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COMPETENCY-BASED APPROACH AND TEACHERS' EFFECTIVE IMPLEMENTATION IN ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN MFOUNDI DIVISION

A Dissertation defended on the 19th of July 2023 for the fulfilment of the Requirements for the Award of a Master's Degree in Education

Specialty**: CURRICULUM DEVELOPMENT AND EVALUATION**

By

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CERTIFICATION

This is to certify that this dissertation entitled “Competency-Based Approach and Teachers’ Effective Implementation in Economics in Mfoundi Division” submitted to the Department of Curriculum and Evaluation, Faculty of Education in the University of Yaounde 1 is the original work of Indiakor Carine Mbincho, Matricule 20V3116 and was carried out under my supervision. The work has been duly acknowledged and referenced.

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Date ……

DEDICATION

My Beloved Children;

Ojong Angel-Mike, Bedtad Candice-Eva and Bedtad Casie-Ray

ACKNOWLEDGEMENT

The completion of this work could not have been possible without the expertise of Pr. Innocent Fozing, my supervisor. Am very grateful for your dedication towards the realization of this work.

I would also like to thank the Lecturers of the Department of Curriculum and Evaluation, especially Pr. Tanyi, Pr. Djeumeni, Pr. Chaffi, Dr. Shaibou, Dr. Njomnbog, Dr. Wirngo, Dr. Egbe, Dr. Matouwe, and Dr. Mapto, for their constant love and support throughout this program.

I am equally grateful to all my informants and those whose works I consulted in the course of this research. Special thanks to the principals of G.B.H.S Etoug-ebe and Mendong and to all the staff of the Economics department of these institutions under whose generosity and hospitality, I found an exceptionally appropriate environment for the full attainment of my task.

Also, my heart felt gratitude goes to Mrs Halimatu Sadia for her assistance and dedication towards the realization of this work.

In addition, I appreciate specifically Dr. Fossimock Blaise and Mr. Ngong Peter for their enormous encouragements and enlightenments in the course of this work.

I also wish to express my sincere gratitude to Mr. Ousman Boukar, Mr. Tanyi Bertrand and Mr and Mrs Ojong for their financial and moral support.

My profound gratitude goes to my course mates especially Mr. Agendia Nicholas Atemnkeng, Ms Nji Evangeline, Mr Bisingi Shadrack and Ms Agwa Jane for their constant support throughout this endeavour.

I acknowledge the love and support from my friends especially Dr. Nforbi sharlotte, Mrs Nkemngnong Atemnkeng, Mrs Njie Magdalene, Ms Ojong Bessem, Mr Tanyi Timothy, and all who I may not mention their names here

I equally acknowledge the Love and support from my family especially Mr. Tanke John, Mbincho Benedicta, Mbincho Rosaline, my siblings, my children and those that I have not mention their names.

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ABBREVIATIONS

AE: Active Experimentation

AC: Abstract Conceptualization

AVK: Audio, Visual and Kinaesthetic

CBA: Competency-Based Approach

CBC: Competency-Based Curriculum

CBET: Competency-Based Education and Training

CBT: Competency-Based Training

CE: Concrete Experience

DIPES: The Secondary and High school teachers' diploma

ELT: Experiential Learning Theory

G.B.H.S: Government Bilingual High School

GCEB: General Certificate of Education Board

LSI: Learning Style Inventory

MINESEC: Ministry of Secondary Education

OBA: Objective-Based Approach

OBE: Outcome-Based Education

OECD: Organization for Economic Cooperation and Development.

O.L: Ordinary Level

P: Participant

RO: Reflective Observation

RLS: Real Life Situations

USA: United State of America

VLE: Virtual Learning Environment

ZPD: Zone of Proximal Development

ABSTRACT

This study titled **"Competency-Based Approach and Teachers' Effective Implementation in Economics in Public Secondary Schools in Mfoundi Division"** has as purpose to examine the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi division. The study focuses on three (3) research questions: (1) What is teachers' knowledge on CBA implementation in the teaching of Economics, (2) How are teachers trained for the implementation of CBA, and (3) How is the learning environment organized for the implementation of CBA. This qualitative research adopted a case study research design. The area of the study is Mfoundi division. The target population of the study consisted of 15 Economics teachers from the two public bilingual secondary schools in Yaounde VI sub-division. The researcher used convenient and purposive sampling techniques. The sample size comprises seven (7) Economics teachers from the selected schools. Data were collected using interview and observation checklist. Data were analysed qualitatively, where content data analysis was used for interview and descriptive analysis was used for observation checklist. The finding of this study shows that teachers have limited knowledge on the concept of CBA. As far as teachers' training is concerned, most of the teachers were adequately trained during their pre-service training. The in-service training was insufficient to provide teachers with the necessary competences to effectively implement CBA during the teaching and learning process of Economics. From the observation checklist the learning environment was in terms of pedagogic and physical environment. Teachers incorporate some CBA strategies in their teaching such as demonstration and discussion. With respect to the physical environment the classroom organisation is still the traditional setting, learners are well seated but there are no spaces in between the benches for free circulation of the teacher and learners during the lesson. For CBA to be well implemented, there should be an increase in the number of pedagogic seminars and workshops organized annually. Teacher trainers should use CBA strategies in training teachers, real-life situations should be added in the syllabus. Class size should be reduced through deconcentration of administrative services to other divisions; resources should be provided for effective implementation of CBA.

Key words: Competency-Based Approach, Effective Implementation, Population, Public secondary schools, Economics.

RESUME

Cette étude intitulée " L'Approche Par Compétences et Mise en œuvre effective des Enseignants en Économie dans les Ecoles Secondaires Publiques du Département de Mfoundi, a le but d'examiner la mise en œuvre de l'APC sur l'enseignement d'Economie dans les Ecoles Secondaires Publiques. Cette étude se concentre sur trois (3) questions de recherche suivantes : (1) quelle est la connaissance des enseignants sur la mise en œuvre de l'APC dans l'enseignement d'économie ? (2) comment les enseignants sont-ils formés à la mise en œuvre de l'APC ? et (3) comment l'environnement d'apprentissage est-il organisé pour la mise en œuvre de l'APC ? Cette étude est une recherche qualitative qui a adopté une conception d'une étude de cas. Le domaine de cette étude se concentre principalement dans le département de Mfoundi. La population cible de cette étude était composée de 15 enseignants en Economie des deux écoles secondaires publiques de L'Arrondissement de Yaoundé VI^{ème}. Le chercheur a utilisé une technique d'échantillonnage pratique et ciblée. La taille de l'échantillon se compose de sept (7) enseignants en économie des écoles sélectionnées. Les données ont été recueillies à l'aide d'une guide d'entretien et d'observation. Les données ont été analysées qualitativement où l'analyse des données du contenu a été effectuée pour l'entretien et l'analyse descriptive a été effectuée par le guide d'observation. Les conclusions de cette étude montrent que les enseignants sont limités sur le concept de l'APC. En ce qui concerne la formation des enseignants, les enseignants étaient bien formés pendant la formation initiale. La formation continue n'a pas suffi à doter les enseignants des compétences nécessaires pour mettre en œuvre efficacement L'APC. De ce guide d'observation, l'environnement d'apprentissage était en terme d'environnement pédagogique et physique. Les enseignants intègrent certaines stratégies d'APC dans leurs méthodes d'enseignement, telles que la démonstration et la discussion. En ce qui concerne l'environnement physique, l'organisation de la classe est toujours dans le cadre traditionnel, les apprenants sont bien assis mais il n'y a pas d'espace entre les bancs pour la libre circulation des enseignants et des apprenants pendant la leçon. Pour que l'APC soit bien mis en œuvre, il faut augmenter le nombre de séminaires et d'ateliers pédagogiques organisés chaque année. Les formateurs d'enseignants devraient utilisés des stratégies de l'APC dans la formation des enseignants, des situations réelles contextualisées doit être ajoutées au programme, la taille des classes réduites par la déconcentralisation des services administratifs dans les autres Arrondissements du Centre et des ressources nécessaires fournies pour une mise en œuvre appropriée de l'APC.

Mots clés : Approche par Compétences, Mise en œuvre efficace, Population, L'école publique secondaire, Économie

CHAPTER ONE

INTRODUCTION

Education is described as an engine for any nation's social and economic development (Paulo, 2014). Most developed countries owe their source development to technical and economic innovations (Momanyi & Rop 2020). From this perspective, there is need for educational reforms in most developing countries. Reform in instructional practices will lead to a change to empower its citizens with the required skills, knowledge, values, and attitudes, which enable them to be endowed for personal and national development (Gruber 2018).

Reform in the instructional practices come about through the implementation of competency-based practices which was one of the strategies addressed by Sustainable Development Goal 4 (SGD 4), which aims to solve the serious economic and social issues that concern third-world countries the most (Kurt, 2017). In order to support the agenda for Sustainable Development Goal 4 (SGD 4), most developing countries adopts competency-based strategies in which one of its goals was for all countries to make sure that by 2030 all students had the knowledge and skills necessary to promote sustainable development, including, among other things, through education for sustainable development and sustainable lifestyles, human rights, gender equality, global citizenship, appreciation of other cultures and promotion of a culture of peace and nonviolence society OECD (Organization for Economic Cooperation and Development, 2018).

For developing countries to have a growing economy there is a need to look at the teaching of Economics as a subject in secondary schools. Over the past decade, the teaching and learning of Economics has been gaining attention from various stakeholders across the globe, Cameroon inclusive. This attention is premised on the fact that the subject is critical to the realization of the much-needed economic growth and development of nations (Granitz & Lancellotti 2012). It is therefore imperative that the implementation of CBA in Economics should enable citizens to contribute meaningfully to the economy. Cabauatana & Dacles (2021) postulate that the teaching of Economics should enable citizens to contribute meaningfully to the economy. Given the importance of Economics knowledge and skills to global economies, there has been a growing interest in CBA implementation in Economics in many countries (Cabautana, 2021; Idika, 2020; Olebhiele, 2018; Oko, 2020; Kruger, 2018). This is premised on the pedestal that in order to produce citizens with problem solving,

critical thinking and decision-making skills, there is a need for proper and effective implementation of CBA in Economics. It is the contention of Cagliese (2022), that effective curriculum implementation can only be realized if teachers are deliberate in their planning, they are experts in their subject area, and they are adequate resources availed. Economics curriculum implementation means putting the prescribed Economics syllabus into actual practice (Olebhiele, 2018).

Elbaz (2018) opined that competency-based curricula are the best paradigm to use because they have the greatest potential to transform traditional teaching and learning by developing the best competences on the part of learners in a variety of areas, including self-efficacy, digital literacy, problem-solving abilities, communication and collaboration, critical thinking, imagination and creativity, citizenship, and the development of the capacity for self-learning. Kafyulilo, Rugambaka and Moses (2012) assert that the quality of the teaching of Economics depends largely upon the quality of the teacher, who is the implementer of the CBA. Hence a need for highly skilled teachers in the application of teaching methods in Economics is essential to make learners learn effectively, an opinion that is supported by Casey (2018) who affirms that successful realization of competency-based curricula heavily relies on the teachers, who take up the new role of coaching and facilitation rather than being transmitters of knowledge.

Elbaz (2018). confirms that how much the teacher knows and understands the subject matter of Economics defines how well teachers can teach the subject content to learners. Therefore, teachers‟ level of training on competency-based approach is crucial in the implementation in the classroom (Juraschka, 2021). Shabani (2016), discovered that in order for competency-based approach to be implemented successfully, there must be an adequate number of highly qualified teachers who can help students put theory into practice.

According Walton and Ryerse (2021) professional development programs for teachers are a crucial component of a successful competence-based approach implementation strategy. It acts as a link between aspiring and experienced educators to address the new challenges of directing students towards higher order knowledge and skill construction so that they can effectively be able to solve day-to-day problems in life (Jahangir et al., 2012). Additionally, according to Kazmi et al. (2011), in-service training or staff development programmes for teachers are crucial for the effective implementation of competence-based approach because

they enable inexperienced teachers to successfully utilize student-centred teaching and learning approaches.

Implementing the competence-based approach necessitates the development of a school curriculum that transfers concepts into classroom practice (Jarernrak, 2022). The competence-based curriculum is typically implemented in three steps: planning, preparation, and implementation (Sinlarat, 2018). Curriculum administration and services, learning management, and support and promotion of curriculum use were the three main tasks in the context of competency-based curriculum implementation (Jarernrak, 2022). However, the implementation of competency-based school approach discovered practical challenging issues in administrators' and teachers' knowledge and understanding of the instructional method, freedom of content management, and clarity on learner assessment methods and tools (Pamies et al., 2015; Mkonongwa, 2018), Mulenga & Kabombwe, 2019; Jarernrak, 2022). Specifically, according to the study of Mulenga & Kabombwe (2019), teachers should have a better understanding of the concept (CBA). Bravo and Alves, (2019) affirm that teacher's knowledge on competency-based approach will enhance the process of implementation.

Background of the study

The background of this study consists of the historical, contextual, conceptual and theoretical background of CBA and teachers' effective implementation in Economics

Historical background

The history of competency-based education can be traced back to early 1960s when it emerged for the first time in the United States of America (Richard and Rodgers, 2001). Broudy (1972) as cited in Hodge (2007) believed that Competency based Training (CBT) in the United States was as a response to social pressure rather than the outcome of a purely scientific facts and principles. According to Hodge et al (2019) CBT started in USA by the end of 1970s where Americans confidence of owning the first satellite on space was shattered by the Soviet Union. Their immediate reaction was to seek for solutions which could only be gotten through education and training. This brought about changes that led to the development of CBT.

Norton et al (1978) as cited in Nkongho (2019) posits that the development of CBT in the 1970s was as a result of the high dropout rate in secondary schools and the difficulties

experienced by graduates in securing and maintaining employment. This led to the reviewed of vocational programs and legislation by the National Panel of Education. Due to their report, the Vocational Education Act of 1963 was enacted which altered the conceptions of work and funded the development of Vocational education institutions. This Legislation led to the growth in vocational education and increased the demand for more and better prepared teachers.

CBE was an educational movement that defined educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours students had to possess at the end of the course study. Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980's (Wolf, 2001). In Mexican countries, the implementation of competency-based curriculum began in 2009 through a number of reforms on basic education and National Education policies in which competence was viewed as the application of skills, knowledge, values and attitudes (Secretariat de Education Publica, 2011).

The competency-based approach aimed at stimulating students in order to attain optimum academic performance. The skills, values, attitudes and knowledge were to be applied in day-to-day activities and learners were expected to reflect them in their endeavours. As Erickson (1987) explains, when children are provided with basic needs and love, they develop trust, autonomy and competence. That is why every nation critically considers child-related issues in national development such as the curriculum design to adopt, education policies and strategic plans which promote effectiveness in the curriculum implementation process. It is important to emphasize hereby that primary or basic education is the base for higher education hence the need to firmly lay it through provision of quality education and effective delivery; well-managed, and enacted by competent and committed personnel as earlier mentioned.

While competency-based curriculum continued spreading in the European countries, Africa was not left behind it has been adopted. In Africa, South Africa, Ghana, Rwanda, Cameroon, Tanzania, Ethiopia and Kenya have already adopted it. Every society has its own norms, needs and culture which must be reflected in the curriculum content. By so doing, the end product which is the learner, ends up completing the curriculum courses and fitting the society for better productivity not only for himself/herself but also for the entire community.

Contextual background

Since the independence of Cameroon in 1960/1961, there have been some reforms in the instructional practice in the education system (Tambo 2003). Cameroon has ratified several conventions related to education. It is during these conventions that Competency-Based Approach to teaching and learning, finally came to existence. These conventions are the vision of education contained in the Education for all goals (EFA), Jomtien Education Framework of 1990, Salamanca Statement of 1994, the Dakar Framework of 2000, framework for action, Sustainable Development Goal, to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", the national education policy and the Growth and Employment Strategy Paper -GESP, 2010 which carries Cameroon Vision 2035 and Incheon Declaration of 2015. All these conventions are aimed at improving education and it specifies the roles of learners, teachers, parents, and the community in facilitating the implementation.

According to Alemnge (2020) the educational system has evolved from the content-based approach to the objective-based approach and now the Competency-based approach (CBA). The Content-Based Approach was used in the education system from Independence to 1996. This approach focused on the content or the subject matter, the lecture and notes giving methods were commonly used by the teachers. This approach was teacher centred as the teacher presented information to students with little or no interaction between them in the classroom. The learners were passive recipients of knowledge which makes learning boring and less meaningful to the learners. Although the approach took care of large class size and was time effective, it was teacher centred and learners were considered as empty vessels that needed to be filled. Due to these limitations of the Content-Based Approach, the educational authorities began experimenting with new pedagogies in an effort to find an approach that promotes active learning.

In 1996, the Objective-Based Approach (OBA) was introduced by the Ministry of Secondary Education (MINSEC). This meant that the general and specific objectives had be defined and outlined for every topic and lesson respectively. This approach is learner centred, with the aid of a number of active methods for learners to participate in their own learning. Like the Content Based Approach, the OBA has its own limitations such as activities were not interwoven and blended together enough in to values, attitudes, life skills that would make learners competent to face life challenges. CBA was introduced in 2012 partly because the OBA failed to meet the educational expectations of the state. CBA was acclaimed as a more

effective approach to teaching and learning due to its envisaged benefits in enhancing the acquisition of knowledge and competences (Mkong, 2021).

MINESEC (2014) highlights at the preface of syllabuses for all the subjects taught in secondary schools that CBA will shift the educational system from a school cut off from the society to a school deeply rooted, in a society that considers sustainable development, local knowledge and cultures. This paradigm ensures the development of syllabuses that relate the CBA with an entry through real life situations (RLS). Although "real-life" is implied in the CBA, Cameroon's insistence on RLS is intentional so as to cater for her specificity. The reality in Poli in the North Region, Nguele Mendouka in the East Region, Akwaya in the South-West Region, Furu-Awa in the North-West Region and towns like; Yaounde, Douala, Bafoussam, Limbe, Kribi cannot be the same. Therefore, the introduction of CBA in to the educational system is to produce graduates with skills/competencies for easy integration in to the job market, which will pave way for emergence of the nation by 2035. For this aim to be realistic, teachers who are the primary implementers of this teaching and learning approach must be apt with skills to effectively integrate CBA strategies in the learning environment. This must be done through teachers' preparedness in terms of knowledge, training, and the organisation of the classroom environment for effective interaction during the teaching and learning process.

Conceptual background

UNESCO (2018), refers to Competency-based curriculum as a curriculum that emphasizes what learners are expected to do rather than mainly emphasizing what they are expected to know. Ideally, such a curriculum is learner-centred and adaptive to the changing needs of the students, teachers, and society. It implies that learners can acquire and apply the knowledge, skills, attitudes, and values to solve situations they encounter in everyday life (IBE-UNESCO 2015). Further, the IBE-UNESCO (2017) emphasized that CBC enables students to use the skills acquired through learner-centred education to perform in a practical and measurable way. As a result, many countries have implemented curriculum reforms related to the concept of key competencies and learning outcomes. Wangaleja (2010) outlined, the Competency-based curriculum is one where knowledge is constructed and not transmitted and prior knowledge impacts the learning process. It is a shift from the traditional input-driven learning, whose main focus was acquiring knowledge, to competency-based Education. UNESCO (2015), defines competence-based approach as a means by which a country can equip its

inhabitants with the necessary knowledge, skills as well as values that will help them adapt to a highly technological global village.

Mosha (2012) on the other hand defined a competency-based approach as a type of instructional method used in schools that aims to give students the skills necessary to know, learn and learn how to know things, do things and learn from and with others. This study came to the general conclusion that any teaching and learning methods that placed an emphasis on what a learner can actually do and what particular competencies may make a learner perform in accordance with his or her expectations can be referred to as competence-based approach. According to Ali (2016), CBA is all about organising the content of a curriculum in terms of the development of competencies using specific pedagogical practices that correspond to the orientation. In the same light, Mulenga & kabombwe (2019) and Ngwa & Lawyer (2020) emphasized that CBA seeks to link education to real life experiences as it deals with the acquisition of concrete skills, values, and attitudes to assess, criticize, analyse, and practically apply them to real life situations.

Implementation: There are two definitions of implementation. First, implementation leads to activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals (Usman, Arti Implementasi Menurut Para Ahli, 2021). Second, implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. Thus, implementation is an action that must occur after the initial thought in order for something to occur (Ehrens, 2015). Implementation also refers to the execution or practice of a plan, a method or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking for something to actually happen.

Teachers' effective implementation: According to Dorgu (2016) teachers' effective implementation is the process of putting all what have been planned as a curriculum in to practice in the learning environment for learners' maximum attainment of knowledge, skills and attitudes. The ability of teachers to put curriculum content and CBA strategies in to practice during the teaching and learning of Economics with learners achieving the intended objectives can be referred to as teachers' effective implementation.

Teacher effectiveness: Teacher effectiveness is defined as a teacher's ability to make use of appropriate approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement. Mba & Pepple (2011) sees teachers' effectiveness as the accomplishment of the objectives of an educational institution through improved performance of the learners. Koko (2006) added that teacher effectiveness can be measured by the knowledge of subject-matter, lesson plan, accurate use of language, use of questions for various purposes, use of appropriate instructional materials and methods, setting and grading of an achievement tests.

Ololube (2015) opined that teacher effectiveness may vary with individuals' students and subjects in a learning situation. Ololube added that a teacher may not be effective with all learners, some may learn better and some may not in a particular subject, but what is important is the professional disposition of the teacher and the conducive environment that will lead to improved learning and outputs. This is so because individual students do not achieve the same academic achievements. Therefore, teacher effectiveness is the ability of a teacher to use different techniques of teaching to ensure that students, the institutional organization as well as himself to achieve their goals and objectives. When this is done, they have succeeded in contributing effectively to the school, students and to themselves, with resultant effect of being satisfied.

Economics: Adam Smith (1776) defined Economics as the science of wealth. He defined it as 'an entry into nature and causes of wealth of nation'. It is an unconvertible fact that the contribution of Adam Smith who defined Economics as pervade all aspect of economic knowledge. Jean Baptiste Say (1832) sees Economics as the study of the laws which govern wealth. According to Lord Lionel Robbins (1932), Economics is a social science which studies human behaviour as a relationship between ends and scarce means which have alternative uses. He also defines Economics as the social science that is focused on the distribution, consumption, and production of goods and services. It is a science that seeks to study the behavior of human beings as a relationship between the scarce means and ends which tend to have uses that are alternative. Generally, Economics can be divided into micro-economics that deals with individual businesses and Government and macro-economics that deals with the patterns of the aggregate economy. Nkom (2016) defines Economics as a social science that studies the production, distribution, exchange and consumption of goods and services. Economics is concerned with how individuals, businesses and government use

scarce resources in a more efficient and equitable manner in order to satisfy their endless needs and wants (Idika,2020)

Theoretical background

This study is guided by three theories, the Experiential learning theory (ELT) by David Kolb (1984), the constructivism theory and the theory of change. These three theories are used in this research to explain and create a link between the variables.

Experiential Learning theory of David Kolb (1984): provides a holistic model of the learning process with emphasis on the role experience plays in learning. He emphasized that knowledge results from the combination of grasping and transforming experiences. The ELT presents two related modes of grasping experiences; concrete experience and abstract conceptualization and two related modes of transforming experiences: reflective observation and active experimentation. He acknowledges the fact that learners are not the same by developing the Learning styles inventory to assess individual's learning styles. He identified four statistically prevalent learning styles; diverging, assimilating, converging and accommodating. The theory called on teachers to master the learning styles of their learners, so that they will be able to select teaching methods, materials and activities that will arouse learners' interest during the teaching/learning process. By so doing learning will be long lasting and meaningful. It also encourages team work leading to cooperation among the learners which is a major 21st century skill to inculcates in the learners.

Experiential Learning theory is important to this work because learners actually learn differently just as the theory stipulates. In order to ensure long lasting and meaningful learning, teachers are expected to identify and master the learning styles of their learners. They are also call up to understand the similarities and differences among the learners. This will enable the selection of teaching/learning methods, activities and materials that will facilitate learners' acquisition of knowledge, skills and attitudes during the teaching/learning process. Therefore, teachers are call upon to determine the learning styles of their learners. However, given that learners are not the same the teachers are expected to select varieties of the teaching methods, materials and activities that will satisfy the individual differences of their learners during the teaching and learning process.

The theory of constructivism (Jean Piaget, 1971 and Lev Vygotsky, 1978)

Constructivism is theory of teaching and learning based on the idea that cognition (learning) is the result of "mental construction" (Olusegun, 2015). More specifically, students learn by integrating new knowledge with what they already know. The constructivist theory has gained great popularity in recent years; although its idea is not new, trends towards constructivism can be observed through the works of Socrates, Plato, and Aristotle, who wrote about knowledge information. Constructivist conceptions of learning have their historical roots also in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980) (Olusegun, 2015). Constructivism emphasizes providing an effective learning environment where students can construct their knowledge through their learning experiences.

Furthermore, constructivism theory stresses that learning should be relevant to real-life experiences and situations hence should be meaningful (Zhang et al., 2016). Theoretically, the constructivism paradigm focuses on creating cognitive tools that imitate the wisdom of the culture in which they are employed, along with the experiences and insights of learning. Constructivism incorporates an individual understanding of the significance of the social dimension during their learning process via observation, experimentation, interpretation and adaptation of knowledge to establish a cognitive structure (Sakarneh, Paterson & Minichiello, 2016). Al-Shammari (2019) highlighted the social role of learning due to its effect on cognitive development through interaction among children, their parents, peers, teachers, and ultimately their learning. Constructivism focuses on learning, including creation, construction, and invention, primarily for individuals to establish their meanings and knowledge (Sakarneh, 2015). Lenjani (2016) argues that "constructivists believe that an understanding of the brain informs teaching".

This theory seeks to explain how a child constructs a mental model of the world. It is the most appropriate theory for investigating the link between CBA and effective teaching. they believe that the children learn through the construction of one logical structure after another. The processes of assimilation, accommodation and equilibration facilitates CBA implementation in the classroom, where teachers are expected to build knowledge in the teaching and learning process based on learners' experiences so that they can easily adapt to real life situations. It also emphasizes the contributions of social and cultural factors to the cognitive development of an individual. This implies that learner's interaction with one another in the environment has a lot of influence on their cognitive development. Therefore,

teachers need to treat their classroom as that social environment where discussion and exchange of ideas between the teachers and learners, learners and learners, teachers, learners and the subject matter takes place. By so doing Learners will build or construct knowledge which is the basis of the CBA. One of the most important concepts in this theory is Vygotsky's zone of proximal development where learners are given help to accomplish those tasks they cannot handle on their own by the teacher during the teaching and learning process.

The theory of Change (Weiss, 1995).

The theory of change is a theory which explains how a change effort can be directed toward the achievement of its objectives through a set of preconditions indicators, interventions and assumptions carry out by the change agents (Weiss, 1995). The historical roots of a theory of change come from the field of theory-driven evaluation, which came to prominence in the 1990's (Chen, 1990; Coryn, Noakes, Westine, & Schröter, 2011). Theory-driven evaluation aimed to move beyond a simplistic input-output notion of evaluation and instead required that program designers explicitly state how they expect a program to work, thereby making their implicit assumptions explicit. This allows an evaluator to better understand what is being implemented and why, making clear connections between a given intervention and its outcomes. By making the underlying rationale of an initiative explicit, it can be interrogated, assessed, and revised systematically as it is being implemented (cf. Design-Based Research; Cobb, Confrey, Disessa, Lehrer, & Schauble, 2003). The term "theory of change" itself was popularized by Weiss, through the work of the Aspen Institute and the Roundtable on Community Change (Anderson, 2005; Weiss, 1995). To evaluate complex community initiatives focused on social change, a theory of change was designed as a tool to help clearly articulate underlying assumptions from the offset of activities.

This theory place emphasis on the examination of the context where the change is to occur, the determination of the outcomes of the project or program, the preconditions to arrive at the long-term outcomes and the rationales for it. It also determines the indicators which allow a project to assess the degree to which implementation of project activities is having the intended impact. Indicators must be fully operationalized to usefully inform a project. Operationalizing an indicator includes determining what variable will be measured, the target population for change, what threshold of change will be sufficient to conclude that a precondition or outcome has been met, and how long it is expected to take to achieve this threshold in the target population (Anderson, 2005). This theory also makes provision on how

intervention should occur in a project in order to achieve change. Interventions are often described as a list of steps, even though the steps that will lead to the attainment of the outcomes. Many different terms are used to describe interventions, such as strategy, process, approach, and model. The intervention provides an organizing framework for the types of project activities that a change effort engages in. The Theory of change also lay emphasis on the articulation of underlying assumptions about how change occurs. These include assumptions about the nature of the context and how it will moderate the change process. The preconditions that are necessary and sufficient to reach the long-term outcome, the rationales connecting preconditions to each other and to long-term outcomes, the rationales for how interventions will achieve preconditions and the long-term outcome (Reinholz &Andrews, 2020).

This theory is important to this study because it determine changes that should occur in the education system when there is a transition from one instructional approach to another; OBA to CBA (Tabe, 2019). The theory lay emphasis on the context, outcomes, indicators, interventions and assumptions. This implies that there is a need to contextualize CBA to Cameroonian realities, set the expected outcomes, set measures to determine if the intended outcomes are achieved or not and also set mechanisms for intervention when the project is not pursued as planned. This will make the project feasible and easy to intervene when need arises. According to this theory, it is paramount for teachers to be knowledgeable about CBA, teachers' education programs should align with the specificities of the CBA and the learning environment should be well organized according to CBA standard before implementation begins. However, eight years after the introduction of CBA will still observe that teachers are limited in CBA implementation and there is little or no change as far as the learning environment is concerned. This makes intervention activities difficult to savages the entire situation. Therefore, Weiss (1995) for CBA implementation to be effective, there is a need to revisit the various components of the Theory of change.

Statement of the problem

CBA was introduced into the educational system in 2012. The aim was to empower learners with skills to cope in complex and diversified real-life situations (MINESEC, 2014). With the implementation of CBA in secondary schools in 2014, it is expected that teachers will be ready and willing to apply the appropriate pedagogical practices, understand the curriculum content, fully involve the learners in the use of the available teaching learning resources, and

effectively use ICT in the teaching and learning process. The government has dedicated effort towards CBA implementation in secondary schools where seminars and workshops on CBA are being organized by MINESEC to enable teachers acquire the necessary competences for effective implementation of CBA during the teaching and learning process.

Despite the effort of the government, educational stakeholders and international agency in ensuring the effective implementation of CBA in secondary schools, there are some challenges faced by teachers on CBA implementation during the teaching and learning process. Some of these challenges faced by teachers in secondary schools are; Varying conception of the concept of CBA among teachers in secondary schools. Insufficient in-service training on CBA implementation, the unconducive nature of the school environment act as a hindrance for CBA implementation. Insufficient teaching and learning materials (Audio, visual, and audio-visual materials) poses a problem in the implementation of CBA in secondary schools

Endeley (2021) revealed that the implementation of competency-based approach was not well understood, with most teachers still using traditional teaching methods to deliver the content. The procedures for implementing the curriculum, from lesson planning and instruction to student assessment, had not changed at all. Teachers are unable to choose experiences that were both student-centred and relevant to specific lesson objectives and the mental ability or age of the learner. Lack of continuous professional development hinders successful CBA implementation since teachers cannot effectively use the materials prepared for the implementation of a new curricular. This is in line with Ayoub, Rugambuka, Ikupa (2013) who identified a lack of knowledge on assessing and managing a competency-based classroom, difficulty in lesson plan preparation in a CBA format is a consequent of teacher's lack of knowledge on implementing CBA.

Due to the above challenges teachers faced in implementing CBA in the classroom. this study aims at investigating the implementation of CBA on the effective teaching of Economics, focusing on teacher's knowledge, Teachers' training, and the learning environment for effective CBA implementation in Economics

Purpose of the study

This study seeks to examine the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi division

Specifically, the study seeks to;

1. Explore teachers' knowledge on CBA implementation in Economics in public secondary schools.
2. Evaluate teachers' training for CBA implementation in Economics in public secondary schools.
3. Examine the organization of the learning environment for CBA implementation in Economics in secondary schools

Research Questions

The research sought to answer the following research questions;

General research question

How are CBA strategies implemented for the effective teaching of Economics in public secondary schools?

Specific research questions

1. What is teachers' knowledge on CBA implementation in Economics in public secondary schools?
2. How are teachers trained for the implementation of CBA in Economics in public secondary schools?
3. How is the learning environment organized for CBA implementation in Economics in public secondary schools?

Justification of the study

MINESEC has dedicated efforts to implement teaching methods that are deeply rooted in the society with entries through real life situations using CBA. Despite these efforts, we still observed that there is a gap between CBA formulation and implementation. This provokes inquiry to identify factors that constrain the effective implementation of CBA in the education system. The problems of CBA implementation are traceable to the planning stage.

Ngwa and Lawyer (2020) posit that good planning will ensure effective implementation. Good planning that can facilitate effective implementation ought to consider factors such as the learning environment, social and political environment, and financial and statistical problems. This is in line with Ornstein & Hunkins (2018), that for education to achieve its ends it has to be carefully planned. This plan must take into consideration the needs of the subject matter, learners and society. They also recommended that all the stakeholders

especially the teachers, who are the primary implementers of any curriculum endeavour must be involved at the planning phase.

The involvement of teachers in the planning of CBA is to explore their pre-occupations and contextualize the CBA to the realities on the ground. Any contrary attempts will result to ineffective implementation which has negative consequences on the educational system and the society in general. These consequences include; teachers' inabilities to translate plans into actions during the implementation process to ensure that the educational objectives are realised. Since the educational objectives will be unattainable, the graduates will not be reflective of the educational system because the expected competences are unattained. This is the main reason behind employers worry about education not meeting up with the needs of the job market (Esongo, 2017). Given that skills-based education is encouraged nowadays, there is a need to examine the implementation of CBA on the effective teaching of Economics in secondary schools.

Furthermore, a decade after the introduction of CBA in the system we still observe most Economics students upon graduation from secondary school not being able to gain employment or create jobs for themselves (Nalova, 2021). This makes the implementation of CBA questionable? If this continuous the outputs of the system will not reflect the educational goals of the nation (Esongo, 2017). Hence, the creditability of the system will be questionable both locally and globally. It is worth noting here that, the failure of the educational system has a negative impact on the development of the country. This is because the development of any nation begins with the intellectual development of her citizens. If there is no added value in the youth, who are the backbone of the nation tomorrow, the level of development of that nation will definitely be stagnant. It is for this reason that this researcher seeks to examine the implementation of CBA on the teaching of Economics in public secondary schools.

Significance of the study

The findings of this study are beneficial to education stakeholders (Policy makers, school administrators, teachers, and students).

These are stakeholders in charge of educational policy at the macro level. We can better refer to them as educational managers. This study is important because it will help them to understand that curriculum planning and implementation is a cooperate endeavours among the

stakeholders. Therefore, it is their duty to ensure regular and effective supervision during the implementation stage. This is to ensure that the teachers are up to standard with the implementation process.

Secondly the study is significant because it will help policy makers to understand the important of resources in implementing the CBA. Hence, they will ensure that the infrastructures, textbooks, students manuals, and teachers guide are developed as per the principles and characteristics of CBA.

Furthermore, educational administrators will also benefit from this study. Since they are in charge of the smooth running of the school programs. They will gain knowledge on how the CBA is implemented and, on the factors, hindering the smooth implementation of CBA in the learning environment. By so doing, they will ensure that teachers are implementing CBA using the most appropriate instructional methods and techniques that will improve and enhance the acquisition of competencies by the Learners during the teaching/learning interaction in the classroom.

In addition, teachers who are the primary implementers of the instructional methods in the classroom will also benefit from this study. The study will enhance them with better CBA instructional strategies and methods that will facilitate their interaction with the learners in the classroom and also enable them to acquire the stipulated competences at the end of each module.

Moreover, the learners who are the back bone of every instructional endeavour will also benefit from the study. This is so because all the changes made, are in search of better ways to upgrade the learners' technical-know how. The learners will easily master the competencies expected of them at the end of the module with the improve strategies and methods that will be used by their teachers to enhance the learning process.

Scope of the study

This study is delimited to CBA implementation in Economics in public secondary schools in Mfoundi division. It is also delimited to Economics teachers in the English sub-system of general education. This study make use of three construct of CBA implementation which are: teachers' knowledge, teachers' training and the learning environment.

Definition of terms

Teachers' knowledge: Teachers' knowledge deals with how a teacher selects, organizes, and interprets information inputs to create a meaningful overall conception of an object or situation (Rosyida, 2016). This implies that teachers' knowledge is a cognitive process that is used by teachers to interpret and understand the world around their profession. Therefore, teachers' knowledge on CBA deals with their understanding of the CBA concepts, their ability to select and implement appropriate CBA teaching methods, activities and materials during the teaching and learning process of Economics in secondary schools

Teachers Training: Training is concerned with the transfer of skills, knowledge, behaviour and attitude in order to have competent employees (Paulo, 2014). Quality training refers to the policies and procedures designed to equip prospective teachers with knowledge.

Ogunyinka et al (2015) Teacher education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time. It includes training and or education occurring before commencement of service (preservice) and during service (in-service or on-the-job)

According to Tambo, (2012) training is a process that is geared towards the acquisition of specific knowledge and skills in various professions or vocations. Teacher's training is therefore, the process of providing teachers with knowledge and skills to enable them improve on their performance during the teaching and learning process.

Learning environment: According to Bishop et al (2014) Learning environment is any area or space that provide opportunities for learners to learn. This learning environment could be physical such as schools, classrooms, libraries and laboratories, virtual spaces such as digital platform and blended learning environment that combine both physical and virtual learning environments. For the purpose of this research work, we focused more on the physical environment. The classroom, which is a primary setting for any formal interaction between teachers and learners must be considered before making any change in terms of instructional methods (CBA) in the educational system. This is to ensure that during CBA implementation challenges in terms of the learning environment will not constitute a major issue for the teachers during the teaching/learning process.

Economics: Economics is seen as a social science subject offered at the secondary level of education from form three (3) to Upper sixth

Secondary schools: According to Endeley & Samkea (2017) secondary school in Cameroon is a stage to be attended by students after six years of primary education, a stage before tertiary education. That is, a stage for youth direction on subject specialization leading to issues of professionalism. The significance attached to this requires a productive school system with efficient resources for teaching and learning.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this study is to examine the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi Division. This chapter entails the conceptual framework, literature review by objectives, theoretical framework, Empirical framework, conceptual diagram presenting the independent variable and its relationship with the dependent variable and lastly this chapter present gaps in knowledge on CBA implementation in Cameroon secondary schools.

Conceptual framework

Competency-Based Approach

The term Competency-Based Approach means different thing to different people. There is no single agreed definition of the concept because professionals define it from different contexts (Taiba et al, 2020). Regardless of the context, CBA is a learner centred approach where teachers are expected to build knowledge, skills and attitudes on learners' experiences in the teaching and learning process. It is education that focuses on what learners can do rather than what they can learn about. (Tambwe, 2017). In order to determine what learners can do, there is a need for a competency-based standard. This competency-based standard will serve as the basis to determine the extent to which the learners have mastered the stipulated competencies.

Ngwa & Laywer (2020) posits that CBA is a learner centre approach which deals with the acquisition of concrete skills during the teaching and learning process with the teachers acting as coaches or facilitators of the learning process. It encourages independent studies that will provide learners with the necessary experiences needed to build knowledge, skills, and attitudes during the teaching and learning process in the classroom by the teachers.

According to Esongo (2017) CBA is a learner-centred approach to teaching, which seeks to bridge the wall between school or the classroom and everyday life. This means that real life situations are used in the classroom to explain concepts for learners to better comprehend. Concrete materials are also used for demonstration during the teaching and learning process. This is to ensure that the learners are apt to apply the skills learned in class to solve real life problems.

Adboulaye (2019) emphasized that CBA aims at verifying and validating students' achievement in terms of resolving concrete situations rather than knowledge memorization that they often forget and may not apply in real life situations. He posits that two processes are essential in CBA learning. These are the processes of acquisition of knowledge, skills and attitudes and the process to integrate or mobilize these resources in complex situations in solving real life problems. Therefore, effective learning will only occur when the learners can integrate or mobilize what they have learnt to solve societal problems.

Kafyulilo & al (2012) state that CBE is a productive education that deals with what an individual does with the knowledge s(he) claims to possess. This implies that with CBA, the manipulation of objects or ideas to produce something concrete is imperative. Therefore, the main aim of CBA is not to possess knowledge but one need to integrate the knowledge to solve societal problems that are beneficial to oneself and to the society as a whole.

Edwin (2016) posits that, CBA is a learner centred approach that permits learners to learn at their own pace. This means that learners could learn quickly or slowly depending on their ability to master knowledge, skills and attitudes. Some learners go through materials they have already mastered and focus on what they still need to learn. While others spend more time at a particular level in order to master the required competencies before proceeding to the next level. If this is done effectively, it will provide true measures of students' learning while saving time and money

Characteristics of the CBA

O'Sullivan and Burce (2014) opined that CBA has three main components which are a knowledge component, a behavioural component and a value component. Thus, a competent person possesses the skills, knowledge, attitudes and behaviours necessary to perform a particular task. Put simply, teaching with the CBA in mind means teachers need to take into account understanding, demonstration of this understanding practically by the students as well as the frame of mind to espouse in a particular context. The CBA was introduced in Cameroonian secondary schools because the government believed that, in addition to acquiring knowledge, it would enable students not only to interact out of the classroom but also to be able to solve real-life problems (Nkemleke & Belibi 2019). O'Sullivan and Burce (2014) noted that the most important characteristic of the CBA is that it measures learning rather than time; put simply, a student is allowed to move to a higher level with more

challenging competencies if they demonstrate that they have mastered competencies at a lower level, irrespective of how much time is involved.

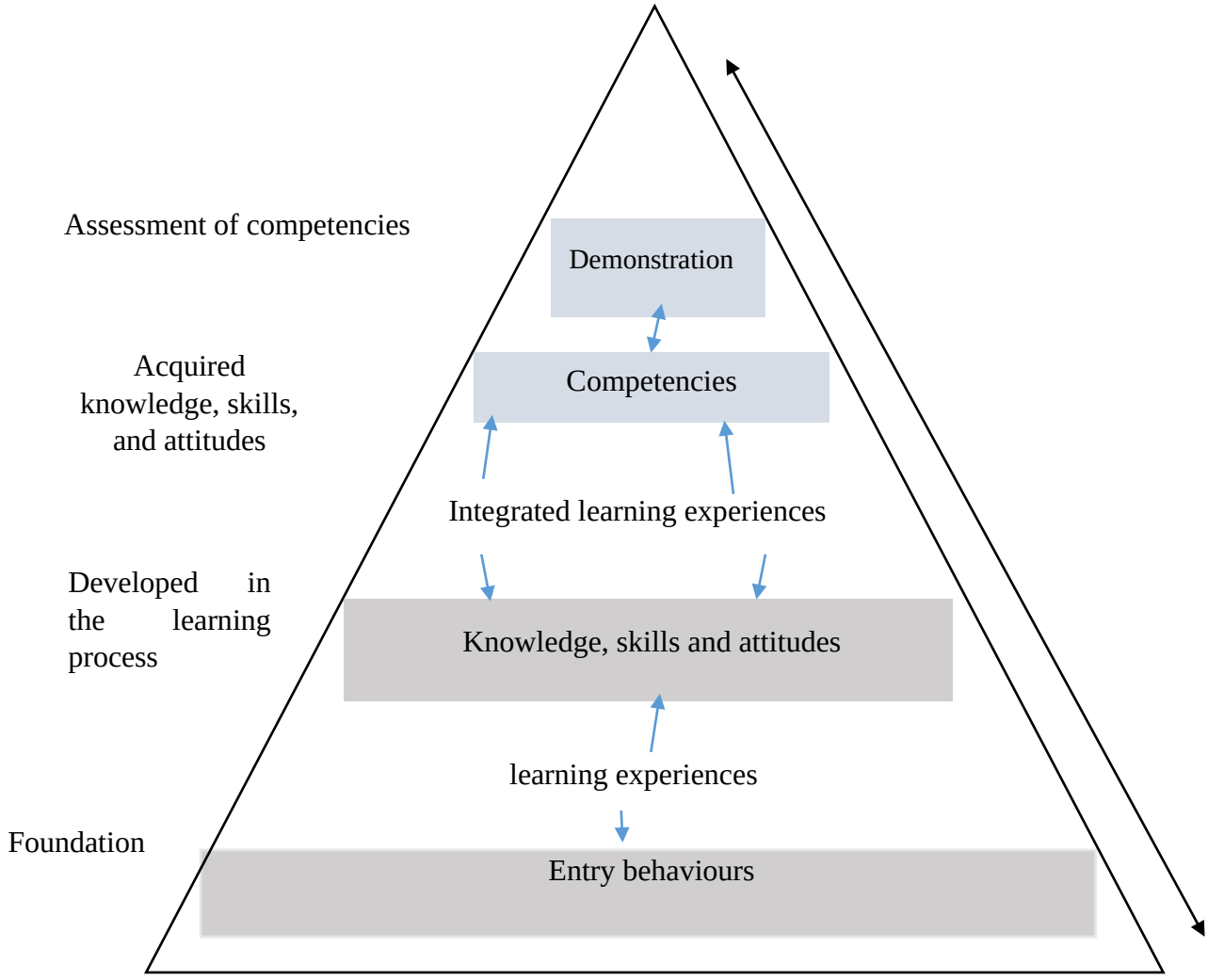
Another characteristic of CBA is, it focuses on the interest and needs of the learners rather than the teacher. The teachers are mainly facilitators of the teaching and learning process. Hence it is a learner's centred approach. The learners are expected to construct knowledge to be used in their daily activities. Edwin (2016) posits that, it must be based on a competency-based standard. This means that before the implementation of CBA, the educational stakeholders must have designed the competency based-standard for each subject that will serve as the reference document to assess whether the learners are competent or not at the end of the program. Hence, we do not begin preparing a course or syllabus by identifying the content rather we begin by identifying the competencies before selecting the content and assignments to support attainment of the identified competencies.

Moreover, individualised learning is an essential part of a CBA. In the 21st century where information and communication technology is rampart, learners should be given the opportunity to discover learning themselves by providing them with the necessary skills to practice self-directed learning (Taiba & al, 2021). This will provide the necessary experiences that is needed by the teachers to build competency in the learners. It also has flexible delivery meaning that teachers must diagnose the needs of all the learners and select instructional methods and materials that can best address these needs in order to ensure that no one is left behind. (Tambo, 2012)

It is important to note that CBA measures learning rather than time. That is learners' progress only by demonstrating mastery of knowledge and skills (competencies) required for a particular course, regardless of how long it takes. Therefore, learners will only progress according to their ability to master the competency-based standard previewed for the subject or programme. assessment is embedded in every step of the learning process in order to provide learners with guidance and support toward mastery the identified competencies. Regarding assessment in the CBA, tests are seen as criterion-referenced tests rather than norm-referenced tests (Abramowitz, 1980; Stapa, 2016). This implies that objectives are clearly spelt out and assessment rubrics are unambiguous. Burns (1972) noted that the CBA places much emphasis on evaluation when he stated that, "In competency-based education, evaluation may be, in some respects, more vital to the system than in traditional teaching-learning situations". Many other researchers placed assessment and related concepts at the

core of the Competency-Based Approach. Weddel's model (as cited in Nkwetisama, 2012) for example shows that teaching in the CBA starts and ends with evaluation: Assessment of learners needs, Selection of the competencies, Targeted instruction, and Evaluation of the competency attainment. These characteristics can be displayed on a pyramid as seen below;

Figure 1: Illustration of the Characteristics of CBA



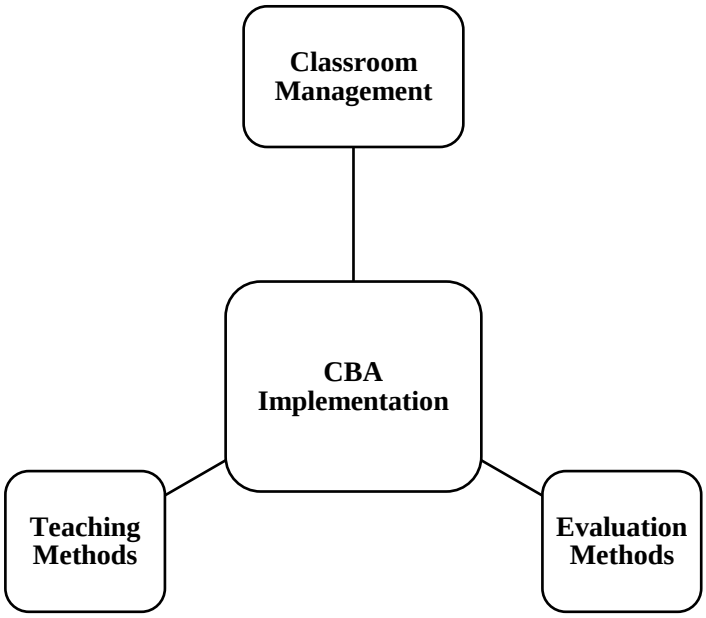
Source: Adopted from Edwin (2016)

Considering the pyramid above, at the lowest level are the entry behaviours which are the basis for learning upon which further learning experiences can be built. The second level consists of knowledge, skills and attitudes develop during the teaching and learning interaction and from the society at large. The third level deals with performance on tasks link to a particular area of study and finally the demonstrations from the application of competencies. Assessment is deeply embedded at all stages of the learning process in order to

ensure that learners actually master the knowledge and skills at each stage of the teaching and learning process.

Components of Competency-Based Approach (CBA) Implementation

Figure 2: The components of Competency-based Approach (CBA) implementation



Teaching methods: Teaching method is any strategies that can be used to facilitate students learning and satisfaction. Different teaching methods may elicit different types of changes in learning outcomes. Teaching methods are many and varied and could be used in different ways, considering among others the age of the learners, body configuration or physique of learners, (able or disabled learners). Academic ability/intelligence of the learners, number of learners and of course the type of curriculum discipline which recognizes the fact that certain teaching methods are much more suitable to some disciplines than others (Dorgu, 2016). MINESEC (2014) stipulates some CBA teaching methods in the preface of the Economics syllabus. These teaching methods include; discussion, simulation, group work, presentation, field work and practical work.

Discussion as a teaching method is usually at a higher cognitive level and it develops critical thinking. Student's participation is necessary for a successful classroom discussion. It is a student-centred teaching technique but requires careful planning by the teacher to guide discussion. Successful discussions are guided by specific teaching goals. It involves a process

of free guided discussion and expression of views and ideas on a given topic, question or problem by the teacher (Dorgu, 2016). In a discussion teaching method teacher state a problem or posed a question and the students attempt to solve the problem or answer the question.

According to Tambo (2012), discussion is a situation in which the teacher and the learners or the learners and other learners talk to one another, sharing ideas and opinions. The purpose is to improve learners thinking and communication skills, to promote learners' involvement in the lesson, encourage tolerance for others' views as well as fairness and open mindedness. For a discussion to be successful, the teacher must ensure the following rules are respected during a discussion lesson; Listen carefully to others and wait until they are finished before you talk. Feel free to disagree with others' view but show them some respect. State and explain the objectives of the discussion and get the learners ready to participate (MINESEC, 2014). Using this teaching method always poses a lot of challenges which affect teachers' effectiveness if not well handled. Some of these challenges and better ways of handling them is presented on the table below;

Table 1: Challenges and ways to overcome them during discussion lesson

Challenges	Dealing with the challenges
When the learners are reluctant to speak	Remind them the objective is to explore ideas and opinions not to find the correct answers
Inaccurate respond given by the learner	Consider if the mistake or error is significant. If yes, asks the other learners to give their opinion. Intervene in a manner that do not discourage the original speaker. Decide when to correct the misunderstanding yourself.
When the discussion is monopolized by a few students	Incite the other students to participate through questions. Ask those that have remained silent to read what they have written down.
When discussion becomes disorderly	Remind the students of the rules set at the beginning of the discussion
When discussion turn off to sensitive political issues, religious conviction or practice or cultural beliefs	If the discussion is relevant to the syllabus, give more time in class for furthermore exploration of the topic. Encourage the student to carry out research independently. If not pertinent, the issue might be discussed out of the class to help the students concerned.

Source: MINESEC, (2014)

According to Dale & Barrett, (2017) Role play method of teaching can be used for solving real life situational problems. The technique of role lay develops practical professional skills and functioning knowledge. It enables students in the classroom to act as stakeholders in an imagined scene. In a play role, the teacher selects an event that illuminates the topic of study and students are assigned roles, which will be played out, the role play will be concluded, with a reflection stage that reinforces the concepts introduced by the role play. This method gives students the opportunity to explore together their feelings, attitudes, values and problem-solving strategies. Role play also create a stimulating environment that brings reality to life and intensify learners understanding of the event being played. This method intensifies and accelerates learning, it can be described as a hands-on approach to learning & students learn through active involvement in role-play. The problem with role playing method amongst others is that directing a role playing is complex. Also, some students may be too self-conscious and may not be able to play the role for other students to observe.

For Role play to be effective in the classroom, the following guidelines must be observed during the lesson (MINESEC, 2014). State the objective of the role play**,** for example**,** the objective of this role play is to permit the learners develop an understanding on the formation of Business organization. Explain the situation in order that each student participant will understand what each role requires or entails. Give the context: place, time, circumstances, and other background information, in order to help them place themselves in the situation. Ask questions to help the learners define each role. Give some time for the preparation, the role play's proper and the discussion.

Simulation Method entails a real-life activity in a simple manner that communicates the idea to the learners. Example, If the "use of money" is the topic in class; the teacher gets two students to act a trader and a customer scene, where the customer buys the items from the trader with the money, in this scene, the use of money is depicted in real life situation. This kind of simulation is better than mere verbal description. Omieibi-David (2017) conceptualizes simulations as an imitation of real-life situations that requires participants to play a role that involves them in interaction with other people or with elements of the environment concerned. The use of stimulation methods in classroom situations is devised to help students learn how things operate in reality. Students are encouraged to act out the same roles and make decisions likened to real life situations. Therefore, simulation helps students to practice and understand adult roles and also develop the skills necessary for a successful adult life. Simulation and games are used at all levels of education and creates both intrinsic and extrinsic motivation in the learner. While simulation methods present the students realities of life in concrete and simple forms, they are innovative and a welcome change in the learning experiences as compared to the routine classroom learning.

According to Tambo (2012) Group work or cooperative teaching method in which learners work in small mixed ability learning teams. This organisation permits them to interact with one another, learn from one another, learn from the teacher and learn from the world around them. The teacher can maintain the same group in carrying out a number of activities or vary the composition from one activity to another. According to MINESEC (2014) teachers must observe the following guidelines in order to conduct an effective cooperative learning:

- State and explain the objective of the lesson
- Give clear instructions on the task to be accomplished
- Give the students enough time to work in team

- Instruct students to first write down their ideas before sharing them in to different groups
- Circulate within the groups; ask questions and follow-up the evolution of the work in groups

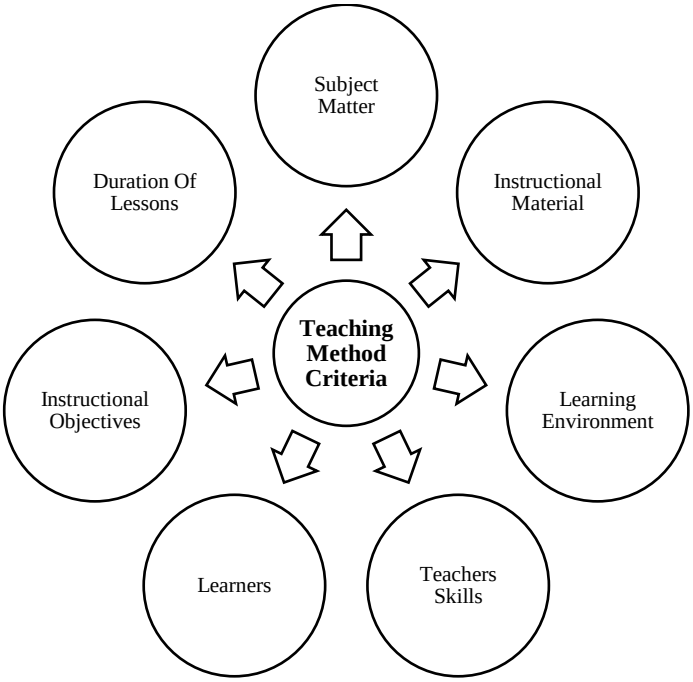
During presentation in class, fix a time limit for the task to be accomplished. Ask the group members to assign responsibilities; moderator, time-keeper and reporter. Explain the task of the moderator and reporter and help the students to fulfil their role. Teachers often face a lot of challenges when using this method, which if not well handle will lead to ineffectiveness in the teaching process. Some of these challenges and better ways of handling them is presented on the table below:

Table 2: Challenges and ways to overcome them during Cooperative teaching/learning class

Challenges	Ways to Overcoming the challenges
Students may not concentrate on the task or understand the instructions	Identify the cause of the disturbance and restate the objectives
The members of the group are not able to reconcile their differences	Work with the group to come to a consensus
Some members may want to dominate the groups	Remind them of the objective of group work and the importance of the contributions of each member in accomplishing the task
Cases where all the groups are working on the same topic	Ask only one group to present the work, then the other groups will complete with what have not been said
Non-participation of some members	Redistribute the tasks or responsibilities to those not participating, proceed to co-construction.

Source: MINSEC (2014).

Figure 3: Criteria for Selecting Teaching Methods



In selecting teaching method, the teacher's analytical ability comes to play considering the situation at hand. According to Buseri and Dorgu (2011) the factors that will guide the teacher's choice of method to use in teaching a particular lesson include; the subject matter, instructional objectives, the learner, the teacher, time, instructional materials, and the environment. These factors are discussed below:

The content of a subject determines what method to be used to achieve effectiveness in the teaching and learning process. Subjects could be science or arts oriented, and as such, they definitely require different teaching methods that suit such disciplines. Science subjects are better taught with the inquiry or discovery methods while the lecture method can be used in some art subjects depending on the content of the subject (Dorgu, 2016).

The instructional objectives a teacher intends to achieve at the end of a lesson, determines the choice of teaching method to use in teaching the subject. Example from the objectives of a lesson, the teacher will know if the lesson intends to acquire new skills or illicit an emotional or aesthetic reaction from the students; knowledge of these will go a long way in determining which teaching method to use (Omiebi-Davids, 2017).

The learner is the pivot of teaching; a teacher will have to know the student's prior knowledge. The age, ability and the number of learners, need to be considered (Tambo,

2012). Some teaching methods are suitable for students within a given age group. Students with different physical and mental abilities/disabilities, interest, students at the primary, secondary or higher institutions can be taught using varied teaching methods.

The teacher is the person that has to initiate the particular teaching method or methods s(he) intends to use in a given lesson. S(he) should be familiar with such methods and be prepared in every way. The teacher should endeavour to vary the methods he/she uses in teaching and should not be known of using a particular method always ((Buseri and Dorgu, 2011).

The time allotted to a subject on the school time-table should be considered when determining the choice of teaching method. Methods like role-playing, simulations can be done within double periods. When there is little time to cover large scheme of work, then, the lecture method can be used, but the learners must be considered in every way (Dorgu, 2016).

Instructional materials go a long way to determine what teaching methods to use in a given lesson. For example, a teacher that wants to teach a practical class in biology needs an equipped biology laboratory to demonstrate effectively, but where there is none; will end up with just a lecture method which does not completely suit that topic (Ifeoma, 2013).

Classroom environment set a tone for learning and causes learners to behave in certain ways. It is important to consider the classroom environment in selecting an appropriate teaching method for a lesson. The space available in a class, ventilation, illumination and other teaching devices in a classroom, etc all these affects the choice of teaching methods to be used (Endeley and Samkea, 2017).

Evaluation methods as a component of CBA implementation

Evaluation is an important component of the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process not a one-shot exercise. It helps to form value judgment, educational status and achievement of students. Evaluation in one form or the other is inevitable in the teaching and learning process, as in all fields of activity of education judgment need to be made (Ehiemere, 2022). Hence, it is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation and its application in the classroom. Chigeru (2020) sees evaluation as a systematic process of collecting, analysing, and interpreting information to determine the extent to which learners achieve instructional objective.

Orluwene (2019). sees evaluation as that which deals with goodness, worth, utility, effectiveness adequacy, and so on and provide answers to such questions as how good? How effective? How satisfactory? How adequate? Answers to such questions (Evaluation) are expressed in a qualitative term as pass, fail, excellent, good, satisfactory, bad, promoted, repeat, withdraw, successful, unsuccessful, among others. The qualitative statements are indicative of judgment based on certain criteria. Chukwe (2017) said that evaluation is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon usually with reference to some social cultural or scientific standards. According to Tambo (2012) evaluation is the process that involves making value judgments on a person, thing, programme, objects based on data elicited with tests, observation, and socio-grams. To this end, evaluation is the process of determining the worth or value of students, teachers, teaching learning process and programmes based on data elicited by measurement instruments such as paper-and-pencil test, observation and checklist and so on.

Types of Evaluation: Evaluation can be classified into different categories: Orluwene (2019) classified evaluation based on the functional roles in the classroom situation. He classified evaluation of students' performance into; Placement, Diagnostic, Formative and Summative evaluation

Placement evaluation: it is used to evaluate students at the beginning of the instruction process. It is used to determine students' entry behaviour. Chukwe (2017) stated that placement evaluation elicits the extent to which students' interest, altitudes; habits will be suitable for their pursuance of a particular course of programme. To Chigeru (2020) placement evaluation focused on questions like; Do the students possess the knowledge and skills needed to begin the planned instruction? To what extent have student already developed the understanding or skills that are goals of the planned instruction? To what extent do the students' interests, work habits and personality characteristics indicated that one mode of instruction might be better than another. To answer these questions will require the use of variety of techniques such as records of past achievement, pre-tests on course objectives, self – report inventories and observational techniques and so on.

Diagnostic evaluation: is done to determine the learning difficulties during instruction. It is used to determine the causes of persistent learning difficulties and to formulate a plan for remedied action. To carry out this evaluation, data are mostly elicited from diagnostic test as well as various observational techniques (MINESEC, 2014)

Formative evaluation: determines the worth of the students' performance, it is used to monitor learning progress during instruction, provide continuous feedback to the students and teachers on the issues concerning the success and failures of the teaching – learning process. Teacher made test and observational techniques are mostly used in generating data for the formative evaluation. According to Manichander (2016) formative evaluation is to find out whether after a learning experience, students are able to do what they were previously unable to do. Its ultimate goal is usually to help students perform well at the end of a programme.

Summative evaluation: takes place at the end of instruction or programme. It is used to determine the extent to which the instructional goals have been achieved. Examples are; Evaluation done at the end of the term (first term examination) or a programme (G.C.E, O. L or A.L). It is mainly used for certification (Chigeru (2020).

Functions of evaluation

Ehiemere (2022) outlined the functions and purpose of evaluation in teaching and learning. The purpose of evaluation is to provide information on the basis of which many educational decisions are taken. The functions of evaluation include:

Placement function: evaluation helps to study the entry behaviour of the learner in all aspect. it helps to undertake special instructional programmes. It provides individualized instruction. It helps to select learners for higher studies, for different vocations and specialized courses.

Instructional functions: evaluation helps a teacher in deciding and developing ways, methods, and techniques of teaching. Helps to formulate and reformulate suitable and realistic objectives of instruction. Helps to improve instruction by planning appropriate techniques of instructions. Ascertains how far learning objectives can be achieved. Improve instructional procedures and quality of teachers and plan appropriate and adequate learning strategies.

Diagnostic functions: it is to diagnose the weaknesses in the school programme as well as weakness of the students. Suggest relevant remedial programme. The aptitude, interest, and intelligence are also to be recognized in each individual learner so that he may be energized towards a right direction. Adopt instruction to the different needs of the pupils. Evaluate the progress of these weak students in terms of their capacity, ability and goal.

Predictive functions: predictive functions help to discover potential abilities and aptitude among the learners. Predict the future success of the learner and helps the learner in selecting the right electives.

Administrative functions: administrative functions help to adopt better educational policy and decision making. Helps to classify learners in different convenient groups. Promote students to next higher class. Appraise the supervisory practices. Help in appropriate placement. Draw comparative statement on the performance of different children. Help to test the efficiency of the teachers in providing suitable learning experiences. Help in developing a comprehensive criterion test.

Guidance functions: guidance functions help both the teacher and the learner to assist a person in making decisions about course and careers. Enable the learner to know his/her pace of learning and lapses in his learning. Help the teacher to know the learner in details and to provide necessary educational, vocational, and personal guidance.

Motivational functions: motivational functions help to motivate, direct, and to involve the students in learning. Award their learning and thus to motivate them towards study.

Development functions: It gives reinforcement and feedback to the teacher; students and the teaching learning processes. Assists in the modification and improvement of the teaching strategies and learning experiences. Help in the achievement of educational objectives and goals.

Research functions: Help to provide data for research generalization. Evaluation clears the doubts for further studies and researches. Helps to promote action research in education.

Communication functions: it helps to communicate the result of progress to the students Intimate the results of progress to parents and circulate the results of progress in school.

Classroom management as a component of CBA implementation

Classroom Management: Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students' performance, given learning requirement and goals. A well-managed classroom gives the teacher a firm control over the class whereas the teacher loses control over the class if it is not well managed

(Teba, 2020). Robert Digiulio (2007) sees positive classroom management as the result of four factors:

- How teachers regard their students
- How they set up the classroom environment
- How skilful they teach the content
- How well they address student's behaviour'.

This means that positive (well managed) classroom environment is consistent with expectation (better performance). This therefore implies that classroom management involves instructional and behavioural aspects. Student's behaviour, if not well managed, can affect instructions, learning and performance. In his observation Walker (2009) noted that 'the best teachers do not simply teach content, they teach people'. During this investigation, it comes out that a well-managed classroom that enhances effective teaching and learning can increase student's academic performance.

Kinds of Classroom Management: According to Martin & Sass (2010), there are basically two kinds of classroom management

- Behavioural classroom management
- Instructional classroom management

Behavioural management: it refers to 'the general daily maintenance of the classroom which includes: classroom rules for students impute during instructional time and the type of reward system utilized'. They continued that behavioural management is similar to but different from discipline in that it includes pre-planned efforts to prevent misbehaviour as well as the teachers respond to it. Zimmerman (2014) observes that behavioural management is related to the expectations a teacher holds for their students'. He elucidates by saying that it is not enough to expect students to keep their hands to themselves or raise their hand to speak. students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk. they need to know how to get your attention appropriately and what voice level to use, at what time.

Behavioural management includes both teachers and students' behaviours during a lesson. Slater (2002) mentions five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change.

Managing behaviour of students in the classroom is significant for the teacher because it can affect instructions, learning and performance. Marzono, Pickering and Pallack (2001) confirm that teachers need to employ effective behavioural management strategies, implement effective instructional strategies and develop a strong content to effectively teach their students. They clarify that when students with behaviour issues are not properly handled, they can negatively influence the learning environment by persuading others to join them.

Instructional Management: According to Martin & Sass (2010) 'instructional management includes aspects such as monitoring learners' work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory approaches to instructions. Instructional Management is when the teacher maintain control with the rigour of the lesson within the classroom where the students are engaged on task because students are very impressionable and require teachers who know how to create the best outcome for everyone in the learning environment.

Components of Classroom Management

Classroom management is the use of procedures and teaching techniques that promote a safe and efficient learning environment. To succeed in creating such conducive mood, McLeod, et al., defined in 2003 seven key elements for effective classroom management.

Classroom Design: Although often overlooked, the first element of classroom management is internal design. The positioning of the teachers' desk, displays, storage and equipment should be used to create a warm and welcoming room. Teachers should make sure they have removed all unnecessary and distracting items from their classroom. This is also a good time to check their room for safety hazards.

Rules: One of the teacher's roles is to control and keep discipline in the classroom: To accomplish this role, he/she should develop rules that foster respect, caring and community in his/her classroom. S(he) should make these expectations for behaviour clear at the beginning of the year by setting up a code of conduct and by reviewing these rules with students. Teachers can continue to reinforce the rules throughout the course, and post them in a visible location.

Discipline: Classroom rules must have concrete consequences. Students will test the limitations of each teacher from the very first day of school. Be firm, fair and consistent.

Begin by warning a student and having them confirm their knowledge of the classroom rules. Follow-up continued disruption by issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at student-this is counterproductive and unprofessional.

Scheduling: Another component of classroom management is timing. It is very important to keep your class in order by staying on time and task. Do classwork during class time, leaving plenty of room for in-class assignments. Cramming work and instruction too close to other activities or too distant from them can lead to disruptive behaviour and poor comprehension. There should be reasonable space before and after every lesson and break for students to settle down. Having a regular daily schedule helps both teachers and learners prepare for upcoming tasks. Flexibility is one of the key qualities of a good teacher. Then the teacher has to be firm but fair with due dates. S(he) always leaves room for extenuating circumstances but never leave room for procrastination.

Organization: Teachers, as well as students, should stay organized inside and out. Teachers must keep their student files, assignments, lesson plans and administrative paperwork in order. It sets a good example for students and keeps you from wasting instructional time looking for materials. This system can be shared with your students. Post the classroom calendar, homework schedule and assignments on the board. Allow students to see how you take notes. It helps them distinguish irrelevant information from essential details. Encourage self-directed learning by providing students with the scheme of work. You may require students to have their notebooks checked at home or during class.

Instructional Technique: Although you may not have flexibility over the content of your curriculum, teachers can convey information as they see fit. Tailoring your instructional technique to the class level, subject area, and students are very important. Vary the style and intensity of your lessons. Follow-up lecture-style sessions with relaxed group activities. Consult your colleagues for ideas for new lessons. Learn about each of your student's learning style by answering the following questions: 'What is their learning curve? How do they learn best? Do they work well in groups?'. These observations are crucial when fitting your teaching style to your student needs.

Communication: Communication is the most important aspect of classroom management. It is essential to have clear and consistent lines of communication with not only your students, but also with your administration, colleagues, and parents. Without it, you will lose the

respect of peers, the attention of students and the cooperation of parents. Be responsive to the concerns of others. Be flexible and willing to accommodate reasonable requests. During this research work, classroom observations were carried out to check mainly if those seven key components are taken into account during the teaching-learning process. The results are astonishing. Many teachers are aware of those obligations to handle their classroom appropriately; however, the implementation is another challenge.

Importance of Classroom Management

It is common knowledge among teachers that classroom management is an essential skill for teacher survivability and student success. Unfortunately, common knowledge is not always accurate and educators must verify hunches with objective research. Research conducted over the past thirty (30) years confirms that classroom management is truly a core ingredient of effective teaching (Kathryn, 2017). Effective classroom management's effect on student success has been determined to be one of the most powerful skills teachers need to master their vocation. Classroom management is important because it is one of the fundamental aspects of effective teaching.

According to Prameswari & Budiyanto (2017) 'Effective teaching will take place when a positive learning environment has been created'. Of course, this relies on a good bound between the students and the teacher which can be built with proper management from the first day of class through a code of conduct. By clearly stating the rules and teachers' expectations of the students, the teacher will find no problem in obtaining students' engagement in class. Discipline often comes to mind at the mention of classroom management, but the crucial components of teaching are much more. Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and how the teacher deals with consequences. Effective classroom management paves the way for the teacher to engage the students in learning. It comes along with several advantages which impact both teachers and students' performances.

Advantages of a well-managed classroom

Effective Teaching: A well-managed class allows effective teaching. A disorganized classroom without routines and expectations makes it difficult for the teacher to do his/her job. Students do not know what to do, so they might get off task or cause disruptions. Efficient use of Time: Planning or scheduling is one of the key points of a well-managed

classroom. Taking time before school starts to create routines and procedures saves you time in the long run. When learners know what to do, it becomes a natural part of the routine. By setting up clear behaviour expectations and consequences at the beginning of the year, teachers can create a fluid and productive class in which time is spent engaging in educational activities, not responding to student misbehaviour. Unfortunately, most of the failed at this level.

Consistency: A teacher with strong classroom management skills creates consistency for his/her students. They know what to expect every day when it comes to routine activities. Students may fare better when expectations are set for everyday tasks. Teachers can also create consistency throughout the school by aligning management strategies with school-wide standards. If the school focuses on respect and responsibility, it should be incorporated to the classroom management techniques. The students will hear those words throughout the school and know that the expectations are the same anywhere in the building.

Fewer behaviour problems: Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. The expectations for behaviours that are part of a classroom management plan give students boundaries, as well as consequences. This is important to generate a safe place for learning. Safety is also a benefit if a teacher has control of his/her classroom. It is less likely that a fight will break out or violence will occur. By establishing clear and consistent standards of behaviour teachers can ensure that their classes are reorganized and productive and that students do not have the opportunity to engage in fights or inflict harm on another student.

Relationship Building: Through effective classroom management, teachers can build healthy and mutually respectful relationships with their students and allow students to build these positive relationships with their peers. Effective classroom management ensures that students interact appropriately, allowing them to create and strengthen relationships.

Preparation for the workforce: Many students eagerly look forward to adulthood, thinking that they will be free of the restrictive rules and guidelines. To be a productive citizen, you must follow laws, abide by workplace restrictions and follow community regulations. Classroom rules help prepare students to successfully follow up the rules that will dictate their actions later in life.

Classroom Management Styles can be categorized into four (4) main styles described in a table below. Each style has its advantages and flaws. The most effective style must meet the requirement of the teaching-learning approach, needs of the teachers and lead to learners' sustainable skills development.

Table 3: **Kinds of Management Styles**

Management styles	Characteristics	Implications
Authoritative	Teachers control students but simultaneously encourage students to be independent and responsible. Teachers are open to verbal interaction and debate. Students can interrupt the teacher. Teachers work through discipline.	High involvement High control
Authoritarian	Teachers are very firm. Teachers expect learners to follow the rules. Students should never interrupt the teacher. Students don't have the opportunity to practise the subject matter. Learners must be in their seats. The tables are usually in straight rows	Low involvement High control
Laissez faire	Teachers accept students' actions and reactions and are likely to monitor their behaviour. Teachers have a difficulty saying or reinforcing rules. There is an inconsistent discipline in the classroom	High involvement Low control
Indifferent	Teachers appear uninterested, they do not cater for students' needs, they never prepare, they are not creative and never invest time and effort in teaching. Teachers use the same instructional materials over and over.	Low involvement Low control

Source: Teba (2020)

In the context of the CBA, the authoritative matches the leaners-centred approach to teaching. Unfortunately, the current investigation shows that classroom management style in most

classrooms varies from Authoritarian, highly stressing for learners, to the laissez-faire and the indifferent models leading ultimately to a chaotic learning experience (Teba, 2020)

Implementation of CBA in the Economics syllabus

MINESEC (2014) provides a useful review of factors involved in the implementation of Competency Based Approach in the Economics syllabus. Some of the key features are;

- A focus on successful functioning in the society: the goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
- Task or performance-centred orientation: what counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to memorize concepts.
- Outcomes that are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know exactly what behaviours are expected of them.
- Continuous assessment: Students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested (Tabe, 2019)
- Demonstrated mastery of performance objectives: Rather than the traditional paper-and pencil tests, assessment is based on the ability to demonstrate pre-specified behaviours (Nkongho, 2017).
- Individualized, student-centred instruction: In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricular. Instruction is not time-based; student's progress at their own rates and concentrate on just those areas in which they lack competence. (Kellogg 2018).

  However, for Economics teachers to better implement the CBA they must have competences on lesson planning and delivery in the classroom.

Lesson planning: The following stages have been adapted from Hunter's (2006) eight steps lesson design which comprise the following: anticipatory set, objective and purpose, input, modelling, checking for understanding, guided practice, independent practice and closure. These steps have been summarised into the five stages below to suit CBA implementation in Economics with entry through real life situations.

- Expected Learning outcomes: These are the objectives preview by teachers to be achieved by learners at the end of a lesson. During lesson preparation the teachers must clearly state the learning outcomes to be achieved by the learners at the end of the teaching exercise.
- Presentation of the problem situation: This is the discovery phase and it contains new notions to be discovered by learners. The teacher presents the problem and end up with a practical question, which will boost learners' curiosity to search for solution in the course of the lesson.
- Lesson activity: this is the interaction between the teacher, learners and the subject matter during the lesson. The teacher selects those activities that will facilitate the attainment of the expected learning outcomes by the learners
- Application: Here, the teacher gives tasks for learners to apply the new knowledge. He/she assists (scaffolds) the learners to accomplish the new task, supports them till they acquire the new skills and strategies.
- Integration activities: the teacher presents a new complex situation that will necessitate the exercise of the skill to solve a problem which is similar to the competence/skill the learners used at the beginning of the lesson. It should be noted also that integration activities are not done systematically at the end of every lesson. Also, they have to be in concrete real-life situations.

Therefore, for teachers to effectively implement CBA in Economics the above steps of lesson preparation must be taken in to consideration and the lesson deliver as per the above preparation. This will help teachers monitor the progress of the learners and provide assistance when needed. This is to ensure that the expected learning outcomes of the lesson are realized.

Factors Affecting the Implementation of CBA

Curriculum implementation, according to Tambo (2012), is a network of varying activities aimed at changing people's attitudes toward accepting and participating in the activities. During the CBA implementation stages, it is expected that teachers will be able to apply the appropriate pedagogical methodologies, understand the pedagogical content, fully involve the learners in the use of the available teaching learning resources, and effectively apply and use ICT in the teaching and learning process. According to Chan (2014), teacher readiness and willingness are critical for successful adoption and implementation of ICT into the

teaching/learning process. Hennesy et al. (2010), asserts that the main impediment to CBA implementation is lack of teacher education in terms of ICT knowledge and skills.

A significant number of teachers lack adequate training in CBA knowledge, content and teaching methodologies. Lack of availability and adequacy of teaching learning materials, as well as the challenges faced by principals and teachers, continue to be major obstacles in implementing CBA (Porter 2015). CBA implementation necessitates that teachers be knowledgeable and skilled in order to open doors or avenues for the transfer of teaching, learning outcomes that help to advance an individual's professional development, and the integration of holistic social integration. As a result, teacher certification is a requirement for meeting the objectives of any school curriculum (Obuhasta, 2018).

Mosha (2012) revealed that the implementation of competency-based curriculum was not well understood, with most teachers still using traditional teaching methods to deliver the content. The procedures for implementing the curriculum, from lesson planning and instruction to student assessment, had not changed at all. Teachers were unable to choose experiences that were both student-centred and relevant to specific lesson objectives and the mental ability or age of the learners. Lack of continuous professional development hinders successful curriculum implementation since teachers cannot effectively use the materials prepared for implementation of a new curricular. This is in line with Ayoub, Rugambuka, Ikupa (2013) who identified a lack of knowledge on assessing and management of a competency-based classroom, difficulty in Lesson Plan Preparation in a CBA format which is a consequence of teacher's Lack of knowledge of implementing CBA.

Woods, (2008); Bilibi, (2018); Cheptoo, (2019) identified the challenges of implementing the CBA in Africa: The available teaching and learning equipment are outdated (outdated computers), overcrowded classes, teaching and learning materials are not provided. In addition, lack of some potential educational or teachers' knowledge on child psychology, lack of clear policy for the implementation of CBA and difference in understanding the concept of CBA by pedagogic inspectors of education at all levels, lack of frequent workshops and seminars to equip the teachers with skills to implement the competence curriculum.

Takayama, (2013) & Cheptoo, (2019) explain that the model of CBA advocated by African Countries takes from previous models designed for and implemented in Western countries. For instance, it upholds most of the principles of CBA including the roles of learners and

teachers, syllabus, they focus on acquiring real-life skills, modularized instruction, personalized student-centred instruction and performance-oriented instruction. Literature reveals that there exist two areas of inconsistency between some aspects of the African model of CBA and features of CBA models in use in western countries. One of such areas is assessment; for instance, testing techniques such as MCQ, true/false questions, gap-filling tasks, yes/no questions which should not originally be part of an end-of-module evaluation in CBA (Richards & Rogers, 2001).

School principals are the driving force behind the implementation of any reform. For instance, Tabaro (2018) says that when school administrators have a positive attitude toward curricular changes, they are more likely to motivate their staff to adhere to the change. Meanwhile, when administrators are opposed to change, it becomes difficult to implement any reform. In fact, principals often delegate pedagogical supervision to one or two vice-principals, who, in turn, would ask Heads of Departments to coordinate CBA implementation in their various disciplines. The problem here is that there is little monitoring, as teachers receive little to no feedback from the school on their teaching practice. Consequently, the monitoring and evaluation of teachers on the implementation of CBA has not been the best in Africa.

According to Belibi (2018), the major challenge to the implementation of CBA in Africa and Cameroon in particular is the overcrowded classrooms. In most African countries the official standard classroom size is 60 students per class, the reality in urban areas is very different; most classrooms contain more than 70 students. To personalise instruction and assessment in such large classes is simply hard to carry. More so, successful implementation of CBA requires that adequate teaching and learning resources (such as print materials; textbooks, visual materials; video and audio-visual materials) be available, that teachers have digital and online skills to teach students some of the competencies they need. Students need computers and handsets, paper and pencils for classroom projects. Many schools cannot afford these. Unfortunately, no special school funding scheme in most of the African countries has been proposed so far to assist schools in meeting the demands of CBA (Cheptoo, 2019).

The competence of the teacher is another factor. Teacher education has failed to equip prospective teachers with the skills they need to effectively implement CBA in their classrooms in most African Countries (Nforbi & Siewoue, 2015). CBA is deficient both in terms of quantity and quality. Many teachers have expressed frustration over the fuzziness of CBA in domains such as lesson planning and developing schemes of work. Furthermore,

majority of teachers are confused with CBA principles and procedures because they have received contradictory information from different facilitators at different seminars including writing schemes of work and lesson plans, the difference between objectives and outcomes. Governance issues related to knowledge dissemination on the new approach also plague the implementation of CBA. There are many teachers working in rural areas of Africa who do not have access to these official documents, thus they find it very difficult to implement in their classrooms.

Technology (mobile phones, smart phones, computers, electronic tablets and the internet) is growing in use and influence in a variety of domains including politics, social life, business, media, education, and so on. Then, nothing can be successfully done in our lifetime without technology. Serbati (2015) for instance, acknowledges that "technology and education have a tightly intertwined future. In fact, pre-service and in-service teachers hardly receive training on integrating technology in teaching using CBA. If the goal of CBA is to prepare learners for a smooth insertion into the job market worldwide, then it is believed that ICT and online competencies should be central components of CBA. Electricity cuts and the lack of computers in rural areas, the relatively poor quality and high cost of the internet, as well as deficiencies in teacher training related to digital literacies plague the integration of ICT skills in secondary education practices in Africa. Political will and government action can accelerate the process of using ICTs and the internet to teach disciplines other than computer literacy in secondary schools (Alias, 2014).

Another major challenge to the implementation of CBA in Economics is making students and teachers play new roles in the classroom. In most African schools, culture tacitly requires the presence of a strong teacher, and respectful, obedient and passive learners who must follow teachers' instructions and respond to questions when solicited. In fact, teacher talk continues to dominate classroom interaction while student talk is occasional and short-lived. Teachers do not consult learners over which competencies they want to acquire. According to Kathryn (2017), most of the Economics teachers in Africa preferred traditional methods of assessment (fill-in-the-blanks types of activities with only one correct answer, true/false questions, matching tasks, and so on. over modern ones, and the students who failed the formative assessments are neither given more time to go through the activities nor remediation exercises that could lead to mastery of the competencies under study. Then, all students, regardless of whether they had shown mastery of the competencies under study were allowed to progress to

the next competencies and modules. Meanwhile, learners remained passive during lessons and speak only when teachers allow them to do so. Teachers struggle to bring real-life situations into their lessons. Most often, there is a tendency to resist CBA by simply backtracking to the security of more traditional methods of instruction such as lectures and drills.

Although CBA has been received with mixed feelings in the Cameroonian context, there are enormous advantages of this approach over the OBA. Some of these advantages according to Mkonongwa (2018) include; the approach is designed to help learners learn academic knowledge, the skills to apply it and lifelong learning skills that are needed to be fully prepared for career and life. The approach is based on learning: learners must demonstrate mastery of learning with schools monitoring pace and offering additional supports to meet time-bound targets. Grading in CBA is designed to communicate learners progress in learning academic skills and content as well as the skills they need to be lifelong learners.

The Competency-Based Approach seeks to create an empowering responsive system that is designed to build trust and challenge inequity (inclusive education). CBA foster intrinsic motivation by activating learners' interest and providing multiple opportunities for learning. It is built upon a growth mind-set with the believe that all children can learn with the right mix of challenges and supports. Its emphasis on the best ways for learners to learn by motivating and engaging them to learn. CBA personalizes learning and supports the development of higher order skills such as analysis, evaluation and problem solving. It also meets learners where they are, to ensure that each one can be successful to career-ready standards. (Kellogg, 2018).

The intention of every education system is to develop competent and confident individuals, who can use the acquire knowledge and skills to positively transform their own lives in particular and contribute to the development of the society in general. Cameroon's educational system is not an exception. ―Today, schools need to prepare learners for more rapid economic and social change, for jobs still to be created, to use technologies still to be invented and to solve social problems that we do not know will arise. It is no news that the standard of education in Cameroon is dilapidating as employers argue that many graduates have good examination grades but limited in the competences required in the world of work (Esongo,2017). In a bit to remedy the situation, CBA was introduced into the educational system.

According to MINSEC (2014) CBA with entries through real-life situations would prepare the youths for smooth insertion to the world of work. The introduction of this approach warrants that educational stakeholders must be adequately prepared in order to make it a success. We shall examine the transition to CBA in term of teachers' perception, teachers' training and the Learning environment where the CBA is implemented.

Teachers' knowledge on CBA and it influence on the teaching of Economics

Knowledge describes the process of how an individual select organizes, and interprets information inputs to create a meaningful overall conception (Rosyida, 2016). This implies that knowledge is a cognitive process that is used by individuals to interpret and understand the world around them. Therefore, knowledge is the process of giving meaning to the environment by the individuals. Each individual gives different meaning to the stimulus of the object, even on the same object, how people view the situation is often more important than the situation itself.

According to Estomihi et al (2021) teachers' knowledge of the CBA determine how they will effectively implement its principles in their teaching and learning process. Rosyida (2016) claims that teachers' knowledge has the same meaning as teachers' belief, which are personally held convictions about the subject matter teachers teach, their roles of responsibility, their students, the curriculum and their classroom. These guide teachers in their practice and are derived from sources such as experience and personality. Teachers' knowledge is influence by factors such as personal experiences, students' interest and ability and training.

According to Abdu-Raheem (2015), teachers' knowledge of their teaching methods is influence by three major sources. These sources include; the educational background of the teacher, the professional experiences of the teacher and their knowledge about their learners. Trained teachers are lightly to accept new ideas that would make their teaching meaningful and long lasting. This implies that trained teachers would generally be knowledgeable toward CBA implementation in Economics because they have the ability and willingness of constantly seeking for news ways to make the profession better and enjoyable. Teachers without background in education might be less knowledgeable and may resist CBA implementation in Economics, because they do not perceive the important of the shift from OBA to CBA. Therefore, they may not be able handle it in their classroom. Teachers should

be well grounded with curriculum or instructional reform before their implementation into any educational system. As far as teacher's longevity in service or professional experiences are concerned, older teachers may resist CBA implementation as compare to their younger counterparts. This is due to the familiarity of the previous approach and they may not want to study and be vested with the specificities of the new approach. (Tanyi, 2019).

Furthermore, learners are at the Centre of every instructional endeavours. This implies that teachers with the objective of making the learners better will not resist changes that would be beneficial to the learners and the society as a whole. Therefore, teachers' knowledge of CBA greatly depends on the type of training undergone by these teachers during pre-service and in-service training sessions. The quality of training organized for teachers and how effective the training is in providing teachers with the required skills to handle the specificities of the CBA. Un less teachers are well trained to handle the specificities of CBA; its implementation will continue to be a myth in our Cameroonian educational system. Teachers will generally be knowledgeable in CBA implementation, if the training they received is gear toward CBA implementation. Otherwise, teachers will resist CBA implementation because the lack or are limited in CBA peculiarities. Therefore, teachers should be considered before any reform in curriculum or instruction is adopted into the educational system. This consideration should be done through continuous professional development programs for in-service teachers and the modification of training programs in the Training colleges to suit the orientation. This is to ensure that pre-service teachers master the skills and competencies that will make them apt to meet up with the challenges of implementing the said approach. With this development, teachers will accept the said approach because they are capable of handling it in the classroom.

Also, if Economics teachers are knowledgeable on CBA specificities, teaching methods, evaluation methods and classroom management techniques. They will better implement CBA during the teaching and learning process. Otherwise, they will face enormous challenges in an attempt to integrate CBA during the teaching and learning process of Economics.

Teachers' Training on CBA and it effect on the teaching of Economics

Learning is a changing process, since knowledge is not static. For this reason, teaching should be boosted and should be beyond traditional and theory-based foundation; it should also be research based with data-driven evidence. According to Boudersa (2016), there is renewed interest in the important of scientific research and empirical data as a source of knowledge

about what works in education. Since teachers are the primary implementers of the curriculum and learning being an ongoing process, efforts to develop and improve teachers' teaching skills and knowledge are highly needed and appreciated in the field of Curriculum and Instruction. Given the importance of education to every society, teachers are expected to be competent in both subject matter and pedagogical knowledge in order to meet the high demands and standards of quality education.

According to Tambo, (2012) training is a process that is geared towards the acquisition of specific knowledge and skills in various professions or vocations. Teacher's training is therefore, the process of providing teachers with knowledge and skills to enable them improve on their performance. A shift in the instructional approach in an educational system (objective-based approach to competency-based approach) must also triggered a shift in teacher's training programs at the training schools (Tabe, 2019). This is to enable the pre-service teachers be apt in implementing the CBA in Economics upon graduation from the Training Colleges.

In addition to that, teachers training could also be seen as professional development for in-service teachers. The term professional development is usually use to encompass all types of learning undertaken by teachers beyond the point of their initial training. According to Boudersa (2016) professional development refers to the processes, actions, and activities which are designed for the purpose of enhancing teachers' professional knowledge, teaching skills, and attitudes in teaching with an objective to improve on learners' performance. The professional development programs usually involve training teachers in curriculum subjects' area over periods of time by organizing seminars, conferences, short courses and workshops. The main aim of such activities is to keep teachers abreast with their subject content. Given that instructional reform is inevitable in any functional educational system, in-service teachers will need professional development programs, in the form of seminars, workshops, conferences, peers work and short courses, to abreast themselves with knowledge and skills that would permit effective implementation of CBA in Economics in secondary schools.

Classroom Environment and it effect on the teaching of Economics

According to Bishop et al (2014) Learning environment is any area or space that provide opportunities for learners to learn. This learning environment could be physical such as schools, classrooms, libraries laboratories; Virtual spaces such as digital platforms or blended spaces that combine both physical and digital elements. The learning environment should be

safe and conducive for learning with opportunities for learners to interact with each other and have access to resources that will help them learn in different ways. Given that learners have individual differences and different learning styles the learning environment should be organized to respond to these individual needs of the learners.

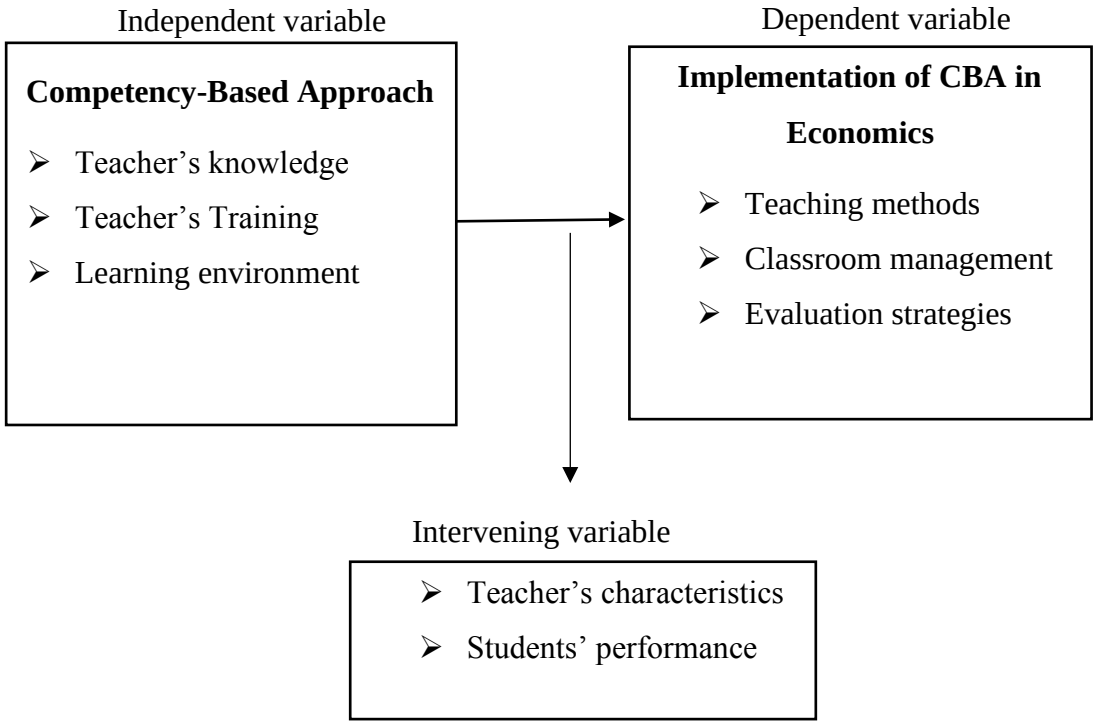
According to Prameswari et Budiyanto, (2017) classroom environment is the physical arrangement of the class that facilitates learning processes. This arrangement could be the class size, the positioning of seat, the nature of the chalk board and so on. According to Roskos & Neuman (2011), the classroom environment is the first, last and always among pedagogical concerns. This is because the classroom environment determines the types of interaction that will take place. It shapes how the teachers and learners will feel, think, and behave and the qualities can have a lasting effect on their lives. The introduction of CBA, a learner-centred approach warrants a change in the classroom environment, which will enable smooth interaction in the classroom. Neghouba (2009) posits that for CBA to be effectively implemented in the classroom, the teacher-learners' ratio must be small. This is to permits personal interaction with each of the learners during the teaching and learning process in the classroom.

According to Fisher (2000) as cited by Roskos & neuman (2011) the classroom environment should be arranged according to the instructional purpose. The space should accommodate multiple configurations for large and small groups, discussion, simulation, and dramatization. Hence the approach to classroom arrangement should be flexible. Learners need to be able to move easily from listening to the teacher to working in groups to working independently accessing print and digital resources. This implies that the introduction of the CBA must go along with Changes in the classroom environment for any effective implementation in the classroom.

According to Yusny (2017) virtual learning environment (VLE) is an online platform that allows teachers and students to share educational materials and exchange experiences and information in a controlled teaching and learning context. Hence VLE is a dedicated platform designed for teaching and learning, filled with features that corresponds to real teaching and learning. An example of VLE is google classroom. In a bit to comb, the disadvantages of using only the physical or virtual learning environments, blended/hybrid learning then came to play. Hybrid learning is a method of teaching that combines or integrates virtual and face-to-face classroom activities in order to give learners more flexibility to customize their

learning experiences. Therefore, with the introduction of CBA in to the educational system, there is a need for blended learning which will provide learners with more opportunities to develop skills that would be beneficial for effective integration in to the world of work.

Figure 4: Conceptual framework of CBA and Effective implementation



Source: The Researcher (2023)

From the conceptual frame work, Economics teachers' preparedness for CBA implementation in terms of teacher's knowledge, training and the learning environment organization will influence CBA implementation in Economics (teaching methods, classroom management and evaluation methods). However, Teacher's characteristics and students' performance in Economics can also affect the implementation of CBA in Economics in the educational system.

Theoretical Framework

This study is based on three theories; the Experiential Learning theory by David Kolb, the Constructivism theory by Jean Piaget and Vygotsky and the Theory of Change by Weiss

Experiential Learning Theory by David Kolb (1984)

Experiential Learning Theory (ELT) by David Kolb provides a holistic model of the learning process. It is so called in order to emphasize the central role experience plays in the learning process. (ELT) defines learning as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb, 1984) as cited in (Kolb & al, 1999). The ELT model portrays two related modes of grasping experience; Concrete Experience (CE) and Abstract Conceptualization and two related modes of transforming experience- Reflective Observation (RO) and Active Experimentation (AE). According to the four-stage learning cycle, concrete experiences are the basis for observations and reflections.

The ELT model suggests that learning requires abilities that are polar opposites, and the learners must continually choose which set of learning abilities he/she will use in a specific learning situation. In grasping experience, some learners perceive new information through experiencing the concrete, tangible or felt qualities of the world, relying on our senses and immersing ourselves in concrete reality while others grasp or perceive new information through symbolic representation or abstract conceptualization. Similarly, in transforming or processing experiences, some learners carefully watch others who are involve in the experience and reflect on what happens (reflective observation) while others prefer to be actively involved in the doing process (active experimentation). Each dimension of the learning process presents us with a choice, which is shaped by our hereditary equipment, our life experiences and the demand of our present environment. These conflicts are resolve through a characteristic patterned way called learning styles. Kolb develop the Learning Styles Inventory (LSI) to assess individual learning styles. He identified four statistically prevalent learning styles- Diverging, Assimilating, Converging, and Accommodating. These four learning styles are presented below;

Diverging learning style: The diverging style's dominant learning abilities are Concrete Experience (CE) and Reflective Observation (RO) learners with this learning style are best at viewing concrete situations from many different points of view. It is labelled Diverging because learners with this style perform better in situations that call for generation of ideas such as Brainstorming session. Diverging learning style learners are interested in people and like to gather information. Learners with this learning style prefer to work in groups, listening with an open mind and receiving personalized feedback.

Assimilating learning style: The assimilating style's dominant abilities are Abstract Conceptualization (AC) and Reflective Observation (RO). Learners with this learning style are best at understanding a wide range of information and putting it into concise, logical form. They focused less on people and are more interested in ideas and abstract concepts. Learners with this learning style prefer reading, lectures, exploring analytical models, and having time to think things through.

Converging learning style: The converging dominant learning abilities are Abstract Conceptualization (AC) and Active experimentation (AE). Learners with this learning style are best at finding practical uses for ideas and theories. They have the ability to solve problems and make decisions based on finding solutions to questions or problems. They prefer to deal with technical tasks or problems rather than with social and interpersonal issues. In formal situations, learners with this style prefer to experiment new ideas, simulations laboratory assignments and practical applications

Accommodating learning style: The dominant learning abilities here are Concrete Experience (CE) and Active Experimentation (AE). Learners with this learning style have the ability to learn from primarily hand-on experience. They enjoy carrying out plans and involving themselves in new and challenging experiences. They rely heavily on people for information than on their own technical analysis. They prefer to work with others to get assignments done, to set goals, to do field work.

This theory is important because learners actually learn differently just as the theory stipulates. In order to ensure long lasting and meaningful learning, teachers are expected to identify and master the learning styles of their learners. They are also call up to understanding the similarities and differences of their learners. This will enable that they select those teaching/learning methods, activities and materials that will facilitate learners' acquisition of knowledge, skills and attitudes during the teaching/learning process. Therefore, teachers are call upon to determine the learning styles of their learners. However, given that learners are not the same the teachers are expected to select varieties of the teaching methods, materials and activities that will satisfy the individual differences of their learners during the teaching and learning process.

Theory of Constructivism (Jean Piaget, 1971 and Lev Vygotsky, 1978)

Constructivism is a learning and teaching theory found in psychology, which explains how people might acquire knowledge and learn based on their experiences, beliefs and attitudes (Olusegun, 2015). The constructivist theory has gained great popularity in recent years; although its idea is not new, trends towards constructivism can be observed through the works of Socrates, Plato, and Aristotle, who wrote about knowledge information. Constructivist conceptions of learning have their historical roots also in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980) (Olusegun, 2015). Constructivism is a method for teaching and learning based on the idea that cognition (learning) is the result of "mental construction" (Olusegun, 2015). More specifically, students learn by integrating new knowledge with what they already know.

Constructivism emphasizes providing an effective learning environment where students can construct their knowledge through their learning experiences. Furthermore, constructivism theory stresses that learning should be relevant to real-life experiences and situations hence should be meaningful (Zhang et al., 2016). Theoretically, the constructivism paradigm focuses on creating cognitive tools that imitate the wisdom of the culture in which they are employed, along with the experiences and insights of learning. Constructivism incorporates an individual understanding of the significance of the social dimension during their learning process via observation, experimentation, interpretation and adaptation of knowledge to establish a cognitive structure (Sakarneh, Paterson & Minichiello, 2016). Al-Shammari (2019) highlighted the social role of learning due to its effect on cognitive development through interaction among children, their parents, peers, teachers, and ultimately their learning. Constructivism focuses on learning, including creation, construction, and invention, primarily for individuals to establish their meanings and knowledge (Sakarneh, 2015). Lenjani (2016) argues that "constructivists believe that an understanding of the brain informs teaching".

Akpan and Beard (2016) also argue that constructivism is the best paradigm for teaching all learners. Liu and Ju (2020) claim that teachers are facilitators who provide essential information and organize different activities for their students to enable them to discover their learning. Lenjani (2016) highlights the central values of constructivism as;

- Learning is about searching for the meaning to develop one’s own understanding,

- Meaning requires establishing the perceptive of the whole and the individual parts constructing it,
- Teachers should have a complete awareness of the mental models used by learners to distinguish their world and the assumptions made for supporting their models,
- The purpose of learning should not be just memorizing the information being given by others but to construct individuals' meanings.

The critical focus of constructivism is that learning should incorporate task-based, learner-centred minds and hands-on activities (Sakarneh, 2015; Shi, 2013) while being meaningful and relevant to real-life practical experiences (Lenjani, 2016). Moreover, the application of constructivist-based classroom activities is focused on providing external and internal scaffolding strategies for all learners (Shi, 2020).

From a practical perspective, CBA implementation based on constructivism is the implementation of constructivism in CBA classroom settings, which incorporate the strategies and teaching methods to facilitate learners in an exploration of multifaceted topics effectively (Hickey, 2014). Possible scenarios for exploring such issues comprise; employing real-life experiences and examples and situating activities in a real-world context, presentation of multiple perspectives (e.g. collaborative learning for developing and sharing alternative views), provision of sufficient guidance for using the constructive process, utilization of cognitive apprenticeships (e.g. coaching and modelling), encouragement of reflective awareness, and social negotiations (e.g. discussions and debates) (Ertmer & Newby, 2019).

Botha and Kourkoutas (2016) argued that having a constructivist perspective, low learners receive support in establishing and applying innovative practices. They further say that low learners sometimes develop psychological symptoms, including lack of motivation, and learning difficulties. Therefore, in a CBA classroom, teachers should also focus on establishing constructive relationships with these students. (Sakarneh & Al-Swelmyeen, 2021). Hence, these students can benefit more from the practices implemented in constructivist CBA classroom settings, including cooperative learning and peer tutoring (Sakarneh & Al-Swelmyeen, 2020).

Cooperative learning and peer tutoring allow them to interact with others and learn actively in a real-world setting (Sakarneh, 2020). However, these collaborative and peer learning groups may be formally structured according to students' interests and abilities. The informal ones

may be designed spontaneously by asking students to pair and brainstorm on a particular topic. The core purpose and underlying assumption of constructive classrooms are to make the students learn from their experiences and real-life applications (Botha & Kourkoutas, 2016).

Role of a Teacher in a Constructivist Classroom

The primary role of a teacher is to build a collaborative problem-solving environment in which learners show active participation in their learning process. From this viewpoint, an educator acts as a facilitator of learning instead of a teacher (Akpan & Beard, 2016). The educator ensures he/she knows about the students' pre-existing knowledge and plans the teaching to apply this knowledge and then build on it.

Scaffolding is a crucial aspect of effective teaching, by which the adult frequently modifies the level of support according to the students' level of performance. In the classroom, scaffolding may include modelling an ability, providing cues or hints, and adapting activities or material to meet the needs of individual students (Al- Shammari, 2019).

In a constructivist classroom, the teacher's primary responsibility is to create a learning environment that encourages students to construct their own knowledge through exploration and inquiry (Erdem, 2019). The teacher also encourages students to collaborate with one another, share their ideas, and reflect on their learning experiences. By doing so, the teacher helps students develop critical thinking skills, problem-solving abilities, and a deeper understanding of the subject matter.

Another important role of the teacher in a constructivist classroom is to facilitate each student's zone of proximal development (ZPD). This means that the teacher helps students work on tasks that are just beyond their current level of understanding but still within their reach with guidance and support. By doing so, students are able to stretch their abilities and develop new skills while feeling challenged and engaged in the learning process. The teacher may use a variety of techniques to facilitate the ZPD, such as scaffolding, modelling, and providing feedback (Picciano, 2021).

Pedagogical Objectives of Constructivist Learning Environment

Following are the pedagogical objectives of constructivist classrooms:

- To offer experience alongside the knowledge construction process (learners decide how they will learn).
- To offer experience in multiple dimensions (trying out alternative solutions).
- To encourage learning in realistic contexts (factual tasks).
- To encourage students' choice and ownership in the learning process (learning is student-centred).
- To include social experience in learning (collaboration).
- To incorporate various methods of representation (text, audio, video etc.)
- To provide an understanding of the knowledge construction process (metacognition, reflection).
- Teaching methods such as discovery-based teaching. The success of such teaching techniques relies on successful collaboration among learners.

Theory of change (Weiss, 1995)

The theory of change is a theory which explains how a change effort can be directed toward the achievement of its objectives through a set of preconditions indicators, interventions and assumptions carry out by the change agents (Weiss, 1995). The historical roots of a theory of change come from the field of theory-driven evaluation, which came to prominence in the 1990's (Chen, 1990; Coryn, Noakes, Westine, & Schröter, 2011). Theory-driven evaluation aimed to move beyond a simplistic input-output notion of evaluation and instead required that program designers explicitly state how they expected a program to work, thereby making their implicit assumptions explicit. This allows an evaluator to better understand what is being implemented and why, making clear connections between a given intervention and its outcomes. By making the underlying rationale of an initiative explicit, it can be interrogated, assessed, and revised systematically as it is being implemented (cf. Design-Based Research; Cobb, Confrey, Disessa, Lehrer, & Schauble, 2003). The term "theory of change" itself was popularized by Weiss, through the work of the Aspen Institute and the Roundtable on Community Change (Anderson, 2005; Weiss, 1995). To evaluate complex community initiatives focused on social change, a theory of change was designed as a tool to help clearly articulate underlying assumptions from the offset.

The process of creating the theory of change allows a team to reach consensus on its underlying assumptions, which are then codified in an explicit product. This product accounts for the context of a specific initiative. Rather than simply asking "does it work?" the goal of this process is to work toward understanding "under what conditions does something work, and for whom?" (Pawson & Tilley, 1997). Articulating the underlying rationale for a project is not just a matter of appeasing funding agencies, but is a critical component of engaging in high-quality projects. Thus, many change agents are faced with the challenge of articulating a theory of change for their work. The initial theory of change for a project is really a series of hypotheses about how change will occur and these hypotheses are investigated and revised as the project proceeds. Ongoing projects constantly reconsider and revise their theory of change as they gather data that indicates whether and how their efforts are working.

Components of a theory of change

Context: is identifying, describing, and relating parts of a system. Theory of change and research can inform our understanding of the context of a change effort, including the various activities of stakeholders, the existing policies, practices, and beliefs; capacity and receptiveness of the targets of the change effort; and the historical, political, and sociocultural factors. Viewing change as occurring within a complex system is important because context will influence the impact of a change intervention. Theories relevant to context help change agents and researchers to identify and characterize aspects of the system and culture and also describe how these might moderate how a change intervention occurs. Projects benefit by drawing from diverse research and theory to adequately describe context (Reinholz & Apkarian, 2018)

Outcomes, Preconditions, Rationales refers to what is to be achieved, what intermediate steps are required, and why (Anderson, 2005). A key part of the process of developing a theory of change is identifying the short and intermediate terms outcomes, called preconditions, that may need to be met to arrive at the ultimate long-term outcome of the change effort. The preconditions included in a theory of change should be necessary and sufficient to achieve the long-term outcome. Thus, there must be a rationale for linking a precondition to another precondition and for linking preconditions to the ultimate outcome (Anderson, 2005). Rationales explain how the expected interventions in a change effort are likely to result in meeting preconditions and achieving the long-term outcome. How does intervention (A) cause precondition (B) to be met? And how does meeting precondition B

help to achieve the long-term outcome? Change theory and research can help a team recognize important preconditions and why it will be necessary to achieve them on the path to the long-term outcome. Drawing on diverse work is crucial for developing a theory of change with preconditions and rationales that are based on more than our own intuitions about how to achieve change (Bolman & Deal, 2008).

Indicators: Indicators are how a project team determines if each precondition and the long-term outcome have been met. Ideally, a theory of change specifies one or more indicators for each precondition and the long-term outcome. This allows a project to assess the degree to which implementation of project activities is having the intended impact. Indicators must be fully operationalized to usefully inform a project. Operationalizing an indicator includes determining what variable will be measured, the target population for change, what threshold of change will be sufficient to conclude that a precondition or outcome has been met, and how long it is expected to take to achieve this threshold in the target population (Anderson, 2005; Aspen Institute Roundtable on Community Change, 2003). Setting indicators aids in setting outcomes for a project, so they should be set early in the planning stages of a project. In addition, assessing indicators helps measure progress made toward those outcomes as a project is being implemented. For members of a project team, assessing indicators can help provide motivation as it makes progress towards outcomes visible. It also provides formative feedback to support revision of activities and the theory of change as a whole. Furthermore, assessment of indicators helps communicate the outcomes and progress toward outcomes for people outside of the project team (Kotter, 1996).

Interventions: An intervention is what a project "does" to try to achieve change. Interventions are often described as a list of steps, even though the steps may be non-linear and not all steps are always followed in order. Many different terms are used to describe interventions, such as strategy, process, approach, and model. The intervention provides an organizing framework for the types of project activities that a change effort engages in. Often, a project team has made tentative decisions about their intervention before they begin developing a theory of change. Building a theory of change ensures that careful consideration has been given to how the activities will lead to preconditions and how preconditions contribute to achieving the long-term outcome (Elrod & Kezar, 2015). A single change initiative may draw upon multiple interventions to achieve its outcomes. There is not a single best intervention, and very often, different interventions could play a similar role in a project.

Thus, in building a theory of change, a team may identify multiple interventions that can be used and adapted to the particular context of interest.

Assumptions: A major feature of a theory of change is the articulation of underlying assumptions about how change occurs. These include assumptions about the nature of the context and how it will moderate the change process. The preconditions that are necessary and sufficient to reach the long-term outcome, the rationales connecting preconditions to each other and to long-term outcomes, the rationales for how interventions will achieve preconditions and the long-term outcome. Identifying and articulating assumptions is challenging because they may be taken for granted and deeply held (Argyris, 1976). Challenging assumptions is likely to occur throughout a change project, as some assumptions may only come to light when aspects of an initiative fail. Thus, change research and theory should inform the initial development of a theory of change. Critically, it is common for change efforts to fail in various ways. Change theory can be very useful for guiding sense making and trouble-shooting that takes place when aspects of the project are stalled or unsuccessful. Given that assumptions may be found throughout a theory of change, diverse change theory and research will be relevant to articulating assumptions (Reinholz &Andrews, 2020)

Significance of the theory of change: The significance is examined in terms of those specific variables that need to be attended to before effecting a change into the education system. For the purpose of this study, we shall examine those transitionary factors for the movement from objective-based approach to competency-based approach. These factors are teachers' knowledge, teachers' training, and the learning environment.

Teachers' knowledge on CBA: The theory of change stipulates that teachers who are the sole implementers of the approach in the classroom must be knowledgeable with the specificities of the approach. All the changes that exist between the OBA and CBA must be known to teachers. There is a need for the teachers to be well abreast with the contextualization of lessons to the realities of Cameroon. Looking at the reality in the field, most teachers do not have a clear understanding of what the CBA entails, though it has undergone about eight years of implementation (Tanyi, 2019).

Teachers' training on CBA: According to Tabe (2019), the shift from OBA to CBA must lead to changes in the teachers' education programs. These changes in the training programs are expected to provide the teachers with the knowledge and skills to implement CBA

strategies in the classroom. However, since 2014 teachers are still facing a lot of challenges with the integration of CBA strategies during the teaching and learning process (Nkongho, 2019). This implies that significance changes are still to be done to keep the teachers abreast with CBA specificities in the Cameroonian context. Therefore, the demands of the theory of change were not met before the introduction of CBA into the educational system.

The organization of the learning environment: According to Neghouba (2009), CBA is best implemented in a flexible small size classroom, where teachers can rearrange the classroom setting based on the activity they want to carry out. In our context little or nothing has been done as far as the teacher/students' ratio and the classroom setting is concerned. This makes it really challenging for teachers to implement the CBA strategies during their lessons.

Empirical Framework

This section is based on review of what other researchers have done that is in line with this study. This review is done under the following sub-titles; Teachers' knowledge and effective implementation, Teachers' training and effective implementation, Learning Environment and effective implementation, CBA and effective implementation

Teachers' Knowledge and effective implementation

A study carried out by wiysahnyuy (2021) on "The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains" The study adopted a cross sectional survey research design. Convenient and purposive sampling techniques were used to select a sample of 145 respondents from five public schools: Government Bilingual High School (GBHS) Downtown Bamenda, GBHS Atiela, GBHS Bamenda, GBHS Bayelle, and GBHS Bamendankwe in Bamenda Municipality. The instrument used for data collection was a questionnaire. Data was analysed using descriptive statistics.

The findings revealed that an appreciable percentage of teachers graduated from the training colleges before the CBA was introduced in the Cameroon school system. Majority (96.5%) attested to the fact that they acquired basic knowledge and skills of CBA through seminars, conferences and workshops which were not really frequent to keep them abreast with the dynamics in the art of the model. It was noticed that majority of the teachers found it difficult to implement the CBA because of inadequate knowledge and skills, overcrowded classrooms, limited teaching hours, the bogus nature of the syllabuses and insufficient pedagogic and learning materials. The study suggest that teachers need diverse professional development

activities like in-service training, seminars, conferences, workshops, and individual research to continually appropriate, adapt and use dynamic trends of CBA.

The study was designed to examine the various ways by which teachers acquire knowledge and skills on the use of CBA and the attendant challenges they face in implementing it in Bamenda. However, this study seeks to examine the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi division.

A study carried out by Estomihi et al (2021) on the Implementation of CBC in Tanzania: Perception, Challenges and Prospects: the case of Secondary school teachers in Arusha Region. The mixed approach study employed cross-sectional survey research and Case study research design involved 233 teachers who were randomly selected, 10 head of schools and 5 districts educational officers who were purposively selected. The data were collected through Questionnaires and Interview schedules. The quantitative data were analysed using SPSS 21 while Thematic content analysis was used for qualitative data. The study revealed that secondary school teachers are knowledgeable on CBC implementation. This study uses mixed approach to examine CBC implementation in secondary schools in Arusha region Tanzania. However, this study implores a qualitative design to examine CBA implementation in Economics in public secondary schools in Yaounde VI, Mfoundi division, centre region of Cameroon.

On the same light a study carried out by Rwigema & Andala (2022) on ―The influence of Teachers' related factors on the implementation of the Competency Based Curriculum in Rwanda. The case of Public Primary schools in Kicukiro district. The study adopted descriptive survey design targeting all the 65 primary schools in Kicukiro district. From each school the head teacher, one teacher and the director of studies were targeted, hence the targeted population was 195 respondents. Stratified random sampling was used to select a sample of 132 respondents using a Slovin's formula. A questionnaire, an interview schedule document analysis guide and an observation checklist were used for data collection. Quantitative data were analysed using descriptive statistics such as frequency counts and percentages while qualitative data was analysed thematically in line with the research objectives. The findings revealed that, there is a strong significant and positive correlation between teachers' knowledge and the implementation of CBC in Rwanda. This research was done in public primary schools in Kicukiro Rwanda. However, this study focuses on CBA implementation in Economics in public secondary schools in Yaounde VI, Mfoundi division.

Similarly, a study carried out by Abdu-Raheem (2015) on "Teachers' perception of the effectiveness of methods of teaching Social Studies in Ekiti State, Nigeria". The study adopted Descriptive survey research design. Simple random sampling was used to select 32 secondary schools in Ekiti state and 320 teachers (10 from each school). A self-designed questionnaire was used for data collection. Kendell's Rank Order Correlation and t-test statistical tools were used for data analysis. The findings revealed that teachers perceived problem-solving method as the best and Note dictation method as the least effective method to teach Social Studies. This research was carried out in Nigeria on social studies teachers. However, this researcher is out to examine teacher's knowledge on the implementation of CBA in Economics in public secondary schools in Yaounde VI, Mfoundi division, Centre region of Cameroon.

Teachers' training and Effective implementation

Training is the process of acquiring knowledge and skills that enables an individual to improve on his/her performance. During Instructional reforms like the CBA, training is both pre-service and in-service. This is to ensure that pre-service teachers in the training schools are been trained using the new approach and the in-service teachers are also train through seminars, conferences and workshops for smooth implementation of the approach in the classrooms. For this study we examined both situations of teachers' training.

A study carried out by Khan and Abdullah (2019) on the ―The impact of staff training and development on teachers' productivity in Erbil, Kurdistan, Iraq. This study explored a survey research design; a simple random sampling was used to select the 64 participants. A structured questionnaire was administered to all 64 teachers and 58 of them were interviewed through the questionnaire. The data were analysed quantitatively using SPSS version 16. The finding revealed there exist positive and strong relationship between training and development and productivity of teachers in Kurdistan. Conclusively, teachers' productivity depends on the quality of teachers' training and the professional development programs organized for them. This mixed study was carried out on teachers in Erbil. However, this qualitative research focuses on the training received by secondary schools' teachers for the implementation of CBA in Economics in yaounde VI, Mfoundi division, Centre region of Cameroon.

Another study carried out by Karimi et al (2021) on ―Stakeholders' capacity in monitoring and Evaluation and Performance of Literacy and Numeracy Educational programme in Public

Primary Schools in Nairobi. This study adopted a Descriptive survey research design and a correlation design. The study adopted both qualitative and quantitative methods of data collection. A simple random sampling technique was used to select Lower Primary school teachers and head teacher while Purposive sampling was used to select Curriculum support officers. The study has a targeted population of 2053 participants with a sample of 335 as stipulated by Yamane formula of (1967). Data were collected through questionnaires and interview guide. The data were analysed using SPSS version 25. The findings revealed that there is a significant relationship between stakeholders' capacity building and performance in Literacy and Numeracy Educational programs. This mixed study was carried out on public primary schools' teachers in Nairobi, kenya. However, this work implores a qualitative research design to examine public secondary schools' teachers training on how to integrate CBA during the teaching and learning process of Economics in yaounde VI, Mfoundi division. Centre region of Cameroon.

Furthermore, a study carried out by Copriady et al. (2018) on ―In-service training for chemistry teachers' proficiency: the intermediary effect of collaboration based on teaching experiences. The purpose of this study was to identify teachers' perceptions related to in-service training, collaboration and proficiency of teachers in chemistry based on teaching experience. It also intended to identify the role of collaboration as an intermediary factor between in-service training and subject proficiency based on experience. This study adopted the quantitative approach using questionnaires for data collection. The study involved 184 teachers (50 male and 134 female) handling chemistry in senior high school. Only 64 (34.8%) of the teachers had less than 10 years of experience. The data were analysed using SPSS AMOS 23. A MANOVA test was conducted to identify the differences among teachers' perception on in-service training, collaboration and teacher proficiency in chemistry based on teaching experience. While, SEM analysis was conducted to determine the correlation between training, collaboration and mastery and teaching experience. The MANOVA test indicated significant differences between in-service training and collaboration based on teachers' teaching experience parallel results between teachers' proficiency in chemistry and teaching experience.

The SEM test indicated that collaboration has a different intermediary effect on the relationship between in-service training and teachers' proficiency. Therefore, the findings revealed that chemistry teachers with less teaching experience required additional in-service

training and collaboration to enhance their proficiency, whereas experienced chemistry teachers only required in-service training. This research was carried out on teachers of senior high school at Riau, Indonesia. However, this researcher is out to explore how teachers are trained to implement CBA teaching methods in their lessons during the teaching/learning process of Economics in Yaounde IV, centre region of Cameroon.

In addition to that, a study carried out by Zaiyana Putri et al (2019) on "The correlation between professional development training and English teachers' competence". The study aimed at finding the correlation between professional development training and English teachers' competence. The study employed a correlational research design, a purposive sampling technique was used to select 30 teachers from both public and private schools. 2 set of questionnaires were used for data collection. Pearson product correlation formula was used for data analysis and the data were calculated using SPSS. The results revealed that there is a strong correlation between professional development training and English teachers' competence. This research was carried out on English language teachers of senior high school in Pidie regency in Indonesia. However, this research is to investigate how Economics teachers are trained during pre-service and in-service training for the implementation of CBA in Economics.

Moreover, a study carried out by Assadi et al (2019) on Training teachers' perspective of the effectiveness of the Academic-class training model on trainees' professional development. The purpose of the study was to investigate the contribution of the training teachers in the newly implemented Academic-class training model in teacher education colleges in Israel to pre-service teachers' professional development and to test the influence of the training model on student teachers' professional development from the teachers '/mentors' perspective. The study adopted a mixed approach. Data were collected through questionnaire, and interview. Quantitative data were analysed using t-test while qualitative data were analysed thematically. The findings revealed an improvement in the attitudes of the training teachers from the beginning of the program to its end in all aspects: reflective mentoring, approaches in teaching and learning, and the integration of pre-service teachers in to the educational system and co-teaching. This study was conducted in teacher educational colleges in Israel. However, this researcher intends to carry out this study in Public secondary schools in Yaounde IV, Mfoundi division, Centre region of Cameroon.

The Learning environment and Effective implementation

A study carried out by Wang et al (2018) on the ―Students perspectives on the design and implementation of a Blended Synchronous Learning Environment (BSLE). This study adopted a qualitative research approach, data were collected through Lesson observations and Reflection notes from the students. The study involved 24 master students (6 males 18 females) who were taking and elective course at a teacher education institute. The data was analysis thematically. The finding revealed that the BSLE could extend certain features of the face-to-face classroom instruction to the online students and the students appreciated the flexibility and conveniences of attending lessons through the two ways video conferencing at remote sites. The study further identified that there was smooth communication between the online students and instructor and between the online students and the classroom students. This study was carried out in Singapore at the higher education level, focusing of BSLE. However, this researcher intends to qualitatively investigate CBA and teachers' effective implementation in Economics in Mfoundi division with emphasis on the physical and pedagogic classroom environment.

In addition, a study carried out by Mudassir and Norsuhally (2015) on ―The influence of the school environment on academic performance of secondary school students in Kuala Malaysia. The study adopted a descriptive survey design and stratified random sampling technique was used to select the respondents. Data was collected from 377 respondents selected from four (4) secondary schools using Questionnaires. The data was analysed using regression analysis. The findings revealed that students from a school with adequate facilities, good teachers and favourable learning environment perform better than those from schools with fewer facilities, unqualified teachers and less enabling environment. This quantitative study was carried out in secondary schools in Malaysia. However, this qualitative research focused on the organization of the learning environment and teachers' effective implementation of CBA in Economics in secondary schools in Mfoundi division, Centre region of Cameroon.

CBA and Effective implementation

A study carried out by Tanyi (2019) on ―Teachers' knowledge, understanding, ability, and implementation of competency-based approach in the teaching of Geography in secondary grammar schools in the south west region of Cameroon‖. This study utilised both quantitative and qualitative methods for data collection. A simple random sampling technique was used to

select 120 teachers (10 from each school) and 96 students were selected from form 3 and 4. 12 principals and 12 pedagogic inspectors were selected using purposive sampling technique, making a total of 240 participants. Data was collected using questionnaire, interview and observation. Quantitative data were analysed using SPSS version 18.0 while qualitative data were analysed using the thematic content analysis. The finding revealed the inability of Geography teachers to effectively implement the CBA.

Similarly, Nkongho (2019) on the ―Challenges faced by teachers in the implementation of Competency-based approach in secondary schools in the south west region of Cameroon‖ This study utilised the sequential exploratory survey research design. Quantitative and qualitative data were collected using questionnaire and interview guide. Teachers were selected using a simple random technique while purposive sampling technique was used to select the schools, teachers to be observed in class, the principals and regional pedagogic inspectors. Out of the 1298 teachers and pedagogic inspectors that were considered as the accessible population, a sample size of 360 was used in accordance with sampling guidelines provided by Morgan and Krejcie (1970). 332 teachers, 18 principals and 10 pedagogic inspectors. Quantitative data were analysed using SPSS version 21 while qualitative data were analysed thematically using themes-grounding-quotations. The findings revealed that teachers faced a lot of challenges in the implementation of CBA during the teaching and learning process.

Furthermore, a study carried out in Tanzania by Tambwe (2017) on the ―Challenges facing the Implementation of Competency-Based Education and Training system in Tanzanian Technical Institutions. The study adopted a mixed research approach which utilised an Exploratory research design. Simple random sampling technique was used to select 150 teachers from three Technical Institutions while Purposive sampling technique was used to select 3 Deputy rectors dealing with Academics, 9 Heads of Departments and 2 officials from the National Council for Technical education. Quantitative and qualitative data were collected using questionnaires interview schedule and observation guide. Quantitative data were analysed using descriptive statistics while content analysis was used for qualitative data. The findings revealed that teachers faced a lot of challenges. Hence the CBET is not effectively implemented in Tanzania technical school.

Furthermore, a study carried out in Kuwait by Taiba & al (2021) on the ―Competency-Based Curriculum: from the Ideal to Real. the study adopted a mixed method design. Purposive

sampling technique was used to select 81 respondents. Quantitative and qualitative data were collected using questionnaires and interview guide. While quantitative data was analysed using descriptive statistics, content analysis was used for qualitative data. The findings also revealed that a lot of obstacles hindered the effective implementation of CBC in schools in Kuwait.

Similarly, a study carried out in in Kenya by Isaboke & al (2021) on ―Teachers' preparedness and implementation of the competency-based curriculum in public pre-primary schools in Nairobi City County. The study adopted a correlational research design. Purposive sampling was used to select to select the area of the study while simple random sampling technique was used to select 20% of the total number of public pre-primary schools in the county. The study had a sample size of 180 participants which comprised of 90 pre-primary school's teachers, 45 centre managers and 45 head teachers. Quantitative and qualitative data were collected using questionnaires, interview schedules, observation checklists and document analysis guide. Quantitative data were summarized using descriptive statistics whereas qualitative data was analysed thematically. Chi square test was used to test the hypothesis. The finding revealed that teachers were not adequately prepared to implement the CBC in Kenya. Hence, they faced enormous challenges during the teaching and learning process.

In addition to that, a study carried out by Chu & al 2018 on the competency-based curriculum Implementation: Appraisal from the perspective of teachers' use of resources revealed that, even though there were limited resources in schools, teachers lack sufficient knowledge on how to use these resources during the teaching and learning process for effective implementation of CBA. Similarly, Ngwa & Lawyer (2020) on the Competency-Based Approach in Public universities in

Anglophone Cameroon: Implications for the Tuning Africa Project. The study adopted evaluative and descriptive survey designs. Purposive sampling technique was used to select the 200 respondents. Quantitative and qualitative data were collected using a structured questionnaire consisting of one open ended question. The data was analysed using SPSS version 23. The result revealed that curriculum planning/designing processes were not reflective of the CBA. Hence teachers are facing challenges in the implementation CBA because it was not previewed at the planning stage.

From these reviews, it is evidence that CBA is facing a lot of challenges in Africa and particularly in Cameroon. However, this researcher is out to examine the implementation of CBA in the teaching of Economics in public secondary schools in Yaounde IV, Mfoundi division, Centre region of Cameroon.

Summarily, this study "Competency-Based Approach and Teachers effective implementation in Economics in public secondary schools in Mfoundi division" with purpose, to examine the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi division. The summary of these chapters is presented on the table below;

Table 4: The summary of Literature review

Questions	**Objectives**	**Indicators of CBA**	**CBA implementation**
What is teachers' knowledge on CBA implementation in Economics?	To explore teachers' knowledge on CBA implementation in Economics	Teachers' knowledge	Teaching methods
How are teachers trained for CBA implementation in Economics?	To evaluate the manner in which teachers are trained on CBA implementation in Economics	Teachers 'training - Pre-service training - In-service training	Evaluation strategies
How is the learning environment organized for CBA implementation in Economics?	To find out the manner in which the learning environment is organized for CBA implementation in Economics.	Organization of the learning environment	Classroom management

CHAPTER THREE

RESEARCH METHODOLOGY

This study aims to examine the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi Division. This section discusses the research methodology used for collecting and analysing data. It reveals the processes used to collect data from the field. The section opens with a description of the research design and how the study was carried out. Next, we discussed the study area, the population of the study, the target population, and the accessible population from which our sample size was derived. We then moved to the sample and the sampling techniques that were employed. The data-gathering tools and methods for validating them were discussed. Pilot testing and ethical considerations were also discussed. The processes for administering the instruments and data analysis techniques were then presented.

Research Design

A research design is a plan, structure or strategy for answering your research questions using empirical data (Bhandari, 2022). This plan shows the basic strategies that researchers adopt to develop evidence that is accurate and interpretive. Creating a research design means making decisions about your aims and approach, the type of research design you will use, your sampling methods, your data collection methods, the procedures of data collection and the data analyses methods. This plan, structure or strategy specifying the methods and procedures for collecting and analysing data is conceived with the aim of providing a dependable solution to the research problem.

The research method used in this study is the qualitative research method. The study adopted a case study research design, which focuses at portraying accurately the characteristics of a particular phenomenon or situation as they exist. The researcher adopts the case study research design because it identifies and obtains information on the characteristics of a particular issue. Generally qualitative research design offers a comprehensive picture of social phenomena or human realities and situations which help to understand the social world using its participants' viewpoints.

The researcher adopted a case study research design as the study attempted to gather opinions of the classroom teachers on the state of CBA implementation in Economics. A case study

design was used as it collects data to answer question about people's opinion or attitudes towards a topic or issue and allows the generalization of results. This case study design was chosen because the researcher sought to examine the implementation of CBA on the effective teaching of Economics in public secondary schools.

Area of the study

This study is carried out in Mfoundi division in the Centre region of Cameroon. Mfoundi division which covers an area of 297km2 and as of 2022 has a total population of about 2.342.747 and it is one of the ten (10) divisions that make up the Centre region. By law N° 87-15 of July 1987 of the Cameroon government, Yaounde was transformed from a rural to an urban council. The changes that occurred from community to council‖ equally transformed and transferred duties and powers, shifting them from the Mayor to the Government Delegate, appointed by the presidency. The constitutional law of January 18th 1996 modified the system of the urban council which remained under the Government Delegate, but created 6 new urban councils in Mfoundi division (Yaoundé I, II, III, IV, V, VI and VII) endowed with elected Municipal councillors.

This division forms Yaoundé capital and covers a greater area. It is bordered to the north by Adamawa region to the south-by-South region to the East by the East region and to the west by Littoral and west region. The main economy activities in Yaounde are services: trade, public service, diplomatic services and with very few industries such as breweries, construction materials, paper mills, sawmills mechanics and tobacco.

The Mfoundi division is the area where this study is carried out particularly Yaounde VI. The researcher selected this area because of the many secondary schools in the area ranging from public to private and mission schools that are implementing the CBA in Economics. There are specifically nine (9) Public bilingual secondary schools of general education as shown on the population distribution table below.

Population of the study

A population in research is a group or element or case whether individuals, objects or events with common characteristics located in a defined geographical area and to which generalization of the findings of the study is applicable. According to Creswell (2012) a population is a group of individuals who have the same characteristics. The population of this study comprises all the Economics teachers of Public bilingual secondary schools in Mfoundi

division. There are about 64 Economics teachers in general education public bilingual secondary schools in Mfoundi division as on the table below;

Table 5: Distribution of population according to schools

No	Name of School	Sub-division	Population
1.	G.B.H.S Emana	Yaounde 1	7
2.	G.B.H.S Nkol-Eton	Yaounde 1	8
3.	Government bilingual practising high school Yaounde	Yaounde 3	8
4.	G.B.H.S Ekounou	Yaounde 4	6
5.	G.B.H.S Mimboman	Yaounde 4	6
6.	G.B.H.S Yaounde	Yaounde 5	8
7.	G.B.H.S Etoug-Egbe	Yaounde 6	8
8.	G.B.H.S Mendong	Yaounde 6	7
9.	G.B.H.S Ekorezok	Yaounde 7	6
	Total		**64**

Source: Division of personnel, the divisional delegation of secondary education, 2022

Target population: This is the population the researcher intends to generalize the findings to. The target population, often known as the parent population, may not always be reachable to the researcher (Amin, 2005). For Asiamah et al. (2017), the set of people or participants with particular traits of interest and relevance is referred to as the target population, and it is the portion of the general population that remains after it has been refined. The researcher must therefore identify and exclude members of the general population who might not be able to share experiences and ideas in sufficient clarity and depth from the target population. The targeted population of this study consisted of 15 Economics teachers of public bilingual secondary schools of general education in Yaounde VI. These schools were relevance for this study because all the teachers are graduates from the Teacher Training Colleges and Economics as a subject is offered only in the English sub-system of general education**.**

Accessible population: This is the population from which the sample is actually drawn (Amin,2005). Asiamah et al. (2017) support this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of

participants is the one from whom data is gathered by polling, either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection are the accessible population. The accessible population of this study comprises all the G.C.E Ordinary Level Economics teachers in public bilingual secondary schools in Yaounde VI.

Sample of the study

A sample is a group of elements or a single element from which data are obtained. According to Bhardwaj (2019) a sample is a group of people, objects, or items that are taken from a large population for measurement. Therefore, a sample is a subset of a population considered to be a representative of the entire population. Creswell (2012) holds that if sample are properly selected, they can provide meaningful and accurate information about the population. They further stated that the sample size is determine by the amount of heterogeneity of the variables in the population. The sample size of this study consisted of 7 Economics teachers from the two public bilingual high schools in Yaounde VI. 4 teachers from G.B.H.S Etoug-ebe and 3 teachers form G.B.H.S Mendong.

Sampling techniques: Every research involves, to some degree or another, a sampling process. Sampling is one of the most important steps in research; it will lead to valid results when carefully done. Sampling is a process of selecting representative portions of a population that permits the researcher to make utterances or generalizations concerning the said population. It can also be the process of selecting elements from a population so that the sampled elements selected represent the population. Sampling is involved when any choice is made about studying some people, objects, situations, or events rather than others. A good sample should be representative of the population from which it was extracted. Regardless of the sampling approach, the researcher should be able to describe and relate the characteristics to the population (Amin,2005).

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). Sampling is therefore, the process of selecting a subset of a case in order to draw conclusion about the case. To select the schools and teachers suitable for the provision of relevant information, purposive sampling technique was used in this study. Purposive sampling attempts to select sites and respondents that are information rich about the central phenomenon (Creswell 2012). Purposive sampling

technique is commonly used in qualitative research to select respondents that will provide an in-depth information about the central theme. This study being qualitative research uses purposive sampling technique to select the two Public bilingual schools involved in the study. This is because all teachers in public schools have passed through teachers training colleges and have also attended capacity building programs. Public bilingual secondary schools were purposively selected because Economics as a subject is done only in the English sub-system of general education in Cameroon. This work focuses only in the first cycle of general secondary education and the classes involved are forms 3, 4, and 5. Therefore, the forms 3, 4 and 5 Economics teachers were best to provide an in-depth information on CBA and teachers' effective implementation in Economics.

In addition, convenience sampling technique was used to select Yaoundé VI out of the seven sub-divisions in Mfoundi division. This is because there are many secondary schools in this sub-division and the researcher have a mastery of road and places around the area. Thus, the researcher may have little or no problem with movement in the study area.

Table 6: Sample Frame

Institutions	Targeted Population	Sample size
	Teachers	Teachers
G.B.H.S Etoug-Ebe	8	4
G.B.H.S Mendong	7	3
Total	**15**	**7**

Instruments for data collection

Research instruments are the mechanisms used for data collection. These mechanisms must be systematically constructed and should be accurate in collecting precise information needed for the study. Johnson & Christiansen (2012) points out that case study researchers advocate the used of more than one method of data collection. Therefore, instruments used for data collection in this study were Observation checklist and Interview guide. Teachers were observed on the implementation of the CBA methods during the teaching/learning process of Economics in the classroom. they were equally interviewed on the CBA components. A detailed description of each method is presented below.

Observation checklist

According to Creswell (2012) observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. To observe the reality in the implementation of CBA in Economics in the classrooms, observation was deemed necessary for this study. Observation is selected as the second method for data collection in this qualitative study because it takes place in the arena where the study phenomenon takes place. Observation can provide more detailed and new information about how teachers interact with the learners during the teaching and learning process.

This type of observation was chosen because of the limited time that was available for data collection. Observation was used to guide and maintain the focus of the observed behaviour. The behaviours observed from teachers were recorded through writing notes immediately as the behaviour was occurring. Gay, Mills & Airasian (2009) recommend that, it is better to take notes during observation to avoid some information being forgotten or being distorted, a situation that may occur when data are recorded after observation session. The duration of observation depended on the length of the lesson a teacher had intended to use in the class, since the aim of this study is to observe in detail the whole teaching process, how teachers implement CBA teaching methods during the teaching and learning process of Economics. This was done using an observation checklist so that the researcher is not derailed from the main objective. Observation was also used to evaluate the learning environment and how appropriate it is for CBA implementation. The observation focused on who is conducting most of the talking, what teaching strategies/materials are used by the teachers, what activities do teachers organize and group work, what evaluation strategies are used by the teachers, how is the classroom organized, what is the teacher-students' ratio.

Interview guide

Interview is used as a research method for collecting qualitative data in this study. The interview adopted in this study is purposely designed to gather relevant data on teachers' views on CBA components, which are teacher's knowledge, teacher's training and the organization of the learning environment. Also, it is an excellent way of accessing individuals' meanings, feelings, and opinions of events and structures of reality (Punch, 2009), and seeking and gaining in-depth data (Basit, 2010). furthermore, the participant is able to ask the researcher to further explain a question or meaning of any term that he or she may not understand or provide more clarification to their answer when needed while the

researcher is able to probe responses of participant to ensure accuracy of data (Basit, 2010; Hobson & Townsend, 2010).

The semi-structured interview used in this study allows researcher to have a systematic guideline covering a set of reflective questions which is formulated in response to collecting data that would enable researcher to answer the key research questions at the end; at the same time, there is still a room given to both participant and researcher to clarify one another's understanding, and to ask follow-up questions in case researcher wants to reach for more detailed and comprehensive response (Basit, 2010; Hobson & Townsend, 2010; Newby, 2010).

A set of four (4) open-ended questions was formulated and put together for the interview guide, including inquiry about general information of participants. The key reason for using open-ended questions mainly in the guideline is because this type of questions enables participant to overtly express and describe how they see, think and feel (Creswell, 2012) about circumstances that has happened in reality. However, during each interview there were times that close-ended questions were asked in order to confirm correctness of given responses. The interview questions were generated based on the reviewed literature with the hope of filling in the gap mentioned in chapter two. The interview was designed to address the research questions 1,2 and 3.

Pilot testing

The researcher then conducted a pilot test in Government Bilingual Practising school Yaounde, which did not constitute part of the sample. Pilot test is defined as a small scale, preliminary study conducted to test methods and other procedures for data collection (Pritchard & Whiting, 2012). The pilot study was deemed necessary for this study in order to try out the data collection instruments and for the researcher to be acquainted with the process of data collection, such as the time required to complete the interview, before conducting the actual research. This exercise resulted to the reformulation of some few unclear items and the addition of some preliminary items to the data collection instruments. The pilot testing was conducted on three Economics teachers of form 3, 4, and 5.

Validation of the research instruments

This was done in two phases; validity and reliability of the instruments.

Validity of the instruments

Validity is the degree to which a test measures what it is supposed to measure. (Amin 2005). According to Creswell (2014) validity in qualitative research is when the researcher implores certain procedures to check for the accuracy of the research finding. Content validity was tested to ascertain whether the items on the interview and observation checklist were suitable for their task. Consultation with experts in the field of Measurement and Evaluation was done and the instruments were modified accordingly so as to achieved the intended objective.

To ensure further validity of the instruments, they were summited to the dissertation supervisor for scrutiny. After due corrections, the supervisor then confirmed the relevance of the items found on the instruments in relation to the scope of the investigation. These instruments were then tried out to further confirmed their validity. After the pilot test, items which were confusing or ambiguous to the interviewees were identified and modified to ensure clarity.

Reliability of the instruments

According to Amin (2005), reliability is the measures of consistency, precision, repeatability and trustworthiness of a research. In the case of research instrument, reliability is the extent to which the instrument measures whatever it is set to measure consistently. An instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects. The reliability of the instrument for this study was assured using pre-test technique through a pilot. This was done through a pilot study conducted in a district other than the one sampled. The exercise helped the researcher to check if the questions phrased drew a response from the participants and if the sentences read well, as well as transmitting the same message to the participants. After the piloting exercise, the interview guide was evaluated, and corrections were made to come up with a good interview guide. The results obtained after piloting were compared to ensure consistency in the instruments that were used for data collection.

The use of observation was another way to strengthen the internal validity and reliability of the data collected for the study. This is because observation captures that sight specific information from the site that other methods of data collection might failed to measure. Hence, we could measure the disparity between what people say and what they actually do.

Ethical consideration

According to Creswell (2012) research ethics are the set of ethical guidelines that guides how scientific research should be conducted and disseminated. Research ethics simply refer to respecting participants' rights and dignity, avoiding harmful activities and operating with honesty and integrity. The obligation of the researcher is to guarantee the privacy of the participants and ensure that their participation in the research activity is voluntary.

In order to ensure a smooth process of data collection, the researcher first receive an authorization letter from the dean of the faculty of education in the University of Yaounde I. The researcher then presents this authorization letter alongside a written permission to the principals of the institutions requesting access to the research sites for data collection.

Before the data collection, the researcher explains the purpose of the study and the data collection methods to the participants. She also assured them of the confidentiality and anonymity of the collected data. That is the data will be used only for the purpose of this research.

Data collection procedures

A letter was presented to the principals of the two schools involved in this study, requesting permission to gain access in to the research sites. This letter outlined the purpose of the study the participants and the methods of data collection. This was done in line with Creswell (2012) who maintained that access and acceptance are important aspects of data collection as they offer opportunities for the researcher to show his/her credentials and ethical considerations for the intended research.

The researcher then visited the Vice principal in-charge of the English sub-system as instructed by the principal, who then send the researcher to the Head of department (HOD) of Economics. After a long deliberation with the HOD, she then gave me the timetables of all the teachers teaching Economics in order to copy that which concern the research and the classes to be observed. This was accompanied by an oral instruction of accessibility in to the classrooms. The researcher then assured the respondents of the confidentiality when dealing with their responses. The researcher then took out some time to observe how the teachers were implementing CBA teaching methods in the Economics lessons and how the learning environment was organized to facilitates the implementation of CBA in Economics. The

interviews took place at the teacher's free time because most of them are always rushing to their next activity after the observation exercise.

Data analysis

Data analysis is a crucial stage in making sense out of raw data. Content analysis was conducted as explained by Yin (1994): "examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (Yin, 1994). Neuman (2006) states that data analysis has the objective of examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing raw and coded data. Furthermore, Patton (1990) endorses the idea that qualitative research tends to use an inductive analysis of data, which simply means that themes emerge out of the data. The study agrees with these authors in that it:

- Looks for patterns and finds reasons for them;
- Looks for differences and find reasons for them;
- Captures good information and rich quotes, and then uses them;
- Makes use of positive comments;
- Does not avoid negative comments;
- Takes note of ambiguous comments;
- Takes note of joking statements; and
- Recognises the level of enthusiasm when responses are given.

Before data analysis can take place, it must be preceded by the collection of data. As indicated earlier, the researcher used face-to-face interviews simultaneously with non-participant observation and document collection (Ratcliff, 2015; Madden, 2007). After that, data transcription followed. This is the transcriptions of audio files into MSWord files which was then ready for coding. The total length of the audio files was 6 hours and an average transcription time was 2 hours per file. The transcription took approximately 12 hours. The researcher chose not to hire a research assistant so that he would be able to discern emerging themes by herself.

After data transcription, the next step was to apply qualitative data analysis through constant comparison of emerging themes. Before this is done the coding, process must take place. Sarantakos (2005) defines a code as a symbol or a set of symbols used in measurement and analysis in the place of responses collected through social research. Social scientists define

data coding as finding tags for assigning units of meaning during the study. Codes are usually attached to chunks of varying size – words, phrases, sentences, or whole paragraphs connected to a specific setting (Neuman, 2006).

The table below summarises the data analysis process and shows the six steps used to arrive at the findings. It should be noted that the steps are not distinct in themselves and that there is a lot of overlap between and within the entire cycle of steps.

Table 7: Steps of data analysis

Step 1	Reflection on my own experience and analysis of the literature that led to and provided confirmation of the research questions and issues that resulted from the case study.
Step 2	Development of the interview questions, participant observation checklist based
Step 3	Line by line of transcriptions interviews are coded and they later lead to the development of themes and categories. The coding also integrates data from participant observation checklist
Step 4	Further checking of emerging themes to determine overlaps by re-reading the transcribed data and listening to the audio files.
Step 5	Comparing categories with one another to develop central findings that represent the lived _interpretive experience of the sample.
Step 6	Drawing conclusions, recommendations, and suggestions for further research.

Source: Adapted from Weadon, 2007, p. 76

To ensure trustworthiness, the researcher transparently described the research process with sufficient details and took steps to demonstrate that findings emerged from the data. In order to conform to research ethics, the study does not disclose the identity of any participant and instead uses symbols (P), since the study had 7 participants they are represented as p1, p2, p3, p4, p5, p6, and p7 respectively. The researcher often supported the findings with representative quotas to reflect the participants' voices, as articulated by Creswell (2013). Peer debriefing was used to discuss the themes and categories in such a way as to increase internal validity.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND INTERPRETATION OF RESULTS

This chapter provides major findings of the study, and the findings are presented based on data obtained from the study. The data are presented on the designed research questions. Two main data collection instruments were used to collect the information. Thus, the interview guide was supplemented with the observation checklist. The findings are presented in relation to the research question stated in the study.

Table 8: **Demography of the respondents from the interview**

Schools	**Number of participants**	**Gender**	
		Male	**female**
GBHS Mendong	3	2	1
GBHS Etoug-Ebe	4	1	3
Total	7	3	4

The background information indicates that the total number of participants was seven three males and four females. Although the researcher tried to ensure gender balance, it was not possible. However, the discrepancy does not significantly affect the findings.

Table 9: Demography by age range

Age Range	**Frequency**	**percentage**
25-35	3	42.9
35-45	3	42.9
45-55	1	14.2
Total	7	100

The table above revealed that 42.9% of the respondents are of the age range 25 to 35years and 35 to 45 years. Only 14.2% of the respondents are of ages above 45 years.

Table 10: Demography by professional qualification

Qualification	Frequency	percentage
DIPES I	**3**	**42.9**
DIPES II	**4**	**57.1**
Total	**7**	**100**

The background data also shows that the professional qualification of the participants ranged from DIPES I (*42.9%*) to DIPES II (*57.1%*). This finding indicates that the teachers are professional workers and that their training equipped them to implement the CBA.

Table 11: Demography by years of teaching experience

Years of teaching experience	Frequency	percentage
1-5	1	14.3
5-10	2	28.6
10-20	4	57.1
Total	7	100

Table 10 shows that the majority of the participant (57.1%) have teaching experience between 10 to 20 years. 28.6% have taught between 5 to 10 years. Only 14.3% have taught below five years.

Demographic information based on schools, classes, lessons, duration and number of students from the observation checklist

Table 12: Demographic Information from observation checklist

School	Class	Lesson	Duration	No of students
GBHS Mendong	F3G	Tools for Economics Analysis	50 minutes	54
	F3Bil	The characteristics of a market economic system	50 mins	45
	F4A	The capital structure of a company	50 mins	63
	F4 B	Formation of joint stock companies/ The capital structure of a company	50 mins	61
	F5A2	The qualities of money	50 mins	65
	F5B3	Measuring the value of money	50 mins	59
GBHS Etoug-Ebe	F3Bil	Channel of distribution	50 mins	46
	F4 Bil	Public enterprises	50 mins	44
	F4A1	Cooperative societies	50 mins	50
	F5A1	Economic growth	50 mins	53

The table above revealed the demographic variables of the respondents from the two selected schools. The classes involved in this study are form 3, form 4 and form 5 in the English sub-system of education. All the classes observed taught different topics in Economics, as shown in the table above, the duration of each lesson lasting for 50 minutes. The class size ranges from 44 to 65 students per class.

The research findings

The aim of this study is to empirically investigate in selected secondary schools the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi division. The data generated is analysed and presented according to three broad research questions. Table 14 below presents the themes and categories which emerged throughout the study.

Table 13: Themes and subthemes

THEMES	SUBTHEMES
	CBA meaning
Curriculum description	Content
	Facilitator
Instructional Practice	Student-centred
	Direct instruction
	Roleplay
	Question and answer
	Brainstorming
	Case study
Challenges to CBA implementation	Teacher characteristics
	Students' characteristics
	Context-based factors
	Content-based features
Training	Pre-service training
	In-service training
Learning environment	Class size

Source: Self Compiled

Research Question 1: What is teachers' knowledge on CBA implementation in Economics in public secondary schools?

The first theme, namely *curriculum description*, emerged from the first research question, which asked, *"What is teachers' knowledge on CBA implementation in Economics in public secondary schools?"* The objective of this theme was to find out how teachers understood the concept of CBA. It was necessary for this objective to be investigated because the level of understanding of CBA directly relates to its implementation. From this theme, two subthemes emerged. These are meaning and content.

Curriculum description

As noted in Table 14, two subthemes emerged under the curriculum description. These are CBA meaning, and content. All of these subthemes were analysed and discussed in order of appearance.

CBA meaning

The subtheme *curriculum meaning* was the first identified because it addressed the need to determine how teachers explain the CBA. The overall finding from both schools indicates that teachers were not competent in defining the concept of CBA. For teachers in the sample Schools, the researcher had to spend time explaining the components of CBA before they could respond. Words such as facilitation, critical thinking, skills, outcome-based, and learner centred approach would be expected. But the only word frequently used was participatory learning. This finding indicates that regardless of years of experience, teachers were not conversant enough to explain the tenets. For instance, P4 shared his understanding, "*This is an approach of teaching that has emphasis on application to real life*." On the same aspect, teacher P2 said, "*It is a way of teaching that makes a student understand more by using a participatory approach*."

This finding is consistent with Jansen (2009), who shares a similar experience with teachers who found it challenging to give a unified definition of outcome-based education (OBE) in South Africa. The author argued that the range of meanings implied a lack of coherence and focused in the communication of the policy on OBE. The current study concurs with such a finding because if training and communication had been adequate, the teachers would be competent in defining the CBA. Moreover, this suggests that since teachers in the selected schools have varied understandings of the CBA, this would definitely impact the manner and approach of their implementation.

Content

The overall finding shows that there is too much content included, an aspect which can be addressed if teachers become part of curriculum developers. The subtheme of content refers to the number of topics covered within a term of study, or the number of subjects to be covered within a term of study. In resonance with these findings, a less experienced teacher says:

Another constant remains to be content in relation to the space given. As for the moment, there is too much content. And lastly, the curriculum developers need to be teachers because these are the ones who stay with students in real life settings. I have 30 periods per week apart from other administrative responsibilities (P6).

Moreover, another less experienced teacher from the school said the following: *It appears that the curriculum is packed with content, and when you try to cover everything in the designated time, it is simply impossible. In addition to that, some topics are not applicable to real-life situations. I think the cause of all of this is related to the aspect of not involving teachers. The government must know that we as teachers know the students well because we stay and live with them* (P2).

This finding concurs with Mosha (2012), who argues that the curriculum is still content driven that most teachers complain that there is too much to teach in a short period.

Instructional practices in the classrooms

The second theme, namely *Instructional practices in the classrooms*, emerged from the first research question, which asked, *"What is teachers' knowledge on CBA implementation in Economics in public secondary schools?"* The objective of this theme was to find out if teachers are implementing CBA teaching methods in their lessons? It was necessary for this objective to be investigated because the level of understanding of the CBA directly relates to its implementation. From this theme, seven subthemes emerged. These are facilitators, student centred instruction, direct instruction, role play, question-and answer technique, brainstorming, case study.

Most of the teachers in the study emphasised their role as **facilitators in classroom activities**. Further, the study's teachers believed that hands-on and experimental learning activities were essential for a better teaching-learning environment. P1 explains how she manages instructional activities in the classroom:

I often use hands-on activities in my classroom. I prefer to be a guide to discovering information rather than giving information directly to students. (P1)

In line with this, teachers in the study preferred **student-centred instruction** in their classes. However, a dissonance existed between what they believed and what they did in practice. P7, for instance, explained:

I wish it was different. Again teacher-centred, we are the leading part, and students are just behind. There are many different methods and techniques that we can introduce in our classes, but I dare say that as teachers, we take the easy way out, teacher-centred. (P7)

P6, who believed in the importance of active learning environments in the interview, then came up with a totally different idea:

One of the methods that I refer to most often is direct instruction, as it is with every teacher, but I prefer to use other methods and techniques as much as possible and as soon as possible. According to the lesson, I have tried many methods and techniques, but if you ask which one you use the most, I like to use question and answer to the students to prevent boredom. (P6).

The Economics teachers in the study stated that they tried to engage students in solving real world problems (P1, P2, P4, P5, P7), guided student practice (all teachers), motivated students (P2, P5) and organised lesson content from known to unknown (P2, P3, P4, P5, P6), simple to complex (P7), or concrete to abstract (P1, P3). Analysis indicated that real-life-oriented content organisation (P2, P4, P5, P7) was another approach teacher favoured. P5 explained how he organised classroom activities:

I believe that there are certain things that I consider during teaching. The things I care most about are student readiness, existing knowledge, and beginning activities. Because I think that these three things are important in terms of linking existing information with the new. You can better discover how you will give students new knowledge when you analyse student readiness and existing knowledge. And once I do that, I feel like student learning is being facilitated.

Highlighting the "whole child", P6 believed that "a happy child can better learn". Therefore, in the classroom, he tried to add fun elements to the learning environment:

These are younger students. I believe the same is true for older students. If they are happy, they learn better. To make them happy, I use activities that have the potential to capture their

interest in the classroom. I observe they are more motivated and interested this way. They love it, they become happy, and I see they learn better in this way.

The results showed that instructional strategies were least mentioned among classroom practices (P3). Economics teachers mostly cited **direct instruction** (P2, P3, P5, P7) and **role play** (P1, P2, P4, P6, P7), and **question-and answer technique** (P3, P5, P6) in their classes. Among the other instructional practices mentioned were **brainstorming** (P1, P4), **demonstration** (all the researcher's), **case study** (P3, P4), **school trips** (P6) and problem-solving (P4). P1 illustrated how he uses role-plays in his class:

For example, while I was teaching Channel of distribution, students pretended to be company Producers, Wholesalers, Distributors, Retailers and customers, and I assigned a duty to them. I believe drama activities like that make learning more permanent. Students are also pleased to handle the content in this way. This is how we process our lessons.

When important topics are examined during lessons, it is suggested that the teaching and learning environment should be enriched through the use of various techniques and methods. Economics teachers in the study also liked the idea of varying their instructional practices; their classroom environments, however, only allowed limited activities. Although teachers believed in the importance of enriching the teaching and learning environment in real-life contexts, they failed to apply this. In contrast to P1, P4, P5 and P7, who diversified their instructional practices, most teachers still followed traditional instruction methods. P5 explained that he stuck mainly to direct instruction and question-and-answer techniques in his class. He explained:

As they are in the first Economics class, we are going through a little bit more narration now. I mostly find myself using the direct instruction method because it is the form 3 where we introduce Economics. While I teach basic concepts, I have to be on the front panel, but afterwards, I show something as an example.

Again, contrary to the programme's approach to the organisation of teaching and learning environments, this study provides evidence that teachers continue to carry out their classes using traditional methods. In other words, the teachers use their own adaptation in choosing and applying appropriate techniques and methods which do not match the syllabus.

Some of the teachers in the study had misconceptions about their roles in the classroom per the implementation of the CBA. For instance, P6 believed his role to be "passive" in the classroom. Another example came from P1, who mentioned from "learning by doing" as the "learning by doing teaching method". Teachers were still up on their thrones, with a mission to "teach" students. Another teacher, P4, said that she believed teachers should be guides in the classroom are expected just to sit there. However, in form three and four programmes, a teacher's role as a guide and facilitator is highlighted in the syllabus. Teachers are not given a "sitting role" in the classroom; instead, they must be active observers, motivators, facilitators and guides in the learning process.

For some teachers, the divergence of their roles in the classroom might be due to "disagreement" rather than "misconception". In the curricula, the role of teachers is defined as that of facilitators; however, some of the teachers criticised this prescribed role on the grounds that they had limited time, crowded classes (P4, P7), curriculum density, and lack of physical conditions (P3, P4, P6) required to facilitate the activities.

Another disagreement related to content and prescribed activities in the curricula. P7 made the following criticism:

It says in the exercise: 'Make a slogan about money'. The students already do not know the meaning of a slogan. The student does not know what to do. What does a slogan mean? You are trying to clarify it. There is limited time in each period to attend to every learner.

P4 mentioned physical conditions: "I could use role play, but I can't, because neither our classroom nor the school has enough area", while P2 complained about the limited time available to cover the syllabus if CBA is to implemented effectively:

We need to follow the units, and we have only 50 minutes for each lesson. In the last ten minutes, students start counting down to the break. How many activities can I do? [laughs aloud] (P2).

The finding of this section revealed that teachers believed in the importance of rich instructional practices in classroom environments, in accord with findings by Kerkez et al. (2015) and Borich (2011). However, the teachers failed to engage in these practices in the real world. In other words, Economics teachers in this study seemed to apply limited methods and techniques in their ―one-size-fits- all classrooms. One of the most interesting findings was

that none of the teachers mentioned mind maps, projects or cooperative learning. This finding was also not supporting Baştopçu's (2018) report that Economics teachers mostly used problem solving method, and question and answer technique in their classrooms. However, Toptaş (2007) discussed educational role plays enabling students to participate in a more active way. Conversely, the direct instruction method resulted in limited achievement in students' learning (Toptaş, 2007). Play was another educational activity in junior primary (Jay & Knaus, 2018), however only a few teachers referred to games or play in educational environments.

Challenges to CBA implementation

The third theme, namely *Factors affecting CBA implementation*, emerged from the first research question, which asked, *"What is teachers' knowledge on CBA implementation in Economics in public secondary schools?"* The objective of this theme was to find out if teachers accepted to integrate CBA teaching methods in their lessons? It was necessary for this objective to be investigated because the level of understanding of CBA directly relates to its implementation. From this theme, four subthemes emerged. These are teacher characteristics, student characteristics, context-based factors and content-based features.

Economics teachers reported various perceptions of the instructional practices prescribed in the syllabi, with elements that both supported and hindered CBA implementation. We know little so far about how and when teachers adapt implementation. Stodolsky and Grossman (2000) said that all adaptations are not equal. Teachers adapt implementation for different reasons, in different ways and to different degrees. One of the main focuses of the current research was to clarify the reasons behind teacher variation.

Results indicated that Economics teachers' use of instructional practices varied for a number of reasons. These reasons included **teacher characteristics** (such as pedagogical and content knowledge), **student characteristics** (age, student interest, student readiness etc.) (P1, P2, P3, P4, P5, P6, P7), **context-based factors** (culture, class size, school facilities [library, classroom space, equipment, materials], etc.) (P3, P4, P5, P6) and **content-based features** (P7).

Student characteristics were one of the main elements influencing teacher CBA Implementation. In this study, Economics teachers highlighted student age, interest and

readiness. In the data analysis, all these categories came under the ―student characteristic theme. P3 explained in the following way:

Because I think that these three things are important in terms of linking new information with the old. You can better discover the level of readiness of students and then find out what their old learning is and how to give them new knowledge or to their levels. And once I do that, I think that learning becomes easier.

On this point, P5 used a chain metaphor in student learning. Students' readiness and qualified background knowledge are like links in a chain which are connected to each other. If one is broken, we cannot go further and problems emerges.

Along the same lines as P3 and P5 explained that the main ground on which she based her instructional practices was student levels, because the levels of individual learning, the intelligence and the personalities of students can be very different. For P7, student differences even existed depending on whether students had previous knowledge on the topic.

Context-based factors also influenced teachers' CBA implementation. Teachers felt hindrances to implementation, including limited school facilities (library, classroom space, equipment, materials, etc.), limited time, class sizes, inconsistency between their own views on facilitating student learning and what was prescribed in the syllabus, and disapprobation of some of the prescribed activities. For P3, double-shift schooling was a disadvantage when it came to using different materials in the classroom. She explained this in the following way: In fact, we want to use a lot of different materials, but because it is a double-shift school, you cannot see the material that you put in the class the next day. Class size was another obstacle. The teachers participating in the study were all aware of students' needs; however, large class sizes affected instruction. From P4:

Our class size is over the average recommended by the government. I got used to it [being] pretty crowded. I know each student with individual interest. For example, when I give homework, if I go to check their homework, my class is already over, so there are deficiencies in this subject. Because the class is crowded, I cannot consider the levels of interest too much. For example, one student understands from a picture, another student listens, another student understands by real life situation. But I cannot do any of these things for 63 students. For this reason, I try to explain what students can understand in general, at least making the

instruction in an active way [encouraging them] to participate in class activities and motivating them by giving them the sense of success where they are successful.

In parallel with P4, P5 criticised the large class sizes he had. He further explained that he mainly used direct instruction in his class due to the large class size.

Teachers' pedagogical knowledge was another result of the study which also points to curriculum literacy, or ―illiteracy. One of the most surprising results was that teachers in the study did not refer to the formal curriculum except for P6 and P7. Textbooks were also mostly applied documents for some teachers (e.g. P2, P5) while P4 criticised textbook-based instruction as it was limiting the organisation of the teaching and learning environment and not helping effective learning. Further, when teachers were asked about the principles on which they grounded their instruction, or strategies, methods, and techniques, P2, P3, and P6 needed further explanation of the concepts. These teachers had 10-, 12- and 17-years' experience in teaching respectively. On this point, the seniority of the teachers who responded was noticeable. The older teachers did not want to discuss their existing knowledge, but they had serious misconceptions about the concepts.

On the other hand, some of the teachers complained about the content load and prescribed activities in the curricula. Time limitation was a hinder in implementing the formal content and teachers admitted that they sometimes changed (P2, P4, P5, P6), partially applied (P7) or omitted (P1, P3) some content.

Every classroom had a unique atmosphere. Teachers had some strategies to solve the problems they met in their unique classrooms. For instance, P4 mentioned that they did not have a good chalkboard in her classroom. She said they used direct instruction instead of illustrated or demonstrated lecture. For P2, class size was a problem. She explained she used a U-shaped seating plan to make a more interactive space. However, for P4 the class size was an unmanageable problem when it came to instruction. During our interview, she said she wanted to have an interactive class space. She illustrated her strategies for dealing with this problem in the following quotation:

Group work is a little hard to do. So sometimes I try to work in a group, but it is a bit difficult because it is very difficult to create groups in the class. (P4).

In contrast to P4, P3 and P5, for P1 large class size was not a problem at all, as he instructed classes of 40-50 students during his 15-year teaching career. One unexpected result of the study was the discovery of materials made by the Economics teachers themselves (P5, P7) alongside other common materials such as an abacus or beans in the class.

As a material, I am doing [it] myself to reinforce the subject. When I feel like the students would learn something better by means of different materials, at that moment I am making the material myself.

Hatmanto, (2011) stated that the Implementation of CBA is ineffective because of lack of readiness among the learners and teachers. The ideal condition of CBC demands that both facilitators and students be ready to undergo the teaching and learning process in class, but in reality, the opposite condition happens. According to him, there are some students and teachers who are not ready to learn and teach respectively and this makes it difficult for the CBA to be fully implemented. Another challenge according to Badan & Biklein, (2003) in Msuya, (2016) is that students attending the competence-based curriculum class be proactive, unfortunately some students still maintain themselves as passive learners. In this situation, it becomes the teachers' responsibility to encourage them to be more active. Garavan & McGuire, (2001) reiterate that the challenge comes from students being less "tuned in" in class whereas it is the responsibility of the teachers to stimulate the formers' meta-cognitive skills. From this context, it is clear that the shift from knowledge based to the CBA involves not only teachers to change their mind-sets but also students.

Research Question 2: How were teachers trained to implement CBA in Economics in public secondary schools?

The theme on teachers training came out of the second research question which asked. *How are teachers trained to implement CBA in Economics in public secondary schools?* The objective of this theme was to find out the impression teachers have about their teacher trainers' usage of CBA teaching methods during their training at the Training colleges and teachers' opinion about in-service training on how to implement CBA teaching methods in Economics. From this theme, two subthemes emerged. These are pre-service and in-service.

The findings in this section are based on interview conducted on the respondents. The findings are presented in Table 13 regarding whether teachers were trained for the effective implementation of CBA.

Table 14: Teachers' Training on CBA

Trained in CBA	Frequency	percentage
Yes	5	71
No	2	29
Total	**7**	**100**

The lack of training is likely to affect teachers' competency in implementing the current curriculum. Table 13 shows that a majority (71%) of teachers were trained on the CBA, while only 29% indicated that they were not trained. This is contrary to the finding reported by Lumadi (2014) in South Africa; 53% of teachers complained that they did not receive adequate training for curriculum implementation. The findings are also not in harmony with those by Makunja (2015) which showed that the majority of teachers (75%) in secondary schools in Morogoro did not receive any training before the implementation of the competence-based approach.

The study also sought to establish about the mode of training that teachers had received for implementation of the CBA. This was achieved by asking teachers on the kind of training that they got for the implementation of the CBA as reflected in Table 15.

Pre- service training

It was important to find out if teachers acquired adequate training on learner-centred pedagogy because this would directly influence their implementation of the CBA. The overall finding in this sub-theme shows that teachers received adequate training during their college training. Only two participants said that they were not adequately equipped. The study disagrees with the assertions of participants, especially those who said that the college training was adequate.

Moreover, as will be seen in the forthcoming findings, the teachers were trained for objective based approach to a larger extent than the CBA. Furthermore, teachers' trainers were not using teaching aids; real-life examples were rare, and the assessments were particularly intended to measure knowledge and not skills. This is consistent with the observations which were done on marked scripts which also showed more knowledge-based questions than

application questions. On the college training subtheme, a less experienced participant said, *"I got sufficient training on CBA, and I do apply it"* (P1). In contrast, an experienced teacher from the same school said, *"I have not been equipped"* (P4).

This finding shows that teachers who are implementing the same curriculum are divided in terms of training, and it was in line with Mosha (2012), who further states, "there is a need for well-trained teachers with sufficient academic knowledge and skills, this will give them the confidence to teach the new curriculum effectively… it is an anomaly that needs immediate attention." The study agrees fully with these assertions because, unless teacher training is given special attention, there is little that can be achieved.

In-service training

The in-service subtheme was also important to follow up on because frequent in-service training has the potential to improve not only the capacity building but also actual implementation. The finding shows that at least half of the participants have received training, but not more than twice. The finding implies a deficiency in implementing CBA due to inadequate in-service training. On this subtheme, an experienced teacher said, *"I have attended only two seminars in the last five years. These were sponsored by the government"* (P3). An experienced teacher contended:

The issue of seminars is a problem. It appears that when the government has given you a job – that is enough.

The views for the scarcity of in-service training opportunities were also emphasised by a less experienced teacher, who said, *"Since I came here, I have not received any training on CBA*" (P2).

The finding of a lack of in-service training is in line with curriculum implementation in South Africa. Makeleni (2013) argues that one of the formidable challenges to implement OBE is the inadequate orientation, training and development of teachers. So, Cameroon and South Africa may learn from each other by discovering the need to prioritise in-service teacher training in order to enhance their learner-centred curricula.

This section established whether teachers were trained in specific teaching methods as recommended for the competence-based approach, as reflected in table 16.

Table 15: Trained in Specific Teaching Methods

No.	Teaching methods	Trained		Untrained	
		f	%	F	%
1.	Problem-solving	5	71	2	29
2.	demonstration method of teaching	7	100	0	0
3.	group discussion method	6	86	1	14
4.	presentation and reporting	2	29	5	71
5.	Case analyses	2	29	5	71
6.	library search	0	0	7	100
7.	Online search	0	0	7	100

Problem solving is among the competencies the CBA requires learners to acquire. As shown in table 14, there were almost equal proportions of trained (71%) and untrained (29%) teachers in problem solving teaching method. The established lack of training in this method by slightly more than a half of respondents may make the teachers incompetent in using it, depriving learners from acquiring problem-solving skills in schools.

Among the teachers who participated in the study, 100% were trained in the **demonstration method of teaching**. Furthermore, results show that most teachers (86%) were trained in the **group discussion method**. This makes teachers effective in organising group discussions in the teaching and learning process. Discussion is important in the teaching and learning process as it enables learners to share ideas in learning the subject matter. Further, it enables learners to contribute to the lesson instead of the teacher dominating the classroom sessions. The method also fosters the acquisition of other skills and values such as collaboration, communication, and leadership in the groups.

The data also show that below fifty percent of the teachers (29%) were trained in **group presentation and reporting**. On the other side, a number of teachers (71%) were not trained in this method. The established lack of training by the minority may deprive learners of acquiring and developing presentation ability and reporting skills. The method requires students to learn to make presentations in class during the teaching and learning process and writing reports on some assignments. This method of teaching makes learners become self-

directed and autonomous in learning. Therefore, it is important to make sure that teachers are trained on this approach.

Another method shown in table 14 is **case analysis.** Data shows that most teachers (71%) were not trained in case analysis. While the CBA requires that learners be able to analyse materials including texts in learning, lack of training in case study method may lead students to miss the critical thinking skills among the competence-based targets. This may lead to teachers' failure to impart analytical skills to students in secondary schools.

Data in Table 16 show that all of the teachers (100%) were not trained in the **library search** method. This deficiency in training suggests that teachers may not consider library search an important teaching and learning method in secondary schools, even though it allows learners to explore and use library resources to enrich their learning. The method further enables learners to contribute significantly to their education through knowledge discovery, enhancing constructivism.

None of the teachers (0%) were trained in the **online search teaching method**. While the current secondary education curriculum recommends this method to be used in secondary schools, this finding implies a possibility that teachers are less skilled in online technology. Thus, it is not incorporated into the teaching and learning process. The lack of ICT facilities and resources in secondary schools may also influence this shortcoming. Consequently, learners miss the opportunity to acquire and practice online search skills in their learning process.

Research Question 3: How is the learning environment organized for CBA implementation in Economics in public secondary schools?

The last theme, namely *learning environment*, emerged from the third research question, which asked, how learning environment is organized for CBA implementation*?"*. The objective of this theme was to find out how the learning environment is organised in terms of the class size, arrangement of benches and seating position. It was necessary for this objective to be investigated because the physical learning environment have a direct impact on CBA implementation. From this theme, one subtheme emerged which is the class size.

Class size

The class size was important for the study because it is one of the core aspects of the CBA. It is clear that when the number of students is small, the likelihood of interaction between teachers and students is going to be high. In contrast, if the number of students is elevated above the standard, then the likelihood of interaction could be minimised. The overall finding on the number of students per class was that the classes were significantly large. This was evident from both observations and face-to-face interviews. The problem was critical in all the school where there were up to 63 students per class. Research indicates that big classes inhibit the efficiency of CBA because the level of interaction is highly restricted. On this subtheme, the P4 in school A experience painfully asserted:

In our school, there are so many students per class. The class can have up to 75 students. This situation essentially reduces teacher-learner interactions. I think our education began collapsing after the implementation of the Universal Primary Education (UPE) program. It was a time when there was a substantial increment in enrolments, but this did not match the number of available teachers. This situation bred a situation of employing less competent teachers. All in all, I think this poses a problem in fulfilling the competency-based syllabus (P4).

The class sizes in school B were not far from the above reality. P1 stated that:
The number of students is such a big problem; for example, we have almost 70 students in my class. This poses another problem beyond teaching. The problem is related to marking, seeing that each student needs particular attention. In teaching Economics, you need to check everything, including spelling, and grammatical errors – everything needs to be checked. It is such a tiresome challenge (P1).

Competency Based Approach is learner centred, hence small class sizes are preferred to enable effective use of CBA facilitation techniques. According to Makunja (2015), the ideal CBA class size is between 40-50 learners. Currently in most of the institutions in Cameroon and other African countries such as Tanzania, the average class size is 70 students and above which restrains teachers from attending to individual needs. For the last three years, there has been no substantive progress in improving the infrastructure to enhance CBA.

Findings from the Observation checklist

Also finding of the third research question is from the observation check list. Here learning environment was categorised into pedagogic learning environment and physical learning environment. Ten factors were observed using the observation check list. These factors were teaching methods**,** interactions during lesson, teaching materials used, relating lessons to real life situation, evaluation strategies used, Students-teacher ratio, Classroom organisation, Sitting Position, Benches and Chalkboard.

Table 16: Teaching methods

No	Method	F	%
1.	Demonstration	10	100
2.	Discussion	8	80
3.	Brainstorming	4	40
4.	Group Work	3	30
5.	Simulation	2	20
6.	Others	0	0

Among the teachers who participated in the study, 100% used the **demonstration method of teaching**. Furthermore, results show that most teachers (80%) used the **discussion method**. This makes teachers effective in organising group discussions in the teaching and learning process. Discussion is important in the teaching and learning process as it enables learners to share ideas in learning the subject matter. Discussion fosters the acquisition of other skills and values such as collaboration, communication, and leadership in the groups.

The data also show that below fifty percent of the teachers (40%) used brainstorming as a competence-based approach teaching method. On the other side, only 30% and 20% of the teachers used group work and simulation respectively to facilitate students' learning. The established lack of training by the minority may deprive learners of acquiring and developing presentation ability and reporting skills. The method requires students to learn to make presentations in class during the teaching and learning process and writing reports on some assignments. This method of teaching makes learners become self-directed and autonomous in learning. Therefore, it is important to make sure that teachers use these methods.

Competence-based teaching and learning requires teachers to revise and improve their teaching and learning approaches. Gabriel (2010) found that teachers were unable to use highly and potentially interactive teaching methods such as problem-solving and discovery which are very useful in competence-based teaching and learning environment. Traditional teacher-centred approach is no longer appropriate if learners are to demonstrate mastery of the skills they learn. However, Mosha (2012) found that when competence-based teaching and learning was not effectively implemented, there was often the danger for teachers to slide back to traditional teaching methods. Therefore, teachers need to be highly proficient in applying new teaching methods necessary to make students' learning effective (Kafyulilo et al., 2012). Teaching should be shifted to a learner-centred approach in which the learner takes control of the learning process while the teacher becomes a facilitator. Learners in a competence-based learning environment are considered active participants in constructing knowledge.

Table 17: Interaction during lesson

No	Nature of interaction	F	%
1	Teacher-learner	10	100
2	Learner-Learner	0	0

Interaction an important element in teaching and learning process. During the teaching and learning of Economics as observed by the researcher, the only interaction in the classroom was teacher-student's interactions. Out of the ten lessons observed, non-demonstrated student-student interaction. Teacher-student interaction is an important aspect in ensuring efficient and effective teaching and learning. Essentially, the objectives of competence-based teaching and learning focus on teachers' effectiveness in the use of interactive, participatory teaching and learning techniques. Learners come to class with some knowledge and skills. This prior knowledge which learners bring with them is an important input for effective teaching and learning. In order for the learners to share their knowledge and skills with that of the teacher in the class, teachers must create a friendly and interactive learning environment. Learners should feel free learn from each other and to contribute their ideas and perceptions regarding the subject matter. In the course of this interaction, teachers need to motivate and

honour the contributions learners make in the lesson. In addition, teachers stand as moderators of the interactions going on in the learning process. In this way, learners develop communicative competencies, confidence in expressing their views, and mastery of the subject matter.

The level of teacher–student interaction improves students' learning effects on two levels: interactive form and interactive content. In the form of teacher–student interaction, Moore (1989) proposed that learning interaction includes three types of interactions: ―learners and learning content, learners and teachers, and learners and learners.

At the level of teacher–student interactive content, multiple indicators, such as knowledge acquisition, ability training, emotional edification, and value establishment, constitute an interactive content system. Yang (2002) noted that effective learning activities are one of the basic conditions for learning to occur. Through the design and implementation of effective learning activities, an active learning process will occur, and better learning results will be achieved. Furthermore, some researchers have pointed out that effective teacher–student interaction is a necessary condition for effective learning (Mu and Wang, 2019); it is the strongest factor in the learning experience (Jiang et al., 2019), and it is people who play a decisive role in the interaction between teachers and students. The effect of various interactive strategies in education is based on the joint efforts of teachers and students (Liu, 2006).

Table 18: **Teaching learning materials**

No.	**Types Material**	**F**	**%**
1.	Print	10	100
2.	Concrete	0	0
3.	Audio	0	0
4.	Audio-visual	0	0

The use of teaching learning materials is vital in the implementation of competency-based approach in Economics. Unfortunately, all the Economics teachers in this study used only print materials in the teaching of Economics. Researchers have used different measures to examine the available materials (e.g., writing materials, books, print) and access to those within environments, specifically within the context of the literacy environment (Dynia et al.,

2018). How the environment is structured has implications for access to Economics-learning opportunities that students might have throughout the day (Baroody & Diamond, 2014). For example, access to books might provide opportunities for children to engage in shared reading and conversations about the book, furthering their language skills. Thus, both the materials that are available and how teachers organize these materials for students' use are important.

Table 19: Relating lessons to real-life situations

No	lessons related to real life	F	%
1.	Existence	4	40
2.	Non-existence	6	60

One of the major principles used in the implementation of CBA is to relate lessons to real life situation. However, data for this study showed that only 40% of the teachers relate their lessons to real life situation. When course material is connected to real-life situations, the instructor can demonstrate logical organization: Today, as we discuss demand and supply, I will show how theory X can be applied to solving problem Y. I've chosen this example because it provides a clear path to gaining a solid understanding of the basis for many economic decisions. Applications make content clearer and more understandable: Now, let's do this case study see how and why this principle works. Connecting content to a desired real-world outcome demonstrates practical value: This is the kind of project that you will have to carry out as professionals in the workplace. Finally, making connections as above stimulates interest by getting students engaged in solving problems that interweave, theory, applications, and recognizable tasks: Let's see how this example relates to your attempts to develop a business plan. Coincidentally, these four teaching dimensions (organization, clarity, perceived outcomes, and stimulation of interest) are also among the most powerful predictors of student ratings of teaching. It is easy to see how organization and clarity are related, and a logical structure makes it easier for students to know what is expected. The combination allows students to grasp the importance of the course and they are more easily motivated, more often engaged, and more frequently successful.

Table 20: Evaluation Strategies

No	Evaluation Methods	F	%
1.	Assignment	0	0
2.	Group Work	0	0
3.	Test	10	100
4.	Others	0	0

Effective implementation of CBA requires the use of evaluation that promote the acquisition of skills, attitude and knowledge. However, Economics teachers in this study used only paper and pencil test which does not promote effective implementation of CBA. Competence-based teaching and learning requires multiple ways of assessing learners in order to determine their competences. The implementation of CBA requires the use of new assessment strategies aligned with the new paradigm. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment (Maclellan, 2004).

Table 21: Students-teacher ratio

No	Students-teacher ratio	F	%
1.	25-40	0	0
2.	41-60	3	30
3.	61+	7	70

Data from this study revealed that 30% of the classes observed had a class size between 41 and 60 students. 70% of the classes have students-teacher ratio above 61+. For teachers to control the class and help each student develop their skills, a standard number of learners per teacher must be established and adhered to. Crowded classrooms Detract teachers from knowing and helping all students in the classroom.

As far as classroom organization is concerned, all the classes observed used teacher-centred traditional classroom settings. Non-used constructivism and socio-constructivism. Classroom organization is a foundational aspect of setting the context for CBA implementation. McLean et al. (2016) define classroom organization as including both the physical characteristics of

the classroom as well as the techniques used by the teacher to promote efficient use of time (p. 46). Thus, it includes both features of the environment (i.e., availability of physical resources and the organization of such resources for students' use) and elements of how time is used throughout the day.

Table 22: Classroom organization

Classroom organization	F	%
1. Traditional	10	100
2. Constructivism	0	0
3. Socio-constructivism	0	0

Prior research has examined this organization in multiple ways. One common mechanism is examining the physical environment (Neuman & Roskos, 1992; Smith et al., 2002) via focusing on the structure of the environment (Guo et al., 2012; Mashburn et al., 2008). Additional research has indicated that other aspects of classroom organization may be more predictive of student's outcomes than the physical literacy environment (Mashburn et al., 2008; Sabol et al., 2013). As such, researchers have also examined process quality-related aspects of classroom organization. This includes a variety of enacted practices around behaviour management, perceived organization of time and routines, and the extent to which learning activities are designed to actively engage students (Mashburn et al., 2008). This is commonly measured as part of the Classroom Organization Domain in the Classroom Assessment Scoring System (CLASS; Pianta et al., 2006). Whereas the CLASS may give a general sense of the process quality of overall classroom organization, recent reviews have found minimal associations between Classroom Organization and students' outcomes (Aikens et al., 2021; Perlman et al., 2016). In fact, there have been mixed findings in the literature regarding associations between students' outcomes and measures of the physical environment and of the global organizational quality of classrooms. Yet, despite these mixed findings, measures such as the class continue to be used broadly by researchers (Aikens et al., 2021) and also factor heavily in policies and in evaluations of CBA classroom quality (Quality Compendium, 2021).

Another way to think about classroom organization is through the allocation and structure of time within a classroom. Recent research has noted the importance of, and variability in, instructional and non-instructional time in the classroom (Day et al., 2015; Pianta et al.,

2020). Non-instructional time is commonly defined as activities in the classroom that do not explicitly focus on instruction intended to facilitate learning (Day et al., 2015). It includes time when students are off-task or are engaged in activities such as lining up, waiting for their teacher, or listening to directions (Day et al., 2015). A highly organized classroom may minimize non instructional time as classrooms with stronger organization may have clearer expectations for students, which in turn can reduce the amount of time spent on directions or in transition.

Furthermore, a well-organized and managed classroom may reduce the number of disruptive behaviours students exhibit, which can lead to students spending less time in non-instructional activities (McLean et al., 2020). Classrooms with lower amounts of non-instructional time may have more opportunities for language-learning activities. In fact, McLean and colleagues (2016) found that reductions in off-task and transition time, two key components of non-instructional time, across the first-grade year were associated with higher levels of students' vocabulary skills at the end of the year.

Table 23: Seating Position

No	Seating Position	f Yes	%	f No	%
1.	Are learners well seated	7	70	3	30
2.	Are there spaces between benches	1	10	9	90

Even though the classes observed all have students above 40 per class, 70% of the students sit conformable in class. 90% of the students do not have spaces between benches. It can be shown that students who sit in front or near the chalkboard have good performance, where the interaction between students and teacher is more likely effective compared to those who sit at the back (Benedict& Hoag, 2004). It is supported by the author who raised that seating closer to teacher in the classroom during the teaching and learning process may create more interaction, which motivates the students indirectly, then improves their performance and achievement (Adams & Biddle, 1970). According to Victor Alberto et al. (2010), the position of students in classroom is correlated with their academic performance, where most students who sit in the front position have motivation for learning. Therefore, changing students' seating arrangement in the classroom should be accompanied with increasing their motivation, which is likely to improve school performance

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

As Cameroon chooses to become an emerging nation by the year 2035, there is a need to improve on the quality of education transmitted to the younger generation. In this light the CBA was introduced to provide learners with skills that will enable the solving of real-life problems and for smooth integration into the world of work. A decade after the introduction of this CBA, we still observe Economics teachers struggling to contextualize the approach in their lessons. As a result of these challenges, the principal objective of this study is to examine CBA implementation on the effective teaching of Economics in Public Secondary schools in Mfoundi division. This chapter addresses the discussion of findings, recommendations and the conclusion.

Discussion

There exists a reciprocal relationship between teachers' knowledge, CBA implementation and instructional practices. Sustainable curriculum decisions require some qualified implementation over the curriculum all around the world with CBA checking mechanisms to ensure quality. Given the fact that Cameroon has a highly centralised education system, the degree of implementation possible in the classroom is limited. Centralization forces teachers to obey a prescribed curriculum, and the curriculum control policy in Cameroon is strict. However, teachers rarely implement curriculum materials precisely as written. (Yazıcılar & Bümen, 2019).

Successful implementation depends on a program which is executed almost as it was designed. While the main focus of this research is CBA, the researcher does not intend to neglect the importance of teacher's own modifications and implementations of the curriculum. As observed by Remillard (2005), ―While examining how teachers understand and use particular features of curriculum materials is certainly valuable, the evidence suggests that a written curriculum cannot fully capture or represent teaching. It is known that a difference always exists between prescribed curriculum and operational curriculum as defined by Posner (2004) and Dusenbury et al. (2003). Research shows there is a lack of CBA implementation in school programs (Dusenbury et al., 2003, p. 239), and the current study also supports this claim. All teachers had made several implementations in the instructional practices they used.

First of all, analysis indicated that most of the implementation teachers made were intentional. Teachers in the study supported meaningful implementation as articulated by Schwille et al. (1983). The quality of these implementations might be further investigated through professional discretion lenses in line with what Boote (2007) suggested. The factors affecting program adherence and implementations in this research were mainly connected with characteristics of teachers, characteristics of participants, program-oriented features, and contextual features, as discussed by Gelmez-Burakgazi (2019).

Teacher characteristics was an important element affecting teacher implementation. In this research, teacher experience was not a decisive element in the patterns of implementation, in contrast to Burkhauser and Lesaux‘s (2017) study. Data from recent research have demonstrated the relationship between teacher characteristics and teacher training (LaChausse, Clark & Chapple, 2014). In their research, LaChausse, Clark and Chapple (2014) discussed the effect of a new model of comprehensive teacher training.

Teachers in this study were illiterate about strategies, methods and techniques. Many teachers in the study needed further explanation on the meaning of instructional practices, regardless of their professional experience or academic background. During the interviews, it was clear that they confused the different concepts and sometimes had difficulty in naming them correctly. Moreover, teachers had misconceptions about their roles in the classroom. Indeed, several studies indicated the link between teacher training and quality in teaching and learning environment (Wolf & Peele, 2019). Fullan (1993) stated, it is the teachers who are responsible for passing on the changes through their teaching to their students. If teachers do not thoroughly know and internalise the curriculum approach, philosophy, and principles, they cannot reflect them.

Surprisingly, teachers’ reactions were sometimes based on disagreement with the prescribed curriculum rather than a misconception. Here, this result was directly underlining teacher beliefs. Likewise, the literature says, beliefs affect teaching and learning processes (Kagan, 1992; Pajares, 1992). Teachers' beliefs in the effectiveness of a program have also tended to increase their CBA implementation (Little, Sussman, Sun & Rohrbach, 2013). Program-oriented features were another point that mattered to teachers’ CBA implementation. Although teachers are often forced to meet academic and policy responsibilities in Cameroon’s centralised education system, context features, class sizes and time were among

the mostly cited elements affecting CBA implementation in this research, as Botvin (2004) also noted.

Student differences were one of the fundamental factors influencing teachers' choices in the area of instructional activities. This finding was also confirming previous studies (Burkhauser & Lesaux, 2017; Gelmez-Burakgazi, 2019; Yazıcılar & Bümen, 2019). Considerable research on this subject has shown that the more teachers monitor student differences, the better they are able to meet the needs of students in an enhanced learning environment (Arends, 2014; Biggs, 1999; Felder & Brent, 2005). For Biggs (1999), ―the teacher's job is then to organize the teaching-learning context so that all students are more likely to use the higher order learning processes. With this aim, the Economics teachers included in this study gave importance to practice and hands-on activities in their classes. As Chase and Simon (1973) stressed, "practice is the major independent variable in the acquisition of skill". Moreover, teachers in this study believed in the importance of student-centred activities guided by teachers in their classrooms. This approach is in line with what Demirel (2015) and Rosenshine (2012) suggested among principles of instruction: Student-centred activities, student needs, guiding students and independent practice. Teachers in this study were not, however, able to make use of a wide array of instructional practices. In other words, teachers believed but could not practice, for some reasons, that could be further investigated in future studies.

In addition to student differences, contextual features were among the most criticised aspects. Limited facilities might also be considered a factor decreasing the likelihood of CBA implementation. Some of the schools in the study even had no computers. Lacks such as these were one of the perceived hurdles for Economics teachers choosing appropriate methods or techniques in their classes.

Economics teachers believed in the importance of rich instructional practices in classroom environments, in accord with findings by Kerkez et al. (2015) and Borich (2011). However, the teachers failed to engage in these practices in the real world. In other words, Economics teachers in this study seemed to apply limited methods and techniques in their one-size-fits-all classrooms. One of the most interesting findings was that none of the teachers mentioned mind maps, projects or cooperative learning. School trips were only mentioned once (Aykaç, 2011). Economics teachers in the study mostly used direct instruction and question-and-answer techniques, in line with the findings of previous studies (Aykaç, 2011; Demir &

Özden, 2013; Toptaş, 2012). Unlike the other studies, however, participant teachers here used role play and drama in their classrooms. This finding was also not supporting Baştopçu's (2018) report that Economics teachers mostly used problem solving method, and question and answer technique in their classrooms. However, Toptaş (2007) discussed educational role plays enabling students to participate in a more active way. Conversely, the direct instruction method resulted in limited achievement in students' learning (Toptaş, 2007). Play was another educational activity in junior primary (Jay & Knaus, 2018), however only a few teachers referred to games or play in educational environments.

Well-organised instruction is usually profitable in several ways: time, effort, cost; and as stated by Ornstein and Hunkins (2018), effective implementation does not occur without serious planning. However, none of the teachers in this study mentioned using plans (daily, unit, year, etc.) or teacher guide books in designing their classes. Several instructional practices are discussed in the teacher guide books. Only a few teachers mentioned reading the syllabus.

Conclusion

The results of this study indicate that well-organised and grounded pre-service training are important. It is important to note that teachers should be educated through CBA curriculum which underlines the importance of the curriculum-based courses (curriculum development, curriculum evaluation, curriculum literacy etc). In this study there is insufficient in-service teacher training on CBA which can impaired CBA implementation in the classroom.

In this study teachers are using different instructional methods for CBA implementation. However, these instructional methods used by most of the respondents are limited in implementing CBA in an economic class. Competences-Based Approach has a required teaching methods prescribed in the syllabus such as Discussion, brainstorming, group work and presentation, simulations/role play. If all the prescribed teaching methods are integrated into the teaching and learning process it will leads to an effective CBA implementation.

This study also examines the learning environment through the observation check list. The learning environment was observed in two aspects which is the pedagogical and physical aspects. The pedagogical aspect consists of the teaching methods and the evaluation methods. In this study the evaluation method mostly used by economic teachers is the paper and pen methods of evaluation. This study revealed that teachers in most secondary schools in Mfoundi Division are not using other alternative methods of evaluation. For the physical

environment the study revealed that most of the classes are traditionally organised, having overcrowded classes with high student-teacher ratio. For CBA to be well implemented in secondary schools' physical environment must be taken in to consideration.

Recommendations

This section is divided into two phases; the recommendations for practice and the suggestions for further research.

Recommendations for Practice

The investigation revealed that teachers' knowledge, training and the organization of the learning environment are prerequisite for the effective implementation of CBA. On this basis the following recommendations will be suggested to educational stakeholders, particularly to Curriculum experts, Teacher trainers and Inspectors, Teachers and the Educational community at large.

To Curriculum experts

The CBA entails teachers to contextualize their lessons to real-life situations common to the learners. However, the Economics syllabus does not prescribe some of these real-life situations for teachers to select the ones peculiar to their context. This study recommend that curriculum experts should improve on CBA implementation by including prescription of real-life situations to the syllabuses of all the subjects taught in secondary schools for teachers to select and better contextualize in their lessons.

To Educational managers

The educational managers should ensure that Teachers' trainers and Inspectors are verse with any instructional reform before they are introduced into the educational system. The teachers' trainers and inspectors are in charge of teacher training. Hence, they are expected to have a better mastering of any educational reform before its being implemented.

In addition, the educational managers can ensure a reduction of class size through the deconcentration of administrative services into other divisions of the centre region.

To the Teachers

The teachers are the masters of the classrooms and are at the centre of any implementation process. Teachers should find ways to upgrade their capacities as far as the CBA is

concerned. This can be done through attending conferences online or by taking online courses on instructional methods. This will help them acquire skills on how to make their lessons interactive, how to use combinations of didactic materials that will trigger learners' interest and how to give learners opportunities to discover learning for themselves through different types of hands-on activities.

To the Educational community

The educational community should be made available electricity supply in the classrooms. This is to enable teachers project short videos of Economics concepts that will facilitate learners understanding of the topics taught. This is in line with some participants' view that Economics is best taught with short videos of human interactions in the real world.

Also, outdoor/place-based education should be encouraged. This is to permit teachers take their learners to the site, where they can gather first-hand information of the topic under study. For example, a teacher teaching production can take his/her learners to a production site for them to witness how the production process of a said good is carried out.

Suggestions for further research

This study-The Competency-Based Approach and Teachers' Effective Implementation in Economics in Public secondary schools in Mfoundi division can be interpreted as the first step in the research on CBA and teacher's effective implementation in Economics. Future research could further examine:

- The challenges faced by teachers in the implementation of CBA
- The contributions of CBA to sustainable education
- The impact of CBA teaching methods on learners' acquisition of competences in Economics

Furthermore, a study could also be carried out in secondary commercial and technical schools. Also, this study could be conducted in other regions in Cameroon to verify if the implementation of CBA on the effective teaching of Economics in public secondary schools in Mfoundi division is perceive in the same direction all over the educational system. This is to ensure that this study takes the form it deserved.

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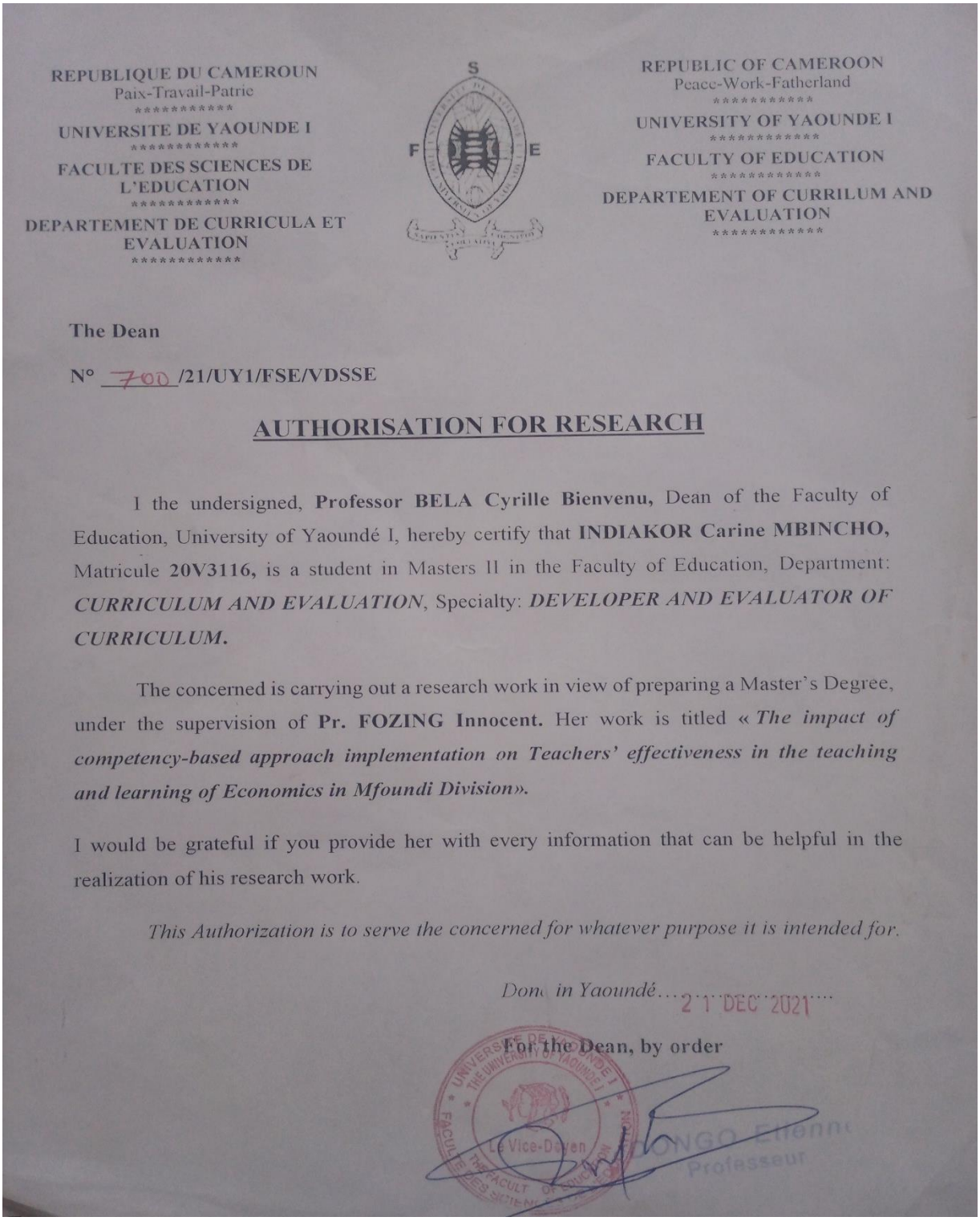
APPENDICES

Appendix I: research authorization



REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie
****
UNIVERSITE DE YAOUNDE I
****
FACULTE DES SCIENCES DE L'EDUCATION
****
DEPARTEMENT DE CURRICULA ET EVALUATION
****

REPUBLIC OF CAMEROON
Peace-Work-Fatherland
****
UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTEMENT OF CURRILUM AND EVALUATION
****

The Dean

N° 700 /21/UY1/FSE/VDSSE

AUTHORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu,** Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **INDIAKOR Carine MBINCHO,** Matricule **20V3116,** is a student in Masters II in the Faculty of Education, Department: ***CURRICULUM AND EVALUATION***, Specialty: ***DEVELOPER AND EVALUATOR OF CURRICULUM.***

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. FOZING Innocent.** Her work is titled « ***The impact of competency-based approach implementation on Teachers' effectiveness in the teaching and learning of Economics in Mfoundi Division*».**

I would be grateful if you provide her with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé… 21 DEC 2021

For the Dean, by order

Le Vice-Doyen

NGO Etienne
Professeur

Appendix II: Interview Guide for Teachers

THE FACULTY OF EDUCATION
****
POSTGRADUATE SCHOOL FOR HUMAN, SOCIAL AND EDUCATIONAL SCIENCES
**********.
DOCTORALUNIT OF RESEARCH AND TRAINING IN SCIENCE OF EDUCATION AND EDUCATIONAL ENGINEERING

FACULTÉ DES SCIENCES DE L'ÉDUCATION
****
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET ÉDUCATIVES
****
UNITÉ DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'ÉDUCATION ET INGÉNIERIE ÉDUCATIVE

I am a master student at the University of Yaounde I, Faculty of Education, Department of Curriculum and Evaluation, Specialty of Curriculum Development and Evaluation. I am carrying out research on the topic **—Competency-Based Approach (CBA) and Teachers' Effective Implementation in Economics in Public Secondary schools in Mfoundi Division".** We shall greatly appreciate your participation in this work, by responding to these items. Your identity will remain anonymous. Therefore, be confident to provide your sincere opinions.

Demographic Characteristics of the participants

School----------
Interview No ----------
Date ----------
-
Position ----------

Place ----------
Time- Start ----------
- End ----------
Duration ----------
Sex ----------
Age ----------
Teacher's qualification ----------
Teaching experience ----------

Theme 1: Teachers' knowledge on CBA

Item 1: In your opinion what do you understand by CBA

_____

Supporting questions:

What are the characteristics of CBA

_____

Is there a need for CBA implementation in Economics?

_____

Have you accepted to integrate CBA teaching methods in your lessons?

_____

Theme 2: Teachers' training on CBA

Item 2: What impression do you have about your teacher trainers' usage of CBA teaching methods during your training at the Training colleges?

_____

Supporting questions:
Were your teacher trainers integrating CBA teaching methods during your lessons at the Teachers' Training Colleges?

_____

Were you train on how to integrate CBA teaching methods during your training?

_____

Were you allowed to practice CBA teaching methods during your lessons in the classroom and during Teaching Practice?

Item 3: what is your opinion about in-service teachers' training on how to implement CBA teaching methods in Economics?

_____

Supporting questions:
How frequently are seminars and workshops organized to educate in-service teachers on how to handle the CBA teaching methods during their lessons?

_____
What Learner centred teaching methods were used during your in-service training

_____
Did the training provide in-service teachers with the necessary skills needed for effective implementation of CBA?

_____

Theme 3: Learning environment

Item 4: In your opinion, is the learning environment conducive for CBA implementation in Economics?

_____

Supporting questions:
What are the students-teacher ratio per class?

_____

Are the learners comfortably seated during the lessons?

_____

What is the nature of the chalk board in the classroom?

_____

Are there spaces in between the benches for easy circulation during the lesson?

_____

In your opinion, what strategies should be adopted for the effective implementation of CBA in Economics in secondary schools?

_____

Thanks for your cooperation

Appendix III: Observation Checklist

The following checklist provides the opportunity to examine CBA implementation in public secondary schools

Teaching methods used during the lesson	
Demonstration	
Discussion	
Brainstorming	
Group work	
Simulation	
Others	
Interaction during the lesson	
Teacher-learners interaction	
Learner-learner interaction	
Teaching-learning materials used during the lesson	
Print	
Concrete	
Audio	
Audio-visual	
Contextualization of lesson to real-life situations	
Existence	
Non-existence	
Evaluation methods used during the lesson	
Assignment	
Group work	
Test	
Others	
Students-teacher ratio	
25-40	
41-60	
61+	
Classroom organization during the lesson	
Traditional organization	
Constructivism	
Socio-constructivism	
Sitting position	
The learners are comfortably seated	
There are spaces between the benches for free circulation	

PREFACE

SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonians within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching /learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school ,prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to **"The competence based approach with an entry through real life situations ".**

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.

The Minister of Secondary Education

Le Ministre
The Minister

Louis Bapes Bapes

Appendix IV: The Preface of the O.L Economics Syllabus

Appendix V: Map of Mfoundi division