

THE UNIVERSITY OF YAOUNDE I

DOCTORAL RESEARCH AND
TRAINING CENTRE (CRFD) IN
SOCIAL AND EDUCATIONAL
SCIENCES

DOCTORAL RESEARCH AND
TRAINING SCHOOL IN EDUCATION
AND EDUCATIONAL ENGINEERING

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION



UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
SCIENCES HUMAINES, SOCIALES ET
ÉDUCATIVES

UNITÉ DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
DE L'ÉDUCATION ET INGÉNIEURIE
ÉDUCATIVE

FACULTÉ DES SCIENCES DE
L'ÉDUCATION

DÉPARTEMENT DE CURRICULA ET
EVALUATION

**COMPETENCY-BASED APPROACH AND IT'S IMPACT
ON STUDENTS' ACADEMIC PERFORMANCE IN
GEOGRAPHY IN SELECTED SECONDARY SCHOOLS
IN YAOUNDE VI SUB DIVISION: AN ANALYSIS OF
TEACHING METHODS.**

A Dissertation presented and defended on the 26th September 2024

Option: Curriculum and Evaluation

Specialty: curriculum conception and Development

by

LUKONG RELINDIS BONGSUIRU

22W3502

BSC. In Sociology of Population and Development



jury

Ranks	Names and grade	Universities
President	CHAFFI Cyrille Ivan, MC	UYI
Supervisor	NDJONMBOG Joseph Roger, CC	UYI
Examiner	SHAÏBOU Abdoulai HAJI, CC	UYI

ATTENTION

This Dissertation is the result of extensive work approved by the defence jury and made available to the entire extended university community.

It is subject to the intellectual property of the author. This implies an obligation to cite and reference when using this document.

Furthermore, the Center for Research and Doctoral Training in Human, Social and Educational Sciences of the University of Yaoundé I do not intend to give any approval or disapproval to the opinions expressed in this Dissertation; these opinions should be considered as their author's own.

DECLARATION

This is to certify that the memoire entitle “*competency –Based Approach and its impact on Students’ Academic Performance in Geography in Some Selected Secondary Schools in Yaounde VI subdivision: An Analysis of Teaching Methods*“ submitted to the department of curriculum and evaluation, Faculty of Education in the University of Yaounde 1 is the original work of LUKONG Relindis Bongsuiru, matricule **22W3502** and was carried out under our supervision. The work has been duly acknowledged and referenced

Dr NDJONMBOG Joseph Roger

Supervisor

DEDICATION

To my mother Mofor Bridget.

TABLE OF CONTENT

DECLARATION	i
DEDICATION	ii
TABLE OF CONTENT	iii
ACKNOWLEDGEMENTS	vii
LIST OF ABBREVIATIONS.....	viii
LIST OF TABLES	ix
ABSTRACT	x
RESUME.....	xi
CHAPTER ONE: INTRODUCTION	1
Background of the study.....	2
Historical background.....	2
Contextual Background	4
Conceptual background	6
Competency based approach.....	6
Specific objectives of CBA.....	7
Academic performance	7
Statement of the problem.....	8
Purpose of the study	9
Research objectives	9
General research objectives	9
Specific research objective	9
Research questions	10
General research question	10
Specific research question.....	10
Scope of the study.....	10
Significance of the study	10

Definition of concepts	11
Competency Based approach.	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	14
Conceptual review	14
The Competency-Based Approach	14
The concept of Based Approach	20
The concept of Approach	20
VARIABLES	20
Independent variable	21
Dependent variable	21
Methods of Teaching	24
Problem-based method.....	24
Stages of problem-based learning	25
Discussion Method.....	25
Procedure of Discussion Method	26
Advantages of Discussion Method	27
Limitations of Discussion Method.....	28
Project Method.....	28
Basic Principles of Project Method.....	29
Steps of Project Method	29
Merits of Project Method	30
Demerits of Project Method.....	30
Role of teachers	31
Role of Learners	31
THEORETICAL REVIEW	31
Constructivist theory	31
EMPIRICAL STUDIES	35

On competency-Based Approach	35
PROJECT BASED LEARNING.....	39
Problem-based learning	41
Discussion method	41
Conclusion	42
CHAPTER THREE: RESEARCH METHODOLOGY.....	43
RESEARCH DESIGN.....	43
Area of Study.....	44
Population of the study.....	45
Constructions and Description of Instruments.....	45
Interviews	46
Validation of Instruments	47
Target Population	47
Accessible Population.....	47
Sample and Sampling Technique	47
Validity of the instrument.....	50
Reliability of the instrument.....	51
Administration of the instrument	51
Method of data analysis.....	51
Ethical considerations.....	52
Conclusion.....	53
CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESEARCH FINDINGS	54
Analysis of interview guide for teachers	54
Impact of competency-based approach on students academic performance	54
Biographical information from the participants	55
Thematic analysis of the data	57

Data organisation	57
Familiarisation with the data.....	58
Identification of themes and sub-themes	58
Examination of themes interpretive mode	58
Theme one: understanding CBA.....	58
First time the approach was heard	60
Use of teaching methods.....	63
Performance of students since the introduction of the CBA.....	64
Difficulties involved in using these methods in teaching Geography	66
Generating hypothesis.....	75
Findings from the Observation checklist.....	75
Relating lessons to real-life situations	78
CHAPTER FIVE: DISCUSSION, PROPOSALS AND CONCLUSION	82
Discussion.....	82
Proposals to ease the implementation of the competency based approach	85
Conclusion.....	88
REFERENCES.....	89
APPENDIXES	94

ACKNOWLEDGEMENTS

I hereby humbly express immense gratitude to my supervisor **Dr NDJONMBOG Joseph Roger** for his indefatigable efforts to supervise this work and to see into it that it is a success throughout. His patience, criticisms suggestions, co-operation corrections and expertise have gone a long way for the realization of this master piece.

I equally want to thank all Professors, senior lecturers and associate lecturers of the faculty of education in the University of Yaounde 1 for their sacrifices. I sincerely thank **Dr SHAIBOU Abdoulai Haji**, professor **CHAFFI Welakoue Ivan** and **Dr WIRNGO TANI Ernestine**, for their advice and constant encouragement.

My gratitude goes to all the teachers, especially the Geography teachers who assisted me in the field to collect data by providing all necessary information a needed for the realization of this master piece

Special thanks also goes to all those who motivated and encourage me in one way or the other not forgetting my course mate especially **ANONDA Larissa Nyoh** who was always ready to assist me in any way she could, sister **Joy**, miss **Noela**, ma **Mirable**, ma **Elizabeth** who kept on boosting up my morals when down in the spirit

LIST OF ABBREVIATIONS

CBA :	Competency-Based Approach
Ha :	Alternate Hypothesis
Ho :	Null Hypothesis
MINEDUB:	Ministry of Basic Education
P1 :	Participant 1
PBL :	Problem Based method
PBM :	Project Based Method
RQ :	Research Question.
SDGs:	Sustainable Development Goals.

LIST OF TABLES

Table 1: Duration of interview per participant.....	54
Table 2: Category of the participants in the qualitative phase	55
Table 3: Teaching methods	75
Table 4: Interaction during lesson.....	77
Table 5: Classroom organisation.....	79
Table 6: Evaluation Strategies.....	80

ABSTRACT

This study titled “ **Competency-Based Approach and its impact on students’ academic performance in Geography in selected secondary schools in yaounde six sub division ; An analysis of teaching methods.**” has as purpose to analyze the impact of the CBA on students’ performance in geography in selected secondary schools in Yaounde VI subdivision; An analyse of teaching methods The teaching methods used for this study included the project based method, the problem based method and discussion method . The study focuses on one general research objective and three (3) specific research objectives .The research method used in this study is the qualitative research method. The study adopted the eclectic approach, combining literature review and filed survey adopting a case study research design with area of the study Yaounde VI sub division. The study selected 4 private secondary schools in Yaounde VI sub-division. The researcher used convenient and purposive sampling techniques, making use of interview and observation checklist. Data were analysed qualitatively, The finding of this study shows that teachers have limited knowledge on the concept of CBA. As far as teachers’ training is concerned, most of the teachers were adequately trained during with the objective based approach and not the CBA.As a result, the in-service training given to teachers is insufficient to provide teachers with the necessary competences to effectively and efficiently implement CBA during the teaching and learning process. From the observation checklist, the researcher carryout observation in two levels which were in terms of the learning environment separated into pedagogic and physical environment. With respect to the physical environment, the classroom organisation is still the traditional setting, learners are well seated but there are no spaces in between the benches or tables and chairs for free circulation of the teacher and learners during the lesson as observed by the researcher, hence hindering the smoothness of the lessons. For CBA to be well implemented, the study propose that there should be an increase in the number of pedagogic seminars, workshops and in-service training organised annually by the schools and even the ministry. Teacher trainers should use CBA strategies in training teachers, real-life situations should be used by teachers during the teaching learning process. Class size should be reduced through the division of the classes into A, B, C, Resources should be provided to teachers for effective and efficient implementation of CBA in Geography as it will go a long way to improve on the performance of students, their ability to perform skills and integrate knowledge learned.

Keywords: Competency-Based Approach, Teaching method, Student Academic performance, project based method, problem based method

RESUME

Cette étude intitulée « l'impact de l'approche par compétences et ses effets sur les résultats scolaires des élèves en géographie dans certaines écoles secondaires sélectionnées de la sixième sous-division de Yaoundé ; Une analyse des méthodes pédagogiques. a pour objectif d'analyser l'impact de l'ABC sur les performances des élèves en géographie dans certaines écoles secondaires sélectionnées de l'arrondissement de Yaoundé VI ; Une analyse des méthodes pédagogiques. L'étude s'articule autour de trois (3) objectifs de recherche : (1) Décrire la mise en œuvre des méthodes pédagogiques dans le cadre de l'ABC sur les performances des élèves en géographie dans certaines écoles secondaires sélectionnées à Yaoundé VI.

(2) Analyser l'influence des méthodes d'enseignement sur les performances académiques des élèves dans certaines écoles secondaires sélectionnées de l'arrondissement de Yaoundé VI., et (3) Proposer des conseils pour faciliter la mise en œuvre de l'ABC afin d'améliorer les performances des élèves en géographie dans certaines écoles secondaires sélectionnées dans l'arrondissement de Yaoundé VI. La méthode de recherche utilisée dans cette étude est la méthode de recherche qualitative. L'étude a adopté une approche éclectique, combinant une revue de la littérature et une enquête déposée. Elle a adopté un modèle de recherche par étude de cas. La zone d'étude est l'arrondissement de Yaoundé VI. La population cible de l'étude était composée de 4 écoles secondaires privées de l'arrondissement de Yaoundé VI. Le chercheur a utilisé des techniques d'échantillonnage pratiques et ciblées. La taille de l'échantillon comprend sept (7) professeurs de géographie des écoles sélectionnées. Les données ont été collectées à l'aide d'une liste de contrôle d'entretien et d'observation. Les données ont été analysées qualitativement, où l'analyse des données de contenu a été utilisée pour les entretiens et l'analyse descriptive a été utilisée pour la liste de contrôle d'observation. Les résultats de cette étude montrent que les enseignants ont des connaissances limitées sur le concept d'ABC. En ce qui concerne la formation des enseignants, la plupart d'entre eux ont reçu une formation adéquate au cours de leur formation initiale. La formation continue était insuffisante pour fournir aux enseignants les compétences nécessaires pour mettre en œuvre efficacement l'ABC pendant le processus d'enseignement et d'apprentissage de la géographie. D'après la liste de contrôle d'observation, l'environnement d'apprentissage était en termes d'environnement pédagogique et physique. Les enseignants intègrent certaines stratégies d'ABC dans leur enseignement, comme la démonstration et la discussion. En ce qui concerne l'environnement physique, l'organisation de la classe reste le cadre traditionnel, les apprenants sont bien assis mais il n'y a pas d'espaces entre les bancs pour la libre circulation de l'enseignant et des apprenants pendant le cours comme l'a observé le chercheur. Pour que l'ABC soit bien mise en œuvre, il faudrait augmenter le nombre de séminaires et d'ateliers pédagogiques organisés chaque année. Les formateurs d'enseignants devraient utiliser les stratégies ABC dans la formation des enseignants et des situations réelles devraient être ajoutées au programme. La taille des classes devrait être réduite grâce à la division des classes en A, B, C. Des ressources devraient être fournies aux enseignants pour une mise en œuvre efficace et efficiente de l'ABC en géographie, car cela contribuera grandement à améliorer les performances des élèves. Leur capacité à exécuter les compétences et à intégrer les connaissances acquises.

Mots clés : Approche par compétences, Méthode d'enseignement, Performance académique de l'étudiant

CHAPTER ONE

INTRODUCTION

Education is part and parcel of the society as it offers citizens opportunities to transform and improve knowledge, behavior, attitudes and skills that empower learners to meet up with the social needs and individual growth. (UNESCO) Define education as the acquisition of knowledge skills, values beliefs and habits. LAW No 98\004 of 14 April 1998 in Cameroon section 4, stipulate that; The general purpose of education shall be to train children for their intellectual, physical civic and moral development and their smooth integration in to the society bearing in mind prevailing economic, socio-cultural, political and moral factors SECTION 36; Students shall be required to accomplish all task related to their studies. The intension of any educational system is to develop competency and courageous individuals who can use the knowledge and skills to positively transform their own lives and that of the society in general. The educational system must produce individuals who can cope well with the changing world.

The shift from objective based approach to competency-based approach is an essential tool in the 21st century which focuses on skills, knowledge and attitudes allowing students to advance base on their ability to master a skill or competency at their own pace. The CBA was introduced in the USA in 1960s to shift from objective based approach to competency-based approach in order to reform teaching and training. This approach was introduced to helped solve the problem of poor performance in many subjects' area but the researcher discovers that there is still a gap or problem as the performance of students in Geography in Yaoundé VI sub division for the last five years (source GCE board 2023) has not improved following the introduction of the CBA as an efficient and effective instrument for teaching and learning

. As a result, the current research seeks to investigate the reason for this weak performance of students in Geography in Yaounde VI sub divisions dispute the use of the CBA, evaluate the impact of CBA on students'. With this in mind, the current research has tried to provide answers to some of these research questions which amongst other include; how has the usage of CBA method impacted students' performance in Yaoundé VI sub divisions. How do the facilitators have a good mastery of this approach to education? What can be done to help improve on the performance of students? It is on the basis of this that the researcher has tried to investigate and provide concrete evidence to the above questions.

BACKGROUND OF THE STUDY

This research involves the teachers who implement the CBA and students' academic performance. The background will consist of the historical, contextual, conceptual and theoretical background

Historical background

Historically, competency-based approach can be traced back to the early 1960 when competency-based education was used for the first time in the United States of America Richard & Roge, (2001). It is an educational program that defines educational goals in terms of precise measurable description of knowledge, skills and behaviour students had to possess at the end of the course of study. Klein collins (2013) documented that rise of competency-based education programs in the US...noting that "an intensive focus on what students know and can do rather than on what is taught. Thereafter, the movement spread to European countries such as the United Kingdom and Germany in the 1980s Wolf, (2001). According to Taba (2019), this current trend from OBA to CBA moved along side with an alteration of syllabus, course objective and more especially instructional materials. According to Rogies the CBA relies on three fundamental objectives which emphasizes on what the students must master at the end of school year rather than what the teacher must teach, organize the learning outcome and entrust the responsibility of learning to students who have to build their knowledge. The concept of competency has then been applied in different domains of education in the USA. Training for work place which began in the USA led to competency based vocational education in a number of countries like Belgium, Switzerland and Quebec later introduce this approach in their general educational system particularly in the educational sector Boutin, (2004), Rey (1996)

As time evolved, CBA has gained global influence and attraction as many countries including Cameroon became interested in the system. One of the reasons why this approach gained influence worldwide was as a result of weak outcome by those who graduated from college thus many educational stakeholders believed that the shift from objective base approach to CBA was a solution for better performance and meaningful changes and innovation in education. This change in approach was accompanied by a modification of the syllabuses. Also, this change lead to a modification in the teaching learning process whereby learners are at the center of learning unlike the objective based approach were the teacher dominated in all

classroom activities, which in the CBA, the teacher is a guide and facilitator (Dei and Hellwig (2011) kombaml and Mwandangy 2ZA015; Richard and Rogers (2014).

According to Bataineh & Tasnimi (2014), Competency based approach was introduced due to the following reasons; first there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes. Both teachers and education supervisors did not put much importance on the outcomes of learning; secondly, as time elapsed, the behavioral changes were seen to be important in education, thus the emphasis on outcome was seen to be more important through development of the competencies of the students who completed education; thirdly, it was argued that specification of learning objectives limited teachers' creativity in teaching and learning because it based on teacher centered than learner centered as opposed to outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process Bataineh & Tasnimi(2014) .Also, competency based approach was introduced to enable learners to be problem solvers as it relates learning to real life problems other than objective base approach that favored memorization and rote learning.

By the end of the 1980's, Competency- Based Approach (CBA) had come to be accepted as the "state-of-the art" approach by national policymakers and leaders in curriculum development in United States. Murcia (2001) asserts that CBA was viewed an education movement which captured education stakeholders mind in 1980s. This was an important movement in the history of education and the world because it defined the goals in terms of knowledge, skills, attitudes, customs and behaviour the student had to possess at the end of a given course of study. The movement started in United State of America and there after the movement reached to United Kingdom which brought positive impact as well. Australia equally adopted Competency based approach in 1990's. From there, other countries in the world and particularly in Africa adopted it due to the new wave in science and technology and the demands of job market Wolf, (2001).

In Africa, Competency based approach was practiced by practitioners of indigenous education even before the colonial education. The traditional education was based on practical approach whereby the environment and needs of the society controlled what to be taught and learnt. The African indigenous education was typical of practice, vocational and it entailed the transfer of skills from parents to children. Such basic skills that were environmentally relevant included fishing, hunting, behavior and respect of customs and tradition. The new teaching-learning practice became indispensable because the colonial education diluted the

traditional vocational practices, people erroneously valued this theoretical education which was centered on how to read and write. With the passage of time, employers and companies' needed competences and skills from educated citizens. From this period, there was a need for more practical teaching-learning methods.

This period saw the coming of CBA in Cameroon educational system. CBA was first introduced in Cameroon's secondary schools during the (2012 – 2013) academic year Ndifor, (2014), with the purpose of moving from rote memorization to a more experiential and practical approach in school. This means created special learning conditions that encourage students to deduct, formulate theories and solve problem using critical thinking Bipoupout, (2007). "CBA seeks to bridge the wall between school or the classroom and everyday life" Nkwetisama (2012), p. 519)

As time evolved, CBA gained global influence and attraction. One of the reasons why this approach gained influence worldwide was as a result of poor learning outcome by those who graduated from college thus many educational stakeholders believed that the shift from objective base approach to CBA was a solution for better performance and meaningful changes and innovation in education. This change in approach was accompanied by a modification of the syllabuses. Also, this change lead to a modification in the teaching learning process whereby learners are at the center unlike the in the objective base approach were the teacher dominated in all classroom activities but, in the CBA here the teacher is a guide and facilitator (Dei and Hellwig 2011; kombaml and Mwandangy 2015;Richard and Rogers 2014).

Contextual Background

Since Cameroon gained independence in 1960\1961, there have been some reforms in the educational system Tambo (2003). Cameroon has ratified several conventions related to education and, it is during one of these conventions that the CBA approach to education was introduced .These conventions are the vision of education contained in the education for all (EFA) Jomtien Education Framework action ,sustainable development goal (SDGS) to Ensure inclusive and equitable education and promote lifelong learning opportunities for all' ,the national education policy and the Growth and employment strategy Paper GESP (2010) which carries Cameroons vision for 2035 .All these conventions are aimed at ameliorating education , specifying the role of learners , teachers ,parents and the community in facilitating the implementation.

Alemnge (2020) says that, the educational system has evolved from the content based approach, to the objective based approach and now the competency-based approach .The content based approach was used in the educational system since independence to 1996 which focuses on the subject matter itself ,the teacher, and taking down of notes .This approach was teacher centered as the teacher was the one who prepared the lessons , with little or no interaction in the classroom between the teacher and the learners .The learners were passive which made learning less meaningful to the learners .Although the approach took care of large class and was time effective, learners were considered as empty vessels that need to be filled .Due to it short comings , the objective based approach was introduced in 1996, by the ministry of secondary education (MINSEC) .With this approach, the objectives of each lesson had to be defined and outlined for every topic respectively .This approach centered on the learner ,with the aid of active teaching method for learners to take part in the own learning .Like the content based approach, the objective based approach had its own limitations as it was not able to equip learners with the necessary skills to fully integrate into the society bearing in mind the prevailing socio-economic changes and also the fact that, it focuses only on knowledge acquisition not taking in to consideration other aspect of teaching and learning such as skills and attitude.

As a result of these short comings, the CBA was introduced in 2012 because the OBA had failed to meet the educational objectives of the state MINSEC (2014) highlights at the preface of syllabuses for all the subject taught in secondary schools that the CBA will shift the educational system from a school cut off the society to a school deeply rooted in the society ,that consider sustainable development goals ,local knowledge and cultures .This paradigm ensures the development of syllabus that relates to the CBA with an entry through real life situation which will help to cater for the needs of the learners both in and out of the classroom .Therefore, the introduction of the CBA approach in to the educational system is to produce graduates with knowledge and skills for easy integration into the society which will help to pave a way for the emergence of the nation by 2035 .For this to be realized, the teachers who are the primary implementers of this approach have to be equipped with the necessary strategies in the teaching of their content .instructional materials , evaluation tools so as to make the learners to actively participate in the lesson and construct their own knowledge which will go a long way to integrate them into the society

Conceptual background

Competency based approach

According to Wong (2008), the competency-based approach referred to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviors students should possess at the end of a course of study. (p.180). The Competency based approach can also be defined as a method that allow students to advance based on their ability to master a skill or competency at their own pace. This teaching method is tailored to meet the different learning abilities of the various learners, bringing them to real life.

From this perspectives, CBA seeks to develop student's prospective abilities with the primary focus on learning outcome. CBA addresses what the learners are expected to learn. Levine & Patrick, (2019); Mosalanejad et al. (2013). Students should show that they are mastering academic competencies regardless of the time or pace of teaching Palmer & Bowman, (2016).say they should keep the learning process at pace with the community and labor market needs Butova (2015)

As a strategic area of educational system, the CBA approach is a method for keeping general and professional education in balance with the needs of the society and labour market .By the early 21th century ,economic as well as proliferation of new technologies had accelerated the pace of globalizing competitiveness in educational areas .As result, the need to develop knowledge and skills in a particular field was needed thereby pushing many educational systems to adopt the CBA approach in teaching especially the methods of teaching which is very much different from other methods of teaching like the project based method, discussion method and the problem based method

Goals of Competency Based Approach in Cameroon

At the beginning of this millennium, as Cameroon strives to become an emerging nation by the year 2035, its secondary education sub sector faces many challenges including: Offering quality training and education to most young Cameroonians within the context, marked by large classes in secondary education: Preparing their smooth insertion into a more demanding job market worldwide, through a pertinent teaching/learning process.

According to (MINSEC, 2014), Competency based approach was introduced with the goal of helping the secondary education sub sector to:

- Shift from a knowledge based approach of teaching and learning to a Competency based approach through situations in real life. It is expected that the CBA will emphasize the active role of students in the learning processes, encouraging appropriate learning activities to foster a deep rather than a surface approach to learning. While the knowledge based approach can be effective in transmitting information, it may be ineffective in promoting independent thought because students are not actively engaged, and their enthusiasm is not adequately stimulated.
- Offer a shift from a school cut off from society to one that prepares citizens for a smooth integration into the socio-cultural and economic activities of their respective communities
- Offer a shift from an evaluation of knowledge to that of competencies necessary for sustainable development
- Increase the relevance of secondary education in response to growing concerns.

Aim of the CBA program, Lucy. (2019) CBA has as main aim to inculcate in the learner responsible behavior, knowledge and competencies, necessary for meeting with the challenges of the rapidly changing technological world. It is also expected to help the learner to focus on what she/he can do after leaving school that is developing a career (Bipoupout, Matip & Nanga, 2011).

Specific objectives of CBA

After being taught using the CBA, the learner is expected to:

- Explain natural phenomena;
- Solve real life problems, through the use of the scientific approach in problem solving
- Acquire skills that will enable him/her to work in a group, respect others, and their opinions;
- Manage his/her environment in a sustainable manner;
- Have value for his/her health and that of all others in his/her surrounding;
- Use process skills to acquire and apply knowledge;

Academic performance

In this study, the academic performance is the dependent variable .Many researchers have come out with diverse definition on the concept of academic performance .According to Narad and Addulau (2016) ,academic performance is the knowledge gained that is

characterised by marks from a teacher and or educational goals set by the teacher and learners to be achieved over a specific period of time .they add that , these goals are measured by using continuous assessment or examination results .Natahe, Donelson, Jeni and Baumerister (2004) define academic performance as how well a student does in school as measured by grades point average ,while Litmanen ,Hirto(2014) define academic performance as obtaining good or bad grades in school .Peggy and Jairo (2015) define academic performance as the outcome measures that encompasses students' performance in academic domains of educational institution .Gbati (1988) academic performance refers to the numerical score of students' knowledge that measures the degree of a student's adaptation to academic work and to the educational system .Otchere and Afara (2019) asserted that students' academic performance serve as a bed rock for knowledge acquisition and the development of skills

Statement of the problem

Cameroon education system since the early 1990s in all disciplines and geography in particular have been using the objective based approach in the teaching learning process. However, with changes in global trends where education is not just knowledge acquisition but demonstration of skills relevant to combat societal issues, the CBA was introduced in the Cameroon education system in 2012 (MINSEC2012) to enable learners to become problem solvers through 21st century skills such as problem solving and critical thinking. With the application of the CBA in geography in secondary schools in Yaounde VI subdivision, there's been no change in the performance of learners looking at the general percentage of students in the General Certificate of Education (GCE). Under the objective based approach, we had the following percentages in Geography from (2007-2023) .The research choose Geography because it was an area of interest to the researcher.

In the year 2007,the overall percentage for geography was 65.87%, in the year 2008, we had the percentage of 60.59%, in 2009, the overall percentage was 71.59%, in the year 2010, the percentage was 62.86% , and in the year 2011, 2012 overall percentage 42.73, 2013 overall percentage 30.98, 2014 overall percentage 50.34, 2015 overall percentage 43.46, 2016 overall percentage 33.54 2017 overall percentage 22.63, 2018 overall percentage 58.99, 2019 overall percentage 62.27 2020 overall percentage 58.62, 2021 overall percentage 37.32 ,2022 overall percentage 42.72 , 2023 overall percentage 61.97 we had an overall percentage of 34.80% **(Source GCE board 2023)** From the result, we can determine that the performance of students in Geography was poor .As a result of this poor performance, the Cameroon ministry

of secondary education (MINSEC) introduced the CBA to replace the Objective Based Approach in order to boost the performance of students given the prevailing socio economic changes and Cameroon becoming an emergent country by the year 2035.

Since the introduction of the CBA, the researcher has notice that, there's no significant change in the performance of students as we had the following results in Geography under the CBA from (2019-2023) 2019 we had an overall percentage of 62.27%, 2020 an overall percentage of 58.62%, 2021, an overall percentage of 37.32% 2022 an overall percentage of 42.72% and the year 2023 an overall percentage of 61.97%. **(Source GCE board 2023)** It is as a result of this insignificant change in the performance of students that the researcher seeks to analyse the influence of the CBA teaching methods, on students' academic performance in geography in some secondary schools in Yaoundé VI subdivision; An analysis of teaching methods.

Purpose of the study

The purpose of this study is to analyze the effect of the CBA on students' performance in geography in some selected secondary schools in yaounde VI subdivision; An analyse of teaching methods following the introduction of the competency-based approach in Cameroons educational system since 2012.

Research objectives

General research objectives

To investigate the influence of competency-based approach on the performance of students in geography in some selected secondary schools in Yaoundé VI subdivision; An analysis of teaching method

Specific research objective

- ✓ To describe the effect of teaching methods in the context of CBA on students' performance in geography in some selected secondary schools in Yaoundé VI.
- ✓ To analyse the influence of teaching methods on students academic performance in some selected secondary schools in Yaoundé VI subdivision.
- ✓ To propose tips to ease the implementation of the CBA to enhance/improve students' performance in geography in some selected secondary schools in Yaoundé VI subdivision.

RESEARCH QUESTIONS

General research question

What is the impact of competency-based approach on the performance of students in geography in some selected secondary schools in Yaoundé VI subdivision?

Specific research question

- ✓ How has the implementation of problem-based method in the context of the CBA influenced students' performance in Geography in selected secondary schools in Yaoundé VI subdivision?
- ✓ In what manner has the impact of discussion and project based methods on students' academic performance in geography in selected secondary schools in Yaoundé VI subdivision?
- ✓ In what ways have the ministry of secondary education ,regional delegation of secondary education ,head of departments, the school, the teachers put in place to ease the implementation of the CBA and improve students performance in geography in selected secondary schools in Yaoundé VI subdivision?

Scope of the study

The study was conducted in four secondary schools in Yaounde VI sub division involving both students and teachers selected from these schools. The research also focused on the teaching method that came about as a result of the introduction of the competency based approach, the targeted population were students of form four and five of these schools and the accessible population were teachers of form five of Mada International College Obili Yaounde, English High School scalom Yaounde, champion Secondary and High school obili Yaounde and Franky Secondary School Yoaunde

Significance of the study

Many studies have been carried out by different researchers in and out of the field of education to provide evidence about the teaching methods brought about as a result of competency based approach and students' performance but none of them have been conducted in Yaoundé VI sub division in particular .Thus, the research hopefully will provide would stimulate critical thinking and spur up more studies in the area on issues concerning

teaching methods and students' performance in geography not only in Yaoundé VI sub division but also in other regions and divisions in the country and the world at large

Particularly, this research study will increase awareness among educational stakeholders on best teaching methods to implement in the teaching of Geography that will help to boost performance.

Hopefully, the results of this research would lead to the formulation of better policy concerning improvement of teaching methods in the field of competency and students' academic performance that will help to bring about good students' performance in geography

The result generated from this research would serve as literature for other researchers who are interested in the field of teaching methods under competency-based approach and students' academic performance in other disciplines and geography in particular.

The study of this research would help the schools in Yaoundé VI sub division and the school administration to relook in to their teaching methods following the CBA as far as geography in particular is concerned and other discipline in order to improve on the performance of students.

The study will also help the educational community and teachers in particular to be able to analyze the impact of teaching methods on students' academic performance so as to ameliorate or improve on their teaching methods and choose the best teaching methods for their field which would go a long way to increase in students' academic performance.

Definition of concepts

Competency Based approach.

According to Wong (2008), the competency-based approach referred to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviors students should possess at the end of a course of study. (p.180). This method is tailored to meet different learning abilities that can lead to more efficient student outcomes. Or better still, Competency based approach in learning is a method that focuses on activating the competencies of learners, brings them to real life situation.

Academic Performance

In this study, the term academic performance is the dependent variable. According to Natahe et al., (2004) academic performance is how well a student does in school as measure by grade point average .While Litmanen & Hirto.,(2014) defines academic performance as obtaining good or bad grade in school .Peggy & Jario define academic performance as the outcome measures that encompasses students' performance in academic domain of educational institutions . According to Gbati., (1988) academic performance refers to the numerical score of students' knowledge that measures the degree of students adaptation to academic work and to the educational system

In academic institutions, performance of students is the outcome of educational goals that are achieved by either the teacher or the student's. (Hatcher & prul 1996) define academic performance as the ability to study and remember facts and being able to communicate your knowledge verbally and on paper. They argue that, it is a process where student's success in school is measured to determine how they stand up with others in the same area

Geography

Geography is the branch of knowledge that studies lands, the features, the inhabitants and the phenomena of the Earth. The first person to use the word geography was Eratosthenes and literally means "writing about the Earth". Etymologically, the word can be divided into two parts – "Geo" and "graphia". Geo means the earth and graphia refers to Description. Today Geography means much more than writing about the earth, it is however, difficult discipline to define. Geography is a fascinating subject which reveals all the wonderful changes and activities that have been going on in the world since the beginning of time.so many authors have come up with the definition of Geography which amongst include the following

Hartshorne (1939) defines Geography as the concerned to provide accurate, orderly and ratinal description and interpretation of the variable character of the earth surface. Monkhouse (1965; Geography comprise the study of the earth surface in it areal differentiation as the home of the man object of geography is known in the earth."

According to (Preston J.,) Geography deals with the association of phenomena that gives character to particular places and with the likeness and differences among place.

To conclude, the above chapter looked at the background to the study (historical, contextual and conceptual background to the study). It also looked at the statement of the problem

,purpose of the study ,research objectives and research questions ,scope of study ,significance and definition of concept

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Since the birth of pedagogy, a number of teaching approaches have come into existence. Prominent among these approaches are the Objective Based Approach and the Competency Based Approach. The experimentation of these approaches have attracted many researchers to carryout findings on these approaches. This chapter looks at the Constructivist Theory and how relevant it is in the study as well as the review of related literature to the concept of the Competency Based Approach.

Conceptual review

The Competency-Based Approach

After defining the concept of competency-based teaching and learning or approach, it is important to understand the term competency. According to the Department of Mines, Industry, Regulation and Safety of Western Australia, , competency is the capability to apply or use the set of related knowledge, skills, and abilities required to successfully perform ‘critical work functions’ or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Competence is a measure of both proven skills and proven knowledge, it can be viewed in terms of behavioral competence (soft skills) - how something is done and functional competences - the ability to perform some technical task like operating machinery, making a dress.

The concept of Competency-Based Approach means different things to different people. In fact, there is no single agreed definition of the concept because professionals define it from different contexts. There are many terms used to refer to competency-based approach which are Competence-Based Education, Competence-Based Curriculum, Proficiency-Based Education, Outcome-Based Education, Mastery-Based Education, Standard-Based Education, and Performance-Based Education. Regardless of the context, competency-based teaching and learning refers to the systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Competency-Based Curriculum is a functional approach to education as it emphasizes life on skills and evaluates mastery on

skills which is necessary for an individual to function proficiently in a given society Savage, (1993)

Equally important, Mosha, (2012) notes that a Competence Based curriculum seeks to develop in learners the ability to understand, learn how to do things and work with other people. Such a shift has pedagogical implications as Rutayuga, (2014) notes that Competence-Based Curriculum requires a shift from assessing a set of learning content to assessing each learning outcome. Similarly, Wood, (2001) insists that the movement towards competence based rather than content based curriculum is necessary for student-centered teaching and learning. To some scholars like Harris, Guthrie, Hobart, & Lundberg (1995), Competence Based Curriculum or approach is perceived as a solution to the implementation of education and training for the complex contemporary world.

For others, the Competency-Based Approach was synonymous with the development of life competencies, which are geared towards the development of the individuals' attitudes, knowledge, and skills. Still, others think that the CBA should consist of making learning more concrete and direct learners towards integration in the society. Finally, there was another group of researchers that believed that adapting the CBA is synonymous with making learning more active. In this view, the emphasis is placed particularly on the development of learning situations that would substitute lectures to other methods of teaching which are generally centered on the learners such as problem based, project based and discussion methods. Thus, it is a matter of placing the learner at the center of learning instead of entrusting that position to the teacher (Toualbi & Tawil, 2006). The CBA then emerged as a consequence of a need for a new notion that denotes learning that is centered on experience and/or experiment rather than mere know-how (Aithaddouchane et al., 2017).

A study-conducted by Salman et al., (2020)-which sought to explore the different meanings and usage of the words competence and competency, substantiated the claim that the two terms have the same meaning and can be used interchangeably. As noted by Salman et al. (2020) and Barman and Konwar (2011), many writers in the literature-the likes of Winterton, McClelland, Thornston, and Le Boterf- used either one of these concepts (competence/competency) in their writing, or the two of them interchangeably. While competence refers to “the underlying characteristics and attributes of an individual that allow the effective execution of a particular task in a given situation” as cited in Salman et al.,(2020), p. 9, competency, in a similar fashion, pertains to “the underlying characteristics of an individual that is causally related to effective or superior performance in a job” as cited in

Salman et al., (2020, p. 9 Those characteristics, according to Dubois (as cited in Chouhan & Srivastava, (2014, p. 16) are “knowledge, skills, mindsets, thought patterns.” The use of the concept of competence has been generalized in education. If the term has substituted knowledge today, it is mainly to underscore the interdependence between knowledge and its cognitive treatment Aïder, (2012).

As a matter of fact, it is not knowledge itself that matters but rather its practical use. In this sense, competency is understood as aptitude and know-how indispensable for achieving a targeted goal Aïder, (2012). Teaching then has to adopt new methods that encourage the individuals’ autonomy, participation and integration into the society. This would, however, involve a shift from teacher-centered methods to those centered on the students. The teacher no longer provides knowledge to be memorized but rather helps her/his learners in their construction of competencies through the use of different approaches in facilitating the teaching. The teachers role would be to facilitate the learning process by guiding learners in their efforts to apply their prior knowledge in new situations Aïder, (2012). It should be noted that the competency-based approach has its origins in “mastery learning” and “criterion-referencing and assessment” Lassnigg, (2017, p.10). In this regard, learning and teaching should proceed in accordance with a set of specified competencies, which are expected to be demonstrated to prove mastery by the learner Lassnigg, (2017). At the end of the process, the learner is required to demonstrate his or her ability to be able to perform a particular task better than before as the learner is being taught new ways and method of doing things by the teacher

According to Wong (2008), the competency-based approach referred to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviors students should possess at the end of a course of study. (p.180). Besides aiming at promoting the development of major competencies such as knowledge, skills and altitude, which are crucial to the individual’s involvement in social activities Serdenciuc, (2013), the CBA places an emphasis on “metacognitive self-awareness” in “experiential learning”, which helps take learning outside the classroom to other contexts, Serdenciuc, (2013), p.755. For Roegiers as cited in Aithaddouchane et al., (2017), the Competency-Based Approach rests upon three major goals: To focus attention on the competencies that students have excelled in, to make the learning outcomes meaningful so that students will grasp the “what” and “why” of learning and to help the learner to be able to solve real life situations. These can be realized by connecting

learning to real life situations that are familiar to the students and by having the latter apply their knowhow in those situations Aithaddouchane et al., (2017), p.4; To confirm and check the learners' attainment as concerns how they have dealt with a particular problem-regardless of the size of knowledge that learners tend to forget quickly, and which they do not know how to apply in authentic situations, The CBA helps the learners to be able to solve their real life problems by applying the 21th century skills such as critical thinking ,collaboration.

According to Richards & Rodgers as cited in Nkwetisama, (2012), the CBA focuses attention on the learning outcomes. It emphasizes the application of know-how rather than mere acquisition. For Schneck Nkwetisama, (2012) this kind of instruction-the CBA-can be adjusted to the learners', teachers,' and societal needs. as cited in Nkwetisama, (2012, p.520) All in all, unlike the traditional methods of teaching-which is basically teacher-centered and which do not prepare students for future employment but are dependent on textbooks, and they do not enlighten students about the goals of their learning-the Competency-Based Approach, on the other hand, is student-centered; it is geared towards employment; it focuses on mastery; and it makes use of the “ media ” to achieve its goal, which is getting students to master what they are assigned to do Rah man et al., (2014, p. 1072).It is also geared towards preparing students to better integrate into the society and being able to solve real world problems.

In addition, Competency-Based Approach is characterized by a flexible use of time that allows students to progress at their own pace and advance upon demonstration of mastery Donohue, (2013). Competency based strategies such as project based, problem based, cooperative based learning provide flexibility in a way that learners can be able to understand and apply the knowledge they have acquired in any situation they find themselves respective of the time or place as they are provided with the necessary knowledge, skills and abilities to integrate into the society and grasp opportunities. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.

The Cameroon Ministry of Basic Education (2004) had distinguished three main components of the competency to be taught: subject Competence (knowledge), transversal Competency (knowledge resulting from all the subjects in a child's learning) and life Competency which results from the development of the right attitudes, behavior, and problem solving skills for real life situations. Richard (2006) for his part identifies the nature of objectives according to

the CBA. To him objectives are broken into narrowly focused sub objectives, so that both teachers and students can get a clear sense of progress. Richards and Rodgers (2001) further states that each approach needs specific teaching materials in order to realize the aim of its foundation. Therefore, for the performance of students to be significant, CBA has to be effective, the teaching methods must be the ones that can motivate the learners and provide information in an interesting way, bring the real life situation and society to the classroom, supply learner with real exposure to the target language, and meet the needs of the learners. The CBA advocates the learner-centered approach in which the learning process is central. Field and Drysdale (1991) point out some of the aspects of a learner-centered approach such as the use of individualized materials, flexible learning time and continued feedback. In this regard, the performance of students under the CBA should reflect these aspects of a learner-centered approach in the learning process. The Learning environment in the CBA is therefore directed towards the development of competencies at the end of any study program Kirschner et al, (1997).

In the CBA, the focus is to enable learners to master the knowledge, skills and attitudes needed for the world of employment and general life. 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 at the end of compulsory schooling, rather than stressing what the teacher must teach, Secondly, to organize the learning outcomes in the best way so as to bring their students to the level expected, and Thirdly to entrust the responsibility for learning to the student who has to build his or her own knowledge through means made available by the teacher. According to Boutin (2004), the student becomes a learner who must suggest ideas first, have the desire to know and learn, organize work using new technologies, assimilating new learning methods, and looking for new information.

The new role of the teacher consists in encouraging the learners to acquire the knowledge, which must be facilitated but not mechanically transmitted, and entrusting the preparation of certain tasks to the students. In CBA, 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). This means teachers implementing this approach encourage learners to be creative, ensure the planning and organization 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 didactical approach that is based on the facilitation of active learning including group work, presentations and self-study which will go a long way to improve on their performance and output.

The Competency-Based Approach went through stages in its early days. Back then, it was more or less like a 'to -do list ', and the aim was to transmit 'knowledge' to students who would then memorize it (Bernikova, 2017, p.316). This conception has changed, for at the present moment, what is crucial, is not learning per say, but rather how to learn, that is, how to find information, how to treat it, and how to put it into use (Bernikova, 2017). The reason why there are different views regarding the competency-based approach is the fact that the distinction between the terms "competence" and "competency" is blurred (Makulova et al., 2015, p. 183)-in fact, they both share the same meaning (Kennedy et al., 2009).

According to Anane, (2013), CBA demands a different approach to teaching and even assessment and certification. This is because conceptually, CBA is different from the traditional system. It is based on defined competency standards which are industry oriented. The education and training is more learner centered. This means that more emphasis is placed on the learner's role in the learning process than teacher-centered. Anane further highlights that the various facilitating methods that are employed for the CBA programmers are direct instruction method, discussion method; small group method, problem solving method and that, teacher acquire the knowledge of CBA through seminars, workshops and research.

Competency

According to Gervais, (2016) Competency Based Approach focuses on what students can do, rather than what they know. It places more emphasis on student mastery of their skills and knowledge as well as, their attitude and behaviours they need to succeed in life. Competency is also, the ability to act correctly when faced with a problem .If we relate it to teaching and learning, competency it can be define as the ability of a learner to carry out any learning task correctly .A learner can also be considered competent in situations where he or she can carry out a particular tasks correctly .If the teacher is able to identify skills in learners, and use good teaching methods, to help the learner to acquire them, then, it will be very easy for these learner to be competent.

The concept of Based Approach

Here, some of the skills to be used by the teacher to set a good base in the learner in the CBA may consist of:

- Proper planning of the learning activities to sustain learner's interest
- being able to identify all learners difficulties
- being flexible in your methods of teaching to meet the needs of learners
- keeping a keen interest in all learners progress
- being patient but persistent
- laying more emphasis on learners progress than showing how you can teach

Richard and Rodgers (2002) defines this new approach as an educational movement that focuses on the outcome or output of learning in the development of language programs

The concept of Approach

The concept of approach has been talked about by many authors who amongst others are;

Harmer (2001) stated that an approach is about and how to use overlaps .according to Richard and Rodgers (2002)an Approach refers to theories about the nature of a subject and language learning that serves as a source of practice and principles in a subject teaching .Besides, Davis (2002) argues that an approach can help the teacher but it may not offer detailed information about the teaching process and he says that 'it is the real of methods ' it means that, an approach is broader than a method which encompasses theories about a subject and learning strategies which include the teaching process. Anthony (1963) defines an approach as a 'set of correlative assumptions dealing with the nature of language and learning.

VARIABLES

A variable is an entity that contains many components or characteristics that can be changed or modified for example size, height, age .it can also be a concept that can be measured. According to Kerlinger, a variable is a property that takes on different values. Besides, Luma (1999) says a variable is a characteristic on which people can differ from one another. It is also an element on whose value can be changed and takes another form when we make an observation to another.

Independent variable

According to Amin ‘ An independent variable is that variable which can be manipulated upon by the researchers ‘they may also be called predictors variables because, they may predict and can be responsible for the status of other variables .the reason why the researcher manipulates is to determine the relationship observed in the state of affairs .in this study, the independent variable is the CBA which has as indicators teaching methods, project based, problem based ,discussion method .it can also be defined as the variable that the researcher manipulates to see the effects on the dependent variable .

Dependent variable

Amin (1999) says, dependent variables are characteristics that are used when the statement of the hypothesis is made. According to Autobahn (1998) dependent variables are variables which receive the effect of the independent variables .in this study, the dependent variable is the effects on students’ performance in geography

Academic performance

In every educational system, performance is considered one of the significant factor in student learning Koroye, (2016) .asserts that, academic performance is not only about students’ performance in school but should also include all aspects of their knowledge , competence and literacy development .In empirical studies of academic performance, a good number of researchers adopt the definition of academic performance to refer to students measured performance through examination at a certain study stage .This is mostly at the empirical study of the primary and secondary school students who are mostly evaluated based on the content they have studied in school in a particular subject to determine if the knowledge , skills and abilities have been acquired accordingly . for example, Korir,Okwara and Okumbe (2018) define academic performance as a definition of a learners performance of teaching and learning assessment ,such as final examination results achieved by the student.

Educators have no best means on how to measure students’ academic performance, which it considered very challenging Chiekem, (2015). What makes is challenging is that, various approaches can be used to evaluate learning outcomes, including academic performance Carini et al., Lamas, (2015). While some researcher associate students’ academic performance with examination or evaluation outcomes Odeh et ai., (2015) others relate it to completing planned learning goals Bossaert et al ., (2011) .other literature refers to students’ academic

performance as the grade point average (GPA) of students' scores achieved in a course or feedback on mastery of content in a subject Lumpkin (,2019) .The multiple approaches in evaluating students' academic performance is one of the challenges that educators confront in measuring academic performance .

According to Lewinski (2015) , academic performance represents the arithmetical score of students' knowledge and the degree that he/she gains in school work and the educational system.He looks at academic performance of students to be in terms of the score which a learners have after being tested which will go a long way to determine if the student has acquired or not the necessary competency that is needed to perform a particular tasks.Ullah,(2020),says performance is the outward demonstration of an individual's thoughtful notions ,service ,thoughts and information that grades signify students achievement scores .To prove that a student has performed well, the student should be capable of demonstrating it openly through the way he thinks, does things and the scores he obtains after writing an exams . Achievement outcome has been considered as a function of two characteristics 'skill' and 'will' and these must be considered as individually because keeping the will alone may not assure success if the skill is lacking.

Gilavand (2016) believes that academic performance contains values, analytically, problems solving and social skills and, Bowie (2015) believes that academic performance value added is divided into three dimensions ; core competencies, citizenship and professionalism .form what these two researches have said, it shows that academic performance does not only deal with scores as other researchers think but, it has a lot to deal with as the learner has to develop the knowledge , skills and abilities to be able to analyze and solve real world problems and also take into consideration the 21th century skills and values

Student academic performance describes all the ways in which training or teaching is organization plans and guides learning. This learning can take place in groups or with individual learners, inside or outside the classroom or an institutional setting like a school, collage or training center .it is central to the teaching and learning process Roger and Taylor (1998).

Typically, academic performance involves four main elements:

1. identifying the learning needs and the type of training you need to provide to meet these learning needs
2. planning the learning carefully so that, learning is most likely to take place

3. delivering the training so that, learning can take place
4. evaluating the training so that, there is evidence that learning has taken place

From the four main elements of academic performance, it is very important as a facilitator to take in to consideration the approach you will use which will help you to be able to achieve your objectives and increase the academic performance of learners which may be discussion, cooperation and problem solving. These four elements also strongly recommend you use an active participatory approach during the teaching learning process which will involve all learners actively participating.

Geography

Geography is a branch of knowledge that studies the land, the features , the inhabitants and the phenomena of the earth .the first person to use the word geography was Erastosthenese and literally means ‘writing about the earth ‘ The word can be divided into two parts geo and graphy .Geo means the earth and Graphy means to write .Today, geography means much more than writing about the earth .Geography is a wonderful subject which reveals changes and activities that have been going on in the world since the beginning of time .Geography therefore is a vital subject resource for the 21th century global learner as it tackles real life situations , enable the learner to be able to discover and explore the universe through the various lessons thought in geography .The subject has passed through different phases of rise and fall which at each stage , undergo changes .The ancient Egyptian ,Babylonians , Phoenicians Greek and Romans made valuable contributions to geographical concepts during the sixteenth , seventeenth and eighteenth centuries .As time went on, more and more geographical concepts gradually emerged from the descriptive approach, analytical approach of the present time. Resent years have witnessed the innovations in the various fields of geography due to its new concepts and techniques form the new approach

The present day geography is very wide and touches many aspects. The human aspect of geography has lately been recognized because of the great revolution of educational psychology. Today, we are more concerned with the needs and interest that the child has to live in a world of diverse things and events where various human communities settle. Hence, for school purpose we can define geography as’ the study of the people of the world’. Current geography is now considering to be a separate science requiring detail study of the territories of the world .it instrument of study is the map and like any other science, it follows a scientific course and the geography of today is now increasingly concerned with

understanding process, patterns and structure and examining geographical data by techniques commonly used in other school disciplines.

Methods of Teaching

According to John Hattie, in his book title “visible learning for teachers Maximizing impact on learning “(2012)emphasis the importance of visible teaching and learning where the impact of teaching is clearly seen and understood .the key concepts includes feedback ,the role of the teacher and the importance of understanding what works best in different context. Some of these methods include:

Problem-based method

Problem-based method is ‘problem first learning’ Spencer & Jordan, (1999). It is the problem, usually set by an instructor, which defines what is to be learned. Curriculum content (in what is sometimes called ‘pure PBL’), or course or assignment content (in ‘hybrid’ forms of PBM), is organized around problem scenarios, rather than subjects or topics Dahlgren & Oberg, King, (2001). Students, normally working in groups, then engage with the problem scenarios and decide for themselves what information and skills they need to resolve the situation, or questions, effectively. The burden is on students determining their own learning needs and on independence of enquiry. Faculty maintains a distance, keeping a watching brief on group dynamics, direction, and progress. This requires an active, aware and respectful form of co-learning, breaking down the usual dichotomy between students and faculty Le Heron et al., (2006). Since problems do not respect disciplinary boundaries, PBL often involves collaboration between disciplines. It is certainly likely to require students to integrate knowledge from different fields within disciplines. Such experiences are said to enhance means of managing— or synthesizing—knowledge, rather than attempting to assimilate content before entering employment. Jenkins (1985) drew attention to this distinction as the difference between ‘drawing out’ and ‘filling up’. However, in the first major international survey of good teaching practices in geography Gold et al., (1991)

PBM was initially developed for learning in the applied disciplines of medicine and engineering in countries such as Canada and New Zealand because doctors and engineers spend their professional lives toying with problem scenarios. In so doing, they need the ability to draw together the insights from different chapters of the textbook, because organ and systems, for example, are not independent but are all part of the one human body. abilities of

medical students and a desire to improve their capacity to relate knowledge learned to the problems with which patients presented Schwartz et al., (2001). In other words, medical students need both knowledge and the ability to integrate it, needs exacerbated by the speed of change in that knowledge. Also, much can be said of the education of geography students, many of whom will enter careers that are not related to their expertise. For these students, the ability to learn as self-starters in new situations is clearly vital, and they have “little need for content-driven instruction” in geography Wu & Fournier, (2000), p. 112. Core competences are vital, but need to be understood sufficiently well to be applied in different situations, and adapted as knowledge and the methods used to construct it evolve. What matters, then, is the ability to ‘learn Duch, (1995), rather than what is actually learned or taught Healey, (2005).

Stages of problem-based learning

According to Seng (2009) the problem-based learning stages are featuring 5 steps as follows: (a) identifying the problem, (b) problem analyzing and learning issues formulating, (c) discovering and reporting, (d) presenting solution and reflecting, (e) and overview, integrating and evaluating. With these stages, it can enable the learners to be able to solve their real life problems without struggling. Since, they can identify, analyze, and try to look for possible solutions to it in a chronological manner.

Discussion Method

According to Tambo (2012), discussion is a situation in which the teacher and the learners or the learners and other learners talk to one another, sharing ideas and opinions. The purpose is to improve learners thinking and communication skills, to promote learners’ involvement in the lesson, encourage tolerance for others’ views as well as fairness and open mindedness. For a discussion to be successful, the teacher must ensure the following rules are respected during a discussion lesson; Listen carefully to others and wait until they are finished before you talk. Feel free to disagree with others’ view but show them some respect. State and explain the objectives of the discussion and get the learners ready to participate (MINESEC, 2014)

Larson (2000) states that discussion is a useful teaching technique for developing higher-order thinking skills that enable students to explain their ideas and thoughts, interpret, analyze, and manipulate information .Discussion method is a way to present the learning material where the teacher gives a chance to students in a group for talking in order to collect opinion, making conclusion, or arrange kinds of problem solving alternative. Wilkinson (2009)

explored that discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for furthering students thinking, learning, problem solving, understanding, or literary appreciation.

In the discussion method, as it is true with any group learning effort, the instructor relies on the students to provide ideas, experiences, opinions, and information. An instructor may use this during classroom periods, and preflight and post flight briefings, after the students have gained some knowledge and experience. Fundamentally, the discussion method is almost the opposite of the lecture method which the instructor spends most of the time talking alone. With the discussion method, the instructor's goal is to draw the student's attention rather than to spend the class period telling them everything. The instructor should remember that the more intense the discussion and the greater the participation of the students, the more effective the learning. All members of the group should follow the discussion. The instructor should treat everyone impartially; encourage questions, exercise patience, and comment on all responses. In a discussion, the instructor act as a facilitated to encourage discussion between students.

Procedure of Discussion Method

The facilitator opens the discussion by asking one of the prepared lead-off questions. After asking a question, the instructor should be patient. The students should be given a chance to react. The instructor should have the answer in mind before asking the question, but the students have to think or reflect before answering. Sometimes an instructor finds it difficult to be patient while students figure out answers. Keep in mind that it takes time to recall data, determine how to answer, or to think of an example. The more difficult the question, the more time the students will need to produce an answer. Sometimes students do not understand the question. Whenever the instructor sees puzzled expressions, the questions should be rephrased in a slightly different form. The nature of the questions should be determined by the lesson objective and desired learning outcomes.

Once the discussion is underway, the instructor should listen attentively to the ideas, experiences, and examples contributed by the students during the discussion. Remember that during the preparation, the instructor listed some of the anticipated responses that would, if discussed by the students, indicate that they had a firm grasp of the subject. As the discussion proceeds, the instructor may find it necessary to guide the direction, to stimulate the students to explore the subject in greater depth, or to ensure that, the discuss of the topic in more

detail. By using how and why follow-up questions, the instructor should be able to guide the discussion toward the objective of helping students understand the subject.

When it appears the students have discussed the ideas that support this particular part of the lesson, the instructor should summarize what the students have accomplished. In guided discussion lesson, the interim summary is one of the most effective tools available to the instructor. To bring ideas together and help in transition, an interim summary can be made immediately after the discussion of each learning outcome. This will summarize the ideas developed by the group and show how they relate to, and support, the idea discussed. The interim summary may be omitted after discussing the last learning outcome when it is more expedient for the instructor to present the first part of the conclusion. An interim summary reinforces learning in relation to a specific learning outcome. In addition to its uses as a summary and transitional device, the interim summary may also be used to keep the group on the subject or to divert the discussion to another member.

Advantages of Discussion Method

1. **Emphasis on Learning instead of Teaching:** Discussion Method emphasizes learner's activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.
2. **Participation by Everybody:** In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning.
3. **Development of Democratic way of Thinking:** Everybody cooperates in the discussion, and the ideas and opinion of everyone are respected. Thus, there is a development of democratic way of thinking and arriving at decision.
4. **Training in Reflective expression:** Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.
5. **Training in Self-expression:** During discussion, everybody is required to express his ideas and opinions in a clear and concise manner. This provides ample opportunities to the students for training in self-expression.
6. **Spirit of Tolerance is inculcated:** The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each other's view. Thus, respect for the viewpoints of others is developed.

7. Learning is made Interesting: Geography is an important subject. The learning of Geography is made interesting through Discussion Method. More effective learning is possible when the students discuss, criticize, and share ideas on a particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.

Limitations of Discussion Method

1. Not all types of topics taught in geography can be taught by Discussion Method.
2. This method cannot be used for teaching small children because it will be very difficult to lead them to think critically
3. The students may not follow the rules of discussion.
4. Some students may not take part while others may try to dominate.
5. The teacher may not be able to guide and provide true leadership in the discussion.

Despite these limitations, Discussion Method is a very useful and effective method for teaching of Geography, as we see some of its advantages above.

Project Method

Among all the methods of teaching geography, Project method is the most important which is frequently applicable to teaching-learning process. It is a method which stands against the traditional method of teaching where the theoretical knowledge from the book is accepted and received by the students. In propagating this method,

Kilpatrick defined a project as “a purposeful activity which proceeds in a social environment”. According to (Stevenson, 1978) project method is a problematic act carried to completion in its natural setting. According to C.V. Good “A Project is a significant unit of activity, having educational value and aimed at one or more definite goals of understanding. It involves investigation and proposing solutions to a problems and it is frequently the use and manipulation of physical materials. It is planned and carried to completion by the pupils and the teacher in a natural life-like manner.” large or small. It may be employed according to the mental age of the pupils. But that must be done under the guidance of an expert. Psychologically, the project method is based on the principles of learning by doing which encourages maximum amount of purposeful activity on the part of the learners. Adopting this method, the heart, head and hand are to be functional. That means both the physical and also the mental powers of the child are to be exercised or utilized.

Basic Principles of Project Method

- a. The project must be based on activity-mental or motor
- b. Project may be individual or co-operative It must be purposeful in its action.
- c. Under the project, the children must accumulate experience-manipulative, concrete or mental.
- d. It must provide real experience.
- e. It must be useful in nature.

Steps of Project Method

The project method consists in the following steps:

- i. **Providing a situation:** A Project is never to be forced upon . Situations may be provided by conversations or different topics, discussions on pictures, buildings or cities, by telling stories or taking out children on excursions and educational tours and trips
- ii. **Choosing a Project:** After a situation has been provided, the next step is the choice of a good project. Only such a project should be selected by many satisfy some real needs of the students and for the good of all of them. The students must feel that the project is their own.
- iii. **Planning:** After a suitable choice have been made. the next step is to prepare a plan for the execution of the project. The entire planning is to be done by the students under the guidance of the teacher, after a good deal of discussion. Each child should be encouraged to participate in the discussion and offer his suggestions. The entire plan should be put in black and white by the students if their project book is complete.
- iv. **Executing:** When the plan is ready the teacher should encourage the students to put it into practice. He should ask the students to assign duties and distribute work among themselves, according to their individual interests and capacities. Each must be given some duty to do for the successful completion of the project. Then, they should be asked to work in cooperation with one another till the project is complete.
- v. **Judging or Evaluating:** After the completion of project, the students now should be asked to review their work. They should note their mistakes, if any, and see whether they had proceeded, according to the plan or not. It is a sort of self-criticism which is very important from training and should never be neglected.
- vi. **Recording:** All the learners should maintain a project-book in which they should put down a complete record of all the activities, connected with the project. This record will

include the choice of project, its planning, discussions held, difficulties felt, duties assigned, references and books consulted, information gathered, experiences gained, guidance sought etc. Important points for further references and guidance are also to be noted down. Geographical project may consist of running of a vegetable , cultivation or ploughing of field, running of a school, an agricultural farm, a post office. Village and town markets are other geographical projects. Another type of project consists in the preparation of models of house, school, railway station etc. For the senior students the following are recommended:

Merits of Project Method

- a. As it is based on the psychological principle, it is only for the development of the inherited traits of the learner providing the most natural conditions.
- b. Applying this method, education gets more meaning and value in comparison to the traditional methods of teaching.
- c. It develops social values like co-operation, fellow-feeling and brotherhood.
- d. As it involves manual activities, it emphasizes the dignity of labor.
- e. The students by this method, understand the importance of learning by doing and direct experience of things.
- f. This method employs the sense and not mere words or symbols.
- g. It trains the students in the exercise of invention and self-responsibility.
- h. The child gets training in research work through this method.
- i. The child derives satisfaction when he achieves something by his own efforts.
- j. Lastly, the students can evaluate their work.

Demerits of Project Method

Sometimes, efforts are wasted in an attempt to base the whole of geographical syllabus on projects. This is not very practicable in real sense. The main drawbacks of the method are:

- a) It requires more money to be spent and this is very difficult to manage.
- b) Trained and qualified teachers to put this method into practice are not available.
- c) All schools do not have resources to use this method.
- d) Projects are difficult to devise for all stages of teaching

Role of teachers

The role of the teacher in a competency-based framework is not defined by specific terms. The teacher has to provide constructive and sufficient feedback in order to help the students to improve their skills, abilities and knowledge. The teacher has to be aware of the learners' needs so that everybody feels included in class Richards & Rodgers, (2001). The different competencies dealt with in class require specific instructions for the various learning activities and diverse needs of learners. Thus the teacher has to give clear orders and explanations to make sure that every student understands the task they are asked to carry out. But, the teacher does not push the students because the instructions are not time-based; instead the student's progress is most important (Ibid). Another task of the teacher in CBA is to select learning activities and to design a syllabus according to the competency the students need to acquire to be able to solve real world problems.

Role of Learners

The role of the learner in a competency-based framework is to decide whether the competencies are useful and relevant for him/her. This shows that the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills learned Richards and Rodgers, (2001). The competencies the students will acquire are clearly defined so that the learner knows exactly what needs to be learned and for which purpose he/she has to use the competencies. In this regard it is vital that every competency is mastered one at a time because this is to make sure that the learners know what they have already learned and what the next steps will look like (ibid). Moreover, the students have to stay in the actual program until they improve. After they mastered their skills, they move into a more proficient group of students. The main goal of the learner in Competency Based Approach is to be able to adapt and transfer knowledge from one setting to another. CBA also, improves the quality of assessment and the quality of teaching. The teacher's role in the traditional teaching methods undergoes a complete shift from that of the "all knowing" to that of a facilitator of the learning process

THEORETICAL REVIEW

Constructivist theory

The constructivist theory in education is primarily associated with Jean Piaget and Lev Vygotsky. Jean Piaget is known for his theory of cognitive development, which describes

how learners construct knowledge through interaction with their environment. Lev Vygotsky on the other hand emphasizes the social aspect of learning, highlighting the role of culture and social interaction in cognitive development. Both theories are the foundations to the constructivist approach in education. The proponent of this theory, now leads to other authors who also talked about the theory such as:

Bruner who defines constructivism as a learning theory in which learning is seen as an active process in which learners construct new ideas or concepts based upon their current and past knowledge Kearsley, (1999). Constructivism is building on knowledge known by the students which will help to facilitate the teaching learning process. In the constructivist approach, Education is student-centered. Students have to construct knowledge themselves and the teacher just has to act as a facilitator helping the students to construct and build their knowledge through interaction with each other. This method helps to increase the performance of student. Brooks and Brooks (1993) summarize a large segment of the literature on descriptions of constructivist teachers. They conceive a constructivist teacher as someone who will: Encourage and accept student's autonomy and initiative, encourages students to dialogue with each other, promotes questioning between students, encourages student inquiry by asking thoughtful open-ended questions and uses a wide variety of materials and teaching methods to facilitate his/her lesson. When implementing the constructivist approach in teaching and learning especially with the CBA, it will help to boost students' performance, increase their thinking and collaborative skills as they interact with each other, share and learn new knowledge.

Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies: Knowledge will be shared between teachers and students, Teachers and students will share authority, the teacher's role is one of a facilitator or guide and learning groups will consist of small numbers of heterogeneous students. With this constructivist approach, the learner is not a passive entity but an active cognizing subject. He/she plays an important role in learning and development of knowledge. Knowledge is not passively received or absorbed by the learner but actively built by him/her. This implies that knowledge cannot be transmitted from one learner to another by the teacher, but Learners have to construct this knowledge themselves through the small groups of discussion, share responsibility and task to each and everyone in the group cultivating a spirit of team work leading to better performance.

Constructivism has emerged as an influential doctrine in education in the last two decades. As an area of study it has roots in multiple disciplines, like philosophy, Geography, psychology, sociology, education. Its earliest votary was an Italian philosopher Giambattista Vico, (1668-1744), who proposed a constructivist theory of knowledge in which he regarded knowledge purely as a byproduct of human construction. This is evident in his words that “The known is the made.” Since then many theorists and researchers have formulated different ideas about constructivism. Today, constructivism is embraced by researchers in diverse fields ranging from the field of Geography to other disciplines. Constructivism is centered on the idea that human knowledge and learning is actively constructed by the learners, not passively received from the teacher. It is created or constructed by the experiencing individual who interact and share ideas. The question we ask ourselves is that, how do learners actively build or 'construct' this new knowledge? They do this on the bedrock of their prior knowledge. Learners in a classroom have their individual experiences and a cognitive structure, which are built on those prior experiences so, as a teacher ,you have to be flexible in your teaching by using diverse means or method when teaching so as to enable the learners participate actively in the learning process .When the learners are actively involved in the lesson, they will understand better and this will go a long way to increase their performance, integration into the society and solving real world problems which is one of the main aim of the CBA producing learners who are able to fit in to the society and acquire knowledge , skills and abilities .

According to Marlowe Page (2005) cited in Liu & Chen, (2010), constructivist learning is a “cycle of questioning, interpreting, and analyzing information, combining information and thinking to develop, build, and alter meaning and understanding of concepts, and integrating new understandings with past experiences” Liu & Chen, (2010), p. 65). Constructivism makes a shifts in education, pedagogy shifts from teaching-centered to learning-centered, the role of the teacher changes from teaching to learning facilitator, classroom setting switches from teacher-fronted to student-centered, the instruction transfers from content-based to outcome-based, rote learning is replaced by meaningful learning Sharma & Bansal, (2017).

Bada and Olusegun (2015), as well as Sarita (2017), attribute essential benefits to constructivist learning. These benefits are: constructivist learning is an active process, students are no longer passive receptors of information, and constructivist learning is transferrable as students are able to transfer their constructed knowledge from the classroom setting to real life, learning involves students’ initiatives and exploration, and learning is implemented in social experience. Constructivist learning includes activities such as

exploration, inquiry, elaboration, discussion, discovery, drawing conclusions, generalization. Due to the fact that constructivist teaching is becoming more and more actual, many countries try to put their curricula according to the constructivist approach. Scholars and educators acknowledge that learning is the process of the construction of knowledge rather than absorption of the information. Therefore, the constructivist approach to teaching develops learners as active, autonomous, collaborative, and skillful learners who are able and capable to create their own knowledge, skills and attitude.

In conclusion, the relevance of this theory to this work is that, the epistemological and psychological premises laid the groundwork for the learning theory of constructivism which started making inroads into deficiencies of traditional teaching and made significant changes in transforming conventional teaching into student-driven learning. So, The CBA aligns with constructivist principles by promoting active and meaningful learning experiences that focus on mastering competencies through authentic assessment and real world application. It also supports the constructivist view that learners construct their own knowledge through experiences and critical thinking which an essential tool is for a 21st century learner.

The constructivist theory also emphasizes that, learning is an active construction process where learners build new knowledge upon the foundation of the previous experiences .this is in line with the CBA which centers on learners achieving specific skills and competencies, encouraging active engagement of learners in constructing their own knowledge. The theory is also relevant in this work as it encourages active strategies such as problem solving, project based learning, and collaboration which involves learners in active task and projects that requires them to apply their skills ,knowledge and abilities ,fostering critical thinking skills and problem solving abilities.. it also help the teacher to be able to identify his position in the classroom as a guide to the learner, and as a facilitator during the teaching learning process as the learner's construction their own knowledge through active participation and total engagement in the lesson. With the theory, the teacher uses different approaches to teaching and learning such as the CBA which is one of the best approach for the accomplishment of the constructivist theory as learner construct their own knowledge through interaction with each other. At this level, Pitchards and Woolard stated that the constructivist is a theory which focuses more on the learner who creates his own understanding and choose or transforms information in to new knowledge.

EMPIRICAL STUDIES

On competency-Based Approach

According to (Lilian., 2021) who conducted a study on Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains in which she carried out studies in five public secondary schools in the northwest region of Cameroon, after experimenting on the Objective Based Approach (OBA) and weighing its contextual inadequacies for many years, decided to conduct a research on the new teaching approach, the Competency Based Approach (CBA). Which was introduced in the Cameroon educational system in 2012 to improve on the performance of students and their ability to be able to solve real life situations. As a result, Teachers in secondary schools whether socialized or not in the approach are compelled to master and use it as a mode of instruction? The switch to this new teaching approach leaves some unattended questions. Are the teachers equipped and ready for the new approach? What are the challenges to meeting the target objective of the approach? What are some of the problems faced by teachers using the strategies in teaching? Based on these puzzling circumstances, she examines the various ways by which teachers acquire knowledge and skills on the use of CBA and the attendant challenges they face in implementing it.

The research she carried out in five secondary schools in the North West region of Cameroon with a selected sample of 145 respondents from five public schools with the use of a questionnaire, revealed that an appreciable percentage of teachers graduated from the training colleges before the CBA was introduced in the Cameroon school system. Majority (96.5%) attested to the fact that they acquired basic knowledge and skills of CBA through seminars, conferences and workshops which were not really frequent to keep them abreast with the dynamics in the art of the model. It was noticed that majority of the teachers found it difficult to implement the CBA because of inadequate knowledge and skills, overcrowded classrooms, limited teaching hours, the bogus nature of the syllabuses, methods and insufficient pedagogic and learning materials. The study suggest that teachers need diverse professional development activities like in-service training, seminars, conferences, workshops, and individual research to continually appropriate, adapt and use dynamic trends of CBA. For this reason, the current study differs from this work in that it focuses on the influence of CBA and its impact on students' academic performance in geography in secondary schools in Yaoundé six sub division.

Another reviewed was that of Mahamat (2011) who 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 competency. His student-respondents comment that most competencies in their learning are irrelevant for their socio-economic insertion, instruction, assessment strategies and the lack of adequate didactic materials. In this situation, it becomes the teachers' responsibility to encourage them to be more active. Garavan & McGuire, (2001) reiterate that the challenge comes from students being less "tuned in" in class whereas it is the responsibility of the teachers to stimulate the learners' meta-cognitive skills. From this context, it is clear that the shift from knowledge based to the CBA involves not only teachers to change their mind-set but also students.

Assessment is also a big issue faced by the facilitators during implementation of the CBA. It is more difficult to assess students' performance in the CBA class than in the conventional class. This might be as a result of the class size or better still the number of students per class. Hatmanto (2011) argues that in the conventional class, premium is given to the students' hard skills through the fixed mechanism of examination, but in the CBA, teachers have to assess both hard and soft skills of the learners. The issue of using students' assignments, projects, student-self assessments, portfolio, tests and examinations as the instruments for collection of student evidences on attainment of knowledge, acquisition of skills and attitudes seem to be a challenge to the facilitators. Hatmanto also emphasizes that the hard skills of students can only be assessed through their learning tasks on daily basis which is really time consuming. 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 self-responsibility for their learning whereas the teacher becomes the facilitator. This requires totally different attitudes for both parties, perhaps even a paradigm shift. Anane (2013) holds that unless initial training and follow up assistance is provided for these facilitators on periodic bases, there is a tendency for teachers to teach as they were taught. In this case CBA trainers quickly slip back into the role of the traditional teachers. This is due to the fact that, it is the same teachers who handle the two systems: Traditional and CBA. Switching from one role to the other might pose a serious challenge for some teachers as they may feel reluctant to fully use the CBA in teaching and evaluating student academic performance, thus affecting the result or performance of the students negatively. This work differs from the above in that, this research is looking at influence of the CBA on

students' academic performance in Geography in Yaoundé six sub division particularly the teaching methods that are used such as the project based method, discussion and problem based method which the work of

Another study reviewed was conducted by Luka M. (2018) on the implementation of Competence-based teaching and learning in Tanzania shows that, the education system which Tanzania adopted from the colonialists was based on knowledge acquisition. Many reforms have taken place in the education since independence but from 1995, when the Education and Training Policy was developed, most of the reforms focused on improving access, equity, quality and capacity building. Following the changing educational demands globally, Tanzania reviewed its education curricula at different levels of education in 2004. The purpose of the review was to improve the quality of education by enabling learners to develop the required skills and competences needed in the world of work. The review resulted into the paradigm shift from the traditional content (knowledge)-based curriculum to competence-based curriculum. This new approach to teaching and learning was formally introduced in the education system in 2005. The shift from knowledge-based teaching and learning to competence-based teaching and learning was followed by the development of competence based curriculum for learning and assessments in secondary education Kafyulilo et al., (2012). According to Komba and Kira (2013), the old curriculum was ineffective as the graduates failed to demonstrate the skills and competences that fully addressed local, national and global market demands.

Considering that CBA is a relatively a new approach to teaching the bulk of studies of the literature reviewed, placed more emphasis on measuring outcomes, rather than set time. O'Sullivan and Burce (2014), suggest that competency-based instruction needs to be matched to domains of learning like psychomotor, affective domain, and cognitive domains (skills, attitude and knowledge). They offer a range of different strategies which they argued is very effective in the implementation of 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. Going by 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 have a full understanding not only of each student but of the learner's interest.

A few other studies focus on the perception of school administrators in the implementation

Sullivan and Downey, (2015) carried out a qualitative study based on interviews with school personnel to document perspectives regarding the motivation behind the shift to CBA, the challenges faced, as well as 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 some of the major challenges in the implementation of CBA. Meanwhile, Student and teacher engagement and increased academic rigor were established as major successes of the CBA. Though the research concluded that CBA contributed to an increase in academic rigor, they failed to look at the methods of teaching such as the project based, discussion, and problem based which are some of the teaching methods under the CBA on students’ academic performance.

Another related study was also conducted by Mwandangi & Komba (2015) on the implementation of Competencies based curriculum in Tanzanian secondary schools. The specific objectives of the study were to examine teachers’ understanding of the objectives of Competency based approach, teachers’ abilities in preparing Competency based lesson plans, to examine whether or not teachers involved students in classroom activities and to find out whether or not teachers practiced formative students’ assessments as per the requirements of Competency based curriculum. A qualitative study involved 186 teacher respondents who were selected randomly from secondary schools in Mbeya region. The data were collected through interview schedules, observation schedules, and review of documents and analyzed by using thematic content analysis. The findings indicated that the majority (86%) of the interviewed teachers did not have the proper understanding of the objectives of CBA. In addition, the majority (78%) of the reviewed lesson plans did not reflect the qualities of a Competency based lesson plan. Moreover, the involvement of students in classroom activities by the teachers who were observed was, in overall, very low. Findings related to student formative assessment revealed that less than 50% of the observed teachers had practiced the formative student assessment. However, regardless of the good effort of the researchers, the study has fallen short in various ways. the study did not investigate on the perceived teacher’s

level of knowledge in implementing CBA and challenges which hinder its effective implementation in secondary schools and its respective solutions. Thus, the current study tried to allow the Evaluator to collect in-depth data in few purposively selected schools using a questionnaire which open and closed ended questions. Moreover, the current study investigated on the extent to which secondary school teachers were equipped with enough knowledge to implement CBA, challenges faced and respective solutions for effective implementation of CBA

Furthermore, Paulo (2014) conducted a study about pre-service teacher's preparedness to implement Competency-based curriculum in secondary schools in Tanzania. The qualitative study which involved 16 pre-service teachers, who were purposively selected, deployed an interview guide and observation checklist in data collection. Findings in this study revealed that although pre-service teachers were aware of the teaching and assessment methods stipulated to be used as part of implementation of CBA, they were not adopting the envisaged methods in their classroom practices. However, this study had various shortcomings which the current study sought to address. Since, the respondents were still students; this current research looks at teachers that are already in the field. Although the study investigated on the preservice teacher's conception of CBA, it fell short in examining the frequency by which CBA strategies were applied by teachers, their attitudes, challenges encountered in secondary schools in implementing CBA and its possible solutions. Thus, contrary to the reviewed study, the current collect data from teachers who have assumed their fully responsibilities as teachers and to study few purposely selected respondents on the investigated variables. Also, the current study examined specifically the extent to which teachers were equipped with knowledge and the extent to which teachers had applied the CBA strategies and skills in impacting students' performance.

PROJECT BASED LEARNING

Kwietniewski, Katelyn, (2017) Reviewed literature on project-based learning on a study that was published in 2012 looked at the impact of a professional development program that took place over the course of a week during the summer. This professional development was designed to assist teachers in developing effective project-based learning lessons that would emphasize the development of 21st century skills by the students. The study found there was a statistically significant difference in the amount of teaching and assessing of 21st century skills by teachers separated into three categories: Do not use project-based learning, use

project-based learning but have had limited professional development, and Use project-based learning and have had extensive professional development. While most believe that project-based learning is mostly a STEM (science, technology, engineering and math), or hands on content teaching technique, this study showed the teaching of 21st century skills through project-based learning is applicable in a wide variety of content areas Ravitz, Hixson, English, and Mergendoller, (2012)

There is also further evidence to show that social learning provides ample opportunity for students to develop and become proficient in skills such as communication and collaboration. Project-based learning provides these students with the opportunity to take part in social learning situations. Collaboration and social learning also provides students with the chance to assume responsibility. They learn to be more independent and accountable for their work. In project-based learning situations, students become accountable to their peers. When students do not follow through with their responsibilities to their peers they often experience greater consequences than if they just held a responsibility to the teacher (Bell, 2010: pg. 40

Students have a greater motivation to take responsibility because they do not want to let their peers down. There is a greater consequence to letting peers down than there is to letting the teacher down. Higher-Order Thinking Other studies have had similar results as well. Project based learning often has a positive effect on a student's motivation to learn.

Most commonly, project-based learning is generally associated with STEM education and secondary schools, which overall are generally taught at the secondary level. Margaret Holm (2011), pg. 2 has done an excellent job in combining an overwhelming amount of research on project-based learning and its effectiveness in the classroom. The research she analyzed was from the first decade of the 2000s. She states the main goal of the methodologies associated with project-based learning is to shift education. This shift will be towards student centered methods that provide opportunity for inquiry and active learning. However, for the optimum learning environment to occur, there needs to be guidance and involvement from the teacher. The data gathered by Holm featured information from private, public and charter schools with students in all grades at the high school level. A variety of subject areas were considered. Among the findings was an overwhelming possibility to increase academic achievement and foster greater engagement. When compared to students who were taught the same information in a more traditional sense, the student group who were taught with the use of project-based learning methods had greater gains in the realms of academic achievement. The students in these studies also claimed the following: Increase in content knowledge, increase in

understanding, more favorable attitudes towards the content and an interest in the subject matter, and More positive views of working in groups and collaborating. Based on research gathered, it appears students tend to have more favorable views of content area and school if they are in an environment that allows for them to have choice on what they're learning and how they're learning the information, Holm, (2011)

Problem-based learning

Pajak et al. (1995) used a qualitative framework with multiple data sources to evaluate their program. Data were collected from direct observations of group interaction, interviews with students and faculty, participation in faculty debriefings, surveys, in-class evaluations, and student reflection papers. The analysis of these data was intended to identify issues by using the actual words of participants. Beebe's (1994) study also used multiple sources to evaluate the PBL experience of student teams. The students evaluated the teacher on a university-adopted form, a student survey on effectiveness of certain aspects of the course was used, and a survey given to the panel of experts who judged student performance was collated. Analysis of these data revealed the portions of the course that appeared to be most effective and least effective to participants. A similar, but less comprehensive evaluation method is also described by Walker (1995, p. 23). The above studies all indicated the importance of participant input to the evaluation process. Whether student performance or program effectiveness is the central issue of the evaluation, assessment activities are an integral part of the problem-based learning experience. They are the culminating activity of PBL, following problem presentation, separation of known facts from unknown issues, individual student research, group analysis of research with possible reiteration of the research cycle, generation of alternative solutions and selection of best solution, and presentation of the selected solution to an audience.

Discussion method

According to Tambo (2012), discussion is a situation in which the teacher and the learners or the learners and other learners talk to one another, sharing ideas and opinions.

Faoyan Agus .(2015) conducted a study on the implementation of discussion technique in teaching speaking. This study was purposed to know the procedures of discussion technique and to find out the strengths and weaknesses of discussion technique when it was used to teach speaking. It was carried out using a descriptive qualitative research. The subject of the

research was the eighth grade students of MTSM 3 Al-Furqon Banjarmasin. The data were taken from observation, field notes and the interview. Further, the data were analyzed qualitatively. It was found that implementation of discussion technique in teaching speaking was suitable with the procedures of discussion technique based on the theories. Based on the data analysis, the researcher concludes that: 1) there were five procedures of discussion technique when it was used by the teacher to teach speaking. Those procedures were providing objective and setting, focusing the discussion, holding the discussion n, ending the discussion, and debriefing the discussion. Those procedures covered learning activities and students' tasks to developed students' pronunciation, grammar, vocabulary, fluency, and expression, and it was also discovered that there were more strengths than weaknesses in the implementation of discussion technique.

This study differs from those quoted in the above section in that it focuses on the influence of CBA and its impact on students' academic performance in geography in secondary schools in Yaoundé six sub division, while according to Lilian F. (2021) who conducted a study on CBA focused on public schools in Bamende looking at the mode of appropriation and constrains. The CBA was adopted in the Cameroons educational system since (2012) to help the 21st century learner to be able solve real world problems and fully integrate into the society. This research therefore is conducted to investigate whether the CBA has an impact on students' performance in geography in secondary schools in Yaoundé six sub divisions, looking particularly at the teaching methods used while Luka M. (2018) conducted a study on the implementation of Competence-based teaching and learning. In addition, twelve years have elapsed since the introduction of CBA in Cameroon and there was no clear evidence of whether or not teachers were versed with it methods of teaching or not. In this regard, it was pertinent to conduct a study on the CBA in Cameroonian secondary schools, to ascertain whether its methods of teaching have any effect on students' performance. Also, this study investigates students' performance since the introduction of the CBA in the field given the fact that, most of the teachers were not trained before the CBA was introduced.

Conclusion

This chapter examines the research, writings and declaration made by earlier researchers. It examines the empirical literature and brings out the theories used in the explanation of this research work. It therefore ushers us to chapter three

CHAPTER THREE

RESEARCH METHODOLOGY

This study aims to examine the impact of CBA on the performance of students in Geography in some selected secondary schools in Yaoundé VI sub division: An analysis of teaching methods. This section discusses the research methodology used for collecting and analyzing data. It reveals the processes used to collect data from the field. The section opens with a description of the research design and how the study was carried out. Next, we will discuss the study area, the population of the study, the target population, and the accessible population from which our sample size was derived. We will then move to the sample and the sampling techniques that were employed. The data gathering tools and methods for validating them were discussed. Pilot testing and ethical considerations were also discussed. The processes for administering the instruments and data analysis techniques were then presented.

RESEARCH DESIGN

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

The research method used in this study is the qualitative research method. The study adopted the eclectic approach, combining literature review and filed survey, because it identifies and obtains information on the characteristics of a particular issue. Generally qualitative research design offers a comprehensive picture of social phenomena or human realities and situations which help to understand the social world using its participants' viewpoints.

The researcher adopted a case study research design as the study attempted to gather opinions of the classroom teachers on the impact of CBA on students' performance in Geography. This case study design was chosen because the researcher sought to examine the impact of CBA on the performance of students in some secondary schools in Yaounde VI sub division; an analyse of teaching methods.

The research design answers the following questions that the researcher may encounter during research.

- what is the study about?
- where will the study be carried out?
- what type of data is required?
- what period of time will the study include?
- what will be the sample design?
- what techniques of data collection will be used?
- How will the data be analyzed?
- In what style will the report be prepared? .The research design that is used in this work is a descriptive and content analysis.

Area of Study

This study is carried out in Yaoundé VI subdivision in the Centre region of Cameroon. This subdivision is located in Mfoundi division which covers an area of 297km² and as of 2024 it has a total population of about 2.342.747 and it is one of the ten (10) divisions that make up the Centre region. By law N° 87-15 of July 1987 of the Cameroon government, Yaoundé was transformed from a rural to an urban council. The changes that occurred from community to council equally transformed and transferred duties and powers, shifting them from the Mayor to the Government Delegate, appointed by the presidency. The constitutional law of January 18th 1996 modified the system of the urban council which remained under the Government Delegate, but created 6 new urban councils in Mfoundi division (Yaoundé I, II, III, IV, V, VI and VII) endowed with elected Municipal councilors.

This subdivision was chosen considering the existence of about 30% educational institutions that make the center region in this sub division. The center region equally comprises of a variety of schools beginning from nursery, primary, Secondary and university. Also, being the political capital of the country it harbors inhabitants from different backgrounds, ethnicity and religion. The region is divided in to 10 divisions with major ethnic groups such as the Ewondo, Bassa and the Vute.

Also, the subdivision is accessible to the researcher and this favors easy collection of data as well as easy access to the different schools considering the location of the researcher. In addition, the area was chosen considering the fact that there are so many private schools in the

subdivision. The calm atmosphere and stability of the region and subdivision in particular equally favors the easy collection of data for the study.

Figure 2: Map of Mfoundi Division



Population of the study

This study has a total population of 7 participants from whom data was collected. The research was carried out in four private schools: Mada international collage obili (2) Yaoundé, English high school Scalom (E H S) (2) Champions Secondary and High school (2).and Franky Secondary School (1) These schools were chosen to represent secondary schools in Yaoundé VI since they are among the schools in this subdivision where the CBA syllabus is implemented. To collect data an interview guide was used to collect data from Geography teachers of form five and an observation check list. A total number of 7 teachers took part in the study.

However, in order to make sure that all the teachers participated, I collected their various time table form the dean of studies and I also collected some of their phone numbers from the Head of school (HOS) for easy access.

Constructions and Description of Instruments

The instruments that were used for data collection were, interview guide and observation check list for teachers that was designed to evaluate teacher Method of teaching in the context of the CBA in the classroom The interview was prepared for teachers, comprising of 8 questions. And an observation check list.

Interviews

Interviews have several advantages over questionnaires and other data collection methods, particularly in terms of gathering in-depth, qualitative information through direct interaction with participants. Some of the key advantages of interviews include:

1. **Probing and Clarification:** Interviewers can ask follow-up questions, probe for more detailed information, and seek clarification, allowing for a deeper understanding of the participant's responses.
2. **Flexibility:** Interviews offer flexibility in adjusting questions based on the participant's responses, allowing for exploration of unexpected insights and the ability to adapt the interview to the individual participant.
3. **Rapport and Trust:** Interviews can help build rapport and trust between the interviewer and the participant, creating a comfortable environment for sharing personal or sensitive information.
4. **Non-Verbal Cues:** In face-to-face or video interviews, non-verbal cues such as body language, facial expressions, and tone of voice can provide additional context and insight into the participant's responses.
5. **Contextual Understanding:** Interviews allow for a deeper understanding of the participant's experiences, perspectives, and motivations within their specific context, providing rich qualitative data.
6. **Participant Engagement:** Participants may feel more engaged and valued during interviews, leading to more thoughtful and detailed responses compared to written questionnaires.
7. **Personalization:** Interviews can be tailored to each participant, allowing for a personalized approach that considers individual experiences and viewpoints.
8. **Proactive Exploration:** Interviewers can proactively explore new themes, ideas, or issues that may emerge during the interview, leading to a more comprehensive understanding of the topic.
9. **Flexibility in Timing:** Unlike questionnaires with fixed response options, interviews can take as long as necessary to fully explore a participant's experiences and perspectives.

The interview questions for teachers were eight which aim also to set out and give teachers the opportunity to give their opinions on how the CBA has affected students' performance in one way or the other.

Validation of Instruments

After choosing the research topic, the methods of data collection and analysis were discussed with the supervisor. The validation process was carried out in order to check the appropriateness of instruments for administration. The interview and observation check list questions were then designed and presented to the supervisor for correction and validation. After a critical examination to ensure that the data collected would help in answering the research questions, several corrections and suggestions were made by the supervisor. After all these were done, it was judged to have attained face validity.

Target Population

Target population refers to a specific subset or segment of the whole population that is the primary focus of the study (Willie, 2023). The target population for this study was 5 private secondary schools in Yaoundé VI subdivision.

Accessible Population

Accessible population refers to the subset of individuals within the target population that are feasible and available to study that is, the portion of the target population that the researcher can access and obtain data from. In this study, the target population includes some selected private secondary schools in Yaoundé VI subdivision. Out of the five private schools targeted, four out of the five were accessible.

Sample and Sampling Technique

A sample is a group of elements or a single element from which data are obtained. According to Bhardwaj (2019) a sample is a group of people, objects, or items that are taken from a large population for measurement. Therefore, a sample is a subset of a population considered to be a representative of the entire population. Creswell (2012) holds that if sample are properly selected, they can provide meaningful and accurate information about the population. They further stated that the sample size is determined by the amount of heterogeneity of the variables in the population. The sample size of this study consisted of 7 geography teachers selected from some secondary schools in yaounde vi sub division

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample.

Sample design is determined before data are collected. (Kothari, 1990). A good sample design must consider the following:

- (a) Sample design must result in a truly representative sample.
- (b) Sample design must be such which results in a small sampling error.
- (c) Sample design must be viable in the context of funds available for the research study.
- (d) Sample design must be such so that systematic bias can be controlled in a better way.
- (e) Sample should be such that the results of the sample study can be applied, in general, for the universe with a reasonable level of confidence (Kothari, 1990)

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

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

Purposive sampling technique was used to collect data from the 7 selected Geography teachers. Purposive sampling is a non-probability sampling technique where researchers deliberately select individuals or elements from a population based on specific criteria or characteristics that are of interest to the study. Unlike random sampling methods, purposive sampling involves a subjective selection process where the researcher uses their judgment and expertise to choose participants who can provide valuable insights or information related to the research objectives. Advantages of purposive sampling include:

- 1) **Targeted Selection:** Purposive sampling allows researchers to target specific individuals or elements that possess the characteristics or attributes relevant to the research question. This targeted selection can help ensure that the sample is highly relevant to the study objectives.
- 2) **In-depth Understanding:** By selecting participants based on specific criteria, researchers can gain in-depth insights into the phenomenon under investigation. Purposive sampling allows for the selection of participants who have unique perspectives, experiences, or expertise that can contribute valuable information to the study.
- 3) **Efficiency:** Purposive sampling can be a time- and cost-effective sampling method, as researchers can focus on recruiting participants who meet the desired criteria without the need to randomly select a large sample from the entire population.
- 4) **Access to Hard-to-Reach Populations:** Purposive sampling is particularly useful when studying hard-to-reach or marginalized populations, as researchers can intentionally select participants who represent these groups and provide valuable perspectives that may not be captured through random sampling methods.
- 5) **Flexibility:** Purposive sampling offers flexibility in sample selection, allowing researchers to adapt their sampling strategy based on the evolving needs of the study. Researchers can adjust the selection criteria or include additional participants to ensure a diverse and representative sample.
- 6) **Expertise and Knowledge:** Researchers' expertise and knowledge play a crucial role in the selection of participants in purposive sampling. By leveraging their understanding of the research topic and objectives, researchers can identify and recruit participants who can offer valuable insights and contribute to the study's findings.
- 7) **Tailored Sampling Strategy:** Purposive sampling enables researchers to tailor their sampling strategy to meet the specific requirements of the study. Researchers can choose from various purposive sampling techniques, such as maximum variation sampling, homogenous sampling, or snowball sampling, to achieve different objectives and enhance the quality of the data collected.

In summary, purposive sampling is a valuable sampling technique that allows researchers to strategically select participants based on predefined criteria, leading to targeted, in-depth, and relevant data collection for research studies across various disciplines.

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

Validity of the instrument

The validity of the observation check list and interview guide is essential to ensure that they accurately capture the intended constructs and provide reliable data for the research. Several key aspects were considered;

1. **Content Validity:** The observation check list and interview guide were developed through a rigorous process that involved a comprehensive literature review, expert input, and pilot testing. This ensured that the questions cover all relevant aspects of the research topic and are comprehensive and relevant.
2. **Face Validity:** Feedback from potential participants and experts was sought to assess the appropriateness and relevance of the questions. This process confirmed that the questions make sense and are suitable for the intended purpose.
3. **Construct Validity:** The questions in the observation check list and interview guide align with the theoretical framework and effectively capture the concepts or variables of interest in the research. This ensures that the instruments measure what they are intended to measure.
4. **Criterion-related Validity:** The questions in the observation check list and interview guide were validated against previous research findings and established measures to demonstrate their accuracy in measuring the intended constructs.
5. **Transparency of Development:** The process of developing the observation check list and interview guide was transparent, detailing how items were generated, refined, and selected. This transparency enhances the validity of the instruments.
6. **Piloting and Revisions:** Piloting and pre-testing were conducted to refine the observation check list and interview guide based on participant feedback, enhancing their validity.
7. **Researcher Reflexivity:** The researcher's reflexivity and awareness of their own biases and assumptions were considered during the development of the instruments. Steps were taken to mitigate potential validity threats stemming from the researcher's perspective.

8. **Trustworthiness:** Criteria such as credibility, transferability, dependability, and confirmability were addressed in the development of and instruments, ensuring their validity.

Reliability of the instrument

Reliability of the instrument is the degree to which the instrument consistently measured what it is expected to measure. In this research, the researcher used the test and retests reliability of the instrument. The researcher used two groups of respondents to collect data from them. The questions were re-administered to the same group of teachers and the results were still the same and the interview was administered to two groups of teachers and the result was still the same. It showed that the instruments were reliable and can be used for the study.

Administration of the instrument

After the construction of the observation check list and the interview guide for teachers, the researcher then proceeded to present to the supervisor for validation, after which she moved to the field to administer to teachers teaching Geography after obtaining a research permit from the faculty sign by the dean. From school, the researcher met the principals of the different institutions to permit her to obtain some information from the teachers who teach Geography. The researcher then went ahead with the permission from the head of school (HOS) The researcher also pleaded with the teachers to respond with honesty and sincerity as it is on the basis of their response that conclusions will be drawn and assured them of confidentiality of any response given.

Method of data analysis

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

- Looks for differences and find reasons for them;

- Captures good information and rich quotes, and then uses them;
- Makes use of positive comments given by the participants
- Does not avoid negative comments;
- Takes note of ambiguous comments;
- Takes note of joking statements and unserious words
- look at the level of enthusiasm when responding to the questions

Before data analysis can take place, it must be preceded by the collection of data. The researcher used face-to-face interviews simultaneously with non-participant observation (Ratcliff, 2015; Madden, 2007). After that, data transcription followed. This is the transcriptions of audio files into MSWord files which was then ready for coding. The total length of the audio files was 5 hours and an average transcription time was 1 hour per file. The transcription took approximately 8 hours.

After data transcription, the next step was to apply qualitative data analysis through constant comparison of emerging themes. Before this is done the coding, process must take place. Sarantakos (2005) defines a code as a symbol or a set of symbols used in measurement and analysis in the place of responses collected through social research. Social scientists define data coding as finding tags for assigning units of meaning during the study. Codes are usually attached to chunks of varying size – words, phrases, sentences, or whole paragraphs connected to a specific setting (Neuman, 2006).

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

Ethical considerations

According to Creswell (2012) research ethics are the set of ethical guidelines that guides how scientific research should be conducted and disseminated. Research ethics simply refer to respecting participants' rights and dignity, avoiding harmful activities and operating with

honesty and integrity. The obligation of the researcher is to guarantee the privacy of the participants and ensure that their participation in the research activity is voluntary.

In carrying out this research on the topic competency-based approach and its impact on students' academic performance in Geography in some selected secondary schools in the Yaoundé VI sub division: An analysis of teaching methods the following ethical considerations will be taken into consideration.

Before the data collection, the researcher explains the purpose of the study and the data collection methods to the participants. The researcher also assured them of the confidentiality and anonymity of the collected data. That is the data will be used only for the purpose of this research and nothing else.

- Also, the researcher will pass through the administration of each school to seek the consent of teachers involved with which they will decide to participate voluntarily without any form of coercion
- All the responses and information of participants will be kept confidential

Conclusion

In this chapter , the researcher explore the various data collection methods commonly used in qualitative research such as interview and observation check list and analyse using content analysis involving systematically analysing of texts to identify themes .The researcher also discusses the area of study, construction of instruments.it finally looks at the ethical consideration.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESEARCH FINDINGS

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

Analysis of interview guide for teachers

The interview was administered to strategic teachers, in order to get the in-depth of the competency-based approach, and the teaching methods under the competency-based approach (project-based method, discussion method, and problem-based method). The interview was conducted using WhatsApp voice notes and face to face contact with the participants. And they were transcribed to text using the online platform Speechnotes.com'. Here is a summary of the duration of the interview

Table 1: Duration of interview per participant

Participants	Duration of interview per participant
Participant 1	15minutes
Participant 2	15 minutes
Participant 3	15 minutes
Participant 4	15minutes
Participant 5	15minutes
Participant 6	15miuntes
Participant 7	15minutes
Total 7	Total 105minutes

Impact of competency-based approach on students academic performance

1 Understanding CBA

2) First time the approach was heard

3) Effective teaching approach in learner's performance

This part presents the biographical information of the participants. It further presents the qualitative results generated from semi-structured face-to-face interviews, through content analysis. This part ends with the interpretation of qualitative results.

Biographical information from the participants

The study collected information on participant's biographical information from seven (7) participants including four (4) males and three (3) female. All participants declared to be administrative staff of the school and they gave all the necessary information about their position, occupation, sex, age, language, years of experience and the future vision. The study indicates that all participants were eager to take part in the interview as answers gotten did not show any difference in terms of background information. As such, the researcher could not categorize the variables such as age, residential area, and grade level of the participants in this study. The table below presents the biographical information of the participants.

Table 2: Category of the participants in the qualitative phase

Participants	Sex		Total
	Males	Females	
Participant 1	1		1
Participant 2	1		1
Participant 3		1	1
Participant 4		1	1
Participant 5	1	1	1
Participant 6	1		1
Total	4	3	7

Source: Fieldwork, 2024.

Participant one

Participant one was the Head of department for geography in the school. He was the researcher's first choice to collect indebt knowledge on the studied phenomenon. The

participant provided us with sufficient and adequate information about his experiences in school. He was said to be in between 50 years and was a holder of PHD in the field of Geography. In terms of experience, the first participant informed us during our fieldwork that it is almost close to 20 years that he has been in the teaching field.

Participant two

Participant two in our qualitative phase of data collection was a GCE examiner who has been marking the GCE ordinary level Geography for the pasts 10years. The participant admitted to be in between 40 and 50 years. He equally informed us to be residing around the Yaounde IV neighbourhood. The participant informed us that he is a holder of a master's degree obtained at the University of Yaounde 1. In terms of experience as a GCE examiner, the participant informed the researcher that it is close to 17years that he has been teaching. This was beneficial to us since it gave us the opportunity to share his rich experiences about the studied phenomenon.

Participant three

Participant three in the present qualitative phase of data collection was a still a GCE examiner. This participant was a female participant in the qualitative phase of data collection. She told the researcher she was in between 40 to 45 years old. She made the researcher to understand that she was equally involved in the implementation of the CBA. In terms of experience as a Geography teacher and a GCE examiner, the participant admitted that it is now 18 years that she has been teaching. She went ahead to tell the researcher that she has a lot of experiences in the field. She equally said that she lives around the Biyem-Assi neighborhood.

Participant four and seventh

The fourth participant and seventh in the qualitative phase of data collection was equally females; these participants admitted that she has been doing a lot to reinforce the implementation of the CBA in teaching Geography. They admitted to be a holder of a master degree from the University of Bamenda. Both equally made mentions to be close to 38 years old. Participant also admitted to possess a good number of experiences in regards to teaching methods under the CBA. As such, they were regarded as a resource for the present study and they both live around carrefour obili not far from the school.

Participant Five

Participant five in our qualitative phase of data collection was equally a GCE examiner who has been marking the GCE ordinary level Geography for the past 15 years. The participant admitted to be in between 40 and 55 years. He equally informed us to be residing around the Yaounde IV neighborhood. The participant informed us that he is a holder of a master's degree obtained at the University of Yaounde 1 at the faculty of Geography. In terms of experience as a GCE examiner, the participant informed the researcher that it is close to 20 years that he has been teaching. This was beneficial to the researcher since it gave the researcher the opportunity to share his rich experiences about the studied phenomenon.

Participant six

Participant six was the Head of department for geography in the school. He was the researcher's choice to collect in-depth knowledge on the studied phenomenon. The participant provided the researcher with sufficient and adequate information about his experiences in using the various teaching methods in the context of the CBA. He was said to be in between 35- 45 years. In terms of experience, the participant informed us during our fieldwork that it is almost close to 15 years that he has been in the teaching field.

Thematic analysis of the data

As mentioned above in chapter three, a thematic approach to data analysis was employed for the present study. In doing so, a checklist was used as a tool to facilitate the analysis and the interpretation of the results of the findings. This approach follows different stages such as data organization, familiarization with the data, data coding, the identification of themes and sub-themes and the examination of themes.

Data organisation

The data collected from the field were transcribed with the participant's numbers. Confidentiality and anonymity was secured in order to guarantee the protection of the participant's identities. The researcher ensured this by removing identifiable names from transcripts and replacing it with pseudonyms instead of the original names of the participants. In this case the code attributed to the participants was P1 to P7, which correspond to participant one to participant seven.

Familiarisation with the data

Data familiarisation consisted of relying in the evidence presented in the transcripts, the literature and the conceptual framework which underpin the present study. The researcher used codes to present emergent statements or concepts which were highlighted with a pen so as to connect with the data and facilitate the understanding of the participant's experiences. Here, a preliminary coding was employed as recommended by thematic approach.

Identification of themes and sub-themes

This stage consisted of carefully identifying themes and sub themes, group of comments, and participant's detailed rich experiences. From the study, the researcher identified six principal themes from which a number of sub themes and categories emerges as the researcher proceeded in analysing the data. in each theme, a maximum of three or four sub themes was identified. This permitted us to have a rich insight about the studied phenomeno

Examination of themes interpretive mode

This consisted the final step of data analysis in the qualitative phase in the present study. Here, the researcher examines the themes through the interpretive mode which has to do with one's personal interpretation in line to the themes and sub themes. This were used as answers to the various research questions in the study.

Theme one: understanding CBA

Competency-based approach refers to the acquisition of knowledge, skills, and abilities needed to accomplished a particular tasks. A number of experts in this definition believed Wong (2008), the competency-based approach referred to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviors students should possess at the end of a course of study. (p.180).One of the participant stated that

“CBA has to do with acquisition of knowledge, skills and abilities by the learners who are considered to be at the center of learning and teaching .That is why when you look at questions in geography, they are in that domain because the learner is at the center, for example, You look at GCE questions, they are competent oriented.”

Another participant perceived competency based approach as:

“ student centered method of teaching which I can say that , the learner is the one who has to do must of the things when it comes to teaching and learning. This approach in teaching is very recent and has help in some way to improve on students ' performance even though there are difficult to implementation ”

The participants in the study sees CBA an approach to teaching and learning which the learners are at the centre of learning meaning that, the learners are the ones who do must of the work while the teacher in this case acts as a facilitator or a guide to them. as an indispensable tool for school governance. They believed that, with the approach in teaching and learning it will go a long way to increase the performance of the learners. This is why some participants say that, the approach should be focused on the learners..

According to participant 3, p4, p5, and p7

Competency base approach is that approach that the learners are placed at the center of the teaching learning process. And this approach believes that the learner is not empty. Because at first when we were still using the objective based approach, the teachers was at the center of teaching and learning. But, with the competency based approach, when you present a problem or a topic as a facilitator not a teacher as we now called it, you first of all get the idea of the from learner about that topic or about that situation before you say any other thing. So they assume that with this approach, the learner is not ignorant or empty but has previous knowledge which he or she must have gotten either from life experiences or from the environment

For the sixth participant CBA means;

“As you put it, CBA which means competency based approach in terms of understanding, it is a learner centered approach in which whatever thing the teacher does, the teacher puts the learner at the center. The teacher considers the learner's ability to understand what is supposed to be done and how that knowledge that the student or the learner is going to gain will help the learner in his or her everyday life to solve problems. So when we talk about CBA, it is empowering the learner with those skills that student need to be able to solve his or her daily life activities or challenges that most often ”

From the above responds, we can summarise that the CBA is an approach to teaching and learning which puts the learner at the center of process .In this approach, the learner does the

work given by the teacher who acts as a facilitator to the learners and not a dictator who dictates everything about the lessons.

From the above theme, the subtheme that emerges was the meaning of CBA it was the first identified because it addressed the need to determine how teachers explain the CBA. The overall finding from the schools indicates that teachers were not competent in defining the concept of CBA. For teachers in the sample Schools, the researcher had to spend time explaining the components of CBA before they could respond. Words such as facilitation, critical thinking, skills, outcome-based, would be expected. But the only word frequently used by the participant was learner centered method. This finding indicates that regardless of years of experience, teachers were not conversant enough to explain the meaning.

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

First time the approach was heard

All the participant attest to the fact that, they heard about the approach from seminar, workshops that were organised to enlighten the them more about the approach since it was adopted when most of the teachers were already teaching. The aim of this was to empower the teacher was is now regarded under this approach as a facilitator or a guide to the learners to be able to teach the learners using different and modern methods of teaching which are more practicable, involving mostly the learners who are at the center doing the work and the teacher only directing them on how to go about it .Given the fact that the teacher is a facilitator and no longer a transmitter he or she needs to learner more and empower themselves with skills and abilities to able to play their role well.

According to participant one:

.’’ I heard about the approach in the seminar that was organized by MINSEC when the approach was just introduced in 2012 and must of us who were teaching were finding a lot of difficulties using it .i quiet remember very well the seminar took place for about three days with series of workshops in Bamenda ‘’(p1)

For participant two

“I heard about the approach in a seminar that was organised by the ministry of secondary education to empower the teachers with the necessary knowledge they needed to carry out their jobs effectively. That was in 2019” (P2 &3).

Participant three

So in the course of my training, I was doing some research when they were teaching us the various teaching methods. So I came across CBA. But at that time we're not actually being taught the CBA. We're still teaching the old teaching approach. So my first time of getting it was 2008 and It was during my final year in ENS .

Participant 4

I heard about the approach in a seminar in 2021 in yaounde which was organised by ministry of secondary education .I think that was the second time I heard about the approach

Participant 5, p6, and p7

They also heard about the approach in workshops that we organized by the ministry of secondary education to promote the implementation of the CBA approach

In summary most of the teachers heard about the approach in seminars that were organized by the ministry of secondary education .Therefore, we can conclude by saying that most of the teachers in the field completed before the CBA was introduced meaning that, they don't really know more about the approach. Hats why, the ministry of secondary education is putting in place all measures to equip the teachers with the necessary knowledge , skills and abilities to be able to fit in to the Goal number four from the sustainable development Goals which talks about quality education which one of the ways is through the proper implementation of the CB

Effective teaching approach in learner's performance

The effective teaching approach and learners performance is believed by must participant to have a little significance in the performance of students as the performance of students has not really improved since it introduction in 2012 in our educational system(MINSEC2012) The results of the findings reveal that, the performance of students in geography has not really

improved as the implementation of this approach is still a problem to both teachers and learners who don't yet have a good mastery. The effective teaching and learners performance can be justified by the participant's verbatim.

Participant 1

'If there's any subject that followed the CBA, it should be geography and the teachers are up to tasks. That's why when you look at questions in geography, they are in that domain. You look at GCE questions, they are competent oriented which has gone a long way to improve if not really much on the performance of learners especially in the last years' p1

Participant 2

'The competency based approach has help in some way to improve on students' performance even though there are difficulties faced by the teachers to fully implement it and significantly increase the performance of students in geography especially in the private schools where the population is not much' p2

Participant 3

'The performance of students is not really the best. I really want to say performance are dropping because CBA is borrowed and imposed on some of us teachers who don't understand well what it is all about. So, for CBA to work and performance to increase it means that they have to completely change the system of education and implement fully the CBA with well trained teachers who are versed with the approach to teaching and learning' p3

Participant 4

'The implementation of the CBA is actually a problem because you will discover that, the performance of students has not changed in any way given the fact that the teachers themselves don't really master the approach to teaching and learning. Most of the students don't even follow up the learners or the group work which goes a long way to impact their performance.' P4

Participant 5 and 6 said almost the same thing

The CAB and effective teaching and learning has not really increased the performance of students for the past years as the implementation is still a very big problem as the teachers themselves don't even master the approach in the teaching and learning process.

Use of teaching methods

Teaching methods are the various approaches used by the teachers to transmit knowledge skills and abilities to the students. Some of them are discussion, problem based learning, and project based method. According to **Tambo (2012)** it is a standard procedure for presenting subject matter and organizing teacher-student interaction during a lesson. The following are some of the views from the participants concerning the use of teaching methods in the context of the CBA.

Participant 1

Now, some of us who know it, there are times that I'll choose not to use it because I'll feel that I'm overdoing it at one moment, I'll feel that it is costly because I cannot spend money to buy concrete materials that will not help me and for that reason, I may decide to keep my money, I don't use it. So it means even if I take about 60% who are not following it because probably they don't know and those of us who know it and we have challenges of using it, because the system doesn't encourage it.

Participant 2

The implementation of the teaching method is actually a problem because you discover that most of the teachers especially those who completed training before it was introduced don't have a good mastery of the teaching method and even if they do just very few put them in to practice .As a matter of fact, it is still a big problem.

Participant 3

The use of teaching methods in the context of the competency –based Approach is still a serious problem .The application of this new teaching methods is not really welcome by many teachers even if you check around must don't use them because of so many reasons ,which one can be lack of didactic materials,

Participant 4

Teaching methods under the CBA which were introduced are very good and effective teaching methods which if well implemented can go a long way to greatly increase performance .But, I for one don't really use them often because of either one reason or the other.

Participant 5

Before the new methods of teaching were introduced, most of the teachers had already graduated from training. For example somebody like me graduated since 2009 and the approach was introduced in 2012 .I am versed with the old method of teaching and switching easily to the new method is not an easy task as you may think. Remember that most of us just have a little knowledge about it through seminars which is not that enough to carry us through .thus, to fully use these methods in teaching is not really easy.

Participant 6

The use of these methods of teaching is not really the best to me as compared to the other methods of teaching which I for one is used to .carrying out projects is not easy it needs a lot of time and efforts not forgetting money which is usually a problem.

Summarily, the use of the teaching methods in the context of the CBA is still posing a lot of issues to teachers in the field. From the interviewed above , we can say that most of the teachers in the field make very little use of the various teaching methods under the context of the CBA .most of them attest to the fact that they don't really use the methods in teaching because of one reason or the other .As a result, we can conclude by saying that the use of these methods of teaching in the context of the CBA is still a problem to many who for one reason or the other see no use in implementing them or putting them in to practice as to many they are time consuming.

Performance of students since the introduction of the CBA

The ability of the students to be able to apply the knowledge, skills, and abilities in the teaching learning process cannot be fully achieved and performance improved upon if both teachers and students don't interact. Since the introduction of the CBA in 2012 in to our educational system we can determine that it has significantly impacted the performance of students following the responds gotten from the field from the various participants. According to most of the participants, the performance of students has improved, producing more A grades than before while to some others they are dropping.

First participant & third

According to the first participant in line with the 3rd participant, the performance of students have improved following the introduction of the CBA since 2012. According to them, they

have been teaching before the CBA was introduced and they can boldly say that, it has brought about and improvement in the performance of students compared to other educational approaches that were used in the past. They also added that, if the teachers and students should double their efforts we will have very excellent results more than the ones we have now, taking education to the next level.

Second participant

The performance are instead dropping to me, lack of materials, classroom size, laxity on both the part of the students and teachers to double their commitments and give it the value it deserves , the type of students we have nowadays that don't have time for anything even their own studies .for example under the objective based approach we had good result but now, what we have is just manageable results not actually reflecting the CBA and its aim.

According to the 4th participant

The performance of students since the introduction of CBA has not really improved per say .looking keenly at the performance in the past 3 years, we will notice that it not actually portraying the CBA and what it stands for because with this approach to teaching and learning we are supposed to produce excellent results.

Participant 6

Students performance under the CBA has improved according to me even if the GCE marks are not actually showing it, when we talk about CBA is not only about knowledge but other aspect such as what can the student do with this knowledge they have received? can they apply it in real life and integrate in the society? If yes than we can now say, the performance has improved which is the case here as students can now use the knowledge to fit in to the society

We can conclude by saying that, the CBA has a significant influence on the performance of students in Geography since its introduction in to our educational system.

Classroom arrangement and students' performance in Geography

Classroom arrangement ,is the physical setup and organization of a classroom, which can significantly impact teaching and learning .According to Fred Jones in his book ‘‘Tools for Teaching ‘‘emphasizes the importance of classroom management through efficient arrangement .He suggest that seating arrangements should allow teachers move freely and

have proximity to all students ,which helps in maintaining discipline and engaging students .K.Wong also talks about arranging the class to promote students interaction and facilitate different teaching methods, such as group work and individual work In order to effectively arranged our classrooms, the teachers must be flexible, collaborative and interactive, minimizing distractions. This is because in the 21st century, the classroom is supposed to be well-thought –out that can lead to improved students behaviour, increased participation and better academic out comes. Teachers also have to be flexible and willing to always arrange the class each time to suit their lessons and the students too. The data obtained from the participant`s experience about the phenomenon reveal that, the classrooms are not really arrange in such a way that it fits the CBA very well as some classes don't even have switch or even electrified which is a serious problem to digitalized the lesson in such a classroom. Another participants says

It is difficult to apply CBA in my class as a Geography teacher because you need to be able to have a one to one discussion, follow up students to see if they are actually applying what you are explaining to them. Now in terms of the classroom it is not structured in such a way that you can easily move around and follow students up to monitor what they are doing.(p3)

In fact, the classroom setting is not standard. It is all about what the teacher wants to achieve for a day, the kind of lesson you want to deliver on that day. So, you need to always reorganize that class to fit the lesson you want to do. And one of the main things about the CBA too is about preparation before the class. When the lesson is well prepared before the class, then the aspect of how the lesson would look like would be well answered.(p4)

Difficulties involved in using these methods in teaching Geography

The teaching learning process in the context of the CBA has some difficulties that the teachers encounters during the process of teaching and learning which if care is not taken can go a long way, to cause a decrease in the performance of students in Geography.

Participant one

Let's talk of resources used to teach the lessons is still a problem given the nature of our classrooms structure do you think that is easy to provide resources to those students to carry out the lesson? Can you be able to carry out the CBA approach effectively? Look at the structure of our classes? The first thing I'll begin with this is that we have a challenge in application of CBA when it comes to our classrooms. When you look at the level of the government school that have an enrollment of above 60 per class and above it is very difficult to properly carry out CBA in such sitting, because you need to be able to have a one to one

discussion follow up students to see if they are actually applying what you are explaining to them if not you will be using the same old method of teaching (p1)

The CBA has a lot of difficulties implementing it. One of the issue we face is that some teachers find it very difficult to apply the CBA and they tend to resist instead of engaging in the learning process, which is one of the key values of a teacher learning continuously as far as you are a teacher, you must continuously learn (p4)

As far as the difficulties are concerned, I would say that the major difficulty I have is with didactic materials. You know, since CBA is more of practical at times, there are some topics, that depending on the institution, the didactic materials may not be available which a measure set back is. Also, at times you come and present a topic to learners Since CBA requires that they have to give their point of real time, some of them don't want to talk. They are not willing to talk. So at the end of the day, you, end up, proposing the solutions yourself. These are some of the difficulties I encounter with the use of this approach to teaching and learning (p5)

Participant 3

The CBA to me since it implementation has a lot of difficulties which I for one always encounter when teaching. First and famous, the approach was introduced when I had completed my training in the teachers training college in Bamenda making it very difficult for me to implement it well, also, our system does not encourage the approach for example how many times do teachers go for CBA seminars to be equipped with the skills and abilities they need to fully and effectively carry out this approach? it can be may be once or twice a year. Look at our school infrastructure the teachers cannot carry out the CBA effectively because of lack of space to freely move, overcrowded.

Also, another participant

in private schools there's limited number of hours allocated per subjects which is a great impediment to implement the CBA. I would have loved to implement the CBA to the fullest but the fact that they have just forty five minutes for each lesson makes some of us teachers to use teacher-centered methods so as to cover up with our lessons (p6&p7)

This observation above, is in line with the findings of Timothy (2011) who situates that majority of facilitators at schools complain of limited number of hours on the time table and that some teachers are often overloaded with administrative responsibilities.

In addition, we realised that, one of the challenge teachers faced in relation to the implementation of the CBA was inadequate teaching and learning facilities such as computers, laboratory equipment and text books. They emphasized that most students do not have the required text and work books which made it very difficult to handle some of the lessons as teachers were required to copy some of the learning activities on the board. This became a serious issue given the limited hours allocated for the lessons.

This finding runs in line with those of Kafyulilo et al (2012) who conclude that CBA is not well implemented in schools that lack teaching/learning resources and to large extent teachers have continued teaching using the traditional approaches and assessment as a result of lack and inadequate facilities to implement the student centered approach. These findings also tie with ideas of Renitta et al., (2004) who posit that inadequate library services and relevant texts have made students to search for these services outside the institute and this condition affects the students academically as they delay to submit assignments on required time. This shows that the availability of teaching and learning resources are very crucial in the competency based approach of teaching and learning.

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 student-respondents comment that most competences in their learning are irrelevant for their socioeconomic insertion. He further states some of the challenges as follows; most teachers continue to use the explanation method, they display poor mastery of the method, the large class-sizes which impede the individualization of instruction and assessment strategies, and the lack of adequate didactic materials.

Aschcraft (1994) for his part reveals that the sources of challenges in implementing CBA comprise assessment and classroom management. Competency Based Approach is learner centered, hence small class sizes are preferred to enable effective use of CBA facilitation techniques. According to Makunja (2015), the ideal CBA class size is between 40-50 learners. Currently in most of the institutions in Tanzania, the average class size is a hundred students and above which restrains teachers from attending to individual needs.

Samia & Nadia (2012) studied problems facing teachers in the implementation of 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 lack 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 out that teachers faced a variety of challenges that impeded the

effective implementation of competence-based curriculum in teaching and learning especially lack of effective training on the use of the CBA. Hatmanto, (2011) adds that the Implementation of CBA is ineffective because of lack of readiness among the learners and teachers.

The findings of this study revealed that teachers face difficulties in implementing the CBA as a result of overcrowded classrooms, which makes it very difficult for the teachers to effectively implement the approach and have a one on one with the students. This shows that when the teacher- student ratio is too weak it becomes a serious challenge to effectively implement the CBA. Despite teacher's ability to provide facilitation and coaching tasks at required frequency using the CBA, it was difficult for teachers to pay individualized attention to learners, to motivate and give them stimulus to focus on study because of the overcrowded nature of the class. This is in line with Aschcraft (1994) who asserts that it is very difficult for every facilitator or instructor to develop soft skills to a large number of students when the facilitation is dealing with many students.

The findings of this work also tie with that of Harricharan (2011) who states that a teacher often experience many difficulties to attend to 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, portfolio, tests and examinations as instruments for collection of student's evidences on attainment of knowledge, acquisition of skills and attitudes seem to be a challenge to the facilitators when they deal with congested classrooms.

Equally the findings corroborate the work of Waal (2005) who maintains that it is very difficult to implement a learner-centered approach in teaching in a large class. This study also associates with the study of Bantwini (2010) who states that teachers find it very difficult to cope with a large number of learners in their classes. This indicates that in order to implement CBA effectively the teacher-student ratio should be moderate. This will enable teachers to be able to identify and attend to individual problems during the teaching- learning transaction. According to Makunja (2015), for the CBA to be effectively implemented a class should not go beyond forty learners so as to enable the teacher to be able to manage the class very well, attending to individual needs.

In summary, Some of the challenges highlighted by the various participants in this work were; lack of didactic materials to effectively teach, overcrowded classrooms, inadequate knowledge on how to use this approach, lack of textbooks, students negative attitudes towards assignments, difficulties relating some lessons to real life situations, difficulties in producing teaching-learning aids in some lessons and limited hours of teaching. Most of the participants indicated that the General Certificate of Education (GCE) evaluation is not based on this technique. Other teachers said the CBA is not applicable in all topics, some complained of finances and constant revision of CBA related issues which makes it difficult for them to really know what is expected of them during the teaching learning process.

Of all the highlighted challenges above, it was realized that at most (90%) of participants attested to the fact that they face the above challenges which prevent them from effectively and efficiently implementing this approach during the teaching learning process.

It is difficult for teachers to consider individual needs in the course of teaching. One of the participants teaching Geography clearly stated *“I find it very difficult to fully implement the CBA in teaching because I teach at least 90 students per class. There are times I prefer using the lecture method so as to complete my scheme of work before the end of the academic year and also since it an examination class. Am more focused on finishing the work than equipping the learners with the necessary skills and abilities”* This is an indication that some teachers are concerned more with how fast they can cover the schemes of work assigned to them than the learning outcomes of the learners no matter if the students have acquired the necessary skills or not.

The findings of the study also indicate that majority of the teachers have basic knowledge and skills on how to effectively use the CBA which they got from seminars, conferences and workshops held occasionally. Unfortunately, less practical to keep them abreast with the dynamics in the art of the approach has caused them not to fully implement the approach. The findings corroborate with the work of Anane (2013) which states that teachers can acquire skills on any newly introduced approach of teaching through seminars, workshops on-the-job training and research. Though secondary school teachers listed diverse ways of acquiring knowledge and skills of the CBA, fully implementing the approach is still a big problem.

Furthermore, Majority of the teachers indicated to have some basic knowledge on how to use the CBA, some stated that they found it difficult to implement the approach because of inadequate training. This is an indication that teachers need diverse professional development activities like in-service training. This tie(s) with the view of Boudersa (2016) who holds that teachers’ professional training and professional development is a necessary ingredient to

support innovative and beneficial teaching because most of them come to their career as teachers with little formal professional training or experience in current approaches of teaching.

Tips to ease the implementation of the CBA

The following are some of the tips or solutions proposed by the various participants to improve on the performance of students and implementation of the CBA to produce excellent results.

One of the participants said

“educational materials tailored to Cameroon’s context and curriculum requirements which include the use of teaching methods related to real life situation reflected in our context, assessment tools, and multimedia materials to support teachers implementation of the CBA should be looked in to ”(P3)

Another participant said

Continuous Assessment and Feedback from both teachers and learners will go a long way to help in the full Implementation of the approach. Regular assessments to evaluate teacher’s competencies and provide ongoing feedback will help the school administration to understand their strengths and areas for improvement which will help improve not only the performance of teachers but most especially that of the learners (p2&4)

The above participants proposed that, continuous assessment of teachers and implementation of learner centered teaching strategies will help facilitate the implementation of the CBA, coupled with educational materials that suit our Cameroon context with real life situations that reflect our society will go a long way to ease the implementation process and consequently the performance of students.

Participant 6

Implement a Competency Management System that can be able to make sure that, the CBA is fully implemented to its fullness. This can be easily done with the use of software solutions to track and manage competencies across the school. These systems can help identify skill gaps, track progress of both teachers and learners.

In addition, some of the participants said we have to define clearly the Competencies, bringing out clearly the skills, knowledge, and behaviors required for each role that a learner

has to play in a lesson and the objective we went to attain at the end. If we do all of this, it will help to facilitate or ease the usage of this new approach. These participants also indicated these competencies should be specific, measurable, and aligned with educational goals

Also, in the present study, most of the participants indicated that to enhance their knowledge and skills on the use of the CBA in the teaching-learning process, there is need for in service training, intensive workshops and conferences to help improve on the know-how of teachers in the field. The findings of this study are also in conformity with Darling-Hammond & McLaughlin (1995) who indicate that teacher training and professional development are central mechanisms for the improvement of teachers' content knowledge, skills and practices to meet high educational standards.

The findings align with the Cambridge Professional Development Qualifications (2014) which recognizes the importance of teacher training and professional development by stating that, the most important factor in the quality of students' learning is the quality of teaching gained through pre-service and in-service programmes.

The findings also confirms the work of Cavkaytar, (2006) which emphasis that pre-service training strategies that depend on continuity tune with the new roles for teachers should be offered. Carroll, Jobling and Forline (2003) had foregrounded this position when they concluded that pre-service training programme is very necessary in building teachers knowledge in the implementation of competence based education.

Even though some respondents indicated to have undergone pre-service training where they were trained on the practical aspects of the CBA, some who did not receive this very important part of their training, suggested that for teachers to have adequate knowledge and skills on the CBA, pre-service and in-service programmes should be modified to meet up with the demands of the new approach. This suggestion ties with the ideas of Rosenberg, Sindela & Hardman, (2004) which suggest the need for teachers to undergo a rigorous training programme in order to possess the vital competencies, abilities, knowledge, and skills necessary to carry out the teaching process in an effective and efficient way.

This also matches the findings of Fitch & Kopp, (1990) who posit that in the case where the teachers are already in the field, in-service training programs will be necessary to improve their skills, knowledge, and performance competencies associated with the CBA. Teachers who are already on the field will certainly require more professional development programmes to improve on their knowledge and skills on the implementation of the CBA

The findings also aligns with Wiysahnyuy (2019) who emphasizes that to enhance professional development of teachers, there is need to attend conferences, seminars, workshops, short courses and undergo in-service training if need arises to improve on or gain more knowledge on subject matter, teaching techniques, skills and assessment strategies which are in one way or the other related to the CBA. Though the respondents indicated that there is need for training of teachers to improve on their knowledge, skills and abilities 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 effectively implement it in order to attain the anticipated gains.

The findings revealed that majority of the teachers acquired basic knowledge and skills on how to implement the CBA through impromptu seminars and workshops which however are infrequent to attend to the desired outcomes. Some indicated that although the CBA was introduced before or when they enrolled in the teacher training colleges, they did not really acquire specific knowledge or engage in practical lessons that were based on the use of the CBA in enhancing the teaching-learning process. Most of the teachers indicated that in implementing the CBA they faced challenges such as overcrowded classrooms, inadequate teaching/learning resources, inadequate knowledge on how to use the approach, limited teaching hours for each lesson, limited professional development programmes, students' negative attitudes towards assignments, problems related to some lessons on real life situations and background of students. These challenges constrained teachers to implement the adopted CBA curricula

Although the CBA requires much time, some teachers lost sight of the fact that they could prepare a number of learning activities for students to work on at home or during their study periods at school said (p5). This is an indication that, if the teachers prepare their learning experiences well, and give work for learners to do at home it will ease the complete implementation of the CBA and boost the performance of students not only in Geography but also in other subjects

In summary, If teachers are to succeed in implementing the CBA during the teaching learning process, there is need for teachers to be involved in professional development activities like that will help them to improve on the effectiveness and efficiency such as seminars, conferences, workshops, observation of others teaching using the CBA, in-service training and individual research. Though it may be a difficult task, it is necessary for the student and

teacher ratio to be moderated to align with the UNESCO standard, SDGS standards. It is evident that in most private schools there are some classrooms with more than 60 students and this is a call for concern if teachers are really expected to implement the CBA effectively, as this is the number one hindrance of the CBA approach.

Teachers also need to be proactive when faced with this challenge of overcrowded classrooms so as not to defeat the objective of the CBA which is learner-centered in nature. School management should design sustainable strategies that would alleviate the challenges that teachers and students encounter so as to enable the effective implementation of the CBA.

Bandura (1997) indicates that the information we gain from observing others influence our behaviour. This means that teachers can observe others who are effectively practicing this approach and then model their behaviour. This is really positive because observation of other teachers teaching using this approach will help them to see the practicality of the approach and model them. Observation of others in the art of teaching is an important tool which is encouraged as far as teachers' professional development is concerned. Most teachers fail to teach effectively because they minimize the role of observation in their profession. That is why, one of the participant talked of observation that is, the old teachers who left the training school before the approach was implemented have to take out time to observe those teachers that have been taught on how to use the approach which the participant continue to say this will go a long way to ease the usage of this approach and consequently improving performance of students..

From the findings, it is observed in teachers' engagement with problem based method, project-based method and discussion, as evidenced by the majority of teachers never carrying out projects in Geography due to one challenge or the other. Additionally, the variable application of knowledge received in project-based learning to solve real-world problems poses a challenge, with a significant number of teachers sometimes or rarely applying this knowledge. These challenges highlight the need to address issues related to project-based method, problem based method and discussion method application within the competency-based approach to ensure a more comprehensive and consistent implementation. However, tips have been proposed to ease the implementation of the CBA which will go a long way, to improve on the performance of learners in Geography.

Generating hypothesis

Based on the results of the research, the following hypothesis can be generated.

H1: the successful description of the implementation of the teaching methods in the context of the CBA can have a strong positive impact on student performance in Geography and solving real world problems.

H2: the successful analyses of the influence of teaching methods on students' performance can have a strong positive impact on student performance in Geography and their ability to integrate into the society solving real world problems.

H3: the successful implementation of the proposed solutions or tips can have a strong positive impact on student performance in Geography and solving real world problems.

FINDINGS FROM THE OBSERVATION CHECKLIST

Also, the researcher used the observation check list. Here, five factors were observed using the observation check list. These factors were teaching methods, interactions during lesson, relating lessons to real world situation, evaluation strategies used, and Classroom organisation,

Table 3: Teaching methods

No	Methods	Frequency	%
1	Discussion	7	100%
2	Problem based	5	71.4%
3	Project based	3	42.9%

Among the teachers who participated in the study, 100% used the discussion method of teaching. Furthermore, results show that most of the teachers used the discussion method. 71.% of the participant used the problem based method and (42.9%) of the participants used the project based method. From the observation, we observed that, teachers are using more of the discussion method. Discussion is important in the teaching and learning process as it enables learners to share ideas in learning the subject matter. Discussion fosters the

acquisition of other skills and values such as collaboration, communication, and leadership in the group which are the 21st century skills.

The data also show that below fifty percent of the teachers (42.9%) used project method as a competency-based approach to teaching. The established lack of training by the minority may deprive learners of acquiring and developing presentation ability and reporting skills. The method requires students to learn to make presentations in class during the teaching and learning process and writing reports on some projects given to them as assignments. This method of teaching will makes learners become self-directed and autonomous in learning. Therefore, it is important to make sure that teachers use this method.

The data collected also reveal that (71%) used the problem based method of teaching .with this type of result, it signifies that most of the participants do not have a good mastery of the problem based approach , identifying a problem together with the learners and solving it .As a result, if the participants put more emphasis on this method of teaching which came with the CBA , it will go a long way to improve on the performance of students and help them solve real world problems.

With the Competency-based teaching and learning it requires teachers to revise and improve their teaching and learning approaches. Gabriel (2010) found that teachers were unable to use highly and potentially interactive teaching methods such as problem-solving and discovery which are very useful in competency-based teaching and learning. For learners to demonstrate mastery of the skills and abilities they have acquired, traditional teacher centered approach should not be used as it will kill the 21st century skills in the learners. However, Mosha (2012) found that when competency-based teaching and learning was not effectively implemented, there was often the danger for teachers to slide back to traditional teaching methods. Therefore, teachers need to be highly proficient in applying new teaching methods necessary to make students' learning effective (Kafyulilo et al., 2012). Teaching should be shifted to a learner-centered approach in which the learner takes control of the learning process while the teacher becomes a facilitator. Learners in competency-based approach are considered active participants in constructing their knowledge through interaction with other learners and the teacher.

Table 4: Interaction during lesson

No	Nature of interaction	Frequency	%
1	Learner-learner	5	62.5%
2	Teachers-learners	8	100%
3	Learners-content	4	50%

Source field work 2024

Interaction is the most important aspect in teaching and learning process. During the teaching and learning of Geography, as observed by the researcher, the only interaction in the classroom was teacher-learners interactions. Out of the eight (8) lessons observed non-demonstrated student-student interaction. Teacher-student interaction is important in ensuring efficient and effective teaching and learning and also in fostering the 21st century skills in a learner as they communicate and share ideas .Essentially, the objectives of competence-based teaching and learning focus on teachers' effectiveness in the use of interactive, participatory teaching and learning methods. With this technique, Learners come to class with some knowledge and skills. This prior knowledge which learners bring with them is an important input for effective teaching and learning. In order for the learners to share their knowledge and skills with that of the teacher in the class, teachers must create a conducive, friendly and interactive learning environment. Learners should feel at ease to learn from each other and to contribute their ideas concerning the subject matter. In the course of this interaction, teachers need to encourage and motivate the students so they can do more.

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

Moore (1989) proposed that learning interaction includes three types of interactions: learners and learning content, learners and teachers, and learners and learners. From the observation, the researcher discovered that, the interaction between learners and learners is not active during the teaching learning process. It was also noticed that, the ratio between learners and the content is very low as the teachers still presented the content to the learners without letting them come out with it or develop the content themselves. However, for the performance of students to improve, the researcher observed that the ratio between learners and learners relating with the content must be improved upon by the teachers that is, the teachers have to promote and encourage interaction between the learners. If this is properly done, it will go a long way to increase effectiveness, efficiency and improvement in students' performance in Geography.

Relating lessons to real-life situations

One of the major principles or objectives used in the implementation of CBA is to relate lessons to real life situation. However, data for this study showed that only 45% of the teachers relate their lessons to real life situation. After observing 8 lessons, from different participants it was discovered by the researcher that, most of the teachers don't yet have a good mastery when it comes to relating their lessons to real life situations or scenarios. When course material is connected to real-life situations, the instructor can demonstrate logical organization: For example, a topic like agriculture, which the researcher observed most of the participant teach, discovered that the participant did not relate the lesson in any way to real life as everything they said was only in theory and no concrete examples to make the learners to understand better by linking it to real life situations. Applications make content clearer and more understandable: Now, let's do this case study to determine how and why this principle works. Connecting content to a desired real world outcome demonstrates practical value: This is the kind of project that you will have to carry out as professionals in the workplace.

Finally, making connections as above stimulates interest by getting students engaged in solving problems that interweave theory, applications, and recognizable tasks: Let's see how this example relates to your attempts to develop a business plan. Coincidentally, these four teaching dimensions (organization, clarity, perceived outcomes, and stimulation of interest) are also among the most powerful predictors of student ratings of teaching. It is easy to see how organization and clarity are related, and a logical structure makes it easier for students to know what is expected. The combination allows students to grasp the importance of the

course and they are more easily motivated, more often engaged, and more frequently successful

Table 5: Classroom organisation

Classroom organisation	Frequency	%
Tradition	8	100%
Constructivisme	0	0
Socio constructivisme	0	0

Source field work 2024

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

Furthermore, a well-organized and managed classroom may reduce the number of disruptive behaviours students exhibit, which can lead to students spending less time in non-instructional activities (McLean et al., 2020). Classrooms with lower amounts of non-instructional time may have more opportunities for language-learning activities.

As observed in the above result, the researcher discovered that 100% of the teachers still use the traditional classroom which is mostly teacher centered with the learners having little or no role to play as far as the teaching learning process is concerned. As a result of this, it makes the researcher to conclude by analyzing that, the poor organization of the classroom can be one of the reasons for the insignificant change in the performance of students given the fact that, the teachers in such kind of classroom cannot fully implement the CBA teaching methods effectively. The researcher also discovered most of the participant has little or no knowledge on how a constructivist classroom is supposed to be or look like:

Table 6: Evaluation Strategies

No	Evaluation method	Frequency	%
1	Group work	1	12.5%
2	Test	8	100%
3	Assignment	2	25%

Source field work 2024

The effective implementation of CBA requires the use of evaluation strategies that promote the acquisition of skills, attitude and knowledge. However, Geography teachers in this study used only paper and pencil test which does not promote effective implementation of CBA. Competence-based teaching and learning requires multiple ways of assessing learners in order to determine their competences. The implementation of CBA requires the use of new assessment methods that aligned with the new approach. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment (MacLellan, 2004). From the above result, it is evident that most teachers still use the traditional method of evaluation which does not in any way promote the full implementation of the CBA reason why we keep having and producing results that are not significant. That's why the researcher proposes other methods of evaluating the learners

which could be through group work, projects method, and assignments as it will go a long way to improve on their performance

Conclusion

To conclude, in this chapter the researcher presented and interprets the results of the findings. To effectively and efficiently analysis the data collected from the field, and come out with results that are valid and reliable, the researcher used content analysis, to present the researcher findings from the field and also presented voice verbal tine from the participants in the study giving the study much evidence to support the work .from the findings, it is revealed that if the teachers properly implement the teaching methods in the context of the CBA without mixing it with the old approach , it will go a long way to improve on the performance of the students. The study also reveals that if the teachers relate their lessons to real life situations it will help the learners to be able to solve real word problems and fully integrate into the society. In addition, looking at the interaction between the teachers and the learners, learners and learners, with the content the researcher discovered that the interaction was not 100% as most of the participants did not really allow the learners to effectively interact with other learners and the content. The findings revealed that most of the participants have little or no knowledge about the teaching methods in the contexts of the CBA as many of the participants in the study started teaching before the CBA was implemented which as a result most of the participants got to know about it through seminars and in service trainings that were organized. most of the participants also attest to the fact that, they preferred the old methods to this new one as it is very difficult to implement given so many factors like the nature of our classrooms, the time allocated per period, the availability of materials, overcrowded classrooms, and the ration of teacher to students. However, the participants also propose tips to ease the practice of this approach.

CHAPTER FIVE

DISCUSSION, PROPOSALS AND CONCLUSION

As Cameroon is preparing to become an emerging nation by the year 2035, there is a need to improve on the quality of education transmitted to the younger generation. In this light the CBA was introduced to provide learners with skills knowledge and abilities that will enable them to solve real-life problems and for smooth integration into the society bearing in mind the prevailing socio economic changes. After the introduction of this approach in 2014 (MINSEC2014), we still observe Geography teachers struggling to contextualize the approach in their lessons and no significant change in the performance of students. As a result of these, the principal objective of this study is to examine the impact of CBA on the performance of students in Geography in some selected secondary schools in Yaoundé VI subdivision: An analysis of teaching methods. This chapter addresses the discussion of finding and the conclusion.

Discussion

From the findings, the implementation of the teaching method in the context of the CBA according to the research carried out, proves that, there is still a problem with the full implementation of this CBA teaching methods as many teachers attest to the fact that, they face a lot of difficulties using this approach to teaching and learning .such as lack of didactic materials, large class size, time allocated per period, lack of knowledge about this methods of teaching since most of them left the training schools before it was implemented. The findings also reveal that, the teachers have very little and some no knowledge about these new CBA methods as most of them preferred traditional method of teaching which does not in any way facilitate the implementation of the CBA . However, teachers rarely implement curriculum materials precisely as written. (Yazıcılar & Bümen, 2019). Given the fact that Cameroon has a highly centralized education system, the degree of implementation possible in the classroom is limited. Centralization forces teachers to obey a prescribed curriculum, and the curriculum control policy in Cameroon is strict. Although teachers are often forced to meet academic and policy responsibilities in Cameroon's centralised education system, context features, class sizes and time were among the mostly cited elements affecting CBA implementation in this research, as Botvin (2004) also noted

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

Teachers in this study were ignorant about strategies, methods and techniques. Many teachers in the study needed further explanation on the meaning of CBA teaching methods and how to effectively implement them. During the interviews, it was clear that they mixed the two methods of teaching and most at time they preferred to use the traditional method to deliver their lessons. Moreover, teachers had misconceptions about their roles in the classroom. Indeed, several studies indicated the link between teacher training and quality in teaching and learning environment (Wolf & Peele, 2019). Fullan (1993) stated, it is the teachers who are responsible for passing on the changes through their teaching to their students. If teachers do not thoroughly know and internalise the curriculum approach, philosophy, and principles, they cannot reflect them.

This finding was also confirming previous studies (Burkhauser & Lesaux, 2017; Gelmez-Burakgazi, 2019; Yazıcılar & Bümen, 2019). Considerable research on this subject has shown that the more teachers monitor student differences, the better they are able to meet the needs of students in an enhanced learning environment (Arends, 2014; Biggs, 1999; Felder & Brent, 2005). For Biggs (1999), —the teacher's job is then to organize the teaching-learning context so that all students are more likely to use the higher order learning processes. With this aim, the Geography teachers included in this study gave importance to practice and hands-on activities in their classes. As Chase and Simon (1973) stressed, "practice is the major independent variable in the acquisition of skill". Moreover, teachers in this study believed in the importance of student-centered activities guided by teachers in their classrooms as 100% attested to it. This approach is in line with what Demirel (2015) and Rosenshine (2012) suggested among principles of instruction: Student-centered activities, student needs, guiding

students and independent practice. Teachers in this study were not, however, able to make use of a wide array of instructional practices. In other words, teachers believed but could not practice, for some reasons that could be further investigated in future studies

Geography teachers believed in the importance of rich instructional practices in classroom, in accord with findings by Kerkez et al. (2015) and Borich (2011). However, the teachers failed to engage in these practices in the real world. In other words, Geography teachers in this study seemed to apply limited methods and techniques in their classrooms. One of the most interesting findings was that none of the teachers mentioned mind maps, projects or cooperative learning. School trips were only mentioned once (Aykaç, 2011). Geography teachers in the study mostly used direct instruction and question-and-answer techniques, in line with the findings of previous studies (Aykaç, 2011; Demir & Özden 2013; Toptaş, 2012) with the aim of meeting up with the syllabus and work coverage not taking in to consideration if the students have acquired the necessary skills or not. From the interview carried out, most teachers attested on the fact that they fight to cover their syllabus rather than impact the skills and abilities in the learners.

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

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

Proposals to ease the implementation of the competency based approach

To the pedagogic chain

To the ministry of secondary education (MINESEC)

- Provide support and resources for schools to effectively implement competency-based approaches in Geography education.
- Establish guidelines and standards for assessing and monitoring the implementation of competency-based education.especially the teaching methods which are used by the teachers
- appoint inspectors or pedagogic animators to follow up the implementation of the competency based approach, as it will go a long way to improve on the performance of students , their thinking and creative skills fostering national integration.
- provide a set of national educational policies.
- provide a curriculum that can be able to integrate the lessons to real world problems and help learners to be able to integrate fully in to the society.
- set standards that can help both the learners and the teachers fully implement the CBA.

To the regional delegation of secondary education

- they should be able to make sure they implement the MINSEC policies to it fullest.
- They should also be able to oversee schools, supervise them to ensure they are fully and effectively implementing the CBA in all aspects.
- They should provide support for schools to help them implement the approach effectively and efficiently.

To the divisional level

- should carryout regular check up to make sure teachers are implementing the approach in the teaching learning process.
- They should also organize in-service training to help teacher to meet up with the approach especially those who had been in the field before it was implemented.

To the school administrators (Principals, vice principals)

- they should constantly supervise teachers to make sure they implement the CBA in all their lessons

- Effectively implement the policies and manage the school ensuring that the CBA is fully practice in all lessons and not some

Heads of departments

- they should constantly coordinate teachers to ensure they practice the CBA
- The heads of department should also supervise and monitor students' progress so as to be able to evaluate if the teachers are implementing the approach or not.

To Schools:

- Develop comprehensive curriculum plans that integrate project-based learning opportunities in Geography education.
- Provide professional development opportunities for teachers to enhance their competency-based teaching skills.
- Make available time and material for the successful implementation of the competency based teaching skills.
- Put in place strategies and school bodies to make sure that they follow up teachers to determine if they are actually carrying out the competency based approach in teaching and learning process

To Teachers:

- Incorporate real-world applications and project-based learning activities into Geography lessons.
- Provide personalized feedback and support to students to enhance their competency development.
- Be enthusiastic so as to raise student motivation.

To Students:

- Take ownership of your learning by actively engaging in project-based activities and applying learned competencies to real-world problems.
- Seek additional resources or support if needed to improve your competency skills in Geography.
- Be enthusiastic and motivated in the process of learning.

To Parents:

- Support and encourage your child's participation in project-based learning experiences in Geography education.

- Engage with teachers and school administrators to understand how competency-based approaches are being implemented and how you can support your child's learning.
- - Make available Material and financial resources when ever needs be.

Suggestions for Further Studies

- Conduct a qualitative research to assess the long-term impact of competency-based approaches in Geography education on students' academic performance and career readiness.
- Explore the role of technology in enhancing competency development in Geography education.
- Investigate the effectiveness of different teaching strategies in promoting competency application in Geography learning.
- Based on the hypotheses formulated, a quantitative study can be organized for generalization of results

Conclusion

In this study teachers are using different instructional methods for CBA implementation. However, these instructional methods used by most of the participants in this study are limited in implementing CBA in a Geography lessons. Competency-Based Approach has required teaching methods prescribed in the syllabus such as Discussion, project based method, group work and presentation, simulations/role played. If all the prescribed teaching methods are integrated into the teaching and learning process it will leads to an effective and efficient CBA implementation with improvement in students' performance

The results of this study also show that well-organised and grounded pre-service training are important. It is important to note that teachers should be educated through CBA curriculum which underlines the importance of the curriculum-based courses (curriculum development, curriculum evaluation). In this study there is insufficient in-service teacher training on CBA which can impaired CBA implementation in the classroom and also impact students' performance. Most of the participants interviewed in this study revealed that, the seminars organised to help in service teachers acquire knowledge, skills and abilities are not enough as most of them find it very difficult to use this methods in the teaching learning process given the fact that, the seminars organised are not enough to equip them with the necessary skills.

This study also observed teachers using an observation check list in which, the learning environment was observed in two aspects which are the pedagogical and physical aspects. The pedagogical aspect consists of the teaching methods and the evaluation methods that are used by the Geography teachers. In this study the evaluation method mostly used by Geography teachers is the paper and pen methods of evaluation nothing to do with assignment and group work. This study revealed that teachers in most secondary schools in Yaounde VI subdivision are not using other alternative methods of teaching. The study also reveals that, most if not all the teachers are still using the traditional method of teaching such as drilling which has also contributed to the poor performance of the learners since the introduction of the CBA. For the physical environment the study revealed that most of the classes are traditionally organised, having overcrowded classes with high student-teacher ratio. For CBA to be well implemented in secondary schools' physical environment must be taken in to consideration, the size of the classes and the number of students per class.

REFERENCES

- Aïder, M. (2012). La mise en place de l'approche par compétences dans le système éducatif : une petite réflexion [The implementation of the competency-based approach : A little reflection]. *Les cahiers du Crasc*, 21, 47-58. <https://cahiers.crasc.dz/index.php/fr/28-1-approche-par-compences-situations-problemes-et-apprentissage/164-la-mise-enplace-de-l%E2%80%99approche-par-comp%C3%A9tences-dans-le-syst%C3%A8me-%C3%A9ducatif-une-petite-r%C3%A9flexion>
- Aithaddouchane, Z., Bakkali, S., Ajana, S., & Gassemi, K. (2017). The application of the competency-based approach to assess the training and employment adequacy problem. *International Journal of Education (IJE)*, 5(1), 1-18. <https://doi.org/10.5121/ije.2017.5101>.
- Anane, A. C. (2013). Competency Based Training: Quality Delivery for Technical and Vocational Education and Training Institutions. *International Journal of Educational Research*. 2(2), 5-6.
- Barman, A., Konwar, J., (2011). Competency Based Curriculum in Higher Education: A Necessity Grounded by Globalization, *Revista Romaneasca pentru Educatie Multidimensionala*, 6, 7-15
- Bell, S. (July 2010). Project Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(2), 40.
- Brooks. J.G. and Brooks, M.G. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*. American Society for Curriculum Development. 5)
- Brooks. J.G. and Brooks, M.G. (1993) *In Search of Understanding: The Case for Constructivist Classrooms*. American Society for Curriculum Development.
- Butler, S. (1997). *Problem based learning in a secondary science classroom*. Florida State University. Unpublished dissertation.
- Department of Mines, Industry, Regulation and Safety of Western Australia (n.d.). *What is competency and how is it assessed?* Retrieved on 2nd Dec. 2018 from: <http://www.dmp.wa.gov.au/Safety/What-is-competency-and-how-is-it-5973.aspx>
- Dods, R. (1996). A problem-based learning design for teaching biochemistry. *Journal of Chemical Education*, 73, 225-228

Faoyan Agus Furyanto Universitas Islam Kalimantan Muhammad Arsyad Al-Banjary Jalan Adhiyaksa No.2 Kayu Tangi Banjarmasin, Indonesia e-mail: afaoyan@yahoo.co.id .

The Implementation of Discussion Technique in Teaching Speaking

- Harris, R., Guthrie, H., Hobart, B., & Lundberg, D. (1995). *Competence-based education*
- Hatmanto, E. D. (2011). *Challenges in the Implementation of Competency –Based Curriculum in the English Language Teaching. In; proceedings of TEFL conference, 15 April, 2011. 10- 13.*
- Hodge, S., & Harris, R. (2012). *Discipline, govern mentality and 25 years of competency-based training. 2, 155-170*
- keen K. (1992). Competence: *What is it and how can it be developed? Instructional Design: Implementation Issues (111-122).* IBM Education Center.
- Kim, J. S. (2005). The effects of a constructivist teaching approach on student academic achievement, self-concept, and learning strategies. *Asia Pacific Education Review, 6(1), 7-19.*
- Knoll, J.W. (1992). Problem-based learning as a technique for teaching across disciplines. DePaul University, School for New Learning. (ERIC Document Reproduction Service No. ED 346 789)
- Walker, J. P., Sampson, V., Grooms, J., Anderson, B., & Zimmerman, C.O. (2012). ArgumentDriven Inquiry in Undergraduate Chemistry Labs: The Impact on Students' Conceptual Understanding, Argument Skills, and Attitudes Toward Science. *Journal of College Science Teaching, 41, 4, 74-81.*
- Kolb, A. and Kolb, D. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education, Volume 4(2).* Constructivism. (2017). Retrieved from <https://www.learningtheories.com/constructivism.html>. [retrieved on: __
- Komba, S. C., & Kira, E. S. (2013). The effectiveness of teaching practice in improving student teachers' teaching skills in Tanzania. *Journal of Education and Practice, 4(1), 157-163*
- Hong, W. (2012). An International study of the changing nature and role of school curricula: from transmitting content knowledge to developing students' key competencies. *Asia Pacific Educational Review. 13(1), 27-37*

- Kwietniewski, Katelyn, "Literature Review of Project Based Learning" (2017). *Career & Technical Education*. Theses. 1. <https://digitalcommons.buffalos>
- Lilian F. Wiysahnyuy. (2021). " The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 8(1), 92-103. doi: <https://doi.org/10.20431/2349-0381.0801011>
- Liu, C. C., & Chen, I. J. (2010). Evolution of constructivism. *Contemporary Issues in Education Research*, 3(4), 63-66.
- Mahamat, A. (2011). La pratique de l'approche par Compétences dans les écoles primaires D'application de la ville de Kousseri (région de l'extrême nord/cameroun). *SPIRALE. Revue de Recherches en Education*, https://spirale-edu-revue.fr/MG/pdf/mahamat_spialeE_2011pdf
- Makunja, G. (2015). Adopting competence-based curriculum to improve quality of secondary education in Tanzania: „is it a dream or reality". *International Journal of Education and Research*, 3(11), 175-188
- MINESEC. (2014). « *Stratégie du secteur de l'éducation* », *Document de travail*, MINESEC,
- Mosha, H. J. (2012). *Common core skills for lifelong learning and sustainable development in Africa: A case study of learning materials used to deliver knowledge and skills-or competency-based curricula in Tanzania*. A paper presented at the Triennale on education and training in Africa (Ouagadougou, Burkina Faso, February, 12-17, 2012)
- Msuya, A.A. (2016). *Facilitators and learners' perceptions on the Implementation on competence-based curricula in adult Education programmes in Tanzania*. (Master Thes), University of Tanzania
- Raven, J. (2002). *Competency in modern society*. Kogito-Centre. Retrieved from http://www.koob.ru/raven/competence_mood_society
- Richards J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Rutayuga, B. A. (2014). *The emerging Tanzania concept of competence: conditions for successful implementation and future development*. A Thesis submitted to the Institute

of Education, University of London in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy.

Savage, L. (1993). *Literacy through a competency-based education approach*. Center for Applied Linguistics.

Seng, T.O. (2009). *Problem Based Learning and Creativity*. Cengage Learning Asia. Pte Ltd

. Shabani, K. (2016) Applications of Vygotsky's socio-cultural approach for teachers' professional development. *Cogent education*, 3: 125-217

Sullivan, C. & Downey, J. (2015). Shifting gears in the classroom movement toward personalized learning and competency-based education for diverse learners. *American Secondary Education*, 43(3), 4-19.

Tabe, A N. (2019). Competency-based approach assessment strategies: Theory versus practice in Cameroon. *International Journal of Applied Research*, 5(4)

Tam, M. (2000). Constructivism, Instructional Design, and Technology: Implications for Transforming Distance Learning. *Educational Technology and Society*, 3(2).

Tambo, L.I. (2003). Principles and methods of teaching application in Cameroon schools. Buca: Anucam Publishers. Tanyi N C "Teachers Knowledge, Understanding. Ability and Implementation of Competency Based Approach in the Teaching of Geography in Secondary Grammar Schools in the South West Region of Cameroon" Published in *Internal Journal of Trend of Scientific 117 Research and Developments IJTSRD*), ISSN: 3(5), 2456-6470, August 2019, pp.2468-2474, <https://doi.org/10.31142/ijtsrd28035>

Tambo. L. I (2012). *Principles and Methods of Teaching (2nd ed)*. ANUCAM

Tanyi, C. N. (2019). Teachers' Knowledge, understanding, Ability and Implementation of Competency-based approach in the teaching of Geography in Secondary Grammar Schools in the South west region of Cameroon. *International Journal of Trend in scientific Research and Development*, 3(5)

UNESCO (2014). *Essai sur l'éducation scolaire, Chronique des Nation Unies*. [http://www.Un.org/french/pubs/chronique/204/numero1/0104p36, asp](http://www.Un.org/french/pubs/chronique/204/numero1/0104p36,asp), consulté le 20 mars 2014.

- UNESCO (2019). “Competency-based approaches”, available at: <http://www.ibe.unesco.org/en/topics/competency-based-approaches> (accessed 24 July 2020).
- Wangeleja, M. J. N. (2010). *The teaching and learning of competence-based mathematics curriculum: Methods and techniques. A paper presented at the annual seminar of the mathematical association of Tanzania at Solomon Mahlangu Campus of Sokoine. University of Agriculture, Morogoro* 13-18/9/2010
- What is Project-Based Learning (PBL)? (2017). Retrieved from https://www.bie.org/about/what_pbl.
- Wiysahnyuy, L. F. (2019). Professional Development of Teacher Trainers in the Higher Teacher Training College Bambili (Cameroon). *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 6(7), 2019, 55-62.
- Wolf, A. (2001). Competence based assessments. *The British Journal of General Practice*, 55(515), 461-467.
- Woods, D. R., Hrymak, A. N., Marshall, R. R., Wood, P. E., Crowe, C. M., Hoffman, T. W., Bouchard, C. G. K. (1997). Developing problem solving skills: The McMaster problem solving program. *Journal of Engineering Education*, 86(2), 75-91. <https://dx.doi.org/10.1002/j.2168-9830.1997.tb0027>.
- Woods, E. (2008). *Tanzania Case study. In UNESCO Country Profile Commissioned for EFA global monitoring report: Education for all by 2015, we it?* UNESCO
- Zemelman, S., Daniels, H., & Hyde, A. (2005). Best practice: New standards for teaching and learning in America’s school (3rd ed.). Heinemann.
- Zimnyaya, I. A. (2004). *Key competencies as effectively-targeted base of competency-based approach in education. Author’s version. Moscow: Research Center of the problems of the quality of specialist’s training.* Copyrights Keen,
- Zineb, A.H, Soumia, B., Souad, A. & Karim, G. (2017). The Application of the Competency-Based Approach to Assess the Training and Employment Adequacy Problem. *International Journal of Education, (IJE)*, 5(1), 1-18.

APPENDIXES

Appendice 1: Research authorization

REPUBLIQUE DU CAMEROUN <i>Paix - Travail - Patrie</i> ***** UNIVERSITE DE YAOUNDE I ***** FACULTE DES SCIENCES DE L'EDUCATION ***** DEPARTEMENT DE CURRICULA ET EVALUATION		REPUBLIC OF CAMEROON <i>Peace - Work - Fatherland</i> ***** THE UNIVERSITY OF YAOUNDE I ***** THE FACULTY OF EDUCATION ***** DEPARTMENT OF CURRICULUM AND EVALUATION
---	---	---

The Dean
N° 107 /24/UYI/FSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that **LUKONG Relindis BONGSUIRU**, Matricule **22W3502**, 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 a research work in view of preparing a Master's Degree, under the supervision of **Dr. NDJONMBOG Joseph Roger**. Her work is titled: « *Competence-Based Approach and it's Impact on Students Academic Performance in Yaounde VI Sub Division* ».

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

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

Done in Yaoundé, le 24 JAN 2024

For the dean, by order


DONGO Etienne
Professeur

Appendice 2: Interview guide

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE L'EDUCATION
ET INGENIRIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF
EDUCATION

DOCTORAL RESEARCH AND TRAINING
SCHOOL IN EDUCATION AND EDUCATIONAL
ENGINEERING

AN INTERVIEW GUIDE FOR TEACHERS

I am Lukong Relindis Bongsuiru master's student at the faculty of education, Department of Curriculum Development and Evaluation at the university of Yaoundé one. I am conducting a research on the topic, **Competency-Based Approach and its impact on student's academic performance in geography in some selected secondary schools in Yaoundé six sub divisions: An analysis of teaching methods.** Your sincere and honest response will be greatly appreciated and use only for the purpose of the research and will be treated with utmost confidentiality.

Good morning\ afternoon sir\madam,

As a teacher (facilitator) of geography, please, I will like you to answer some questions related to teaching this subject under the CBA approach which was introduced into the Cameroons educational system since 2012.

Demographic Characteristics of the participants

School-----

Interview No -----

Date ----- -

Place -----

Time

Start ----- -

End -----

Duration -----

Sex -----

Age-----

Teacher's qualification -----

Teaching experience and years of teaching -----

SECTION A; Teachers' knowledge on CBA

- 1) Understanding CBA
- 2) First time the approach was heard
- 3) Effective teaching approach in learner's performance

SECTION B: TEACHING METHODS UNDER THE CBA (PROJECT BASED, DISCUSSION METHOD AND PROBLEM BASED LEARNING)

- 4) Use of teaching methods in the context of the CBA .
- 5) Your classroom arrangement and its effects on the students' performance in Geography
- 6) Performance of students since the introduction of the CBA approach in geography
- 7) Difficulties involved in using these methods in teaching Geography
- 8) Tips to ease the implementation of the CBA

Thanks for your sincere cooperation

Appendice 3: Observation checklist

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE L'EDUCATION
ET INGENIRIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF
EDUCATION

DOCTORAL RESEARCH AND TRAINING
SCHOOL IN EDUCATION AND EDUCATIONAL
ENGINEERING

Observation Checklist

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

Teaching methods usde during the lessons	
Project based method	
Problem based method	
Discussion method	
Interraction in the classroom	
Teacher learner	
Learner learner	
Learner centered	
Relating the lessons to real world	
Classroom organisation	
Traditionl	
Contructivist	
Socio contructivist	
Evaluation strategies	
Group work	
Test	
Assigment	

Appendice 4



