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UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES EDUCATIVES ET INGENIERIE EDUCATIVE
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CURRICULUM ET EVALUATION

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UNIVERSITY OF YAOUNDE I
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POST GRADUATE SCHOOL FOR HUMAN, SOCIAL AND EDUCATIONAL SCIENCES
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DOCTORAL UNIT OF RESEARCH AND TRAINING IN SCIENCE OF EDUCATION AND EDUCATIONAL ENGINEERING
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CURRICULUM AND EVALUATION

Competency Based Approach and Teachers Performance in Primary Schools Of Awae Sub Division.

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Dissertation Submitted in Partial Fulfilment of the Requirement for the Award of a Master's Degree in Education on the 17th of September 2024.

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CERTIFICATION

We, the undersigned, hereby certify that the thesis entitled "**Competency Based Approach and Teachers Performance in Primary Schools Of Awae Sub Division**", submitted to the Department of Curriculum and Evaluation, Faculty of Education in the University of Yaoundé 1, was carried out by **ASHU LUCY ETENGENENG**, Matricule (**22V3891**), under our supervision. The work has been properly referenced and acknowledged.

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LIST OF ACRONYMS

CBA	Competency Based Approach,
CBC	Competency Based Curriculum
CBE	Competency-Based Education
CBET	Competency-Based Education and Training ,
CBI	Competency-Based Instruction
CBL	Competency-Based learning
CBP	Competency-Based Programs
CT	Cameroon Tribune
KMO	More Knowledgeable Other
PBA	Performance Based Approach
QEP	Quebec Education Programme
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
SRS	Simple Random Sampling
TAFE	Technical and Further Education
ZPD	Zone of Proximal Development

ABSTRACT

The study investigated the influence of Competency Based Approach on teachers' performance. The problem under this study stems from the skills mismatch that exists in the implementation of CBA by teachers of primary schools in Awae. Sample size of 44 participants. The data collected were analysed using SPSS version 25, which used a descriptive analysis of demographic elements and regression tests in order to test the hypothesis. From our results, Lesson preparation positively influences teacher performance in CBA. With a grand mean of 3.51 above the cutoff mean, respondents strongly agree with the statement. The regression results showed a significant positive relationship between Lesson preparation and teacher performance ($t = 19.97$, $p < 0.000$). The slope coefficient for Lesson preparation was 0.951, so teacher performance increases by a factor of 0.951. Respondents strongly agree that teaching methods influence teacher performance, with a grand mean of 3.58 above the cut-off mean The regression results showed a significant positive relationship between teaching methods on teacher performance ($t = 15.713p < 0.000$). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924. Respondents strongly agree that Teachers' practice/assessment method influences teacher performance, with a grand mean of 3.62 above the cut-off mean. The regression results showed a significant positive relationship between the Teacher's practice/assessment method and Teacher performance ($t = 12.540$, $p < 0.000$). The slope coefficient for Teachers' practice/assessment method was .888, so teacher performance increases by a factor of 0.888**.**

Keywords: Competency-Based Approach, Lesson preparation, teaching methods, assessment and Teacher performance

RESUME

L'étude a examiné l'influence de l'approche par les compétences sur les performances des enseignants. Le problème de cette étude provient de l'inadéquation des compétences qui existe dans la mise en œuvre de l'APC par les enseignants de l'école primaire d'Awae. Taille de l'échantillon de 44 participants. Les données collectées ont été analysées à l'aide du SPSS version 25 à l'aide d'une analyse descriptive des éléments démographiques et des tests de corrélation et de régression afin de tester l'hypothèse. D'après nos résultats, la préparation des cours a une influence positive sur la performance des enseignants en APC. Avec une moyenne de 3,51 au-dessus de la moyenne seuil, le répondant est tout à fait d'accord avec l'affirmation. Les résultats de la régression ont montré une relation positive significative entre la préparation des leçons et la performance de l'enseignant ($t = 19,97$, $p < 0,000$). Le coefficient de pente pour la préparation des cours était de 0,951, donc la performance de l'enseignant augmente d'un facteur de 0,951. Les personnes interrogées sont tout à fait d'accord sur le fait que les méthodes d'enseignement influencent les performances des enseignants avec une moyenne générale de également 3,58 au-dessus de la moyenne seuil. Les résultats de la régression ont montré une relation positive significative entre les méthodes d'enseignement et les performances des enseignants ($t = 15,713p < 0,000$). Le coefficient de pente pour les méthodes d'enseignement était de 0,924, donc la performance des enseignants augmente d'un facteur de 0,924. Les personnes interrogées sont tout à fait d'accord sur le fait que la pratique/la méthode d'évaluation des enseignants influence la performance des enseignants avec une moyenne générale de 3,62 au-dessus de la moyenne seuil. Les résultats de la régression ont montré une relation positive significative entre la pratique/méthode d'évaluation des enseignants et leurs performances ($t = 12,540$, $p < 0,000$). Le coefficient de pente pour la méthode de pratique/évaluation des enseignants était de 0,888, donc la performance des enseignants augmente d'un facteur de 0,888.

Mots clés : Approche Par les Compétences, préparation des leçons, méthodes pédagogiques, évaluation et performance des enseignants

CHAPTER ONE

INTRODUCTION

Background of the study

Conceptual Background

Hodge (2007) attempts to trace the origins of competency-based training and discovers that the societal origin was in the United States of America during the 1950s, 60s, and 70s. At this time, public debate and government initiatives centred on the widely held view that there was a problem with the quality of Education in the United States. One of the responses to this crisis was the performance-based teacher education movement, which synthesised the theory of Education and became known as competency-based training.

A sentiment supported by Gurney (2007) that teacher quality can be well understood by considering the relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience, an idea that supports Kopelman, Gardberg and Brandwein (2011) who argue that under competency-based curriculum teacher preparation impacts teachers with the right teaching skills and styles, materials use, teaching tools.

As a result, this Teacher possesses practical knowledge of how to deliver the competency-based curriculum [CBC]. The competency-based curriculum has been significantly adopted by several countries worldwide in their educational system. Countries such as the United States of America, Mexico, Australia, New Zealand, France, Hong Kong, and several African countries are the countries that have implemented CBC in their educational system; each country has developed its own learning outcomes and methods of assessing student achievement to suit its own national needs (Atan, Azli, Rahman &Idrus, 2002). This was done to better prepare learners for the higher education demands and job market requirements in the 21st century, which appears as a worldwide trend in offering relevant skills that match employers' requirements. The desire to build up a scholarly society and the need to expand regional and global competition in the job markets has called for a move to a competency-based curriculum as the leading proclaims for innovation, both at the system level and the level of the learning environment (Biemans, Nieuwenhuis, Poell, Mulder &Wesselink, 2004).

In America, Bristow and Patrick (2014) observed that the CBC concept moved to Western countries due to the economic recession caused by the widespread unemployment among young people in the United States and the concern about low student achievement and poor quality of teacher training which promoted a need to structure the outcome learning in a manner that will encourage teachers to express their teaching objectives in terms of observable student behaviours. The main criticism was the education system, which was blamed for school graduates' low attainment of necessary skills. This has seen commendable progress in the American educational system.

In 2009, Mexico began implementing a competency-based curriculum approach through several reforms in primary Education and national education policies. Competence was described as applying skills, knowledge, values and attitudes.

The competency-based approach was aimed at stimulating students to attain optimum academic performance. The acquired skills, values, attitudes, and knowledge were applied in day-to-day activities, and learners were expected to reflect on their endeavours.

Similarly, in Australia, the primary essential competence standards were introduced to give guidelines to schools and colleges about the skills and competency standards required by a country for the workforce. The intention was to ensure that colleges such as Technical and Further Education [TAFE] prepare their graduates with the skills needed to get jobs after completing their studies (Kopelman et al., 2011).

Regarding Africa, when dealing with the contribution of age to the girl child's academic performance in primary schools Achiyo and Yambo (2020) reiterated that adopting new ideas improves academic standards. Similarly, Cheptoo (2019) argues that CBC adoption in most African countries is an adjustment or model similar to that of developed countries. She explains that the implementation has either been imposed on the countries following government directives or due to the support from Western Non-Governmental Organizations. For instance, in East Africa, they had to sign the East Africa Harmonization policies that require the countries to adopt CBC. The researcher goes on to suggest that for the adoption of the CBC to succeed in Africa, there is a need to look into African Communities' actual learning environment, financial ability, human resources, ability, philosophy, job market, needs, visions, the Africans still face diverse challenges ranging from infrastructure, resources, teachers' capabilities

leadership and type of teachers' capabilities leadership and type of student's cohorts with classes building with learners' eager to learn. As conceptualised by KICD (2018), competency is the ability to put into practice learning resources and outcomes adequately in Education, work, and personal or professional development. A Competency-based curriculum is a curriculum that emphasises what learners are expected to do rather than mainly emphasising what they are expected to know. Ideally, such a curriculum is learner-centred and adaptive to the changing needs of the pupils, teachers, and society. It implies that learners can acquire and apply the knowledge, skills, attitudes, and values to solve situations they encounter in everyday life (IBE-UNESCO 2015). The work of Abebe (2012) outlined that the Competency-based curriculum is one where knowledge is constructed and not transmitted, and prior knowledge impacts the learning process. It is a shift from traditional input-driven learning, whose primary focus is acquiring knowledge, to competency-based Education (Yambo 2020).

Teachers already in the field will undoubtedly require more professional development programmes to improve their knowledge and skills in implementing the CBA. This aligns with Wiysahnyuy (2019), who emphasises that to enhance the professional development of teachers, there is a need to attend conferences, seminars, workshops, and short courses and undergo in-service training if the need arises to improve on or gain more knowledge on the subject matter, teaching techniques, skills and assessment strategies which are in one way or the other related to the Competency-Based Approach, (CBA). Though the respondents indicated that there is a need for training of teachers to improve their knowledge and skills on CBA, they overlooked the importance of short and long courses which could be offered to teachers to train them on what the CBA is all about and how to implement it to attain the anticipated gains effectively.

Educators highly contested the new innovative approach (CBA) as to whether it was the best approach for this era, but finally, the implementation of this new approach was in response to the educational crisis in the United States of America. Today, CBA is widely accepted and implemented in many countries around the world, such as Algeria, Australia, and Tanzania. CBA was first used in the 1960s in the context of performance-based Education, which aimed to train specialists who could compete in the world market (Bafon,2021). Competence-based approach (CBA) is a tendency which came into being in 60s last century. Nowadays there are many definitions of CBA. Foundation of Excellence in Education explains it as "a system of

instruction where students advance to higher levels of learning when they demonstrate mastery of concepts and skills – regardless of time, place, or pace. There was a shift in implementing a competence-based approach from a historical perspective. Several decades ago, it could be a kind of to-do list as well, and the main idea of Education was to provide students with narrow disciplinary knowledge. The student was just supposed to be aware of the exact field of knowledge, i.e., the critical concept of Education was to learn the necessary information by heart. At the same time, it is necessary to know how to get the information, how to process it, and the best way to implement it.

Today, there are different interpretations of the concept of "competence approach", but they are all aimed at providing the learner with the skills to independently solve a set of tasks, including tasks of a personal and professional nature.

In Africa, the competency-based approach was introduced in French-speaking African countries in 1996 during the Conference of Ministers of Education in Yaoundé. After analysing the introduction and implementation of the new curricula for primary schools based on CBA, these ministers realised that CBA was the most relevant method to enhance African Education. They focused on the Mauritanian primary schools and obtained similar results as in many other African countries. However, these ministers realised that the most significant problem lay in implementing the curricula. The teachers faced difficulties in general poverty, insufficient and inadequate didactic materials and large class sizes, amongst others; all these made it difficult for teachers to create the situation needed for their lessons and individualise instruction. They concluded that though CBA is a good approach for African schools, the needs and realities of Africans also need to be taken into consideration for effective implementation of this approach. Competence-based approach was introduced in Cameroon in July 2012 (Bafon,2021). Cameroon's Ministry of Basic Education has distinguished three main components of the competence to be taught: subject competence (knowledge), transversal competence (know-how resulting from all the subjects in a child's learning) and life competence resulting from developing the right attitudes and behaviour for real-life situations. Mahamat (2011), cited by Nforbi (2014), studied the implementation of CBA in some primary schools in Kousseri, Far North Region of Cameroon. He realised the approach was not being implemented effectively due to its novelty in the educational system and the teachers "apathy about the new visions and

competencies. The decree of the President of Cameroon, "On measures for priority development of Education in Cameroon ", dated 2001, determined the number of measures for the introduction of the regulations in Cameroon based on competence, aimed at coordinating the national system of education quality assurance with the general system of Education Based on modern society requirements and the needs of the learner to adapt to changing needs, the education quality assurance should be based on the formation of such competencies and skills in future specialists that enable them to use practically knowledge and skills for the benefit of all Cameroonians that of creating job makers, not job seekers. The President of The Republic of Cameroon, His Excellency Paul Biya, during his February 2001 message to the youth, called for embracing the competence-based approach (République du Cameroun, 2007).

In the National Standard System of Higher Education, as well as Professional and Teacher training institutions, the requirements and qualifications are clearly stated, the list of socially and professionally essential knowledge, skills and competencies is provided, which are required from the graduate of the high institution not only by the national labour market but also by the Cameroonian Community. The National System of Qualifications should be the basis for the introduction of a competence-based approach in teachers' Education, including its components – the National and regional qualifications limits. Concerning Cameroon, during the 1995 Educational Forum, when educational experts met in Yaoundé, the capital city, to discuss how the educational system in Cameroon could be improved upon, there was nothing mentioned about the use of real-life aspects in the classroom, especially in primary schools. Educational law No: 9/004 of 14 April 1998 did not mention it in the primary school curriculum, but as of 2001, the education community had to adopt a competency-based approach to create job makers, not job seekers. In his speech, the president promised to introduce competencies in our schools and the equipment for computer rooms in schools. The consequence of the President's speech was accelerated in 2015 with the introduction of a competence-based approach in Primary and Secondary schools, in both general and technical secondary schools.

The National qualifications limits are implemented in order to:

- Introduction of Cameroon educational standards and principles of education quality assurance with the requirements of the job market competencies to professionals;

- ensure harmonisation of standards of legislation in the field of Education and social and job relations;
- promote national and international recognition of qualifications acquired in Cameroon;
- Establish practical cooperation between the sphere of educational services and the labour as well as the job market.

Knowledge acquired should conform to the quality of graduates' training of teachers and colleges with the requirements of the standard of basic Education, which is determined by social and personal, general scientific competencies, instrumental competencies, and professional competencies. The idea of a competence-based approach in teaching originated in the early 80s of the last century; the concept of CBA was published in an article known as Minimum Competency Perspectives. This was corroborated by Bernard et al. (2007), who hold that most teachers continue using explanation methods and display poor mastery of the CBA method. In addition, large class sizes and insufficient didactic materials seriously impede the individualisation of instruction and evaluation.

National and regional Pedagogic Inspectors are reinforcing their CBA skills in Yaounde. After some years of its implementation in the Cameroon educational system, the Competence-based Approach (CBA) of learning is still a problem among teachers and learners. It is within this backdrop that the Secretary of State at the Ministry of Secondary Education in charge of Teachers Training, Mr. Boniface Bayaola, on May 9, 2017, in Yaounde, opened a two-day workshop for National and Regional pedagogic Inspectors to exchange and reinforce their capacities on the Competence-Based- Approach (CBA) in the secondary education sector. Mr Boniface Bayaola told the over 200 participants at the workshop that since the inception of the CBA, there have been problems with comprehension and the programme's implementation. With such difficulties noticed, the Secretary of State stressed the need for Pedagogic Inspectors to exchange views and check malfunctions while harmonising the programme. A Regional Inspector of Bilingualism in charge of the Teaching and Promotion of French to Anglophones, Mrs. Beatrice Ano, told Cameroon Tribune (CT) that the Competence-based-Approach came to replace the Objective Based Approach in which teachers carried out their programme through the setting up of objectives, executing these objectives while doing a global evaluation of students from what they have taught. Conversely, CBA refers to a system of instruction,

assessment, grading, and academic reporting based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their Education. With CBA, teachers expose students to a problem-solving teaching attitude in which teachers guide students in solving any problem in the classroom. Beatrice Ano said it is all about how a student can solve a problem. Teachers should take care of each student and see where the student is good at, for no child has to fail. (https://www.cameroon-tribune.cm/,2017)

According to Bashar (2013), CBA may also be viewed as Competency-Based Education (CBE), Competency-Based Education and Training (CBET), Competency-Based Learning (CBL), Competency-Based Instruction (CBI) or Competency-Based Programs (CBP). It can also be used interchangeably with the Performance Based Approach (PBA)

Statement of the problem

A recent study by Bafon (2021) showed that the implementation process of CBA from 2015 in Cameroon was still slow. Teachers and Pupils, mainly the novices, are not fully implementing the approach probably because they are unaware of its principles. The approach focuses on outputs rather than on inputs to learning. Woods (2007) points out that although the Secondary Education Development Plan (SEDP) shows that teacher training is a priority and steps are required to provide for a well-educated, professional and skilled teaching force, many of the required interventions have not occurred. The general preservice teacher training program has been uncoordinated, underfunded and poorly staffed (ibid.). Teachers' training institutions in collaboration with Delegation have been established to provide in-service training, mentoring and peer support, but they are not well utilised. However, teachers and other education stakeholders face many difficulties implementing this curriculum (Ayoub, Rugambuka & Ikupa,2013). Also, in Tanzania, there is no clear evidence of implementing a competency-based approach (Alphonce, 2008), which implies the implementation of this new teaching, learning and assessment approach to warrant these rhetorical statements.

The Cameroonian government has promoted CBA through several laws to shape the structure management and monitoring of the educational policy in Cameroon, like the 1998 law of orientation of Education (Law No 98/004 of 4th April 1998) and the Cameroon Education Plan 2013-2020. They have equally provided rules for the organisation and functioning Education in Cameroon (Law No 2004/022 of 22 July 2004).

One of the problems of CBA, Mrs Beatrice Ano underlined following her interview with Cameroon Tribune, is how a teacher can enable an individual student to develop his skills in what he can do best in a country since there are many students in a classroom. There are no infrastructures to divide classrooms into smaller groups. She added that there is no equipment to train pupils on the CBA as some classes do not have electricity and desks on which students can effectively and sufficiently practise. As a language teacher, Beatrice Ano said, "I am out to help students use language to solve a problem in a given situation (https://www.cameroon-tribune.cm/,2017)

In Cameroon, there is a severe shortage of well-qualified and expert teachers competent to guide learners through the new competency-based curriculum and learning styles, To a large extent, teachers have continued teaching by using the traditional instructional approaches and assessments pupils have also continued learning through memorisation rather than creating and inventing new ideas through inquiry learning approaches. Thus, this study intended to investigate the extent to which competency-based teaching approaches have been implemented in primary schools in Awae, Mefou et Afamba sub-divisions, Centre region of Cameroon.

Purpose of The Study

The purpose of this study is to examine the influence of Competency-Based Approach on teachers' performance in public primary schools in Awae.

Research Objectives

To evaluate the implementation of the Competency Based Approach on teachers' performance in public primary schools of Awae.

Specific Objectives

- To appraise Lesson preparation by teachers using CBA and its influence on teachers' performances
- To examine Teaching methods used by teachers in CBA and their influence on teachers' performances.
- To evaluate Primary school Teachers' practice/assessment methods. of CBA and their influence on teachers' performances.

Research Questions and Hypotheses

Research Questions

To What extent has the implementation of the Competency Based Approach influence teachers' performance in public primary schools of Awae?

Specific Research Questions

- To what extent Lesson preparations according to CBA influence the Teacher's performance?
- To what extent have Teaching methods according to CBA influence the Teacher's performance?
- To what extent has Primary school teachers' practice/ assessment methods of CBA influence the Teacher's performance?

Research Hypotheses

The implementation of the Competency Based Approach has a significant influence on teachers' performances in public primary schools of Awae.

Specific Hypotheses

- **H01:**Lessons preparation by teachers using CBA has no significant influence on teacher performances
- **Ha1:**Lessons preparation by teachers using CBA has a significant influence on teacher performances
- **H02:**Teaching methods used by teachers in CBA have no significant influence on teachers performances
- **Ha2:**Teaching methods used by teachers in CBA have a significant influence on teachers performances.
- **H03:**Primary school teachers practice/ assessment methods of CBA has no significant influence on teachers performances.
- Ha3:Primary school teachers' practice/ assessment methods of CBA has a significant influence on teachers performances**.**

Significance of the Study

This work is of great importance in our contemporary society as it points out core issues concerning our educational system and how they can be ameliorated to ensure that our teachers

master CBA teaching methods and strategies to ameliorate learning outcomes. We shall examine how it is important to;

Policy makers: This study will enrich existing literature on the implementation of CBA in Cameroon, and it will also help decision-makers to review educational policies on the implementation of CBA in Cameroon as far as teacher deployment is concerned

Scope And Delimitation of Study

This study will be limited to the implementation of CBA in primary schools in Awae Mefou et Afamba sub-division due to time constraints and financial difficulties. We shall study the progressive innovations in the competency-based approach, which is the independent variable based on the changes in teaching methods, lesson preparation and assessment methods.

As indicated earlier, the study is going to be limited geographically to primary schools in Awae. To evaluate if the innovations in implementing CBA carried out in primary schools can counter the disadvantages of traditional teaching methods and hence lead to a competency-based approach.

The study has two variables: the competency-based approach, the independent variable, and the dependent variable, academic performance.

Operational Definition of Terms

Competency: A specific educational goal of which a student/pupil is expected to demonstrate mastery. Competencies are usually the standards established by the State Department of Education; however, competencies take on a different name due to how students interact with them. Competencies differ from standards in that a student is not allowed to progress on to the following competency until they have demonstrated mastery of the current competency (Daniel, 2019)

Competency-based Education: Susan Patrick and Chris Sturgis, in Cracking the Code, define competency-based Education as a system that allows for the following components:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is a meaningful and positive learning experience for students.

- ❖ Students receive timely, differentiated support based on their individual learning needs.
- ❖ Learning outcomes emphasise competencies that include application and creation of knowledge, along with the development of essential skills and dispositions (Patrick & Sturgis, 2011)

Robbins et al. (2004) define academic performance as the ability of a student to complete their academic tasks and assignments, as well as their overall school achievement.

The competency-based Approach is learner-centred. Hence, small class sizes are preferred to enable the effective use of CBA facilitation techniques. According to Makunja (2015).

Teaching Methods: Refers to the general principles, pedagogy and management strategies used for classroom instruction (https://www.igi-global.com/)

Lesson Preparation: It is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the Teacher, the subject being covered, and the need and/or curiosity of pupils. There may be requirements mandated by the school system regarding the plan. (Bafon,2021)

Lesson Plan

Melissa Kelly (2017) defines a lesson plan as a framework and a road map, which each Teacher will create using an individual style. A good lesson plan sees the "big picture" but includes detailed information for each activity. It's a good idea to organise your lesson plan as a unit plan. Each unit plan will cover a particular topic and may be broken down into daily plans. An effective unit plan will include the following:

- ❖ Objective(s): While easy to ignore, identifying objectives from the beginning will vastly simplify instruction and assessment.
- ❖ Activities: The meat of your lesson plan will be the various activities you use to teach students what you want them to learn.
- ❖ Time estimates: Including a time estimate for each activity allows you to divide your unit plan into days and periods.

- Required materials: Spend some time writing down exactly what materials you need for each activity so that you will be better prepared for your lesson.
- Alternatives: It is always wise to plan for absent students, especially if a large part of your plan is a simulation that can be hard to make up for those who miss it.
- Assessments: Decide in the beginning how you are going to assess your students to help focus your instruction on what the students need to learn

Assessment methods are systematic procedures for collecting, reviewing, and using information about learners to make improvements where necessary. (Biemans,2004)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Conceptual framework

Competence-Based Approach

According to Banga (2022) despite the adoption of Competency-based approach in Cameroonian primary schools, the teaching and learning of English language is still a nightmare among French speaking Cameroonian. Government needs to use new strategies to solve this problem.

Arguelles and Gonczi (2000) further define a Competence-Based Approach (CBA) as Education based on outcomes and pre-determined standards of what students can do. Specifically, the Competence-Based Approach is defined as a perspective on how to prepare competent graduates with knowledge of how to meet the needs of an ever-changing work situation. From this perspective, knowledge, skills, and attitudes that make up the essentials of an occupation are not transmitted as separate learning activities or subjects. These competencies are integrated through assignments and activities that come as close as possible to the actual context of the occupation. Competence-Based Education uses teaching and learning strategies that facilitate developing and demonstrating competencies. The introduction of competency-based Education and training in an education setting leads to a competency-based curriculum. The Competence–Based Curriculum (CBC) focuses on enabling learners to master the knowledge, skills, and attitudes needed for employment and general life. The curriculum is activity-oriented and concerns the required competencies. It is usually prepared in such a way that it requires learners to perform various tasks to equip them with knowledge and skills related to their real-life situations. In CBC, a teacher is supposed to switch from the role of an expert who transfers knowledge to a coaching role of facilitating and guiding the learning process (Biemans, Nieuwenhuis, Poell, Mulder & Wesselink, 2004). The Teacher is required to be active in supporting the learning process rather than being active in transferring content. He/she should use a didactical approach based on facilitating active learning, which includes group work, presentations, and self-study. The advocacy of the Competence Curriculum has been witnessed in recent years at various levels of the education system in the world. The main reason for this advocacy is to provide quality education at all levels, from pre-primary to university levels. Competence Based Curriculum is the leading paradigm for innovation, both at the

system level and at the level of the learning environment (Biemans et al., 2004). Competence-based Curriculum, therefore, requires adult learners to take more responsibility for their learning process, which is initiated by the competent learning tasks along the continuum of curriculum implementation. This calls for the review of teaching and learning methods as well as assessing learners. It leaves behind the traditional instruction and assessment approach (Kafyulilo et al., 2012).

Schneck (1978) views the CBA as an outcome-based instruction that is adaptive to the needs of students, teachers and the community. Competencies describe the student's ability to apply basic and other skills to situations that are commonly encountered in everyday life. Therefore, the Competency-Based Approach is based on outcomes derived from an analysis of tasks typically required of students in life role situations.

To Savage (1993), the competency-based model was defined by the U.S. Office of Education as a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society. It is therefore a functional approach to Education that emphasises life skills and evaluates mastery of those skills according to actual learner performance.

Mrowicki (1986) holds that competencies describe the essential skills, knowledge, attitudes and behaviours required for effective performance of a real-world task or activity. These activities may relate to any domain of life.

Competence is defined as the developmental capacity to interactively mobilise and ethically use information, data, knowledge, skills, values, attitudes, and technology to engage effectively and act across diverse situations. Carracio et al (2002) asserted that there was no single definition of Competency-Based Instruction. However, it can be identified by the following characteristics: Spelling out exactly what it is that trainees should learn, providing a high quality of instruction, helping students learn one thing well before going on to the next and requiring each trainee to demonstrate competency. Thus, the competency-based approach focuses on measurable and useable knowledge, skills and abilities (Richards and Rodgers, 2001). It consists of teachers basing their instructions on concepts, expecting to foster deeper and broader understanding. CBA curricula fostering learner-friendly teaching and learning strategies could engender a shift from sheer memorisation to developing higher-order intellectual skills and life

skills, including communication, social and emotional and other relevant skills. Schwab (2016) states that workers need at least ten competencies in 2020. Those competencies are complex problem-solving, critical thinking, creativity, people management, coordinating others, emotional intelligence, judgment decision-making, service orientation, negotiation, and cognitive flexibility. According to Bloom's taxonomy of Educational Objectives, those competencies are categorised as high-order thinking skills. This includes analysing, evaluating, and creating. It focuses on learning and pupils' activities (learner-centred) rather than on the Teacher's role (Jeager,2003).

CBA is a teaching approach which focuses on the outcomes of learning. It emphasises what learners are expected to achieve with the target objectives of the lesson. In other words, the approach sees outputs as very important rather than the learning process. This means starting with a clear picture of what is essential for students to be able to do, then organising curriculum, instruction, and assessment to make sure this learning ultimately happens (Tamiru & Ebisa,2021)

The advantages of the competency Approach include the fact that participants will achieve competencies required in the performance of their jobs, build confidence as they succeed in mastering specific competencies, receive a transcript or a list of the competencies they have achieved, use training time more efficiently and effectively as the trainer is a facilitator of learning as opposed to a provider of information; devote training time to working with participants individually or in small groups as opposed to presenting lectures and devote more training time to evaluating each participant's ability to perform essential job skills (Rojewski and Hill, 2014).

The CBA uses approaches that integrate differentiating, organising, and attributing (to break into constituent parts) and determine how these parts relate to one another and also to an overall structure and purpose (Yunos et al., 2010). Teaching students to develop evaluation techniques should include activities that include coordinating, detecting, monitoring, testing, critiquing, and judging. They further explained that exposing students to these kinds of activities would provoke their minds into recognising patterns, distinguishing patterns and exposing the ideal problem (Anderson et al. 2012)

Mkonongwa (2018) asserts that, philosophically, competency-based teaching and learning have their roots in social constructivism. Therefore, learners engage in the process of constructing

their knowledge by interaction with their environment rather than as a process of absorbing the knowledge that the traditional Teacher might try to transfer to them so. The following teaching methods for competency-based teaching are cooperative, interactive learning, discovery learning, reflective learning, and personal learning. A multidisciplinary approach is also essential (O'Sullivan and Burce, 2014).

Competency-Based Assessment (CBA) is defined as a process of judging competency against the prescribed standards of performance (Argu¨ elles and Gonczi, 2000). It focuses on a professional task's relevant knowledge, skills and attitudes and occurs in a real, authentic or simulated environment. In CBA, assessment is central in modular courses to provide information about the discrepancy between the current status of performance and the desired learning goals. Feedback from assessment offers strategies to understand a task and empowers students to self-regulate their learning to attain mastery (Black and William, 1998; Harlen and Crick, 2003).

In Ghana, the practical assessment component covers 70% of the total marks of the final grading, including a structured industrial attachment, institutional practical, field and project work. The theory segment covers 30% marks of the final grade and includes presentations, case studies, assignments, course work, tests and end-of-semester examinations (Boahin, 2017). Performance criteria include attendance, participation, teamwork, assignments, research work, quizzes and presentations. The assessment of the practical component is mainly based on the demonstration of skills, preferably in the work environment or simulations of the job conditions, and students are assessed as 'competent' or 'not yet competent' against the industry competency standards. However, assessment against pre-defined standards tends to restrict assessors' judgement on competencies related to innovation and future operations at the workplace (Guthrie, 2009; Smith, 2010). Therefore, effective development of skills or expertise cannot be judged from a one-shot assessment task at the end of each module but requires consistent performance and feedback from multiple assessments or observations by the assessor over a relatively long period. Successful performance, therefore, could be judged from the ability to demonstrate skills and the underlying principles and translate them into effective practice. Well-structured observation, checklists and rating scales in the assessment process are also criticised as a labour-intensive and time-consuming exercise (Biemans et al., 2004; Hellwig, 2006;

Boahin and Hofman, 2012). For these concerns, Smith (2010) expressed the need for teachers and industry personnel to acquire high-level educational skills and qualifications for proper delivery of CBT.

The CBA focuses on enabling learners to master the knowledge, skills, and attitudes needed for employment and general life. According to Rogiers (2004), the CBA relies on three fundamental objectives: firstly, to emphasise the competencies that the student must master at the end of each school year and the end of compulsory schooling, rather than stressing what the Teacher must teach. Secondly, they should organise the learning outcomes to bring their students to the expected level. Thirdly, the responsibility for learning must be entrusted to the student, who has to build his or her knowledge through means made available by the Teacher. According to Boutin (2004), the student becomes a learner who must suggest ideas first, desire to know and learn, organise work using new technologies, assimilate new learning methods, and look for new information. The new role of the Teacher consists of encouraging the learners to acquire the knowledge, which must be facilitated but not mechanically transmitted, and entrusting the preparation of specific tasks to the students.

According to Abagi and Wanjala (2019), CBA has several key characteristics, including learner-centeredness, focus on skills and competencies, flexibility, and personalisation. It is designed to be adaptable to the individual learning needs of each student, allowing for differentiated instruction and assessment (Mugo & Kariuki, 2020). CBA also emphasises the use of real-life scenarios and project-based learning to enable learners to acquire and apply knowledge and skills in authentic contexts (Wambua & Wanjala, 2019)

Competency-based Education is based on the idea that learning is a process of mastering a concept or skill. In the current system, a pupil can move from class to class and from year to year with satisfactory grades until they reach their senior year, at which time they graduate (Priest, Antonia, & Ephraim, 2012)

Assessment is the most important strategy we can do to help our students learn (Craddock, & Mathias, 2009); Deibinger, et al. (2005). It is argued that to be part of the learning process, assessment should be learner-centred and should reflect a learner-centred curriculum (Craddock, & Mathias, 2009). The type of assessment used can also have a powerful influence on students' learning behaviour. An earlier study (Deibinger, et al. 2005) also stated that if tests

do not measure essential and meaningful content, skills, and knowledge, precious time and resources are wasted. This implies that assessment instruments should be designed in such a way that they can measure the required competencies of pupils, which enables them to compete after graduation. In doing so, offering a variety of assessment methods is often recommended as good practice. However, there should be a lesser concentration on traditional written assessments, particularly time-constrained unseen exams, and a greater emphasis on assessment instruments that measure not just recall of facts but pupils' abilities to use the material they have learned in live situations competence and performance assessment.

Teaching Methods in CBA

In CBA, a teacher should switch from an expert who transfers knowledge to a coaching role of facilitating and guiding the learning process (Biemans, Nieuwenhuis, Poell, Mulder & Wesselink, 2004). This means teachers implementing this approach encourage learners to be creative, ensure the planning and organisation of activities, and suggest ideas without imposing them on the learners. The Teacher is required to be active in supporting the learning process rather than transferring contents. According to Zineb, Soumia, Souad & Karim, (2017), in implementing the CBA, the Teacher should use a didactical approach based on facilitating active learning, including group work, presentations and self-study. According to Anane (2013), CBA demands a different teaching, assessment, and certification approach. This is because, conceptually, CBA is different from the traditional system.

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Lesson preparation in CBA

Unlike experienced teachers who have acquired the knowledge and skills to visualise how a lesson plan may unfold and improvise some of what they say and do in the classroom, novice teachers and student teachers lack this knowledge and, therefore, have to prepare and write their daily lesson plans before stepping into the classroom (Mutton et al., 2011). Indeed, writing a lesson plan is beneficial to teachers for several reasons. First, it reminds them of the components and stages of lessons. A lesson plan provides information about "the students' background, the lesson's objectives, the skills to be taught, the activities, the materials and texts, the time constraints, and the connections to previous and future lessons" (Jensen, 2001, p. 404). It also reminds student teachers that in terms of organisation, a lesson has a beginning, a middle and an end. Second, a lesson plan saves time, keeping the Teacher focused on the lesson activities. In this way, lesson planning helps avoid unnecessary digression. Third, teachers can assess their knowledge of the content to teach while planning their lessons (Reed & Michaud, 2010). Jensen (2001) adds four other benefits of writing a lesson plan: it gives more confidence to the Teacher because she knows what to do at each stage of the lesson; it can be kept and used again even after several years; it can be helpful for other people including substitute teachers, administrators, and potential employers; and it leads to more unified lessons with smooth transitions between previous knowledge and new knowledge, and between different activities. In that line of thought, Richards (1998, p.103) highlights the importance of a lesson plan in the following words: "The success with which a teacher conducts a lesson plan is often thought to depend on the effectiveness with which the lesson was planned". Lesson planning depends on a practical and ideological context (Mutton et al., 2011).

The need to train student teachers in lesson planning has an even more heightened relevance in the Cameroonian context today as the adoption of the Competency-Based Approach (henceforth CBA) in recent years has led to changes in curricula and lesson design and raised the stakes in terms of standards for learning and teaching by increasing demands on teachers. CBA, the educational component of the vision to make Cameroon an emergent economy by 2035, was adopted by the Cameroonian government in 2012, aligning educational goals with the demands of a more skilled workforce. While the previous paradigm, the Skills-Based Approach, focused more on learners' acquisition of knowledge, CBA emphasised using the knowledge acquired in class to help solve real-life problems. An immediate consequence of

this reform was that teacher education programs were urged to adapt to the demands of the innovation in order to produce teachers ready to implement it in their classrooms (Nkemleke & Belibi, 2019). Pedagogic guides for implementing CBA were distributed to educators across the country, and seminars on CBA were offered to familiarise teachers rapidly with the main principles and practices of curricular reform. Knowledge of lesson planning following CBA guidelines immediately became the yardstick for measuring in-service teachers' professionalism and pre-service and novice teachers' readiness to teach. Then, most departments in teacher training colleges hired pedagogic inspectors and secondary education teachers to teach methodology courses, especially those handling aspects of lesson planning, so as to produce a well-trained teacher population capable of planning lessons and implementing CBA in their classrooms. Several studies have found collaboration is one of the most effective strategies to maximise student teachers' chances to master lesson planning. Caven et al (2013, p.6), for example, believe that "collaborative planning can create a culture of continuous improvement where colleagues brainstorm together and decide on educational approaches to meet the needs of each child".

Meanwhile, Futter & Staub (2008) studied the effects of collaborative lesson planning on Teacher learning during the practicum and found that this type of lesson planning was more beneficial to student teachers than joint reflection after teaching a lesson. Their study equally demonstrated that lessons planned with peers had better instructional quality than those planned by single teachers. Similarly, Gutierez (2019) found that scaffolded collaborative lesson planning resulted in "mutual leadership leading to an increased feeling of effectiveness … and improved teacher professional identity". Finally, a study by Carreño and Ortiz (2017) involving field teachers found that collaboration on lesson plans provided educators with opportunities to improve their practices and identify their strengths and weaknesses**.**

Teachers practice competency and assessment methods

Docking (1994) summarised CBA: "It is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what trainees know about the lesson to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework, syllabus specification, teaching strategies, assessment, and reporting. Instead of norm referencing assessment, criterion-based assessment procedures are

used to assess learners according to how well they can perform on specific learning tasks (p.16)." The positive consequence of implementing CBA is that it serves as an agent of change and improves teaching and learning (Docking, 1994). Since competency-based approaches to teaching and assessment offer instructors an opportunity to revitalise their education and training programs, the quality of an assessment can be improved, and the quality of teaching and trainees' learning will be enhanced by the precise specification of expected outcomes and the continuous feedback that competency-based assessment can offer.

Competency-based Education relies on formative assessments that aim to support learners in achieving the next level of mastery rather than being a final evaluation (Lee and Chiu, 2022). While written exams are commonly used to assess learners, assessment of skill performance, such as direct observation, provides more compelling evidence of learning outcomes. Once areas for improvement are identified, effective feedback is essential to support learners' professional development. To be effective, feedback should be routine, timely, specific, and nonthreatening while also encouraging self-assessment (Holbrook and Kasales 2020). The 'asktell-ask' feedback approach aligns with this framework, whereby the observer first asks for the learner's self-assessment, provides their assessment, and then asks the learner for questions and an action plan to address the identified issues. Practical assessment and feedback in competency-based Education support learners in their professional development and provide evidence of their impact on the learning outcomes of patients and communities (Lee & Chiu, 2022)

Differences between Competence-Based Training and traditional training methods

The methods of CBT are regarded as a suitable alternative to the traditional forms of training for several reasons. In CBT, training is divided into learnable units or elements of competence targeted towards specific skill development. Traditional training is often generic and not so much focused on bridging specific skill gaps to improve job performance. Furthermore, CBT training is flexible, not time-based and learning is student-centred, where learners progress through modules individually or in small groups at their own pace while the role of the instructor is that of a coach, mentor or facilitator (Eggink &Van Den Werf, 2006). In the traditional programmes, training is centred on subject contents, and the instruction is time-based

and teacher-centred, where the role of the instructor is typically restricted to that of the expert, while class size is large and the teaching style is lecture-oriented.

CBT is organised in modules, is performance-based, and is practically oriented. Theory is taught mainly as underpinning knowledge, usually at a workshop, workplace, or simulated environment. Many traditional programmes merely focus on the acquisition of large amounts of knowledge, with a minor emphasis on structured practical activities often performed simultaneously by all class members within a classroom setting. Assessment in traditional training is primarily based on performance of written tests and practical assignments, and achievement is compared with other students taking the course (norm-referenced). In CBT, assessment is geared towards clearly specified criteria or standards in the industry and the outcome of the training is measured against a single performance criterion (criterion-referenced), which can either be demonstrated as competent (pass) or not yet competent (fail).

In traditional training, there is no structured system of recognition of prior learning (RPL) and credit for prior learning is open to interpretation. In CBT, however, trainees who already possess special skills through previous formal training, work or life experience can receive credits for or exemption from modules which contain those specific competencies. CBT is also customised to meet the skill development needs of an organisation and its employees rather than the traditional training that is often generic. In short, CBT allows for a more precise match between education/training and on-the-job needs (Cremers et al., 2005).

Richards and Schmidt (2002), define competence as action, which includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognise ambiguous and deviant sentences. A competency involves the necessary knowledge and capacities that a given solution requires. The QEP (Quebec Education Programme) defines competency as a set of behaviours based on successfully mobilising and using a series of resources. A set of behaviours refers to the capacity to use correctly a variety of resources, both inside and outside, learning acquired in school or daily life. The concept of resources refers not only to everything students have learned at school but also to their experiences, skills, interests, etc. Students may rely on many outside resources, such as their colleagues, teachers, certifications, etc.

The competency-based approach includes an assessment of learners‟ needs, selection of competencies based on those needs, instruction targeted on meeting those needs, and evaluation of learners performance in meeting the competencies. Definition of De Ketele‟s (1996), the CBA differs from content-based teaching programs (i.e. time-based programs) which are based on “specific objective” to reach.

In detail, it spells out the inside of the course regarding knowledge to be acquired to do activities following this content and, most of all, the situations in which these activities work. The Teacher should put the pupil in situations where he demonstrates a capacity for oral interaction, even if he uses failed strategies to do this task, to make the student more active and develop his skills. Surveillance by the Teacher of the learner‟ 's behaviour during the performance of this task is very significant to check whether the competency to interact orally has been installed; if he uses his mother tongue, the Teacher should reconstruct similar situations until the learner gets the feeling that he has achieved something in the foreign language. (Tests are sometimes given to determine the input of the pupil, and marks are given to check scores, which are compared to check his progress.

BoudoudaSamia et al. (2012) studied the problems teachers face in implementing the competency-based approach in teaching writing. He focused on three main points in the teaching process. Teaching and learning under the competency-based approach in secondary school classes is the primary problem teachers face in teaching writing under this approach to secondary school students. His findings on the problems teachers face in implementing CBA will guide our work on using CBA to overcome learners „misconceptions of the difficulty in the teaching and learning of statistics. Luambano Sophia (2014) carried out a study on the implementation of a constructivist approach in a competency-based curriculum. His findings reveal that students were not aware of the competency-based approach, whereas teachers were aware of it. However, most teachers seem not to implement the approach due to various inhibiting factors such as inadequate teaching and learning materials like poor books or low language proficiency on the part of some teachers and most students. It was also found that the lecturing method is a dominant teaching technique used in schools. It was further found that seminars were not organised for teachers, which could improve the teaching-learning situation; as a result, most teachers still used old approaches to learning. The study recommends that there

is a need for regular in-service training for teachers after completion of their studies to enable them to implement the curriculum and enable students to apply the new knowledge. From observations, teachers can read and research how to use CBA. The changes in a teacher's work depend on how the Teacher's role and work have been structured. The Teacher will be needed as before, but the starting point of teaching and assessment will be the achievement and support of competencies. Instead of the teaching required by the credit system, the emphasis is on the teaching and guidance needed by the student to support the acquisition of competencies. This includes the opportunity to utilise open learning environments and educational technology. Skilled education providers, teachers and other staff will join forces to implement the change. Students will also encounter changes. They will transfer from subject-based studying to acquiring competencies and demonstrating learning outcomes. This change will also entail new concepts, such as qualification units, competence points, competencies, learning outcomes and acquisition of learning outcomes, and student financial aid based on competence points instead of time. This will usher and teach using the new innovative method with no hindrances, especially in the absence of a regular in-service training program. Therefore, teachers should be creative and engage in doing everything necessary to properly implement the new innovative approach because a problem known is a problem resolved. Nobert Michel et al. (2009) carried out empirical research on the effects of active and passive teaching styles on students' learning outcomes. This study compares the impact of active and passive teaching approaches on student cognitive outcomes. Across two sections of an introductory business course, one class was taught actively, with a variety of active learning exercises. The second class was taught passively, with an emphasis on daily lectures. Although the active learning approach does not appear to have improved overall mastery of the subject, they gathered evidence that it can lead to improved cognitive outcomes within a class compared to the passive teaching methods. It should be noted that CBA was acclaimed as the best due to its envisaged benefits. CBA was introduced more than 30 years ago; therefore, it must be implemented despite its shortcomings since most researchers criticise the new innovative approach for necessary recommendations. Steve Hodge (2007) researched the origin of competency-based training.

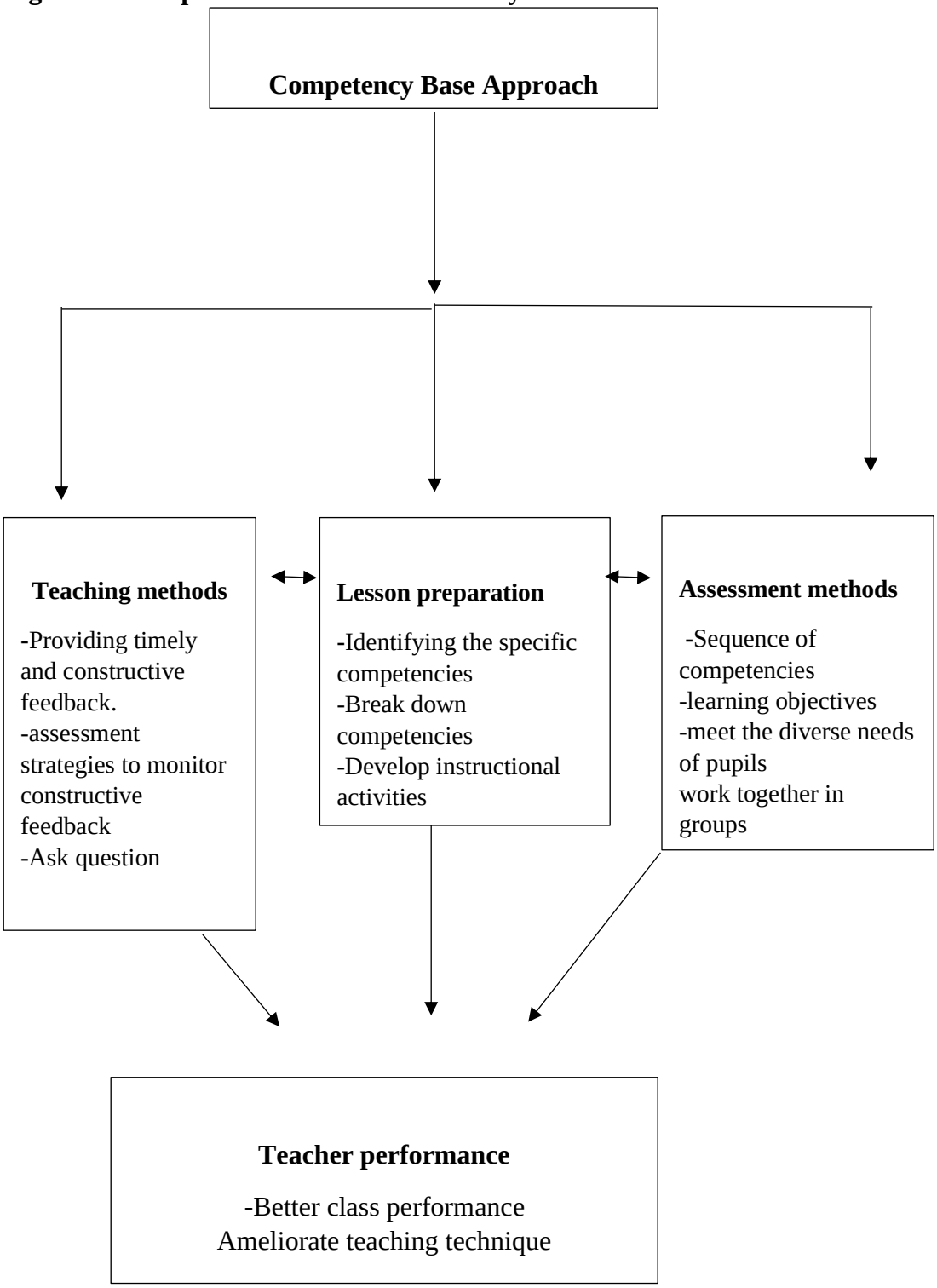
He attempts to trace the theoretical origin of competency-based training. His work distinguishes between societal and theoretical origins, and he argues that competency-based training had its societal origins in the United States of America during the 1950s, 60s, and 70s. Public debate

and government initiatives centred on the widely held view that there was a problem with the quality of Education in the United States of America. One of the responses to this crisis is the performance-based teachers „education movement, which synthesised the theory of Education that became known as competency-based training. The theoretical origins of competency-based training are derived principally from behaviourism and systems theory. These two broad theoretical orientations influenced educational debate in the United States of America during the formative period of competency-based training. Most of the parts of competency-based training were contributed by specialists in one or both of these theoretical orientations. However,

Brudy, in 1972, believed that the performance-based teachers„educational movement was a response to social pressure and an attempt to cope with certain societal conditions rather than being the outcome of purely scientific facts.

TulegenovnaAimzhan (2015), researched the theory and practice of a competency-based approach in Education. His interest was in using the conceptual content and structure of competence and competencies in different countries. The problem of professional competence is analysed using the examples of the United States, Russia, and Kazakhstan. He emphasises the increasing requirements for young specialists to innovate due to global demands in the educational world.

Figure 1 Conceptual framework of the study



Source : Ashu,2024

Teachers' performance and implementation of CBA

Teacher's content mastery and ability to apply it remain the main focus of this study regarding teacher training. As Akala (2021) argues, teacher competency in the delivery of a competency-based curriculum is a priority. The government should prioritise professional development that is focused on improving content understanding and that is of extended duration and period that is more likely to report changes to knowledge and practice (Ingvarson, Meiers& Beavis,2005). Teaching is a process and does not happen by chance. It is a complex endeavour requiring thorough planning and preparation. A teacher cannot, therefore, accomplish the preparation of instructional materials and effectively deliver without first mastering the curriculum content and acquiring adequate training to implement it effectively. It is even more complex when implementing a new curriculum, particularly for teachers with long-term teaching experience who are so used to old curriculum content and pedagogy.

Training is concerned with transferring skills, knowledge, behaviour and attitude to have competent employees (Paulo, 2014). Quality training refers to the policies and procedures designed to equip prospective teachers with knowledge. The fact that there have been reports that some teachers are incompetent in some skills leaves a lot to be questioned about the colleges where they were trained. This calls for more research focusing on other factors contributing to teachers' competency apart from training and before training in colleges. Should education qualifications for teacher college candidates be raised to even higher levels?

Does career choice play a significant role here? Could it be a fact that other teachers ineffectively perform because they did not intend to join the teaching profession? Moreover, if so, what should be done to motivate those already in the field to promote effective implementation? To put that aside, let us focus more on teacher training in preparation to implement a new curriculum. Frank et al. (2010), point out that qualified teachers with ample and appropriate knowledge and skills are one of the pre-conditions for successfully implementing a competency-based curriculum. The need for changes in the instructional approaches calls for the need to equip teachers (both in-service and pre-service) with the necessary competencies for handling new teaching paradigms (Momanyi& Rop 2020). These

arguments are self-explanatory, stating that it is difficult, if not impossible, for a teacher to deliver curriculum content that he/she is not adequately informed about.

Teachers need to be highly skilled in applying teaching methods that are essential to make learners learn effectively (Day & Sachs, 2004). The quality and significance of the Teacher cannot be compared to any variable (Reeves, 2004). This calls for teacher training to be an ongoing process, particularly when implementing a new curriculum. It calls for educational administrators to not only visit schools to collect reports concerning the extent to which curriculum implementation has reached but also to give teachers the necessary support at school, classroom and individual levels.

Another study by Kurt (2017) indicated that teacher training improves instructional techniques and ideologies, which enhance content delivery. In addition, Shabani (2016), in his study on the benefits of professional development, found that teachers acquire more knowledge, which can help them deliver more while in class. This is supported by a study done by Elbaz (2018). It further indicated that teachers with little training have too little knowledge of the subjects they teach, thus denying their students the most basic learning resources. This study was done in Washington, D.C., where most students are enlightened. The study was done in a remote and local set-up where the respondents may not be well abreast with the outside training environment.

Studies done by Brewer and Goldhaber (2000), Monk and King (1994) and Rowan, Chiang and Miller (1997) concur that the effects of teacher training on academic achievement become more apparent when the focus becomes subject matter knowledge as opposed to certification. These researches consistently indicate that high school mathematics and science teachers with a major in their instruction field have higher achieving students than teachers teaching out-of-field. These influences become stronger in advanced mathematics and science courses in which the teachers' content knowledge is presumably more critical (Monk, 1994; Croninger, 2007).

In agreement with the idea of better teachers, Vaughn, Klingner and Bryant (2001) observe that well-trained teachers can increase reading skills to average reading levels. He argues that the key to ensuring that all children reach their potential in learning to read rests with teachers' formal training and experiences in assessing individual differences during preschool, kindergarten and primary grade years. This implies that if children are not provided early

consistent experiences explicitly designed to foster reading skills, failure will occur no matter how well-developed word recognition skills are. This makes it mandatory for teachers to plan and prepare the lessons so that the teaching-learning/activities promote retention.

In Indonesia, the CBC changed the role of the teacher from head to education facilitator. Teachers are now expected to support the development of critical reflection by assisting students in retrieving and retaining knowledge and applying it to help students form lifelong learning habits. It entails imposing a significant responsibility for curriculum implementation on instructors, who must undergo retraining and acquire the necessary expertise and understanding of CBC (Munyoki,2022)

South Africa, Zambia, Zimbabwe, Mozambique, Ghana, Cameroon, Tanzania, Rwanda, Ethiopia, and Kenya are among the African nations that have adopted CBC. NEPAD has significantly boosted Indigenous knowledge systems and led to their recognition in CBC and lifelong learning (Semali & Stambach, 1997; Sifuna & Ebonyi, 2019). Many academics believed that teachers in African nations lacked adequate CBC training because even policymakers lacked a deep understanding of CBC (KNUT, 2018).

Challenges of effective implementation of CBA

Mahamat (2011) studied the implementation of CBA in some primary schools in Kousseri, Far North Region of Cameroon and realized that the approach is not being implemented effectively due to its novelty in the educational system and the teachers‟ indifference about the new visions and competences. His pupils-respondents comment that most competencies in their learning are irrelevant to their socioeconomic insertion. He further states some of the challenges: most teachers continue to use the explanation method, they display poor mastery of the method, the large class sizes which impede the individualisation of instruction and assessment strategies, and the lack of adequate didactic materials. Ashcraft (1994) reveals that the challenges in implementing CBA are comprised of assessment and classroom management. The competency Approach is learner-centred. Hence, small class sizes are preferred for effective use of CBA facilitation techniques.

Makunja (2015) states that the ideal CBA class size is between 40 and 50 learners. Currently, in most of the institutions in Tanzania, the average class size is a hundred students and above, which restrains teachers from attending to individual needs. Samia & Nadia (2012) studied

problems teachers face in implementing the CBA in Teaching Writing. They agree that there are difficulties in teaching Writing under the CBA, as participants argued that teaching Writing under the CBA is a hard task. In addition, the teachers confessed that these problems touched them and they felt unable to overcome them because they lacked sufficient information related to the CBA. Makunja (2015), investigated the challenges facing teachers in implementing competence base curriculum in secondary schools in Tanzania and found that teachers faced a variety of challenges that impeded the effective implementation of competence-based curriculum in teaching and learning, especially a lack of adequate training on the use of the CBA.

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

Assessment is also a big issue faced by the facilitators during the implementation of the CBA. It is more difficult to assess students‟ performance in the CBA class than in the conventional class. This might be due to the class size or, better still, the number of students per class. Hatmanto (2011) argues that in the conventional class, the premium is given to the student's hard skills through the fixed examination mechanism, but in the CBA, teachers have to assess both the hard and soft skills of the learners. The issue of using students‟ assignments, projects, student-self assessments, portfolios, tests and examinations as the instruments for collecting student evidence on the attainment of knowledge, acquisition of skills, and attitudes seems to

be a challenge to the facilitators. Hartman emphasizes that the hard skills of students can only be assessed through their daily learning tasks, which is time-consuming. Another challenge of implementing the CBA is on the side of the teacher‟ 's changing roles. It can easily be overlooked how much the role of teachers and students changes when CBA is implemented (Jellema, 2003). In this paradigm shift, the teacher is supposed to switch from an expert role to transferring knowledge towards a coaching role and guiding students‟ learning processes. Students are supposed to take responsibility for their learning, whereas the teacher becomes the facilitator. This requires different attitudes for both parties, perhaps even a paradigm shift. This challenge is related to professional development. Anane (2013) holds that unless initial training and follow-up assistance are provided for these facilitators periodically, there is a tendency for teachers to teach as they were taught. In this case, CBA trainers quickly slip back into the role of traditional teachers. This is because the same teachers handle the Traditional and CBA systems. Switching from one role to the other might pose a severe challenge for some teachers.

Ashcraft (1994) reveals that the sources of challenges comprise assessment and classroom management. CBET is learner-centred. Hence, small class sizes are preferred to use CBET facilitation techniques effectively. The ideal CBET class size is between 40 - 50 learners. Currently, in most of the institutions in Tanzania, the average class size is a hundred students and above. With this number, it is difficult for facilitators to handle class sizes of hundred and above students. Aschcraft (1994) said that if the number of students is 30 and above, it is often challenging to manage the class. This is because the teachers have to pay individualized attention to students and motivate and give them stimuli. In addition, he said that it is challenging for every teacher to develop soft skills for a large number of students.

Challenges to implementing the CBET curriculum are also observed in the aspect of Readiness. The readiness applies to both teachers and students so that they can undergo a successful teaching and learning process. The ideal condition of CBC is that both facilitators and students should be ready to undergo the teaching and learning process in class, but in reality, the opposite condition happens (Hatmanto, 2011). According to him, some students and teachers are not ready to learn and teach respectively. If the students are ready, they can participate fully in class, but if they are not ready, they cannot develop their critical thinking skills during class discussions (Hatmanto,2011). This is also applied to teachers; if teachers are ready to teach,

they can apply the various methods of teaching and learning in order to ensure that the targeted learners acquire the competencies needed in real-life situations and vice versa.

Another challenge is that students attending the competence-based curriculum class should be proactive, but they still position themselves as passive learners. In this situation, it becomes the lecturer's responsibility to encourage them to be more active, as Badan and Biklein shared (2003). Our challenge is finding that the students are not „tuned in‟ in the class. So it is our responsibility to motivate them by stimulating their metacognitive" (Garavan & McGuire, 2001). From this context, it is clear that the shift from a knowledge-based to a competence-based approach involves not only teachers changing their mindsets but also students needing to change.

Assessment is also a big issue faced by the facilitators during the implementation of the competence-based approach. Assessing students' performance in the CBC class is more complex than in the conventional class. This might be influenced by the number of students in the classroom if it is significant. Hatmanto (2011) argues that "In the conventional class, we just assess the students‟ hard skills through the fixed examination mechanism, but in the CBC, we have to assess both the students' hard skills and soft skills. This leads to a very complex process. The issue of using students‟ assignments, projects, student-self assessments, portfolios, tests and examinations as then instruments for the collection of student evidence on the attainment of knowledge, acquisition of skills and attitudes seems to be a challenge to the facilitators. "To assess the hard skills, we have to assess the student's work based on their daily assignment, which is really time-consuming. Students have many writing assignments, and we have to check them one by one. Moreover, in the final score, we have to examine all their assignments in the form of portfolio" (Hatmanto, 2011).

The factors responsible for the gap have played a significant role in unveiling the root causes of the failure of curriculum implementation programmes like the CBA in many African countries and in Cameroon in particular. The same scenario applies to the studies carried out by Cameroonians. A good number of them, for example, Belibi (2018), Nkwetisama (2012), Wiysahnyuy (2021), and Agbor Tabe (2019), to name a few. In Cameroon, Suh (2019) and Dffang (2019) commented bitterly on the issue that since the introduction of the CBA, the literature has revealed no empirical studies aimed at monitoring and evaluating the

implementation process. Good practice requires that the implementation of an innovation be regularly monitored and evaluated in order to identify implementation constraints and take appropriate actions to address them. No study has been done on the evaluation of competency-based approaches in secondary schools in Cameroon. In this light, the present study covers that gap or need that has been existing. According to Wiysahnyuy (2019), teaching and learning in Cameroon schools are gradually moving from the traditional approach to the Competency-Based Approach (CBA), which is primarily supposed to be learner-centred. One famous philosopher had this to say, "What is set out in the intended curriculum is not always what occurs in practice" (Hoadly & Jansen, 2002). In this connection, it is undeniable that conducting an Evaluation of the implementation of the CBA paves the way to understanding what has been going on since the inception of the CBA in 2002 in Cameroon and in the secondary schools in the 2012/2013 academic year.

Another challenge of implementing a competence-based curriculum is the possibility of teachers changing their roles. It can easily be overlooked how much the role of the teacher and (students) changes when CBET is implemented (Jellema, 2003). In this paradigm shift, the teacher is supposed to switch from an expert role, transferring knowledge towards a coaching role, guiding students‟ learning processes. Students are supposed to take responsibility for their learning, whereas the teacher is in charge. This requires a different attitude for both parties, perhaps even a paradigm shift. This challenge is related to professional development. Unless initial training and follow-up assistance is provided for these facilitators on a periodic basis (Anane, 2013), there is a tendency to "teach as we were taught", and CBET trainers quickly slip back into the role of the traditional teacher.

This is because the same teachers handle the Traditional and CBA systems. Switching from one role to the other poses a challenge for the teacher/facilitator. One needs a lot of commitment and determination to switch roles effectively (Anane, 2013). Although a rich literature exists on the CBA worldwide, its application in Cameroon is still wanting.

O'Sullivan and Burce (2014) suggest that competency-based instruction needs to be matched to domains of learning such as psychomotor, affective, and cognitive domains. They offer a range of strategies which they argue are very effective in implementing CBA. One of these strategies is the self-study modules, which the authors suggest will include a variety of learning

activities that students are expected to study on their own before engaging with other learners. O'Sullivan and Burce recommend direct observation of the demonstration of competency over time. They concluded that students learn at different rates and in different ways. According to their findings, a couple of activities may be enough for one student to demonstrate competence, though another student may require much more time to achieve the same learning outcome. For this reason, the authors emphasize how important it is for teachers to understand each student and the learner's interest fully.

A few other studies focus on school administrators' perceptions of implementing CBA (Evans et al., 2019). Sullivan and Downey conducted a qualitative study based on interviews with school personnel to document perspectives regarding the motivation behind the shift to CBA, the challenges faced, and successes in its implementation. Their findings revealed three key factors that influenced the shift to CBA. Sullivan and Downey suggest that "federal and state mandates combined with the district's Long Range Strategic Plan, a catalyst with the vision and enthusiasm to guide program change, and a common moral purpose propelled the change" (p. 11). The study also found a lack of communication, time constraints, and alignment concerns as major challenges in implementing CBA. Meanwhile, Student and teacher engagement and increased academic rigour were established as significant successes of the CBA.

Though the research concluded that CBA contributed to an increase in academic rigour, they failed to include a baseline study of standardized test scores between the traditional and CBA programs, which would have provided a better understanding of the impact of CBA on students' learning outcomes.

Implementing the Competence-Based Approach (CBA) leads to a new paradigm on the goals, learning process and approach, roles of teachers, learning environment, and assessment in education. The CBA curriculum aims to reach professional practice as it is based on the future occupational practice of the graduate. The curriculum, therefore, has an integral arrangement in which the profession is essential (Boyatzis et al., 1996). The CBET curriculum advocates the learner-centred approach in which the learning process is central. Field and Drysdale (1991) point out some of the aspects of a learner-centred approach, such as the use of individualized materials, flexible learning time, and continued feedback. In this regard, the implementation of CBA should ensure that all aspects of a learner-centred approach are included in the learning

process. The Learning environment in the CBET curriculum is therefore directed towards the development of competencies at the end of the study program (Kirschner et al., 1997)

Theoretical framework

This section of the work presents the theoretical framework of this study. In this light, theories from studies related to the work are brought out and interpreted to suit the context of the research work. Mbua (2003) defined a theory as "a set of interrelated concepts, assumptions and organisations that systematically describe and explain regularities in behaviour in educational organisation". Moreover, Amin (2005) defined a theory as "a generalisation or a series of generalisations by which the researcher attempts to explain, understand and predict some phenomenon systematically". According to Kerlinger (1973), as cited in Amin (2005), a theory is "a predisposition that presents a systematic view of specifying the relationship amongst variables to explain and predict the phenomena". According to Khalid and Azeem (2012), a theory is a set of interrelated statements that explain a class of events. Concerning the above definitions. The Competency-based Approach in teaching and learning derives from some theories such as:

Vygotsky's Social Development Theory and Constructivism theory of knowledge. (1962)

These theories led some scholars to innovate teaching and learning activities to be constructed by learners. Social Development theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behaviour. The originator of this theory was Lev Vygotsky (1896- 1934). Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes. The first theme is 'Social interaction, ' which plays a fundamental role in cognitive development.

In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky feels social learning precedes development. He stated that every function in the child's cultural development appears twice: on the social level and later on the individual level, first, between people (intra-psychological) and then inside the child (inter-psychological) and then inside the child (intra-psychological) (Vygotsky, 1978 p. 127). The second theme is 'More Knowledgeable Other' (MKO). MKO refers to anyone with a better understanding or a higher ability level than the learner concerning a particular task or processor concept. The MKO is generally thought of as a teacher, coach or older adult, but the MKO

could also be peers, a younger person or even a computer. The third theme is ‘Zone of Proximal Development’ (ZPD), which is the distance between a student’s ability to perform a task under adult guidance and with peer collaboration and the

Students' ability to solve problems independently. According to Vygotsky, learning occurs in this zone. Vygotsky focused on the connection between people and the social-cultural context in which they interact in shared experiences. According to Vygotsky, humans use tools that develop from culture, such as speed and writing, to mediate their social environments. Initially, children develop these tools to solve solely as social functional ways to communicate needs. Vygotsky believed that the interaction of these tools led to higher thinking skills. Many schools have traditionally held a transmission or instructions model in which a teacher or lecturer transmits information to students. Vygotsky’s theory promotes a learning context in which students play an active role in learning. Therefore, the roles of the teacher and students are shifted as a teacher should collaborate with his or her students to help facilitate meaning construction in students. Piaget (1976) states that knowledge growth results from individual constructions made by the learner’s understanding. He contends that the correct test of knowledge in the past has changed. It is not a static instance; it is a process. It is a process of continual construction and reorganization. Piaget views constructivism as a way of explaining how people come to know about the world. He collected an extensive body of research on children’s behaviour and witnessed children’s behaviour, which was then used to create well-supported inferences about the function of the mind.

The theoretical assumption of constructivist teaching Concerning constructivist teaching, Jonassen (1990) enlisted the following theoretical assumptions: Knowledge is constructed out of sensual perspective experiences of the learner’s constructive process in nature, and Knowledge is a personal experience rather than the experiences of others. His internally represented knowledge becomes the basis of other knowledge structures and a new cognitive structure of the person. Learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process in which the learner understands the real world; it comes from the premise that personal understanding results in various perspectives. The perspectives constructed within the individual cognitive conceptual structure attempt to share all possible perspectives. Learning creates knowledge in the context

of a situational reality. Knowledge is the understanding of meaning through situational context, not objective reality. In contrasting constructivist teaching with traditional teaching practice in the classroom, Kim (2005) states that traditional learning has been thought to be nothing but a punitive activity. This process involves students imitating newly provided information in tests. The constructivist teaching practice, on the other hand, helps learners to internalize and transform new information.

The transformation of information occurs through the creation of new understanding, which results from the emergence of new cognitive structures. Teachers may invite transformations but may neither mandate nor prevent them. Deep understanding is unlike the repetition of prescribed behaviour, transforming ideas into broader, more comprehensive images that escape concise description. Brooks and Brooks (1993) constructed five principles to guide classroom teaching and learning: Posing problems of emerging relevance to students. Structuring learning around primary concepts, the quest for essence, Seeking and valuing pupils' points of view, adapting the curriculum to address pupils' suppositions, and assessing pupils' learning in the context. Traditional instruction leads pupils to believe they are not interested in particular subject areas. The constructivist paradigm holds disinterest less as a function of a particular subject area than as a function of a particular subject area than the International Journal of Trend in Scientific Research and Development, as a function of how Pupils have been.

Piaget's Cognitive Development Theory (1936)

Describes how humans acquire, construct, and use knowledge. According to Piaget, individuals learn by mentally interpreting what they are taught. The central tenet of this theory is that learners can construct their interpretations from the knowledge they are presented with, which differs from individual to individual. Piaget further contends that learners learn by re-constructing ideas to make their understanding depending on their expectations, prior knowledge and present thinking. Piaget's theory points to the need to adapt the mode and content of instruction and assessment to suit the learner's developmental level. As Piaget opines, the teacher's role is to facilitate learning by providing various learning experiences and opportunities for learners to explore and experience to create new knowledge. Piaget's theory is relevant to learning and assessment as it assumes that all children go through the same sequence of development, but they do so at different rates. Therefore, teachers must make

deliberate efforts to provide classroom activities for individual learners and small groups to allow each learner to learn at their own pace. Similarly, assessment should be based on individual progress. It is also important for the teacher to ensure that assessment tasks are authentic and that they cater for varied learner experiences. Teachers must base their assessment on CBA and adapted to learners needs. Teachers need encourage discovery learning by setting up tasks that stimulate a child's imagination and intellectual curiosity , challenging them to discover even more and to ask question. Various stages should be consider when setting up learning environment (both physical and psychological/intellectual).including Sensorimotor stage, pre-operational stage, concrete operational stage and formal operational stage.

Vygotsky's Sociocultural Theory According to Vygotsky (1978),

Teaching and learning are highly social activities, and learners' interactions with teachers, peers and instructional materials influence their cognitive and affective development. Learning, he further argues, has a basis in interacting with people. Vygotsky's theory (1978) points to the need for mediation of learning, reiterating that although adults may learn independently, children require mediation from others before learning independently. He called this process of moving from being mediated by others to learning independently scaffolding. Vygotsky views peer interaction as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with the help of more skilful peers. Vygotsky's theory lends insight to CBA approaches to assessment. This theory informs classroom learner-centred activities such as collaborative and cooperative learning, which allow for peer learning and peer assessment. The theory also guides the teacher in determining the tasks a learner can or cannot do with or without guidance.

Dewey's Social Constructivism (1963)

Constructivism is an approach to learning that argues that people actively construct or make their knowledge and that the learner's experiences determine reality (Elliot, 2000). One of the key proponents of Constructivism is Dewey. According to Dewey (1933), learning should be organized around learners' prior experiences and society. Dewey suggests that learners should be provided with opportunities to engage in real-world experiences and practical learning through creativity and innovation to participate in society fully. Elliot (2000) further amplifies these propositions, noting that learners construct meaning only through active engagement with

the world through experiments or real-world problem-solving. According to constructivist theory, the core responsibility of the teacher is to create a collaborative environment where learners participate in their learning. Learning should be interactive, building on what the learner already knows. Discussing the underlying assumptions of constructivism, Jonassen (1994) argues that constructivist learning environments a) provide multiple representations of reality, b) emphasize knowledge construction instead of knowledge reproduction: emphasize authentic tasks in a meaningful context rather than abstract instruction out of context: c) provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction: encourage thoughtful reflection on the experience: enable context and content-dependent knowledge construction, and e) support collaborative construction of knowledge through social negotiation and not a competition among learners for recognition. They are underscoring the need for a constructivist approach to learning. Honebein (1996) posits that a) b) learners should determine how they will learn; the learning environment should provide for multiple ways of problem-solving or Underscoring the need for a constructivist approach to learning, the classroom should be learner-centred; learning should be a social experience (collaborative); and learning should encourage the use of multiple modes of representation, e.g. video, audio and text. This theory is critical in guiding the teacher and other education stakeholders to ensure that assessment tasks are authentic and encourage reflection and collaboration among learners.

Empirical framework

In 2005, Tanzania introduced competency-based curriculums, which led to the development of competency-based learning and competency-based assessment in secondary Education (World Bank, 2011). In 2006, a Competency-Based Curriculum was introduced in Primary education as well. In respect to the changes, the Ministry of Education and Culture (2001) had called upon education to be treated as a strategic agent for mindset transformation And for the creation of a well-educated nation. The Ministry anticipated developing an educational system that would enable the Tanzanians to be sufficiently equipped with the knowledge needed to solve the development challenges that face the nation competently and competitively. The competency-based curriculum was also intended to curb the challenges facing the graduates who were the products of the old curriculum and who did not exhibit the competencies and skills that wholly addressed the global job market demands locally,

regionally and internationally (Tanzania Ministry of Education and Culture, 2001). Thus, the competency-based curriculum was intended to raise the quality of education in Tanzania and produce learners who could demonstrate and apply the acquired skills, attitudes and knowledge in problem-solving to meet society's changing needs and aspirations. However, five years after implementing the competency-based curriculum in Tanzania, Mosha carried out studies in 2012. Paulo and Tilya, in 2014, on the compatibility between the competence-based curriculum and teaching methods in Tanzania, found that curriculum developers, book writers and teachers lacked clarity on implementing the competency-based curriculum as they had not fully grasped the meaning of the competency-based curriculum. The findings of a study by Makunja (2016) on challenges facing teachers in implementing the CBC curriculum in Tanzania confirmed that the lack of adequate in-service training for teachers was one of the major challenges affecting the sufficient implementation of the curriculum. This indicated limited teacher preparedness and readiness in using and applying pedagogical knowledge during the teaching and learning process. The results further found that teachers were willing to implement the CBC but lacked enough knowledge and understanding of the competence-based curriculum. A study by Kyafulilo, Rugambuka and Ikupa (2012) argued that teachers had not fully understood the competency-based curriculum. They pointed out that teachers assumed they understood the competency-based curriculum but did not know how it is practised. This has been demonstrated more recently in a study by Kya and Huang in 2019. The findings of the study conducted by Kya and Huang (2019) concur with those of Makunja as well as Komba and Mwandanji in 2015, which established that the duration of the CBC training sessions in Tanzania was too short and ineffective in equipping teachers with knowledge and skills about Competency-Based Curriculum. Headteachers and teachers were generally inducted in learning areas and competency areas. It was noted that for learning to take, teachers must be fully prepared to facilitate learning. The respondents were asked whether training covered the following areas: lesson preparation, teaching and assessment.

Teachers and head teachers noted that both groups received training on head teachers/school administration role/teachers' role in learning areas, content, key competencies, learning outcomes, teaching approaches and their application, learning resources to use per strand and sub-strand, assessment methods, individual assessment, grading assignment, material development, lesson planning, and preparation of the schemes of work (Makunja, 2015);

Komba and Mwandanji, 2015). Such findings were shared by a related and recent study by Kanyonga, Mtana and Wendt in Tanzania in 2019. Interestingly, these findings are quite similar to those of a study by Mulenga and Kabombwe (2019) on competency-based curriculums for Zambian primary and secondary schools.

Rwanda shifted to the competency-based curriculum in 2015 to deal with the scarcity of skills in the Rwandan education system, emphasising science and technology. This was called for due to Rwanda's desire to build a knowledgeable society to meet its global and local demands in the job market. This was in response to Rwanda's education philosophy of making sure that every child at all levels of learning receives a quality education to develop their full potential and relevant skills, knowledge and desired attitudes that will help them fit in the society and job market (Republic of Rwanda, 2015). Rwanda aims to transform its state by 2030 into a knowledge-based society and middle-income country.

It considers ICT a critical instrument in facilitating the transformation. The competency-based approach aims to stimulate students to attain optimum academic performance. The skills, values, attitudes and knowledge are to be applied in day-to-day activities, and learners are expected to reflect them on their endeavours (Rwanda Education Board, 2018)

The Competency-Based Curriculum in some other African countries such as Botswana, Senegal and South Africa adopts a learner-centred pedagogy, formative, authentic assessment approaches and emphasizes developing competencies and applying knowledge in real-life contexts. The key features of the CBC are discussed as follows: The curriculum emphasizes competence development rather than acquisition of content knowledge. The curriculum entailed, among other things, a change in paradigm from a content-based to a Competency-Based curriculum. This means that the teaching and learning process has to change its orientation from rote memorization of content knowledge to acquiring skills and competencies helpful in solving real-life problems (Woods, 2008). In the instructional process in Competency-Based programs, specific dynamics facilitate the development and evaluation of specified competencies; thus, for the achievement of each learning area, competencies should be specified, and the use of learner-centred activity-based pedagogy during teaching and learning is paramount.

Classroom teachings feature role plays, problem-solving, projects, case studies, and study visits, among other learner-centred strategies. The teacher is expected to switch from the role of an expert to a facilitator who guides the learning process. While learners are supposed to take responsibility for their learning through direct exploration and experience, teachers should design effective learning activities geared towards developing specified competencies. Moreover, the revised curriculum stresses using formative assessment focused on the prescribed competencies. It emphasizes that teachers assess students frequently using authentic assessment methods such as portfolios, classroom or field observation, projects, oral presentations, self-assessment, interviews, and peer assessment (Sturgis and Casey 2018).

Teachers must change from norm-referenced to criterion-referenced judgment of learners' capabilities or competencies to determine their progress. Finally, teachers are supposed to provide continuous, timely and constructive feedback to inform students about the strengths and weaknesses of their performance. Instructions and learning are reviewed and modified based on the feedback data. Komba and Mwandanji (2015) researched competency-based for Tanzanian secondary school in-service teachers (in an actual field where teachers implement what they have been trained) in Mbeya. The study revealed no link between what teachers got from training institutions and the actual pedagogical implementation in the schools. Also, it was noted that the involvement of students during classes was very low. Generally, the study revealed that the majority of teachers were not knowledgeable about what a competency-based curriculum was all about; thus, the practices exhibited by the majority of teachers were ineffective in implementing a competency-based curriculum. However, the study did not study the perception of the implementers, such as students and teachers. Secondly, the practicability of the in-service training may leave much to be desired, considering that the literature of most in-service training and workshops is fraught with theoretical applications. This renders the training stressful and undesirable. One of the distinctive prominence of this approach is the role it assigns to teachers. The centrality of the teacher's role lies in their ability to construct tasks and activities that will meet the learners' needs and expectations, which were previously calculated before the commencement of the course. A portion of the teacher's role is to constantly give properly devised feedback and adopt appropriate measures for assessing their students' progress (Richards and Rodgers, 2001).In this connection, an in-service training or

workshop devoid of adequate didactic materials or software is equivalent to throwing water on a camel's back.

The study's findings by Komba and Mwandanji corroborate this research in three dimensions. From the constructivist point of view, the methodology is the blueprint for implementing an educational innovation. The first research question of the researcher's study states, "Does the methodology influence the implementation of competency-based approach curriculums in English Language in the selected secondary schools ?" Methodology is one of the critical determinants in the implementation of any innovation or curriculum. Kombo and Mwandanji's study also shows that the involvement of students during classes was very low; this implies that teachers finally resorted to the old traditional teaching method. Another study by Nkwetissama (2012) confirms this ugly attitude of teachers. He researched "The Competency-Based Approach to English Language Education and the Walls Between the Classrooms and the Society in Cameroon.: Putting down the walls" In his conclusion, he said that English Language teaching in Cameroon is a matter of teachers' talk and chalk and, of course, books, some of which are not adapted to the learner's needs and interests. In this light, the right methodology adopted by the teacher will play a significant role in implementing the innovation (CBA). The research gap here is the poor methodology adopted by the teachers in the study by Kombo and Mwandanji; this gap instead inspired the researcher to sharpen his interest in this study.

Agbor-Tabe (2019), in her study on "Competency-Based Approach Assessment Strategies Theory versus Practice in Cameroon." points out that the current trend in second language teaching in Cameroon is that of a shift from the Objective-based approach, also called the communicative approach to the competency-based approach (CBA). This alteration should usually trigger changes in the objectives, material design and assessment strategies to reflect the new method. In light of the above, this paper investigates the assessment tactics of teachers at the junior secondary school levels to check if they align with the competency-based assessment principles. It thus juxtaposes the theory of the competency-based assessment versus the practice in Cameroon. This author, Agbor-Tabe, opines that most language teachers in Cameroon do not respect the principles of a CBA assessment because of a lack of knowledge and the difficulty in material design and development. Data was elicited and analysed Through a questionnaire administered to English teachers, observation of past test and examination

questions, observation of the logbook and interviews granted to some pedagogic inspectors. Findings revealed that the assessment tactics teachers use do not reflect what is required of the competency-based assessment. Instead, the judgmental policy continues to follow the objective-based approach, and thus, structuralism and linguistic input are prioritized over the functionality and usage required of the current methods.

The researcher Agbor-Tabe's criticism is unclear on the issue of structuralism and linguistic input being prioritized over functionality and usage required of the current trends. The functions of language include communication, the expression of identity, play, imagination expression, and emotional release.

Mounire et al. (2022) did a study to understand the role of assessment in Algerian secondary schools that are compatible with competency requirements. It explores the methods used to assess EFL learners and unveils some practical problems EFL teachers face when assessing their learners. The findings demonstrated that though teachers know how to assess their learners' performance within the CBA framework, they still rely on traditional means of assessment. Suggestions are provided to help teachers assess EFL learners regarding the CBA assessment systematic requirements. Teachers should assess their students to help the teaching and learning process. Thus, teachers need to take steps to improve the assessment system. Here are some suggestions:

- The teacher should use various assessment techniques that reflect the learner-centred pedagogy and the CBA for second language learning. The selected means of assessment may include different aspects of language and different types of learners.
- To classify learners according to their entrance profile and categorize them according to their level.
- Assessment should take place in the context of meaningful activities.
- The percentage of the final mark allotted to each competency should reflect the time the learners spend on that competency.
- Though teachers are the primary assessors of their learners' performance, peer and self-assessment are considered effective.
- To rely on different methods of assessment.

- ❖ Selecting the most effective means of assessment according to the targeted ses sin assessment aims to improve instruction and learning.
- ❖ Because learners' knowledge and many of their skills, strategies, and attitudes are internal processes, teachers need to be part of learning and progress by regularly systemically observing students in action and interacting with them during instruction.

The study is quite enriching because issues on assessment are one of the distinctive tenets of the CBA approach. However, no mention has been made of the research design or the sample size. The absence of these two variables keeps the researcher uncomfortable. The author's research design and sample size were used to give more credibility to the suggestions made. The findings are in line with Agbor-Tabe (2019), with assessment being one of the features that distinguishes the CBA from the objective approach. The study reminds readers that conventional assessment testing techniques, such as MCQ, true/false questions, and gap-filling tasks, should no longer be part of an end-module evaluation in CBLT (Richards & Rogers, 2001).

Wong (2007) conducted a study on competency-based English teaching and learning to investigate pre-service teachers of Chinese learning experience. The study showed that pupils had problems with the assessment. The assessment descriptors did not help them achieve the assessment targets or get a high grade because the descriptors were in relative form. The study had the following suggestions: to enhance the effectiveness of competency-based Language teaching, the programme must be locally developed so that curriculum, institutional and assessment can be correlated. The study of the pre-service teachers of the Chinese learning experience is void of research design, sampling technique and sample size. The teachers, who are the main implanters of curriculum implementation, may not find it easy to adapt themselves or follow up on the suggestions.

Orafi (2013), a lecturer in the English department of Benghazi University, carried out a study highlighting the complex implementation process of ELT curriculum innovation. He also confirms that teachers are not simply implementers of policies that are handed down to them, but they interpret, modify, alter, and implement these policies according to their beliefs and the context where these policies are being implemented. In addition, his study illustrates several factors influencing how teachers implement and make sense of ELT curriculum innovations.

His work has significant implications and is a valuable message for curriculum developers, teachers' education programs, and education policymakers.

With the rise of global competition and the focus on teacher quality, professional development is becoming increasingly crucial, and the stress and challenges for principals and education policymakers are more severe than ever. To avoid such occurrences of teachers reverting presumably against their professional will and teaching following the conventional approaches, the principal, as the instructional leader, must be up to the task. As instructional supervision leaders, headteachers are primarily responsible for promoting effective teaching implementation. Effective principals continually engage teachers in instructional dialogues and reflective practices to ensure that they are thoroughly equipped to improve pupils' performance. Consequently, CBA constructivist concepts, role-playing, self-directed learning, problem-solving, self-building skills, teamwork skills and critical thinking skills, to name a few, shall create a conducive teaching and learning classroom atmosphere.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the processes and procedures that were followed in carrying out the study are they are discussed under the following sub-headings: Research Design, Study Area, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validity of the Instrument, Reliability of the Instrument, Procedure for Data Collection, Method of Data Analysis and Ethical consideration.

Research **Design**

A research design is the set of methods and procedures used in collecting and analyzing measures of the variable specified in the researcher's problem. In other words, the research design sets the procedure for the required data, the methods to be applied to collect and analyse this data, and how all of this will answer the research question (Creswell,2009). According to Cohan (2009), research design refers ‘‘to a plan which specifies how data is related to a given problem should be collected and analyzed’’ a research design is a conceptual structure within which the research will be conducted. Burns and Grove (2003) define a research design as a blueprint for conducting a study that may interfere with the validity of the finding. Also, Amin (2005) defines research design as all procedures the researcher selects to aid in understanding a particular set of questions or hypotheses. Research design is a plan, structure and strategy for conducting an investigation, Creswell (2009). This plan, structure and strategy are conceived to provide dependable solutions to a research problem. Research design is a general plan of selecting and assigning participants to experimental conditions, controlling extraneous variables, and conducting an investigation that will lead to a definite solution to a research problem. The direct survey method will be used; questionnaires will equally be administered to teachers.

A descriptive design was used to get various opinions from the teachers. Simple Linear regression statistical techniques are used to predict a variable's value based on another variable's value. The objective of this analysis is to use the independent variables whose value is known to predict the value of the single dependent value. This method was used to analyse the relationship between a single dependent variable (teachers' performance) and independent variables (Competency-based approach).

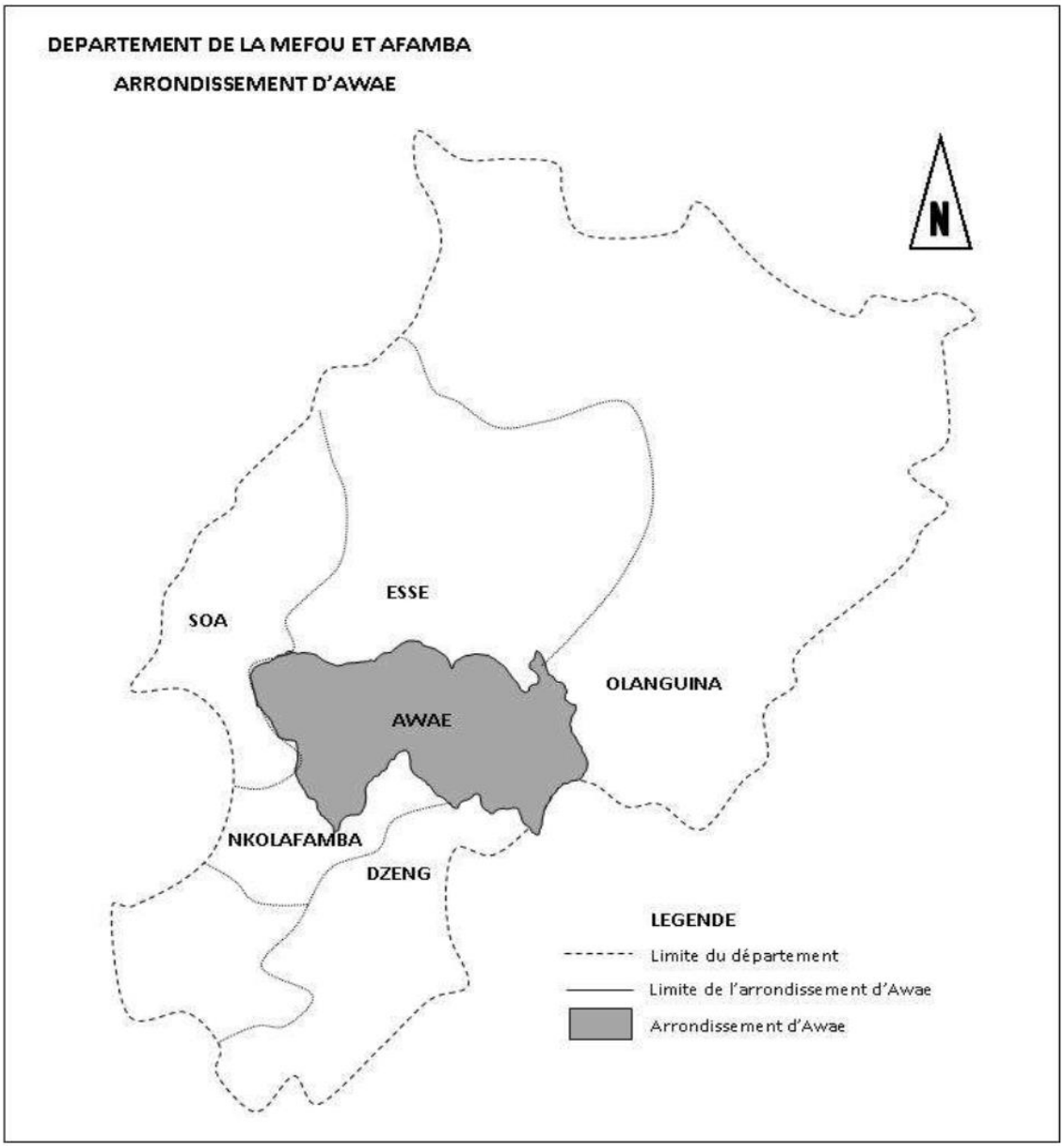
Research paradigm

This study used positivism as a paradigm that guides the researcher when gathering and interpreting data accurately. Mertens (2014) describes the positivism paradigm in research as the process of finding the truth and proving it through empirical means. It is also a philosophical position aimed at describing and predicting the facts people experience (Creswell, 2009). Based on the above description, the positivism paradigm was used to explore the influence of CBA on teachers' performance.

Study Area of Awae

According to Research Wap (2020), the research area is the geographical environment in which the study area is carried out. A research area is a physical site where a study or current research project is conducted. The study was carried out in Awaé, a commune in Cameroon, located in the Center region and Méfou-et-Afamba Division, on a central axis linking Douala to the border with the Central African Republic, approximately 50 km from Yaoundé, by N°10. It is a major crossroads in the region of the Mvele ethnic group. It often serves as a rest area for travellers going to Akonolinga, Ayos, or Lomié towards the border in the Es region. According to the 2005 census, Mefou et Afamba has a population of 15,888 habitants, and Awae has a population of 3,427 inhabitants.

Figure 2 Map of Mefou et Afamba Division



Source : https://osidimbea-ctd.jimdofree.com/centre/mefou-afamba/

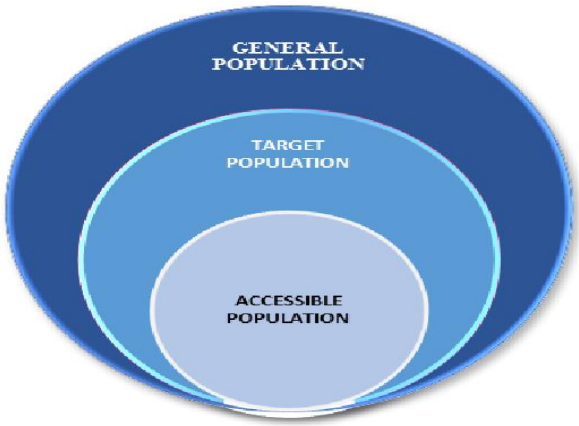
Population of Study of Awae

According to Amin (2005), a population is the totality of all the components relevant to certain research. When concluding a sampling study, the researcher is interested in the entirety or aggregate of things or people who have one or more traits in common (p.235). Asiamah et al (2017). believe that population members must share at least one common attribute. This characteristic qualifies participants as population members. Also, Mbagwana (1999) defines

the population of the study as the total number of participants from which the researcher will select the sample. To Frankel and Wallen (2006), a population is the largest group to which researchers hope to apply the results obtained from a sample. Satisprakash (2020) Defines population as a set or group of all units on which the findings of the research are to be applied. The population of this study are teachers of primary school Awae. There are many primary schools in Awae, like Government Primary School Awae Group 1,2, 3, IGBPS Awae, New Millennium Awae, Nathalie School Awae, and Ecole Catholique de Awae from which the population is drawn. The population of our study is structured into two groups: Headteachers and teachers.

The population of our study is structured into three principal levels: the target, accessible, and sample population, as illustrated in the figure below.

Figure 3 Explaining the three levels of population



Source: Amin,2005

Target Population of Awae

The researcher intends to generalize the findings of the research to this population of primary school teachers of Awae. The target population, often known as the parent population, may not always be reachable to the researcher (Amin, 2005). For Asiamah et al. (2017), the set of people or participants with particular traits of interest and relevance is referred to as the target population, as with primary school teachers from Awae selected for this study. The researcher must, therefore, identify and exclude members of the general population who might not be able to share experiences and ideas with the target population in sufficient clarity and depth. For the

purpose of this work, the target population includes all the Primary school teachers of Awae drawn from five schools as shown in Table 1.

Table 1 Distribution of target population

No	Name of School	Target Population
1	Government Primary School Awae Group 1,2 3	22
2	IGBPS Awae	6
3	New Millennium Awae	6
4	Nathalie school Awae	6
5	Ecole Catholique de Awae	8
	Total	**48**

Source: Fieldwork,2024

Accessible Population

This is the population from which the sample is actually drawn (Amin,2005). Asiamah et al. (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. From a population of primary school teachers in Awae our accessible population was drawn from the five primary schools in Table 1 made up of 48 primary teachers. The last group of participants is the one from whom data is gathered by polling, either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. Primary school teachers of Awae are eligible to engage in the study from our study area. Some participants who were not available for the study were not considered.

Sample of the study Awae

The sample of this research work was drawn from the accessible population of 48 primary school teachers from the Awae Subdivision. Amin (2005) views a sample as a portion of the population whose results can be generalised to the entire population. The author further adds that a sample can also be considered as a representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too

many people for any research endeavour to involve as participants, sampling is a crucial tool for research investigations. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research theme.

The sample size was determined using the Krejcie & Morgan table (1970), which constituted 48 participants drawn from Awae Primary School.

Table 2 sample size

No	Name of School	Target Population	Sample
1	Government Primary School Awae Group 1,2 3	22	18
2	IGBPS Awae	6	6
3	New Millennium Awae	6	6
4	Nathalie school Awae	6	6
5	Ecole Catholique de Awae	8	8
	Total	**48**	**44**

Sampling Techniques

The sampling technique refers to the process of selecting several individuals from a population, preferably in such a way that individuals are representative of a larger group from which they are selected. It is the process of selecting from a more significant population. Amin (2005). The sampling technique suitable for this study is probability sampling, in which all the elements of the population have some probability of being selected. Probability sampling will provide a base for the researcher to generalise the population.

The type of probability sampling technique employed in this research is simple random sampling (SRS). Amin (2005) opined that a simple random sample is a sample obtained from the population so that samples of the same size have equal chances of being selected(p.244). The researcher proceeded with this method by selecting an accessible population comprising five primary schools in Awae.

Instrument for Data Collection

An instrument is any tool that has been methodically built to collect data and should be accurate in gathering the specific data required for the study. The questionnaire is the tool utilised to gather data for this investigation. According to Amin's definition from 2005, a questionnaire is a professionally crafted tool used to gather data in line with the research questions and hypothesis requirements. He continues by saying that a questionnaire can be thought of as a self-report tool used to collect data on factors of research interest. The questionnaire is a useful tool for gathering survey data, providing structured, frequently numerical data, being administered without the researcher's presence, and frequently being comparatively simple to analyse, as Cohen et al. (2007) reiterated. It is a tool for gathering data with specific questions that the respondent must answer and then return to the researcher.

There are two different kinds of questionnaires: closed and open-ended. The type of study is the only factor influencing the questionnaire selection. This study will use closed-ended questions, including Likert-style rating scale questions. These closed questions are simple to code and take little time to complete.

The data collection instrument (questionnaire) for teachers is made up of five (5) sections; the first(1) section contains respondent’s demographic data made up of 5 items. Section two (2) is on Teaching methods, section three (3) on Lesson preparation, section four (4) on teachers' practice of CBA, and section (5) on Teachers" performance. There are 33 items in all the other sections of the questionnaire, and respondents were requested to mark an (x) in the box that corresponds to their point of view. The four options that were used and their corresponding weights were as follows;

Table 3 Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	4 Points
Agree (A)	3 Points
Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

According to Tanah and Encho (2017), the decision rule refers to a regulation or guide that enables a researcher to decide whether to accept or reject an issue, as seen below.

$$Mean = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

This means that any factor with a mean of 2.5 and above was accepted(positive), while those less than 2.5 were rejected (negative)

Administration of research instrument

This section of the work has to do with fieldwork proper. Questionnaires were taken to the different schools alongside the research authorisation issued by the Dean of the Faculty of Education of the University of Yaounde 1. The researcher administered the instrument to the various respondents. Before going to each school, permission was obtained from the various school heads, and the research authorisation facilitated this process. Some of the questionnaires were filled on the spot and returned to the researcher. Some respondents took their questionnaires home and returned for some after one, two or three days. Generally, a good number of teachers did not hesitate to fill out the questionnaires. During fieldwork, questionnaires were administered in the following way

The return rate of the instrument

The return rate indicates the number of questionnaires received at the end of the research after the questionnaires were administered to respondents. The return rate for this study was calculated using a simple percentage based on the formula below.

The return rate of the instruments

$$R = \frac{\sum RQ}{\sum AQ} \times \%$$

Where;

R= Return rate

∑RQ= Sum of questionnaires returned

∑AQ=S um of questionnaires administered

% = Percentage expressed as a hundred

The rate of return of questionnaires for this study was calculated as follows;

Total number of questionnaires administered = 48

Total number of questionnaires returned = 44

Therefore, the return rate is:

$$R = \frac{44}{48} \times 100$$

$$= 91.6\%$$

Validity and reliability of the instrument

The acceptability of the data-collecting tool used prior to fieldwork will be the main topic of this project phase. According to Amin (2005), reliability relates to an instrument's consistency in measuring whatever it is supposed to measure, whereas validity refers to how appropriate the instrument is.

Validity of the instrument

Amin (2005) asserts that an instrument's validity depends on how well its items reflect the traits and abilities it is intended to measure. The ability to generate results that concur with the theoretical or conceptual values is another addition made by this author. Additionally, he says that validity refers to the fact that the instrument measures what it is intended to assess and that the data acquired accurately and honestly reflects the respondents' opinion (p.285). According to Cohen et al. (2007), validity is the cornerstone of all forms of educational research. In this study, the instrument is intended to measure the impact of CBA on teachers' academic performance. Although there are many types of validity, this study will focus on content, construct, and predictive validity.

Content validity

Content can be defined as anything which is in actuality. According to Amin (2005), the extent to which the instrument's content matches the content of the theoretical notion it is intended to measure is what content validity is all about. Additionally, it describes how closely the test resembles or explicitly evaluates the characteristics for which it was created. It demonstrates

how well the instrument captures the knowledge, abilities, viewpoints, and attitudes that the responder anticipates to demonstrate how CBA influences teachers' performance. This is supported by Cohen et al. (2007), who states that for an instrument to have content validity, it must demonstrate that it fairly and thoroughly covers the area or objects it claims to cover.

Construct validity

According to Cohen et al. (2007), a construct is an abstract. Construct validity focuses on determining if a given measure is related to other measures in a way that is compatible with theories derived from the connections between the concepts (Amin,2005). Cohen et al. (2007) remark that the researcher would need to be sure that his/her construction of a specific issue coincided with other constructions of the same underlying issue in order to prove construct validity; for instance, four constructs were created from the notion of CBA (Teaching methods, **Lessons preparation,** teachers practice of CBA, and performance). According to Cohen et al. (2007), proving construct validity entails correlating the researcher's construction with that provided in the pertinent literature and searching for counterexamples that can undermine the construction, as demonstrated in Chapter 2.

Predictive validity

According to Amin (2005), it forecasts the extent to which a test can forecast how well a person will perform in the future. For instance, many factors, including Teaching methods, Lesson preparation, and teachers' practice of CBA affect the predictive validity of teachers' performance. As a result, it is crucial to match the description of how an instrument was validated with the circumstances in which it would be utilised if it is to be used for prediction. Amin (2005) said that establishing the correlation between test results and CBA measurements in the relevant situation can help verify a test's predictive validity. The test employed here to forecast CBA is referred to as the predictor.

After developing the data collection instrument, the researcher met with her supervisor, who examined the instrument and made all necessary adjustments. A statistician who regarded the instrument as representative endorsed its validity. All of these measures were taken to guarantee that the field data would be required to address the study issues.

Reliability of the instrument

This describes the consistency with which the instrument makes the measurement. If an instrument consistently yields the same results when employed by other researchers as well to measure the same respondents' traits or concepts, then it is considered dependable. The degree of internal consistency or stability of the measuring device over time may be used to define reliability in educational contexts (Amin,2005). For Cohen et al. (2007), reliability in quantitative research is a synonym for dependability, consistency, and replicability over time, over instruments and groups of respondents. It has to do with accuracy and precision.

To find out if the instrument was reliable, we carried out a pilot test to ensure the reliability of the instrument. Twenty (20) questionnaires were administered to twenty respondents in one of the sampled schools. To ensure reliability, Cronbach's Alpha reliability was carried out on the set of instruments meant for trial. The research instrument was administered to teachers who were not in the study sample. After running the Cronbach's Alpha test, we obtained an acceptable alpha of 0.915, which is an indicator that the instrument is reliable, as seen in the table below:

Table 4 Reliability of the instrument

Items	Cronbach's alpha (N=20)	Number of items
Teaching methods	0.962	5
Lessons preparation	0.865	9
Teachers practice of CBA	0.881	5
Teacher's Performance	0.952	7
Total	**0.915**	**26**

Source: Fieldwork,2024

Ethical Consideration

Ethical issues are a set of standards explicitly designed to guide the work of researchers, specifying their obligations to their subjects and their profession. Ethical principles lead all the activities related to this study (Ary, Cheser, & Sorensen, 2010). The researcher used all the required and acceptable procedures to ensure that the ethical issues were handled. The procedures include obtaining permission to conduct the study, confidentiality of the data

collected, informed consent, respect toward the research environment, accurate interpretation and presentation of data, and respect for participant's privacy.

The researcher obtained permission to conduct the study and collect data from both the University of Yaounde 1 under the supervision of the faculty of Education. The researcher also paid more attention to the confidentiality of the data collected. The research avoided publishing confidential information without permission. The researcher respected the participant's privacy by not putting their names in the study. This was done through respect for the anonymity of participants. The researcher guaranteed the participants that the research information was only utilised for academic purposes and that principles of privacy be followed. Then, the questionnaires did not include the names of respondents to avoid divulging the identity of the participants. The participants were not forced to answer the questions. They voluntarily participated in the research.

Additionally, the questionnaire cover introduced the study's purpose to the participants. The researcher also enclosed the introductory paragraph stating the research's purpose. The wording of the questions did not contain sexist words. Respect toward the research environment was ensured. The researcher respected and complied with the availability and school regulations for guests and visitors, as well as the accurate interpretation and presentation of data. Besides, the researcher maintained the accurate interpretation and presentation of data. The researcher also remained honest and professional in reporting the findings and results.

The researcher went to the field on the 26 may 2024 to administer the questionnaire but unfortunately it was a pedagogic seminar day most teachers were not available. The researcher went back on the 28 may 2024 when all the teachers were available to administer the questionnaire. The researcher visited the head teachers office first then the head teachers accompanied the researcher to administer the questionnaires. As they facilitated the whole process.

Table 5 Synoptic Table Of Variables

Theme	Main Question	Hypotheses principle	Hypothèses secondaires	Sub-variables	Indicators	Modalities
The implementation of the Competency Base Approach on teachers' performance in public schools of Awae.	Competency Base Approach and its influences on teachers' performance in public schools of Awae?	The implementation of the Competency-Based Approach has a significant influence on teachers' performance in the public primary schools of Awae.	HR1: Lessons preparation by teachers using CBA has a significant influence on teacher performances	VI 1: Teaching methods	Competent development Learner-centre	High Low Moderate
				VD1:Teachers performance		
			HR2: Teaching methods used by teachers in CBA have a significant influence on teachers performances.	VI 2: Lesson Preparation	Format (Problem situation Integrate learning terms Domains)	
				VD2: academic performance		
			HR3: Primary school teachers practice/ assessment methods of CBA has a significant influence on teachers performances.	VI 3: Teachers practice/ Assessment methods	Individual skill, Knowledge Learning objectives	
				VD3: academic performance		

CHAPTER FOUR

DATA ANALYSES AND PRESENTATION OF RESULTS

The results of the study are presented in accordance with the research questions and hypotheses.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence, the analysis of the study will be based on a total of 44 questionnaires.

Demographic Analysis

Table 6 Distribution of respondents according to Gender

	Frequency	Per cent
Male	14	31.8
Female	30	68.2
Total	**44**	**100.0**

From the Table, the highest proportion of respondents are female, 68.2%, the reason being there are more female teachers in primary schools in Awae. 31.8% of respondents are male.

Figure 4 Distribution of respondents according to Gender

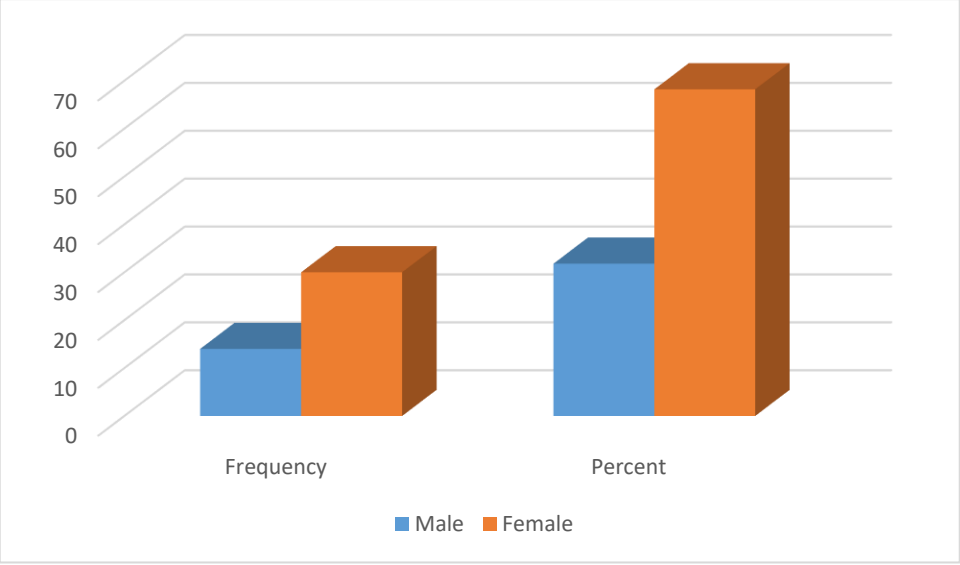


Table 7 Distribution of Respondents based on the Status of Teachers

	Frequency	Per cent
PTA	26	59.0
Civil Servant	12	27.4
Contrat Agent	06	13.6
Total	44	100.0

The table above shows that more than half of the teachers (59%) are PTA.. 27.4% are civil servant teachers, and only 13.6% of the teachers are contract teachers.

Figure 5 Distribution of Respondents based on Status of Teachers

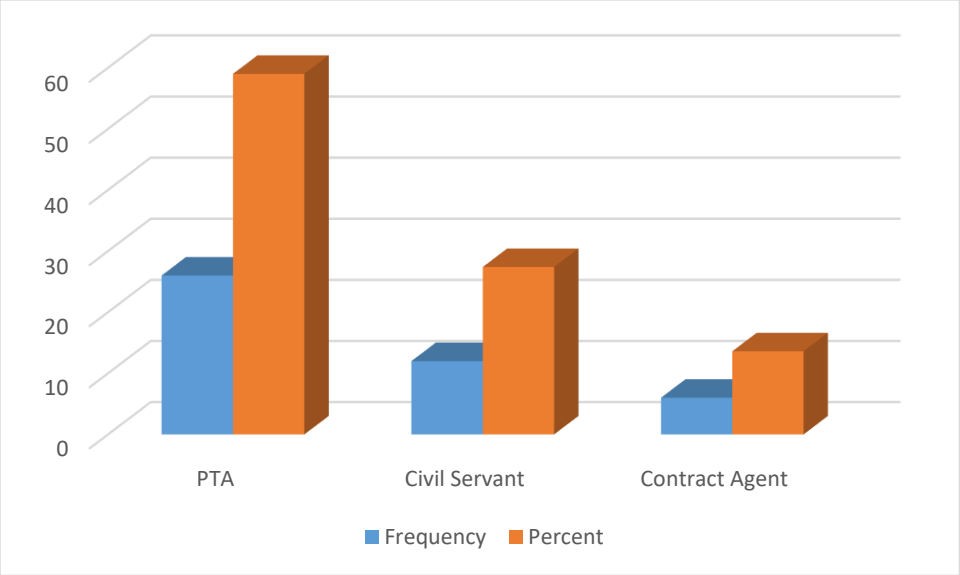


Table 8 Distribution of Respondents based on Age Group

	Frequency	Per cent
20-25	1	2.3
26-30	2	4.5
31-35	23	52.3
36-40	5	11.4
41 and above	13	29.5
Total	**44**	**100.0**

The result shows that 2.3 % of the teachers are 20 to 25 years old, 4.5% have ages between 26 to 30 years, 52.3% of 31 to 35 years of age, and 29.5% are between 41 and above.

Figure 6 Distribution of Respondents based on Age Group

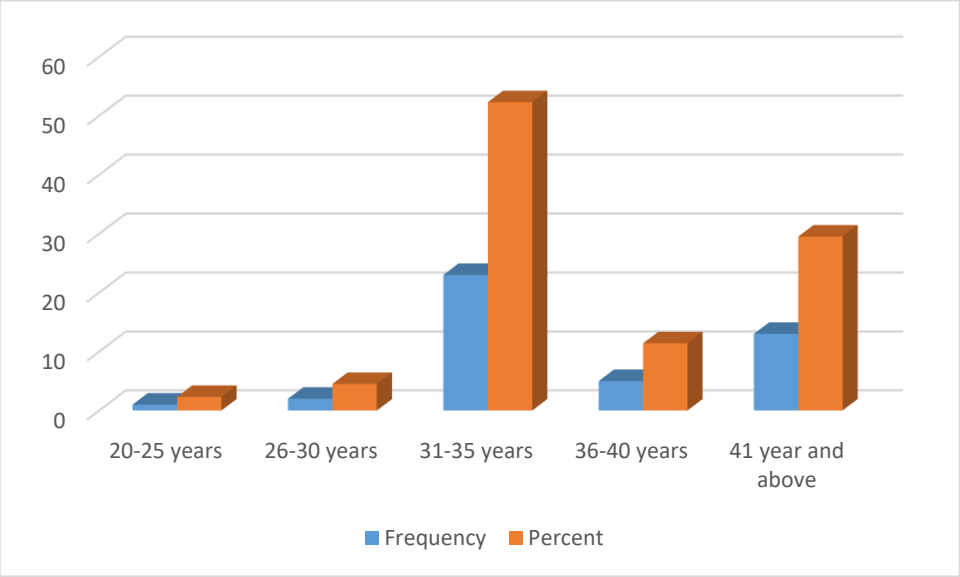


Table 9 Distribution of Respondents based on Highest Academic Qualification

	Frequency	Per cent
Advance level	26	59.1
Bachelor Degree	14	31.8
Masters	4	9.1
Total	**44**	**100.0**

With respect to academic qualification, more than half of the respondents (59.1%) have an Advanced level degree, 31.8% are holders of a Bachelor's degree, and 9.1% of respondents have a master's degree.

Figure 7 Distribution of Respondents based on Highest Academic Qualification

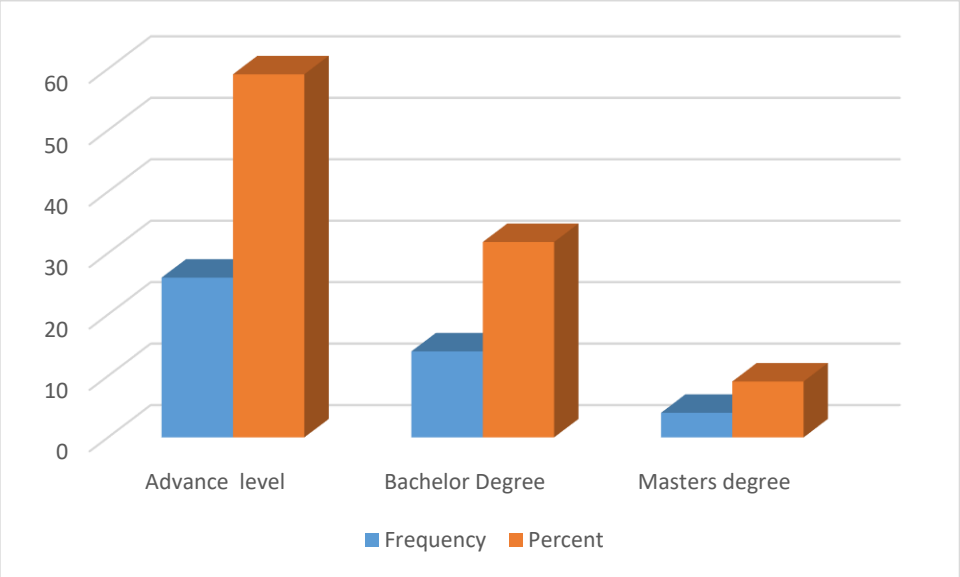


Table 10 Distribution of Professional qualification of teachers

	Frequency	Per cent
CAPIEMP	29	65.9
None	15	34.1
Total	**44**	**100.0**

From the table, 65.9 % of respondents have CAPIEMP, and 34.1% of respondents do not have a professional qualification.

Figure 8 Distribution of Professional Qualifications of Teachers

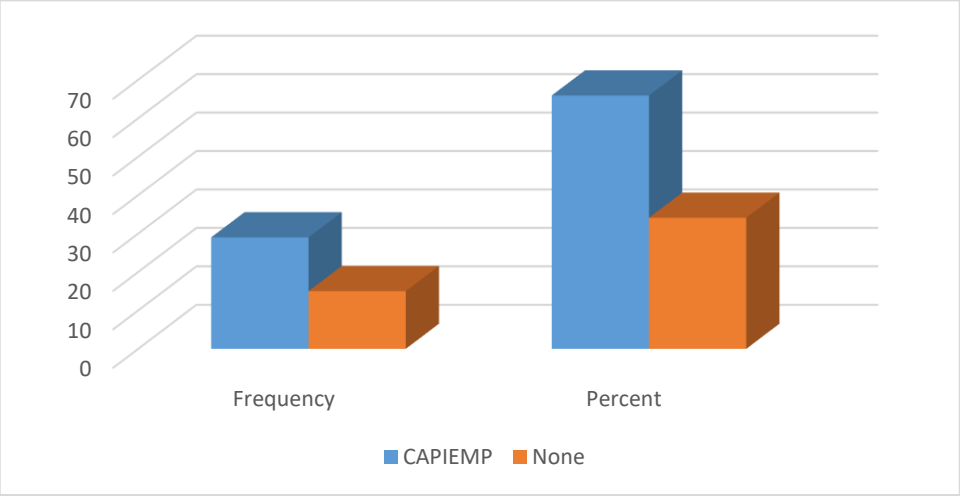
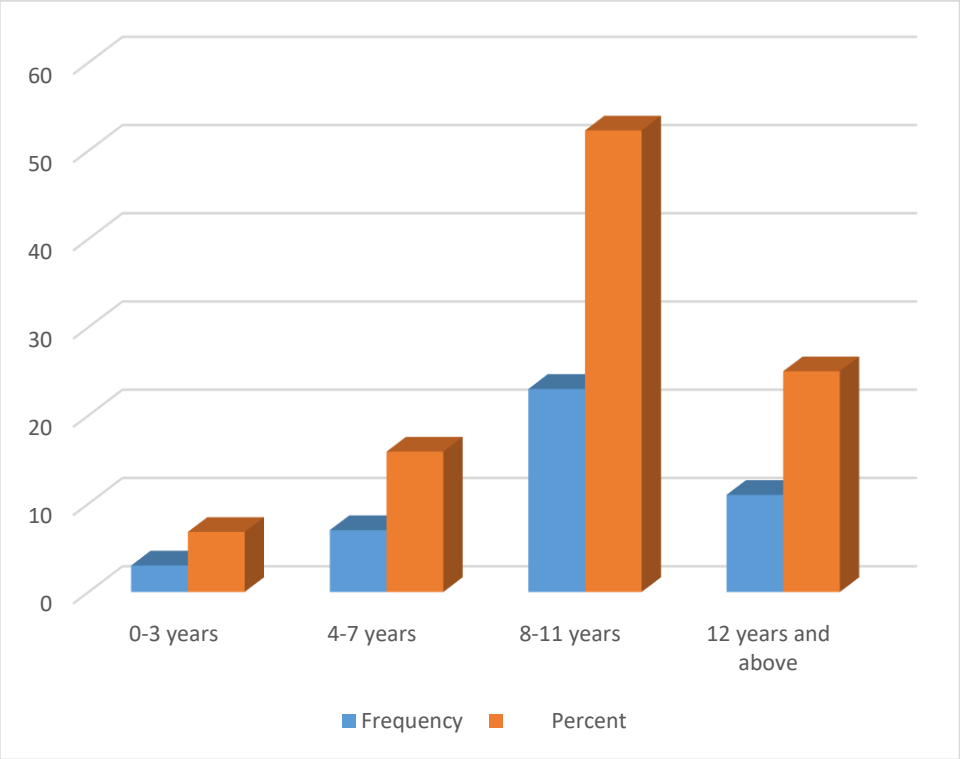


Table 11 Distribution of Respondents based on Longevity in Service

	Frequency	Per cent
0-3 years	3	6.8
4-7 years	7	15.9
8-11 years	23	52.3
12 years and above	11	25.0
Total	**44**	**100.0**

The table above shows that 6.8% of the teachers have worked for 0 to 3 years, 15.9% worked for 4 to 7 years, 52.3% have worked for 8 – 11 years, and 25% have worked for 25% have worked for 12 years and above years.

Figure 9 Distribution of Respondents based on Longevity in Service



Descriptive Analysis of Variable

Research Question One: To what extent does Lesson preparation by teachers using CBA influence teacher performance?

Table 12 Lesson preparation by teachers using CBA

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	Identifying the specific competencies or learning objectives that pupils need to achieve	35	79.5	07	15.9	01	2.3	1	2.3	3.72	0.623
2.	Break down each competency into smaller, manageable learning objectives or skills.	30	68.2	12	27.3	01	2.3	1	2.3	3.61	0.654
3.	Decide on the assessment methods that will be used to measure student mastery of the competencies. quizzes, projects, presentations, performance tasks, or portfolios	39	88.6	5	11.4	00	00	00	00	3.88	0.321
4.	Develop instructional activities that will help pupils acquire the knowledge and skills needed to master the competencies	10	22.7	34	77.3	00	00	00	00	3.20	0.408
5.	Consider the diverse needs of pupils in the classroom and provide differentiated instruction to support all learners using problem situation	10	22.7	28	63.6	06	13.6	00	00	3.09	0.603
6.	Integrate formative assessment strategies throughout the lesson to monitor student progress, provide feedback, and guide instruction.	34	77.3	10	22.7	00	00	00	00	3.77	0.423
7.	Foster collaboration among pupils through group activities, discussions, and peer feedback	15	34.1	27	61.5	02	4.5	00	00	3.29	0.553
8.	Incorporate technology tools and resources to enhance instruction	24	54.5	20	45.5	00	00	00	00	3.45	0.503
9.	Continuously monitor pupils' progress towards mastering competencies and adjust instruction as needed to support pupils' learning and growth	29	65.9	14	31.8	01	2.3	00	00	3.63	0.532
	Grande Mean						**3.51**				
	SD						**0.104**				

Nine items were designed in the questionnaire to respond to this section. All the nine items designed to measure respondents' views on lesson preparation have a mean greater than 2.5. From the results on the statement Identifying the specific competencies or learning objectives that pupils need to achieve 79.5% of respondents strongly agree, 15.9% agree and 2.3% of respondents disagree with the statement. 68.5% of respondents strongly agree Break down each competency into smaller, manageable learning objectives or skills, 27.3% agree and 2.3% of respondents disagree with the statement. 88.6% of respondents strongly agree with the statement Decide on the assessment methods that will be used to measure student mastery of the competencies. quizzes, projects, presentations, performance tasks, or portfolios,11.4% agree with the statement. Develop instructional activities that will help pupils acquire the knowledge and skills needed to master the competencies 22.7% of respondents strongly agree and 77.3% agree with the statement. Consider the diverse needs of pupils in the classroom and provide differentiated instruction to support all learners using problem situations. 22.7% of respondents strongly agree,63.6% agree, and 13.6% disagree with the statement. 77.3% of respondents strongly agree that integrating formative assessment strategies throughout the lesson to monitor student progress, provide feedback, and guide instruction and 22.7% of respondents agree with the statement. 34.1% of respondents strongly agree on Foster collaboration among pupils through group activities, discussions, and peer feedback, 61.5% of respondents agree and 4.5% of respondents disagree, and 54.5% of respondents strongly agree. Incorporate technology tools and resources to enhance instruction,45.5% of respondent agree.65.9% of respondent strongly agree Continuously monitor pupils progress towards mastering competencies and adjust instruction as needed to support pupils learning and growth, 31.8% agree and 2.3% of respondent disagree on the statement.

Research Question Two: To what extent do Teaching methods used by teachers in CBA influence teachers' performance?

Table 13 Teaching methods on teachers' performance

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
10.	Designing instruction around specific learning objectives or competencies that pupils are expected to master	23	52.3	18	40.9	03	6.8	00	00	3.45	0.627
11.	Encouraging pupils to work together in groups, engage in discussions, and collaborate on projects to deepen their understanding of content and develop teamwork skills.	19	43.2	24	54.5	01	2.3	00	00	3.40	0.542
12.	Using ongoing assessment strategies to monitor pupils' progress, provide feedback, and guide instruction to support mastery of competencies	30	68.2	12	27.3	02	4.5	00	00	3.63	0.574
13.	Providing timely and constructive feedback to pupils on their performance and encouraging self-reflection to support continuous improvement	30	68.2	13	29.5	01	2.3	00	00	3.65	0.525
14.	Encouraging pupils to ask questions, explore topics, and investigate concepts through hands-on activities and research	34	77.3	10	22.7	00	00	00	00	3.77	0.423
	Grande Mean						**3.58**				
	SD						**0.067**				

Five items were designed in the questionnaire to respond to this section. All five items designed to measure respondent's views on Teaching Methods have a mean greater than 2.5 which is the cuff of the mean. 52.3% of respondents strongly agree with Designing instruction around specific learning objectives or competencies that pupils are expected to master, 40.9% of respondents agree and 6.3% of respondents disagree with the statement. On Encouraging pupils to work together in groups, engage in discussions, and collaborate on projects to deepen their understanding of content and develop teamwork skills 43.2% of respondents strongly agree,54.5% agree and 2.3% of respondents disagree with the statement. 68.2% of respondents strongly agree with using ongoing assessment strategies to monitor pupils' progress, provide feedback, and guide instruction to support mastery of competencies, 27.3% of respondents

agree, and 4.5% of respondents disagree. 68% of respondents strongly agree with providing timely and constructive feedback to pupils on their performance and encouraging self-reflection to support continuous improvement, 29.5% of respondents agree and 2.3% of respondents disagree with the statement. 77.3% of respondents strongly agree with Encouraging pupils to ask questions, explore topics, and investigate concepts through hands-on activities and research, and 22.7% of respondents agree with the statement.

Research Question Three: To what extent does Primary school teachers' practice/ assessment methods of CBA has an influence on teachers performance?

Table 14 Teachers' practice on assessment methods

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
15.	I clearly define the competencies or learning objectives that pupils are expected to master before my lesson	27	61.4	17	38.6	00	00	00	6.0	3.61	0.492
16.	I map out the sequence of competencies that pupils need to achieve, ensuring that there is a logical progression in learning and that each competency builds upon the previous one	28	63.6	15	34.1	01	2.3	00	00	3.61	0.537
17.	I adapt their teaching methods, materials, and assessments to meet the diverse needs of pupils, providing additional support or challenges based on individual student needs.	35	79.5	09	20.5	00	00	00	00	3.79	0.408
18.	I engage pupils in real-world projects and tasks that require the application of knowledge and skills to solve complex problems, promoting critical thinking and problem-solving skills	30	68.2	14	31.8	00	00	00	00	3.68	0.471
19.	I facilitate opportunities for students to work together in groups, engage in discussions, and provide feedback to one another, fostering collaboration and communication skills	20	45.5	24	54.5	00	00	00	00	3.45	0.503
	Grande Mean						**3.62**				
	SD						**0.042**				

Five items were designed in the questionnaire to respond to this section. All five items designed to measure respondent's views on Teachers' practice /Assessment Methods have a mean greater than 2.5 which is the cuff of the the mean. 61.4% of respondents strongly agree that I clearly define the competencies or learning objectives that pupils are expected to master before my lesson and 38.6% agree. I map out the sequence of competencies that pupils need to achieve, ensuring that there is a logical progression in learning and that each competency builds upon

the previous one 63.6% of respondents strongly agree,34.1% agree and 2.3% of respondents disagree with the statement.79.5% of respondent strongly agree I adapt their teaching methods, materials, and assessments to meet the diverse needs of pupils, providing additional support or challenges based on individual student needs.,20.5% of respondents agree with the statement. 68.2% of respondents strongly agree I engage pupils in real-world projects and tasks that require the application of knowledge and skills to solve complex problems, promoting critical thinking and problem-solving skills, and 31.8% of respondents agree with the statement.

Dependent Variable: Teachers Performance Analysis

Table 15 Teachers' Performance

No.	Item	SA		A		DA		SD			
		f	%	f	%	f	%	f	%	M	SD
20.	Demonstrating a deep understanding of the content they are teaching and the ability to effectively convey this knowledge to pupils	31	70.5	12	27.3	01	2.3	00	00	3.68	0.518
21.	Designing instruction that meets the diverse needs of Pupils and provides personalized learning experiences	19	43.2	25	56.8	00	00	00	00	3.34	0.501
22.	Using a variety of assessment strategies to monitor pupils' progress and provide timely, constructive feedback to support learning	20	45.5	20	45.5	04	9.1	00	00	3.36	0.650
23.	Creating a positive and inclusive classroom environment that promotes student engagement, respect, and collaboration	14	31.8	29	65.9	01	2.3	00	00	3.29	0.509
24.	Effectively communicating with pupils, parents, and colleagues, and collaborating with others to support pupil learning	15	34.1	27	61.4	02	4.5	00	00	3.29	0.553
25.	Engaging in ongoing professional development, reflecting on teaching practices, and continuously seeking to improve as an educator	15	34.1	15	34.1	12	27.3	02	4.5	2.97	0.901
26.	Using pupil data to inform instructional planning, adjust teaching strategies, and monitor student progress towards mastery of competencies	15	34.1	20	45.5	07	15.9	02	4.5	3.09	0.830
	Grande Mean						**3.288**				
	SD						**0.152**				

Seven items were designed in the questionnaire to respond to this section. All seven items designed to measure respondent's views on Teachers' performance have a mean greater than 2.5 which is the cuff of the mean. On the statement Demonstrating a deep understanding of the content they are teaching and the ability to effectively convey this knowledge to pupils 70.5% of respondents strongly agree, 27.3% agree and 2.3% of respondent disagree.43.2% of

respondents strongly agree Designing instruction that meets the diverse needs of Pupils and provides personalized learning experiences, and 56.8% of respondent agree. Using a variety of assessment strategies to monitor pupils' progress and provide timely, constructive feedback to support learning 43.5% of respondents strongly agree, 45.5% of respondents agree and 9.1% of respondents disagree with the statement. 31.8% of respondents strongly agree with Creating a positive and inclusive classroom environment that promotes student engagement, respect, and collaboration, 65.9% of respondents agree and 2.3% of respondents disagree. Effectively communicating with pupils, parents, and colleagues, and collaborating with others to support pupil learning 34.1 % of respondents strongly agree, 61.4% of respondents agree and 4.5% of respondents disagree with the statement. Engaging in ongoing professional development, reflecting on teaching practices, and continuously seeking to improve as an educator 34.1% of respondents strongly agree with the statement, 34.1% of respondents agree, 27.3% of respondents disagree and 4.5% of respondents strongly disagree with the statement. 34.1% of respondents strongly agree Using pupils' data to inform instructional planning, adjust teaching strategies, and monitor student progress towards mastery of competencies,45.5% of respondents agree, 15.9% of respondents disagree and 4.5% strongly disagree.

Correlation of Variables

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, the first instance was to show the correlation between the IVs (Teaching methods, Lesson preparation, and Teacher practice /assessment method) and DV (Teacher performance)

Table 16 Correlation of Variables

Correlations

Pearson Correlation

	Teaching methods	Lessons preparation	Teachers' practice/assessment methods	Teachers performance
Teaching methods				
Lessons preparation	.956**			
Teachers' practice/assessment methods	.962**	.914**		
Teachers performance	.924**	.951**	.888**	

**. Correlation is significant at the 0.01 level (2-tailed).

To test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researcher has conducted a correlation analysis whose main results are displayed in Table 16

Concerning the strength of relationship, the IVs of the nature of the Teaching Methods, and Lesson preparation, (Pearson's r (42) = .956, p < .01), Teaching Methods and **Teachers practice/assessment methods**, (Pearson's r (42) = .962, p < .01), Teaching Methods, and **Teachers performance** (Pearson's r (43) = .924, p < .01), Lesson preparation, and Teacher practice/assessment method (Pearson's r (43) = .914, p < .01), Lesson preparation, and **Teachers performance** (Pearson's r (42) = .951 p < .01), Teacher practice/assessment and Teachers performance (Pearson's r (42) =.888, p < .01. Hence, from the correlation analysis, it can be concluded that all three measured IVs are strongly significantly correlated. Moreover,

due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016)

Test of Hypotheses Using Simple Linear Regression

Hypothesis one

H01: Lessons preparation by teachers using CBA have no significant influence on teacher performance

Table 17 Model Summary of the effect of Lessons preparation on teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951[a]	.905	.903	.18166

a. Predictors: (Constant), Lessons preparation

The scatterplot showed that there was a strong positive linear relationship between Lesson preparation and Teacher performance, which was confirmed with a Pearson's correlation coefficient of r = .951. The regression model predicted 9.03% of the variance. The model was a good fit for the data (F (1, 42 = 399.063 p = 0.000).

Figure 10 Scatterplot of the effects of Lesson preparation on Teachers' performance

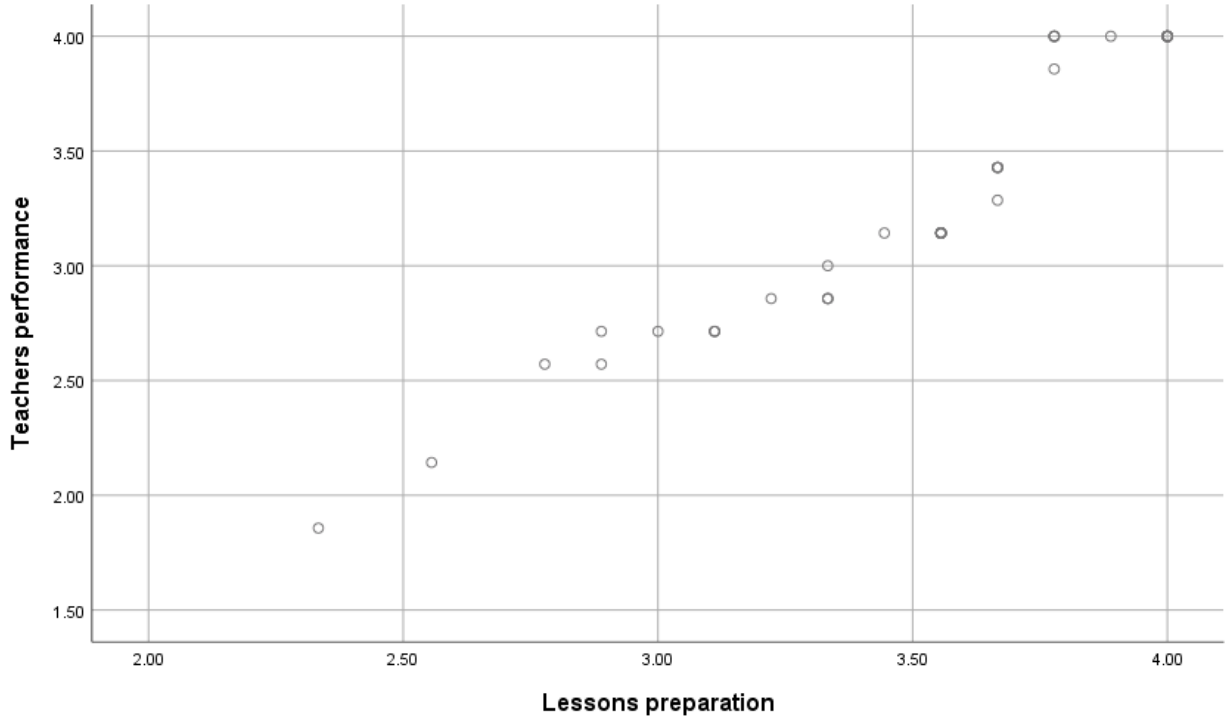


Table 18 ANOVAa of the effect of Lesson preparation on teacher performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.169	1	13.169	399.063	.000[b]
	Residual	1.386	42	.033		
	Total	14.555	43			

a. Dependent Variable: Teachers performance

b. Predictors: (Constant), Lesson Preparation

The next table is the F test. The linear regression F test has the null hypothesis that Lesson preparation does not have a statistically significant influence on teacher performance at p=0.00. In other words, R^2= 0, with F (1, 42) = 399.063, p= .000, the test is highly significant. Thus, we can assume that there is a statistically positive correlation between lesson preparation and teacher performance.

Table 19 Coefficients of the effect of Lessons preparation on teacher performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.406	.237		-5.922	.000
	Lessons preparation	1.338	.067	.951	19.977	.000

a. Dependent Variable: Teachers performance

The regression results showed a significant positive relationship between Lesson preparation and teacher performance ($t = 19.97$, $p < 0.000$). The slope coefficient for Lesson preparation was 0.951, so teacher performance increases by a factor of 0.951.

Hypothesis two

H02: Teaching methods used by teachers' CBA have no significant influence on teachers' performance.

Table 20 Model Summary of the effect of Teaching Methods on teacher performances

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.924[a]	0.855	0.851	.22446

a. Predictors: (Constant), Teaching methods

The scatterplot showed that there was a strong positive linear relationship between Teaching Methods and Teachers' performance, which was confirmed with a Pearson's correlation coefficient of r = .924. The regression model predicted 8.51% of the variance. The model was a good fit for the data (F (1, 42 = 246.884, p = 0.000).

Figure 11 Scatterplot of the effects of Teaching Methods on Teachers performance

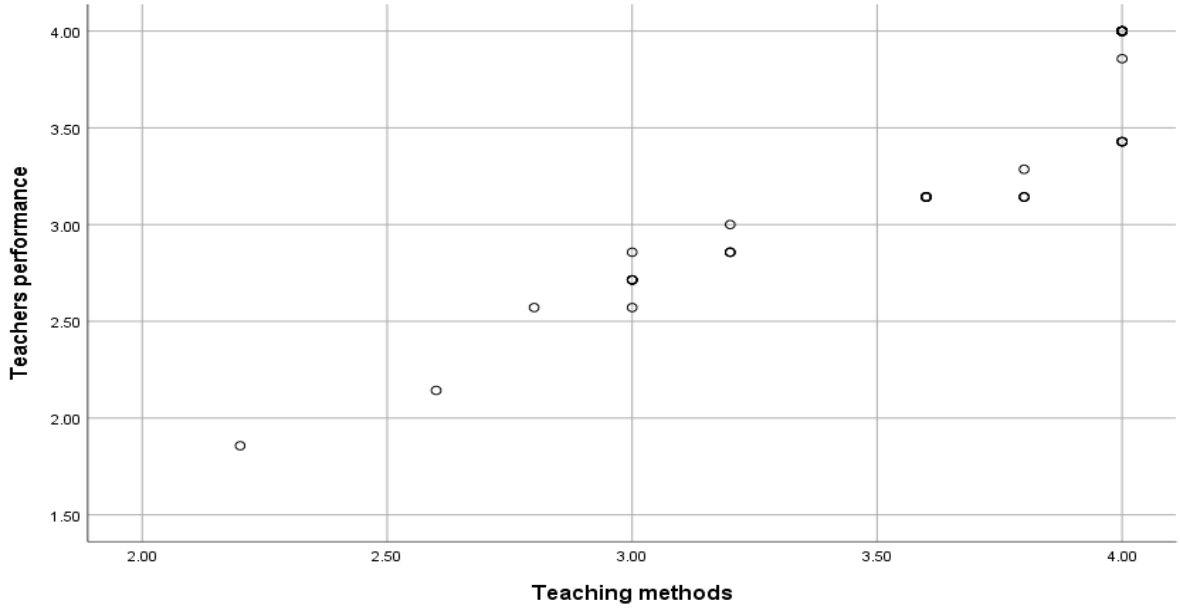


Table 21 ANOVAa of the effect of Teaching Methods on teacher performances

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.439	1	12.439	246.884	0.000[b]
	Residual	2.116	42	0.050		
	Total	14.555	43			

a. Dependent Variable: Teachers performance

b. Predictors: (Constant), Teaching methods

The next table is the F test. The linear regression F test has the null hypothesis that teaching methods do not have a statistically significant influence on teacher performance at p=0.00. In other words, R^2= 0, with F (1, 42) = 246.884, p= .000, the test is highly significant. Thus, we can assume that there is a statistical correlation between teaching methods and teacher performance.

Table 22 Coefficients of the effect of Teaching Methods on teacher performances

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.704	0.257		-2.736	0.009
	Teaching methods	1.118	0.071	0.924	15.713	0.000

a. Dependent Variable: Teachers performance

The regression results showed a significant positive relationship between teaching methods and teacher performance (t = 15.713p < 0.000). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924.

Hypothesis three

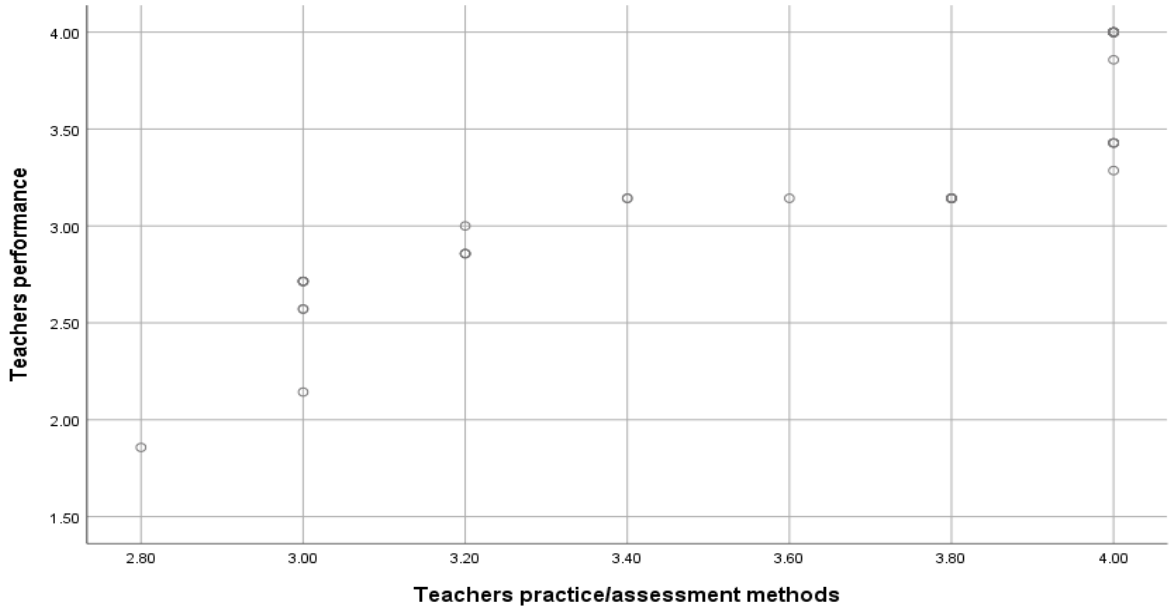
H03: Primary school, teachers' practice/ assessment methods of CBA, have no significant influence on teachers' performance.

Table 23 Model Summary of the Effects of Teachers' practice/assessment methods on Teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888[a]	.789	.784	.27028

a. Predictors: (Constant), Teachers practice/assessment methods

Figure 12 Scatterplot of the effects of Teachers' practice/assessment methods on Teachers' performance



The scatterplot showed that there was a strong positive linear relationship between teachers' practice/assessment methods and teachers' performance, which was confirmed with a Pearson's correlation coefficient of r = .888. The regression model predicted 7.48% of the variance. The model was a good fit for the data (F (1, 42 = 157.247 p = 0.000).

Table 24 ANOVA of the effects of Teachers' practice/assessment methods on Teachers' performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.487	1	11.487	157.247	.000[b]
	Residual	3.068	42	.073		
	Total	14.555	43			

a. Dependent Variable: Teachers performance

b. Predictors: (Constant), Teachers practice/assessment methods

The next table is the F test. The linear regression F test has the null hypothesis that Teachers' practice/assessment methods do not have a statistically significant influence on teacher performance at p=0.00. In other words, R^2= 0, with F (1, 42) = 157.247, p= .000, the test is highly significant. Thus, we can assume that there is a statistically positive correlation between teachers' practice/assessment methods and teacher performance.

Table 25 Coefficients of the effects of Teachers' practice/assessment methods on Teachers' performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.092	.353		-3.094	.004
	Teachers' practice/assessment methods	1.211	.097	.888	12.540	.000

a. Dependent Variable: Teachers performance

The regression results showed a significant positive relationship between Teachers' practice/assessment method and teacher performance (t = 12.540, p < 0.000). The slope coefficient for Teachers' practice/assessment method was .888, so teacher performance increases by a factor of 0.888.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

This chapter presents a Discussion of the findings, Conclusion, Implications of the study, Recommendations, Contribution to knowledge and Suggestions for further study

Discussion of the Findings

Research Question and Research Hypothesis One

From our study, Lesson preparation significantly influences teacher performance in CBA. With a grand mean of 3.51 above the cutoff mean, respondents strongly agree with the statement. The regression results showed a significant positive relationship between Lesson preparation and teacher performance ($t = 19.97$, $p < 0.000$). The slope coefficient for Lesson preparation was 0.951, so teacher performance increased by 0.951.

The findings in this study agree with our study that pre-service teachers need a kind of practice with competency-based teaching approaches in order to be able to implement the approaches in their teaching effectively. Albanese et al. (2008) argue that when we want an individual to be competent, we need to consider three elements: what an individual can do, how he approaches his practice and how he acts as a professional. Since the pre-service teachers were in their last year of studies and had already participated in the fieldwork, they were expected to be able to prepare a competency-based lesson plan and understand the competency-based practices and their characteristics. In contrast, pre-service teachers were not able to adequately demonstrate these competencies.

The findings of Ayoub et al. (2013) indicated that pre-service teachers have learned about competency, competency-based curriculum, competency-based teaching approaches and the preparation of a competency-based lesson plan. Having learned these, pre-service teachers perceive their knowledge of competency-based approaches to be high and sufficient for them to apply in the teaching field. However, when subjected to questions that required them to elaborate on what they know about competency-based practices, the majority of them were only able to explain correctly about “competency” but unable to explain the competency-based teaching approaches, state the characteristics of competency-based teaching approach or prepare a lesson plan that is competency-based.

A study conducted by Likisa (2018) to assess CBC implementation in Tanzania confirmed that there is very minimal use of the CBC teaching approach in schools and that more than 80 per cent of the teachers lack a proper understanding of the approach and continue to use traditional knowledge-based teaching and learning methods, with assessment methods remaining the same as those used in assessing knowledge-based teaching and learning, while the teaching approach continues to be teacher-centred. This result contradicts our study, as most of our participants had adequate knowledge of CBA implementation in schools.

Research Question and Hypothesis Two

Respondents strongly agree that teaching methods influence teacher performance, with a grand mean of 3.58 above the cutoff mean.

The regression results showed a significant positive relationship between teaching methods on teacher performance ($t = 15.713 p < 0.000$). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924

Classroom teachings feature role plays, problem-solving, projects, case studies, and study visits, among other learner-centred strategies. The teacher is expected to switch from the role of an expert to a facilitator who guides the learning process. While learners are supposed to take responsibility for their own learning through direct exploration and experience, teachers should design effective learning activities geared towards developing specified competencies. Moreover, the revised curriculum stresses the use of formative assessment focused on the prescribed competencies. It emphasizes that teachers assess students frequently using authentic assessment methods such as portfolios, classroom or field observation, projects, oral presentations, self-assessment, interviews, and peer assessment (Sturgis and Casey 2018). This study is in accordance with our results, as teaching methods influence teachers' performance.

According to Rogiers (2004), the CBA relies on three fundamental objectives: firstly, to emphasize the competencies that the student must master at the end of each school year and the end of compulsory schooling, rather than stressing what the teacher must teach. Secondly, they need to organize the learning outcomes in the best way to bring their students to the level expected. Thirdly, the responsibility for learning must be entrusted to the student, who has to build his or her knowledge through means made available by the teacher, according to Boutin

(2004). So, teaching methods are essential for school performance in accordance with our results.

According to Nizam et al. (2009), Bandura's social learning theory could be used to help teachers acquire knowledge and skills in CBA. Bandura (1997) indicates that the information we glean from observing others influences our behaviour. This means that teachers can observe others who are effectively practising this approach, and they model their behaviour. This is positive because observing other teachers teaching using this approach will help them see the practicality of the approach and model it. Observation of others in the art of teaching is an essential tool encouraged regarding teachers‟ professional development. Most teachers fail to teach effectively because they minimize the role of observation in their profession. This is also reiterated by Carroll, Jobling, and Forline (2003), who state that inadequate field-based experiences like observation in the pre-service training program and on-the-job training fail to equip teachers with the practical skills necessary for effective implementation of the CBA.

Research Question and Hypothesis Three

Respondents strongly agree that Teachers' practice/assessment method influences teacher performance, with a grand mean of 3.62 above the cutoff mean.

The regression results showed a significant positive relationship between Teachers' practice/assessment method and teacher performance ($t = 12.540$, $p < 0.000$). The slope coefficient for Teachers' practice/assessment method was 0.888, so teacher performance increases by a factor of 0.888.

The findings of this work also tie in with that of Wiysahnyuy (2021), who states that a teacher often experiences many difficulties in attaining individual differences in terms of learning activities and assessment as a result of a large number of learners in a class. The issue of using students' assignments, projects, student-self assessments, portfolios, tests and examinations as instruments for the collection of students' evidence on the attainment of knowledge, acquisition of skills and attitudes seems to be a challenge to the facilitators when they deal with congested classrooms.

Implications of the Study

The teachers` methodological Competency Strategies portray that this factor is one of the hallmarks to reckon with if the vision 2035 behind a competency-based approach must be realized. There is no gainsaying from the findings that the methodology competency strategies can be said to be the heartbeat of the CBA practice and policy. This is viewed or evident in the roles it assigns to teachers. The respondents, who were more than 90 % of teachers, confirmed that teachers had been relieved of what they would do when functioning under the frameworks of other approaches since a great deal of class time and effort is shifted to the student /learners. Mansour (2020) affirms this idea by saying, “This is the chief reason why this approach to teaching falls neatly into the learner-centred genres of approaches, and it is indeed the most widely applied one worldwide.” This indirectly underscores another significance of the learner-centred approach with positive overtones. In this connection, instead of being a filler of knowledge vessels that learners come into the classroom with, the teacher becomes more of a facilitator of how these vessels could be filled up mainly by the learners as they get actively immersed into the process of language acquisition (Sturgis & Patrick, 2010). It should be pointed out here again that root learning has been strongly condemned by some of the theories underpinning the study (Piaget, Bruner Freire). Rote learning or memorization is overshadowed by other tasks where they are active participants and for the fulfilment of which they make adequate personal efforts without constantly taking recourse to the teacher, Hassan (2004). Another pedagogic implication of the teacher's role as a facilitator is that the centrality of the teacher`s role lies in the ability to construct tasks and activities which will meet the learners' needs and expectations previously calculated before the commencement of the course.

The teachers' teaching methods and performance were the second construct of the three that showed positive responses. The positive nature of this construct indicates that possession of material and knowledge on how to go about the material resources is something worth rethinking. These challenges, according to the smooth implementation of the CBA, have been visualized by Ambei et al. (2017) from this perspective: from the findings, it was realized that a majority of teachers still do not understand what the CBC is all about. It was discovered that even for those who have a good knowledge of the CBC, effective implementation is still a significant challenge in most situations because of insufficient resources as well as a lack of in-depth knowledge on how to use these resources.

Considering that CBA is a learner-centred teaching approach, the strategies advocated for implementing a competency-based curriculum in primary schools are of paramount importance. These strategies include role-plays, problem-solving, project case studies, simulation, discussions and outdoor activities, individual, paired and group work, and the advocated pedagogy of the implementation, which is considered very time-consuming. Thus, teachers complain that there is too much to teach within a short time (Tilya & Mafumiko 2010); CBA is always better only that it does not make any difference in terms of quantity of content; it is loaded with too much content as the knowledge-based curriculum (KBC). This situation confirms that teachers of CBA need to be very tactful in selecting material to unveil teachable material to the students or learners. Studies have also pointed out that the teacher should adapt the practice of the CBA to the corresponding level of the students (Ambei et al., 2017). Still, regarding material utilization and assessment, teachers are expected to use authentic assessment methods such as portfolios, classroom and/or field observations, projects and field observation, projects, oral presentations, self-assessment, interviews, and peer assessment (Kitta and Tilya 2010). This is a reminder to the teacher that adequate measures should be taken when carrying out assessments with the children.

Conclusion

Teaching and learning in Cameroonian primary schools have moved from traditional-based approaches to the Competence-Based Approach, which is learner-centred. Suppose teachers are to succeed in implementing the CBA curricula. In that case, teachers need to be involved in rigorous professional development activities like seminars, conferences, workshops, observation of others teaching using the CBA, in-service training and individual research. Though it may be difficult, the student-to-teacher ratio must be moderated to align with the UNESCO standard. Teachers need to be proactive in solving learners' problems. Implementing a competency-based approach allows teachers to follow modern trends and be aware of the technologies available for better teaching.

Recommendations

- Regular training for in-service teachers should be conducted to enable teachers to acquire up-to-date teaching skills as required by the changes introduced in the school curricula. Capacity building should involve a planned, systematic and ongoing process

with measurable performance objectives, defined outcomes, specific implementation strategies, and ways to measure capacity results and performance over time.

- ❖ The budget allocation to schools should be increased to provide adequate infrastructure and material resources needed to implement CBA.
- ❖ Government should revive and create home economics centers to help pupil perfect their new skills acquired in CBA out of school context.
- ❖ PAREC should grant more time for seminars which should be done during long holidays.

Limitations of the study

The sample size of this study is 44 respondents, which is considered to be large enough for the study, but the issue with this survey is that not all the questionnaires were returned, as the return rate for the questionnaires is 91.7%. The researcher, however, believes that the results will be more valid if the sample size is larger and would at least cover the Centre regions with the highest number schools.

The research instrument that was used for data collection is the questionnaire made up of closed-structure items. This limited respondents from giving answers that could have reflected their opinions.

Some limitations were also noticed at the literature review level, as most of the articles were reviewed online, and very little information was available on teachers' performance on CBA. There was sometimes a poor connection, and some journals and articles were inaccessible because of financial limitations. We equally had limitations during the administration of the instrument since it was administered only in one sub-division in the Mefou et Afamba Division. The researcher would have loved to reach out to respondents in other divisions in the centre regions.

Suggestions for Further Study

- ❖ Investigate the potential challenges of implementing CBA in schools and identify strategies to overcome these challenges.
- ❖ Investigation of the role of Information and Communication Technology and the CBA

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RÉPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITÉ DE YAOUNDÉ I

Faculté des Sciences de l'Éducation

Département de Curricula et Évaluation

REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

The Faculty of Education

Department of Curricula and Evaluation

APPENDICES

Questionnaire for teachers

Dear Sir/Madam,

I am ASHU LUCY ETENGENENG, a master's II student of the University of Yaounde I, Faculty of Education, Department of Curriculum and Evaluation. I am carrying out a study on the topic of **The implementation of the Competency-Based Approach on teachers' performance in public Primary schools in Awae.** Our study seeks to find out how the **Competency Base Approach influences teachers' performance in public Primary schools in Awae**. Dear respondent, your answers shall be treated with a lot of confidentiality and we will also ensure the non-traceability of your answers. Are you therefore ready to provide answers to these questions?

Yes □ No □

Instructions: Tick (√) the items that suit your opinion

Section A: Demographic information

0. Status as a teacher PTA □ Civil servant □ Contract agent □
1. Gender Male □ Female □
2. What is your age group? 20-25 □ 26-30□ 31-35 □ 36-40 □ 41 and above □
3. Highest academic qualification A level □ Degree □ Masters □ PhD □
4. Professional qualification CAPIEMP □ None□
5. Longevity in service 0-3 years □ 4-7 years □ 8-11 years □ 12 years and above □

Instructions: Please select the response that represents your views by using a cross(x) on any of these items; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section B: Lessons preparation by teachers using CBA and its influence on teacher performance

No	Items	SA	A	D	SD
1	Identifying the specific competencies or learning objectives that pupils need to achieve				
2	Break down each competency into smaller, manageable learning objectives or skills				
3	Decide on the assessment methods that will be used to measure student mastery of the competencies. quizzes, projects, presentations, performance tasks, or portfolios				
4	Develop instructional activities that will help pupils acquire the knowledge and skills needed to master the competencies				
5	Consider the diverse needs of pupils in the classroom and provide differentiated instruction to support all learners using problem situation				
6	Integrate formative assessment strategies throughout the lesson to monitor student progress, provide feedback, and guide instruction.				
7	Foster collaboration among pupils through group activities, discussions, and peer feedback				
8	Incorporate technology tools and resources to enhance instruction.				
9	Continuously monitor pupils' progress towards mastering competencies and adjust instruction as needed to support pupils' learning and growth				

Section C: Teaching methods used by teachers in CBA and their influence on teachers' performance.

No	Items	SA	A	D	SD
1	Designing instruction around specific learning objectives or competencies that pupils are expected to master				
2	Encouraging pupils to work together in groups, engage in discussions, and collaborate on projects to deepen their understanding of content and develop teamwork skills				
3	Using ongoing assessment strategies to monitor pupils' progress, provide feedback, and guide instruction to support mastery of competencies				
4	Providing timely and constructive feedback to pupils on their performance and encouraging self-reflection to support continuous improvement				
5	Encouraging pupils to ask questions, explore topics, and investigate concepts through hands-on activities and research.				

Section D: Primary school teachers practice of CBA and its influence on assessment methods

No	Items	SA	A	D	SD
1	I clearly define the competencies or learning objectives that pupils are expected to master before my lesson				
2	I map out the sequence of competencies that pupils need to achieve, ensuring that there is a logical progression in learning and that each competency builds upon the previous one				
3	I adapt their teaching methods, materials, and assessments to meet the diverse needs of pupils, providing additional support or challenges based on individual student needs.				
4	I engage pupils in real-world projects and tasks that require the application of knowledge and skills to solve complex problems, promoting critical thinking and problem-solving skills				
5	I facilitate opportunities for students to work together in groups, engage in discussions, and provide feedback to one another, fostering collaboration and communication skills				

Section F: Teachers performance

No	Items	SA	A	D	SD
1	Demonstrating a deep understanding of the content they are teaching and the ability to effectively convey this knowledge to pupils				
2	Designing instruction that meets the diverse needs of Pupils and provides personalized learning experiences				
3	Using a variety of assessment strategies to monitor pupils' progress and provide timely, constructive feedback to support learning				
4	Creating a positive and inclusive classroom environment that promotes student engagement, respect, and collaboration.				
5	Effectively communicating with pupils, parents, and colleagues, and collaborating with others to support pupil learning				
6	Engaging in ongoing professional development, reflecting on teaching practices, and continuously seeking to improve as an educator				
7	Using pupil's data to inform instructional planning, adjust teaching strategies, and monitor student progress towards mastery of competencies				

Thank you for collaboratin

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Questionnaire pour les enseignants

Cher Monsieur/Madame,

Je suis ASHU LUCY ETENGENENG, étudiante en master II à l'Université de Yaoundé I, Faculté des Sciences de l'Éducation, Département Curriculum et Evaluation. Je réalise une étude sur le thème de **La mise en œuvre de l'Approche par Compétences sur la performance des enseignants dans les écoles primaires publiques d'Awae**. Notre étude vise à savoir comment l'Approche par Compétences influence la performance des enseignants dans les écoles primaires publiques d'Awae. Cher répondant, vos réponses seront traitées avec beaucoup de confidentialité et nous assurerons également la non-traçabilité de vos réponses. Êtes-vous donc prêt à apporter des réponses à ces questions ?

Oui □ Non □

Instructions : Cochez (√) les éléments qui correspondent à votre opinion

Section A : Informations démographiques

0. Statut d'enseignant Association de parents d'élèves □ Fonctionnaire □ Agent contractuel □

1. Sexe Homme □ Femme □

2. Quelle est votre tranche d'âge ? 20-25 □ 26-30□ 31-35 □ 36-40 □ 41 et plus □

3. Diplôme universitaire le plus élevé A level □ Licence □ Master □ PhD □

4. Qualification professionnelle CAPIEMP □ Aucune□

5. Ancienneté dans l'emploi 0-3 ans □ 4-7 ans □ 8-11 ans □ 12 ans et plus □

Instructions : Veuillez sélectionner la réponse qui représente votre point de vue en utilisant une croix (x) sur l'un de ces éléments ; Tout à fait d'accord (SA), D'accord (A), Pas d'accord (D), Pas du tout d'accord (SD)

Section B : Préparation des cours par les enseignants à l'aide de l'APC et son influence sur la performance des enseignants

No	Items	SA	A	D	SD
1	Identifier les compétences spécifiques ou les objectifs d'apprentissage que les élèves doivent atteindre				
2	Décomposer chaque compétence en objectifs ou compétences d'apprentissage plus petits et gérables				
3	Décider des méthodes d'évaluation qui seront utilisées pour mesurer la maîtrise des compétences par les élèves. Quiz, projets, présentations, tâches de performance ou portfolios				
4	Développer des activités pédagogiques qui aideront les élèves à acquérir les connaissances et les compétences nécessaires pour maîtriser les compétences				
5	Tenir compte des divers besoins des élèves en classe et fournir un enseignement différencié pour soutenir tous les apprenants en utilisant des situations problématiques				
6	Intégrer des stratégies d'évaluation formative tout au long de la leçon pour suivre les progrès des élèves, fournir des commentaires et guider l'enseignement.				
7	Favoriser la collaboration entre les élèves par le biais d'activités de groupe, de discussions et de commentaires entre pairs				
8	Intégrer des outils et des ressources technologiques pour améliorer l'enseignement.				
9	Surveiller en permanence les progrès des élèves vers la maîtrise des compétences et ajuster l'enseignement selon les besoins pour soutenir l'apprentissage et la croissance des élèves				

Section C : Méthodes d'enseignement utilisées par les enseignants en APC et leur influence sur la performance des enseignants

No	Items	SA	A	D	SD
1	Concevoir l'enseignement autour d'objectifs d'apprentissage ou de compétences spécifiques que les élèves sont censés maîtriser				
2	Encourager les élèves à travailler ensemble en groupe, à participer à des discussions et à collaborer sur des projets pour approfondir leur compréhension du contenu et développer des compétences de travail en équipe				
3	Utiliser des stratégies d'évaluation continue pour suivre les progrès des élèves, fournir des commentaires et guider l'enseignement afin de soutenir la maîtrise des compétences				
4	Fournir des commentaires opportuns et constructifs aux élèves sur leurs performances et encourager l'autoréflexion pour soutenir l'amélioration continue				
5	Encourager les élèves à poser des questions, à explorer des sujets et à étudier des concepts par le biais d'activités pratiques et de recherches.				
	Section D : Pratiques d'évaluation des compétences des enseignants du primaire et leur influence sur les méthodes d'évaluation				
No	**Items**	**SA**	**A**	**D**	**SD**
1	Je définis clairement les compétences ou les objectifs d'apprentissage que les élèves doivent maîtriser avant ma leçon				

2	Je trace la séquence des compétences que les élèves doivent atteindre, en veillant à ce qu'il y ait une progression logique dans l'apprentissage et que chaque compétence s'appuie sur la précédente				
3	J'adapte leurs méthodes d'enseignement, leurs supports et leurs évaluations pour répondre aux divers besoins des élèves, en fournissant un soutien ou des défis supplémentaires en fonction des besoins individuels des élèves.				
4	J'engage les élèves dans des projets et des tâches du monde réel qui nécessitent l'application de connaissances et de compétences pour résoudre des problèmes complexes, en favorisant la pensée critique et les compétences en résolution de problèmes				
5	Je facilite les occasions pour les élèves de travailler ensemble en groupe, de participer à des discussions et de se faire part de leurs commentaires, en favorisant la collaboration et les compétences en communication				

Performance des enseignants

No	**Items**	**SA**	**A**	**D**	**SD**
1	Démontrer une compréhension approfondie du contenu qu'ils enseignent et la capacité de transmettre efficacement ces connaissances aux élèves				
2	Concevoir un enseignement qui répond aux divers besoins des élèves et offre des expériences d'apprentissage personnalisées				
3	Utiliser une variété de stratégies d'évaluation pour suivre les progrès des élèves et fournir des commentaires constructifs et opportuns pour soutenir l'apprentissage				
4	Créer un environnement de classe positif et inclusif qui favorise l'engagement, le respect et la collaboration des élèves.				
5	Communiquer efficacement avec les élèves, les parents et les collègues, et collaborer avec d'autres pour soutenir l'apprentissage des élèves				
6	S'engager dans un développement professionnel continu, réfléchir aux pratiques d'enseignement et chercher continuellement à s'améliorer en tant qu'éducateur				
7	Utiliser les données des élèves pour éclairer la planification pédagogique, ajuster les stratégies d'enseignement et suivre les progrès des élèves vers la maîtrise des compétences				

Merci

Sample Size Determination Using Krejcie and Morgan Table

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Research Authorisation

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

REPUBLIC OF CAMEROON
Peace – Work – Fatherland
*****
THE UNIVERSITY OF YAOUNDE I
*****
THE FACULTY OF EDUCATION
*****
DEPARTMENT OF CURRICULUM AND EVALUATION

The Dean

N° 020 /24/UYI/FSE/CD

Le Inspecteur
Ambela Jean Pierre
Prof. des Ecoles Normales
Diplômé de l'ENS

AUTHORISATION

I the undersigned, **Professor BELA Cyrille Bienvenu,** Dean of the Faculty of Education of the University of Yaoundé I, hereby certify **ASHU Lucy ETENGENENG,** Matricule **22V3891,** is a student in Masters II in the Faculty of Education, Department: ***CURRICULUM AND EVALUATION***, Specialty: ***CURRICULUM DEVELOPMENT AND EVALUATION.***

The concerned is carrying out an internship in view of preparing a Master's Degree, under the supervision of **Pr. BANGA AMVENE Jean Désiré.** Her work is titled: ***« the Impact of Competence Base Approach on the Performance of the Pupils on First School Leaving Certficate Examination in Awae Subdivision ».***

I will be very grateful if you provide her all the information that can be helpful in the realization of his internship work.

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

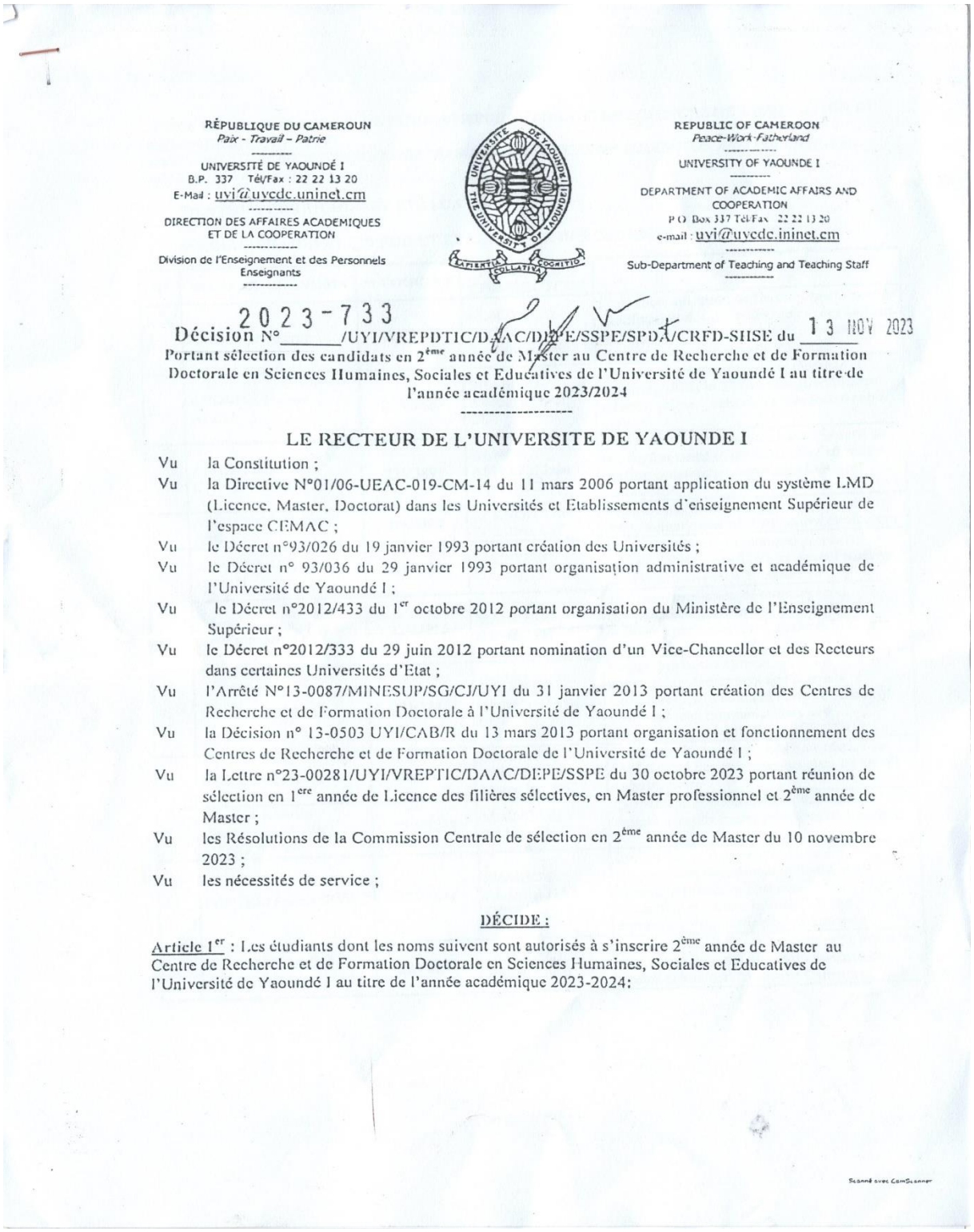
Done in Yaoundé, le 30 JAN 2024

For the dean

UNIVERSITE DE YAOUNDE I
THE UNIVERSITY OF YAOUNDE I
Le Vice-Doyen
FACULTE DES SCIENCES DE L'EDUCATION
FACULTY OF EDUCATION

NGO Etienne
Professeur

Selection list for Masters degree



RÉPUBLIQUE DU CAMEROUN
Paix - Travail – Patrie

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B.P. 337 Tél/Fax : 22 22 13 20
E-Mail : uvi@uycdc.uninet.cm

DIRECTION DES AFFAIRES ACADEMIQUES ET DE LA COOPERATION

Division de l'Enseignement et des Personnels Enseignants

REPUBLIC OF CAMEROON
Peace-Work-Fatherland

UNIVERSITY OF YAOUNDE I

DEPARTMENT OF ACADEMIC AFFAIRS AND COOPERATION
P O Box 337 Tel/Fax 22 22 13 20
e-mail : uvi@uycdc.uninet.cm

Sub-Department of Teaching and Teaching Staff

Décision N° 2023-733 /UYI/VREPDTIC/DAAC/DEPE/SSPE/SPDA/CRFD-SHSE du 13 NOV 2023

Portant sélection des candidats en 2ème année de Master au Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Educatives de l'Université de Yaoundé I au titre de l'année académique 2023/2024

LE RECTEUR DE L'UNIVERSITE DE YAOUNDE I

Vu la Constitution ;
Vu la Directive N°01/06-UEAC-019-CM-14 du 11 mars 2006 portant application du système LMD (Licence, Master, Doctorat) dans les Universités et Etablissements d'enseignement Supérieur de l'espace CEMAC ;
Vu le Décret n°93/026 du 19 janvier 1993 portant création des Universités ;
Vu le Décret n° 93/036 du 29 janvier 1993 portant organisation administrative et académique de l'Université de Yaoundé I ;
Vu le Décret n°2012/433 du 1er octobre 2012 portant organisation du Ministère de l'Enseignement Supérieur ;
Vu le Décret n°2012/333 du 29 juin 2012 portant nomination d'un Vice-Chancellor et des Recteurs dans certaines Universités d'Etat ;
Vu l'Arrêté N°13-0087/MINESUP/SG/CJ/UYI du 31 janvier 2013 portant création des Centres de Recherche et de Formation Doctorale à l'Université de Yaoundé I ;
Vu la Décision n° 13-0503 UYI/CAB/R du 13 mars 2013 portant organisation et fonctionnement des Centres de Recherche et de Formation Doctorale de l'Université de Yaoundé I ;
Vu la Lettre n°23-00281/UYI/VREPTIC/DAAC/DEPE/SSPE du 30 octobre 2023 portant réunion de sélection en 1ere année de Licence des filières sélectives, en Master professionnel et 2ème année de Master ;
Vu les Résolutions de la Commission Centrale de sélection en 2ème année de Master du 10 novembre 2023 ;
Vu les nécessités de service ;

DÉCIDE :

Article 1er : Les étudiants dont les noms suivent sont autorisés à s'inscrire 2ème année de Master au Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Educatives de l'Université de Yaoundé I au titre de l'année académique 2023-2024:

Scanné avec CamScanner

UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'ÉDUCATION ET INGÉNIERIE ÉDUCATIVE
(DOCTORAL UNIT OF RESEARCH AND TRAINING IN SCIENCES OF ÉDUCATION AND EDUCATIONAL INGENIERING)

MENTION: CURRICULA ET ÉVALUATION

SPÉCIALITÉ : DÉVELOPPEUR ET ÉVALUATEUR DES CURRICULA

N°	NOMS ET PRÉNOMS	MATRICULE	DIRECTEUR/ CODIRECTEUR	SUJET
1.	AMOUGOU Serge	22V3969	NDJEBAKAL SOUCK Emmanuel, MC	Professionnalisation de l'enseignement et non qualification des diplômés : le cas des lauréats du baccalauréat philosophique dans les lycées d'enseignement général de Yaoundé.
2.	ANONDA Larissa NYOH	22V3820	SHAIBOU Abdoulai HAJI, CC	The effectiveness of teaching methods in acquiring skills in STEM education in some selected primary schools in Yaounde 6 sub division
3.	ASHU Lucy ETENGENENG	22V3891	BANGA AMVENE Jean Desiré, CC	The impact of competence base approach on the Performance of the pupils on first school leaving certificate examination in Awae subdivision
4.	ASOMBANG Julius AMBE	22V3907	WIRNGO TANI Ernestine, CC	Teachers skills and competences in in the implementation of primary school curriculum
5.	AYAMBA Maureen OJONG	22W3482	MAINGARI Daouda, Pr	Curriculum appropriation and problem solving competencies in high school students of Mfoundi Division Yaounde
6.	EBEN Elizabeth NDIPESONG	22V3816	MAINGARI Daouda, Pr	The implementation of ordinary level computer science curriculum and the academic performance of students in selected schools;Younde V
7.	EFON Esther ABIA	22V3848	SHAIBOU Abdoulai HAJI, CC	Evaluation of the curriculum in the engineering department and students employability in national advance school of posts and telecommunications and communication technology SUP'PTIC YDE
8.	EFOUBA Romaine	22V3850	DJEUMENI TCHAMABE Marceline, MC	Impact de l'usage des outils numériques sur l'acquisition des compétences chez les élèves du secondaire
9.	Florence Isabelle Christiane NDAWU MENGUEME	22W3298	MAINGARI Daouda, Pr	Curriculum et efficacité de l'éducation morale: cas des écoles primaires de Yaoundé 3
10.	FONTEM Felicia SWIRI	22V3844	SHAIBOU Abdoulai HAJI, CC	Evaluation of the curriculum of the management department of the national advanced school of post and telecommunication, information and communication technologies Yaounde
11.	KENNE NGOYEM Adèle Caroline	22V3840	NDJONMBOG Joseph Roger, CC	Exploitation du Curriculum du cycle primaire et performance des élèves du niveau 2 des écoles primaires d'Atok-Est Cameroun

N°	NOMS ET PRÉNOMS	MATRICULE	DIRECTEUR/ CODIRECTEUR	SUJET
27.	EBODE EBODE	22W3279	APONGNDE Pasker, CC	Digitalisation des enseignements et motivation des enseignants du secondaire : cas de certains colleges de la ville de Yaoundé, Cameroun
28.	MINONG Muriel Maureen	22W3216	NGNOULAYE Janvier, CC	Etude du cadre juridique d'une formation hybride en enseignement supérieur
29.	NGOUH Adel Tahib	22W3264	APONGNDE Pasker, CC	Politique de l'éducation numérique et la digitalisation du processus enseignement-apprentissage au niveau secondaire : cas de certains collèges de la ville de Yaoundé, Cameroun
30.	NKE NGA Christian Salomon	22W3253	DJEUMENI TCHAMABE Marcelline, MC	Ingénierie de formation et développement des compétences en TIC des enseignants du secondaire
31.	OSÈE HINIMDI NGOULANDI	21V3447	APONGNDE Pasker, CC	Système bimodal d'enseignement et engagement des étudiants dans les universités d'état : cas de l'université de Yaoundé I, Cameroun

Article 2 : Le Vice-Recteur Chargé des Enseignements, de la Professionnalisation et du Développement des Technologies de l'Information et de la Communication, le Directeur des Affaires Académiques et de la Coopération, le Doyen de la Faculté des Sciences de l'Education et le Coordonnateur du Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Educatives sont chargés, chacun en ce qui le concerne, de l'application des dispositions de la présente décision.

Article 3 : La présente décision sera enregistrée et communiquée partout où besoin sera. /-

Fait à Yaoundé, le 13 NOV 2023

P/ LE RECTEUR DE L'UNIVERSITÉ DE YAOUNDÉ I, P.O.

Pr C. Cyrone Cyrone
Professeur

Ampliations :
VREPDTIC
DAAC
D/FALSH
CRFD/FSE
Intéressés
Chrono/Archives

Competency-Based Activities for Pupils Guided by Teachers