



## THE ABANDONMENT OF TEACHING POSITION BY LOCAL L2 TEACHERS IN SECONDARY SCHOOLS: A CASE STUDY OF LOCAL CHINESE TEACHERS IN CAMEROON

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### Abstract:

In recent years, Cameroon has trained many excellent local Chinese teachers. However, With the increasing number of local Chinese teachers and the dissatisfaction with teaching conditions, the abandonment of teaching position by local Chinese teachers is becoming more and more serious, which leads to the shortage of teachers in Chinese teaching in Cameroon's secondary schools. Based on qualitative research design, this paper found that the main reasons that push local Chinese teachers to quit teaching position include teachers' lack of teaching motivation and interest, the problem of the integration model, low wages, teachers' lack of support from principals, and excessive curriculum burden. After describing the main reasons that increase rapidly the turnover (run off) of local Chinese teachers and the negative impact of this phenomenon on Chinese language teaching, this paper tried to put forward some important suggestions to stimulate and encourage local Chinese teachers to have ardent affection for Chinese language's teaching, and improve the continuous deepening and healthy development of Chinese language teaching in Cameroon, especially in secondary schools.

**Keywords:** Cameroon, secondary school, local Chinese teachers, teaching Chinese

### 1. Introduction

With the rapid growth of the number of people learning Chinese in Cameroon, the government and International Confucius Center, commonly called Hanban, are strengthening the training of local Chinese teachers every year. Today, the number of local Chinese teachers in Cameroon's secondary schools is estimated to reach 350. generally speaking, the teaching profession is no longer just a concern of academicians,

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but also a concern of the general public who is eager to achieve positive results. Internationally, the teaching profession continues to be plagued by several serious problems. One of the most serious problems in the teaching profession reported by previous researchers is primary and secondary school teacher turnover or abandonment of teaching position. In particular in sub-Saharan countries, the governments find it difficult to retain teachers in schools. Although the Cameroonian government and Hanban have made great efforts to train local Chinese teachers, the country still faces the problem of teachers shortage, which is the immediate consequence of the loss of local Chinese teachers. In addition, excellent local Chinese teachers often give up their posts, so the Chinese level of middle schools' students also keeps pace with the decline. If the Cameroonian government and Hanban do not take emergency measures to deal with this problem, the follow-up may have a negative impact on the development of Chinese language teaching in the country. On the whole, the number of Chinese students in Cameroon is increasing day by day, so it is necessary to strengthen the training of local Chinese teachers, at the same time take drastic measures to stop this phenomenon of quitting teaching's profession.

Chen Lianxiang (2013) pointed out in the Survey of Chinese Teaching in Cameroon's Primary and Secondary Schools -- Taking Cameroon's two schools as examples that, with the "Chinese hot" rising in the global scope, the number of overseas Chinese learners is growing day by day, therefore, it is particularly important to study the situation of Chinese language teaching in middle schools and the situation of local Chinese teachers. The rapid increase in the number of people learning Chinese in Cameroon and the number of Chinese language teaching schools have multiplied the demand for local Chinese teachers in Cameroon, in particular in secondary schools. For all developing countries and regions around the world, especially sub-Saharan Africa, cooperating with China is crucial to sustainable political, economic and social development. In order to make the friendly relations between China and the African regions closer, it is a vital way to promote Chinese teaching in all corners of Africa, so that more Africans should have opportunities to understand Chinese culture, master the basic knowledge of Chinese, and learn to communicate in Chinese language. Of course, it is a little difficult or even impossible to complete this task just by the Chinese volunteers sent by the Hanban to Africa each year. Therefore, local Chinese teachers must become one of the main Chinese language instructors or educators. the author of this study believed that the status of local Chinese teachers in teaching Chinese as a foreign language is irreplaceable, especially in Cameroon secondary schools, because they are very familiar with the local situation. As local Chinese language teachers have become the main actors in the sustainable development of the teaching of Chinese as a second language, the abandonment of teaching by local Chinese teachers is a major barrier to the transmission of this language to the local population. To expect a rapid change in the future with the generous help of China, this phenomenon of abandoning teaching profession has to be ended in Cameroon.

## 2. Literature review

### 2.1 Overview of teachers' turnover or teaching position's abandonment in the world

Research reports by former researchers have proved that the loss and retention of secondary school teachers is a global challenge and a ubiquitous phenomenon. Herbert and Ramsay (2004) pointed out that in developed countries such as Germany, America, Sweden, and New Zealand, there are many reports of high teachers' turnover (Santiago, 2001). Ingersoll (2002) reported that in the United States, many states have widely reported a shortage of teachers due to turnover, and about 50% of teachers left the professions due to poor working conditions during the first five years of teaching (Falk, 2012). This opinion confirms the argument of Dill and Stafford (2008) that teachers leave the teaching profession within the first year of teaching. The high turnover rate reduces the number of teachers available in many secondary schools and impact negatively the quality of education, which simply causes some teachers to be bereft of all hope, lose their love and interest in teaching work, or even abandon teaching jobs completely. In addition, it affects the quality of education provided, which contradicts the role of education in achieving social and economic development. Ann Kariuki (2020) conducted a study on the motivation and retention rate of private secondary school teachers in Kenya. The author pointed out that the expectations of new teachers include attractive salaries, good supervisor-affiliation, good working conditions and promotion opportunities. If the expectations are not met, they feel that their contract has been violated, which generally leads to negative work results. In other words, new teachers have always maintained a hopeful and positive attitude during the first years of their career, but after working as teachers for a long time, coupled with poor working conditions, they feel depressed and disappointed about their teaching positions, and the following is resignation from the teaching team.

During the Two Sessions in 2022, Dai Liyi, a member of the Chinese People's Political Consultative Conference and vice president of East China Normal University, analysed that, there was a small proportion of professional teachers and low overall quality at the county level. The proportion of teachers with senior professional titles, master's and doctoral degrees is low, as well as insufficient professional effectiveness in formulating regional plans, organizing and implementing training, guiding primary, secondary, kindergarten education, teaching, and school-based training. the worst thing is, many regions are also facing the outflow of excellent teachers. Long Dijin told the reporter that in recent years, Nanjiang Middle School has "walked" 8 to 10 teachers every year. They "either go to downtown Bazhong or to Chengdu and Nanchong". facing the loss of teachers, Long Dijin said bluntly that some schools now even "do not dare" to let young teachers participate in competitive courses and honorary selections, because they are worried that the school would be "abandoned". For any country, education is the foundation of establishing the country, the instrument of rejuvenating the country, and the foundation of strengthening the country, while teachers are the foundation of teaching and the source of rejuvenating education. The construction and reform of the

teaching team in the new era are to form a world in which excellent talents compete to teach, teachers show their talents, and good teachers continue to emerge in social life. Unfortunately, in some places, especially in remote villages, although the treatment of rural teachers has been improving in recent years, remote or rural schools are still facing the embarrassing situation of continuous loss of personnel and lack of teachers. When investigating a township central school, the Rural Governance Research Centre of Wuhan University found that in recent years, the loss rate of newly recruited rural teachers in the school has reached 45.5%, and some of the remaining teachers are waiting for the opportunities to leave. Radhika Kapur (2018) explained the reasons for the shortage of teachers in schools and the negative impact of this phenomenon on education in his paper "Shortage of Teachers School".

## **2.2 The main reasons leading to teacher turnover and position abandonment**

There are many reasons for the shortage of middle school teachers. Here are some of the reasons described by Radhika: retirement, family or personal problems, the pursuit of other high-paying opportunities, dissatisfaction with teaching, students discipline problems, lack of professional development and promotion environment, a large number of students, lack of knowledge and skills, inappropriate terminology and relationships with colleagues or staff. Apart from retirement and family or teachers' own reasons, all the reasons mentioned by the author are closely related to the loss of teachers in secondary schools in Cameroon. The author also proposed measures to reduce the increase in the teacher shortage phenomenon. The author believes that facing the shortage of teachers, high wages or salaries, improved working conditions, high-quality teacher training and guidance support must be needed. Happy Kayuni, Richard Tambulasi (2007) also presented in their study on the Realities and challenges of Teacher turnover in Malawi's Ministry of Education the causes or factors affecting teacher turnover in developing and developed countries. According to the paper, wages, incentives and general working conditions, the loss of teacher status, reckless reform and loss of motivation, pressure, recruitment and selective practices, and unfair performance measures are factors affecting teacher turnover in both developed and developing countries. In addition, Richard M. Ingersoll (2001) conducted an analysis of teachers' turnover and shortage. In the article, the author presented the main reasons for teachers' turnover and shortage in schools. His study showed that the number of retirees was relatively small, and it was reported that moderate teachers' departure was caused by school staffing actions. A larger proportion of teachers left for personal reasons, and some of them left because they were dissatisfied with their jobs, or in order to seek better jobs or other career opportunities. From these different previous researches results and points of view related to the teacher's turnover, retention etc., we can deduce that the loss of teachers is a global issue.

### **2.3 The situation of teaching post-abandonment by local Chinese teachers in Cameroonian secondary schools**

Cameroon participated in the opening ceremony of International Chinese Language Education Week on behalf of Africa, which has been organized from December 12 to 18, 2021. At the opening ceremony, Dr. Nama, the current representative of Chinese language education in Cameroon, announced that Cameroon currently has the largest number of people learning Chinese in Africa. In public and private secondary schools, there are 20000 Chinese learners in 2021. Considering the income of 10 years, the number of Chinese learners can be estimated to exceed 100000. Since 2008, the Ministry of Higher Education of Cameroon and the National Hanban have been working tirelessly to train local Chinese teachers so as to accompany Chinese learners to realize their Chinese dream. In order to effectively train local Chinese teachers, the Cameroonian government and the National Hanban have adopted two training methods. The first way is to recruit teachers. The Cameroonian government tests the examinee's knowledge of Chinese language and culture, and selects 10 to 25 candidates with good scores. The examination takes place in August or September of each academic year. The second way is the admission of local Chinese teachers implemented by the Hanban. Here, HSK 5 or 6 is the basic condition for Hanban to select candidates. Qualified candidates can obtain the Confucius Institute Scholarship and study for a master's degree in Chinese international education at Chinese universities. In 2018, there were more than 300 local Chinese teachers in Cameroon (Degreume, 2021).

In the past three years, the number of Cameroonian local teachers has definitely grown. A few years ago, the biggest problem facing overseas Chinese teaching was the shortage of teachers. In 2010, Zhu Hua and Zeng Zhaocong pointed out that, at present, the main problem in overseas Chinese teaching is the shortage of teachers. Guo Fenggang (2012), Gulimalanmu Man Tai (2013), You Li (2018), Zhao Yiqing (2018), Xu Lihua (2014) and other authors undoubtedly mentioned that the lack of Chinese knowledge and teachers is the main problem in overseas Chinese teaching. For Cameroonian local Chinese teachers, although the above problems have always existed, they are not as serious as in previous years. Compared with the past years, the main current problem facing Chinese language teaching in Cameroon is the loss of local teachers, in other words, many local Chinese teachers are abandoning the teaching profession. As mentioned above, this problem has become more and more serious in recent years. This study found that about 10 local Chinese teachers in secondary schools quit the teaching profession every year. Facing the future, it is necessary for the Cameroonian government and Hanban to find ways to retain outstanding local Chinese teachers.

### **3. Research objectives, questions and methodology**

The research objectives and methods are both important in the research process. The research goal attracts researchers' attention and interest in research topics, while the research methods play a guiding role, by enabling researchers to have an in-depth

understanding of the background of research topics and collect relevant information. This part focuses on the main research purposes of this paper and the methods used in the research process.

### **3.1 Research objectives**

It should be worthless and meaningless work to conduct analysis and research without precise objectives, because the research objectives aim to make it easier for readers to read all the works. The main purpose of this study is to highlight the phenomenon of the loss of qualified Chinese language teachers in Cameroonian secondary schools. Therefore, this study focuses on three main issues, namely, the reasons for the loss of local Chinese teachers, and the direct and indirect impact on Chinese language teaching and learners in Cameroon. Finally, in order to improve Chinese language teaching conditions and limit the phenomenon of loss of qualified teachers, this study put forward a series of suggestions.

### **3.2 Research questions**

Following the unstoppable growth of Chinese language teaching and its high position in international dialogue and communication, investigating local Chinese teachers' concerns is a wonderful idea. In order to make this investigation clear and concise, research questions need to be highlighted and well-defined. In short, this study aims to answer the following questions:

- What are the common and individual reasons that make local Chinese teachers abandoning teaching occupation in developing countries in general, and in Cameroonian secondary schools in particular?
- How does local Chinese teachers' turnover impact the Chinese level of secondary schools' students and the development of teaching Chinese in Cameroon?
- What are the pathways to face the rapid growth of this phenomenon and ameliorate the work conditions of local Chinese teachers?

### **3.3 Research methodology**

In order to carry out this study, three research methods have been investigated. Personal experience is the first research method worth noting in this study. As a member of the Chinese language teachers' group in Cameroon, attracted by the high salary proposal of Chinese enterprises, the author of this paper draws on his own personal experience more fully, which provides significance for this survey. All the arguments mentioned in this study are not only the results of the author's imagination, but also a large part of them are based on absolute, meaningful or experimental reality. The second research method used in this study is the documentary method, that is, secondary materials' lecture. It is worth mentioning that this method has made a great contribution to the realization of this writing. The last method, especially the most important one in this study, is the interview. In this study, we interviewed 10 Cameroonian Chinese teachers who currently work as interpreters and translators in Chinese companies. In the interview process, due

to the distance and the difficulties to meet certain local teachers, we had to adopt two different ways: face-to-face interviews and video interviews through the media. It is worth noting that the respondents' answers to the reasons for quitting their profession has greatly contributed to the completion of this work.

#### 4. Historical professional development of local Chinese teachers in Cameroon

Since its opening date in 2008, the Chinese language major at Maroua Normal University has a history of 13 years. Since the first session, Cameroon's local Chinese teacher major has undergone earth-shaking changes in many aspects. As for the number of local Chinese teachers, since the opening of the Chinese language major at Maroua Normal University, the number of local Chinese teachers has been growing. At present, Cameroon's higher normal school, commonly called Maroua Normal University has trained about 330 excellent local Chinese teachers. This study attested that a number of 10 to 25 of candidates are admitted to Chinese major of Maroua Normal University every year. In this part, it is judicious to show the number of local Chinese teachers who are enrolled in the Chinese language major of Maroua Normal University in Cameroon in the form of a table.

**Table 1:** Enrolment of local Chinese teachers in Cameroon Normal University from 2008 to 2021

Admission time	Number
2008	14
2009	31
2010	35
2011	64
2012	22
2013	26
2014	22
2015	24
2016	27
2017	10
2018	10
2019	23+9
2020	0
2021	8
<b>Total</b>	<b>325</b>

The above table mainly described the autonomous recruitment and training of local Chinese teachers at Cameroon Normal University (Maroua Normal University). Since 2012, Chinese universities have also trained many Cameroonian local Chinese teachers. Compared with the local Chinese teachers trained by Maroua Normal University, few local teachers who graduated from Chinese universities are teaching Chinese in Cameroon secondary schools. It can be seen that the local Chinese teachers trained by Cameroon Normal University have made great contributions to the development of

Chinese language teaching in Cameroon, while the local Chinese teachers trained in Chinese universities prefer to do business abroad. In the final analysis, it is self-evident that the local Chinese language teachers trained by Cameroon's higher normal schools have made huge and remarkable contributions to Chinese language knowledge and cultural transmission in the country.

## **5. Reasons for the abandonment of the teaching profession by local Chinese teachers in Cameroon's secondary schools**

In Cameroon, unemployment has led to a growing number of job seekers. Finding a simple job with income has become the biggest trouble for everyone, let alone a job with a stable salary. The opening of the Chinese language major of Maroua Normal University has brought hope to many young Cameroonian people who are interested in Chinese culture. It is observed that since the first session of the Chinese language major in normal university, Cameroon's Chinese learners have always been motivated to become local Chinese teachers. Unfortunately, in recent years, Chinese language teaching in Cameroon is facing the problem of the loss of local Chinese teachers, in other words, a lot of them are abandoning the teaching profession. This part tried to clarify the main reasons that push Cameroonian local Chinese teachers to quit the teaching profession.

### **5.1 Cameroon secondary schools' local Chinese teachers lack the teaching motivation and interest**

The development of any position cannot be separated from the motivation and interest of the staff, just as any success cannot be separated from the hard work and unremitting efforts of successful people. As far as the teaching profession is concerned, teachers have great motivation for this profession, which is conducive to the continuous deepening and healthy development of teaching. Teachers' teaching motivation and students' learning motivation are complementary. Only when teachers themselves have teaching motivation, then they can stimulate students' learning motivation. The results of this study show that the motivation of most local Chinese language teachers before their employment is to find an iron job to help them get out of poverty, out of unemployment, and live a perfect and luxurious life. In the process of conquering the teaching profession, they did not hesitate to sacrifice everything, go all out, and take the initiative to promote self-reliance, because it is very necessary for them to have this profession, and even to be a local Chinese language teacher obviously their dream to pursue. Once the dream of becoming a teacher comes true, they often feel disappointed that the conditions and income of this profession cannot make them have such a richest and happiest life that they seek for, which leads to their loss of motivation and interest in the teaching profession. In the final analysis, the motivation for preservice teaching determines the love and interest of local Chinese teachers in teaching. The teaching motivation and teaching interest mentioned in this paper complement each other. Without a clear preservice teaching motivation, teachers cannot be interested in the whole teaching



process. As a result, the lack of motivation led to teachers' disappointment in their teaching work, which led them to turn to other ways of development to seek the best living conditions.

### **5.2 Integration of local Chinese teachers and low wages**

The integration of Cameroonian teachers in the national teachers' group has led thousands of graduates of higher normal schools to give up their teaching posts every year. Before 2018, after teachers graduated from higher normal schools, they worked hard for several years before being recognized as national teachers and receiving full monthly salaries. Previous studies have proved that Chinese language teachers in Cameroon's secondary schools have different unpaid working years. Some of them are recognized by the government after two years. On the contrary, some of them take five years to be recognized by the government. The long-time waiting for government approval has led to the despair and impatience of local Chinese teachers in particular because the growth of Chinese activities in African countries constitutes the best opportunities for every non-native Chinese language speaker, it enables them to get well paid jobs such as interpretation and translation, bureaucratic, business intermediary service, local government and Chinese investors exchange mediator etc. As a result, many teachers have given up their teaching jobs and found new posts with high monthly salaries.

As mentioned above, every year, more than 10 local Chinese teachers in secondary schools are quitting and working in Chinese enterprises at home or abroad. Most of them are engaged in English Chinese and French Chinese translation jobs. The teachers who are currently working as translators in local Chinese companies have proved that their monthly salary is two or three times that of their teaching work salary. In the process of this research, the author interviewed face-to-face five Cameroonian local Chinese teachers who are currently engaged in translation work in a Chinese fishing company (Hong Dong International Fishery Development) in Mauritania. From this, it was confirmed that their minimum wage was 8000 RMB per month, and with extra time pay and bonus, it reaches 10000 RMB per month. Contrary, when they worked as teachers, their monthly salary was about 2000 RMB per month. In view of the huge difference between the above two kinds of salaries, teachers who seek appropriate living conditions have every reason to give up teaching and work as interpreters or translators in local Chinese enterprises. Nbina (2010) concluded from her research on secondary school teachers that low wages, inadequate facilities and lack of professional development opportunities are the main factors that provoke the lack of motivation of secondary school teachers.

### **5.3 The local Chinese teachers lack the support of the principals and the curriculum burden is too heavy**

The secondary schools' leaders lack sufficient and effective support for the challenges faced by local Chinese teachers, which makes most teachers have deficiencies in the teaching process, which certainly affects the teaching quality and the overall progress of

the school. This research shows that compared with teachers of other subjects, local Chinese teachers in secondary schools are more uncomfortable and challenged in the teaching process. Local Chinese teachers often rely on their own ability to face these difficulties and challenges in teaching. They lack the strong support of school leaders; they are sometimes ignored by secondary school principals. Secondary school teachers who are not formally integrated are rarely known by some principals. Although it is natural for teachers to take the initiative to solve problems and difficulties in teaching, but they are sometimes powerless to deal with some particular problems. For example, if Chinese culture is not disseminated through some practical activities (i.e. Chinese New Year activities), Chinese language teaching will be meaningless. In order to successfully organize this important day that can probably have an ameliorative impact on learners' Chinese cultural knowledge, local Chinese teachers need the psychological and economical support of school leaders. However, most the secondary school principals ignore this important day and believe that Chinese festivals have nothing to do with them.

In addition to teaching Chinese, some principals require local Chinese teachers to teach other subjects. These teachers, who should only teach Chinese, sometimes also teach Chinese, English and many other subjects at the same time. Therefore, the local Chinese teachers work hard and do not get well paid, and this makes them lose all hope and enthusiasm for teaching work. Few of the local Chinese teachers could persevere and bear hardships and stand hard working under such working conditions, so most of them give up teaching to find other opportunities. In this regard, Addison and Brundett (2008) pointed out that long hours and heavy workloads are one of the reasons for reducing teachers' enthusiasm for work. As the first instructors of children, teachers deserve to be treated in the best way.

## **6. The Impact of the teaching profession's abandonment (by Local Chinese Teachers) on Chinese Teaching in Cameroon**

Nelson Mandela said: *"education is the most powerful weapon which you can use to change the world."* If education is a powerful weapon, teachers are actually the providers of this gold weapon. As we all know, teachers play an undeniable role in students' education and psychological and social development. They are the key factors in the development of students' education and instruction in specific fields. With the continuous deepening of learners' knowledge and intelligence, healthy development cannot be separated from teachers' efforts. Teachers are the cornerstone of students' instruction and education, they pass on moral virtues to the new generation who are the leaders of the future. Similarly, the education of Chinese students in Cameroon's secondary schools cannot be separated from the efforts of local Chinese teachers. In other words, local Chinese teachers are obviously the cornerstone and principal part of enriching the Chinese students' knowledge of the language and Chinese culture. From this point of view, the abandoning

of the teaching profession of Chinese teachers in Cameroon will undoubtedly have a negative impact on the progress of Chinese students in middle schools.

The shortage of local Chinese teachers has negative impacts on all students in the preparatory class. Because the lack of enlightenment on the basic knowledge of Chinese and Chinese culture will undoubtedly have negative impacts on their knowledge level and study career. Students who do not have a good foundation in Chinese would certainly encounter problems related to pronunciation, stroke and stroke order of writing Chinese characters, Chinese tone, writing Chinese Pinyin, etc. because this basic knowledge is generally spread completely in the third grade of junior high school, and they will be reviewed slightly in the fourth grade of junior high school.

When it comes to discussing about middle school education, it is necessary to mention the exam classes, because the exam classes have become the most important classes in everyone's eyes. In Cameroon, when we talk about exam classes, we specifically refer to the fourth grade of junior high school (BEPC), the second grade of senior high school (PROBA) and the third grade of senior high school (BAC) in the French-speaking area of the country, and the fifth grade of junior high school (GCE O/L) and the second grade of senior high school (GCE A) in the English-speaking area of the country. According to the students and parents, these classes are the most important in the middle school career, so students must receive a complete education, and the most important thing is to complete the annual courses before facing the official year-end exam. This study shows that many exam classes in Cameroon's secondary schools face the problem of teacher shortage every school year because in order to seek better working conditions, local Chinese teachers give up teaching. This paper found that the shortage or loss of teachers leads to the failure of the official examination of Chinese learners, especially the candidates from Chinese Department who take part in the official examination for graduating from middle schools. In 2018, Zhao Yiqing pointed out that the number of local Chinese teachers in Africa is insufficient, in "Reflections on Localized Training of Chinese Language Teaching Teachers in Africa - Taking Confucius Institute for Vocational Education in Ethiopia as an Example"; The quality of local Chinese teachers is not high, so most learners are not satisfied with the teaching of local teachers; The local teachers' team has the situation of brain drain and weak follow-up. This phenomenon has increased the number of Chinese language students who fail final examinations every academic year.

## **7. Measures and recommendations to face the abandonment of Chinese teaching profession and improve the work condition of local Chinese teachers**

In order to maintain the rhythm of the sustainable development of Chinese language teaching in Cameroon, the Cameroonian government and other institutions with decision-making capacity must immediately take strict measures to prevent the continuous growth of the loss of Chinese language teachers. It is important to find out the causes of the problem, but it is more important to take strict measures to solve the

problem. The countermeasures to solve the illegal abandonment of the teaching profession by local Chinese teachers can be divided into two parts:

**A. The first part is about the local Chinese teachers who have abandoned the teaching profession and those who are currently on duty**

Cameroon's Ministry of Employment and Public Service old strategy is to cut the concerned teachers' wages after a period of absence, which is no longer a problem for these local teachers, because some of them are very eager to cooperate with Chinese companies to get high wages, and are unwilling to hold chalk for a small number of soap wages every day. In view of this problem, this paper believes that the best solution is that, the Cameroonian government provides them with a full monthly salary. The government must also set up an effective committee in each region to solve the conflict between the secondary schools' leaders and local Chinese teachers, and review the curriculum, because sometimes local Chinese teachers are required illegally to teach English and French apart from teaching Chinese, which makes their curriculum so heavy. The International Chinese Language Office should also increase the annual summer camp for local Chinese teachers in China from half a month to one month, and encourage the best local Chinese teachers to spend their summer holidays in China every year. Generally speaking, people like material things, especially money, but from a personal perspective, everyone prefers banquet performance because it is entertainment. Through this passage, the author believes that the leaders of Confucius Institute in Cameroon should organize more exciting activities to encourage local Chinese teachers, which is not only conducive to promoting the development of Chinese language teaching in Cameroon or Africa, but also conducive to promoting the development of Chinese language teaching around the world. Most importantly, it can also alleviate the pain that makes local Chinese teachers give up the teaching profession and make them deeply like the teaching profession.

**B. The second part is about the local Chinese teachers being trained**

For the local Chinese teachers to be trained subsequently, the Cameroonian government and the Central Office of Confucius Institute shall require them to sign a contract for serving as local Chinese teachers before they graduate from higher normal schools. This contract shall specify the minimum number of years for teaching Chinese. In addition, economical and material punishment must be mentioned in the contract. Voluntary quitting of local Chinese teachers should be considered illegal and the concerned teachers must be responsible. If this strategy is well implemented, Cameroon will undoubtedly have the best local Chinese teachers in Africa, and even the best local Chinese teachers in the world. This will also reduce the backdoor entry of some rich families into higher normal schools, and make the entrance examination into higher normal schools Chinese major more competitive. From competitive higher normal schools' entrance examinations selecting talented and qualified local Chinese teachers can certainly ensure the future of teaching Chinese in Cameroon.

## 8. Conclusions

The main purpose of this study is to further understand the phenomenon of local Chinese teachers' turnover or teaching position's abandonment in Cameroon. Based on qualitative research methods, this study examined the historical development of local Chinese teachers in Cameroon, the causes of the running-off of local Chinese teachers, the negative impact of this phenomenon on the development of Chinese teaching in middle schools and in the whole country. Finally, this paper put forward countermeasures to this phenomenon, and at the same time put forward effective suggestions for improving the working conditions of local Chinese teachers in Cameroon.

In a word, this paper found that the main reasons that push local Chinese teachers in Cameroon to abandon the teaching profession are lack of teaching motivation and interest, low salary, model of integrating teachers, and lack of encouragement and support from secondary schools' principals or leaders. This rapid growth of local Chinese teachers' loss has had negative impacts on the development of Chinese teaching and learners' Chinese proficiency, resulting in many students failing the exam. As measures to stop this phenomenon, the Cameroonian government and Hanban must organize many positive and motivated activities, establish regulations and require local Chinese teachers to sign a contract for teaching Chinese wholeheartedly before taking up their posts.

This study not only helps to further solve the problem of teaching position' abandonment in Cameroon, but also helps to further put forward a little idea of the turnover of teachers in different academic subjects in Africa and even in developing countries around the whole world, because developing countries, especially sub-Saharan African countries, are facing the problem of local teachers' turnover or position abandonment like Cameroon. Although this article couldn't provide very complete information, rich and varied contents, it hopefully provides practical literature reference and research value for the researches on the loss (run off) of local foreign language teachers in the future.

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## Conflict of Interest Statement

The authors declare no conflicts of interest.

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