979), it is a matter of ontological security which keeps history teachers

engaged in lectures. This explanation is similar to that of the theory of planned behavior (TCP). For Ajzen (1985), TCP is “a theory designed to predict and explain human behavior in specific contexts”. More precisely, this theory is used when attempting to predict behavior over which individuals have no, or very little, intentional control, as well as to predict behaviors that require planning or preparation. Being in planning the teaching-learning of history, this theory seems adequate. The variable we are using is that of the perception of control. It results from a set of control beliefs. Control beliefs are beliefs regarding the presence or absence of factors that facilitate or hinder the performance of a behavior (Fishbein & Ajzen, 2010). Theorists of this variable assert that, if a person believes that the obstacles present are numerous and powerful enough to hinder the performance of a given behavior, their perception of control will be low. Conversely, if the person appreciates the facilitators as powerful and numerous enough to promote the performance of the behavior, their perception of control will be high. History teachers chose the frontal pedagogical belief in planning history teaching and learning because the facilitating elements would be powerful and numerous enough to allow the behavior to materialize, hence their high perception of control.

To raise the perception of control over the frontal educational belief, authors such as: (Moisan, 2010; Martineau, 2010; Bouhon, 2009) have proposed teaching techniques that allow students to be active in history class and that teachers must include in their teaching sheets. These three authors develop what we can call educational vigilance. This constructivist pedagogical vigilance would require the teacher to be vigilant when preparing their lessons by ensuring that active pedagogical practices are present in their teaching sheets in terms of planning for teaching-learning.

As for psychological belief, the results showed the presence of the positivist psychological belief that Jadouille combats and proposes learning-research. This learning model allows the student to be involved in the structuring of their knowledge on the one hand and on the other hand divergent personal construction is authorized. Made capable of interpreting new and complex historical situations, the student will be able to demonstrate that he is competent, that is to say that he can mobilize his knowledge, know-how and interpersonal skills. Considering the advantages of the learning-research model, Jadouille finds that it is an alternative to the presentation-story and the discourse-discovery. Jadouille grafts a derivative to the learning-research model that he calls learning by inquiry. This type of learning itself depends on the great didactics of history which he calls the didactics of inquiry. Thus, Jadouille (2015) calls teachers to what we call constructivist psychological vigilance. This constructivist psychological vigilance would require the teacher to ensure the inclusion of techniques active

learning in the teaching sheets in terms of planning teaching-learning.

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