RÉPUBLIQUE DU CAMEROUN
Paix-Travail- Patrie
******
UNIVERSITE DE YAOUNDE I
******
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE (CRFD) EN « SCIENCES HUMAINES, SOCIALES ET EDUCATIVES »
******
UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION ET INGENIERIE EDUCATIVE
******

REPUBLIC OF CAMEROON
Peace- Work-Fatherland
******
THE UNIVERSITY OF YAOUNDE I
******
POST GRADUATE SCHOOL FOR THE SOCIAL AND EDUCATIONAL SCIENCES
******
DOCTORAL RESSAERCH UNIT FOR SCIECENCE OF EDUCATION AND EDUCATIONAL ENGINEERING
******

THE ROLE OF THE EDUCATIONAL PLANNING PROCESS ON LEARNERS' COMPETENCE ACQUISITION IN SOME SELECTION SCHOOLS IN YAOUNDE V

A Dissertation Submitted to the Department of Curriculum and Evaluation in Partial Fulfilment of the Requirements for the Award of a Master's Degree in Educational Management.

Specialisation: *Educational Planning*

by

Ngwemeta Nchangako Clautilde

Bachelor Degree in English Modern Letters

Matricule: 19Y3529

Supervisor

Brenda Nachuah Lawyer Diangha
Associate Professor

JULY, 2023

DECLARATION

I, NGWEMETA NCHANGAKO CLAUTILDE hereby declare that this dissertation is my original work and has never been submitted to any University or institution of higher learning for an academic award.

CERTIFICATION

This is to certify that this work entitled: ***The Role of the Educational planning process on learners' competence acquisition in Some Secondary Schools in Yaoundé V*** was carried out by **Ngwemeta Nchangako Clautilde** (Registration No: 19Y3529) under my humble supervision.

.....

Prof. Brenda Nachuah Lawyer Diangha
The University of Douala, Science of Education

DEDICATION

This work is dedicated to my daughter **NCHANG NGUM RIHANNA PARIS**

ACKNOWLEDGMENTS

It takes more than these words on paper to express my gratitude toward the many people who deserve my acknowledgements. I would like to use this opportunity to look back and gratefully acknowledge all the resources that synchronously conspired in powering me towards this milestone.

Firstly, I would like to express my sincere gratitude to my supervisor Prof. Brenda Nachuah Lawyer Diangha, who in spite of her work load and other professional duties, accepted to supervise this work. I acknowledge with gratitude her provision of vital resource materials that lighted the path of the study for me. Her critical comments and helpful insights were very valuable. Her desire for the work to be flawless and her unquantifiable intellectual guidance, for reviewing this study and providing insight as well as valuable suggestions in terms of structure and content.

I would also like to extend my gratitude to Dr. Fossimock Blaise tendongmoh for his thoughtful comments. The review process turned out to be a precious chance for me to think about various aspects of my analysis from a range of perspectives.

My appreciation goes to all the teachers and students in the secondary schools for their collaboration in providing audience for interviews, answering the questionnaires and other pieces of information that give this work a way forward.

My sincere gratitude goes to my classmates and acquaintances specially; Muncho Ghislar, Chuyong Vera, Anim Chou-Chou, and Nloka Stephane who assisted me with material, contributed during our focus group discussions and gave me additional support by reading through the different parts of this work.

I am grateful to my siblings, who remembered me in their prayers for the ultimate success. I consider myself nothing without them. They gave me enough moral support, encouragement and motivation to accomplish this personal goal.

ABBREVIATIONS AND ACRONYMS

ADB:African Development Bank

AL: Advance Level

AD: After the dead of Christ

CA: Competence Acquisition

CBA: Competence Base Approach

CEDEFOP: European Centre for the Development of Vocational Training

GCE: General Certificate of Education

GESP: Growth and Employment Strategy Paper

HRF: Human Right Facts

HIPC: Heavily Indebted Poor Countries

OL: Ordinary Level

IMF International Monetary Fund

RH: Research Hypotheses

IIEP: International Institute of Educational Planning

MINESEC: Ministry of Secondary Education

NFEGD: National Forum for Educational Governance and Development

UNESCO: United Nations Education Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

UNDP: United Nations Development Program

UNO; United Nations Organisation

WHO: World Health Organisation

WASH: Water, Sanitation and Hygiene

WB: World Bank,

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGUES

ABSTRACT

This study examined the influence of planning processes and learners' competence acquisition in some secondary schools in Yaoundé V. The problem emanated from the observed lack of skills among secondary school graduates. They are unable to solve problems and lack the capacity to gain any employment. The main objective of this study is to examine how educational planning processes influence learners' competence acquisition. The main research question is how does educational can planning process influence learners' competence acquisition? and the main research hypothesis states that Ha: there is a relationship between educational planning processes and learners' competence acquisition. Four main theories were used: Theory of Infrastructure, Interactive planning model, Curriculum theory and theory of academic performance. This study adopted a descriptive survey. The simple random sampling technique was employed to sample the population and via the Krejcie and Morgan table, we obtained a sample size of 110 participants out of 777. The data was collected using questionnaire and interview guide and was analyzing via SPSS vol. 23 using the spearman rank correlation. The data was presented on tables, percentages and frequencies. The findings suggested that Ha1: spearman's correlation value $r = 0.453$, which indicates a moderate correlation between Curriculum Planning and Students CA. This is equally based on the fact that the level of significance is 0.000. thus, Ha retained and Ho rejected. Ha2: the spearman's correlation value $r = 0.0.309$, which indicates a low correlation between Teaching Methods and Students CA. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.309$, $P = 0.001 \leq 0{,}05$. Hence we confirm Ha and reject Ho. Ha3; the spearman's correlation value $r = 0.262$, which indicates a low correlation between Didactic Materials and Learners CA. This is equally based on the fact that the level of significance is 0.006 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.262$, $P = 0.006 \leq 0{,}05$. Ha4: the spearman's correlation value $r = 0.304$, which indicates a correlation between Infrastructure and Students CA. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.304$, $P = 0.001 \leq 0{,}05$. Thus, Ha retained, Ho rejected. We recommend that the state should enhance educational planning process to enhance learners' competence acquisition.

Key words: educational planning, processes, students,' competence, acquisition

RESUME

Cette étude examine l'influence des processus de planification et l'acquisition des compétences des apprenants dans certaines écoles secondaires de Yaoundé V. La problématique de cette étude émane du manque de compétences observé chez les sortants du secondaire. Ils sont incapables de résoudre les problèmes et n'ont pas la capacité d'obtenir un emploi. L'objectif principal de cette étude est d'examiner comment les processus de planification de l'éducation influencent l'acquisition des compétences des apprenants. La principale question de recherche est de savoir comment le processus de planification de l'éducation influence-t-il l'acquisition des compétences des apprenants ? Et l'hypothèse principale de recherche stipule que Ha : il existe une relation entre les processus de planification de l'éducation et l'acquisition des compétences des apprenants. Quatre théories principales ont été utilisées : la théorie de l'infrastructure, le modèle de planification interactive, la théorie du curriculum et la théorie de la performance académique. Cette recherche à méthode mixte a adopté le plan de recherche par sondage. La technique d'échantillonnage aléatoire simple a été utilisée pour échantillonner la population et via le tableau de Krejcie et Morgan, nous avons obtenu une taille d'échantillon de 110 participants dans la population mère de 777. Les donnée sont été recueillies à l'aide d'un questionnaire et d'un guide d'entretien et ont été analysées via SPSS vol 23 en utilisant la corrélation de rang Spearman. Les données ont été présentées sous forme de tableaux, de pourcentages et de fréquences. Les résultats suggèrent que Ha1: valeur de corrélation de Spearman r = 0,453, ce qui indique une corrélation modérée entre la planification du programme et l'AC des étudiants. Ceci est également basé sur le fait que le niveau de signification est de 0,000. Ainsi, Ha retenu et Ho rejeté. Ha2: la valeur de corrélation du lancier r = 0,0.309, ce qui indique une faible corrélation entre les méthodes d'enseignement et le CA des étudiants. Ceci est également basé sur le fait que le niveau de signification est de 0,001 qui est largement inférieur à 0,05, (alpha) qui est la marge d'erreur standard : r = 0,309, P= 0,001 ≤ 0,05. Par conséquent, nous confirmons Ha et rejetons Ho. Ha3; la valeur de corrélation du lancier r = 0,262, ce qui indique une faible corrélation entre le matériel didactique et l'AC des apprenants. Ceci est également basé sur le fait que le niveau de signification est de 0,006 qui est largement inférieur à 0,05, (alpha) qui est la marge d'erreur standard : r = 0,262, P= 0,006 ≤ 0,05. Ha4: la valeur de corrélation du lancier r = 0,304, ce qui indique une corrélation entre Infrastructure et Étudiants CA. Ceci est également basé sur le fait que le niveau de signification est de 0,001 qui est largement inférieur à 0,05, (alpha) qui est la marge d'erreur standard : r = 0,304, P= 0,001 ≤ 0,05. Ainsi, Ha retenu, Ho rejeté. Nous recommandons que l'État améliore le processus de planification de l'éducation pour améliorer l'acquisition des compétences des apprenants.

MOTS CLÉS : Processus de planification pédagogique, acquisition des compétences des élèves

GENERAL INTRODUCTION

The importance of education in the development of any nation cannot be overemphasized. There is an increasing belief in the power of education to transform the society. In all nation's education is viewed as an instrument per excellence for national development. According to Akpan (2015), education is needed for the social, economic, political and technological transformation of the nation. Only education can transform the economy of a country from where it is to where it should be. Therefore, for education to play its leading role in the development of a nation, it needs to be properly planned, taking into consideration the needs and aspirations of the citizens, the social, cultural and technological changes as well as the impact of globalization on the growth and development of the country. All over the world, education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize the development of a nation for decades. Benjamin Franclin holds that 'if you fail to plan, you will plan to fail'

Planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Educational planning is the activity that allows the public authorities to orient educational development and identify priority interventions. After going through a major crisis of confidence in the 1980s, educational planning has undergone major transformation: it has become more participatory, more flexible, less technocratic, and more diverse. It has gone beyond what its main focus was for a long time – it now centers on planning infrastructures, planning the curriculum, its teaching methods, increasing access, and increased efficiency. Moreover, it has become more strategic and addressing a variety of key issues of the educational system, such as quality, inequality, and factors influencing demand for schooling (Caillods, 2015).

This study examines the concept of planning process from the perspective of the processes that take place within the educational system such as curriculum (the totality of the subjects containing the contents designed to be transmitted to the learners following their different ages), pedagogy or teaching method (all the strategies employed by the teacher to enable learners acquire knowledge

and competences- the competency based approach is *en-vogue* in the Cameroon secondary schools today), didactic material (the items, articles and other elements that are used for demonstration during lesson in order to facilitate learners understanding) and infrastructure (the classroom, buildings, libraries and other facilities under which teaching-learning takes place). It demonstrates that since planning cannot be left in isolation, it is focused on such existing processes. Such planning takes place at the institutional level and it has direct effects on the learners. The ministry of secondary education in Cameroon is in charge of planning at the MESO level where it determines the structure of the system from primary, secondary and tertiary, allocating time and examination types and conditions. The ministry principally plans every process from the panoramic view of the whole system and transfer to the schools. However, the teachers in schools also have the charge to plan their subject's lessons, plan the teaching method, and the didactic materials use.

This study is made up of five chapters, chapter one is titled the background to the study, chapter two is titled literature review and theoretical framework, chapter three is research methodology, chapter four is the data analysis and presentation of findings and chapter five is the discussion, recommendations, and suggestions for further studies.

CHAPTER ONE
BACKGROUND TO THE STUDY

Introduction

The first chapter of this study is titled the problem. It examines the historical, contextual. Conceptual and theoretical backgrounds to the study. It further presents the problem, the objectives, research questions, hypothesis, justification, the significance, scope, and defines key concepts. This forms the foundation on which the study stands.

Historical Background

The history of educational planning is not new; in fact, it was more than 2,500 years ago the Spartans planned their education to fit their well-defined military, social and economic objectives (Coombs, 1970). Not only until 1923 AD, some 87 years ago, that the former Soviet Union structured a five-year education plan, which aimed at eradicating two-thirds illiterates during the plan period. However, in those periods the educational plans used were non-integrative; in the sense that educational activities were planned autonomously and that there was little or no linkages between education and other sectors of the economy. Since then, the pattern of integrative educational plans has been designed and developed in various nations. The comprehensive investment planning for education that incorporated nationwide capital planning for education is an effective example of the integrative plan that France developed in 1946 AD. However, it was not until the 1960s when educational planning became very popular in most of the countries, especially in the developing countries (UNESCO, 2003). These convictions strengthen the notion that planning in education has been seen as an extra step in eradicating various forms of deficiencies of a country, notwithstanding rich or the poor, democrats or the socialists.

Educational planning involved the scheduling of various forms of quantitative and qualitative educational reforms. It is into this context that Coombs (1970) in his report "What is Educational Planning?" opined that educational planning is "concerned not only with where to go but with how to get there and by what best routes". In doing so, educational planning should be able to help see more clearly the specific objectives in question, the various options that are available for pursuing these objectives, and the likely implications of each. Further adding to this statement, the Working

Party Report of the UNESCO (1963) mentions that education planning should not be an isolated activity; in fact, it must be undertaken in the framework of comprehensive development planning and must be viewed in the target context of all the steps required for effective educational development (UNESCO, 1963 as cited in Prakash, 2008 p.2). This statement from UNESCO also underpins the importance of educational planning in the overall development of a nation.

Before colonization by European powers, many groups in Africa had tradition of oral transmission of knowledge, although there is some significant exception of formal educational institutions. According to Yamata (2019), with or without formal institutions, African traditional societies had their own mechanism of transmitting knowledge across generations. However, Europeans overwritten such existing modes of education by introducing western school systems. With the paternalistic conviction of their civilizing mission, they refined the traditional culture and practices which can be maintained and taught in the school, while replacing other "barbarous superstitions" with teaching of European subjects. The resistance to such imposition of European education eventually led to the nationalism, which accompanied the desire to find African unique epistemology and teaching methods in its history. At the same time, the mechanism of recruiting African white-collar workers through schooling, which started during the colonial period, planted the strong hope for social advancement through gaining school certificate deeply in the mind of African people.

In Cameroon, during the German domination of 1884, the colonial masters began eradicating the indigenous education in favour of German education. After the first world war of 1916, the French took over 80% of the area, and the British 20%. (Bame, and Therese, 2011). After World War II, self-government was granted, and in 1972, a unitary republic was formed out of East and West Cameroon. Until 1976 there were two separate education systems, French and English, which did not merge seamlessly. According to Edith, (2012), two separate systems of education were used in Cameroon after independence: East Cameroon's system was based on the French model, West Cameroon's on the British model. Uniting the two systems was deemed a symbol of national integration between West and East Cameroon. The two systems were merged by 1976, but studies suggest that they didn't blend well. The Cameroon educational system till date is structure in three levels; the primary – secondary – and tertiary, operating in its duality as inherited from the colonial period.

The educational system in Cameroon is divided into primary (six years, compulsive), secondary (five years), high school (two years), and tertiary (University). The academic year runs from September to June, at which time, end-of-year-examinations are always written. The General Certificate of Education (GCE), both Ordinary and Advanced levels, are the two most qualifying exams in the Anglophone part of Cameroon. There are two separate secondary schooling systems, depending on whether the French or British colonial models apply. In broad terms though, the secondary phase comprises a lower (middle school) and an upper level (high school). For the majority of young people this distinction remains academic, because their parents are unable to afford secondary school fees at all. Students who graduate from a five-year secondary school program have to sit for the GCE Ordinary Level, and those who graduate from a two-year high school program have to sit for the GCE Advanced Level. So far, the GCE advanced level and the Baccalaureate (the French equivalent of academic attainment) are the two main entrance qualifications into institutions of higher learning. After secondary school, there is the possibility of undertaking "vocational studies," courses aimed to unemployed people under the responsibility of the Ministry of employment.

Conceptual Background

Planning is the process of examining the future and drawing up appropriate actions for achieving specified goals and objectives. Educational planning on the other hand involves the setting of educational goals and objectives, the formulation of educational policies and the coordination of educational programmes and activities that would lead to the accomplishment of the predetermined educational goals and objectives (Akpan, 2015). It also involves financial planning and budgeting as well as human resource planning. Combs (1970) as cited in Akpan (2000) further opined that educational planning is the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and the society. This view connotes that planning of education should take cognizance of the learners' needs in the areas of learning facilities and equipment, textbooks, curriculum, teaching methods, classroom spaces and qualified educational personnel. In terms of meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000).

Curriculum planning is the development of classifying and establishing the instructional material that the course will follow. A curriculum designer makes conclusions about what the students will be learning and how to distribute that material to the students. After analysing curriculum selections, one is selected that is representative of the school's mission. Next, content is selected and the curriculum is built. Curriculum planning is important because it helps make sure daily teaching has a larger purpose. It provides a guide by supplying learning outcomes along with activities designed to help achieve those outcomes. It serves as a framework of reference for the classroom teacher and ensures the teacher delivers the appropriate content effectively to the students. The curriculum plan helps ensure daily teaching has a larger purpose by breaking down a broad concept into smaller, more manageable steps, (Baldwin, 2022**)**.

Curriculum is broadly viewed as the totality of student experiences that occur in the educational process (Wiles, 2008). The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. A curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives, (Kelly, 2009). Curricula are split into several categories: the explicit, the implicit (including the hidden), the excluded, and the extracurricular. A subject curriculum is understood as the content and skills contained within a syllabus applied across sequential stages of student learning. These stages normally refer to school year levels, and therefore a particular age of learner. Planning the school curriculum in terms of subjects and qualifications is only part of the process. The experienced curriculum in an excellent school provides a learning experience that is more than the sum of the qualifications, subjects and activities that are visible on the school schedule. This is because careful attention in curriculum design and implementation is given to learning within, across and between the subjects and activities.

In educational planning in Cameroon secondary schools, the various subjects implemented and taught to the learners are decided are probably following the objectives and goals of the policy makers, which possibly have a political influence. According to Fonkeng (2006; p. 297) Most often, it is a one round political ideology purporting to bring about change in a yet politically conditioned school system. The influence of politics in Cameroon’s educational system is glaring due to the fact that ministers who decide on these policies are politically appointed. Tanyi (2016)

affirms as she opined that the greatest influence on our educational system is that which is brought about by the dogmatic attitudes of our educational planners through educational system which is based more on the socio-political activities. That is, the appointment of new ministers brings a new policy on education and the dismissal ends also with that policy. Most of the time the appointed minister is not from the teaching core and so they hardly know the problem of education (Tanyi, 2016). Probably, the curriculum is mostly conceived by a few minorities and imposed on the teachers and learners in secondary school. This could contribute to the challenges learners face in competence acquisition in secondary schools.

Pedagogic planning is the process of identifying the most appropriate teaching method and utilising them in the classroom in curriculum implementation. Pedagogy is viewed as the science and art of teaching. It is a field of studies that is concern with the teaching of teachers how to teach people effectively Nicodamus (2007). Pedagogy is another important tool for educational planners to exploit and pedagogy of the twentieth century is different from pedagogy of the twenty-first century (Lawyer, 2020). A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has taken into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about (Westwood, 2008). In Cameroon secondary school, the transfer of knowledge is mostly theoretical. This theoretical base teaching void of practical lessons is probably elongating the gap that exist between the curriculum and the competences students are expected to acquire.

That notwithstanding, pedagogy seeks to explore the problem of how to teach, who to teach, when to teach and why teach. This is fostered by the fact that there are institutions that train secondary school teachers how to teach. As cited by (Pegg et al. 2012) effective pedagogy demands consistent policy framework with support for learning for diverse students as their main focus. Peggsetal. (nd) consider pedagogy as an integral part of the educational policy, meaning that a vision in policy that prioritizes learner's competence acquisition does not work in isolation; it involves the pedagogy of that institution in order to achieve the vision. In Cameroon the teaching, methods are constantly changing to the tune of the policy makers under the influence of international organisations. The state wishes to meet up with international standard, hence they adapt diverse

teaching methods and most at times impose on the teachers and learners with prior preparation. This has so far left the teachers and the students much to be desired especially in relation to its validity and relevance to learner's competence acquisition. Recently, the education systems sow its navigation from objective based approach [OBA] to competency-based approach (CBA).

The CBA is the probably the ideal method to be used in secondary schools teachings in Cameroon, unfortunately there is no avenue for training teachers on how to teach and evaluate CBA except for some few seminars (once every academic year). Most teachers till date still have severe challenges on how to implement the competency-based approach in classes. Students seem to study for seven years without practice, nor internship in any subject. This is probably why secondary school's students finds it difficult to acquire skills in secondary schools. the teaching methods are probably not well planned, it mostly takes the learners and students by surprise, background work as to which type of classroom, number of students per class was ever done before the CBA came into play.

Didactic materials refer to any resource that is designed to aid a student in their learning experience. These tools can help a student improve their knowledge and understanding of the world through manipulation and experience. According to (Lynch, 2021), there are four categories of didactic materials. This includes mathematics materials, language equipment, sensory materials, and practical life equipment. Each category of materials can be used to improve a particular set of skills, such as speaking or reading. The idea behind these materials is that the student will make new discoveries and experience new sensations through manipulation. Through these experiences, the students will understand more information regarding the real world and how it works.

According to Warrior, (2009), the characteristics of a didactic material may vary according to the objectives, the characteristics of the students and the study conditions, as well as the infrastructure and access to technologies. For example, a teaching material for the area of mathematics cannot be prepared in the same way as for art history.Among some characteristics, the didactic material; It can be adapted to be used with or without the help of the teacher, it is possible to use it individually or in groups, it is versatile. A teaching material can be designed for different contexts. it is oriented to motivate. Your design should arouse interest and curiosity about the topic, it is a source of information. establish a work rhythm (Warrior, 2009). A teaching material can mark a

pace of evolution or progress in the cognitive development, abilities, interests and other aspects of the student. looking at the importance of didactic material in the teaching-learning process, there is a need for its planning in order to make effective use of it. But most teachers do not even make use of didactic material, in most subjects, the learners have to imagine the explanations. This could be one of the reasons for deteriorating competence acquisition.

Interactions between students, teachers and pedagogical content, and thus, education, generally take place within a school's physical infrastructure. Ensuring an adequate and sufficiently equipped infrastructure is key, so that teaching 'takes place in acceptable conditions and that learning can flourish' (IIEP-UNESCO, 2018). Indeed, physical infrastructure has significant impact on children's enrolment, attendance, completion rates and even learning achievements (the World Bank found that investments in school facilities in Peru increased students' attendance rates (UNICEF, 2009f)). Physical infrastructure can also protect the lives of teachers and pupils, as well as investments in education (in the event of a natural hazard). When developing the physical infrastructure of schools, various considerations. For instance, adapting facilities to students' size and physical abilities is indispensable. Cultural sensitivity and local customs must also be considered, such as toilets that are intended for use by Muslims should not face Mecca. Adequate water, sanitation, and hygiene (WASH) facilities in schools 'improve access to education and learning outcomes, particularly for girls, by providing a safe, inclusive and equitable learning environment for all' (UNICEF and WHO, 2018, p.8). Sustainable Development Goals (SDG) 6 and 4 aim for universal access to WASH and inclusive and effective learning environments.

Contextual background

Electricity-wise, SDG 7 aims to ensure universal 'access to affordable, reliable and modern energy for all' (United Nations Division for Sustainable Development Goals, 2015). Electricity-based lightning improves teaching and therefore learning outcomes. Every school should have electricity to provide lighting and energy for teaching as well as for the equipment –computers and radios– and appliances such as refrigerators and stoves. In Cameroon secondary schools, a majority of the infrastructures are outdated comparable to the 21st century demands. The classrooms were constructed without provision for switches for electrical appliances, some were never, the epileptic nature of energy supply impedes the attempts to use standardized didactic materials, students are

overcrowded in school's dues to smaller sizes and limited number of classes available especially with schools in the heart of the cities of Yaoundé and Douala. The is probably a blockage in the teaching-learning process.

European Union posits that competence is the combination of knowledge, skills and attitudes appropriate to the context". Competences that students are expected to develop during the whole process of learning across specific subjects or disciplines and that they need to succeed in education and for personal development, employment and inclusion in a knowledge society. The European Centre for the Development of Vocational Training stated that "competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g., social or organizational skills) and ethical values. (CEDEFOP 2011). Acquisition of competences or skills is a type of learning in which repetition results in enduring changes in an individual's capability to perform a specific task. With enough repetition, performance of the task eventually may become automatic, with little need for conscious oversight. Any behavior that needs to be learned and that is improved by practice can be considered to be a skill.

A description of how skills or knowledge is acquired in school must, at a minimum, focus on the curriculum to be taught, the method by which information is communicated, and the teacher's role in fostering the acquisition of knowledge and skills so that classroom instruction is interesting, comprehensible, and pleasant. Apart from job creation and the auto-employability abilities which graduate need, 21st-century employers hire both university students and graduates who know how to use their talents, strengths, and interest. The skill needed at the workplace that can close-up the big gap or mismatch between what students are learning in schools and the skills they need to be successful in life and explore in their chosen careers. These skills are mostly imbedded in the curriculum, where learners discover in the course of the lesson through practice. These lessons are prepared and presented to learners using well designed pedagogic methods, under up-to-date infrastructure accompanied by well-designed didactic material. These elements are the basics areas where planning is focused. Once these areas are put into places, taking into consideration the ages of the students at various levels, the process of competence acquisition is assured. The relationship between educational planning process and student's competence acquisition is examined in this study from the sight of some specific domains that enhance the teaching-learning process.

The theoretical representation of the possible relationship between educational planning procedure and learner's competence acquisition. This demonstrates that the planning procedure does not occur in isolation but its focuses on different procedures that occur within the school and enhance the teaching learning process. This avenue helps to bring the school and the community together, the teachers and the students under the same teaching-learning conditions and are expected to produce results that lead to the advancement or promotion of learners qualitatively and quantitatively.

Theoretical Background

The theoretical background of this study is the explanation of the phenomenon that is being studied. This explanation is grounded in the theories developed by several researchers and prominent theorist. According to Kerlingeras (cited in Amin, 2005, p.10), a theory is *a* predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena. Moreover, a theory could be seen as a set of interrelated concepts which structure a systematic view of a phenomenon for the purpose of explaining and predicting. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events.

Educational theorists today struggle over whether a single model of learning can be appropriate for both sex and for students of all ethnic backgrounds; although equality of educational opportunity in some developed countries like the United States is an accepted principle, it is not always easy to practice. Throughout history theories of education have reflected the dominant psychologies of learning and systems of ethics. Since the 17th century, ideas have grown that education should be developed towards human development for social living. John Comenius, Jean Jacques Rousseau, Johann Pestalozi amongst others, were outstanding figures in this development. In the 20thcentury, John Dewey declared that young people should be taught to use the experimental method in meeting problems of the changing environment. Later in the century the psychologist B. F. Skinner developed a theory of learning, based on animal experimentation that came to have a strong effect on modern theories of education, especially through the method of programmed instructions. More recent educational models based on the theories of Jean Piaget, Jerome Bonner, and Howard Gardner has gained wide support. David Carr R.F. (2003).

With cognizance to these definitions, educational planning has several theories guiding its functioning. For the need of a succinct elaboration of the variables, and the purpose of contextual theories that will guide this research work, we shall advance some of the following theories depending on their relevance to our scope:

Interactive planning model by Russell L. Ackoff (1981)

The interactive model of planning emphasizes the need for the value of interchange of ideas, opinions and knowledge in the planning process. In other words, it is more participatory, more adaptive and of course, less structured compared with rational model of planning. This model recognizes the importance of information exchange in planning, the dynamism of participation and interaction of individuals and systems with the environment. The interactive model can be applied in corporate or strategic educational planning when heads of units and departments as well as representatives of top management come together to brain storm and develop a strategic plan for the future development of an enterprise. Focusing on learning and change, recognizing the Non-Sequential Nature of the Planning Process, discerning the importance of context and negotiation in planning, attending to systematic pre-planning tasks and last-minute changes, honoring diversity and cultural differences, realizing and accepting that program planners work differently, understanding that program planners are also learners. Other than the above assumptions, the Interactive Model of Program Planning has five areas of foundational knowledge which program planners must understand while designing and presenting educational programs.

Curriculum theory (CT) by J.B. MacDonald (1971)

It is an academic discipline devoted to examine and shape educational curricula. There are many interpretations of CT, being as narrow as the dynamics of the learning process of one child in a classroom to the lifelong learning path an individual take. CT can be approached from the educational, philosophical, psychological and sociological perspectives. James MacDonald states "one central concern of theorists is identifying the fundamental unit of curriculum with which to build conceptual systems. Whether these rational decisions, action processes, language patterns, or any other potential unit has not been agreed upon by the theorists, (J.B. MacDonald, 1971). Curriculum theory is fundamentally concerned with values, Kliebard (1989), the historical analysis

of curriculum, ways of viewing current educational curriculum and policy decisions, and theorizing about the curricula of the future.

Economic Theory of Infrastructure by Brett Frischmann's 2005

Infrastructure theory appears to be promising as a theoretical tool through which school library practices are deemed of equal importance with other infrastructures at the school site, not merely supporting that which happens in the classroom. There is a wide range of positions regarding what an infrastructure is. In the following, we will borrow from several different perspectives to construct a usable approach for analyzing school libraries. The main thrust of any kind of infrastructure perspective is to position certain practices in the foreground and others in the background (Star, 1999). However, Star and Ruhleder (1996) emphasis that infrastructures are relational and that what is seen to function in the background depends on the type of activity involved. Consequently, different infrastructures shift from background to foreground. To a substantial extent, such shifts are associated with people moving from one place to another within the school and infrastructures having different functions for them.

Theory of academic performance by Reynolds & Walberg, (1992).

Walberg's theory of academic achievement posits that psychological characteristic of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Walberg's theory talks about the influences on learning that affects the academic performance of a student. It is an exploration of academic achievement wherein Walberg used a variety of methods on how to identify the factors that affects the academic performance of a student. He analyzed his theory with the help of different theorists and integrated his study with over 3000 studies. In his theory, he classified 11 influential domains of variables, 8 of them were affected by social-emotional influences namely, classroom management, parental support, student-teacher interactions, social-behavioral attributes, and motivational-effective attributes, the peer. Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic.

Problem Statement

Education plays a significant role in improving the socio-economic conditions of individuals and communities (Monyai, 2017). The importance of education in individual and national development has let to scientific configuring of systems to achieve individual and national objectives. Educational planning is creating a plan of action for providing quality education to students. It involves setting goals and objectives for the educational system, as well as determining how best to achieve those goals. The process of educational planning also involves making decisions about what resources are needed in order to provide the best possible education for all students. The state puts in resources to create schools and train staff to serve in schools in order to transform learners into skilled human capital, the parents on their part sacrifice huge sums to sponsor children in schools in order to prepare a better future for them meanwhile the learners follow the already planned systems to acquire knowledge and competences in order to become better citizens, acquire competence and later be able to create jobs or get employed in order to survive, help their families and their externalities.

In this century, the precondition for young people to fit in the communities and job market is the quality of the competences, skills and knowledge they possess. It has become very exigent especially with the rapid evolution of the community spurred by technology, globalisation and internationalisation. Thus, without competences, the learners who eventually graduates will be found wanting in the world of work.

Unfortunately, it is observed by the researcher that many students from secondary schools in Cameroon graduates without basic competences. Many students entering higher education or facing the job market are unable to read and write fluently after spending about thirteen years of their lives, spend money, time and sacrificing other valuable responsibilities to be in school. Upon completion, they have virtually nothing to reckon with. The students lack basic language skills (speaking, reading, writing and numeracy skills) that form the base on which all other subjects stand. Such cohort of young people feel frustrated, disillusioned and some turn to use adverse lifestyle to survive. They increase dependency ration on their parents, increase crime waves in the communities and subsequently a fall in the nation growth domestic product and standard of living.

The question the researcher asks is for how long secondary schools shall keep training young people without competences.

Research objectives

Main Research Objective

To examine the influence of educational planning process on learner's competences acquisition in some secondary schools in Yaoundé V

Specific Research Objectives

1. To examine the influence of curriculum planning on learner's competences acquisition
2. To study the role of pedagogic planning on learner's competences acquisition
3. To examine the influence of didactic material planning on learner's competences acquisition
4. To examine the influence of infrastructural planning on learner's competences acquisition

Research Questions

Main Research Question

In what ways does educational planning process influence learner's competences acquisition in some secondary schools in Yaounde V?

Specific Research Questions

1. How does curriculum planning influence learner's competences acquisition?
2. How does pedagogic planning influence learner's competences acquisition?
3. How does infrastructural planning influence learner's competences acquisition?
4. How does didactic material planning influence learner's competences acquisition?

Research Hypotheses

Main Research Hypothesis

Ha: There is a relationship between educational planning process and learner's competences acquisition

H0: There is no relationship between educational planning process and learner's competences acquisition

Specific Research Hypotheses

1. **Ha_1:** There is a relationship between curriculum planning and learner's competences acquisition

   $H0_1$: There is no relationship between curriculum planning and learner's competences acquisition
2. **Ha_2:** There is a relationship between pedagogic planning and learner's competences acquisition

   $H0_2$: There is no relationship between pedagogic planning and learner's competences acquisition
3. **Ha_3:** There is a relationship between infrastructure planning and learner's competences acquisition

   $H0_3$: There is no relationship between infrastructure planning and learner's competences acquisition
4. **Ha_4:** There is a relationship between didactic material planning and learner's competences acquisition

   $H0_4$: There is no relationship between didactic material planning and learner's competences acquisition

Justification of the Study

This study on the role of educational planning processes and learner's competences acquisition like Best (1993) puts it, is worth the time, effort and expense. In line with universal educational requirements to provide for a school system that empowers learners to develop their latent potential to cope with increasing complexities of life, facilitate insertion into the job market and become autonomous learners, pursuing lifelong learning, the new syllabi are designed to reflect local knowledge culture and promote sustainable development by school leavers. To achieve the above and in line with the objectives of national educational policy (law no. 98/004 of 14 April 1998) (Elton, 1967) to lay down guidelines for education in Cameroon, the new pedagogic paradigm chosen is "the competency based approach with entry through real life situation" the new syllabi

are in tandem with the provisions of the Growth and Employment Strategies Paper (GESP) (2010) (Tambo, 2005) which specifies the minimum amount of knowledge, skills and attitudes each Cameroonian school child is expected to possess by the time they graduate from the first cycle of secondary education. Together with the accompanying Teachers Guides, the syllabi provide teachers an enabling framework to organize their pedagogic activities.

Nevertheless, whatever the realism and intelligence of any school planning is carried out by the principal and his staff the general vision or focus is usually the welfare of the student as a person-mentally, physically, emotionally and socially. A school plan may suit a group of individuals today but has very little or no appeal to the next. This indicates that there is process of adjustment in school plans to suit a particular set of individuals at a certain time meanwhile; there is at some point a need for complete innovation. In all these, the leadership role of the principal is much in demand in addition to coordinating with the various sectors and level of school; the participation of every staff member is necessary if such plan is to be realistic and effectively implemented in secondary schools in Cameroon (Fonkeng and Tamajong, 2009). When the principal and the staff are faced with myriads of challenges in both teaching and administrative activities, these hamper the realization of the objectives of the school if planning is not considered. So, for quality and efficient school administration to take place, there is need for unified effort from the principals and teachers based on the planning system. According to Agharuwhe (2014), principals are the major actors in an administrative process in the school and they need to plan in order to provide the enabling environment, equipment and facilities for effective teaching and learning. More so, principals' use of planning is important for teachers to be effective and efficient.

As principal occupies a very significant position in the school system, for him to be effective, he needs among others: drive, energy, vision, personal and management skills in order to bring about educational efficiency. This means that such a person has to create an environment in which teachers can cooperate with each other (Agharuwhe, 2014). It has been observed that teachers are central in the management of schools and their involvement in school administrative processes such as planning process is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rifts, conflict, misgiving and hindrance to the realization of the objectives of the school goals. The success or failure of any school plan is largely dependent upon the groups

that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school (Olorunsola & Olayemi, 2011).

Significance of the Study

The findings of this study will help the ministry of secondary education (MINESEC) to improve on the planning process used in the propelling of educational processes. The ministry of secondary education at the helm of matters concerning the system, most of the planning procedure take place in the MINISTRY so this study will help them identify which areas to lay more emphasis on.

Furthermore, Cameroon is a signatory to many international conventions and laws including the Education for All (2000), with UNESCO, and a confirmer of the Sustainable development Goal 4 is quality education. Therefore, the country is putting all hands-on deck to ensure a better performance which entails more skills and competences in schools. This study is also relevant because it helps to bring out new ways of assessing learners that stands the taste of time. Goal 4 of the SDGs focuses on quality education and the quality of education to learners is the competences they acquire after each lesson. This study is therefore coming in to unveil the difficulties and proposing the planning as way to enable schools achieve this quality.

A study of this caliber is relevant to the educational actors. The weight of production of well trained, skillful youths who will propel the development envisaged for Cameroons emergence in 2035 lies mainly on the educational system (the teaching and assessment strategies, type of curriculum, type of teachers, how they teach, the type of students and youth who leave school to the job market). Looking at this situation, a study that focuses on student's competence acquisition is of high importance and worth researching. Moreover, the introduction of competence-based approach of teaching in Cameroon educational system in 2008 brought a significant turnaround to the duties of teachers and students in Cameroon schools. It upholds those lessons should be tilted towards real life situations, reflecting the learner's environment.

The importance of planning in the educational system that cannot be underestimated. Planning helps the school to set objectives, provide strategies and resources to achieve them in specific time frame. This study is centered on the planning process in the present times and how it can enhance the learning or acquisition of competences. One of the main goals of educational planning is to

ensure that all students have access to quality education. By creating a plan of action and setting goals, educational planners can help make sure that every student has the opportunity to receive a good education. This study is indispensable as it demonstrates these by laying possible domains the planning process can focus on, such as curriculum, pedagogy, infrastructure and didactic material.

Educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. This study holds on to this conception about planning. Based on the fact that planning is not done in isolation, the study hopes to see how a well calculated planning process could improve the processes and enhance the transfer of competences from the curriculum and teachers to the learners. This will help to solve a very pressing personal and national challenge in Cameroon's educational system. This study is therefore relevant and worth conducting as demonstrated.

Scientifically, this study is relevant. It is among the pioneer studies in the faculty of education that specifically examines how the planning process in education could help the learners attain their goal. This is vital as it will add to the scientific literature from Cameroon perspective.

Today, the job market is more competitive in an altogether different sense. Along with subject matter expertise, employers are now looking for competences and skills as essential traits in their potential employees. Employability skills in this century are mostly transferable skills needed by an individual to make them employable. Employability relates to your knowledge, skills, and attitudes, how you use those assets, and how you present them to employers in today's context. These sets of job-readiness skills are, in essence, behaviours that are necessary for every job and are essential attitudes that enable you to grow in your career and also efficiently help you: connect with co-workers, solve problems, be a part of and understand your role within the team, make responsible choices for your job and your career, be independent and take charge of your career. The importance attached to these skills necessitate a succinct study of this calibre especially in a university where the youthful population are looking up to and trusting for transformation. Therefore, this study is verily indispensable as it looks at pressing issues concerning graduates.

It is also very relevant because of the fact that planning of an educational system is a determiner to the skilful readiness of human resources (manpower) which the employers most desire in this century. Today, with the fast-growing nature of technology and renovations in various sectors, any educational system that exists independent of the economic sector of that country is bound to remain poor with constant increase in unemployment rate. Therefore, needs a new planning process that this study is focused on. On a personal note, when you move around the streets of Yaoundé as a researcher, you meet advance level holders, BAC holders and even bachelor degree holders roaming the streets hopelessly. Some have engaged into various criminal activities like becoming cyber criminals; others prefer to become gays, charlatans and all sorts of depravities in the society in the guise of putting food on the table. Others have turned to escape to other countries to struggle just to make ends meet. Many confess that after graduation, they could not find jobs to do, as jobs demanded specific skills which they lacked. These places this study on the right focus as it is looking at how the systems can plan and make it possible for competences to be activated in the learners to abate this prevailing phenomenon.

The teachers of secondary schools in Cameroon are in need of this study. The findings will help them to take special care of the identified areas like curriculum, teaching methods and didactic material shown by the findings as the critical points of interest. The findings will also help the learner to identify the respective competences and redesign their strategies to activate them in their learners.

The findings of this study will be very important to students. The students are the first beneficiaries of education. The findings of this study will make the learners to understand the various competencies imbedded in the curriculum and how they will acquire these skills.

Scope of the Study

According to Ogula (2009), the scope of a research work specifies the boundaries of the study according to time spread, content, and discipline. The study is centralized on some secondary schools in of Yaoundé V, government-owned institutions in Cameroon.

This research project ran from the academic year 2020/2021 to 2021/2022. These two academic years were characterized by intensive seminars (class work), and active fieldwork. This effective

period helped the researcher to have an in-depth mastery of the different forms of challenges that impede the conception and implementation of planning process in today's' secondary schools.

In the schema of this research work, a host of theories were employed to enable the researcher to explain and expatiate on the main concepts of planning and competence acquisition. These theories facilitate the understanding of events, behaviors/actions/situations that exist between the variables of the study.

The study makes use of main concepts like planning processes and competence acquisition. The concept of planning is studied in the faculty of education, specifically in the department of educational management. The concept is characterized by curriculum, teaching methods, infrastructure and the didactic material.

Definition of key concepts

Planning process

A planning process is a set of interrelated and interdependent activities towards achieving the planning goals, (Ogolo, 2019)

Educational planning

Mbua (2002) defines educational planning as "the process of preparing a set of decision for actions in the future in an organization, business or individual activity or the establishment of objectives and determination of best ways to accomplish them. In a related sphere, Coombs (1970) defines educational planning (EP) as the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of the individual and the society

Curriculum

Curriculum as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or schools' instructional goals (Kelly, 2009).

Teaching methods

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement.

Infrastructure

Education infrastructure are crucial elements of learning environments in schools and university. High-quality infrastructure enables a better learning facility which improves student outcomes, and reduces dropout rates, among other benefit.

Didactic material

Didactic materials refer to any resource that is designed to aid a student in their learning experience. These tools can help a student improve their knowledge and understanding of the world through manipulation and experience.

Competence acquisition

We define competence acquisition as actions that attempt to acquire (or implement) individual abilities to handle situations in a way that serve productive purposes in the society.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Introduction

The second chapter of this study is titled review of related literature. The chapter examines the ideas, opinions, writings from earlier researchers. It presents the Cameron secondary education landscape, and sub divide the chapter into conceptual framework and the theoretical framework.

Conceptual Review

Secondary education landscape in Cameroon

Cameroon secondary schools are under the control of MINESEC headed by Minister Nalova Lyonga. The English subsection is characterised thus: Secondary education -Length of Study: 5 years; Certification: GCE O/L and High school - Length of Study: 2 years; Certification: GCE A/L. The precondition for entry secondary school is the first school living certificate and or common entrance exams at the end of primary six. The Student is then grilled for five (5) years of secondary education which consists of Form One (1) to Form Five (5). The curriculum of study comprises all subjects from Home economics to physics and everything in between. By the end of Form 3 students are expected to select between an Arts or Science course of study. So studies between Forms 4 and 5 are more specialized and geared towards the final exams. At the end of Form 5 the students sit for the General Certificate of Education Ordinary Level, (Cameroon GCE O/L). The Cameroon GCE O/L consists of a broad selection of over 25 subjects examined during the course of two weeks. The student can select a maximum of eleven subject to sit from a Science based list or an Art-based list. Hence, Cameroon students often describe themselves as science or Arts students in the result is graded as *A, B, C D, E and F* grades with A being the best grade possible. Successful students are those with a passed grade (A, B or C) in four or more subjects.

Teaching and assessment practice in Cameroon secondary schools

Since the academic year 2012/2013, government secondary schools in Cameroon moved from their objective based teaching approach to embrace the competency-based approach. The introduction of CBA in secondary school in the academic year 2012/2013 experience challenges as many teachers couldn't easily comprehend its exigencies (Fonkwa, 2012). By introducing this

approached it was hope that teachers would teach using a more interactive method with learners at the center. Then in July 2014, ministerial order No 264/14 MINESEC/IGE OF 13th August 2014, to outline the syllabi for first and second school (sixiéme and cinguiéme) enhanced the tried curriculum into a more contextual CBA curriculum. Triggered in sixéme in the year 2014/2016, it moves on to "Cinquiéme" in 2015/2016. According to Tasnimi (2014), competency-based approach was introduced due to the following reasons; Firstly, there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes of the curriculum. Both teachers and education supervisors did not put much importance on the outcomes of the learning.

Secondly pertaining to this as time elapsed the behavioural changes were seen as not important in education thus the emphasis on outcome was seen as important as far as the competence of the students who completed such level of education was concerned. Thirdly, it was argued that specification of learning objectives limited teacher's creativity in teaching and learning because it based on teacher centred than learner centred as opposed to outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process. (Bataineh&Tasnimi, 2014). Assessment in the context of CBA was tilted towards testing competences. But the quality of assessment is still a big issue to be tackled given that most teachers do not maters the techniques of assessment. The practices are probably not reliable, not valid. Today, CBA is modified to evaluate competences in a more specific way, focusing on one competence to the other and following what has been thought in class.

Grading system in Cameroon secondary schools

Assessments are done six times a year, implying twice a term. Upon assessment, the students performances are graded in four principal categories in context of CBA thus; 0-10 is labelled CNA = competence not a acquired, 11 – 14 is labelled CBA = Competence being acquired, 15- 17 is Competences acquired and 18 – 20 means A^+ = acquired. This grading system was introduced in the academic year 2019/2020 in secondary schools by pedagogic inspectors but without evaluation techniques. This grading system may be violated by the assessment practices as most assessment tools and process may be invalid and without objectivity in most cases.

Legal frameworks guiding secondary Educational in Cameroon

For every nation to adhere to economic growth and development, the government's policies on economic, political and socio-cultural domains are of primordial importance. Secondary education as well as other educational levels in Cameroon is steered by policies and conditions which overlap at the national and international levels (Samfoga 2012). For over the years, the government of Cameroon has strived to meet up with the challenges of education at both levels and the quality of youth's, employability rate and national development. Cameroon uses national and international policies principally and has as well solidified her status as an active member of the international community with the signing of many international cooperation and solidarity conventions in the educational sector with the World Bank, The United Nations Development Program (UNDP), the International Monetary Fund (IMF) the African Development Bank (ADB), United Nations Education and Cultural Organisation (UNESCO) and United Nations Organisation (UNO) which have been most resourceful in promoting HE in Cameroon.

According to Callaway (1971) educational policy warrants that policy makers and educational planners of every country should know more about the culture, believes and peculiarities of that society, the work force, the job-seekers, (young people in ages, sex, level and types of education, needs, positions in families, background and living condition, migratory movements, aspirations), unemployment, as well as incidence of underemployment in different parts of the country. This declaration matches indiscriminately with the urge to have citizens educated in higher institutions, acquire the skills and own a job each.The rate of youths (graduates) unemployment from schools in Cameroon has increasing kept policy makers thinking and has as well triggered a good number of policies since 1990s to roll back the surging trend (Samfoga, 2012). In this vain, very meaningful and life-changing national and international policies have recently been adapted to the higher educational in Cameroon with the aim of bringing more meaning to higher education and creating a responsive outlet to graduates employment possibility.

The poverty reduction strategy paper of 2003-2007 and the Growth and Employment Strategy Paper 2010/2020. Poverty is probably one of the well-known and oldest aspects of life that effect humanity. Although well known, it has different meanings and affects different people in different ways and different places and defined in different ways. Samfoga(2012) stipulates that a down-to-

earth understanding of its holistic character can be obtained by highlighting some key words that pervade the different dimensions of poverty among which 'lack', 'insufficiency' and 'deprivation'. These connotations depict both material (absolute or relative lack of or insufficient to meet basic needs) and immaterial dimension (relating to psychological and political aspect in terms of lack of respect, self-esteem, trust and power representation) which every unemployed citizens stands to face. Human Right Facts (HRF)(2009) categorise poverty in three main dimensions as "*absolute*", (the lack of basic necessities like clean and fresh water, health care, food, clothing and housing) "*relative*" (having few resources than others in the same society), and "*psychological*" (the state of mind or your life style) HRF(2009). Other forms of poverty may relate to deprivation in political and regulatory characterised by restrictions in political decisions and access to factors of productions such as land, labour and financial service (World Bank 1992). There is also the social dimension of poverty in terms of education, health and work. All these dimensions' feature in the United Nations (UN) definition of 'overall poverty' as stated in Samfoga (2012) thus;

> Lack of income and production resources to ensure sustainable livelihoods; hunger and malnutrition; ill health, limited or lack of access to education and other basic services; increases mobility and mortality from illness, homelessness and inadequate housing, unsafe environment and social discrimination and exclusion, (UN, 1995).

This view elaborates poverty in all dimensions of livelihood and can possibly be explained further as lack of participation in decisions making, and the civil and socio-cultural life. In addition, poverty can also be seen as a social and economic stigma that affects individuals and groups irrespective of the area of origin, (Nji, 2004.). The opinion highlights the socio-economic aspect of life which is indeed the platform of life as it involves education and economic activities. This matches in connection with our focus which in its deeper analysis holds that education and economic activities and two interwoven terms that enhance growth and development of the nation. Indeed, if there is a mismatch between these two concepts, economic growth will be low, poverty among school graduates, low living standards and low income.

The adaptation of the Poverty Reduction Strategy Paper (PRSP) in education by educational planners from 2003 to 2007 (IMF2003; 2006) of Cameroon was a milestone in the reformation process carried out in Cameroon since October 2000 when Cameroon reached the decision of the

enhanced initiative for Heavily Indebted Poor Countries (HIPC). This policy was set up with the strict determination to significantly reduce poverty with strong and sustainable economic growth. This very meaningful document was created using an open and participatory process which involved the population at the grass roots level, civil society, private sector, development partners and government and the public administration. This four-chapter poverty reduction tool placed the fight against poverty at the centre of all government's development policies, served as the reference for all government actions and coordinating donor's and also guide Cameroon's efforts in achieving higher economic growth. That notwithstanding, according to Samfoga, (2012) "the general growth profile was not substantial enough to eradicate poverty... the three-year of the paper was insufficient to effect any change in the higher education in Cameroon". These loopholes in this policy gave rise to the Growth and Employment Strategy Paper (GESP) for a period of ten years, 2010-2020, the first face of the vision 2035. The GESP stipulates that higher education must bring pertinent responses to the project challenges of economic growth, play a leading role for Cameroon to become an emergent nation and sustainable development and a long-term vision 2035 (SPD 2010).

The two policies above were highly criticized as seen in (Nji, 2004) who holds that the policies were highly theoretical. This is based on the traditional consistency of the macroeconomic analysis regarding how growth and development are interpreted whereby it is assumed that economic growth precedes development and poverty reduction (Dollar and Kray 2002). Section (3.3 GESP 2009) shows certain urgent reforms in higher education; investment in teaching staff, diversification of technology, professional and more market-friendly components of higher education system, develop partnership between the university and more related productive sector, develop a framework for recognition of skilled experiences, implement and use the new information and communication technology (ICT), setting up a higher education area for engineers and technicians amongst others (GESP 2009).

The sector Wide Approach (SWA)

The educational system and graduates in Cameroon were embarrassed by the morose economic situation, higher demographic growth and the rapid increase in international technology in the job market where graduates could not be situated. The system became compelled to modernisation

and professionalization in order to meet up with the challenges. In this regard, the different ministries of education unanimously came out with strategies to face these challenges. It was for this reason why the Ministry of Higher Education (MINSUP), Ministry of Secondary Education (MINESEC), Ministry of Basic Education (MINEDUB) and Ministry of Vocational Training and Employment (MINEFOP) came out with the SWA in February 2005 which reflected a common and coherent vision of education in Cameroon.

The SWA was one of the national approaches taken on education in Cameroon in 2005 as a means to implement the dispositions of the constitution, the laws of orientation on higher education, the major orientations of the PRSP, (SWA 2005). Through this medium, the government showcased her interest in enhancing the internationalism and vocational training in education. SWA 2005 states that; there is a need for vocational training as a means for professionalising the teaching profession, of developing human resources and putting into place a mechanism for regulating the flux at the end of each academic level and as well enhance school-to-job phenomenon by integrating graduates into the production system.

This approach also came as a means to ease government's preoccupation to train the youths to become active and responsible citizenship. Today, this objective is the base of the implementation of vast programs for reforms in the entire education sector. Basically, the SWA is a framework that integrates educational development actions in relations to the objectives of national development and for consultation with the civil society and partners in development. These frameworks are glaring in our specific born of contention per-say. Secondary schools in Cameroon have as an obligation to integrate the curriculum, pedagogy, policies and infrastructure with the needs and aspirations of the job market if they want to enable secondary school graduate's employment.

Studies have indicated that the SWA approach as any other approach in Cameroon has loopholes that limits its influence or impact for the purpose for which it was adopted. The succinct elaboration of this approach which is hardly grounded in practical fields gives an impression that it is out to please the international bodies to uphold an image and continually receive funding. This aspect is more heighted in the SWA (2005, p, 8) "it is only through such a program that any national or foreign financial support can produce investment and bring out development", by this, the

government hope to put in place a reactive educational system with the assistance of technical and financial partners. That is why several methods are capture and implemented in the Cameroon educational system without considerations of the socio-economic, political, social specifications of the society.

The 1998 law on education

The recommendations of the national forum on education inspired the creation of the law on education of April 14th1998, decree n^{o}98/004 that organised education, laid down the guide lines or general legal framework of education in Cameroon (Fonkeng, 2006). This law assigned new orientations to Cameroon educational system. It centred on the full development of the faculties and potentials of young Cameroonians for their well-being on one hand, and to serve as factors of economic growth on the other hand. This mission is defined by politicians and handed over to the ministries of education (basic, secondary, higher and vocational) for implementation. As an independent state, actions in this secondary schools depend on what the state bureaucracy prescribed given that the mission of secondary education could not be separated from that of the state (Ajayi, Goma& Johnson, 1996).

The same article stipulated some of these secondary schools as bilingual, with French and English as the two languages of study. It is from this backdrop that article 5 of the Law no 005 of 16 April 2001 to guide education stipulates that "in education, the state shall ensue that bilingualism is a factor for unity and national integration". This very vital element seems not to have a rule in relating education and the competence acquisition that prepares the students for the job market. The states policy attaches a very banal and somewhat bias rule to the bilingualism advantage the university enjoys.This law however remains the main document for educational policy in Cameroon. It is as well disappointing to know that it applies mainly to nursery, primary, secondary grammar and technical education as well as teacher training (Fonkeng 2006). It keeps researchers thinking as to what concretely is the base of secondary education policies. It gives impression that policies and reforms are made for secondary education out by chance or luck. This is tangible enough to explain the difficulties faced by these secondary schools to create impacts on the learners.

International policies

The millennium development goals (MDG)

Secondary and higher education in Cameroon since the year 2000 welcomed other policies known as the Millennium Development Gaols (MDG). Although the policy was not quite influential on, HE, it has a pivotal role to play thanks to article 2 which advocated for primary Education For All (EFA). The EFA process as initiated by UNESCO for member countries advocated for free primary education in developing countries in order to promote literacy rate. Immediately, Cameroon declared free primary education in the academic year 2000/2001 (which of course was /is of good faith) since then, this has relatively increased school enrolments in primary schools and next in secondary school moving to the tertiary.

The gross increase in enrolment rates was estimated at 99%, access rate 95% and completion rate at 56%, the net ratio at 78%, MINEDUB as stated by PRSP p. 75. With this increase in enrolments, the government possibly failed to forecast the future of this children in higher education, thus no major efforts were made to mitigate the constraints associated with demand for higher education and subsequently the demand for jobs. This high increase in HE enrolments became a big challenge to the system in providing the infrastructure, qualified personnel and necessary modifications to welcome them. The secondary schools in Yaoundé experienced extraordinary enrolments few years after the MDG and since then have been managing to roll them out of the system irrespective of their faith in the competence acquisition.

The sustainable development goals (SDG)

The MDG steered the progress of Cameroon in its stipulated domains up to the year 2015 as initially previewed. The international bodies accompanied by Cameroon after the evaluation of the achievements and the fallouts of this policy, they initiated another policy to modify, correct and ensure the growth of the member economies known as the sustainable development goals. Goal (4) “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The secondary school in Yaoundé seem still very far from the idea of inclusive education, quality education, lifelong learning opportunities. This is x-rayed by the alarming lack of requisite competencies, increase unemployment rates that characterises the graduates from these secondary schools. The learning conditions, congested classroom and mobility around these faculties do not permit the impaired person to freely access lectures. The level of quality education is still highly questionable because studies have shown that graduates still cannot answer the "what can you do?" question posed by the job market. Initially, when we talk of quality education, we mean skill base, enhance useful competences and many others.

Other recent efforts through conferences and meetings

Despite the continual reorganisation of the governmental departments especially during the appointment of members of government after the December 08th (2004) presidential election that sets up the ministries of youth's affairs and ministry of employment and vocational training in order to improve the situation of the unemployed graduates in Cameroon. It is worth noting that improvements were made in stepping down surging youth's lack of competences that have spured unemployment in Cameroon such as Conferences, meetings and unions are held to question why employability of youths from both secondary school and even higher institutions. An example of such conferences is the four-days' forum organise by the minister of Higher Education (H.E) and partners like UNESCO and the Islamic Organisation (I.O) led by Dr SeydouCisse, Science and Culture in Yaoundé on the 11th May 2015, aimed at giving impetus to the educational system and its governance and development in terms of funding, quality learning, infrastructure and professionalization.

During this forum, the Higher education minister opened a National Forum for Educational Governance and Development (N.F.E.G.D). He reported that the government has been improving the sector over the years in terms of facilities, teaching, research and administration. He equally cited President Paul Biya's insisting that the secondary and University education must meet the needs of ordinary people. (Cameroon Tribune may 2015.). These are possible stakes and thoughts that could better the Cameroon education but with very limited interest in creating a balance between education and employers. They missed the pivot of the problem that propagates unemployment among graduates in Cameroon. They did not think of creating cooperation between

education and the employers with students and employability at the centre. Meanwhile, development can only be achieved when schools train and the society employ. With the absence of this cooperation, researchers doubt if a country with constant increase in graduate's unemployment can develop.

In the same fight, on the 11th of October 2016 the (MINSUP) Fame Ndogo conveyed experts for another conference in Yaoundé for the professionalization of education in Cameroon. However, professionalising these educational institutions without involving the employers at the job market keeps a blur future for the learners. The youths of Cameroon are trained to wait for the state's employment and this has more or less plunged the state into a decree of mass employment of the citizens prior to the decision to recruit 25,000 young Cameroonians by the president of the republic on the 10th February 2011(National Institute of statistics 2011) in all the area of work. This decision also came as an effort to implement the second pillar of the Growth and Employment Strategy Paper (GESP) created in 2009 which gives priority to employment. Most unfortunately, thousands were employed as teachers, lecturers without pedagogy or skills to enhance the professionalization effort most preached these days in Cameroon. The policy of professionalization of education in Cameroon recently launched has experienced considerable changes in both secondary and higher education nation wild.

Private sector employers and government cooperation

At this initial level of engagement, the university consult employers about their hiring needs, skills and competences required for specific occupation and the dynamics of labour supply (SS) and demand (DD). This may take the form of one-on-one interview, focus groups, surveys and presentations or better still the officials get out of offices and meet employers on their own field of specialisation. Education ministers and stake holders should hold joint meetings with employers; allow time for non-workforce topics of interest to participants such as finance, supply chains or technology. Continuous conversation with the employers helps to fine-tune curriculum or pathway designs to current market condition. Wilson (2015) added the following potential questions to ask employers:

- What contributes to your company's growth?

- What policies most affect the industries?
- What are persistent skills gap and why?

Basically, educational planners are supposed to constantly pose the above questions as stipulated by Wilson before any step is taken on education. Researchers are still very indeterminate to the fact that the secondary school planners and policy makers consider the above strategy. It is a very hard knot-to-untie owing to the prevailing fact that the rate of mismatch between education and the job market is constantly rising.

Planning and planning processes

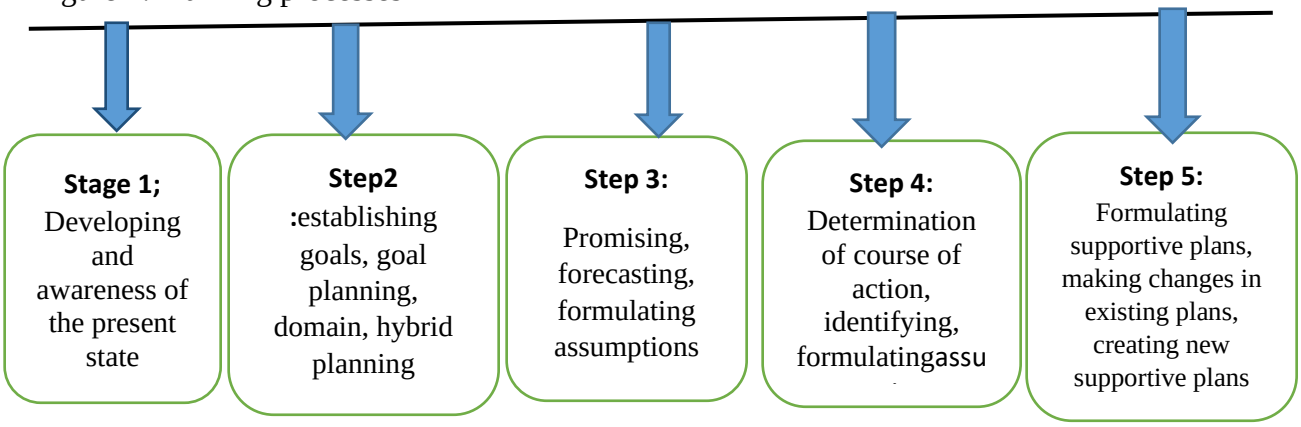
The concept of planning as a whole is firstly seen according to the Oxford Advanced Learners' dictionary New 7th edition, as the act or process of making plans for something. This makes us go back to what plan is. According to Ogolo (2019), a plan is something that you intend to do or achieve. Relating planning to business world or management, planning is the first function performed by managers that determines the pattern of actions needed for meeting situations in the future in order to attain organizational goals. Plans are predetermined courses of action made in the present to guide future implementation towards the goals of the organization. Plans and planning are therefore, the means by which managers can exert their impact on the future of the organization. However, planning can also be seen as the process by which managers analyse present conditions to determine ways of reaching a desired future state. Planning is also a management function that produces and integrates objectives, policies and strategies. From the above, it is evident that planning is observed as the process of deciding what objectives will be pursued within a future time frame and what will be done in order to achieve those objectives (Ogolo, 2019).

UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. These definitions depict that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives (Akpan, 2000). Involves conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore,

provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target.

The essence of planning is to see opportunities and threats in the future and respectively exploit the opportunities and combat the threats as the case may be. A planning process is a set of interrelated and interdependent activities towards achieving the planning goals (Ogolo, 2019). This can be explicitly expressed with the aid of diagram of the planning process depicted on fig 1

Figure 1: Planning processes



Source: *Adopted from H. Koontz and C 0' Donnel (1972), Principles of Management: An analysis of Managerial function. New York: Mc Graw-Hill, 113.*

All these steps are taken one after the other;

Developing an awareness of the present state

It is at this stage that managers create a foundation from which they will develop these plans for the next planning period. According to Ogolo (2019), before taking this management course, for example, the school system might have had to find out whether she had taken the necessary prerequisite and whether the course schedule fits the total academic program. The foundation constructed during this stage specifies an organization's current location, pinpoints its commitment, recognizes its strengths and weaknesses, and sets forth a vision of expected gains. Because the past is instrumental in determining where an organization expects to go in the future,

managers at this point must understand their organizations and history, (Agbonifoh, 2008). He stipulates that the further you look back, the further you can see ahead".

Establishing Goals

Specific goals are established during the second stage of planning just as the goal in this course might be to get a certain grade, managers set specific goals of various levels in the organization's hierarchy, for example, plans established by a secondary school's English teacher's curriculum committee must fit and support the plans of the department, which contributes to the goals of the school, whose plans, in turn, must support the goals of the school and the specific learners. According to Agbonifoh, et al. (2005), Managers, therefore, have to develop elaborate network of organizational plans to achieve the overall goals of their organizations. Not only do managers create plans at various levels within an organization, but they also create different kinds of plans. Not every organizational plan has a goal embedded in it. There is evidence of both goal and domain planning. In goal planning, people set specific goals and then create action statements (Ogolo, 2015). Another approach to planning is domain planning which is also known as directional planning; in which managers develop a course of action that moves an organization toward one identified domain. Within the chosen domain may lie a number of acceptable specific goals.

Premising

During this stage of the planning process, managers establish the premises, or assumption on which their action statements are built. As stipulated by Agbonifoh, et al. (2005), the quality and success of any planning depends on the quality of assumption on which it is based throughout the planning process, assumptions must be brought to the surface, monitored and updated. Managers derive information by scanning their organization's internal and external environments. They use this information to make assumptions about the likelihood of future events. In the next phase of the planning process, they will develop action statements based on these assumptions. This is where forecasting comes in. Organizations try to answer such question as: "what technological advances are on the horizon?" forecasting may be based either on personal experience and expectation or on systematic, empirical research. In both cases, managers base their forecasts on assumptions.

For Ogolo, (2019), in a nutshell, premising involves forecasting what is likely to happen inside and outside an organization's movement toward its goal and use these forecasts to generate information for their action statements, they are engaged in the premising activity.

Determining a course of Action

In this fourth stage of the planning process, managers decide how to move from their current position toward their goal or into their identified domain. They develop an action statement that details what needs to be done, when, how and by whom, (Jon et al. 1990). The way in which an organization gets from its current position to its desired future position is determined by the course of action that managers choose. Choosing a course of action involves; determining alternatives by drawing on research, experiment and experience; evaluating alternatives in the light of how well each would help the organization reach its goals or approach its desired domain and selecting a course of action after identifying and carefully considering the merits and demerits of each alternative (Jon et al. 1990).

Formulating supportive plans

The planning process seldom stops with the adoption of a general plan. Managers often need to develop one or more supportive or derivative plans to bolster and explain their basic plans. Suppose an organization decides to switch from a five-day, forty-hour workweek to a four-day, forty-hour workweek in an attempt to reduce employee turnover. For Jon et al (1990), this major plan would require the creation of a number of supportive plans. Managers might find it necessary, for instance, to develop a new plan for personnel polices dealing with the payment of daily overtime. New administrative plans would be needed for scheduling meetings, handling phone calls and dealing with customers and suppliers. Even a new maintenance arrangement for cleaning the facilities would be required. It has to be borne in mind that each of these stages can never be done in isolation to make an effective planning. They have to be carried out one after the other to make up effective planning (Ogolo, 2019).

Educational planning

Educational planning on the other hand involves a systematic and scientific set of decisions or future action with the aim of achieving set educational goals and objectives through optimal use

of scarce resources (Etor, 2018). This implies that educational planning provides the tool or coordinating and controlling the direction of the different components of an educational enterprise so that educational objectives can be achieved. In any country, educational planning is necessitated by varied reasons which include among others, the desire of government to meet the yearnings, needs and aspirations of the citizenry, the demand for education and access to education, provide quality education to the people, to respond to technological development, to ensure global competitiveness and more importantly to actualize government political philosophy.

According to Akpan, (2000) educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000). Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement. The political, social, economic and technological needs of a nation must be considered in educational planning.

Therefore, according to Adeyemi, et al. (2000), educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement. The political, social, economic and technological needs of a nation must be considered in educational planning. Therefore, educational planning is the exercise of foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the

country and of the pupils served by the system, (Olufu, 2003). This implies that educational planning is a scientific study of the future with regard to a nation's educational development.

The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programmes that will enhance achievement of set educational goals. Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development (Olufu, 2003). Educational planning adopted in a country is not decided by professional planners or technical pl aners and the democrats but by the polity. Combcited in (Akpan, 2000), the polity is a representative body of the government in power at the time of the educational planning. Thus, the government is responsible for identifying the overall goal of education and also gives the directives of the plan. The polity or legislature representing the government decides on the time frame as well as takes the final decision on the form of the plan. There are various types of educational planning. The government may decide to adopt short-term, long-term or strategic educational planning provided the type chosen will help the government to actualize her political agenda or ideology. Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized.

Educational planning approach

Social Demand Approach to Educational Planning

The social demand approach to educational planning solicits that education has to be provided for every individual who is interested, qualified and express desire to acquire any type or level of schooling. According to Ukpong (2020), in this approach the planning of education is geared towards satisfying the private demand of students/parents for education. This is the approach which education is planned to cater for public demand for school places. Social demand approach to educational planning views education as a service which is demanded by the public just like any other goods and services like hospitals, roads, water and electricity. Therefore, in this direction educational planning is regarded as the process of forecasting demand and providing sufficient

places in schools to satisfy demand. Generally, the social demand approach can be regarded as a traditional approach to educational planning. For instance, the education stakeholders of a nation like Cameroon can decide to satisfying the demands of the community by planning for education by the people because of its political importance (Okwori and Ede, 2012). The social demand approach to educational planning has three major short comings as highlighted by Okwori (2012).

Manpower Requirement approach to educational planning

Manpower requirement approach to education planning is generally concerned with demand for economy of any country. Okwori (2012) posits it to be an approach which aims at developing those skills that are in severe shortage in the economy. It also aims at planning for future manpower requirement to increase the rate of economic development. The manpower requirement approach has great relevance to developing countries like Cameroon, Nigeria, Ghana etc because of the persistent shortage of the right kind and number of workers. Through this approach it is possible to forecast the number of people that would be needed in a country for specific employment sectors over time. Severally, developing countries had made efforts to use this approach in planning manpower requirements (Okunamiri, 2009). The approach aims at striking a balance of demand and supply of educated manpower in the labour market as the main focus of manpower, planners.

But if imbalances occur, it is the educational system that has to be adjusted. According to Olubor (2004) manpower requirement approach to educational needs in terms of graduate turn out at the different levels of the educational system. In this process an inventory of the available manpower is taken while the demand for skills is determined in order to know the area where shortage or surpluses exist. However, manpower requirement approach has turned out to be the most widely used instrument for integrating educational and economic planning. Manpower requirement approach is based on forecasting of the manpower needs of the economy in the various skills areas required by the labour market to produce a certain level of development for a given period (Osareren and Omoike 2013). There is direct relationship between increase in skilled manpower and productivity, and skills, potentials and competencies of the people can be transformed through education. Manpower approach stresses output from the educational system to meet the man-power needs at some future date (Osareren and Omoike, 2013).

Advantages of Manpower Requirement Approach as heighted by Azunwena et al. (2013); the approach reduces the level of educated unemployment, it creates a balance between demand and supply of educated manpower on the lab our market and it is rational and ensures that the limited educational, resources are applied in the training of only desirable manpower resources.

The disadvantages of manpower approach as profess by Osareren and Omoike,(2013); It is capital intensive, it leads to one-sided production of manpower, it plays too much emphasis on population for education at the expense of proper costing and quality. The implication of social demand to educational planning according to Azunwena and Uchenna (2011) is that the type of education, levels of education and demographic data are put into consideration; because of the following advantages; It increases the level of literacy in the country, encourages equal educational opportunities and facilitates the process of income redistribution.

Cost Benefit Approach to Educational Planning

Cost benefit approach to educational planning is also known as the rate of returns approach. According to Ukpong, (2020), this approach recognizes the fact that resources are scarce and must only be applied when the best advantage or result can be achieved. In this approach education is considered to be an investment goal, therefore, expenditure on it is considered investment expenditure. This implies that education generates return beyond the immediate, through the improvement it brings to bear on the income earning prospect of the educated and therefore productive capacity of the society (Azuwena et al., 2011) pointed out the advantages of cost benefit approach to include thus; It is rated as being sound, empirical and rational approach, it ensures adequate benefits from investment ventures in education. He also professed the following disadvantage; It ignores the non- economic benefits that accompany the acquisition of a particular level of education, the approach fails to realize that benefit of education takes longer time to mature.

To Olubor (2004) the rate of return approach compares the social cost of expanding education and benefits derivable from such educational expansion. Therefore, this approach demands that, within the formal education system priority should be given to investment in the Kinds of education which promises the highest returns. At any given time, the planner has to determine which level of

education (primary, secondary, teacher training, Polytechnic and University) will yield the greatest dividends of investments made on them depending upon the prevailing economic, social and political realities of the country. To Ogunu (2000) the approach favours promoting those levels of education that exhibits the highest social cost benefit ratios. This approach determines what the society pays against what return it gets for educating one person with minimum cost. If the rate of returns to the society expected from a particular educational programme is higher, such educational investment is recommended, if not, it is rejected.

Planning for Inclusive Education

According to the United Nations Relieve Workers Agency (UNRWA) inclusive education as a right based approach to education, is one which appreciates the diversity of all learners and caters for their needs, placing particular emphasis on the children vulnerable to exclusion and marginalisation (UNRWA 2013). In this light, United Nations Organisation (UNO) in 2013 created an inclusive educational policy. Article 4.3 for instance states '*inclusive education is a continuous process of improving the educational system: it is about changing classroom practice and empowering schools and teachers to be more responsive and flexible to meet the needs of all children'*. This policy was adopted and applied in most of the member state countries. But the improvements in the University of Yaoundé I are still very minimal as the physically challenged students don't have access to most classes. The nature of benches does not favour their accessibility to education in most part of this institution. This gives an impression that the 1999 degree no 90/1516 of November 26th 1990, which states, amongst others mentioned in the low the need to provide special needs students with special teachers and didactic material adapted to their need was theoretical and never practiced.

According to Tanyi(2016), the number of children especially the handicaps found in regular schools is on the increase since 2005. This is firstly because of the 1995 Cameroon Educational Reform that stressed on Education for All (EFA) by the year 2015. Secondly, because of the United Nations Educational policy on inclusive education of January 2013, which has diverse effects on learning environment, the psycho-social and professional attitude on both teachers and special needs children in regular schools. In her article, Tanyi affirms that teachers lack specialised training to teach special needs students, Tanyi(2016). This makes it difficult for teachers to meet

the psycho-social demands of special needs children in terms of attitude as UN disability convention exhibited in the classroom. As cited in Tanyi (2016), (Mifsud 1999 &Ezeocha 1985) explained that training and experience are the prerequisites for a teacher to enhance classroom management.

This teacher's lack of skills makes life even miserable for graduates with special need. This is because they won't easily find jobs. This becomes more complicated as their nature seem not so flexible enough to engage into any kind of jobs like truck pushing, fruits hawking, bike riding and so on to earn a living. This has a negative impact on both the graduate and the society as the cost of investment in education is far much more than both the private and social returns the child makes. This is confirmed by Wolfenden (2011) in his article entitled *'Africans Need New Solutions to its Education'* where he categorically stressed that amongst other difficulties involved in educating handicaps, parents financial and psychological factors are primordial because educating one handicap child is worth educating two normal children (Tanyi, 2016)

Curriculum Planning

Curriculum planning is the process of identifying and organizing the instructional material that the course will follow. A curriculum designer makes decisions about what the students will be learning and how to deliver that material to the students. After analysing curriculum options, one is selected that is representative of the school's mission. Next, content is selected and the curriculum is built. Curriculum planning is important because it helps make sure daily teaching has a larger purpose. It provides a guide by supplying learning outcomes along with activities designed to help achieve those outcomes. It serves as a framework of reference for the classroom teacher and ensures the teacher delivers the appropriate content effectively to the students. The curriculum plan helps ensure daily teaching has a larger purpose by breaking down a broad concept into smaller, more manageable steps, (Baldwin, 2022**)**.

At the end of a unit, the previous material that has been learned fits together to help students realize the bigger goal or purpose. Curriculum planning ensures a structured method of delivering content and that students will be taught in a manner that aligns with the goals of the school mission. Teachers make a curriculum plan by first determining what is most important for students to learn.

The teacher considers both short-term and long-term goals. The teacher then decides the best method to deliver the content. The teacher also needs to include a plan to assess what the students have learned. To get a better idea of how curriculum planning works, an example is discussed below in which a history teacher has prepared a curriculum for their U.S. History class that has begun a unit on the American Revolution.

Different elements are required in curriculum planning. The teacher needs to decide what the big questions are and incorporate a strategy to provide students with the skill set to be able to answer those big questions. Learning and development must also be considered. The teacher must design and implement strategies that are engaging, educational, and allow for further development. The strategies need to include activities that will build the confidence of the learner as they progress. Even with the most well-designed curriculum planning, teachers must be flexible. There can be many things that interfere with the curriculum and the teacher must be able to quickly adapt (Baldwin, 2022**)**.

Curriculum

The word "curriculum"comes from a Latin"curere" which means 'a race' or 'the course of a race' (which in turn derives from the verb "*currere"* meaning to run/to proceed).According to the Association for the Development of Africa (ADA) (2008; p. 122), curriculum is a political and technical process that express and reflects the values, attitudes and feelings of a society towards its own well-being and development. The term **curriculum** can be referred to as the lessons and academic content taught in a school or in a specific course or program. *The Oxford Advance Learner's Dictionary* 8th ed. defines curriculum as the subjects that are included in a course of study or thought in school or college

This dictionary's definition is vital and relevant to the issue at stake in this research endeavour. The subjects included in the course of study in the faculties of the University of Yaoundé I seem more theory based accompanied by static facts. Students read same stories year in and out without any skills activated. Reading stories in novels for entertainment and rehearsing Shakespeare's language for pronunciation and probably fluency in speech can hardly solve basic problems without additional skills like information and communication skills, critical thinking, public

speaking, for the Languages departments meanwhile in other departments, channels of skills acquisition like management, pedagogy, technology and others should be put in place to enhance skills in the theory base studies. These skills are vital in complementing the specialty in order to facilitate the job search amongst graduates.

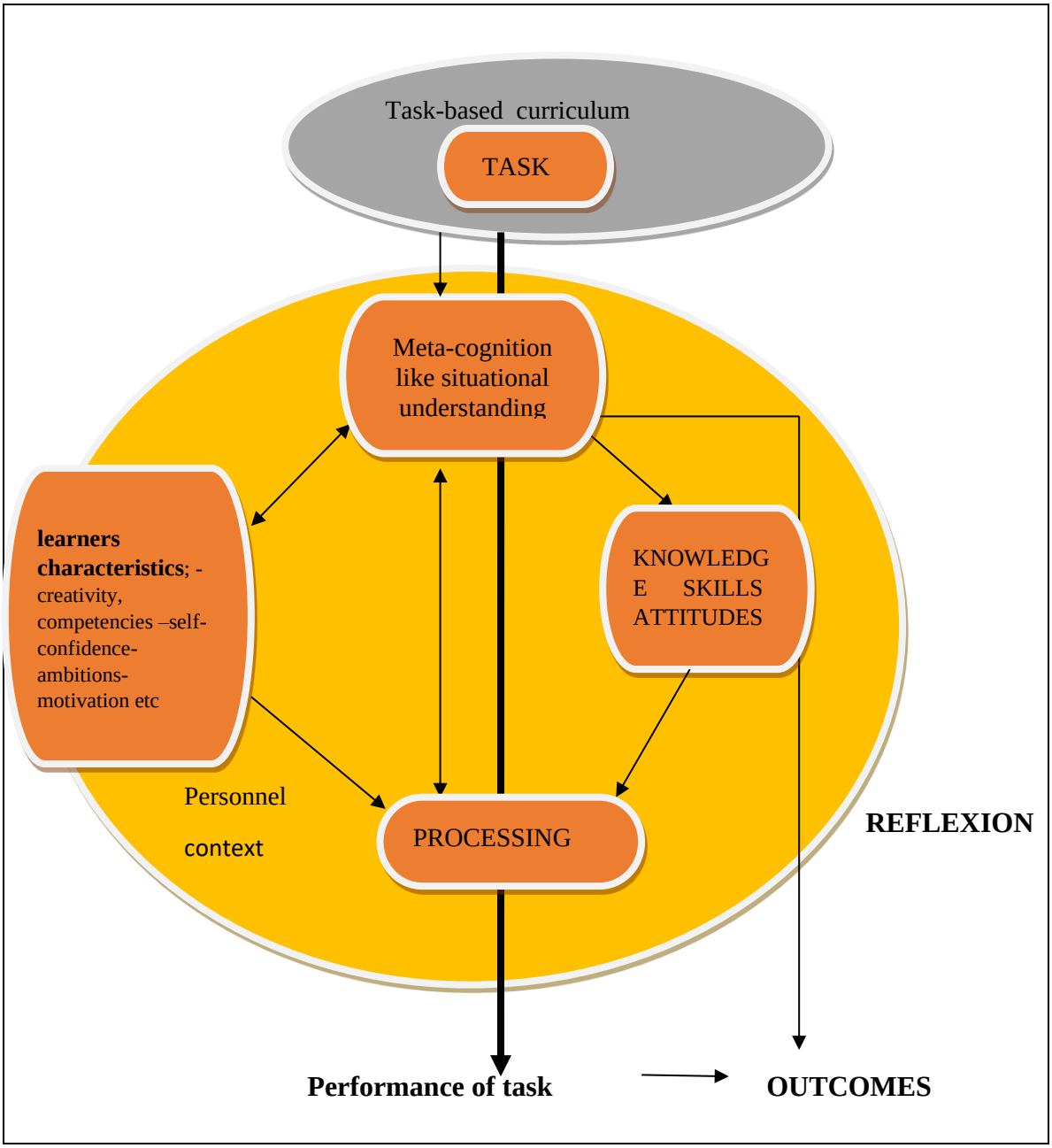
Competence-Based Curriculum

In Kouwenhoven (2009), Miller (1990) cited by the philosopher Alfred North Whitehead who stated that '*there is nothing more useless than a merely well-informed man*'. This implies education should not just be made up of theories without practical skills, education should not just be a successful application or reproduction of the same knowledge (Knubben, 1993). It is in this vein that Kearns, (2001) stipulates those important developments in the societies in the past decades have led to a different view of knowledge accompanied by an increase attention for acquisition of competencies and competence-base education and training. This assertion is spiced by the fact that acquisition of knowledge in itself is not the major aim of education and training, but what can be done with the knowledge.

Gibbons (1998) talks of two 'modes' of knowledge production; mode 1 refers to the knowledge of the discipline-base type typically produced in the 'classical' Universities. Mode 2 knowledge developments are the production of knowledge in the context of application, that is, it arises in the process of solving particular complex problems in collaborative trans-disciplinary terms and partnership.

Competence base curriculum can be conceptualised in a model as the ability to choose and use (apply) integrated combination of knowledge and skills and attitude with intension to realise a task. It can be seen as the ability to realise "*up to standard*" the key occupational task that characterise a job or profession. The model is instigated by an open interrogation that "*what drives a satisfactory or excellent performance?*" It describes what goes on in the head, your cognitive level after a task is realised. Competence base curriculum can instigate in learners the ability to perform key occupational task as demonstrated in the model below;

Figure 2: A model of cognitive aspect of learner's task based performance



Source: *Adapted from Kouwenhaven (2009)*

This model was adapted from Kouwenhoven (2009), Competence-base curriculum development in secondary education: a globalised concept. According to the model above, based on competence-base well thought and assimilated curriculum, the performance of a task becomes an 'intentional action' activity involving knowledge, skills and attitudes which are consciously planned, monitored and regulated can be used in varying degrees depending on the occupation or

job. The researcher wishes to deploy this model to the realities of the secondary schools in Yaoundé in the context of this research work. The model is applicable to both disciplines irrespective of scientific or not. If the department's objective centres on learner's competence acquisition, from these faculties, the curriculum will be revised and such a model could be coined to enhance the objective.

Pedagogy

Pelagic planning is the process of identifying the most appropriate teaching method and utilising them in the classroom in curriculum implementation. The word "pedagogy" originated from a Greek word "*paidagopia"* meaning "I lead". Johann Friedrich Herbart(4 May 1776 – 14 August 1841) is the founding father of the conceptualization of pedagogy, or, the theory of education. Herbart's educational philosophy and pedagogy highlighted the correlation between personal development and the resulting benefits to society.Pedagogy can be defined as the science and art of teaching. It is a field of studies that is concern with the teaching of teachers how to teach people effectively Nicodamus (2007; p.1). The Oxford Advance Dictionary defines pedagogy as the study of teaching methods. According to Nicodamus (2007), the main idea is "to teach teachers how to teach". Research holds that the problem of how to teach is much rampant amongst university teachers in most developing countries as there are no specialised institutions where in university teachers take professional training on how to train University students. In this regard, the absence of pedagogy, ethics and deontology probably limits teacher's professional explorations in these institutions.

This problem more or less makes up a considerable cause of unemployment amongst youths from secondary school given that the same theories and stories are transferred to the students without skill base modifications. This teaching problem seems eminent and glaring in this schools given that teachers are not given a chance to rehears or to properly study new teaching methods, some were even taken by surprise through the 25000-employment policy of 2011 to teach in secondary schools without any idea of teaching methods, ethics and deontology. The problem of teaching method, training the teachers to teach operation in the secondary schools is another born of contention that warrants quick reaction from the system.

Pedagogy for employability

Employability is a set of achievements-skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their occupation which benefits themselves, the work force, the community and the economy Yorke (2006). Employability is not just about getting a job. Conversely, not just because a student is on vocational course does not mean that somehow employability is automatic. Employability is more than developing attributes, techniques or experience just to enable a student gain a job or to progress within a current career. It is about learning and the emphasis is less on "employ" and more on ability. In essence, the emphasis is on developing critical, reflexive abilities with a view to empowering and enhancing the learner Harvey (2003).

The issue of graduate's employability should be at the centre of planning the economic, geographical, social, political and environmental activities of the faculties. According to HEFCE (2006) embedding employability into the core of higher education should be a key priority of the government, universities, colleges and employers. This will bring significant private and public benefits demonstrating higher education broader role in contributing to economic growth as well as its vital role in social and cultural development. The key challenge the university system is facing is how can the university best integrate and balance the different ways of teaching and learning that underpins both effective learning and employability for students.

The quality of pedagogy needed to be enhanced in: the quality of delivery, how to deliver (both theory and practice), personnel qualification and mastery of subject matter, learner's assessment vis-a-vis available jobs for employment in variety of settings and disciplines (Pegg et al. 2006) there is possibly the need to restructure the pedagogy, the practices of teaching learning in direct interaction with students, bracketing on initiatives like: faire access to the profession, widening participation in higher education, development of employer/university partnership, credit per course 40% theory and 60% practice, application of competence base approach (CBA) basing on the culture of Cameroon.

Furthermore, pedagogy is an indispensable medium through which employability can be developed amongst diverse university students. Emphasis evolving around personal development

planning tools and career advice to assist students in making connections between their career intensions and their learning, working, curricular and extra-curricular activities. This approach connects labour market opportunities, personal development and aspirations, skill development, career management and learning to support and inform students about the possibilities that exist for them.

The widening rate at which the young people are entering the higher education with the primary aim of obtaining a well-paid job upon graduation is alarming and should be put to check. The need for greater gains is at the core of youth's high enrolments and enormous sacrifice (on the forgone activities and finance) put in suggest that; competence base approach (CBA) order skill and competences needed for the job market should be accompanied by the ability to articulate learning and raising confidence, self-esteem and aspirations (Little, 2011). All these depend largely on the teaching method. If the lecturers are trained on a unique approach that chains up theory with practice, with focus on the learners (competence and the job market, the problem of youth's unemployment would be tackled positively.

According to Wilson (2015), through pedagogy, there should be capacity building where both educators and employers will respond to one another's needs. While Universities should provide customise training and skilled job candidates to the job market, the employers should assist with equipment, space, loan employees and other supports to the college. Employers lecture and even teach an adjunct course in the college while college instructors bring courses to worksite.

Kolb (1984) develops the experiential learning theory to describe how pedagogy and didactics should be undertaken in the university during knowledge transmission and training. To David Kolb, useful learning mostly takes place through experience in terms of work-related situations, and simulations in teaching learning process. Importantly, examples of best practices are to be provided in class work so as to instigate the happenings of a job market in the students. In some state secondary schools in Yaoundé, teaching learning should be rendered more practical and experiential so as to equip the learners with necessary skills to be absorbed by the job market.

School infrastructure / facilities

School facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Hinum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the wellbeing of students and teachers. Adeboyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. In the same vein, Hinum (1999) also report that there is a significance relationship between student's achievement and the condition of the built environment. The report of primary education in Africa by FGN/UNICEF/UNESCO/UNDP (2000) shows that chalkboard and chalk were the only materials reported as being adequately available in the schools.

The introduction of Universal Basic Education (UBE) has increased enrolment in primary school from 17.9 million in 1999 to 19.2 million in 2000 and 19.4 million in 2001, (FME, 2003). This increase translates to demand for more places at secondary schools resulting to overstretching of the existing physical facilities. Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives, (Umoru-Onuka 2004). Adegboyega (2002) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as well as instructional materials in some public secondary schools are poor, (Oredein, 2000). This prevailing condition would definitely show negative influence on the instructional quality which may translate to poor academic performance.

Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public secondary school in Yaoundé V cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

As earlier mentioned, infrastructure in secondary schools include, playgrounds, library facilities, laboratories, computer centres, technology, machinery, tools, equipment and so forth. The concept of infrastructure has been used on a comprehensive scale, not only in terms of educational institutions, but regarding organizations, public places, communities and country as a whole (Kapur, 2019). Lately, there has been an increase in secondary school population in Cameroon, demanding an increase in infrastructural facilities both in terms of quantity and quality, necessary for effective and functional education. Ayis (2006) puts it that in some secondary schools, one can get 80 to 90 students in a small classroom. The overcrowded nature of classroom today poses a great danger to the teaching and learning and invariably poses a serious threat to the quality of education. When we talk about facilities what readily comes to our mind are; classroom, desk and chairs, laboratories, libraries, workshops, play grounds, chalk and other consumables.

In many of our secondary schools even the structure is not available not to talk of other things. Where they exist, the buildings are dilapidated and, in most cases, grossly inadequate for the population of the students. In some cases, also, funding arrangement are more of paper or budgeting estimation whose implementation is never concluded. The laboratories are ill-equipped, the laboratory space that used to take 28 students, in the 80s now takes over hundred students, equipment and materials for practical are no longer available. All these facts are evident in the research findings of Etuk (2003), and Agbana (2005). However, with these problems at the background, teaching and learning for quality education in secondary schools cannot be possible. Other schools especially in the urban areas possess certain infrastructures but are fast dilapidating pending maintenance. Most technical colleges in Cameroon have such buildings, old materials that were formally made available for practicals, but have been abandoned, yet still available and in use in theory. There is a need for institutions to constantly maintain the facilities in order to enable effective use in schools.

The maintenance of school facilities generally begins with building and fixing firmly the idea of high regard for school facilities and discouraging willful destruction of school properties. And once respect for school property has been internalized, then the first and major battle of school infrastructure maintenance is won (Oyedeji, 1998). The maintenance of school building and furniture is unique as it requires the competent hands of specially trained and skilled personnel like plumbers, electricians, bricklayers, painters and carpenters. However, due to the complexity

and wide range nature of school infrastructure maintenance, a custodian is often employed to be in charge of maintenance and to oversee the maintenance crew. In primary and secondary schools, where lesser amount is needed for maintenance, permanent staff may not be needed, instead, they contract for their maintenance jobs.

Infrastructural development is a vital force towards increasing the value and usefulness of building and public facilities. Provision of portable water, electricity, drainages, sanitary facilities, sewage disposal and access roads essentially complement the buildings in such public schools while contributing to the proper functioning of the physical developments. Jijac et al. (2009) argue that maintenance of urban infrastructure is a complex task that is even more difficult with taking decisions to prioritize aspects to be maintained. Mojela (2013) identified several factors that contribute to the deplorable conditions of public schools' infrastructure in African secondary schools. These include inadequate government intervention, no sense of ownership by stakeholders, inadequate funding, and vandalism. Furthermore, lack of maintenance, neglect, deferred maintenance and overcrowding were also identified. A multi stakeholder framework for the proper maintenance of public school's infrastructure is proposed to eradicate existing poor conditions.

The status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. It seems that the provision of these school facilities have dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programmes. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning; this will invariably lead to high performance. A close observation of the performance of secondary school students perhaps could be traced to lack of physical facilities and a motivating learning environment. Most schools seem to lack the necessary facilities that could enhance effective teaching and learning as a result little is expected from students in terms of academic performance. Experience shows that inadequate physical facilities have some adverse effect on students' interest to learn. Hence, this may invariably affect their academic performance. In a situation where students are not having access to normal facilities like library equipment and inadequate seats in the classroom it is observed that these could contribute to low performance of students. Apart from

protecting student from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of students.

Teaching-learning material /didactic material

Teaching and Learning Materials may be demarcated as any medium or material that helps learning. Teaching Learning Materials (TLMs) are educational materials that teachers use in classroom to support specific learning objectives, as set out in their lesson plans. They include those that affect learning directly such as text books, audio visual aidsand the software and hardware in education technology (Farrant, 2002).In the book *Principles and Method of Teaching* the authors distinguish teaching materials from learning materials. They state teaching materials are those materials teachers use to facilitate learning, understanding and acquisition of knowledge, concepts, and principles on skills by the students while the learning materials are those materials that the learner himself/herself uses to make learning easier (Tamakloe A. A., 1996). Teaching and Learning Materials (TLMs) have different names as one goes from one school to the other. In some schools, they are called Visual Aids, whiles in others; they are called "Apparatus" or Teaching Aids.

These items are used interchangeably to mean the same things. The main purpose for use of any TLM is to make teaching and learning more meaningful. By using TLMs, the teacher attempts to excite as many sense areas in learners, as possible, to bring them into complete involvement in the learning situation so that their senses will be brought to bear on the topic being treated. A multiple of approach, through hearing, seeing, touching, smelling and tasting, makes for some complete understanding of the lesson. In fact, TLMs are very important because; they bring to light things that are far beyond the learner's environment nearer, they provide a means for learners to manipulate or handle materials or objects for better understanding of things, they make abstract ideas and they create and sustain interest, which results in full participation and attention of learners. In this way they serve as a source of motivation.

Teaching is an art which includes knowledge, presentation, an art of dissemination and above all every aspect of paralinguistic. Teaching demands broad knowledge of subject matter in all

horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. I am sure that nobody will deny the fact that a teacher is an aid and the activities used by the teachers are materials in the classroom.

Adequacy of Learning Resources implies the satisfactory or acceptable quality and quantities of material resources and physical facilities. According to DFID (2007), adequacy of instructional resources such as textbooks which are the main guiding material is the most cost-effective input affecting student performance. In this context adequate supply is usually assumed to be a minimum of one textbook per three students. Padmanabhan (2001) argues that the adequacy of Learning Resources determines the efficiency of an educational system. For effective learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as a dry and non-exciting. It is also important to have appropriate personnel plan for adequate instructional materials and physical facilities to support educational effort. Therefore, scarcity of textbooks, libraries and physical facilities according to Coombs (1970), will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials, and physical facilities are needed. This research will look into the adequacy of LR in SSE since the implementation of SSE in public education.

Learning Resources and Performance

Learning Resources basically comprises of two components that is the material and physical facilities (DFID, 2007) Studies done in the past with regard to availability of learning resources in education reveal that LR is not always available in schools. This inadequacy of these resources has been of serious concern to educators. Learning as Lyons (2012) affirms is a complex activity that involves the interplay of learning resources, students' motivation, and skills of teaching in addition to, curriculum demands. Availability of learning materials, therefore, enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources and physical facilities such as laboratories, libraries, and classrooms. If these are limited then educator lack a guiding tool to instill knowledge effectively.

Effects of Availability and Adequacy of Learning Resources

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This confirms the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of learning materials. Mwiria (1985) also supports that students performance is affected by the quality and quantity of learning materials. According to DFID (2007), the inadequacy of learning resources such as physical facilities interferes with the learning process and which, calls for their development, maintenance, and allocation by all efforts of all stakeholders. Mwiria (1985) noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, without considering skills of educators, poor performance could be attributed to inadequate learning materials and equipment. The study will look into the adequacy of learning resources SSE in Kipkelion District of Kericho County.

Competence Acquisition

The disruptive events of the past two years—the coronavirus pandemic, the fight for racial justice, deepening political polarization, and more—have raised profound questions about education: its purpose, its design, and its outcomes. According Hudson (2022), part of this deep reflection has been increased interest in competency-based learning (CBL). The competence acquisition or competency-based learner, or competence-based education Also known as mastery or proficiency-based learning, CBL offers a vision for a new educational system that adapts to the individual student rather than asking students to adapt to a rigid system. This has compelled secondary education institutions to become interested in describing qualifications in terms of competences and abilities that prepare students best for their future professional and social life (Hudson, 2022).

At its core, CBL is a system designed to mirror how people learn, work, and collaborate in the world beyond school. It is built on evidence-based assessment, and it prioritizes flexibility in time, space, and support to ensure all students have the chance to use the content they learn to practice durable, transferable skills (Levine, and Patrick, 2019). The concept behind competence

acquisition, competence- based-learning or competency-based-education is simple. It posits that learning is best measured by students demonstrating mastery of learning, rather than the number of hours spent in a classroom. By redesigning the education system around actual student learning, the schools via the subjects prepares each student more effectively for a future in an increasingly global and competitive economy.

According to Levine and Patrick, (2019), competency-based education is a major shift in school culture, structures, and pedagogy focused on ensuring that all students succeed and addressing fundamental shortcomings of the traditional model. Schools turn to competency-based education for different reasons: to help students learn most effectively, to achieve greater equity, to foster deeper learning, or to create a system of continuous improvement. Competency-based education is being implemented at deeper levels in more schools every year, and most secondary schools have made initial or extensive policy adjustments to allow for competency-based education innovations. Many secondary schools are making the transition because they know they can't help all of their student's reach career and college readiness without greater personalization.

Competency-based education is a system in which: Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning, (Levin, 2022). Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence. Students receive timely, differentiated support based on their individual learning needs. Students' progress based on evidence of mastery, not seat time. Students learn actively using different pathways and varied pacing. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable. A competency-based school should implement all seven elements of the definition. Strong implementation also requires policies, curriculum. Didactic material, infrastructure, pedagogy, and culture that support every student (Levin, 2022).

In this century, the requisite competences have moved to satisfy the needs of the community and industries. Key competencies that help students to be contextually and personally involved in the communities are included in the secondary school curriculum and are woven into all the teaching

that goes on at school. among them we have; thinking, using language, symbols, and texts, managing self, relating to others, participating and contributing.

Theoretical Framework

This part of the work displays theories and models that enable the explanation of the concepts in educational planning and student's competence acquisition in the sphere of secondary education. According to Eisenhart (2001. p. 205 a), a theoretical framework is a structure that guides research by relying on former theories constructed by using an established, coherent explanation of certain phenomena and relationships. The selection of the theoretical framework for this inquiry took a rigorous scientific exercise that required an indebt understanding of the research problem, purpose, significance, and research questions. This was motivated by the fact that all these four constructs (the problem, the significance, purpose and the research question) must be aligned such that the theoretical framework can serve as a foundation to the inquiry and further guide the choice of research design and data analysis. The theoretical framework serves as a guide to research work and assists in determining what the researcher will measure and examine (Eisenhart, 2001b).

In the same vein, Anderson, Day and Mclaughlin (2006. p. 154) emphasis on the importance of including a sound theoretical underpinning in every dissertation study with a quote from dissertation supervisor who stated 'I don't see how you will do a good piece of work which is a theoretical'. Similarly, Sarter (2006. p. 494) addressed the limited usefulness of findings and conclusions when a study is not justified by a theoretical framework. The importance of theoretical framework in research work cannot be overemphasized for it is a powerful construct on which the entire work stands. This framework was also established using the concept mapping process to visually display how it aligns with the literature review.

This part of the study forms the theoretical viewpoints in which case, the various theories of educational planning are analyzed in view of unveiling the fundamental connections and connotations that link the planning processes to student's competence acquisition of an educational organization to the quality of its outcomes in a fast-changing 21st-century society. Organization theories and models provide valuable insights into the dependent and independent variables of study because of the study bases on the organization and its output.

A number of related theories and models exist in the field of management and planning propounded by different educationist, psychologist, and economist for the logical explanation of the phenomenon that underpins the processes that take place in the secondary educational systems. For the need to explain the constructs of this study, four theories have been experimental which fits accurately and enhance our explanation of variables used in this study. Several theories do exist but some have gained wide considerations especially in the domain of educational planning. Kerlinger (1973, p11) observes a theory as a set of interrelated concepts, ideas, prepositions that present a systematic view of the phenomena by specifying relations among variables to explain and predict the phenomena.

According to Amin (2005), theories are logically related propositions presented in a systematic way that describe and explain phenomena and are constructed statements that summarise and organize knowledge in a particular area and are open to testing, reformulation, modifications, and revision. The theoretical framework of this study helps us to establish a link between educational planning processes and student's competence acquisition in secondary education. This study is underpinned by the fact that students learning is at the core of every education institution's mission and it could largely be improved by enhancing planning strategies about the purpose.

Among the theories used in this study, the principal theory was the general system theory propounded by Interactive planning model by Russell L. Ackoff (1981), Curriculum theory (CT) by J.B. MacDonald (1971) and, Behaviourism theory (BF Skiner 1898) Theory of academic performance by Reynolds & Walberg, (1992) enabled this study to explain how the educational planning process influence competence acquisitions in classes. The choice of these theories was motivated by our hypotheses which state that there is a significant relationship educational planning and student's competence acquisition.

Interactive planning model by Russell L. Ackoff (1981)

Interactive planning is a concept developed by Russell L. Ackoff, an American theorist, early proponent of the field of operations research and recognized as the pioneer in systems thinking. Interactive planning forwards the idea that in order to arrive at a desirable future, one has to create a desirable present and create ways and means to resemble it. One of its unique features is that

development should be ideal-oriented, (Haftor, 2011). Interactive planning is unlike other types of planning such as reactive planning, inactive planning, and proactive planning.

The interactive model of planning emphasizes the need for the value of interchange of ideas, opinions and knowledge in the planning process. In other words, it is more participatory, more adaptive and of course, less structured compared with rational model of planning. This model recognizes the importance of information exchange in planning, the dynamism of participation and interaction of individuals and systems with the environment. The interactive model can be applied in corporate or strategic educational planning when heads of units and departments as well as representatives of top management come together to brain storm and develop a strategic plan for the future development of an enterprise. Focusing on learning and change, recognizing the Non-Sequential Nature of the Planning Process, discerning the importance of context and negotiation in planning, attending to systematic pre-planning tasks and last-minute changes, honoring diversity and cultural differences, realizing and accepting that program planners work differently, understanding that program planners are also learners. Other than the above assumptions, the Interactive Model of Program Planning has five areas of foundational knowledge which program planners must understand while designing and presenting educational programs.

Interactive planning (IP) is a procedure that prescribes how to develop and manage social systems, organizations, whether they are business or any other kind. Ackoff (1981) expresses the intention of IP in the following terms: "The objective of interactive planning is an effective pursuit of an idealized state. The state is formulated as a design of that system with which the current system's stakeholders would replace it if they were free to do so. Such a system should be technologically feasible and operationally viable, and it should provide the system with an ability to learn and adapt quickly and effectively. Interactive planning promotes democratic control by allowing and facilitating the active participation of various stakeholders in the conceptualization and formulation of programs, projects, strategies and techniques. This empowering shift affords the stakeholders to become committed, engaged and grounded decision-makers. Interactive planning, therefore, according to Zeynep Ocak, "expands participants' conception of what is possible and reveals that the biggest obstructions to achieving the future most desired are often self-imposed constraints.

Relevance of this theory to the study

This study employs the interactive theory because it helps in the interpretation of the planning process (the independent variable). Moreover, Interactive planning (IP) is a procedure that prescribes how to develop and manage social systems, schools, organizations, whether they are business or any other kind. Therefore, the theory helps to emphasis on the need for a specific planning process within a school. Furthermore, interactive planning model also helps this study as it promotes democratic control by allowing and facilitating the active participation of various stakeholders (teachers, students) in the conceptualization and formulation of programs, projects, strategies and techniques. This empowering shift affords the stakeholders to become committed, engaged and grounded decision-makers.

Curriculum theory (CT) by J.B. MacDonald (1971)

It is an academic discipline devoted to examining and shaping educational curricula. There are many interpretations of CT, being as narrow as the dynamics of the learning process of one child in a classroom to the lifelong learning path an individual take. CT can be approached from the educational, philosophical, psychological and sociological perspectives. James MacDonald states "one central concern of theorists is identifying the fundamental unit of curriculum with which to build conceptual systems. Whether this be rational decisions, action processes, language patterns, or any other potential unit has not been agreed upon by the theorists, (J.B. MacDonald, 1971). Curriculum theory is fundamentally concerned with values, Kliebard (1989), the historical analysis of curriculum, ways of viewing current educational curriculum and policy decisions, and theorizing about the curricula of the future.

The four dimensions of curriculum theory are aims or objectives, content or subject matter, methods or procedures, and evaluation or assessment. The first dimension refers to the reasons for including specific items in the curriculum and excluding others. Sets of justifications for curricular inclusion may be broadly divided into four types: logical delineations between domains of knowledge, distinctive mental or cognitive operations, cross-cultural social distinctions, and deliberative activity about the ideal society, Scot (2001). The second dimension is content or subject matter and this refers to the knowledge, skills, or dispositions which are implicit in the

choice of items, and the way in which they are arranged. The two most important types of relations between different items of knowledge are: the degree of integration between them and progression within the domain itself.

Curriculum theorists have also focused on the way those aims and objectives are expressed. Three models have been developed: curriculum as product, curriculum as process, and curriculum as content. Scot (2001) opines that the third dimension is methods or procedures and this refers to pedagogy and is determined by choices made about the first two dimensions. Pedagogy is defined as the mode of delivery of the curriculum. A number of approaches have been developed. These are imitation, didacticism, intersubjective interchange, and apprenticeship. The two most important learning theories, symbol-processing and situated approaches, allocate distinctive roles to learning styles, assessment, and meta-cognition. The fourth dimension is assessment or evaluation and this refers to the means for determining whether the curriculum has been implemented successfully.

Significance of this theory to this study

This curriculum theory has a significant importance in this study as it explains the concept of curriculum as used in this study. according to this theory, the curriculum involves the basic understanding of the different disciplines to acquire essential skills and knowledge imbedded in the curriculum. The changes in society have brought a kind of culture that curriculum has to include which develops not only occupational skill but also the competence to deal with many situations and to work in teams. It enables the curriculum planners to understand the importance of curriculum, plan it and make establish implementation strategies for teachers.

Infrastructure theory

Before exploring the potential of talking about school libraries as infrastructure, we must first articulate what an infrastructure can be for the purposes of this text. There is a wide range of positions regarding what an infrastructure is. In this study, we will borrow from several different perspectives to construct a usable approach for analysing school libraries. The main thrust of any kind of infrastructure perspective is to position certain practices in the foreground and others in the background. However, Star and Ruhleder (1996) emphasise that infrastructures are relational

and that what is seen to function in the background depends on the type of activity involved. Consequently, different infrastructures shift from background to foreground. To a substantial extent, such shifts are associated with people moving from one place to another within the school and infrastructures having different functions for them.

The infrastructure approach of this article is also influenced by some basic notions from practice theory. The concept of practices has been defined in numerous ways. Schatzki (2002) conceptualises practices as sayings and doings in which relationships between people and things are organized and arranged in time and space. Leaning on Schatzki (2010), thus conceptualise practices as involving sayings, doings and relatings that occur at sites. In our understanding the school is a site of numerous practices. Pilerot and Limberg (2011) understand a practice as '*composed of a set of actions that are organized by understandings of how to do things; by rules; and by teleoaffective structures, i.e., beliefs, hopes, expectations, emotions and moods that have bearing on what is being done*' (p. 315).

Although practice theory offers a rich array of interpretive tools when approaching specific sites, we use it solely as a support for the infrastructure approach. In general, the school focuses on learning and pupils. However, the school engages in a multitude of practices related to various designated tasks. Some of these are regulated in policies and curricula, while others are intrinsic or embodied. Furthermore, some of the practices at a school site can be described in terms of formal or informal *learning*. However, from a practice theory approach it can be problematic to approach the site with preconceived labels and notions about what is going on. Rather, the school can be seen as '*a site of the social*' (Schatzki, 2002), a platform for sayings and doings. Shifting the understanding of the site from a place of learning to a place of social practices allows other kinds of understandings, beyond what is commonly pursued within educational research. In consequence, the classroom can be regarded as one site for *sayings and doings* and the school library as another site with other forms of activities. In such an approach, there are no preconceived assumptions regarding hierarchical relationships. Practices enacted within the school library are seen as connected to other sites, but not as subordinate to them.

Usually, the classroom is seen as the most central and visible infrastructure at the site of the school. From such a perspective, many of the other involved infrastructures are geared towards supporting

the doings and sayings of the classroom. This is a common view in educational research (Zhang, Lin, Chen, Wu, Chung, Lu,... & Chou (2015); Ott, 2017; Stevens, 2016). However, again, it can be seen as a problem that other infrastructures are not really recognised as producing other values beyond support of classroom practices. The approach of this study is therefore to view the school as a site involving a broad range of school practices. Several infrastructures enable the sayings and the doings at the school site. To describe and make manifest various kinds of invisible work, it can be instructive to view all of the infrastructures as equally important. This symmetrical approach is a methodological strategy, allowing a fresh look at what goes on at the school site, where teacher-led classroom practices are not ascribed a privileged position. This is yet another reason why we in our analysis take the perspective of the school library.

Theory of academic performance by Reynolds & Walberg, (1992)

Walberg's theory of academic achievement posits that psychological characteristic of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Walberg's theory talks about the influences on learning that affects the academic performance of a student. It is an exploration of academic achievement wherein Walberg used a variety of methods on how to identify the factors that affects the academic performance of a student. He analyzed his theory with the help of different theorists and integrated his study with over 3000 studies. In his theory, he classified 11 influential domains of variables, 8 of them were affected by social-emotional influences namely, classroom management, parental support, student-teacher interactions, social-behavioral attributes, motivational-effective attributes, the peer. Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic.

Students' academic gain and learning performance is affected by numerous factors including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostelries or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995) suggested "A

student educational success contingent heavily on social status of student's parents/guardians in the society. Considine and Zappala (2002) noticed the same that parent's income or social status positively affects the student test score in examination. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Bown, Ellis, Birtles, Durden, Lello, Begon & Bennett (2002) observed that "the measurement of student's previous educational outcomes are the most important indicators of student's future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors' of studies have been conducted in the area of student's achievement and these studies identify and analyze the number of factors that affect the academic performance of the student at school, college and even at university level.

Significance of the theory

This theory is significance to this study as it explains the concept of competence acquisition. It posits that Academic performance depends on learning skills and learning skills depends on home environment. Also, academic performance depends on academic interaction and academic interaction depends on study habits and home environment. Moreover, this theory is significant because it helps the study to develops and relates the foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

Empirical literature review

Ccurriculum planning on learner's competences acquisition

A related study was conducted by Dina (2020). According to this study, curriculum is not the only factor that determines the quality of education. Nor is it the only tool to realize the vision of education. So that, English learning at an Elementary is needed until implemented curricula 2013,

even though there are many problems in implementing the process of English learning in the classroom. Why does English at elementary school need in learning English, First, a young learner learn language easily; Second, all of life system uses English in this digital period, so that it can be easier to accept technology; Third, the young learner accepts English easily when they will continue to study at the junior high school. Keywords: English Elementary school, need, curricula.

A study conducted by Gurung, Ghose & Subedi (2019). on the perceptions and lived experiences of Nepalese educators and stakeholders in relation to the school curriculum and its influence upon student learning in a culturally and ethnically diverse classroom context. The study adopted a qualitative research design using face-to-face semi-structured interviews and focus group discussions to gather the perceptions of students, teachers, school principals and curriculum experts from three different schools representing distinct and diverse Nepalese settings. The findings identified that there are six main factors that affect curriculum delivery in Nepal: a centralized education system; social, economic and cultural diversity; political instability; curriculum content; the involvement of curriculum development stakeholders; and teachers' content and pedagogical knowledge and related attributes. These six factors all contribute to a significant influence on student learning.

Demir, et al. (2012) conducted on the effect of "Development of Efficient Studying Skills Curriculum" on academic achievements and studying skills of 7th grade primary school students. In this study, pre-test-post-test from experiment models and semi-experimental model with control group were preferred. The reason for the preference is our wish to make a comparison between the group on which curriculum was implemented (experiment group), and the group on which curriculum was not implemented (control group) in terms of academic achievement, and acquiring efficient studying skills. Study population of this research covers 7th grade students from Refika Küçükçalık Primary School in Kocasinan district of Kayseri which is located in the middle of Turkey during 2011-2012 academic year (8 units, 320 students). Sample of the study was determined according to purposive sampling which is one of non-probability sampling types. Obtained data were analysed employing Covariance Analysis (ANCOVA). As a result, this research indicated that students can acquire efficient studying skills by means of Curriculum for Developing Efficient Studying Skills and they increase their academic achievements thanks to these studying habits. In this sense, if quality of education is desired to be increased, students with

high level of academic achievements are intended and growing youth is expected to compete with the young population of other states with the effect of globalization, it is necessary to make students acquire efficient studying skills.

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. There are various factors that influence Curriculum Implementation like the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment. This Research paper has outlined some of the factors that influence the implementation of a curriculum and discussed how each factor influences the implementation process. Do remember that in educational practice, these factors interact with each other and generate influences that cannot be attributed to one factor or another. You should view them as a whole (Ramli, Sudadi & Afendi, 2023).

According to Sharon (2020), there has been a breakdown in the area of science education; therefore, there is a great need for curriculum reform so that the vision and mission will be clearly stated and that the stakeholders will be fair when redesigning the curriculum so that it satisfies the needs of students. There have been recommendations for education programs emphasized issues, such as updated scientific and technologic knowledge, application of contemporary learning theory and teaching strategies" (Bybee & McInerne, 1995). Also, there is a consensus amongst science teachers that students' study too many areas, without enough depth in each, therefore, a reform of the curriculum is of great need. Rodger W. Bybee of The National Academy of Science also reveals that the level of support for curriculum reform is unprecedented in the history of American education. Additionally, the curricula in middle schools contain too many disconnected themes. In addition, each topic is given equal priority which discourages the in-depth study of foundational topics. It is therefore recommended a revised curriculum that emphasizes a more practical set of foundational themes and concepts are needed in the study of science. For this study, the researcher used a combination of methods to gather data that was then analyzed. Questionnaires, surveys and observation were the channels to acquire information. The purpose of the study is to examine if

education and curriculum reform can impact the way we learn, and how. The analyzed data will be used for further research as well as to influence curriculum reform in educational systems.

Pedagogy and student's competence acquisition

A related study was conducted by Sudargini and Purwanto (2020). This study aims to determine the effect of pedagogic competence on student learning outcomes. The population in this study were 41 students of physics class at high school in Pati. Collecting data by observation, interviews and distributing questionnaires. The questionnaire method was used to collect data on the independent variables of Pedagogic Competence and the dependent variable on Learning Outcomes. Test the research instrument by testing the validity and reliability test. The data analysis technique used is multiple regression analysis, coefficient of determination, t test and F test with a significance level of 0.05. Before analyzing the data, the analysis prerequisite test was conducted, including the normality test, multicollinearity test and heteroscedasticity test. The results of this study indicate that there is a significant influence between pedagogical competence on student learning outcomes in the learning evaluation course.

In their study, Dincer and Doganay (2015) wrote on pedagogical agent is generally described as educational programs that guide, motivate learners while encouraging them during learning by providing feedback. The tasks (informative, guiding, or friend) and types (human-like, cartoon character, audio, text) of these modules can be classified based on various variables. Although computer-assisted instruction software is commonly used as a teaching material, research on modules integrated on such programs is scarce. Studies in the field have revealed that such computer-assisted instruction programs increase motivation of learners. In order to keep motivation levels high, these programs need to be adopted depending on the individual needs. Therefore, it can be beneficial to integrate software designed that can be personalized. In this respect, the present study was conducted with secondary school students to identify the impact of pedagogical agent on learners' academic success and motivation. For the purpose of the study, four groups were formed. The first group received education via fixed pedagogical agent, the second group had the option to choose among several pedagogical agents, the third group received the education without pedagogical agent and finally the last group received the same education through traditional (non-computer) way. This four-week program was introduced to students via

MS Excel program and the data was gathered as pre- and post-test method. The findings have revealed that interfaces impacted motivation and accordingly academic success in a positive way. As a result of the study, it is suggested that learners should be provided programs that can be personalized depending on learners' needs and preferences.

According to Abrantes (2007), using a sample of more than 1000 students, this study reveals that students' perceived learning depends directly on their interest, pedagogical affect, and their learning performance and indirectly on the student–instructor interaction, the instructor's responsiveness, course organization, the instructor's likeability/concern, and the student's learning performance. Likeability/concern indirectly affects student interest by influencing learning performance. The results yield recommendations for schools, department heads, and university administrators.

meanwhile Lin (2017) in his study investigated whether an English reading course integrated with the problem-based learning approach could foster foreign language learners' reading comprehension ability, strategy use, and their active learning attitudes. The pedagogy was featured with the small group scaffolding. Two intact English classes in a Taiwanese university were randomly assigned to the experimental and control treatment conditions. The experimental group received problem-based learning instruction, whereas the control group did not. The reading comprehension pre- and post-tests and the English active learning questionnaire were employed to collect the data. The Independent Samples t test yielded a significant difference between the 2 groups in the total score of the reading comprehension post-test, indicating that the PBL approach significantly improved the participants' reading comprehension ability, and the PBL participants' strategy use for identifying the subject matter and supportive details was better than that of their counterparts. The t-test results of the questionnaire showed that the PBL participants exhibited a significantly higher degree of active English learning attitude than the non-PBL participants in terms of motivation intensity and desire to learn English. There was a significantly positive correlation between reading comprehension ability and English learning attitude. Finally, instructional recommendations are presented.

In recently, Rienders (2010) conducted a study recognizing the growing importance of learner autonomy and the role of individual learners in directing their own learning process, both inside

and outside the classroom (Alford & Pachler, 2007; Benson, 2000; Breen, 2001; Conacher & Kelly-Holmes, 2007). However, in practice it is not always clear how to support learners in this role, and how to ensure they are ready to assume it. This paper explores some of the teaching aspects related to the development of learner autonomy and proposes a framework of skills that could be used by teachers as a guide to increasing learner responsibility. Although this framework was developed in the context of language education, its underlying theories apply to all educational settings.

School infrastructure and learner's competence acquisition

Barett and Schmis (2019) conducted a study on the impacts of school infrastructure on children and their learning. It covers a comprehensive range of factors ranging from the sheer availability of a school place, to the healthiness of the spaces and their suitability to positively foster learning, to the articulation of layouts and pedagogies and the dialogue necessary to co-create excellent schools. The detailed evidence is contained within a clear integrating model. Anang, (2020) wrote on the Implementation of learning he said that it should ideally not only pursue learning outcomes but also pay attention to student learning process. Students' activities and creativity are developed through various interactions and learning experiences. As a basic element of learning that needs to be developed is student learning activeness. School infrastructure is a facility that influences student learning so that it can run optimally. This study discusses that school infrastructure can affect student learning activeness. This study explains the influence of school infrastructure in learning, the development of school infrastructure in improving learning outcomes and their utilization in order to increase the intensity of student learning activeness which include physical and psychological involvement.

David and Bhahh (2020) conducted research on education community and identified numerous effective interventions for improving the literacy of U.S. schoolchildren, little headway has been made in raising literacy capabilities. David K. Cohen and Monica P. Bhatt, of the University of Michigan, contend that a major obstacle is the organizational structure of the U.S. education system. Three features in particular—the lack of educational infrastructure, a decentralized governance system, and the organization of teaching as an occupation—stymie efforts to improve literacy instruction. The authors emphasize that the education system in the United States has

always been a patch-work of local school systems that share no common curricula, student examinations, teacher education, or means of observing and improving instruction. Although localities have broad powers over education, few have built the capability to judge or support quality in educational programs. The quality criteria that have developed chiefly concern teachers, not teaching. The decentralization and weak governance of U.S. schooling also deprives teachers of opportunities to build the occupational knowledge and skill that can inform standards for the quality of work, in this case instruction. And, unlike practitioners in other professions teachers have little opportunity to try to strengthen teaching quality by setting standards for entry to the occupation. Cohen and Bhatt review six types of organizational reforms undertaken over the past several decades to improve literacy and other academic outcomes for U.S. students. After briefly describing accountability, comprehensive school reforms, knowledge diffusion, improvement of human capital, and market-based reforms, the authors turn to the Common Core State Standards, an effort initiated by state governors and school leaders to raise student achievement. The authors conclude that the fundamental question about the Common Core, as with the other reforms they discuss, is whether educators and policy makers can mobilize the capability to help states and localities invent, adapt, and implement reliable ways to improve instruction.

According to Ejiro (2011), educational facilities or school infrastructure are those material things that facilitate teaching and learning processes in schools. These include: school buildings, equipment which include teaching aids, books, typewriters, computers science and laboratory equipment, etc. In this regard, notable problems have continued to militate against the effective provision of infrastructural facilities in schools and colleges, such as: poor electricity power supply, criminal wastages of resources by many leaders, poor funding, and so on, in such a way that students gain next to nothing in their quest for education. This paper recommends, among others, that concerted efforts should be made by Nigerian leaders to place more emphasis on the provision of good electricity power supply, shunning all forms of corruption, purposeful funding of education including other basic infrastructure in schools (e.g.: school buildings, tables, desk, and teaching materials). Otherwise, the much-needed teaching and learning in schools would be a mirage.

Didactic material and students' competence acquisition

A study conducted by Alina et (2005) stipulates that the e-learning materials are mostly created accordingly to existing standards (ie.: IMS, SCORM), regarding their structure and organization. The question, if the material is seen by the user as good one is mostly the matter of meritoric contents. There exist anyway other elements, which get influence on the quality of distance learning - they are connected with didactic aspects of educational materials creation. The authors of the article designed the metrics to check the quality of e-learning materials, based on these aspects. With its help there were executed tests of available courses and books. Within the article there were included the conclusions of the statistical analysis of the data selected, as well as the proposals regarding the modification of the metrics in the direction of identification of attributes, which lead to the best discrimination of materials.

Ali, (2007) research presents and discusses the importance and effects of using visual and audio materials in foreign language teaching. Everybody who studies on the subject of using materials in foreign language teaching can find out something in the study. It is our sincere hope that this research informs its users. If it does, then it will have made a contribution to the all-important realm of language teaching. We are confident that the research will enable language teachers to increase their effectiveness while at the same time, making their task an easier and more enjoyable one.

According to Adebule and Ayoola in (2015), whose paper investigated the efficacy of the use of instructional materials on the academic performance of students in Mathematics. The study was a quasi- experimental research design that employed pretest, post-test non randomized control group design. The population of the study comprised all the students in Junior Secondary Schools in Ekiti State. The sample consisted of 90 students selected from nine secondary schools in Ekiti State through the multistage sampling technique. A self-designed instrument tagged Mathematics Students Achievement Test (MSAT) was used to collect data for the study. The responses obtained were analyzed using Achievement Mean Scores, Multiple Bar Charts and Analysis of Covariance at 0.05 level of significance. The findings show that the pretest mean scores of both experimental and control groups are 6.63 and 7.43, respectively while the posttest mean scores are 11.35 and 8.40, respectively. This study also revealed that significant difference exists between the

performance of students taught with instructional materials and those taught without instructional materials. It was recommended that principals and officials of the Ministry of Education should ensure regular supervision to enhance effective use of instructional materials and resources in the teaching of Mathematics in schools.

Kapur (2019) conducted a study on educational institutions, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives. The educators need to focus upon bringing about developments in the teaching-learning materials. They need to conduct research and promote modern and innovative methods to enrich the system of education. The advancements in teaching-learning materials are brought about on the basis of number of aspects. These are, grade levels of students, academic goals and objectives and subjects and concepts. When these are introduced, the educators need to ensure that they prove to be beneficial to the students in achieving academic goals. Research has indicated that the introduction of modern and innovative methods and teaching-learning materials have led to developments of the overall system of education. The main aspects that have been taken into account in this research paper are, significance of teaching-learning materials, objectives of teaching-learning materials, types of teaching-learning materials, designing and development of teaching-learning materials, and recommendations.

Ogaga and Igori (2016) investigated the effect of instructional materials on the teaching and learning of social studies in secondary schools in Oju with four purposes, four research questions and hypothesis. Survey design was adopted and both students and teachers constituted the population for study. A sample of hundred subjects was drawn from five schools and was administered questionnaires. Data collected was analyzed using simple percentage (%) for research question and chi square for hypothesis. However, the four hypotheses were tested at 0.05 level of significance and were all reject relevant instructional materials, availability and ability of the teacher to improve all had significant relationship with the teaching and learning of social studies in Oju local government area. The researcher recements instructional materials in secondary schools. (Ogaga et al 2016).

Samuel (2012) conducted a study that instructional materials are wide varieties of equipment and materials use for teaching and learning by teachers to stimulate self-activity on the part of the students. The teaching of Biology without instructional materials may certainly result in poor academic achievement. It is on this note that the essay explore/studies, "The Impact of Instructional Materials in Teaching and Learning Biology in Senior Secondary Schools, a Case Study of Sabuwar Kofa, Gwale Local Government Area, Kano State." This study explores some related literature such as: meaning of instructional materials; instructional materials and academic achievement; factors that affect the use of instructional resources which among others include inability to identify/ locate resources, inability to develop appropriate materials from local resources, and lack of school- based resource Centre. It also explored some related literature such as: science process skills; resources in teaching/learning process; strategies for enhancing teachers' competence in the use of instructional materials; types of ICT-driven instructional aids; how ICT-driven instructional aids can improve qualitative education in Nigeria.

Samuel (2009) wrote on classroom teachers, it is essential that we become conversant with the type of instructional materials, which can be used in any teaching/ learning situations. Instructional materials as it is said are synonymous with what we call 'teaching aids' here in Nigeria. Instructional materials constitute alternative channels of communication, which a teacher can use to convey more vividly instructional information to learners. They represent a range of materials which can be used to 'extend the range of vicarious experience' of learners in a teaching-learning situation. Recently, in Nigeria, Educationists have realized the importance of these instructional materials for effective classroom teaching. Hence in 1945 and in 1985, the federal ministry of Education organized an exhibition of improvised materials by instructional developers all over the federation. A major aim of these exhibitions was to identify materials, which teachers have improvised as preclude hopefully, to their further refinement through the process of formative evaluation.

Though a center for educational technology has sprung up in colleges of education and universities all over the country, it is doubtful if practicing teachers in Nigeria are aware of procedures for selecting appropriate instructional materials. This paper however, presents an overview of the relevance of instructional materials in our school system and thus recommended among others that the use of several kinds of instructional materials to explain one particular concept must also take

cognizance of individual differences among the learners. Meaning/definition of instructional materials: Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'talk-chalk' method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for convening the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners' instructional materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. Infarct, it means that both the receiver and the source share and exchange ideas, feelings in any communication (Tyler, 1987, Dike 1989).

According to Rodger (2005), with a variety of instructional media available to educators, selecting the appropriate instructional format is a critical decision to stimulate learner motivation. This study evaluated learners' perceptions of motivation in a comparison of three instructional formats: lecture, video, and interactive computer-based instruction. Ninety-six participants were assigned to one of three groups. Each group received training on the same subject by one of the three instructional methods. A modified version of the Instructional Materials Motivation Survey (IMMS) was used to determine learner attitude and motivation. Computer-based instruction generated a higher degree of motivation than either video or lecture ($p = .000$). There was no significant difference between video and lecture in the degree of motivation each of these produced ($p = .574$). This study presented new information in two areas. First, it targeted adult learners as opposed to the more commonly studied K - 12 or college student. Second, it represented an expanded scope for the survey instrument.

Dabreh (2011) conducted an action research which was carried out as Kwadaso Agricultural College (KAC) in the KwadasoSub-Metropolitan Assembly of the Kumasi Metropolis. The

research was conducted within the periods of September 2010 and July 2011.The main reason of the study was to arouse the participation level and interest of first year students offering Diploma in Agricultural Extension Programme in KAC in order to improve their performance through the use participatory methods of teaching and the effective use of teaching and learning materials. The type of research design used for this study is an action research. This type of research design is used to help not only the researcher but also teachers to improve their understanding on teaching and learning. The researcher used data collection instruments such as observation, interview, questionnaire, class exercise, assignments and tests to collect data from the targeted group. The findings of the study indicated that the students' participation in class was poor and had low interest in the course and as a result did not perform well. The data collected we reanalyzed using simple quantitative and qualitative description and were presented in graphs, tables and charts.

The researcher concluded from the findings that, student's poor participation in class and low level of interest was as a result of the teaching methods used by their teachers and how teaching and learning materials were used in teaching students. However, the participatory method of teaching accompanied by motivation and effective use of the teaching and learning materials caused a drastic in students' performance and improved their interest in studying Information and Communication Technology (ICT). I therefore recommend that teachers should as much as possible equips themselves with the new teaching methods being developed since teaching styles or methods are not static but dynamic. This would go a long way to help them in varying their teaching methods and inculcating it with the use of teaching and learning materials in the delivery of a lesson, so students on the other hand develop interest in studying ICT and improve their performance. Again, school authorities should from time to time organize seminars, talks, field trips and career orientations inviting old students in the tertiary institutions, motivational speakers, counsellors, etc. to talk with students reminding them of the need to take the subject (ICT)seriously so they can adopt to today's' technological world. Finally, I recommend that educational authorities, policy makers, curriculum planners and its implementers adopt the important methods pointed out including the materials used in order to solve general problems in computing.

Summary of the literature review and examination of knowledge gap

The review of literature in this study unveils an array of concepts, ideas, model theories as written or stipulated by earlier researchers. This review enables the researchers to unveil the whole insight of the concepts, ideologies and conclusions made in the problem of this study. it helps the researcher to understand what had already been done in the domain and therefore keeps the researchers away from any repetition. The literature also places the study on a better platform where in it is given the opportunity to solve particular problems or close existing gaps in the literature and further add value and knowledge to the studies related to educational planning and learners' competence acquisition.

From the literature, it is evident that a lot has been done in this area following personal writings in the respective indicators. However, there remain observable gaps in the area. Primarily, very limited study had been conducted on this problem from the Cameroonian context. Moreover, none of the studies from the empirical reviews examines the learner's achievement of competences in particular, all are focused on general learning process. This creates a gap in the area studies that needs to be filled by a study like this. Therefore, this study is bringing into literature the original view of this problem from Cameroonian perspective and further filling the exiting gap with original findings.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

To examine the relationship that exist between educational planning process in the 21st century and learner's competence acquisition in some secondary school in Yaoundé V, this chapter is focused on the description of the methods and instruments used to collect information for this research work. It treats the following elements: research design, the area of study, population of study, target population, accessible population, the sample and sampling techniques, instruments used for data collection, techniques of analysing data, the variables, the indicators and recapitulative table.

Research Design

A research design is the procedures for collecting, analysing, interpreting and reporting data in research studies (Creswell & Clark, 2007). It sets the procedure on the required data, the methods to be applied to collect and analyze these data, and how all of this is going to answer the research question (Grey, 2014). This study is descriptive design. It looks at the individual, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field, (Cohen et al, 2007). The survey research design is employed in this study to enable the researcher study a large population and have a greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and having the availability of validated models. The type of survey used in this study is descriptive. The descriptive survey is chosen because it enables the researcher to collect data at a particular point in time to describe the nature of the existing phenomenon; identify standards against which this existing phenomenon can be compared. It also helps us to scan a wide field of issues, population, institutions and programmes to describe or measure any generalised features. It further helps us to assure objectivity and generalization of findings.

Area of the study

This study is conducted in center region of Cameroon. specifically, the study was carried out in Yaounde V subdivision of the Mfoundi division of the center region of Cameroon. Yaounde V subdivision forms one of the seven subdivisions under Mfoundi. Mfoundi division which covers an area of 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the 10 divisions that make up the Centre region. The division forms the Yaoundé capital and cover greater area. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. Yaounde, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial centres, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantations zones, with most inhabitants being sustenance farmers.

This area was chosen for this study because it harbours a good number of secondary school. Cost considerations were made in line with the fact that a study of this type requires primary data and its collection requires a lot in terms of time and financial cost. The case with which data could be collected for the study in this area was not equally left out and the closeness of the researcher to the area was amongst the determinants of the choice of the study area.

Population of the study

According to Shukla, (2020), research population is a set of all the unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study is all stakeholders of state secondary schools in Yaounde V Municipality. Stakeholders here are principally the divisional delegate, the pedagogic inspectors, the teachers, students and parents who interact with the schools in one way or the other. We used these thresholds because they are concern with the processes in secondary schools and have the

required insight needed for this study. This study divides a research population into Target population, accessible population and the sample as presented on figure 1.

Target population

Fraenkel and Wallen (2006) opined that the target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher's ideal choice). The target population of the study was made up of teachers and students of three secondary schools in Yaoundé V. These schools included: Lycee Bilingue Essos, Lycee Nkol-Eton, and Lycee de Ngousso. The selection criteria: these schools were the most populated in teacher's number, bilingual and incidentally, could be about 80% of the population of secondary schools in that municipality.

Table 1: Showing Target population of the study

Name of School	Number of students		Teachers		Total
	Female	Male	Male	Female	
Lycee Nkol-Eton	98	77	28	17	220
Lycee Bilingue Essos	95	75	37	52	259
Lycee de Ngousso	90	92	53	63	298
	283	244	118	132	**777**

Source: Field data (2022).

Since we could not be able to meet with each of the participants in this target group because of differences in schedules, absenteeism and unwillingness to participate, we exploited the accessible population.

Accessible population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. It could be that portion of the population to which the researcher has reasonable access, may be a subset of the target population. The accessible population of the study was made up of all second cycle teachers

and some students of form lower and upper sixth. We used the teachers of these classes because they were available in school at the same time, and willing to participate. Moreover, they have been in the school for at least three years and have experiences and can effectively talk about environmental influence on their performances.

Table 2: Showing accessible population of the study

Name of School	Number of students		Teachers		Total
	Female	Male	Male	Female	
Lycee Bilingue Essos	8	11	41	46	106
Lycee Nkol-Eton	5	09	39	49	102
Lycee de Ngousso	7	10	40	50	107
TOTAL	20	30	120	145	**315**

Source: Field data (2022).

Sample

Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population). Hence it is the reduced number of students and teachers from the accessible population for the current study. In this study, the researcher used the Krejcie and Morgan table to acquire a sample size of 119 participants. distributed as 110 teachers and 9 students. The sample size, 101 teachers answered questionnaire and 9 students were interviewed.

Sampling Technique

With consideration of the research objectives and the design used in this study, we adopted the simple random sampling technique. A simple random sampling is a subset of individuals (a sample) chosen from a larger set (a population) in which a subset of individuals are chosen randomly, all with the same probability. In simple random sampling, each subset of *k* individuals has the same probability of being chosen for the sample as any other subset of *k* individuals. A simple random sample is an unbiased sampling technique. We used the simple random sampling because the principle of simple random sampling is that every set of items has

the same probability of being chosen, so there is no bias and more of objectivity in sampling procedure.

Data Collection

Data here contained was got from different sources; categorized under primary and secondary data.

Primary data: Primary data here has to do with raw material got from research participants and through questionnaires administered to students and teachers in the above secondary schools. The data is primary because it is directly collected from the field.

Secondary data: Secondary data on its part is reviewed material related to school environment and student's academic performance in one way or the other. This data is gotten from reviews of existing material, from libraries, internet. It is called secondary because of the fact that it is got from pre-existing texts and research works.

Research Instruments

Every research project has as goal to gain knowledge. To arrive at this, investigations are to be made between variables. Hopkins (1998) holds that in educational settings, the purpose served by research instruments can be classified into four categories;

- The research instruments should provide a means of feedback to the instructor and the students. This helps the instructor to provide more appropriate guidance for individual students.
- It is used for research and evaluation. That is, tests are necessary to determine whether an innovative program is better than the conventional one in facilitating the attainment of specific curricular objectives.
- The instruments are used for guidance functions. That is, diagnosing an individual's aptitude and ability.
- The instruments are used for the administrative process that is, to facilitate better classification and placement decisions for instance, the groupings of children by their level.

Since it is complicated to measure directly, it is necessary to use indicators for our investigations.

For a good comprehension of this study, two instruments were used to collect data; the questionnaire and interview guide. The questionnaire is the main instrument of the study.

The questionnaire

A questionnaire is a set of questions on a topic or group of topics designed to be answered by the respondent. It is the vehicle used to pose the questions that the researcher wants respondents to answer (Ahmad, 2012). To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was designed to meet the demands of some of research questions underpinning this study. The tool was chosen in order to create room for the respondents (students) to express their opinions on how educational planning influence learner's competence acquisition.

Description of the tool

In this study, we designed and administered 110 questionnaires. The 110 questionnaires contained 27 questions divided into the respective indicators. The questionnaire was measured using the 4-point likert scale. We adopted 4 points likert scale because it gives the exact results of every participant. Every questionnaire was made up of closed-ended questions and was anonymous. There were designed into five sections as follows: Section "A" was demographic information. Structured to collect general information about respondents such as: name though facultative; gender, age, level of education, date and place of interview. Section "B" was consisted as information on infrastructure. Section "B1" is based on questions related to the teaching-learning material; section "B2" concerns itself with discipline, while section "B3" deals with the libraries section C consisted of question on academic performances.

Table 3: Presentation of variables and corresponding items on the questionnaire

HYPOTHESES	ITEMS

Curriculum planning	4-9
Pedagogic planning	10-13
Didactic material	14-18
Infrastructure	19-24
Competence acquisition	25-27

Source: Field data (2022)

Validation of the instrument

According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure and the data collected honestly and accurately represents the respondent's opinion.

Face Validity

Face validity is the extent to which a tool appears to measure what it is supposed to measure. In this light, the researcher after constructing the tools (questionnaire and interview guide), they were presented to senior students and research specialist in the department to cross examine the structure and number of items. They made some respective corrections. Three were then taken to the supervisor for examination, reconstructed some items and together with the researcher approve that the tool is well structured and fit for the purpose.

Content validity

This is to know if the questions match with the subject matter. E.g. asking questions in all the indicators (Egbe, M. 2018). All questions were constructed following the subject matter and all indicators had almost equal representation in the questionnaire. They were given to the supervisor to verify if the various components of the study are covered. We used the expert judgmental test to measure the content validity of the tools.

Reliability of the instruments

Reliability refers to how consistently a method or an instrument measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable and consistence.

The Pilot Test

A pilot study can be defined as a 'small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study' (Zailinawati, Schattner &Danielle, 2006). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. It can also help members of the research team to become familiar with the procedures in the protocol, and can help them decide between two competing study methods, such as using interviews rather than a self-administered questionnaire. The pilot study can reveal the ambiguity, and poorly elaborated questions.

Questions that are not understood and unclear can indicate whether the instructions to the respondents are clear. The outcome of this pilot study enabled the researcher to eliminate and refine certain items in the questionnaire. A pilot test was carried out by the researcher using teachers and students of GBHS Etougebe. The researcher obtained permission through an attestation of research from the head of department and the Dean of the Faculty before going to the field at the field. These students were chosen because they have nearly the same characteristics like the students in the sample. According to Saughmessy and Zechmeister (1990), an instrument is reliable when it measures what it is intended to measure consistently. Hence the reliability of the instrument was verified. The reliability is the degree to which the instrument consistently measures whatever it is supposed to measure. The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected and the total understand ability of the questionnaire was measured which assisted to enrich the final questionnaire, hence, the validity of the research instrument.

Case Processing Summary

		N	%
Cases	Valid	12	100.0
	Excluded[a]	0	.0

Total	12	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.826	25

Administration of instruments

The research obtained the research authorization from the department, invited two other researchers and together, they concerted before going to the school's concerned. At the school, they presented themselves to the head teachers and presented their research authorization. From there the principal invited the teachers and class prefects of the classes concerned and got them into contact with the researcher. The researchers took schedule from the teachers on what time will the teachers can permit their students to participate in the study. following their time, the students all answered the questionnaires in class and returned all because the teacher was there to assist.

Administration of the interviews

With the use of this technique, we conducted both structured and unstructured *face to face* interviews with informants carefully selected from the study population. This technique was applied during fieldwork with the aim of exploring the perceptions that different people have relating thereto. We equally sought to know from the actors their experiences and what is implicit about the issue at hand. To realise this, an interview guide duly designed to that effect; with preoccupations cantering on the various research variables were used. A tape recorder and writing materials were also used in the process.

Informants/research participants were carefully selected in the best way that could make the research results credible. In fact, they were chosen in respect for their classes and ability to express

themselves in what they can do. The reason behind this style is that the researcher wanted to create a balance between data got from people from the above-mentioned categories so as to see if there is a nuance between them. Some students preferred to reschedule their interview session for the following day. Which we respected their schedules. The students leaders and most intelligent of class were actively involved in the interview.

Ethical Consideration

In contemporary education studies, all researchers are expected to apply, respect ethical principles and guidelines when research involves human subjects (international commission for world health organisation CIOMS 2002). This is because other researchers and those reviewing or supervising research would also find such helpful to themselves (Bailey, 1988). According to Gustafsson, Hermaren and Peterson (2005), areas of ethical concerns are lack of informed consent, plague with inversion of privacy, deception and harm to participants. Ethical issues have to do with respect for lives, persons, human dignity, beneficence and justice. According to (Amin, 2005),

> *Ethics refers to well based standards of right and wrong that prescribe what humans ought to do usually in terms of rights, obligations, benefits to society, fairness, or specific virtues… ethical standards support the virtue of honesty, compassion and loyalty and include standards relating to rights such as the right to life, the right to freedom from injury and the right to privacy (p. 28)*

This takes place in four different stages of the research process; the choice of the topic, data collection, analysis, interpretation and thesis writing. In this study, we ensure ethics in these four parts; in the research topic, all cautionary motives were taken into consideration, in order to avoid stumbling on a topic that could harm or put both the university community and research participants in any inconveniencies. In order to achieve this, an explorative study was conducted to test the suitability of the topic and to find out if it is sensitive to the scientific world or not.

At the level of data collection, the methodology, techniques and tools used were chosen with reasons, and further pretested during the explorative study before they are finally employed in the study. This was purposefully to avoid straying into research participant's privacy in one way or the other. While in the field, the main instrument that was used to give every informant their rights in the informed concerned form. This form was presented in two parts, part A presented the

information about the research work and B presented information on participant's engagement on the whole exercise. The document was handed to participants and some verbal explanations were made after which they fixed day and place for the interview according to their convenience. On data analysis, our tools did not give any gap for the participants to put their names, so all responses were unanimous.

Validation of instruments

The validation process was done in two phases: the first phase sealed off the presentation of the questionnaires and the interview guide to the research supervisor. After a thorough inspection of this instrument, he brought in some corrections and modifications before giving his approval for them to be administered. The second phase of it consisted of doing the necessary corrections following the instructions of the research supervisor, that which was done, before they were ready to serve the purpose for which they were intended.

The data analysis technique

This work applies the survey research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. The Statistical Package for Social Sciences (SPSS) version 23.0 was used for data analysis. Both inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires and interview guide. The descriptive data was applied using tables and chats. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the correlation between school environment and learner's academic performance. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between the two variables.

Statistical Procedures Used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used.

The formula is described as:

Spearman Correlation:

$$r_s = 1 - \frac{6\Sigma D^2}{n(n^2 - 1)}$$

Where:
$\boldsymbol{\Sigma}$ = sum
D is the difference between the ranks of X and the corresponding ranks of Y
n= the number of paired ranks

Table 4: Correlation value and interpretation

Correlation value	**Interpretation**
00	No relationship
0.01-0.19	Very low
0.2-0.39	Low
0.4-0.59	Moderate
0.6-0.79	High
0.8-0.99	Very high
1	Perfect

Source: Adapted from Chaffi Ivan, 2018

The variables of the study

A variable is a characteristic on which people differ from one another. The two main variables are the independent and dependent variables.

Independent variable

The independent variable of the study is planning process is the independent variable. The independent variable of a study is the presumed course of a phenomenon and also, it is known as the predictor. It is presumed that; this variable has an effect on the dependent.

The dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is student's competence acquisition.

Presentation of Respondents' Personal Information

Table 5: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	32	29.1	29.1	29.1
	Female	78	70.9	70.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 7, named Gender, 32 participants were male, making 29.1 percent and 78 participants were female making 70.9 percent. These number sum up to 110 participants making 10- percent participation of the sampled population of the study.

Table 6: Level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advanced Level	11	10.0	10.0	10.0
	Bachelors Degree	76	69.1	69.1	79.1
	Masters' Degree	23	20.9	20.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 8 titled level of education, it is seen that 11 participants had advance levels, making 10.0 percent. 76 participants had the bachelors' degree, making 69.1 percent participation and finally, 23 participants had master degree certificates, making 20.9 percent participation. These culminate to 110 participations of the sampled population.

Table 7: Professional Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PCEG	36	32.7	32.7	32.7
	PLEG	73	66.4	66.4	99.1
	PLET	1	.9	.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 9, titled professional qualification, it is seen that 36 participants were trained to the level of PCEG, making 32.7, 73 were trained to the level of PLEG, making 66.4 and just 1 participant was a PLET, making 0.9 percent participation. These make up 110 participants and 100 percent participation by the sampled population.

Table 8: Longevity in service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10years	37	33.6	33.6	33.6
	11-15years	40	36.4	36.4	70.0
	16years and above	33	30.0	30.0	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 10, titled longevity in service. 37 participants have served from 5 to 10 years, making 33.6 percent, 37 participants have been in effective service from 5 to 10 year, making 33 ,6 percent participation, meanwhile between 11 – 15 years, were 40 teachers who have been in services for this length of time. This culminates to 110 participants, therefore, 100 percent participation of the sampled population.

Table 9: Post of responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class Master	78	70.9	70.9	70.9
	DM	18	16.4	16.4	87.3
	VP	14	12.7	12.7	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 11, titled post of responsibilities held, 78 participants had been class masters, making 70.9 percent, 18 participants were discipline masters, making 16.4 participation, and 14 participants were vice principals, making 12.7 percent participation. This makeup 110 participants and 100 percent participation of the sampled population.

Table 10: The recapitulative table of the hypotheses, variables, indicators, modalities, measurement scale and statistical test

Ha0: There is a relationship between planning process and learner's competence acquisition	**Ha1:** There is a relationship between curriculum planning and learner's competence acquisition	Curriculum planning	content knowledge, the method of instruction, and student's learning outcomes, through the alteration of materials and programs. extraction of some content, focus on competences,	Students' competence acquisition	4-points Likert scale	Spearman rank correlation
	Ha2: There is a relationship between teaching/learning material and students' academic performance	Teaching/learning material	Text and exercise books, pens, pencils, math sets, computer, projectors			
	Ha3: There is a relationship between Pedagogic or teaching methods planning and learner's competence acquisition	Teaching method	Online teaching Competency based approach, Projection, imitation, repetition			
	Ha 4: There is a relationship between infrastructure and learners acquisition of competences	Infrastructure	Classroom size, sporting ground, workshops, computer lab, building shape and coulour, toilets, potable water, lighting system,			

***Source**: This study (2022)*

Conclusion

This chapter presents the areas of the study, research design, population, instruments, validity and reliability and the dada analysis technique. This chapter presents the methodology that enables us conduct this research. It ushers us to chapter four.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Introduction

This chapter has 3 main parts: The first part deals with the presentation of descriptive statistics in percentages and frequency tables, the second part deals with the verification of the hypotheses postulated using an appropriate statistical test and the third part deals with content analysis of the interviews. In the case of this study, the spearman rank correlation will be used to test the hypotheses of this study

Data Analysis Frequency Tables

Analysis of the Independent Variable

Table 11: We the teachers take the lead in planning the curriculum we use to teach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	8.2	8.2	8.2
	Disagree	7	6.4	6.4	14.5
	Agree	40	36.4	36.4	50.9
	Strongly Agree	54	49.1	49.1	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 12, titled We the teachers take the lead in planning the curriculum we use to teach, we found out that, 9 participants strongly disagree that We the teachers take the lead in planning the curriculum we use to teach, making 8.2 percent, 7 participants disagreed that We the teachers take the lead in planning the curriculum we use to teach, making 6.4 percent, 40 participants agree that We the teachers take the lead in planning the curriculum we use to teach, making 36.4 percent and 54 participants strongly agree that We the teachers take the lead in planning the curriculum we use to teach, making 49.1 percent. These culminate to 110 participants and 100 percent participation of the sampled population.

Table 12: We involve our students in planning the curriculum we use in teaching them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	9.1	9.1	9.1
	Disagree	10	9.1	9.1	18.2
	Agree	81	73.6	73.6	91.8
	Strongly Agree	9	8.2	8.2	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 13, titled We involve our students in planning the curriculum we use in teaching them, we found out that, 10 participants strongly disagree that We involve our students in planning the curriculum we use in teaching them, making 9.1 percent, 10 participants disagreed that We involve our students in planning the curriculum we use in teaching them, making 9.1 percent, 81 participants agree that We involve our students in planning the curriculum we use in teaching them, making 73.6 percent and 9 participants strongly agree that We involve our students in planning the curriculum we use in teaching them, making 8.2 percent. These culminate to 110 participants and 100 percent participation of the sampled population.

Table 13: The curriculum is planned following students ages and competences needed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	12.7	12.7	12.7
	Disagree	16	14.5	14.5	27.3
	Strongly Agree	39	35.5	35.5	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 14, titled The curriculum is planned following students ages and competences needed, we found out that, 14 participants strongly disagree that The curriculum is planned

following students ages and competences needed, making 12.7 percent, 16 participants disagreed that the curriculum is planned following students ages and competences needed, making 14.5 percent, 39 participants agree that The curriculum is planned following students ages and competences needed, making 35.5 percent. These culminate to 110 participants and 100 percent participation of the sampled population.

Table 14: Our academic year is planned such that the whole program can be covered before the years ends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.5	5.5	5.5
	Disagree	19	17.3	17.3	22.7
	Agree	74	67.3	67.3	90.0
	Strongly Agree	11	10.0	10.0	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 15, titled Our academic year is planned such that the whole program can be covered before the years ends, we found out that, 6 participants strongly disagree that Our academic year is planned such that the whole program can be covered before the years ends, making 5.5 percent, 19 participants disagreed that Our academic year is planned such that the whole program can be covered before the years ends, making 17.3 percent, 74 participants agree that Our academic year is planned such that the whole program can be covered before the years ends, making 67.3 percent and 11 participants strongly agree that Our academic year is planned such that the whole program can be covered before the years ends, making 10.0 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 15: The curriculum is imbedded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.3	7.3	7.3
	Disagree	16	14.5	14.5	21.8
	Agree	80	72.7	72.7	94.5
	Strongly Agree	6	5.5	5.5	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 16, titled the curriculum is imbedded, we found out that, 8 participants strongly disagree that the curriculum is imbedded making 7.3 percent, 16 participants disagreed that the curriculum is imbedded with 21st C. competences, making 14.3 percent, 80 participants agree that the curriculum is imbedded making 27.2 percent and 6 participants strongly agree the curriculum is imbedded with 21st C. competences, making 5.5 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 16: The time allocated per year is enough to cover the program designed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	10.9	10.9	10.9
	Disagree	22	20.0	20.0	30.9
	Agree	74	67.3	67.3	98.2
	Strongly Agree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 17, titled the time allocated per year is enough to cover the program designed, we found out that, 12 participants strongly disagree that the time allocated per year is enough to cover the program designed, making 10.9 percent, 22 participants disagreed that the time allocated

per year is enough to cover the program designed, making 20.0 percent, 74 participants agree the time allocated per year is enough to cover the program designed, making 67.3 percent and 2 participants strongly agree the time allocated per year is enough to cover the program designed, making 1.8 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 18:

I plan and used student centered teaching methods in all the lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.3	7.3	7.3
	Disagree	21	19.1	19.1	26.4
	Agree	77	70.0	70.0	96.4
	Strongly Agree	4	3.6	3.6	100.0

Source: field data (2023)

According to table 18, titled I plan and used student centered teaching methods in all the lessons, we found out that, 8 participants strongly disagree that I plan and used student centered teaching methods in all the lessons, making 7.3 percent, 21 participants disagreed that I plan and used student centered teaching methods in all the lessons, making 19.1 percent, 77 participants agree I plan and used student centered teaching methods in all the lessons, making 70.0 percent and 4 participants strongly agree I plan and used student centered teaching methods in all the lessons, making 3.6 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 17: During every lesson, my students do more practice than theory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	20	18.2	18.2	24.5
	Agree	82	74.5	74.5	99.1

	Strongly Agree	1	.9	.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 19, titled During every lesson, my students do more practice than theory, we found out that, 7 participants strongly disagree that During every lesson, my students do more practice than theory, making 6.4 percent, 20 participants disagreed that During every lesson, my students do more practice than theory, making 18.2 percent, 82 participants agree During every lesson, my students do more practice than theory, making 74.5 percent and 1 participants strongly agree During every lesson, my students do more practice than theory, making 0.9 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 18: I use students-teachers interaction method during lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	23	20.9	20.9	27.3
	Agree	79	71.8	71.8	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 20, titled I use students-teachers interaction method during lessons, we found out that, 7 participants strongly disagree that I use students-teachers interaction method during lessons, making 6.4 percent, 23 participants disagreed that I use students-teachers interaction method during lessons, making 20.9 percent, 79 participants agree I use students-teachers interaction method during lessons, making 71.8 percent and 1 participants strongly agree I use students-teachers interaction method during lessons, making 0.9 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 19: I use teaching strategies that motivates goal-orientated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.6	3.6	3.6
	Disagree	10	9.1	9.1	12.7
	Agree	90	81.8	81.8	94.5
	Strongly Agree	6	5.5	5.5	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 20, titled I use teaching strategies that motivates goal-orientated behaviour among students and prepared them for competence acquisition, we found out that, 4 participants strongly disagree that I use teaching strategies that motivates goal-orientated behaviour among students and prepared them for competence acquisition, making 3.6 percent, 10 participants disagreed that I use teaching strategies that motivates goal-orientated behaviour among students and prepared them for competence acquisition, making 9.1 percent, 90 participants agree I use teaching strategies that motivates goal-orientated behaviour among students and prepared them for competence acquisition, making 81.1 percent and 6 participants strongly agree I use teaching strategies that motivates goal-orientated behaviour among students and prepared them for competence acquisition, making 5.5 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 20: My school makes available all text books in all subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	21.8	21.8	21.8
	Disagree	44	40.0	40.0	61.8
	Agree	40	36.4	36.4	98.2
	Strongly Agree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 21, titled my school makes available all text books in all subjects, we found out that, 24 participants strongly disagree that my school makes available all text books in all subjects, making 21.8 percent, 44 participants disagreed that my school makes available all text books in all subjects, making 40.0 percent, 40 participants agree my school makes available all text books in all subjects,, making 36.4 percent and 2 participants strongly agree my school makes available all text books in all subjects, making 1.8 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 21: Each of my classes has its own ICT tools for that class use only

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.5	5.5	5.5
	Disagree	59	53.6	53.6	59.1
	Agree	42	38.2	38.2	97.3
	Strongly Agree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 22, titled my school makes available all text books in all subjects, we found out that, 24 participants strongly disagree that my school makes available all text books in all subjects, making 21.8 percent, 44 participants disagreed that my school makes available all text books in all subjects, making 40.0 percent, 40 participants agree my school makes available all text books in all subjects,, making 36.4 percent and 2 participants strongly agree my school makes available all text books in all subjects, making 1.8 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 22: I have my personal tools like computer and projector for everyday teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	10.9	10.9	10.9
	Disagree	41	37.3	37.3	48.2

	Agree	50	45.5	45.5	93.6
	Strongly Agree	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 23, titled I have my personal tools like computer and projector for everyday teaching, we found out that, 12 participants strongly disagree that I have my personal tools like computer and projector for everyday teaching, making 10.9 percent, 41 participants disagreed that I have my personal tools like computer and projector for everyday teaching, making 37.3 percent, 50 participants agree I have my personal tools like computer and projector for everyday teaching, making 45.5 percent and 7 participants strongly agree I have my personal tools like computer and projector for everyday teaching, making 6.4 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 23: My blackboards are large, smooth and clear for all student's view

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	60	54.5	54.5	60.9
	Agree	42	38.2	38.2	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 24, titled My blackboards are large, smooth and clear for all student's view, we found out that, 7 participants strongly disagree that My blackboards are large, smooth and clear for all student's view, making 6.4 percent, 60 participants disagreed that My blackboards are large, smooth and clear for all student's view, making 54.5 percent, 42 participants agree My blackboards are large, smooth and clear for all student's view, making 38.2 percent and 1 participants strongly agree My blackboards are large, smooth and clear for all student's view, making 0.9 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 24: My classes have flashcards and posters on the wall for effective teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	57	51.8	51.8	58.2
	Agree	44	40.0	40.0	98.2
	Strongly Agree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 25, titled My classes have flashcards and posters on the wall for effective teaching, we found out that, 7 participants strongly disagree that My classes have flashcards and posters on the wall for effective teaching, making 6.4 percent, 57 participants disagreed that My classes have flashcards and posters on the wall for effective teaching, making 51.8 percent, 44 participants agree My classes have flashcards and posters on the wall for effective teaching, making 40.0 percent and 2 participants strongly agree My classes have flashcards and posters on the wall for effective teaching, making 2.8 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 25: My school has IT space for teachers and students to do research in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	17.3	17.3	17.3
	Disagree	43	39.1	39.1	56.4
	Agree	41	37.3	37.3	93.6
	Strongly Agree	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 26, titled my school has IT space for teachers and students to do research in school, we found out that, 19 participants strongly disagree that my school has IT space for teachers and students to do research in school, making 17.3 percent, 43 participants disagreed that my school has IT space for teachers and students to do research in school, making 39.1 percent, 41 participants agree my school has IT space for teachers and students to do research in school, making 37.3 percent and 7 participants strongly agree my school has IT space for teachers and students to do research in school, making 6.4 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 26: My classrooms are designed to adapt to usage of modern ICT tools

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	9	8.2	8.2	8.2
	Disagree	50	45.5	45.5	53.6
	Agree	39	35.5	35.5	89.1
	Strongly Agree	12	10.9	10.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 27, titled my classrooms are designed to adapt to usage of modern ICT tools, we found out that, 9 participants strongly disagree that my classrooms are designed to adapt to usage of modern ICT tools, making 8.2 percent, 50 participants disagreed my classrooms are designed to adapt to usage of modern ICT tools, making 45.5 percent, 39 participants agree my classrooms are designed to adapt to usage of modern ICT tools, making 35.5 percent and 12 participants strongly agree my classrooms are designed to adapt to usage of modern ICT tools, making 10.9 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 27: My school has enough spaces and tools for practices in laboratories

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	68	61.8	61.8	63.6
	Agree	28	25.5	25.5	89.1
	Strongly Agree	12	10.9	10.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 28, titled my school has enough spaces and tools for practices in laboratories, we found out that, 2 participants strongly disagree that my school has enough spaces and tools for practices in laboratories, making 1.8 percent, 68 participants disagreed my school has enough spaces and tools for practices in laboratories, making 61.8 percent, 28 participants agree my school has enough spaces and tools for practices in laboratories, making 25.5 percent and 12 participants strongly agree my school has enough spaces and tools for practices in laboratories, making 10.9 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 28: My school has available fields for extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	28	25.5	25.5	25.5
	Agree	59	53.6	53.6	79.1
	Strongly Agree	23	20.9	20.9	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 29, titled My school has available fields for extracurricular activities, we found out that, 28 participants strongly disagree that My school has available fields for extracurricular activities, making 25.5 percent, 59 participants disagreed My school has available fields for extracurricular activities, making 53.6 percent, 23 participants agree My school has available fields

for extracurricular activities, making 20.9 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 29: My school has well equipped, spacious and updated libraries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.5	5.5	5.5
	Disagree	78	70.9	70.9	76.4
	Agree	21	19.1	19.1	95.5
	Strongly Agree	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 20, titled my school has well equipped, spacious and updated libraries, we found out that, 6 participants strongly disagree my school has well equipped, spacious and updated libraries, making 5.5 percent, 78 participants disagreed my school has well equipped, spacious and updated libraries,, making 70.9 percent, 21 participants agree my school has well equipped, spacious and updated libraries,, making 19.1 percent and 5 participants strongly agree my school has well equipped, spacious and updated libraries,, making 5.5 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 30: My classrooms are spacious enough that students learn and practice freely

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	12.7	12.7	12.7
	Disagree	79	71.8	71.8	84.5
	Agree	17	15.5	15.5	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 30, titled my classrooms are spacious enough that students learn and practice freely, we found out that, 14 participants strongly disagree my classrooms are spacious enough that students learn and practice freely, making 12.7 percent, 79 participants disagreed my classrooms are spacious enough that students learn and practice freely, making 71,8 percent, 17 participants agree my classrooms are spacious enough that students learn and practice freely, making 15.5 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Analysis of the Dependent Variable

Table 31: Well design curriculum improves students learning and competence acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	9.1	9.1	9.1
	Agree	45	40.9	40.9	50.0
	Strongly Agree	55	50.0	50.0	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 31, titled well design curriculum improves students learning and competence acquisition, we found out that, 10 participants disagree that well design curriculum improves students learning and competence acquisition, making 9.1 percent, 45 participants agree that well design curriculum improves students learning and competence acquisition, making 40.9 percent, 55 participants strongly agree that well design curriculum improves students learning and competence acquisition, making 50.0 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 32: Well planned didactic material improves students learning and competence acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.9	.9	.9

	Disagree	7	6.4	6.4	7.3
	Agree	41	37.3	37.3	44.5
	Strongly Agree	61	55.5	55.5	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 32, titled well planned didactic material improves students learning and competence acquisition, we found out that, 1 participants disagree that well planned didactic material improves students learning and competence acquisition, making 0.9 percent, 7 participants agree that well planned didactic material improves students learning and competence acquisition, making 6.4 percent, 41 participants strongly agree that well planned didactic material improves students learning and competence acquisition, making 37.3 percent and 61 participants strongly agree that well planned didactic material improves students learning and competence acquisition making 55.5 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 33: Planned infrastructure can improve competence acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.8	1.8	1.8
	Agree	39	35.5	35.5	37.3
	Strongly Agree	69	62.7	62.7	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 33, titled planned infrastructure can improve competence acquisition, we found out that, 2 participants disagree that planned infrastructure can improve competence acquisition, making 1.8 percent, 39 participants agree that planned infrastructure can improve competence acquisition, making 35.5 percent, 69 participants strongly agree that planned infrastructure can

improve competence acquisition, making 62.7 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Table 34: Well planned teaching methods improves learner's competence acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	64	58.2	58.2	58.2
	Strongly Agree	46	41.8	41.8	100.0
	Total	110	100.0	100.0	

Source: field data (2023)

According to table 34, titled well planned teaching methods improves learner's competence acquisition, we found out that, 64 participants agree that well planned teaching methods improves learner's competence acquisition, making 58.2 percent, 46 participants strongly agree that well planned teaching methods improves learner's competence acquisition, making 41.8 percent. These makeup to 110 participants and 100 percent participation of the sampled population.

Verification of Research Hypotheses

Research hypothesis 1

HR1: Curriculum Planning have a significant impact on Students Competence Acquisition

Ha: There is a strong correlation between Curriculum Planning and Students Competence Acquisition

Ho: There is a weak correlation between Curriculum Planning and Students Competence Acquisition

Table 35: Correlations between Curriculum Planning and Students Competence Acquisition

			Curriculum Planning	Students Competence Acquisition
Spearman's rho	Curriculum Planning	Correlation Coefficient	1.000	0.453**

	Sig. (2-tailed)		0.000
	n	110	110
Students Competence Acquisition	Correlation Coefficient	0.453**	1.000
	Sig. (2-tailed)	0.000	.
	n	110	110

The correlation table above shows the spearman's correlation value ***r*** = 0.453, which indicates a moderate correlation between Curriculum Planning and Students Competence Acquisition. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: ***r*** = 0.453, ***P***= 0.000 ≤ 0,05. The correlation falls within the range of a strong correlation since it is moderate and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Curriculum Planning and Students Competence Acquisition, while Ho is rejected. Thus, at an error margin of 5%, HR1 is confirmed. Therefore, the unsatisfying Students Competence Acquisition event observed is strongly blamed on Curriculum Planning.

Research hypothesis 2

HR2: There is a significant relationship between Teaching Methods and Students Competence Acquisition

Ha: There is a strong correlation between Teaching Methods and Students Competence Acquisition

Ho: There is a weak correlation between Teaching Methods and Students Competence Acquisition

Table 36: Correlations between Teaching Methods and Students Competence Acquisition

			Teaching Methods	Students Competence Acquisition
Spearman's rho	Teaching Methods	Correlation Coefficient	1.000	0.309**
		Sig. (2-tailed)		0.001
		n	110	110
	Students Competence Acquisition	Correlation Coefficient	0.309**	1.000
		Sig. (2-tailed)	0.001	
		n	110	110

The correlation table above shows the spearman's correlation value **r** = 0.0.309, which indicates a low correlation between Teaching Methods and Students Competence Acquisition. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (alpha) which is the standard error margin: **r** = 0.309, **P**= 0.001 ≤ 0,05. The correlation falls within the range of a strong correlation since it's low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Teaching Methods and Students Competence Acquisition, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, the disturbing Students Competence Acquisition event observed is statistically related to the way Teaching Methods was experienced.

Research hypothesis 3

HR3: There is a significant relationship between Didactic Materials and Students Competence Acquisition

Ha: There is a strong correlation between Didactic Materials and Students Competence Acquisition

H0: There is a weak correlation between Didactic Materials and Students Competence Acquisition

Table 37: Correlations between Didactic Materials and Students Competence Acquisition

			Didactic Materials	Students Competence Acquisition
Spearman's rho	Didactic Materials	Correlation Coefficient	1.000	0.262**
		Sig. (2-tailed)		0.006
		n	110	110
	Students Competence Acquisition	Correlation Coefficient	0.262**	1.000
		Sig. (2-tailed)	0.006	
		n	110	110

The correlation table above shows the spearman's correlation value **r** = 0.262, which indicates a low correlation between Didactic Materials and Students Competence Acquisition. This is equally based on the fact that the level of significance is 0.006 which is largely less than 0.05, (alpha) which is the standard error margin: **r** = 0.262, **P**= 0.006 ≤ 0,05. The correlation falls within the range of a strong correlation since it is low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Didactic Materials and Students Competence Acquisition, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Didactic Materials was handled highly predicts Students Competence Acquisition worries observed.

Research hypothesis 4

HR3: There is a significant relationship between Infrastructure and Students Competence Acquisition

Ha: There is a strong correlation between Infrastructure and Students Competence Acquisition

H0: There is a weak correlation between Infrastructure and Students Competence Acquisition

Table 38: Correlations between Infrastructure and Students Competence Acquisition

			Infrastructure	Students Competence Acquisition
Spearman's rho	Infrastructure	Correlation Coefficient	1.000	0.304**
		Sig. (2-tailed)		0.001
		N	110	110
	Students Competence Acquisition	Correlation Coefficient	0.304**	1.000
		Sig. (2-tailed)	0.001	
		N	110	110

The correlation table above shows the spearman's correlation value **r** = 0.304, which indicates a low correlation between Infrastructure and Students Competence Acquisition. This is equally based on the fact that the level of significance is 0.001 which is largely less than 0.05, (alpha) which is the standard error margin: **r** = 0.304, **P**= 0.001 ≤ 0,05. The correlation falls within the range of a strong correlation since its low and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Infrastructure and Students Competence Acquisition, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Infrastructure is highly predicts Students Competence Acquisition worries observed.

Table 39: Recapitulation of results.

Hypotheses	**Alpha**	**Degree of significance**	**Correlation coefficient**	**Decision**
RH_1		0.000	0.453**	H_a retained and H_o rejected
RH_2		0.001	0.309**	H_a retained and H_o rejected

RH_3	0.05	0.006	0.262**	H_a retained and H_o rejected
RH_4		0.001	0.304	H_a retained and H_o rejected

Since all four specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the disturbing Students Competence Acquisition situation is strongly blamed on the educational planning process in the 21st century in Some secondary schools in Yaoundé V.

Conclusion

This chapter presents the findings acquired from the field. These findings are presented in percentages and frequencies as on the tables

CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND PROPOSAL FOR FURTHER STUDIES

Introduction

This section is based on the description of each hypothesis based on findings which is backed by the views of other authors with respect to the relevant theories and the researcher's perception. The findings shall gain grounds based on results from research instruments.

Summary of the Findings

This study was conducted to examine the influence of educational planning process on learner's competence acquisition in some secondary school in Yaoundé V. Four research hypotheses were drawn which help to guide this research work. After the analysis, all the four research hypotheses were validated and are presented as follows:

RHa1: Ha: There is a relationship between curriculum planning and learner's competences acquisition in some secondary schools in Yaoundé V.

RHa2: There is a relationship between pedagogic planning and learner's competences acquisition in some secondary schools in Yaoundé V.

RHa3: There is a relationship between infrastructure planning and learner's competences acquisition in some secondary schools in Yaoundé V.

RHa4: There is a relationship between didactic material planning and learner's competences acquisition in some secondary schools in Yaoundé V.

Discussion of Findings

Research Hypothesis One

Research objective 1: To examine the influence of curriculum planning on learner's competences acquisition in some secondary schools in Yaoundé V.

HR 1: There is a relationship between curriculum planning and learner's competences acquisition in some secondary schools in Yaoundé V.

Ha: There is a strong correlation between Curriculum Planning and Students Competence Acquisition

Based on the above findings, we therefore confirmed that the manner in which the curriculum is planned for a particular cohort of learners has influence on who they become when the leave school. Considering the observation made by the researcher that most secondary school leavers have little or no competence that can help the acquire a job or help the society in any way, we therefore, confirm that the unsatisfying learners' competences acquisition situations observed is strongly blamed on poor curriculum planning by teachers. This implies that the relative lack of competences among secondary schools' leavers experience in the Yaoundé V communities is blamed on for teachers' absence in curriculum planning and their inability implement practical than theory in their respective classes during lessons. The teacher's absence in curriculum planning is even more consequential as the Cameroon curriculum for secondary education is planned at the ministerial level. The curriculum is practically dictated on the teachers to implement. This makes it difficult to some to read and understand the curriculum before sorting out the respective lessons that possess the competences needed by the learners. The centralized system of education is still hampering the curriculum conception process where in the teachers who are in the field on daily bases and understand the limitations of both the students and the needs of the society are hardly invited for the curriculum conception process.

The finding is positive and however does not occur in isolation, many earlier researchers have conducted studies and also confirm; for instance; another study of the same caliber was conducted earlier by Gurung et al. (2019) in Napalese. This paper explores the perceptions and lived experiences of Nepalese educators and stakeholders in relation to the school curriculum and its influence upon student learning in a culturally and ethnically diverse classroom context. The findings identified that there are six main factors that affect curriculum delivery in Nepal: a centralized education system; social, economic and cultural diversity; political instability; curriculum content; the involvement of curriculum development stakeholders; and teachers' content and pedagogical knowledge and related attributes. Furthermore, another earlier study was

conducted by Demir, et al. (2012). Purpose of this study is to examine the effect of "Development of Efficient Studying Skills Curriculum" on academic achievements and studying skills of 7th grade primary school students. As a result, this research indicated that students can acquire efficient studying skills by means of Curriculum for Developing Efficient Studying Skills and they increase their academic achievements thanks to these studying habits. In this sense, if quality of education is desired to be increased, students with high level of academic achievements are intended and growing youth is expected to compete with the young population of other states with the effect of globalization, it is necessary to make students acquire efficient studying skills. Research findings from earlier researchers collaborates that the way the curriculum is planned and implemented has significant influence on learners' competences.

The theory used to explain the concept of curriculum planning in this study is curriculum theory by J.B. MacDonald (1971). According to this theory, the curriculum could be perfectly planned if the four dimensions of curriculum theory like aims or objectives, content or subject matter, methods or procedures, and evaluation or assessment are planned. The first dimension refers to the reasons for including specific items in the curriculum and excluding others that the teacher is supposed to consider depending on the lesson at hand. This curriculum theory has a significant importance in this study as it explains the concept of curriculum as used in this study. according to this theory, the curriculum involves the basic understanding of the different disciplines to acquire essential skills and knowledge imbedded in the curriculum. The changes in society have brought a kind of culture that curriculum has to include which develops not only occupational skill but also the competence to deal with many situations and to work in teams. It enables the curriculum planners to understand the importance of curriculum, plan it and make establish implementation strategies for teachers.

The findings of this study demonstrates that secondary schools learners acquisition of competences depends largely on the way teachers plan their curriculum. The fact that teachers have not been effectively planning the curriculum has progressively landed the learners into mediocre skill acquisition situation. In Cameroon, when secondary school students leave school, not all of them continue to higher education. Some enter the job market in search of pity jobs and to help themselves and their families. A very pitiable situation all together as those youths have little or nothing that qualifies them to work anywhere. What becomes of them in the communities is

suffering, abject poverty, loitering, theft, and increase in juvenile delinquencies. This has a high impact on the economy as the gross domestic product and per capital income are highly affected. Dependency ratio skyrockets and leaving standards become too high for the population.

Research Hypothesis two

Research objective 2: To study the role of pedagogic planning on learner's competences acquisition in some secondary schools in Yaoundé V.

HR2: There is a significant relationship between Teaching Methods and Students Competence Acquisition

Ha: There is a strong correlation between Teaching Methods and Students Competence Acquisition

In view of the above findings, we therefore confirmed that the findings are positive and significant. This implies that manner in which the pedagogy is planned for a particular lesson of learners has influence on who they become when they graduate from secondary school. Considering the observation made by the researcher that most secondary school leavers have little or no competence that can help them acquire a job or help the society in any way, we therefore, confirm that the unsatisfying learners' competences acquisition situations observed is strongly blamed on poor pedagogic planning by teachers. The process of planning on how to teach a lesson is very important for the teacher and the learner. It is rather unfortunate that some teachers just jump into the classroom without haven prepared lessons and spent 45 minutes on unnecessary things and leave. Ehen a lesson is planned, it gives the actors the possibility to acquire the competences involved therein. The method of teaching also is another hard-knot to untie as the methods keep changing and some teachers are cut in the middle it all.

The finding is positive and however does not occur in isolation, many earlier researchers have conducted studies and also confirm; for instance; a study was conducted earlier by Sudargini and Purwanto (2020). This study aims to determine the effect of pedagogic competence on student learning outcomes. The results of this study indicate that there is a significant influence between pedagogical competence on student learning outcomes in the learning evaluation course. Another

related study was conducted by Dincer and Doganay (2015). For Dogany, pedagogical agent is generally described as educational programs that guide, motivate learners while encouraging them during learning by providing feedback. The tasks (informative, guiding, or friend, etc.) and types (human-like, cartoon character, audio, text, etc.) of these modules can be classified based on various variables. The process of pedagogic planning has in most cases placed the teacher at the center of the lesson which is not the right way in the present-day education. In this way some researchers have opted for learners independent learning. For instance, Rienders (2010). According to his study, in recent years there has been a growing recognition of the importance of learner autonomy and the role of individual learners in directing their own learning process, both inside and outside the classroom. Based on earlier researchers views and findings presented, we observe that the limping issues in pedagogic planning is not just an issue with Yaoundé V secondary schools, but effects education in other parts of the way.

The theory that explains this concept is the Interactive planning is a concept developed by Russell L. Ackoff, an American theorist, early proponent of the field of operations research and recognized as the pioneer in systems thinking. The interactive model of planning emphasizes the need for the value of interchange of ideas, opinions and knowledge in the planning process. In other words, it is more participatory, more adaptive and of course, less structured compared with rational model of planning. The planning of the teaching method is expected to structure a lesson in a way that identifies teacher's role, student's role and evaluation. This enables the students to be steady and at the end of the lesson, they acquire something different or they experience a change in behavior.

In Cameroon secondary schools today, there is considerable instability in the teaching method. Many teachers are still in the process of transformation or struggling to accept the change from objective based learning to competency-based approach. Within this time, the teachers do not have a concrete lesson planning and teaching style since they have a bit of objective based and a bit of competency based. This is a crossroad scenario where both teachers and the learners. In this situation, the learners have difficulties in acquire the competencies in the lessons. Some teachers still practice the traditional teaching method where they employ their 'one man show' by speaking all through and leave the class. Giving that Cameroon secondary schools is still very centralized, the ministry of secondary education does not have enough inspectors to follow up the teachers

even to the suburbs. No inspectors go to the villages to make sure the teachers are using the right method.

Research hypothesis Three

Objective 3: To examine the influence of didactic planning on learner's competences acquisition in some secondary schools in Yaoundé V.

HR3: There is a significant relationship between Didactic Materials and Students Competence Acquisition

Ha: There is a strong correlation between Didactic Materials and Students Competence Acquisition

Based on the above findings, we therefore agree that the way didactic material is planned and used in teaching during a lesson has an influence on learners learning. Didactic material is very important during teaching especially with the present competency-based approach context. The material is used to demonstrate the reality in real life and the learners get to see them in the society and it eases acquaintance. Didactic material is adopted and brought to class by the teachers depending on the lesson. The state and the teachers incur high cost in didactic material such as text books, chalk, charts and others. This add the cost of education which is however, expected to be coverup when learners acquire competencies. This case is rather proving futile to most situations as students keep having limping marks. These are educational resources (teaching/learning materials) that a teacher may use in teaching- learning situations to help achieve desired learning objectives. They are the tools used in active lessons and assessment. It could be any resource a teacher uses to help teach the students. This will help improve on students' knowledge, abilities and skills that it's being monitored by the assimilation of information, and to contribute to the overall development, upbringing and performance of the student.

This finding is positive, but does not exist in isolation. This is based on the findings presented by earlier researchers. For instance, Alina et (2005) stipulates that the e-learning materials are mostly created accordingly to existing standards (IMS, SCORM), regarding their structure and organization. The question, if the material is seen by the user as good one is mostly the matter of

meritocratic contents. Moreover. Adebule and Ayoola in (2015), whose paper investigated the efficacy of the use of instructional materials on the academic performance of students in Mathematics. This study also revealed that significant difference exists between the performance of students taught with instructional materials and those taught without instructional materials. It was recommended that principals and officials of the Ministry of Education should ensure regular supervision to enhance effective use of instructional materials and resources in the teaching of Mathematics in schools. Another study conducted by Kapur (2019), in educational institutions, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives. Another study was conducted by Ogaga and Igori (2016). This study investigated the effect of instructional materials on the teaching and learning of social studies in secondary schools in Oju.

The theory that explains the concept of pedagogic material planning is operant conditioning was developed by B.F. Skinner in 1937 and deals with the management of environmental contingencies to change behavior, (Skinner, 1938). In other words, behavior is controlled by historical consequential contingencies, particularly reinforcement—a stimulus that increases the probability of performing behaviors, and punishment—a stimulus that decreases such probability. In this study, it holds that the material used in teaching helps learners to change in behavior depending on the way they are used in the lesson. In today's classroom, the learners turn to focus on what is being don practically then what is merely said. Therefore, when the learners see an interesting learning material, they become motivated to learn more or even to touch the material.

This deficiency in didactic material usage in secondary schools is also blamed on the system. This is justified by the fact that the sudden jump into a new teaching method without prior examination of the environment or make provision for didactic material makes it difficult for the teachers to create material. Notwithstanding the fact that they still have difficulties in the new teaching method.

The world education forum held in 2000 in Dakar Senegal, recognized education as an important basic right for all people that can be used to facilitate education for all policy in Kenya. In the Dakar meeting, 164 governments together with partner institutions adopted a framework for action focusing on the achievement of six Education for All goals pertaining to the expansion of inclusive

learning and the achievement of universal opportunities for all youth and adults, the achievement of gender parity and gender equality in education and the improvement in education quality and equity (Torres, 2001). The forum also confirmed that education can play a pivotal role in overcoming exclusion of the convention on the rights of persons with disabilities adapted by the United Nations General Assembly in 2006 Article 24 which covers education, ensuring that persons with special needs are not excluded from the general education system on the basis of their handicapping conditions and that children with special needs are not excluded from free and compulsory primary education (Minkowitz, 2006).

However, children with special needs continue to be discriminated within the education systems on the basis of access, provision of human and material resources and negative attitudes of those entrusted in the implementation of education policies. This ignores Article 2 of United Nations Convection on the Rights of the children, 'that a child shall not be discriminated irrespective of race, skin colour, sex, language, religion, political or other opinions, national, ethnic or social origin, disability birth or status. '(Minkowitz, 2006). This creates a gap, hence there has been a need to have a deeper concern on the approach of educating learners with special needs. The earlier structures of special schools separate from where the children without special needs attended school, has been faulted as discriminative. Many Nations are now increasingly recognizing that the policy of inclusion, where those children with special needs are taught in ordinary schools with various forms of special support, is preferable to segregating them in those special institutions. In Cameroon, the government has been trying to develop towards this global trend of inclusive education as the persons with special needs make a certain percentage of the marginalized population.

The global challenges facing contemporary society call for an increase in strategies and prompt action Brundtland, Khalid, Agnelli, Al-Athel, Chidzero, Fadika,... & Singh, 1987). Addressing these wicked problems (Sterling, 2004) implies the need to observe the system’s perspective and complexity [3] as represented in the sustainable development goals (SDGs) approved by the United Nations in 2016 to be achieved in 2030. Thus, less than two key decades are left to facilitate education frameworks for citizenship participation and awareness, and for developing new ways of knowledge production and decision-making with respect to sustainability. Efforts have been made by universities to commit to, integrate and implement the education for sustainable

development (ESD) into policies, institutions and curricula to achieve the SDGs (Lozano, Lukman, Lozano, Huisingh & Lambrechts, 2013; Segalàs, Ferrer-Balas & Mulder, 2009), which contribute to the development of skills for problem solving such as systemic and anticipatory thinking, critical and creative thinking, capacity for strategy and action, and the collaborative skills of graduates as agents of change for sustainability.

Research hypothesis Four

Research objective 4: To examine the influence of infrastructural planning on learner's competences acquisition in some secondary schools in Yaoundé V.

HR4: There is a significant relationship between Infrastructure and Students Competence Acquisition

Ha: There is a strong correlation between Infrastructure and Students Competence Acquisition

Based on the above findings, we therefore confirm that infrastructure planning influence student's competency acquisition in secondary schools. In every educational system, interactions between students, teachers and pedagogical content, and thus, education, generally take place within a school's physical infrastructure. Ensuring an adequate and sufficiently equipped infrastructure is key, so that teaching 'takes place in acceptable conditions and that learning can flourish' (IIEP-UNESCO, 2018). Indeed, physical infrastructure has significant impact on children's enrolment, attendance, completion rates and even learning achievements (e.g. the World Bank found that investments in school facilities in Peru increased students' attendance rates (UNICEF, 2009f)). Physical infrastructure can also protect the lives of teachers and pupils, as well as investments in education (in the event of a natural hazard).

This finding is positive, but does not exist in isolation. This is based on the findings presented by earlier researchers. For instance, conducted by Barett and Schmis (2019). This report for and by the World Bank Group brings together the evidence for the impacts of school infrastructure on children and their learning. It covers a comprehensive range of factors ranging from the sheer availability of a school place, to the healthiness of the spaces and their suitability to positively foster learning, to the articulation of layouts and pedagogies and the dialogue necessary to co-

create excellent schools. The detailed evidence is contained within a clear integrating model. David and Bhah conducted another study in (2020). According to the study, Although the education community has identified numerous effective interventions for improving the literacy of U.S. schoolchildren, little headway has been made in raising literacy capabilities. David K. Cohen and Monica P. Bhatt, of the University of Michigan, contend that a major obstacle is the organizational structure of the U.S. education system. Three features in particular—the lack of educational infrastructure, a decentralized governance system, and the organization of teaching as an occupation—stymie efforts to improve literacy instruction. A related study was conducted by Ejiro (2011). Educational facilities or school infrastructure are those material things that facilitate teaching and learning processes in schools. These include: school buildings, equipment which include teaching aids, books, typewriters, computers science and laboratory equipment, etc. In this regard, notable problems have continued to militate against the effective provision of infrastructural facilities in schools and colleges, such as: poor electricity power supply, criminal wastages of resources by many leaders, poor funding, and so on, in such a way that students gain next to nothing in their quest for education.

According to President Paul Biya in 2007 "the current financial circumstances surrounding the launching of the recurrent major projects are more favourable than they were a few years ago...with relatively substantial financial resources to invest in social sectors notably education and infrastructure". This declaration came to enforce the degree of influence the infrastructure has on learner's competence acquisition. Soobrayan in (2012) also affirms President Biya's declaration on the importance of infrastructure vis-à-vis education and employment. "…the quality of school building is critically important in the drive for improving education…". From the afore mention importance of infrastructure to youths' employability it is evident that quality facilities in the university system enable the skillful training and facilitate job accusation and or job creation amongst graduates.

School planners have always wrestled with the question of how to create a school (or a school system with buildings in different locations) that best facilitate the educational process. Although not impossible, it requires a very clear vision of the current situation, of the expectations of all stakeholders, and the best possible path to meet these expectations. From the facilities point of view, it is always necessary to have some common quantitative denominators or parameters that

will allow planners to detect any anomalies in the existing school or system and designers to come up with solutions that meet both current and long-term needs. Some of the most important parameters are school size and class size (García-Segura, Montalbán-Domingo, Sanz-Benlloch, Domingo, Catalá & Pellicer, 2023).

It is all acceptable that the importance of education in the development of any nation cannot be overemphasized. There is an increasing belief in the power of education to transform the society. However, this power of education could make significant difference if the education system is perfectly planned from MESO, MACRO down to the MICRO level of education. This study conducted with focus on the micro level has proven that the practice of teachers and students in the educational practice at this level significantly help the student to acquire the needed competences. In this context of this study, planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Educational planning is the activity that allows the public authorities to orient educational development and identify priority interventions. After going through a major crisis of confidence in the 1980s, educational planning has undergone major transformation: it has become more participatory, more flexible, less technocratic, and more diverse.

Educational planning at the micro level has gone beyond what its main focus was for a long time – it now centers on planning infrastructures, planning the curriculum, its teaching methods, increasing access, and increased efficiency. Moreover, it has become more strategic and addressing a variety of key issues of the educational system, such as quality, inequality, and factors influencing demand for schooling (Caillods, 2015). The study has demonstrated that if the above-mentioned components are well planned, it has enhanced the level of learning among students. This is very critical as the society today is poised to utilizing only those with competences. This implies that every society should sacrifice all what is necessary for the educational system to impede competences on the learners.

The study focuses on the problem of lack oof competences among secondary school students. It is observed that upon completion, they have virtually nothing to reckon with. The students lack basic language skills (speaking, reading, writing and numeracy skills) that form the base on which all other subjects stand. Such cohort of young people feel frustrated, disillusioned and some turn to

use adverse lifestyle to survive. They increase dependency ration on their parents, increase crime waves in the communities and subsequently a fall in the nation growth domestic product and standard of living. At the end, the study has laid hands on the underpinning challenge that impedes competences acquisition and variable suggestion have been made for the system and power that be to enhance competence acquisition among secondary school students. This is very essential for a country that has embarked on training and graduating competent youths to propel the envisaged projects for the development of the country. Cameroon is putting every resource on deck to achieve the 2035 vision. It should be noted that this vision can only be achieved if the educational system is designed to produced youths with 21st century competencies in all works of life.

Skills acquisition programme have dual objectives of supporting economic growth, and contributing to broader social objectives in the interests of society as a whole. These social objectives include expanding access to TVET and skills acquisition opportunities for marginalized groups, such as persons with learning disabilities. The growing international interest in TVET and skills acquisition programmes has led to a wave of reform and investment in both the developed and developing countries around the world. The inclusion of vocational education and training as explicit outcomes in the 2030 Sustainable Development Goals (SDGs) gives TVET and skills acquisition programme an unprecedented profile on the international stage. Member counties are required to ensure that persons with disabilities can access general tertiary education, vocational training, adult education and lifelong learning without any discrimination and on equal ground with others (Art. 24), and to enable them to have effective access to technical and vocational guidance programmes, placement services and vocational and continuing training (Art. 27).

General Conclusion

The results of the study reveal that there is an indication that effective planning provides a more rational, efficient and timely information required to impact knowledge as well as aid coordination of students. Planning equally provides an optimal means of actualizing a long-term objective of school as well as policy framework education. It also provides direction and sense of purpose for teaching – learning process it enhances and foster teaching and learning by establishing set standards to be followed by teachers. However, planning is constraint with problems of lack of commitment to effective planning as well as shortage of skilled personnel and material resources

including poor implementation. This study revealed that a well-planned curriculum produced by the collaborative efforts is a key to learners' competence acquisition. It laid emphasis on curriculum reform that is uses to strategic curriculum planning. Pedagogical planning is an inspirational nature, specifically oriented to fostering interpersonal communication and supporting teaching plan. Didactic planning of education identified deficiencies. In a detailed results analysis, we observed that those elements where the algorithm and the expert did not coincide in the evaluation were due to the empirical knowledge resulting from years of experience in the evaluation of didactic plans, which allows human evaluators to infer relationships between elements, even when they are written implicitly. Therefore, modeling this knowledge and incorporating an infinity of possible options would imply having new rules and relationships that could harm the knowledge inference of the current framework, although they benefit it on some occasions.

In the teaching-learning process under the competency-based educational model, the instructor is a facilitator and seeks to generate a flexible and adaptable environment for student learning. One of the first tasks of the facilitator is the structuring of didactic planning. Didactic planning includes strategies for teaching and learning, evidence gathering, and choice of evaluation instruments. In this paper, we propose a framework based on natural language processing techniques with the support of an ontology grounded in the experience of instructors and university level course plans in the information systems area. We employ Bloom's taxonomy in the ontology design, producing an ascending structure for didactic planning, which allows the student to learn gradually.

Based on the finding of this study, it is evidenced that the level of availability of infrastructure in various secondary schools in the study area were perceived as moderate by the respondents. There are needs to improve the levels of (buildings, classroom furniture and layout, laboratory and school size and skills acquisition). This is because they are not strong enough to bring high level in the implementation of inclusive education among students with learning disability in agricultural science subject skills acquisition. Availability of infrastructure and other learning materials suitable to the needs of all students are necessary in an inclusive education setting. This would enable the teachers to teach and all students to learn effectively. It was evident that the schools had strived to adapt the physical environment to make it accessible and more conducive for learning. For continued provision of appropriate infrastructure for students with learning disability to learn

effectively, financial support is also very necessary. Without financial support to the schools, then it would be difficult for the school management and the parents alone to provide and maintain the available infrastructures required for the students with learning disability as the need may arise. For successful implementation of inclusive education therefore there is also the need for parents' involvement in order to maintain the available infrastructure in the school. Overall findings of the study showed that the success of inclusive education sorely depends on availability of availability of infrastructure (buildings, classroom furniture and layout, laboratory and school size) to be addressed in the implementation of inclusive education in the study area.

Recommendations

On the basis of the results of this research, the following recommendations are made:

Teachers should be provided with the opportunity for regular in-service training workshop seminars in effective lesson planning. This will make them too familiar with operational procedures and guidelines of effective planning. In case, learners will acquire more knowledge. Government at every level should motivate the teachers to become more committed to effective planning and see planning as an imperative tool in educational achievement of a child.

However, with the above recommendation for this study, teacher will not only be good in planning as it will and foster their teaching pedagogy but students will be well impacted. It will also improve the academic performance / achievement of secondary school students in Cameron.

Emphasis should also be put on pedagogical planning. Learning objectives should state what the children need to learn. Conceptualize learning environments and understand how students will engage with learning. Teachers should make a curriculum plan by first determining what is most important for students to learn. The teacher should consider both short-term and long-term goals and decides the best method to deliver the content. Didactic courses have to response to the educational needs of the students because it focuses on strategies for developing a lesson plan.

Teaching and Learning Materials should be demarcated as any medium or material that helps learning. Teaching should demand broad knowledge of subject matter in all horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire for learning

and techniques of classroom management and a desire to make a difference in the lives of young people. School infrastructure should be a facility that influences student learning so that it can run optimally.

The principle of management of infrastructure in essence is to maximize the potential that exists in schools and outside schools, in terms of the vision and goals of the school combined with the conditions that exist outside the school which in this case are the community.

Suggestion for Further Research

Based on the experience gained from this study, further study, should be carried out on the following areas:

- We suggest that a further study could be conducted with the same objective in the higher education in Cameroon.
- We also suggest that another researcher could conduct a study with the same topic on a specific subject since all the teachers and different specialty are called upon to use apply planning in their respective classrooms
- Teachers' commitment to effective planning and its resultant effect on achievement.
- The role of monitoring on effective planning among secondary school teachers.
- Repeat the study to analyze teachers' objectives, strategies and indicators of achievement using classroom observations to record the formality of teaching and level of student involvement

REFERENCES

Abrantes, J. M. C. S. (2007). Rigidez dinâmica como indicador da estabilidade articular. In *Proceedings of the XII Congresso Brasileiro de Biomecânica, São Paulo, Brazil* (Vol. 30).

Adams, K. L., & Adams, D. E. (2003). *Urban education: A reference handbook*. ABC-CLIO.

Adeyemi, O. B., & Oguntimehin, Y. A. (2000). Nigeria and the problems of planning for quality education. *Educational planning and administration in Nigeria in the 21st Century*.

Adebule, S. O., & Ayoola, O. O. (2015). Evaluation of instructional materials commonly used in the teaching of mathematics in junior secondary schools in Ekiti State. *Evaluation*, *5*(18).

Agbonifoh, B. A. (2008). The Nature of Strategic Management. *Strategic Management Concepts, Principles and Decisions. Benin City: Mindex Publishing COmpany*.

Agbonifoh, BA, Agbadudu, A.B. & lyayi, F.l.O, (2005). *Management, A Nigerian perspective*, Nigeria: Malthouse Press Limited.

Agharuwhe, A. A., (2014). Assessment of instructional and administrative strategies applied by principal to improve academic performance. Academic Journals, 6(7), 114-118.

Akpan, C. P. (2015). Educational planning in Nigeria: A historical perspective.

Ali, I. (2007). Inequality and the Imperative for Inclusive Growth in Asia. Asian Development Review, Vol. 24 (2), pp. 1-16.

Alina, S. Wwa, S & Dabrowski, W. (2005). Didactic aspects influence on quality of e-learning materials. Conference: Proceedings of the 9th WSEAS International Conference on Computers.

Anang, D. S. (2020). *Locating Self-clearing Faults with Machine Learning of Transients* (Doctoral dissertation, Howard University).

Azunwena, R. N. and Uchenna, N. G. (2011). Educational Planning and Policy. In S. U. Abrantes, L., Seabra, C. & Leges, L (2007). Pedagogical affect, student interest, and learning performance. *Journal of Business Research 60*(9):960-964.

Balwin, (2022). Curriculum Planning Importance & Examples. What is Curriculum Planning? Related Study Materials

Bassey and U. U. Bassey (Eds) *Management of Higher Education in Africa*, Uyo: Abaam Publishers

Bame, A. N., & Therese M.S T. (2011). *Handbook of African Educational Theories and Practices*. Human Development Resource Centre (HDRC), Bamenda, , pp. 483-492.

Barette, P. & Schmis, C. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence. Publisher: World Bank Group. DOI:10.1596/978-1-4648-1378-8.

Best, J. (1993). *Threatened children: Rhetoric and concern about child-victims*. University of Chicago Press.

Bown, K. J., Ellis, B. A., Birtles, R. J., Durden, L. A., Lello, J., Begon, M., & Bennett, M. (2002). New World origins for haemoparasites infecting United Kingdom grey squirrels (Sciurus carolinensis), as revealed by phylogenetic analysis of Bartonella infecting squirrel populations in England and the United States. *Epidemiology & Infection*, *129*(3), 647-653.

Brundtland, G. H., Khalid, M., Agnelli, S., Al-Athel, S. A., Chidzero, B. J. N. Y., Fadika, L. M., ... & Singh, N. (1987). Our common future; by world commission on environment and development.

Burger, C., Strohmeier, D., & Kollerová, L. (2022). Teachers can make a difference in bullying: Effects of teacher interventions on students' adoption of bully, victim, bully-victim or defender roles across time. *Journal of youth and adolescence*, *51*(12), 2312-2327.

Bybee, R. W., & McInerney, J. D. (1995). Redesigning the Science Curriculum: A Report on the Implications of Standards and Benchmarks for Science Education.

Caillods, F. (2015). Educational Planning Worldwide.

Chaudhary, G. K. (2015). Factors affecting curriculum implementation for students. *International journal of applied research*, *1*(12), 984-986.

Considine, G., & Zappalà, G. (2002). The influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of sociology*, *38*(2), 129-148.

Coombs, P. H. (1970). *What is educational planning? Ed 1*. Unesco.

David, M. & Bhatt, P. (2020) The Importance of Infrastructure Development to High-Quality Literacy Instruction David K.

Demir, S., Kılınç, M., & Doğan, A. (2012). The effect of curriculum for developing efficient studying skills on academic achievements and studying skills of learners. *International Electronic Journal of Elementary Education*, *4*(3), 427-440.

Dike, M. C. (1989). A key for the identification of Afrotropical species of the shoot-fly subgenus Atherigona of Atherigona (Diptera: Muscidae), with a description of some new species from Africa. *Bulletin of Entomological Research*, *79*(4), 545-566.

Dina, N. Z. (2020). Tourist sentiment analysis on TripAdvisor using text mining: A case study using hotels in Ubud, Bali. *African Journal of Hospitality, Tourism and Leisure*, *9*(2), 1-10.

Dinçer, S., & Doğanay, A. (2015). The impact of pedagogical agent on learners' motivation and academic success. Practice and Theory in Systems of Education, 10 (4), 329–348.

Ejiro, B. (2011). Effect of Inadequate Infrastructural Facilities on Academic Performance of Students of Oredo Local Government Area of Edo State

Elton, G.R. (1967) The Practice of History. Fontana Library, London.

Esch, E. (2012). English and French pedagogical cultures: convergence and divergence in Cameroonian primary school teachers' discourse. *Comparative Education*, *48*(3), 303-321.

Fonkeng, E. G., & Tamajong, E. V. (2009). Secondary school administration and principalship. *Yaoundé: Press Universitaires d'Afrique*.

García-Segura, T., Montalbán-Domingo, L., Sanz-Benlloch, A., Domingo, A., Catalá, J., & Pellicer, E. (2023). Enhancing a Comprehensive View of the Infrastructure Life Cycle through Project-Based Learning. *Journal of Civil Engineering Education*, *149*(1), 05022002.

Gurung, S., Ghose, M. K., & Subedi, A. (2019). Deep learning approach on network intrusion detection system using NSL-KDD dataset. *International Journal of Computer Network and Information Security*, *11*(3), 8-14.

Hurung, G, Peter, R. & David, M. (2019). Exploring the influence of the curriculum on student learning in culturally and ethnically diverse classroom contexts: Praxis, paradoxes and perspectives of stakeholders. Wikato Journal of Education 24(2):53-64

Haftor, D. M. (2011). An evaluation of RL Ackoff's interactive planning: A case-based approach. *Systemic Practice and Action Research*, *24*, 355-377.

Hudson, E. (2022). An Introduction to Competency-Based Learning: What, Why, How.

Kapur, R. (2019). Development of Teaching-Learning Materials.

Kelly, A. V. (2009). *The curriculum: Theory and practice*. Sage.

Levin, E. (2022). Competency-Based Education Across America. *COMPETENCY*WORKS BLOG. Issue(s): Issues in Practice.

Levine, E., & Patrick, S. (2019). What Is Competency-Based Education? An Updated Definition. *Aurora Institute*.

Lin, L. F. (2017). Impacts of the Problem-Based Learning Pedagogy on English Learners' Reading Comprehension, Strategy Use, and Active Learning Attitudes. *Journal of education and training studies*, *5*(6), 109-125.

Lozano, R., Lukman, R., Lozano, F. J., Huisingh, D., & Lambrechts, W. (2013). Declarations for sustainability in higher education: becoming better leaders, through addressing the university system. *Journal of Cleaner Production*, *48*, 10-19.

Lozano, R., Lozano, F. J., Mulder, K., Huisingh, D., & Waas, T. (2013). Advancing higher education for sustainable development: international insights and critical reflections. *Journal of Cleaner Production*, *48*, 3-9.

Lynch, M. (2021). A guide to didactic materials.

Lawyer, B. N. (2020). Conceptualizing professional ethics, norms and standards for teachers in the twenty first (21 st) Century: Lessons from the Cameroon context.

Jon L. Pierce & Randall B. Dunham, (1990). Managing: Scott, Foreman and company.

Mehmet, A. S., & Ali, O. E. (2007). The Importance of and Effect of Using Aid Materials in Foreign Language Teaching. *Files. eric. edu. gov/full text/ED497456. pdf (24: 06: 15)*.

Minkowitz, T. (2014). Rethinking criminal responsibility from a critical disability perspective: The abolition of insanity/incapacity acquittals and unfitness to plead, and beyond. *Griffith Law Review*, *23*(3), 434-466.

Monyai, R. B. (2018). The Significance Attached to Education and Youth Development in Rural South Africa. In *Culture and Identity*. IntechOpen.

Ogaga, G.A. &Igori, W. (2016).Effects of Instructional Materials onthe Teaching and Learning of Social Studies in Secondary Schools in Oju Local Government Area of Benue State July 2016International Journal of Current Research Vol. 8(Issue 07):pp.33859-33863

Ogunu, M. (2000). Introduction to educational management. *Benin City: Mabogun Publishers*.

Olubor, R. O. (2004). Planning in education system. *Organization and administration of education: Perspectives and practices. Benin: Festa Printing Press Ltd*.

Olofu, M. A. (2003). Introduction to the fundamentals of curriculum development. *Calabar: Ushie Printers and Publishing Co. Ltd*.

Olorunsola, E. O., & Olayemi, A. O. (2011). Teachers participation in decision making process in secondary schools in Ekiti State, Nigeria. *International Journal of Education Administration and Policy Studies*, *3*(6), 78-84.

Okwori, A., & Ede, S. (2012). Management issues in education. *Makurdi: Aboki Publishers*.

Ogolo, O. (2021). Modification of the unit technical cost equation for the accurate determination of the cost of producing a barrel of oil in relation to the Contractor's revenue. *Journal of Petroleum Science and Engineering*, *198*, 108122.

Okunamiri, P. O., Ibiam, N., & Okunamiri, M. C. (2009). Basic concepts in educational planning and administration. *Educational Management; Theories and Tasks Ibadan: Macmillian Nig. Publishers Ltd*.

Osareren-Osaghae, R. I. and Omoike, D. O. (2013). *Introduction to educational planning*. In E. O. Omoregiee and Don Omoike (Eds) Benin City: Independent concept Publishers.

Ott, B. L. (2017). The age of Twitter: Donald J. Trump and the politics of debasement. *Critical studies in media communication*, *34*(1), 59-68.

Pilerot, O., & Limberg, L. (2011). Information sharing as a means to reach collective understanding: A study of design scholars' information practices. *Journal of documentation*.

Pryor, K. (2019). *Don't shoot the dog: The art of teaching and training*. Simon & Schuster.

Ramli, A., Sudadi, S., & Afendi, A. R. (2023). Evaluation implementation curriculum in productive SMK Negeri 1 Samarinda. *Jurnal Pendidikan dan Pengajaran*, *2*(1), 1-16.

Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education (Online)*, *35*(5), 40-55.

Reynolds, A. J., & Walberg, H. J. (1992). A structural model of science achievement and attitude: An extension to high school. *Journal of educational Psychology*, *84*(3), 371.

Rodger, D (2005). The effect of instructional media on learner motivation. *International Journal of Instructional Media 32*(4):333-342

Sammuel, D. (2007). A Study of the Impacts of Instructional Materials in Teaching and Learning Biology in Senior Secondary Schools (A Case Study of Sabuwar Kofa, Gwale Local Government Area of Kano State).

Samuel, R. (2012). *Theatres of memory: Past and present in contemporary culture*. Verso Books.

Samuel, A. W. (2009). The importance of instructional materials in our schools: An overview. *New Era Research Journal of Human, Educational and Sustainable Development*, *2*(3), 61-63.

Sharon, C. (2020). *Education and Curriculum Reform*: The Impact They Have On Learning.

Schatzki, T. R. (2002). *The site of the social: A philosophical account of the constitution of social life and change*. Penn State University Press.

Scot, D. (2001). Curriculum Theory. International Encyclopaedia of the Social & Behavioral Sciences., Pages 3195-3198.

Skinner, B. F. (2019). *The behavior of organisms: An experimental analysis*. BF Skinner Foundation.

Segalàs, J., Ferrer-Balas, D., & Mulder, K. F. (2009, July). Introducing sustainable development in engineering education: competences, pedagogy and curriculum. In *Proc. of the 37 th Annual Conference of the Society for Engineering Education (SEFI), Rotterdam, The Netherlands*.

Sterling, S. (2004). Higher education, sustainability, and the role of systemic learning. *Higher education and the challenge of sustainability: Problematics, promise, and practice*, 49-70.

Stevens, P. F. (2016). Angiosperm Phylogeny Website. Version 13. *Angiosperm Phylogeny Website. Version 13.*

Sudargini, Y., & Purwanto, A. (2020). The effect of teachers pedagogic competency on the learning outcomes of students. *Journal of Industrial Engineering & Management Research*, *1*(4), 1-8.

Tambo, I.L. (2005) National Education Policy since the 1995 Forum. Press Book Ltd., Limbe.

Tanyi, M.E, (2016). Psychological Evaluation of Attitude of bothPrimaryTeachers and Special Needs Children towards Each other in a Regular School in Yaounde-Ca*meroon. Journal of Education and Practice,7,* (6).

Tyler, T. R. (1987). Conditions leading to value-expressive effects in judgments of procedural justice: A test of four models. *Journal of personality and social psychology*, *52*(2), 333.

Ukpong, (2020). *APPROACHES TO EDUCATIONAL PLANNING*. In book: Education Planning In Nigeria Principles and Practices (pp.43-58). Publisher: University of Calabar Press

UNESCO, U. (2008). Education. *Science, Cultural Organization*.

Wiles, J. (2008). *Leading curriculum development*. Corwin press.

Westwood, P. S. (2008). *What teachers need to know about teaching methods*. Aust Council for Ed Research.

Yamada, S. (2019). History and development of education in Africa. In *Oxford Research Encyclopedia of Education.*

Yearworth, M. (2016). Sustainability as a 'super-wicked'problem; opportunities and limits for engineering methodology. *Intelligent Buildings International*, *8*(1), 37-47.

Yorke, M. (2006). *Employability in higher education: what it is-what it is not* (Vol. 1). York: Higher Education Academy.

Zhang, Z., Lin, F., Chen, H. C., Wu, H. C., Chung, C. L., Lu, C., ... & Chou, P. T. (2015). A silole copolymer containing a ladder-type heptacylic arene and naphthobisoxadiazole moieties for highly efficient polymer solar cells. *Energy & Environmental Science*, *8*(2), 552-557.

RÉPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE
****
UNIVERSITÉ DE YAOUNDE I
****
FACULTÉ DES SCIENCES DE L'EDUCATION
****
DÉPARTEMENT DE CURRICULA ET EVALUATION
******

REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND
****
THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTMENT OF CURRICULUM AND EVALUATION
******

Questionnaire for Teachers

SECTION A : GENERAL INFORMATION

Dear Respondent,

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting a research to find out the influence of Educational planning process in the 21st century on learner's competence acquisition in some secondary school in Yaoundé 5. The answers you provide will be used strictly for this master's research and your privacy will be highly protected**.** Thanks for your participation

Informant's information

Instructions: ***kindly place a tick (√) on the box that best describes your opinion.***

1. Gender: Male ☐ Female ☐
2. Level of education: Advance Level ☐ Bachelor's degree ☐ Masters ☐
3. Professional Qualification: PCEG ☐ PLEG ☐
4. Longevity in service: 5-10 years ☐ 11- 15 years ☐, 16 – 25 and above ☐
5. Poste of responsibility: class master ☐ DM ☐ V.P ☐

SECTION B:

Instruction: Tick **(√)** in one of the boxes labeled (**SD, D, A , SA)** that best suit your opinion

KEY: SD= strongly disagree,D=disagree, A=Agree, SA= strongly agree,

SN	I) Curriculum Planning	SD	D	A	SA

4	We the teachers take the lead in planning the curriculum we use to teach				
5	We involve our students in planning the curriculum we use in teaching them				
6	The curriculum is planned following students ages and competences needed				
7	Our academic year is planned such that the whole program can be covered before the years ends				
8	The curriculum is imbedded with 21st C. competences				
9	The time allocated per year is enough to cover the program designed				
	Teaching methods	**SD**	**D**	**A**	**SA**
10	I plan and used student centered teaching methods in all the lessons				
11	During every lesson, my students do more practice than theory				
12	I use students-teachers interaction method during lessons				
13	I use teaching strategies that motivates goal-orientated behaviour among students and prepared them for competence acquisition				
	Didactic Material	**SD**	**D**	**A**	**SA**
14	my school makes available all text books in all subjects				
15	Each of my classes has its own ICT tools for that class use only				
16	I have my personal tools like computer and projector for everyday teaching				
17	My blackboards are large, smooth and clear for all students view				
18	My classes have flashcards and posters on the wall for effective teaching				
	Infrastructure	**SD**	**D**	**A**	**SA**
19	My school has IT space for teachers and students to do research in school				
20	My classrooms are designed to adapt to usage of modern ICT tools				
21	My school has enough spaces and tools for practices in laboratories				
22	My school has available fields for extracurricular activities				

23	My school has well equipped, spacious and updated libraries				
24	My classrooms are spacious enough that students learn and practice freely				
	Students competence acquisition	**SD**	**D**	**A**	**SA**
25	Well design curriculum improves students learning and competence acquisition				
26	Planned teaching method improve learners competence acquisition				
26	Well planned didactic material improves students learning and competence acquisition				
27	Planned infrastructure can improve learners competence acquisition				

Thanks for your collaboration

Interview Guidefor lower and upper sixth students

In your opinion, how does teachers good planning of the curriculum influence the way students acquire competences?

In your opinion, how will teachers planning of teaching method influence the student's competence acquisition

In your opinion, how does teachers use of didactic material influence student's acquisition of competences

In your opinion, how does infrastructural planning enhance student's competence acquisition