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UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION ET INGENIERIE EDUCATIVE
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CHALLENGES IN THE IMPLEMENTATION OF COMPETENCES BASED APPROACH AND THE QUALITY OF TEACHING OF HISTORY IN SOME SECONDARY SCHOOLS IN MFOUNDI DIVISION

A Dissertation submitted in partial fulfilment of the requirements for the award of a Masters' Degree in Curriculum and Evaluation.

Option: **Quality in Education**

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APPROVAL

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CERTIFICATION

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DEDICATION

To

My family

ACKNOWLEDGEMENTS

A dissertation of this magnitude cannot be accredited to an individual. My sincere gratitude and appreciation is hereby extended to the following people who contributed greatly to the realization of this dissertation.

First of all, I wish to express my sincere thanks and gratitude to my supervisor **Prof Maureen Ebanga Tanyi** who accepted to supervise this work, her expertise, assistance, guidance, comments, remarks and her unfailing motherly support contributed greatly to the realization of this wonderful piece.

My sincere thanks and appreciation goes to all my lecturers in the department of curriculum and evaluation whose enlightening suggestions influenced my thought and made it possible for me to work on the study.

Special thanks also goes to Dr Hong a Goa fan for the scientific orientation and propositions he made during the formulation of the subject matter and prove reading the first copy of this work. More gratitude to Mr. Yuven Edward the vice principal of Government Bilingual High School Nkol-Eton for the rigorous expertise in corrections , criticisms and necessary suggestions for the realization of this dissertation.

Special appreciation goes to all informants during our filed work for the quest of data, their hospitality worth mentioning. We are referring to Mrs. Nguimbock Pamela (Nead of Department history G.B.H.S. Nkol –Eton) ; Mrs. Charlot Vershy (Nead of Department citizership G.B.H.S Nkol-Eton) to all the history and citizenship teachers of G.B.H.S, Nkolondom, G.B.H.S Emana, who made out time within their tied schedule to discuss with us some issues considering the competences approach.

My profound gratitude also goes to Mr. Ntoh Emmanuel the regional pedagogy inspector for social science in secondary Education. For the time he created during our interview

To friends, classmates especially Asong Pitulia whose intervention in censuring. This work yielded fruits and to all those whose encouragement has been of great magnitude in time of need.

A heartfelt appreciation goes especially to Bless Fossimock for his contribution to the realization of this work.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

C.B.A: Competences Based Approach

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

P.A.O : Pedagogy Approach By Objective

UNESCO : United Nations Education Scientific and Cultural Orgainsation.

N.P.A : New Pedagogy Approach

O.P.A: Objective Pedagogy Approach

T.L.C: Teachers Learning

MINESEC : Ministry Of Secondary Education

G.C.E: Government Certificate Of Education

O.L : Ordinary Level

R.Q: Research Question

D.V : Dependent Variables

I.V: Independent Variables

B.E.P.C: Brevet D'Etude Du Premier Cycle

C.A.P : Certificat d'Aptitude Professionnelle

M.I.N.E.D.U.B : Ministère de L'Education De Base

I.T.C : Information Technology And Communication

M.C.Q : Multiple Choice Questions

R.H : Reseach Hypothesis

No : Number

P.L.E.G : Professeur de Lycée D'Enseignement Général

P.C.E.G : Professeur de Collège D'Enseignement Général

X2r : Chi-Square Read

Q : Questions

% : percentage

X2 CAL: Chi-Square Calculated

G.S.T General System Theory

C.B.L Competences Based Learning

(E.F.A) Education For All

C.B.E Competences Based Education

ABSTRACT

This study entitled **challenges in the implementation of competences based approach and quality of teaching of history in some secondary schools in Mfoundi division.** The problem of of this study emanates from the recurrent fall in students' performances in schools due to poor quality of teaching of history in the context of CBA. It is in this light that our general objective is to examine the challenges in the implementation in CBA in history and quality teaching in some secondary schools in Mfoundi division. From this objective, we design research questions like: what are the challenges faced in the implementation of CBA influence the quality of teaching of history in secondary schools. From here, we come out with the main research hypothesis; Ha: there is a relationship between the implementation of CBA and quality of teaching history in secondary schools, while Ho: there is no relationship between the implementation of CBA and quality of teaching history in secondary schools. Three theories were adopted to explain the concepts of this study. This descriptive study adopted the descriptive survey design. The data was collected with the help of questionnaire. the simple random sampling technique was used to select a sample size of 120 participants. The data was analaysed using the Peasan's Product Moment Correlation version 21 and descriptive and inferential statistics were presented in figures and percentages. The results of the study showed that class size significantly influence teaching quality of history in secondary schools by 85%. It further confirms that there is a significant relationship between in-service training of teachers in the quality of teaching history by 80%, it moreover holds that there is a significant relationship between didactic material and quality of teaching of history in secondary schools by 78% and there is significant relationship between student's readiness and the quality of teaching history in some secondary schools in Mfoundi division by 68%. From these results, we therefore recommend that: From the objective of the study, we can recommend that the ministry should consider reducing the number of students per class. The number should be left at 45 per class so that teachers will be able to carry out practice and enhance learner's competences. More classes could be constructed or better still the present ones be divided. Furthermore, we also recommend that the ministry should consider effective training of teachers on the new concept of CBA. They should organize as many training sessions as possible. The training should be accompanied by motivations of the teachers in order to encourage them learn the new strategy.

Key words: implementation, CBA, teaching Quality, history

RESUME

Cette étude intitulé la mise en œuvre de l'approche par compétences et la qualité de l'enseignement del'histoire dans certaines écoles secondaires du département de Mfoundi. Le problème de cette étude émane de labaisse récurrente des performances des élèves dans les écoles en raison de la mauvaise qualité de l'enseignementde l'histoire dans le cadre de l'ABC. C'est dans cette optique que notre objectif général est d'examiner les défis dela mise en œuvre de l'ABC en histoire et d'un enseignement de qualité dans certaines écoles secondaires dudépartement du Mfoundi. À partir de cet objectif, nous concevons des questions de recherche telles que : quels sontles défis rencontrés dans la mise en œuvre de l'ABC influencent la qualité de l'enseignement de l'histoiredans les écoles secondaires. De là, nous sortons avec l'hypothèse de recherche principale; Ha : il existe unerelation entre la mise en œuvre de l'ABC et la qualité de l'enseignement de l'histoire dans les écolessecondaires, tandis que Ho : il n'y a aucune relation entre la mise en œuvre de l'ABC et la qualité de l'enseignementde l'histoire dans les écoles secondaires. Trois théories ont été adoptées pour expliquer les concepts de cetteétude. Cette étude descriptive a adopté la conception de l'enquête descriptive. Les données ont été recueilliesà l'aide d'un questionnaire. La technique d'échantillonnage aléatoire simple a été utilisée pour sélectionner unéchantillon de 120 participants. Les données ont été analysées à l'aide de la version 21 de SPSS et lesstatistiques descriptives et inférentielles ont été présentées sous forme de chiffres et de pourcentages. Lesrésultats de l'étude ont montré que la taille des classes influence significativement la qualité de l'enseignement del'histoire dans les écoles secondaires de 85%. Il confirme en outre qu'il existe une relation significative entre laformation continue des enseignants et la qualité de l'enseignement de l'histoire de 80%, il soutient en outre qu'ilexiste une relation significative entre le matériel didactique et la qualité de l'enseignement de l'histoire dans lesécoles secondaires de 78% et il existe une relation significative entre la préparation des élèves et la qualité del'enseignement de l'histoire dans certaines écoles secondaires de la division du Mfoundi de 68%. À partir de cesrésultats, nous recommandons donc que : À partir de l'objectif de l'étude, nous pouvons recommander que le ministère envisagede réduire le nombre d'élèves par classe. Le nombre doit être laissé à 45 par classe afin que les enseignants puissents'exercer et améliorer les compétences des apprenants. Davantage de classes pourraient être construites ou mieux encore, lesclasses actuelles pourraient être divisées. En outre, nous recommandons également que le ministère envisage une formationefficace des enseignants sur le nouveau concept de l'ABC. Ils devraient organiser autant de sessions de formation quepossible. La formation doit s'accompagner de motivations des enseignants afin de les encourager à apprendre la nouvellestratégie.

Mots clés *: mise en œuvre, CBA, qualité de l'enseignement, histoire*

GENERAL INTRODUCTION

In recent times, the Competences Based Approach (CBA) as a teaching-learning strategy has gained grounds in the secondary schools around the world, Cameroon inclusive. Before the upsurge of CBA in Cameroon, the schools have experimented the Objective Based Approach (OBA) and weighted its contextual inadequacies for many years. Its drawbacks and changes in the society motivated the adoption of another teaching approach, the Competences Based Approach (CBA). According to CBA, it is no longer vogue to teach with the purpose of restoring knowledge and or applying isolated know-how. It is rather mandatory that learners are confronted with problem situations which they need to solve. Through this approach the learner will not only acquire knowledge but also use it in a meaningful way in various situations of life, work and family, social and even professional situations Wiysahnyuy (2021). This reform in teaching style has brought about profound changes in teaching practices as the teacher becomes a true mediator between the learner and the knowledge.

Quality of teaching is an old concept that exist but cuts across all domains of life. Till date, quality does not have a universally acceptable definition given the fact that it seen by different people in different situations. Some scholars define quality as “beauty in the eyes of the beholder”. For Fabrice and Soliene (2008), quality can be regarded as an outcome or a property, or even the process in education. Some think that quality does not exist, some think they know quality but at the same time know nothing about it. It should be understood that the interpretation of quality is contextually subjective. Different educational stakeholder has different interpretation of quality in education depending on their objectives. In this study, we qualify quality in view of the most important stakeholder of higher education which is the learner. Harvey and Green (1993) distinguish four definitions of quality that can help us to understand what Quality of graduates might be. First, quality as “excellence”- the traditional conception of quality- is the dominant one in many old elite higher education institutions. Second, quality can be seen as “value for money”- a quality institution in this view is one that satisfies the demands of public accountability.

This switch from old method to new method is important as it raises a crucial concern on whether or not teachers are trained to adjust to the demands of the new dispensation. All subject though in Cameroon secondary schools adopted the CBA and design specific technics that work with specific areas of concern. History as a subject is not left out. The teaching of

history in secondary schools is largely theoretical with limited practical competences available to acquire and apply in the society. This has probably placed the implementation of history content in the context of CBA in secondary school on somewhat misappropriation where both the teachers and students are found deficient. It is on the basis of this dilemma that this dissertation has been designed to examine the various challenges faced by teachers in perception and implementation of history syllabus in the context of CBA and the effects on the student. This dissertation in presented in five chapters. Chapter one is titles the introduction, chapter two is literature review and theoretical framework, chapter three portrays the research methodology and chapter four is data analysis and presentation of findings and finally, chapter five is discussion and recommendations and general conclusion of the study.

CHAPTER ONE
INTRODUCTION

This chapter entails the background of study which will be based on the historical background, theoretical background, contextual background, conceptual background, the problem statement, and objectives of research, research questions, research hypothesis and delimitation of study; interest of study justification of research and definition of key concepts.

1.0 Background to the study

1.1 Historical background

The competences based approach of teaching is a movement that began in the United States of America when efforts were made to reform teacher education and training in the 1960s (Hodges & Harris, 2012). According to some researchers, the Competences-Based Approach movement emerged for the first time in 1970s. However, the idea of Competences based training and assessment is ascertained to have originated in performance education in America in the 1960s. According to Norton and Harrington (1978), the launch of Sputnik by the Soviet Union was one of the main reasons that led to the introduction of Competences based training in the United States of America (USA). Another reason was the high and unacceptable dropout rates among secondary school students in the USA and difficulties of graduates in getting jobs. The concept of competence has since then been applied in different domains of education in USA .Training for workplace which began in the United States, led to Competences based vocational education in a number of countries (Argüelles, & Gonczi, 2000; Ropé & Tanguy 1994). Several other countries and regions like Australia, Belgium, Switzerland and Quebec later introduced these approaches into their general education programs, particularly into the secondary sector (Boutin, 2004 Rey, 1996).

Thereafter, CBA extensively spread to other countries in the globe. The demands for this approach were first seen in vocationally oriented colleges as well as in adult education. One of the reasons for initiating this approach was reported as poor learning outcomes revealed by those who completed and graduated from those vocationally oriented colleges. The shift from objective based approach to competence based approach was a solution for this meaningful changes and innovation in education. The changes of the approach also led to a paradigm shift to suit the demands of the syllabuses. From there, the objectives and behavioral statements were changed to outcomes. These changes necessitated the change of the teacher's autonomy to student's autonomy in teaching and learning process (Deibinger &

Hellwig, 2011; Komba & Mwandanji, 2015; Richard & Rogers, 2014; Wong, 2008). That is, a movement from the pedagogy teaching to learning pedagogy.

According to Bataineh &Tasnimi (2014), Competences 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 of the outcomes of learning; secondly, as time elapsed, the behavioral changes were seen as not important in education, thus the emphasis on outcome was seen to be more important through development of the competences 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).

By the end of the 1980's, Competences- 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 as education movement which captured education stakeholders mind in 1980s. This was important movement in the history of education and the world because it defined the goals in terms of knowledge, skills, values, customs and behaviors 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. Whereas Australia adopted Competences based approach in 1990's. From there, other countries in the world and particularly in Africa adopted it due to the changing of science and technology and the demands of job market (Wolf, 2001)

In Africa, Competences 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 entails transfer of skills from parents to children. Such basic skills that were environmentally relevant included fishing, hunting, behaviour 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' exigence competences and skills from educated citizens. From this period, there was a need

for a 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 to 2013 academic year (Ndifor, 2014), with the purpose of moving from rote memorization to a more experiential and practical approach in school. This means creating special learning conditions that encourage students to deduct, formulate theories and problem solve using critical thinking (Bipoupout, 2007). "CBA seeks to bridge the wall between school or the classroom and everyday life" (Nkwetisama, 2012, p. 519)

1.2 Contextual Background

The shift from the objective-based approach to the competence-based approach in the secondary level of Cameroon education places much emphasis on real life situations and the practices thereof, in the different fields implementation. (Nforbi, 2018).The implementation of the Competences Based Approach (CBA) has given teachers a hard time in several educational contexts worldwide, including Cameroon. In the domain of history teaching, emphasis has been laid so far on the why aspect of the reform and on context-related challenges to its implementation, whereas very little has been said about how teachers in under-resourced contexts could implement it successfully in their classrooms (Leila, 2017).Nforbi and Siéwoué (2016), put out that the implementation of the 2012 CBA curriculum was not adequate partly because of lack of understanding, and partly because of apathy on the part of the teachers. The understanding problems were recorded as the strange terminology (families of situations, categories of actions, outcome, and skills.

In Cameroon, the state via the ministry of secondary education organsise conferences, seminars and workshop to enable all teachers acquire the skills of CBA implementation. But, the pedagogic seminars organized annually as a forum for teachers' continuous training used to gather very few teachers, the heads of departments from the various schools, whereas it could be opened to all the teachers. Teachers in the study reported serious problems in lesson planning (scheme of work, lesson plan), lesson delivery (lack of didactic materials and uneasy individualization of the teaching) and language testing (no formal testing format, uneasy individualization, lack of testing guidance). Though the seminars prove that this approach could be very promising for the development of learners' four basic language skills which form the bases of history, the teachers' heart cry is for guidance, the explication of the new method (understanding, planning, teaching and testing) and adapted didactic materials such as relevant course books (Nforbi and Siéwoué, 2016).

According to Akum (2017), the challenges that teachers face, may be as a result of their perception and view of the Competences Based Approach. While some secondary school teachers in the Mfoundi municipality see this approach as good, other view it as not different from the New Pedagogic Approach (NPA). Dang & Chi Che (2016), also discuss the CBA-RLS in Cameroon's secondary level ESL and EFL and propose pedagogic models on teaching, assessment and feedback with schemes of work, lesson plans and sample lessons. Their dream remains the making of learners into 'autonomous history users for the betterment of the society.

In secondary schools in Cameroon, a subject like history is offered by a majority of arts students. The population of young people who specialize in studying history as part of their secondary school subject generally do not have specific skills to serve the society with. A majority of them become part time teachers with very low pay, other venture into some state owned examinations which has always wanted very few candidates. The coming od CBA got the historians (teachers and pedagogic inspectors) to work on how the quality of teaching and learning history could be updated to suite the demands of the 21st century labour market.

The meaning of Quality Teaching depends on the connotation one chooses to give to the concept of « quality ». "Quality" is indeed a multi-layered and complex word. As Biggs (2001) points out, "quality" can alternatively define an outcome, a property, or a process. Therefore, it is hardly surprising that the phrase "Quality Teaching" has been given several definitions. *Competing definitions of quality* Harvey and Green (1993) distinguish four definitions of quality that can help us to understand what Quality Teaching might be. First, quality as "excellence"- the traditional conception of quality- is the dominant one in many old elite higher education institutions. Second, quality can be defined as "value for money"- a quality institution in this view is one that satisfies the demands of public accountability. Third, quality may be seen as "fitness for purpose"- the purpose being that of the institution, for instance getting students to learn sciences efficiently.

The last definition listed by Harvey & Green is that of quality as "transforming". According to this definition, Quality Teaching is teaching that transforms students' perceptions and the way they go about applying their knowledge to real world problems. *Teachers might be reluctant to consider quality as "value for money"* There is no consensus on the fact that these four definitions of quality denounced by Harvey & Green have equal value. For instance, Franklin (1992) and Scott (1998) argue that the definition of quality as "fitness for purpose" derives from

the consumerization and standardisation of Higher Education, and that this definition can in fact undermine the "quality" of teaching. Next, a study conducted by Newton (2001) demonstrates that many British teachers complained of increased managerialism, bureaucracy, and intrusion, as a consequence of the introduction of the United Kingdom's Quality Assurance Agency quality system which is rather based upon the definition of "quality as value for money". Cartwright (2007) also reports that external evaluations which generally rely on the definition of quality as "value for money" often raise frustration on the part of professors. Many professors believe that these evaluations are too concerned with the financials and not enough with the teaching experience.

1.3 Conceptual Background

Large Class size

Class size refers to the number of students in a given course or classroom, specifically either, it is the number of students being taught by individual teachers in a course or classroom or better still the average number of students being taught by teachers in a school, district, or education system (glossary of educational reform 2015). The term may also extend to the number of students participating in learning experiences that may not take place in a traditional classroom setting, or it may also refer to the total number of students in a particular grade level or "class" in a school (although this usage is less common in public education).It should be noted that according to the Cameroon law, class sizes are limits at 45 students per class. That is the student – teacher ratio is 1:45 which is comparatively too heavy for a teacher at a time. That notwithstanding, in secondary schools in Mfoundi division, there are classes up to 115 students studying in the same classroom. The population in the secondary schools in Yaoundé 1 municipality are usually too large for a teacher to manage. In these schools we have a ratio of about 1:90- 115 students per class, meanwhile according to Makunja (2015), the ideal CBA class size is between 40-50 learners.

The spaces are fully filled, ventilation becomes limited and the whole class become very noisy. This situation is probably contributing to the non-implementation of CBA in Cameroon secondary schools. These class sizes may also deteriorate the quality of teaching and even evaluation. Teachers find it very challenging practice and one –on one contact with learners. The class could be too chucked that teachers don not even have access to the different parts of the class for supervision and class control. Most at times the noisiness of the classes weakens and discourages teachers. This class sizes may limit teacher's pedagogical knowledge and skills to apply CBA approach during teaching and learning process.

In-service or in the job training

In-service training is the institution's initiative of training their workers on the new teaching strategies in order to empower them and improve their performances at work. Some in-service trainings take place in within the school systems, while others go out of the school premises. In-service trainings are usually organized in among Cameroon secondary school teachers by the ministry of secondary education through divisional delegates and pedagogic supervisors. The coming of CBA saw a massive training of pedagogic inspectors in all domains. This training may have been too centralized and mostly the delagates mastered that art of CBA. This is because teachers who form the larger core and the work with learners daily were never trained well on the realities of CBA.

Many secondary school teachers in Cameroon still see CBA as a myth because they do not master how it is done. According to Hatmanto, (2011), the Implementation of CBA is ineffective because of lack of readiness among the teachers. Their perceptions are biased to the implementation of the new teaching strategy mostly because they have not been given the right education and on time. As a result, most teachers, especially the long serving ones still remain in the OBC old style. This lack of sufficient training of teachers is probably sabotaging the implementation process of CBA in secondary schools. Especially in the teaching of History, teaching is still void of effective skills and competences, no practice and the learners keep learning straight stories. The quality of teaching is still not worthy of the CBA era.

Teaching-learning facilities

The term educational facilities mean the entire scope of human, physical and social infrastructure provided in the school for the purpose of teaching/learning process (Okokoyo, Nwaham & Ikpeba, 2002). Odor (1995) describes educational facilities as physical resources which the school administrators and his reference groups like teachers and teachers harness, allocate, utilize and maintain for the purpose of effective school administration that will facilitate teaching/learning process in the class room. Educational facilities are those materials that enhance teaching/learning processes.

They further stated that educational facilities refer to buildings as well as items such as machines, laboratory equipment, chalkboard and learners' tools. They are those things which enable a skillful teacher to achieve a level of instructional objectives that far exceeds what is possible when they are not provided (Earthman, 2002; Adeipe, 2007; Fabiyi & Uloka, 2009). Therefore, the planning and designing $_{v}$ of educational facilities for schools, colleges and universities possess a greater influence on the. performance outcome of social studies

students. This is certainly true, because deferred maintenance of the educational facilities whether human resources (e.g. teachers), social or physical facilities and inadequate provision of these facilities can create deteriorating environment such as dilapidated buildings, peeling paint, crumbling plaster, broken furniture and nonfunctioning learning facilities. This of course, affects students learning habit and staff morale. These facilities are very essential for students to practice the activities and improve their competences. In Cameroon secondary education, there are probably very limited facilities starting from technologically adapted infrastructure, didactic materials and workshops. The lack of these facilities makes the implementation of CBA in history very challenging and nearly impossible.

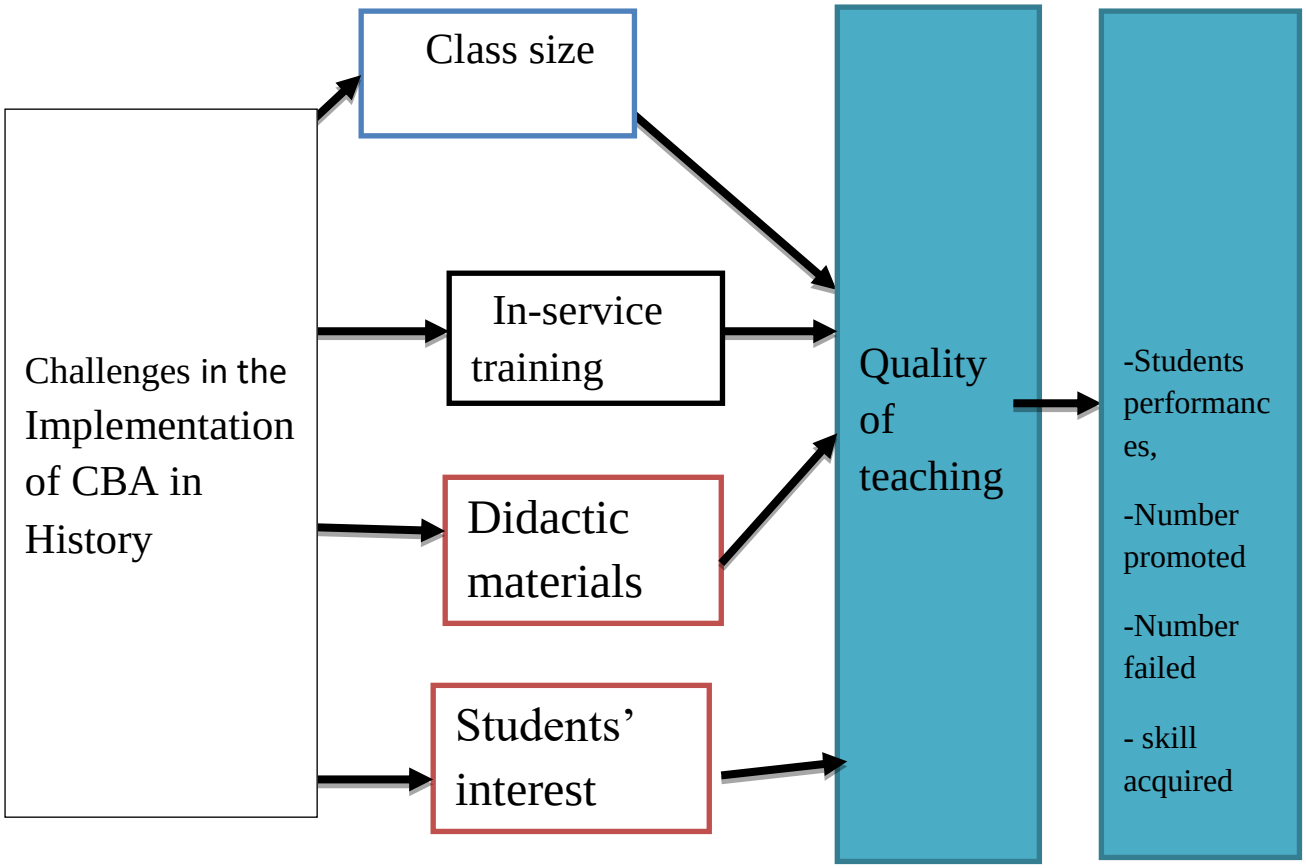
Student's readiness

Student's Learning readiness refers to how well equipped a pupil is to learn, including circumstantial and environmental factors. A student with a low readiness to learn may be hindered by difficult personal circumstances in his or her life, or a lower emotional or physical maturity. It can point to external distractions or a personal barrier. Schools do not exist in a vacuum; they operate in the midst of communities made up of individual homes. For students to come to school ready to learn, it is essential that they feel safe not only within the school but also in their own homes and their community. Safe contexts where parents organize the community and rally around students allow for greater student aspirations and successes (Gaitan, 2012). The introduction of CBA and its successful implementation necessitates learners interest in this new method. The learners interest is expressed in their level of preparedness, that is how equipped they are with material for practice, how ready they are to constantly leave the classroom and how ready they are to take practical exercises. This has an influence over the way teachers teach using the new CBA. It is observed that most learners in Cameroon secondary schools, especially in the history subject are not ready for practical actions. They are used to the story lines, they do not even have any material that could enable them practice. At the same time, the school does not possess any workshop for them to practice what they learn. This may reason for which the implementation is difficult and the quality of teaching history is deteriorating. The user of CBA (teachers and students) was probably never fully prepared to embrace the CBA, as a result, the environment, the infrastructure, the classrooms, are still adapted to the old system.

Quality teaching

Quality Teaching is teaching that transforms students' perceptions and the way they go about applying their knowledge to real world problems. Teachers might be reluctant to consider quality as "value for money. According to Henard and Soleine (2008)Quality Teaching has become an issue of importance as the landscape of higher education has been facing continuous changes: increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money, introduction of information technologies, etc. But quality teaching lacks a clear definition, because quality can be regarded as an outcome or a property, or even a process, and because conceptions of teaching quality happen to be stakeholder relative. The impact of research, of the "scholarship of teaching" and of learning communities on teaching quality is discussed here. Quality Teaching initiatives are very diverse both in nature and in function. The role of the professors, of the department, of the central university and of the state is analyzed, as well as the goals and the scope of these initiatives. Choosing reliable and quantifiable indicators to assess the quality of one's teaching and the efficiency of teaching initiatives remains challenging. Various methods and their efficiency are discussed here. The factors that determine whether appropriate use is made of the feedback provided are also brought into discussion .Research points out that Quality Teaching is necessarily student-centred; its aim is most and for all student learning OECD (2007).Thus, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs: Students should know why they are working, should be able to relate to other students and to receive help if needed. Adequate support to staff and students (financial support, social and academic support, support to minority students, counseling services, etc) also improves learning outcomes. Learning communities – groups of students and/or teachers who learn collaboratively and build knowledge through intellectual interaction - are judged to enhance student learning by increasing students' and teachers' satisfaction.

Figure1: ***Conceptual Diagram Showing the perceived relationship between the CBA implementation in history and quality of teaching***



Source: Researcher (2021)

1.4 Theoretical background

All contributing scholars in this exchange stress that theory serves a pivotal role for an academic discipline, implementation of the CBA is no exception. As Doherty (2013) notes, ''theory should be the foundation of research (it guides research questions), practice (it aids explanation, prediction, and control), and teaching (it advances students' learning and understanding, and subsequent research and practice)''. Irwin and Ryan (2013) extend this line of thinking by suggesting that theory can guide service and outreach activities, while Chelladurai (2013) notes that teaching informed the theories he developed, and vice versa.CBA has gained weight in the Cameroonian educational system in teaching and learning. Formerly, the teaching method was OBA. The institution of CBA and how it can be implemented to improve on quality teaching can be explained using three theories; the general system theory of Lud Wig Bartelanffy (1968), Piagets theory of cognitive development, and Classical Conditioning theory of learning by Ivan Pavlov, 1928

Theory of cognitive development by Piaget (1936)

Piaget's (1936, 1950) theory of cognitive development explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment. Piaget claimed that knowledge cannot simply emerge from sensory experience; some initial structure is necessary to make sense of the world. According to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge are based. Children's ability to understand, think about and solve problems in the world develops in a stop-start, discontinuous manner (rather than gradual changes over time.

Systems Theory by Bartalanffy (1968)

The notion of general systems theory was originally advanced by Von Bertalanffy in the 1930s and after the Second World War (Bertalanffy1972; Adams, Hester, and Bradley, 2013; Friedman and Allen, 2014). As a practicing biologist, Bertalanffy was interested in developing the theory of "open systems". This means, an endeavour to understand how systems exchange matter with the environment as observed in every 'living system'. According to Capra (as cited in Mele , Friedman, B.D., and Allen, K.N. (2014), the systems theory is an interdisciplinary theory about every system in nature, in society, education and in many scientific domains that provides a framework to investigate phenomena from a holistic approach. In the case of a University, this may be the whole institution, academic division or department. Katz and Kahn (as cited in Mele, Pels, and Polese, 2010) applied the concept of open system to the organization in 1966. This advanced the perception of universities as open systems. Lalande, D. and Baumeister, R. (2015),predicted that many educational managers have used and will continue to use a systems approach and contingency views instinctively and implicitly. This is in a bid to solve problems inherent in their organizational systems and specific actions in the system.

Classical Conditioning theory of learning by Ivan Pavlov, 1928

Classical conditioning is most associated with Ivan Pavlov (1849-1939), a Nobel Prize (1904) winning Russian physiologist. Pavlov was working with dogs on a series of digestion

experiments when he noticed peculiar patterns to the dog's salivation. The digestion experiments would begin with a research assistant presenting meat or meat powder to the dog, resulting in salivation. During the experiment, the dog began to salivate as the result of the mere presence of the research assistant, in the absence of the any meat or meat powder. This observation led to Pavlov's creation of the classical conditioning model of learning. Pavlov discovered that he could condition the dog to salivate to any of a number of stimuli, such as a bell or tuning fork, by associating the bell or tuning fork stimuli with the meat or meat powder.This discovery was important in that it demonstrated that a simple reflex could be controlled. The generalization was that if a simple reflex or behavior could be controlled, then perhaps a more complex behavior could also be controlled. Also, Pavlov's work revealed the potential benefit of using laboratory experiments in the pursuit of the understanding of learning and behavior. The essence of Pavlov's classical conditioning is the association of a neutral stimulus with a previously conditioned or naturally conditioned stimulus and response.

1.5 Problem statement

The evolution in the society masterminded the adoption of CBA in the Cameroon educational system in 2012. This most applauded teaching strategy embraces practice and bringing learners to real life situations. It activates competences and prepare learners to independently solves problems in their environment. The Cameroon government hopes to exploit this new teaching strategy in order to train competent problem solvers from secondary schools. The students hope to become independent problem solvers as they will acquire specific competences in school via CBA. The need for competences has become indispensable to employability in the job market.

Unfortunately, the CBA is not sufficiently implemented in most secondary schools in Cameroon and in Mfoundi division in particular. History teachers in particular face severe challenges in the implementation process. Many of these teachers have never had any training on CBA, many of them are faced with overcrowded classes (1:10-150) that the implementation of CBA is practically impossible, some of these history teachers do not have the necessary didactic materials that could enable practice of the lessons as stipulated in CBA teaching. Again, students are not even ready (they do not have books and other learning tools) that enable application of CBA in classes. This is fast demolishing the quality of teaching in history in secondary schools. History students are still without practically skills, hence they still cannot boss of practical skills to solve problems around them and they cannot be

employed. Since they cannot be employed or create their employment themselves, they become a burden to their parents and the society, increase dependency ration in the economy. Some have decided to trek to far away countries for greener pastures where they perish in high seas, others have become cyber criminals, some become rubbers and constitute nuisance to the society. This situation calls for a revisit of the quality of teaching in CBA. It is based on this situation that the research takes on this study to examine the challenges in CBA implementation. Otherwise, the question that the researcher keeps asking is how long shall we continue to train students who will have no impact in the society.

1.6 Research Objectives

General objective

To examine the challenges faced by history teachers in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Specific research objectives

To analyze the influence of class size on the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division.

To examine the impacts of in service training on the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division.

To evaluate the influence of didactic material on the implementation of CBA in history and the quality of teaching in some selected secondary schools in Mfoundi division.

To examine the role of students' readiness in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division.

1.7 Research Questions

General research questions

What are the challenges faced by history teachers in the implementation of CBA on the quality of teaching in some secondary schools in Mfoundi division?

Specific research questions

How does class size in the implementation of CBA in history influence the quality of teaching in some secondary schools in Mfoundi division?

How does in service training in the implementation of CBA in history influence the quality of teaching in some secondary schools in Mfoundi division?

In what ways does the didactic material in the implementation of CBA in history impact the quality of teaching in some selected secondary schools in Mfoundi division?

How does student's readiness in the implementation of CBA in history influence the quality of teaching in some secondary schools in Mfoundi division?

1.8 Research hypothesis

A hypothesis is a tentative answer or statement drawn from knowledge and theory which is used as a guide in the investigation of other facts and theories that are yet unknown, A hypothesis is therefore a sharp and intelligent guess, a supposition, inference, provisional statement or tentative generalization as to the existence of some facts in a given area of research and guide the search for new truth on the basis of empirical evidence, the following hypothesis are formulated on the purpose of achieving the aim of the study

General research hypothesis

Ha: There is a relationship between the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Ho: There is no relationship between the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Specific research hypothesis

Ha1: There is a link between class size in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division.

Ho1: There is no link between class size in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division

Ha2: There is a relationship between on-the-job training in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division.

Ho2: There is no relationship between on-the-job training in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi division.

Ha3: There is a relationship between didactic material in the implementation of CBA in history and the quality of teaching in some selected secondary schools in Mfoundi division.

Ho3: There is no relationship between didactic material in the implementation of CBA in history and the quality of teaching in some selected secondary schools in Mfoundi division.

Ha4: There is a relationship between student's readiness in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi divistion.

Ho4: There is no relationship between student's readiness in the implementation of CBA in history and the quality of teaching in some secondary schools in Mfoundi divistion.

1. 9 Scope of the study

Geographical scope

Geographically, the research was carried out in the Centre region of Cameroon precisely in Yaoundé I subdivision.

Thematic scope

Conceptually, this study was delimited to the concept of the Competences based approach to teaching and learning. The study was limited to this area mainly because of the nature of the data (primary data) which requires the administration of questionnaires to the sample population. This requires a lot of time.

1.10 Significance of the study

The launching of CBA as a new pedagogic tool is an admirable step towards competences activation among secondary school students. It is a great instrument for the enhancement of quality education in Cameroon, Secondary School. Its implementation is a good start towards the attainment of the 2035 emergence in Cameroon. Therefore, the findings of this study would be beneficial to the following stakeholders.

To MINESEC

The non-implementation of CBA in the teaching of history is creating a vacuum in the ministerial pan to promote professionalism and quality education in secondary schools. The results from this study will give the ministry the challenges history teachers are facing and will further give possible solutions. The study is also informative as it signals the non-implementation process that some departments are going through. It will inform the ministry, and leave signals for follow-up and amelioration of the stakes involve. From the results of this study, the inspectors in ministry may be able to understand that the teacher have different perception and face different problems with the CBA implementation. The inspectors will supervise each one of them in line with their own challenges and this might help in the improvement of the CBA.

To Secondary schools

The findings of the study will enable secondary schools to realize the challenges faced by their teachers and students in the implementation of CBA. The new CBA fits with the present society and all subjects are involved. Some subjects like history is seemingly alienated as it is surrounded by a raft of challenges which are turning the objective of CBA into fiasco. This unfolds those challenges and gives scientific solutions to it. Through the study, the school management board and educational authorities will be aware of the reason for failure of the CBA in the area and take appropriate measure to ensure that an enabling environment is created for the success of the CBA. The school management through the counselors will be able to drill parents on how to manage their homes to improve on the academic performance of their children through the CBA.

To learners and teachers

The implementation process of CBA in secondary schools in Cameroon is largely a student-teacher affair. They are the two main actors who are in the center of its planning and teaching. This study in very instrumental to them because it unravels the realty surrounding practical operations of the CBA and provide them the possibility for modifications. The students will be made to understand their role and the teachers too in order to enable a subsequent successful implementation process. It will inject into the teaching profession a good understanding of the change in the teaching approach from teacher centered to learner

centered and give them another chance whereby the CBA will be viewed as an opportunity and not a challenge. This study will enable the teacher to adopt a variety of teaching methods and strategies as to allow the different type of students' benefit.

To Future researchers,

This study will benefit future researchers in that it will provide up to date literature on teacher's perception towards the CBA. This literature will be used to support their arguments and hence improvement in knowledge. They will have enriched available information on teacher's perception towards the CBA

To Curriculum planners/policy makers,

The findings of this will help curriculum planners and policy makers to know what is needed, it will help them to identify the most important components of the program, eliminate what is not needed, making modification on the program thus improving on CBA. Quality decisions about the content and the effectiveness of the service will be made, thereby providing the necessary financial and human resources needed to improve on the approach, Proper policies and strategies will be formulated to render the approach more effective and functional, thereby, innovating the curriculum to meet or accommodate the changing needs of the Cameroonian students and the community as a whole.

To the Pedagogic inspectors,

From the results of this study, the inspectors may be able to understand that the teacher have different perceptions and face different problems with the CBA implementation. The inspectors will supervise each one of them in line with their own challenges and this might help in the improvement of the CBA.

1.11 Justification of the study

The Cameroon government read in between the lines and adopted a teaching – learning strategy that works in training its citizens to become competent so that they can propel the envisaged projects to the 2035 emergences of Cameroon. This study is worth conducting as some subjects like history are not been though successfully in this light. It is very essential to have carry out such a scientific study in order to correct such errors and put all the subjects on the same path.

Moreover, this study is also indispensable, timely and relevant as it examines how class sizes limits the convenience implementation of CBA in secondary schools. It helps to prove scientifically the role of class size. According to Makunja (2015), the ideal CBA class size is between 40-50 learners. This is typical of the CBA, however, there is a need to scientifically prove this in the realities of Cameroon. Therefore, this study is ideal in handling one of the most pronounced CBA challenge in Cameroon.

This study is also very relevant as it examines the in-service training of teachers to arm them in the CBA context. This study examines the importance of pre training of teachers before a new procedure is taken. It derives its importance from the challenges poorly trained teachers in CBA are going through in the field. The study also teachers the system that subsequently, new teaching methods in education must past through the teachers to reach the student. Teachers have to be trained first and their competences have to be activated before they can train students.

Moreover, the idea of changing the education approach from a colonial objective driven, cognitive focused approach to a more Competences oriented system was introduced to the Cameroon secondary school by education stakeholders, on the 17th September 2012. This timely study surfaces in order to enable a successful implementation process of the new CBA in schools. New syllabuses for the Competences based approach were introduced in secondary schools in the 2013 / 2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process. This study is timely, contextually and geographically relevant.

1.1.9 Contextual Definition of concepts

Competences Based approach

Competences based approach is defined as a method that allows students to advance based on their ability to master a skill or Competences at their own pace regardless of environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes. Or better still, Competences based approach in learning is a method that focuses on activating the competences of learners, brings them to real life situations.

Class size

Class size refers to the number of students in a given course or classroom, specifically either (1) the number of students being taught by individual teachers in a course or classroom or (2) the average number of students being taught by teachers in a school, district, or education system.

In-service training

In-service training is the training that concurrent to official teaching responsibilities to improve teacher's qualification and skills. In the service training can also be seen as a compulsory official professional developmental activity to maintain and upgrade worker's abilities.

Didactic materials

Didactic material as "anything which is used by teachers or learners to facilitate the learning of a language. It is also didactic material as "all those means and resources to facilitate the teaching-learning process within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities and skills, as well as the formation of attitudes and values

Learners′ readiness

Learning readiness refers to how likely a person is to seek out knowledge and participate in behavior change. It is also seen as **Learning readiness** is the physical, motor, socio-emotional, behavioral, linguistic, and cognitive skills indicating preparedness to receive formal educational.

Quality

Quality is defined here as fitness for purpose

Conclusion

This first chapter presents the background to the problem. Raising cases according to the concepts and indicators, presents the problem, objectives, questions and hypothesis. It equally shows the significance, justification and the scope of this study. This ushers us into the second chapter.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

The second chapter of this study is titled literature review and conceptual framework. This part unveils the concepts as written by other early researchers, the empirical review and analysis of theories in relation to the concepts in this study. This phase enables us to recognize the literature that already exist in the domain of CBA implementation and the quality of teaching so that we avoid repetition.

2.1 The Cameroon Secondary Education System

Cameroon is a bilingual country, with English and French as the official languages. Because of this, education is provided through two distinct sub-systems. At pre-university level in the Francophone sub-system, there are two years of *préscolaire* followed by six years of primary school, leading to the *Certificat d'Etudes Primaires* (CEP). Those who successfully complete their primary schooling may progress through one of three streams: a four-year first cycle of general secondary education leading to the *Brevet d'Etudes de Premier Cycle* (BEPC), a four-year course of technical education leading to the *Certificat d'Aptitude Professionnelle* (CAP) or a two-year programme of post-primary school in vocational subjects. Those who succeed in the first cycle may enroll for higher secondary education: either a *Lycée général* (three years) or a *Lycée technique* (three years), depending on which stream they followed at the lower level.

In the Anglophone sub-system, scholars follow a similar programme in the nursery (two years) and primary (six years) schools, leading to the First School Leaving Certificate (FSLC). Some primary school leavers then opt for post-primary education, while others opt for secondary technical schools, pursuing a programme comparable to their Francophone counterparts, including a four-year first cycle followed by a three-year second cycle. However, those who get into general secondary schools in the Anglophone sub-system study for five years before sitting for the General Certificate of Education (GCE) Ordinary Level examinations. Successful candidates may study for two years before attempting the GCE Advanced Level examinations. However, candidates are given the chance to write the Ordinary level and Avance levels in form four and lower sixth respectively. Those who successfully complete the first or second cycle of secondary education in the Anglophone or Francophone sub-systems may apply for either *enseignement normal* or teacher training

college, which is also part of pre-university education. Vocational training takes place in different institutions and forms a separate stream that is distinct from the education system.

Entry into higher education institutions is direct, with no competitive entrance examination for holders of the *Baccalauréat* or GCE A/L. For entry into higher training schools of the public service (as well as into certain private institutions), candidates must succeed in a competitive entrance examination. Higher education is sub-divided into three levels in compliance with the BMD system (Bachelor's, Master's and Doctorate) adopted in 2007. The Bachelor degree takes three years, the Master's two years and the Doctorate three years. Literacy and non-formal basic education offer alternatives for education and training in the non-formal sector. Literacy covers activities aimed at acquiring the ability to read, write and count, and at developing daily life skills and income-generating activities (IGA). Non-formal basic education is designed for children with no schooling or who are early drop-outs, to enable them to continue with school (if they have what it takes to do so) or to solicit vocational training in a given discipline. Adult literacy activities take place in formal literacy centres (CAF), while those related to non-formal basic education for un enrolled children are done in non-formal centres for basic education (CEBNF).

The evolution of Curriculum reforms in Cameroon.

After gaining independence in the 1968.Cameroon embarked on the reform of HS education System through the harmonization of programs. Thus in 1967 a study on the ruralization of education was undertaken and the first draft presented

in 1974.Camerrn having two educational Sub-systems (Anglophone and Francophone). It will conduct a reflection with a view to their harmonization with the aim of finalizing these programs in 1980 in order to adopt programs to the new realities of Cameroon, a national Seminar recommended. The state General of 1988 will express the need to review the general design of these programs to introduce them into classrooms from 1994 to 1995; the priority is to finalize these programs with the promulgation of the law on educational guidance, new content is introduced (ICT, national Language). In 2001, the official primary education programs were finalized. These programs set out the disciplines and sub-disciplines, the educational objectives, the learning content and the general methodology. Several pedagogical methods will follow one another pedagogy by objectives (from 1994 to (995), the New Pedagogical Approach (from 1995 to 2002), the Approach by skills from 2003 to present day

Thus the ministry of education will translate the educational policy in terms of learning objectives but, the pedagogy by the programs although comprising qualities such as the Clarity in the contents will present Limits namely the absence of context in the lessons, the non-Coverage of the programs, the difficulty to evaluate. Apart from these limits, the demands of globalization in terms of universal ethics of education will render these programs inactive. In order to understand and apply the Skills-based approach, the implementation of Curricula will come to the detriment of official programs. Indeed, the curriculum is a statement of training intention which includes; in addition to the knowledge to be acquired. (Learning content) the target audience, the aims. the objectives, the teaching methods, the evaluation methods, the planning of teaching activities, the expected effects in modifying the attitude and behaviors of learners, etc. (Itong, bid: 165) This teacher's guide (Curriculum) takes into account the implicit and explicit character, the open character and the Integrative character.

We say that the curriculum is explicit because it can be verified through official texts It is the one prescribed by politicians. It is implicit because it can be checked in teacher's preparation note books or learners note books in short it is the curriculum implemented by the teacher in his classroom. He has an open character because. It can apply in all of areas of life in the educational field, the political field the cultural field. The curriculum is integrative in so far as it takes into account the context in which they applies, the level of learners, it affects all types of knowledge (knowledge skills and attitude).

In September 2018, the new curriculum of primary education was made available to teachers. In this document, there is important information between others; the explanatory role of MINEDUB, the Preface, the constitution constituent elements of the programs. On the administrative level, me explanatory note of MINEDUB explains the socio-economic and educational commitments made by the republic in Compliance with ratified international conventions and the objectives of sustainable. Development decreed by UNESCO. It gives some Reset prescriptions namely me adoption of the CBA, the rigorous follow up of the pupils, GA a global and inclusive training, the respect of the orientation law in 1998. In this note the MINEDUB Calls on the whole educational Community to become aware of the modern mission s that are assigned to primary school.

The preface presents the historical of as well as the reasons for the educational reform and the design of the new curricula. According the authors of this document, it was drawn up

as a result of the situational analysis in order to Lighten and make more confortable the daily work of the teachers in charge of the classes. The curriculum defines the constituent elements of the program. The weekly, monthly and annual distribution of the borer quotas The 6 disciplinary skills and the 5 transversal skills, The exit profile of the advanced cycle, general areas of The curriculum: centers of interest; the crossing between the teaching, the evaluation of the learning, The path to follow in the use of the curriculum. The different teaching disciplines, the evaluation criteria by discipline on the pedagogical level, the CBA recommends; the competency statements.

Teaching starts from the statements of competences which with be defined at the beginning of the month, these Lessons are concentrated around a center of Interest which is a thematic field around which we learning through the discipline must be done over a period of a month. Each center of Interest Comprising three sub-Centers of interest per month at the rate of one sub-center per week.

2.2 Conceptual framework

2.1.1 Implementation

Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. For an implementation process to be successful, many tasks between different departments need to be accomplished in sequence. Companies and educational systems strive to use proven methodologies like the CBA and enlist professional help to guide them through the implementation of a courses but the failure of many implementation processes often stems from the lack of accurate planning in the beginning stages of the project due to inadequate resources or unforeseen problems that arise (Enhens, 2015). The process of implementation of subjects like history in the context of CBA as a new pedagogic process is the center point of contention in this study.

2.1.2The Concept of Competences Based Approach

Competences Based Approach (CBA) has various appellations such as. Competences Based Education (CBE). Competences Based Learning (CBL), Pedagogy of Integration, Performance Based Approach, Proficiency Based Approach, Mastery Based Approach or an Outcome Approach is associated with this new pedagogy (Ntongich, 2016). Previous

educational reforms introduced Competences Based Approach (CBA) in secondary schools. This reform is prompted by the need to produce school leavers with capabilities in terms of knowledge, skills and attitudes useful for solving social and economic challenges of present society (Nkwetisama, 2012; Serdenciuc, 2013; Paulo and Tilya, 2014; Makunja, 2015: Nforbiand Siéwoué, 2015; Butova. 2015: Ntongieh, 2016) Competence-Based Education (CBE) is perceived to be desirable for aligning education provided to the dynamic social and economic demands of the society. It appears to be a panacea to the concerns raised about the capability and employability of the secondary school graduates as it emphasizes on the acquisition of knowledge, skills, attitudes and behaviors essential for effective performance of real world tasks (Maodzwa-taruvinga & Cross, 2012).

With the CBA, the teacher is supposed to switch from the role of an expert who transfers knowledge to a coaching role, facilitating and guiding learning process (Biemans et al., 2004) Adjibi, Moussiliou, Briaud and Attikleme (2017) hold that in Competences based approach: skills are not taught but are built. The learner is necessarily the first actor in the construction of his skills. They equally advocate that learners are to participate in the evaluation of their learning so that the learner monitors the development of expected competences. Learner-centered teaching strategies advocated for the implementation of competence-based approach in secondary schools include: role plays, problem solving, projects, case study, simulation, discussion, and outdoor activities. The advocated pedagogy for the implementation of the CBA is time consuming. Thus, teachers complain that there is too much to teach within a short time (Tilya& Mafumiko, 2010).

On assessment, CBA emphasizes on use of formative assessment, focused on the prescribed competences: CBA expects teachers to assess students frequently using true assessment methods (Weddel, 2006; Paulo and Tilya, 2015; Makunja, 2015). Teachers are expected to use correct assessment methods such as portfolios, classroom or field observation projects, oral presentations, self-assessment, interviews and peer-assessment (Kina& Tilya, 2010). Comect assessment methods are more beneficial for competence based approach than other methods of assessment because they offer opportunity for students to demonstrate the competencies they have learned in real life or similar situation. In addition, a more formative assessment process done formally and informally before, during and after the learning process is usually advocated in competence-based approach (Mulder, 2004). It is focused on both subject specific competences and key competences using authentic assessment methods and not conventional paper and pencil tests usually implored in content based curriculum

assessment. Authentic assessments engage students in tasks similar in form to the tasks in which students will engage in their life outside the classroom and probes for students' higher-order skills such as critical thinking and problem solving (Kouwenhoven, 2013). Further, assessment practice emphasizes on the provision of feedback which continuously, timely and constructively inform learners about the strength and weakness of their performance Feedback is normally descriptive, directly linked to learning goals and pin point what is well done, what mods imprecation and how to improve (Kitta& Tilya, 2010) Another important feature of assessment is that it should align with the curriculum which, in live, in aligned to the standard, and that they measure learning in terms of how students | perform; using much possible a real-world situations cited in (Ambei, 2017).

Another characteristic of Competences-based approach is that it measures learning rather than time. Student progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (competences) required for a particular course, regardless of how long it takes: Competences-based approach allows us to hold learning constant and let time vary. This concurs with mastery learning theory 10 Sullivan and Barce, 2014). The psychology of individual differences is recognized in CHA Different individuals have different learning styles and strategies; they take different amount of time to learn the same content. The main objective of the Competences approach to education is not ranking the students, but teaching them to achieve their goals. This approach implements an attempt to increase the student's probability of success by providing various instructional notes with focus on the one that suits learners' personal learning style (Butova, 2015). The implementation of CBA in secondary schools is carried out sequentially. Sequential evaluation is generally formative reason being that learners who do not demonstrate mastery of expected competences are given remedial lessons to enable them to attain the expected competences while those who have developed the competences required are assigned enrichment activities Formative evaluation and remediation is expected to be conducted repeatedly to permit learners develop competences. The same instruction is given at different times until learners acquire competences associated with the particular unit as cited in (Ambei. 2018).

The introduction of competence-based approach in secondary schools calls for comprehensive change in instructional approach in terms of teaching, learning and as well as resources used (Paulo and Tilya, 2014). The revision process involves shift in paradigm from content-based to competence-based. The emphasis on Competence-Based Approach is due to

the growing recognition of the need for development of capabilities and not just certification. This means that teaching and learning process must change its orientation from rote memorization of content knowledge to acquisition of skills and competencies useful for solving real life problems (Woods. 2008: World Bank, 2011). CBA defenses the application of knowledge in real life context as opposed to the content-based emphasizing students to memorize their lesson notes which was deemed crucial for passing examination, which often tests ability to recall memorized facts, knowledge and principles (Osaki, 2004).

Competences-based learning or Competences-based education and training is an approach to teaching and learning more often used in learning concrete skills than abstract learning Competences-based learning is learner- focused and works naturally with independent study and with the instructor acting as a facilitator. Learners often find different individual skills more difficult than others. This learning method allows a student to learn those individual skills they find challenging at their own pace, practicing and refining as much as they like. Then move rapidly to other skills to which they are more adept. It differs from other non-related approaches in that the unit of learning is extremely fine-grained. Rather than a course or a module, every individual skill or learning outcome (known as a Competences) is one single unit. Learners work on one Competences at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual Competences and can only move on to other competencies after they have mastered the current skill being learned. After that, higher or more complex competencies are learned to a degree of mastery and are isolated from other topics. Another common component of Competences based learning is the ability to skip learning modules entirely if the learner can demonstrate mastery. This can be determined through prior learning assessment or formative testing (Gervais 2016) as cited in (Ambei, 2017).

While most other learning methods use summative testing, Competences-based learning requires mastery of every individual learning outcome, making it very well suited to learning credentials in which safety is an issue. With summative testing, a student who got 80% in the evaluation may have an 80% mastery of all learning outcomes or may have no mastery what-so-ever of 20% of the learning outcomes. Further, this student may be permitted to move on to higher learning and still be missing some abilities that are crucial to that higher learning. For example, a student who knows most traffic laws and has mostly mastered controlling a vehicle could be treated equally with a student who has mastered vehicle control but no understanding of traffic laws, but only one of these students will be permitted to drive.

What it means to have mastered a Competences depends on the learning domain (subject matter). In a subject matter that could affect safety, it would be usual to expect complete learning that can be repeated every time. In abstract learning, such as algebra, the learner may only have to demonstrate that they can identify an appropriate formula, for example, 4 of 5 times since when using that skill in the next Competences, resolving a formula, will usually allow an opportunity for the learner to discover and correct his/her mistakes. (John 1989)

It is important to understand that this learning methodology is common in many kinetic and/or skills-based learning and is also sometimes applied to abstract and/or academic learning for students who find themselves out-of-step with their grade, course or program of study. Increasingly, educational institutions are evaluating ways to include Competences-based learning methodologies in many different types of programs to make learning success a constant while students' pace can vary.

De Ketele (1996) defines competence as a set of organized capacities (activities), which act on contents in each category of situations to solve a problem. In this definition a competence is described as an ability to carry out a specified task or activity to predetermined standards of attainment. According to De Bueger-Vander (1996), competence refers to a state of being well-qualified to perform an activity, task or job function. Competences may be defined as the ability to do an activity to a prescribed standard, emphasizing what people can do rather than what they know (Cohen, 2005). When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a community of practitioners.

Pellency (2001) holds that Competences is not only the mastery of knowledge and methods, or the ability to manage them, but also the ability to integrate different kinds of knowledge, and to use them synergic ally. To be competent in an area implies the ability to mobilize one's own knowledge and to transform it into concrete doing. Competences is an individual characteristic and is built (through self-experience and formation) in each field and in a given area. It includes the content of the learning process as well as the context where it happens and the ability to apply the grasped content (Coggi. 2002). Organization for Economic Cooperation and Development (OECD) hold a similar View as the latter authors. It defines Competences to be more than just knowledge and skills. It involves the ability to meet

complex demands, by drawing upon and mobilizing psychosocial resources (including skills and attitudes) in a context.

Rychen & Salganil (2003), González & Wagenaar, (2005); Koster& Dengerink. (2008) state that the concept of competence has features which include: implicit(Knowledge gained without knowing not written in any book) and explicit knowledge, cognitive and practical skills it enables teachers to meet complex demands by mobilizing psycho-social resources in context, deploying them in a coherent way, it empowers the teacher to act professionally and appropriately in a situation, it helps ensure teachers' undertaking of tasks effectively and efficiently, and it can be demonstrated to a certain level of achievement along a continuum.

Pedagogical competence defined as "the ability of an individual to use a coordinated. Synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy" (Madhavaram. Laverie, 2010).

A Competences has been defined by its pioneers as: The generic knowledge, motive, trait, social role or a skill of a person linked to superior performance on the job (Hayes 79). A capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results (Boyatzis '82).

A Competences is a set (a combination) of applied knowledge, manifested skills, relevant personal attributes and underlying observable behaviors (values, judgments, attitude, motives, beliefs, and ethics) that describes acceptable (or excellent) performance in a work or job context. Competencies can be described in a Competences profile, which can be included in a Competences catalogue or Competences database.

According to Lucy (2019) Competences based approach is a sequence of learning experiences that seek to ensure that students attain specific skills, knowledge, and abilities considered important with respect to whatever they are studying or the transitions for which they are preparing. The responsibility for learning is entrusted to students who must build their own knowledge through means made available by the teacher (Boutin. 2009) The teacher assumes the role of a facilitator. S(he) has the task of advising, motivating and

encouraging students to the creative, ensuring the planning and organization of activities, and suggesting ideas without imposing them. In a Competences-based learning system, students are not allowed to continue until they have demonstrated mastery of the identified competencies (Savage, 1993: Rutayga 2010, and Mosha, 2012). What it means to have mastered a Competences depends on the learning domain (subject matter) or the employer. The Competences based approach is believed can help teachers not only to identify the academic strengths and weakness of students but also to track specific concepts and skills students have not yet mastered. The transition to a Competences-based system, may require significant changes in how a school operates and how it teaches students. This may be in how report cards are structured, the grading system, methods of instruction and assessment and even the school culture (Lucy, 2019).

Arguments for using the Competences Based Approach in Cameroon Educational system

According to Lucy (2019) the following are arguments for using Competences Based Approach in Cameroon: legal arguments, economic arguments, political arguments and academic arguments

Legal Arguments for using CBA

Education in Cameroon is supervised by the state through legislation. Improving the quality of education for all Cameroonian children through the development of competence, creativity and innovation has been a priority for policy makers in Cameroon since independence. In 1995, this effort culminated into the National Forum on Education whose recommendations were later formulated into the Cameroon education policy statement (law. no: 98/004 of 14 April 1998) to lay down guidelines for education in Cameroon. These guidelines prescribed that: "*The general purpose of education shall be to train children for their intellectual physical, civic and moral development and their smooth integration into society bearing in mind the prevailing economic, socio-cultural, political and moral factors*".

Section 5 of the 1998 Law laying down guidelines for education in Cameroon, spells out mine different articles of national policy which stipulate the training of useful citizens in cognitive, affective and psycho-motor domains. The nine articles highlight domains including national and international cultures, universal ethical values, family life, national languages, democratic culture practice and other concerns, the cultivation of an ethos of work, creativity

and related aspects sports-cum-physical education and artistic-cultural concerns, hygiene and health education. Furthermore, in Section 25, the Law asserts: "The Education provided in school shall consider scientific and technological advancements and shall be tailored in terms of content and method to national and international economic, scientific, technological, social and cultural trends The application instruments of the education policy framework of 1998 include amongst others *Ministerial decision N° 49/06 of 08 February 2006 creating a commission charged with preparing texts of application of the 1998 orientation law of education.* It is based on these legal instruments that in 2006 work effectively started on the conception of the new approach

The idea of changing the education system from a colonial objective driven, cognitive focused approach to a more Competences oriented system was introduced to the Cameroonian public by education stakeholders, on the 17th September 2012. This approach, which was to be progressively introduced into the education system was tailored to address urgent socio-economic realities. While content remains essentially the same with slight modifications to reduce bulk and irrelevance, the teaching approach is a total paradigm shift from earlier practices. This paradigm shifts calls for continuous teacher professional development and retraining to meet up with the new challenges especially the enhancement of learner centeredness. New syllabuses for the Competences based approach were introduced in secondary general schools in the 2013/2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process.

Economic arguments for using CBA

Many people around the world look to schools to equip youth with new sets of skills to meet up with the challenges of a rapidly changing world economy. For these reasons, some scholars posit that rote memorization of facts and hierarchical school and classroom patterns are no longer suitable for the competitive global market, where the skills of inquiry and problem solving to address rapidly-changing environments are needed (Vavrus, Thomas and Bartlett, 2011). The outcomes-based education movement in South Africa, for example, is rooted in the belief that international trade and production have changed along with the global economy; the government believes students' skills and competencies should also change (Weber, 2007). As Cameroon looks forward to achieving her goal of becoming an emergent nation by 2035, it is imperative that she uses her educational system in training students with

skills to meet up with this goal. The skills associated with CBA pedagogy, such as learning how to learn and communication to co-construct knowledge, are those sought by an increasing number of employers around the world. Therefore, the government of Cameroon wants to see schooling align more closely with the needs of industry. There is enough evidence that schools are not meeting the economic needs of the country. Report from Sector Wide Approach to Education (2006) talks of high levels of wastage because of low internal efficiency (for example, failure of students in examinations and dropout), coupled with low external efficiency (inadequate relevance of programs of instruction to the priority development needs of the country). From this point of view, human capital development must expand beyond the acquisition of basic skills and content knowledge to include strategies for becoming lifelong learners and creative entrepreneurs in ever-changing economic environments. Educational reform according to World Bank (2007) must extend beyond increasing access and enrollment to include the introduction of approaches to teaching and learning that parallel changes in the global economy. Developing the skills necessary for this new economy places new demand on teachers to learn ways of teaching consistent with CBA.

Political Arguments for using CBA

There is empirical evidence showing that the way teachers teach and not only the content of their classes may contribute to students' political socialization and engagement in democratic processes (Bartlett, Thomas and Vavrus, 2011). The relationship between students and teachers, especially opportunities for students to express their views in the classroom, is considered especially influential in developing students' views on democracy and their degree of civic engagement. Dewey, believed that education systems should prepare citizens for active involvement in democratic forms of governance. Merely gaining knowledge about equitable social policies or democratic processes, he argued, is not adequate to effect political change) (Dewey, 1916. Advocates of CBA usually share Dewey's faith in democracy and believe students need to experience democracy in action in the classroom and in the school to become democratic citizens. Engendering democratic civic values, they contend, requires practice and experience with negotiation, cooperation, and critical thinking. Participatory teaching methods such as the CBA, that allow students to practice democratic behavior by experiencing negotiation, collaboration, and active civic engagement in the classroom seem to have the greatest influence on students' views on democratic values. In contrast, programs that rely on teacher centered pedagogical approaches in teaching reinforce authoritarian and non-democratic forms of interaction in the classroom (Antal and Easter. 2009).

Today's teachers are increasing requires abandoning the use of a banking system in education wherein information is simply deposited into the minds of their students and withdrawn when needed. This type of positivist approach to education limits the possibilities for students' development and ultimately liberation of oppressed people. However, the development of critical thinking skills in students and the greater democratization of schools may also be threatening to parents, teachers, school heads, and political leaders.

Education strengthens the political development of nations by promoting the civic engagement of their populations. People with more education consistently participate more in political activities than those with less education. Education increases awareness and understanding of political issues, fosters the socialization needed for effective political activity, and increases civic skills (Campante and Chor, 2012 cited in WDR, 2018.). As Cameroon has embraced democracy as a form of governance, it is logical that CBA would serve as a complement to this political change by modelling some of the same practices in the classroom. Cameroonian youth spend large portions of their young lives at school, it is therefore reasonable to assume that the unspoken lessons they learn are internalized and applied as adults.

Academic Arguments for using CBA

Apart from the other reasons mentioned above, the primary reasons for teachers, schools, and ministries of education to adopt the use of CBA, is due to its Cognitive and psychological benefits on learners. The term cognitive refers to mental processes, such as remembering or solving problems, while psychological encompasses cognition but also includes the study of emotions, motivation, and interpersonal relationships (Vavrus, Thomas, & Bartlett, 2011). CBA, it is believed has the potential to develop in students, higher-order thinking and critical engagement with the world around them, skills deemed necessary for success in a complex global society. Higher-order thinking skills, such as the abilities to analyze, evaluate, and create knowledge (Anderson and Krathwohl, 2001), enable students to examine and process the wealth of information that is available in the modern era. Secondly, specific competencies help students as well as other stakeholders such as employers and policymakers, to have a common understanding about the specific skills and knowledge that students should master because of their learning experiences. Some other academic benefits that are believed to result from CBA may include:

- Development of critical thinking and problem-solving skills.

- Students having the ability to link new information with existing knowledge in meaningful ways,
- Leads to creativity as students can start thinking out of the box to solve the challenges of a rapidly changing world.

Goals of Competences 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 them smooth insertion into a more demanding job market worldwide, through a pertinent teaching/learning process. According to (MINSEC, 2014), Competences 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 Competences 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, and
- 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 s/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:

- Understand and 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;
- Acquire life skills such as reading information and applying safety and security rules, Communicate results obtained and ideals developed with others;
- Do simple scientific diagnosis and repairs of scientific and technological equipment and appliances;
- Acquire personal attributes and seek ways of enhancing them

In order to achieve these objectives, the learner should be able to mobilize, all the pertinent resources in terms of knowledge, knowhow and attitudes. The resources to be mobilized by the learner are found in many disciplines and areas of learning. Therefore, syllabuses that are developed to teach using CBA should not be implemented in isolation but as interrelated subjects (Lucy, 2019). According to Tanyi (2019) the Effectiveness and Efficiency Implementation of CBA Depends on the Following;

The paradigm shifts from Content-Based Approach to Competences Based Approach forces teachers to change their way of thinking and working. They are forced to think completely in terms of the whole true task that competent professionals perform (Hoogveld, 2003). In line with this, Sudsomboon (2010) points out that the successful realization of CBA profoundly depends on the teachers who are expected to give up their role as "knowledge transmitters" and accept the new role of "Coach" and instructional designers. Teachers are

agents for change because of the role they play in implementing any curriculum reform. Studies have shown that curriculum reforms effect the school less, but they do impact teacher's practices (Ntoh, 2015).

The Competences Based Approach requires teachers who are professionals, knowledgeable and competent in their work particularly in implementing school curricula. If teachers are knowledgeable and comprehensible, they will be competent in implementing the CBA. And this will lead to improving the quality of education.

Tambo (2012) points out that qualified teachers with sufficient and appropriate knowledge and skills are one of the preconditions for a successful implementation of CBA. Consequently, the need for changes in the instructional approaches demands for the need to train teachers (both in-service and pre-service) with the required competencies for handling new teaching paradigm. (Tchombe. 2014). Teachers are filter through which the mandated curriculum passes. In other words, teachers are key players in mediating the mandated curriculum for the student's benefit. They should first acquire ample knowledge of the desired concept, understand it and then use this experiential knowledge or skill to evolve a workable curriculum (Flinders and Thornton, 1997).

The implementation of CBA requires the use of new assessment strategies aligned with the new paradigm. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment (Maclellan, 2004).

CBA advocates student-centered teaching and meaningful interaction in the classroom, both teachers and students are required to play new roles in the teaching/learning process. For instance, teachers become guides or facilitators instead of providers of information. They are not glued to the textbook only; instead, they are free to use authentic materials from a variety of sources beyond the officially recommended textbook, and provide authentic assessments to their learners. In the meantime, students are required to participate actively in the construction of knowledge, and are allowed to take decisions regarding their learning. In this paradigm, students take control of their own learning (Daniel and Belibi 2019).

The effectiveness of a program implementation is measured in terms of the following

Conferring to Gysbers and Henderson (1988) the effectiveness of a program implementation is measured in terms of its available resources. This implies that for any program to be considered effectively implemented there is need for available resources. The authors went further to explain the fact that when program implementers know the current available resources, it will give room for creativity and when there is shortage of resources, implementers will demand for more resources and improve on the existing resources for the smooth functioning of the program. Thus, knowledge on the current available resources will be beneficial to the implementers because this will motivate them to work hard when they know the available resources that are at their disposal. Gysbers and Henderson grouped the resources into three categories. We have human resources which include all staff members and their skills. We also have financial resources which include the budget need to purchase instructional materials, equipment's and also facilities needed to effectively implement the program. Political resources here mean government policies and laws that support the program. In order to present a clear understanding of resources, all the different types of resources will be discussed below;

Human resources

For the goals of education to be achieved in a nation, the role of the teacher, the main curriculum implanter in the teaching /learning process is very vital. This becomes a reality through effective teaching and pleasant learning as basic means to nurture productive citizens. The multidinous professional roles and qualities of the teachers blend to make up an effective teacher. When a good teacher brings his abilities and visions for a better society to bear on his teaching, he or she shall become a unique and responsive professional who will continually see himself or herself accountable for the educational progress and failure of the youths entrusted into their hands. Teachers' perception in this process of CBA implementation is paramount to the realization of goals of every educational system it should be noted that, teachers are the central resource persons needed for effective program implementation. It should be noted here that teachers do not work alone. In order to effectively meet students" needs, they work in synergy with other staff members, school administrators and community agents. There is need for teachers to be competent and skillful in order to meet students" needs, which also allows for accountability.

Financial resources

Schools should provide available financial resources needed for school to purchase equipment, materials and also allowances needed to run the program. He added that available financial resources will allow the school authorities to buy books, journals, magazines and also visual aids which will help facilitates the process of teaching and learning.

Cameroon Context of CBA Implementation

According to Daniel and Belibi (2019) In line with the vision of making Cameroon an emergent economy by 2035, the Ministry of Secondary Education (MINESEC) adopted reforms in August 2012 which consisted in aligning educational goals with the demands of a more skilled workforce. And that was the main thrust of the CBA. MINESEC explained that this new pedagogical innovation was aimed at "making sure that the learners [could] apply what they learn in class in real-life situations outside the classroom" (*Pedagogic Guide: English to Francophone* 2014: 5). In fact, the previous paradigm, the Skills-Based Approach, was more focused on learners' acquisition of knowledge instead of enabling them to use that knowledge in order to solve real-life problems. The new approach went through a trial period for two academic years (2012-2013 and 2013-2014) before its effective implementation began in Form I and Form II of the 2014-2015 academic year. Therefore, by the end of the 2018/2019 academic year, CBA would have been effective throughout the first cycle of secondary schools in Cameroon.

A major challenge to this approach has been the lack of preparation of the main stakeholders who were tasked to implement it. In fact, studies including Foaleng (2014), Nforbi and Siewoue (2015), and Belibi (2018) have concluded that ad hoc measures were not taken a priori to mitigate the effects of context-related hurdles such as large classrooms. Insufficient funding, training and professional development of teachers, and the lack of teaching and learning materials. It was only obvious that classroom teachers would face difficulties in the course of implementing the new approach (Daniel and Belibi, 2019).

An example of a CBA lesson plan

School year: 2020-2021 School: G.B.H.S Nkol-Eton Class:II	**Module I:** European activities in Africa before and duration colonization. **Topic:** European activities in Africa before and during

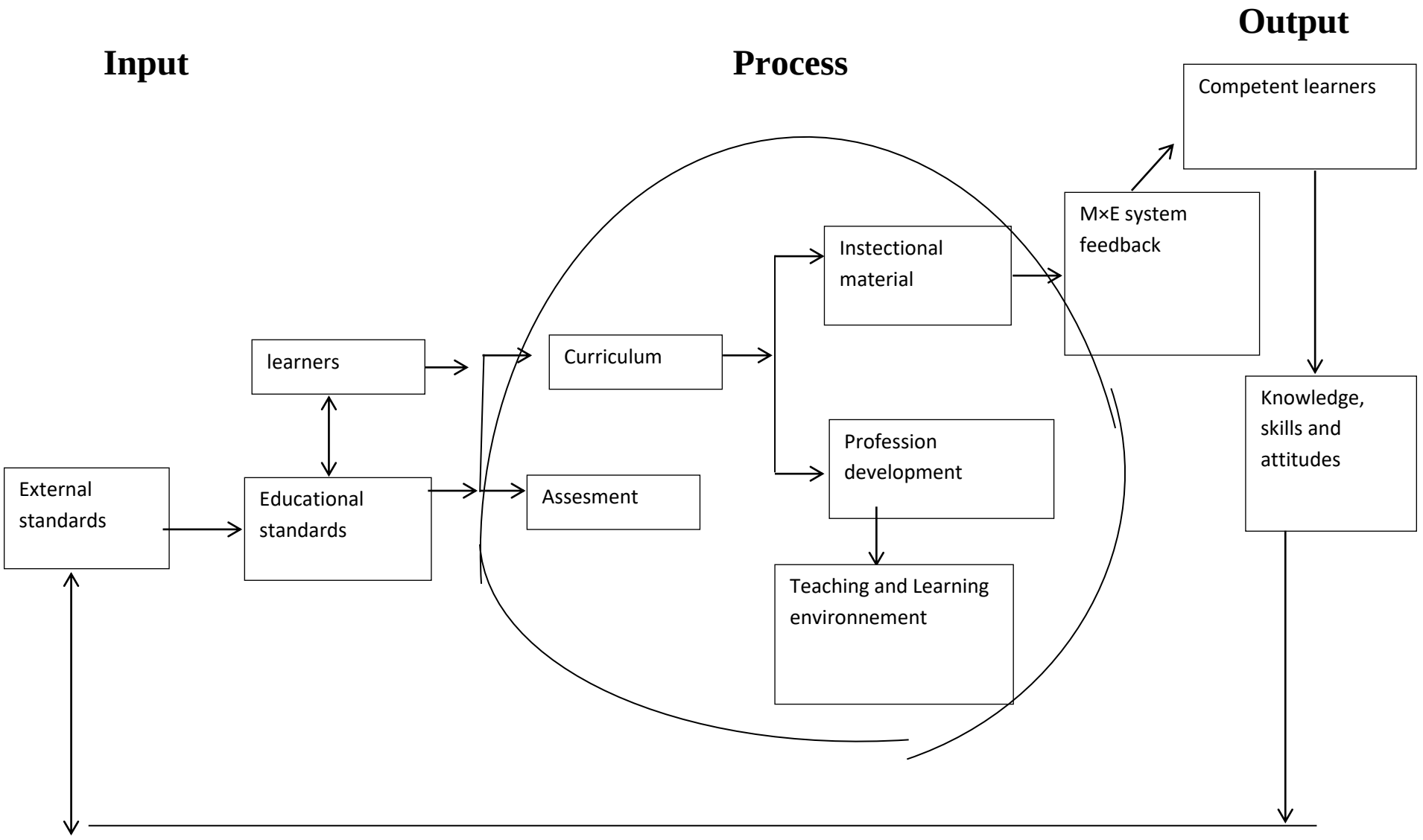
Number on roll Average age: 13 years Duration: 55 minutes Name of teacher:	colonization. **Family of situation:** the violation of rights. **Category of action:** promotion and protection of rights. **Sub-topic:** Cameroon before annexation. **Lesson:** political and economic life of Cameroon before annexation.

- **Previous knowledge:** learners have experimented the influx, settlement and abuse of natural rights by Arabs, Chinese and Europeans in the local communities.
- **Instructional resources:** World map, Pictures of missionaries and explorers, photographs of coastal chiefs, extracts of treaties, speeches and letters.
- **Example of situation**: poor treatment of Cameroonians by Chinese employers.
- **Example of action:** awareness, campaigns, education and sensitization of the masses on their rights.
- **Formulation of justification:** this lesson will enable you learners to acquire the resources necessary to adopt an attitude that will restrain all forms of human rights violation.
- **Learning objectives:** by the end of this lesson, learners should:
    - Identify political institutions in Cameroon before annexation.
    - Describe economic life in Cameroon before annexation.

Competencies based approach conceptual framework system.

This approach is typically one which controls and assesses learning through the establishment of present objectives and outcomes which might relate to skills, attitude or value. The figure 1 below tries to provide a model for the development of a competencies based education approach.

Stages	Internal resources			Other resources		Prograssive	
	Essential knowledge	**skills**	**values**	**Instructional materials**	**Methods of teaching**	**Evaluation**	Duration
Presentation	A) Political life in Cameroon before annexation Notes	- List - Identity - Describe - Explain	- Sense of liberty - Patriotism - Curiosity	- Map of Cameroon - The chart of the hierarchy of a centralized state	- Analysis of documents - Maps and charts distributed to learners in various groups and they left to observe and perform the following activities - Give nature, title, and documents. - Identify types of states and give characteristics	- Submative evaluation - Formatie evaluation - Diagnostic evaluation	1 hr



Source: Tambwe (2016) and modify by author 2020

Figure 2: model competencies based education

To come out with a competencies-based program, you have to plan and asked questions, such as what do students need to learn to become successful adults. This question should be answered by convening meeting with business, politics, social, cultural and environmental sectors (stakeholders) to determine the criteria for success.

The next step will be that the education/teachers will not take the information to the learning out comes or specific statement of behavior that students must perform which will become the educational standards which will be mastered for each education level.

After knowing what students needs to learn at each educational level, then defined what needs to be learned. Since most institutions teach subjected, specific out comes needs to be extracted from the external standards to define curriculum for a specific subject. Specific outcome can only be extracted from the external standard to define curriculum for a specific subjects. This is the reason why some educators supported interdisciplinary curriculum because it goes better with the real life situation outcome. With the creation of minimum performance standards that indicate the lowest level of performance acceptable, it is then possible for the creation of curriculum and the means to assess student performance related to the curriculum (Loma, 2005).

The minimum standards also provide a framework for creating assessment. Assessment is much wider than testing. What is important here is that assessment goes along with the curriculum which in turn goes along with the standards and they measure learning in terms of how students perform using real life situation as much as possible. This is called contextual real learning.

For the curriculum and assessment to be implemented properly, educators and teachers must consider developing appropriate instructional materials to support learning activities. On the other side teachers are going to be trained on how these new materials are going to be used since the methodology of competencies based system requires shifting from teacher to student-centered approach.

This professional development is a key component in competencies based approach so that the teacher can continuously improve on how they implement quality educational system. Teachers should continually undergo training which will increase their knowledge and skill so that they can teach proper competencies to the learners.

To determine the effectiveness and ensure competencies based education is implanted properly, M&E system is needed. This is a system that provides feedback to different parts of the system so that adjustments can be made whether changing standards and test or revising

training modules. M&E should be done in input as well as output process in order to ensure smooth implementation of competencies based approach in the country.

This description can be brief but sufficient enough to gain some understanding of what a competencies based approach system should resemble. It is with this framework that new national competencies based approach should be analyzed.

The author feels that, the approach is not implemented properly as it is supposed to be, thus decides to conduct this study in order to identify the challenges facing the competence based approach effective implementation as well as proposes strategies on how to overcome the identified challenges.

These definitions and demonstrations brought to high the fact that the responsibility for learning is entrusted to the students who has to build his or her own knowledge through means made available by the teacher. The role of the teacher is to encourage the learners to acquire which must be facilitated. There should be room for challenges. But our research is going to show how difficult it is for teachers to carry on their duties as facilitators in order to bring out the necessary skills which are required in quality education.

This is a very important step in a research work because it allows us to avoid all kinds of ambiguities in the terms used.

Pedagogical Approach

An approach is a way of moving towards a subject or problem. It can therefore be in a question method, this is to say of a rational process of the mind to arrive at a knowledge or demonstrate a truth, it is also an orderly way of carrying out an activity, it is a set of rules that allows learning, it can also be a process, that is to say a set of non-codified ways of acting to obtain something, a result of a technique, that is to say of a set of procedures, of a strategy, tactics.

An approach is therefore said to be educational, when it is applied in the field of pedagogy. This can be defined as an act of educating children, the facilitation of learning, the action aimed at producing learning outcome, it can also be any activity which help develop learning in others, a reflection on all the means used to achieve education, the set of techniques and means at facilitating educational action or goals. The application of a method gives definite results (Hong a'Goufan, 2019).

Basic Skills

These are skills that are necessary and essential for the acquisition of other skills, skills without which the learner of a given level cannot solve the problems or successfully tackle the cases of the next higher level. These are therefore required skills.

2.1.3 Development skills

These are skills of strengthening improvement, reinforcement of skills whose lack of mastery does not affect later acquisitions, skills which are not essential in solving a problem.

According to their functions, we distinguish

- **Epistemic skills**

They are those relating to n object of knowledge which cuts across all the discipline

- **Procedural, methodological or disciplinary skills.**

They are those which refer to specific skills linked to a discipline (memorization, reinvestment of knowledge, working method, reasoning etc.) they develop through disciplines such as manual work, mathematics, science and technology, ICT etc.

- **Transversal skills**

They are those which refer not only to inter discipline, but also to the desires to know, to the desire to learn, to the development of critical mind, rigor of thought, correctness in the words, listening to others, a taste for efforts, a taste for discussion, etc.

- **Axiological skills**

They are those which allow the integration of value systems they develop through the human and social sciences.

- **Aesthetic skills**

These are those relating to artistic abilities. They develop through activities such as drawing, storytelling, writing, physical education, arts education personal development etc. depending on their origins or sources still distinguish

- **Cognitive skills**

These are those relating to cognition of reflective and organizational capacities.

- **Affective skills**

These are those related to living together, socialization. They develop through teamwork.

- **Social or socio-cultural skills**

These are those relating to culture and opening up to the world. They develop through national.

2.1.4 **Educational Approach**

An approach is a way of approach aching a subject or a problem. It can therefore be a question of a method, that is to say of a rational process of the mind to arrive at a knowledge or to demonstrate a truth, an orderly way of carrying out an activity, set of rules that allow learning . it can also be a process, that is to say of a set of non-codifies way of acting to obtain to obtain something, a result of a technique, that is to say of a set of processes; a strategy, a non codifies organization of techniques and means used to achieve a goal encoded method

An approach is therefore said to be pedagogical when it is applied in the field of pedagogy when it is applied in the field of pedagogy defined as the act of educating children, the facilitation of learning, the action which aims to produce learning effects any activity deployed to develop learning in others, a reflection on everything related to education, all the means implemented to achieve education and more especially to each (Debesse, 1965)

An educational approach is a codified organization of techniques and means aimed at facilitating the educational action or implementation to reach an educational purpose. The application of the method gives results to some. (Itong a Goufan (2019).

The Pedagogic approach by skills.

C.B.A. is a pedagogical method developed to resolve the problem of the in operability of “constituted knowledge”, and professionalization of teaching. Its aim is to make learners more effective, more competitive by developing their skills. We understand that the main objective of the C.B.A is to provide learners with resources available at any request and allowing them to integrate into the society in which they are called to live by solving their daily problems. C.B.A is then the pedagogy of the development and integration of skills in this perspective. To this effect, the C.B.A is based on the following principles:

– The principle of comprehensiveness: it indicates that the teacher should understand learning as a whole and not the contrary. The knowledge to be acquired will then be presented in a so-called “integration or complex” situations which advocate intra and interdisciplinary.

– The principle of construction: Intelligent is not immanent given but a permanent construction. The learner must these for a model presented, learn to organize and restructure information, in order to make inferences. Through this we can clearly see the link between the C.B.A and the inferential method.

– The principle of perceptual alternation. Here the learner must pass from globalism to syncretism and vice versa. So that he can learn to decompose an object of knowledge into its essential and, to recompose it. This principle is the most used in reading;

– The principle of rationalism and empiricism: Teachers must move from theory to practice, from induction to deduction and vice versa;

– The principle of distinction: The teacher must distinguish between the knowledge to be acquired and the acquisition process;

– The principle of significance: This principle proposes to create and place the learner in front of meaningful and motivating integration situation, that is to say of daily life, and not in situation of which he knows nothing. It is difficult to talk about snow or summer to an African who has ever left his village. This principle of realism is very important in the development of evaluation tools.

– The principle of requires making link between teaching, learning and evaluation activities and the skills to be developed. It is therefore simply necessary to achieve the congruence between the teaching and the evaluation (one only evaluate what one has taught), the objective pedagogy and the end-of-lesson evaluation, the competence and the integration situation.

– The principle of integration: This involves bringing together, during an evaluation for example the various resources studied during the various lesson, that is resources which lead to competence.3 this principle is the very source of the skills integration pedagogy.

– The principle of transfer or compensation: it is about promoting interdisciplinary, that is to say the use of skills acquired in the given discipline of context.

– The principle of iteration. This is about repetition which is good for teaching.

The CBA ultimately wants to link the child’s school experience to his daily life. Therefore, it reinforces the inferential approach which favors the development of the

intelligence. It will therefore make it possible through integration situations, to operationalize group work, to the confrontation of the ideas (socio-cognitive conflict). She is active and advocates inference by reinvesting knowledge in solutioning significant problems in everyday life. The pedagogy of the integration of skill ultimately combines pedagogy by objective and inferential pedagogy

The Teaching quality of history

We cannot talk about the importance of history without talking about the definition of history and its origin. There are divergent definitions of history and from different authors but all these boils down to the same word which is "past events" History is not only the study of past events but that of an "important" past events. Not all past events are history. An event becomes history when it creates impact in the world or has an effect on the society (the medieval historian).

According to (Omer 1981) History refers to the past which relates to the development of a country, subjects, or persons. To Anderson (1921-1906) "history is the narration of the events which have happened among mankind including an account of the rise and fall of a nation as well as of great changes which have affected the political, social and economic conditions of human race". According to Wikipedia it is a "die conic analysis of casualty using documents and other items. From this point of view all these definitions boil down to the same thing. History comes from a Greek word which means "inquiry". The father of history was "Herodotus". He was the first person to write history. His first book was entitled "Histories" a subject is important according to the impact it plays in the society like all other subjects history has played an instrumental role in the society which has left a remarkable impact positively or negatively.

Importance of history as a subject

History is important for the following reasons.

- To know about the past:

History takes us back to the past. That those events that happened in the past. It helps us to answer questions about past events.

- To avoid repeating mistakes of the past:

Through history, we are able to study the mistakes that people made in the past. This would enable us not to make the same mistakes that may lead to further conflicts.

- To learn about great people who lived:

Through the study of history, we are able to learn about great men and women who have impacted this world. That is we are able to know what they did and what they left undone.

- To understand the world:

Through the study of history, we are able to understand the world in order for us to know what is good and what needs to be changed.

- To be good and bold citizens:

For one to be a good and bold citizen in a country, he or she has to understand the world in which we live in and this can only be done through the study of history that is by studying what people had done in the past. Through this study, we will have to judge what is good from what is bad so as not to make the same mistakes (Mcrowder 1970).

Challenges of teaching History

The challenges of teaching history varies from one scholar to another or one writer to another each one of them has come out with one challenge or another

- Insufficient teaching and learning resources/ facilities.

Bakkaly, Anjana and Gassemi said that insufficient teaching and learning resources is an instrumental factor which hinders the teaching of history effectively in secondary schools. These facilities include text books, library, computer laboratories etc. the availability of appropriate teaching of history could help students to participate actively in the teaching and learning process. Students cannot develop their independent learning skills problem solving and inquisitive minds that deprived them the opportunities to be competent and skillful. According to the same authors, this is equally as a result of lack of teachers on the job. That is well trained teachers to teach history. This also is a major challenge that has hindered the effective teaching of history in Cameroon secondary schools. There is a limit of some teachers' pedagogical knowledge and skills to apply during teaching and learning of history. This is because teachers have not received intensive training hence most of them lack the adequate knowledge and skills for effective teaching in Cameroon secondary schools.

To Tambwe (2017), large classrooms are also a hindering factor to the appropriate teaching of history. That is the number of students in a classroom are usually too many for the capacity of the teacher. The author observed that in some institutions the teacher-student ratio ranges from1: 100-120 even higher which is against the educational law. In this situation teachers fail to teach students in the right way.

According to the same author, low student cooperative attitude also hinders to effective teaching of history. To him about 65% of students how low cooperation to teachers who try to involve them in the teaching-learning process in order to trigger creativity, problem solving attitude and inquisitive mindset

- Teachers and students educational and cultural background.

Teachers and students educational and cultural background deprive them from effective operationalization of history. Especially the science students who do not like to read lengthy notes. It is very difficult for them to adapt to the reading of lengthy notes. To this effect there is a need to separate the classes from an initial stage so that the learners would specialize in their various courses early enough. Mutake(2019).

- According to the same author, the lack of institutional support will also cause a

Problem in the way history is taught. According to the author, the institution has to create a conducive and friendly environment for effective history teaching and learning process.

The consequences will be the inability to finish the program, teachers doubting their professionalism etc. which would eventually lead to poor quality of teaching.

Measures taken to improve on the teaching of history

The government has put in place so many measures towards the improvement of teaching history. The authorities have done the following:

- Seminars:

According to the oxford dictionary definition, an educational seminar indicates a small advanced study while a meeting labeled as such means an intense exchange of ideas. Attending a seminar has numerous advantages including: improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence.

It is in this line that the authorities of education always put in place seminars for teaching improvement.

- Pedagogic day:

To Montreal, these are days that are held each year in keeping with teachers work contracts and sound educational policy. These professional development days provide teachers with the opportunity to polish their skills, keep up with the trends in education this ……..that pedagogic days are created to improve upon teaching.

- Supervision

Wikipedia defines supervision as the act or function of overseeing something or somebody. A person who performs supervising is called a supervisor and the one being supervised is called supervisee. To this effect, we usually have inspectors who usually come around to make sure that teachers carry out their duties successfully.

Observation

According to Itong a Goufan (2013) observation of teachers in the classroom is done by the school authorities. To him it is the process whereby schools authorities like the principal/ vice principal go down to the classroom to observe the teachers. This is an internal observation and external observation is one in which the authorities come from the delegation to carry out observation in the classroom. In this process, the teacher teaches while the authorities observe. The repeated process improves upon the teaching of history in secondary schools.

This is a way of importing knowledge. It is different from learning which is a more or less lasting modification of behaviorist point of view; learning is the positive and relatively lasting difference between an initial behavior (less elaborated) and an arrival behavior (more elaborated). It is the process by which old knowledge is modified and new knowledge is acquired in a sustainable way. Ultimately, learning can therefore be defined as an activity (cerebral or motor) which, through teaching or a particular experience, leads to the acquisition of a new behavior. It is a process in so far as the learner observe, discusses, and tries work on a situation before mastering it. It is also a product because it is a set of observable changes following a situation. It is still an experience when we refer to an adaptation, to the acquisition of an adequate model of behavior, to the social integration of

the learner. Learning is finally permanent but diffuse conditioning due to change, to the contingencies and adventures of everyday life (an impact and spontaneous condition).

Nowadays we speak more of a teaching and learning situation. This situation is a situation organized by the teacher to provoke learning (behavior change) in a student. This situation mobilizes three components of the learning story. To teach is then to organize a situation which will lead the learner to ask himself questions to formulate hypothesis to come up against contradictions, therefore to construct answers for questions.

The teaching and learning situation is centered on both the teacher and the learner. It is designed by the teacher with the aim of teaching people to learn, favoring strategies based on the teacher's logic (logic of contexts) and on the logic of the user. It describes both the behavior (activity) of the learner. History is the knowledge of the events of the past. It is divided into 3.

The teaching of history is then the transmission of past facts and events since the advent of man on earth until today.

Quality teaching in history

Quality Teaching has become an issue of importance as the landscape of secondary education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. Teaching quality lacks of clear definitions and to some extent can't be disconnected from debates on *Quality* or *Quality culture* in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. Some consider teaching as the never ending process of reduction of defects and so Quality Teaching can never be totally grasped and appraised. In fact, conceptions of teaching quality happen to be stakeholder relative: Students, teachers or evaluation agencies do not share the definition of what "good" teaching or "good" teachers is. The literature stresses that "good teachers" have empathy for students, they are generally experienced teachers and most of all they are organized and expressive. "Excellent teachers" are those who have passions: Passions for learning, for their field, for teaching and for their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors. Research points

out that Quality Teaching is necessarily student-center; its aim is most and for all student learning. Thus, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs: Students should know why they are working, should be able to relate to other students and to receive help if needed. Adequate support to staff and students (financial support, social and academic support, support to minority students, counseling services, etc) also improves learning outcomes. Learning communities – groups of students and/or teachers who learn collaboratively and build knowledge through intellectual interaction - are judged to enhance student learning by increasing students' and teachers' satisfaction.

The meaning of Quality Teaching depends on the connotation one chooses to give to the concept of « quality ». "Quality" is indeed a multi-layered and complex word. As Biggs (2001) points out, "quality" can alternatively define an outcome, a property, or a process. Therefore, it is hardly surprising that the phrase "Quality Teaching" has been given several definitions. *Competing definitions of quality* Harvey and Green (1993) distinguish four definitions of quality that can help us to understand what Quality Teaching might be. First, quality as "excellence"- the traditional conception of quality- is the dominant one in many old elite higher education institutions. Second, quality can be defined as "value for money"- a quality institution in this view is one that satisfies the demands of public accountability. Third, quality may be seen as "fitness for purpose"- the purpose being that of the institution, for instance getting students to learn sciences efficiently.

The last definition listed by Harvey & Green is that of quality as "transforming". According to this definition, Quality Teaching is teaching that transforms students' perceptions and the way they go about applying their knowledge to real world problems. *Teachers might be reluctant to consider quality as "value for money"* There is no consensus on the fact that these four definitions of quality denounced by Harvey & Green have equal value. For instance, Franklin (1992) and Scott (1998) argue that the definition of quality as "fitness for purpose" derives from the consumerization and standardization of Higher Education, and that this definition can in fact undermine the "quality" of teaching. Next, a study conducted by Newton (2001) demonstrates that many British teachers complained of increased managerialism, bureaucracy, and intrusion, as a consequence of the introduction of the United Kingdom's Quality Assurance Agency quality system which is rather based upon the definition of "quality as value for money". Cartwright (2007) also reports that external evaluations which generally rely on the definition of quality as "value for money" often raise frustration on the part of professors. Many professors believe that these evaluations are too concerned with the financials and not enough with the teaching experience.

Quality Teaching is "stakeholder relative"

Another difficulty when it comes to defining "quality", and hence "Quality Teaching" is that, as noticed by Harvey et al. (1992), there are many ways to define quality in higher education because definitions of quality are "stakeholder relative" – "stakeholders" including students, employers, teaching and non-teaching staff, government and funding agencies, creditors, auditors, assessors, and the community at large. Tam (2001) also found that all stakeholders held their own view of what quality in education means to them. The question of the students' perception of quality in higher education has received considerable attention. The concept of the student as a customer was first mooted in the UK by Crawford (1991). Consumerism emphasizes five principles: access, choice, information, redress, representation (Potter 1988, Sanderson 1992), all five of which may be taken into account by the student as he/she is evaluating the quality of higher education institutions. But Dickson et al. (1995) point out that "education may be unique in the sense that it is difficult for the customer to assess the quality and relevance of the service" (p.63). It sometimes happens that only years after a university course, a student at last comes to understand why this particular course was useful. Telford & Masson's research (2005) confirms a lack of congruence between the main stakeholders' views. But this research also shows that the fact that stakeholders do not attach the same importance to the different elements of the educational framework is not in itself an explanation for student dissatisfaction.

Quality: A never-ending process of reduction of defects

Several scholars define quality in higher education as the process of quality enhancement. Hau (1996) argues that quality in higher education, and Quality Teaching in particular, springs from a never-ending process of reduction and elimination of defects. Argyris & Schön (1974) determine that quality enhancement in higher education institutions should be a double-looped process. The first loop of quality enhancement is driven by the inquest: "are we doing things right?", but this question alone is insufficient. For the quality enhancement process to function, a second loop must be added, dealing with the question "are we doing the right things?" For instance, making sure that the quality of lectures is good is not enough. An institution must also ask itself if it should offer other classes to its students besides lectures. One may notice that definitions of quality in higher education as a process, an outcome or a property are not necessarily in conflict, but can potentially be used by higher education institutions as complementary.

About "quality culture"

Quality culture is also a fashionable word these days. But Harvey & Stensaker (2007) pinpoint that if we always attach a taken-for-granted meaning to it, we are not helping those who

want to enhance by their work the essential processes of teaching and learning. Culture, "is one of the two or three most complicated words in the English language" (Williams, 1983). It is always difficult to name and characterize what constitutes a culture. For instance, the rhetoric of "quality culture" in European higher education is often referred to as elements of its search for excellence, but the changes Europe should make to achieve this quality culture remain unclear. For example the European Universities Association (EUA) "Quality culture" project (2002-2006) stated that every quality culture was based on two distinct elements:

- a set of shared values, beliefs, expectations and commitment towards quality
- a structural/managerial element with well-defined processes that enhance quality and coordinate efforts. But Harvey & Stensaker (2007) notice that this chosen definition is marked by a relatively high degree of ambiguity.

2.3 Empirical Literature Review

Other researchers in other parts of the world have been at work finding possible contextual solutions to the problem of CBA implementation in schools. Among these researchers, many of them have had lasting solutions to the challenge as examined below.

A related study was conducted by Rugambuka, Kafyulilo and Ikupa in 2012 on the implementation of Competences based teaching approaches in Tanzania. A pure quantitative study involved 78 pre-service teachers at Morogoro teacher's Training College had a purpose of investigating the implementation of Competences based teaching approaches in education in Tanzania. Questionnaires and structured interviews were the instruments employed in data collection. Findings revealed that pre-service teachers had perceived their understanding and ability to implement Competences based teaching approaches as high, but during interviews it was revealed that they had difficulties in explaining some Competences based concepts. Specifically, in assessment, pre-service teachers had perceived their general knowledge in assessment as high although in an interview, majority of the pre-service teachers were not able to describe characteristics of Competences based assessment approaches. This study had limitation. The reviewed study was limited to the level of knowledge in implementing CBA. The current study, apart from studying the level of teacher's knowledge in implementing CBA, it also examined the perceived frequency of using CBA strategies and its associated skills, CBA implementer's readiness towards CBA, challenges encountered and possible solutions towards effective implementation of CBA in secondary schools taking a case of secondary schools in Yaoundé I sub Division.

Another related study was also conducted by Mwandanji and Komba (2015) on the implementation of Competences based curriculum in Tanzanian secondary schools. The specific objectives of the study were to examine teachers' understanding of the objectives of Competences based approach, teachers' abilities in preparing Competences 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 Competences 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 Competences 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 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 Competences-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, the use of observation checklist might have influenced them negatively during

teaching with the fear that it was part of the block teaching practice assessment. This observation is due to the fact that the Researcher did not indicate the ethical considerations in his study by indicating whether the students were ensured that the observations and interviews were not part of their assessment. Although the study investigated on the pre-service 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 student assessment at their teaching stations. Also, contrary to the reviewed study, the current study examined both teachers' readiness towards implementation of CBA, challenges they face and possible solutions towards effective implementation of CBA.

Kisamo and Byabato (2014) conducted a study in implementation of the school based continuous assessment (CA)in Tanzania ordinary secondary schools and its implications on the quality of education. The quantitative study which involved 546 secondary school teachers who were selected by convenience sampling, included respondents from regions of Arusha, Dar es Salaam and Zanzibar. Data were collected by using questionnaires. Findings revealed that the implementation of school based Competence Approach was not properly done as it is challenged by number of serious problems such as lack of teachers' integrity (favoritism and inflation of marks), lack of uniformity in both the assessment tools used and procedures for CA recording and reporting. Furthermore, findings generally indicated that teachers had observed to have little capacity in assessment. Although the study examined on the teacher's capacity in continuous assessment, the study has fallen short in examining the perceived knowledge of teachers in implementing CBA, implementers' readiness towards CBA implementation in secondary schools, factors influencing teachers' decisions to adopt the CBA, challenges faced by teachers in CBA implementation. Therefore, the current study investigated on the perceived knowledge of teachers in implementing CBA, teachers' readiness towards implementation of CBA in secondary schools, factors influencing teachers' decisions to adopt the CBA, challenges faced by teachers in CBA implementation in Yaoundé VI Sub division.

Alkharusi (2011) conducted a study in Malaysia on the Self-Perceived Assessment Skills of Pre-service and In-service Teachers. The study investigated differences between pre-

service and in-service teachers' self-perceived assessment skills as a function of gender. This quantitative study which employed a cross-sectional research design involved 180 pre-service and 150 in-service teachers from Oman. Data were collected through questionnaires and analyzed using a 2 × 2 multivariate analysis of variance. Results indicated significant gender differences between pre-service and in-service teachers in the self-perceived assessment skills in analyzing test results, constructing and administering tests, communicating assessment results, using performance assessment, and grading. The study aimed at comparing teachers on their perceived level of skills in assessment based on their gender. However, regardless of teacher's gender, the study fallen short in examining the extent to which teachers had used assessment practices which reflect CBA, their attitudes towards CBA, underlying challenges encountered by teachers regardless of their gender in implementing CBA and its respective solutions. Also, the study did not examine how teacher's perception towards assessment influenced the extent to which they could practice various assessments in classes. Thus, the current study apart from examining perceived teachers level of knowledge in conducting CBA, it further investigated on the frequency of teachers in implementing CBA, their readiness towards CBA implementation, challenges encountered and possible solutions for effective implementation of CBA in secondary schools in Yaoundé VI Sub Division.

Agendia A. (2018) conducted a study on teacher's awareness towards the implementation of Competences based teaching approaches in Bamenda II subdivision of the North-West Region of Cameroon. The specific objectives of the study were to examine teachers' understanding of the objectives of CBA, teachers' abilities in preparing Competences based lesson plans, to examine whether or not teachers involved students in classroom activities. A qualitative study involved 100 teacher respondents who were selected randomly from secondary schools in Bamenda II municipality. 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 (82%) of the interviewed teachers did not have the proper understanding of the objectives of CBA. In addition, the majority (88%) of the reviewed lesson plans did not reflect the qualities of a Competences based lesson plan. Moreover, the involvement of students in classroom activities by the teachers who were observed was, in overall, very low. However, regardless of good effort of the researchers, the study has fallen short in various ways. Interview schedule and observation schedule were not the appropriate data collection instruments for a qualitative study. Furthermore, the random sampling procedure was not the appropriate technique for sampling respondents to participate in the qualitative study. Moreover, the

study did not investigate on the perceived teacher's level of knowledge in implementing CBA. Thus, the current study investigated the extent to which secondary school teachers were equipped with enough knowledge to implement CBA, challenges faced, respective solutions for effective implementation of CBA and it makes use of Questionnaire (open end and closed ended questions) as data collection instrument.

Identified knowledge Gaps from empirical review

From the summary of the reviewed studies, majority of the studies have not yet investigated on the implementation of CBA in history as a subject in secondary schools in Cameroon. This brings in an aspect of originality to our study. The solutions mentioned above we acquired for other nations due to the geographical differences. Among the earlier researchers, none of them have focused on the challenges faced so far. Our study takes on the challenges that keep delaying the successful implementation of CBA in secondary schools. Also, none of the reviewed studies examined on the influence of teacher's characteristics such as professional qualifications, working experiences and the type of school (private or government) on the extent to which CBA strategies are applied in secondary schools. Thus, based on these gaps, the present study evaluated teachers' perception towards the CBA in secondary schools in Mfoundi division of Cameroon. Specifically, the current study examined view about the CBA implementation, student's readiness to adopt the CBA, in-service training of teachers, didactic material that keep distorting the progress of the implementation process.

2.4 Theoretical framework

With the CBA, new educational practices have emerged, particularly around the professionalization of teaching. In fact, they shift from the transmission of knowledge to another centered on the appropriation of this knowledge and its insertion in practical problems seems to be in primary and normal education. One of the most remarkable educational developments of the last two decades. In order to witness the production of a new course on skills, their development and their intention. Several debates have been around the introduction of the CBA in educational institutions. Its detractors sees it as the infusion of education to the economic interests and an impoverishment of education by reducing the background of knowledge. On the other hand, those who carry these evolutions are at the origin of an abundant renewal of educational forms. As rich as the diversity is, some of these new practices do not seem a priority to be built on a share foundations and or to be based on the theoretical models.

The CBA thus seems to leave open the question of the pedagogies required for this purpose. Admittedly, the interest shown in the activity of the pupil as a support for learning, the participation of stake-holders in the determination of training objectives or even the strengthening of cooperation between teachers constitute elements shared by many of these approaches. However, these elements are more essential as a function of practical makeup and external delimitation of these new educational forms rather than participating in their design or giving them meaning. This is because choices made to analyze skills or determine the teaching methods used in educational institutions are rarely based on proven theoretical models.

Teachers, especially those in the universities, quite easily consider that their academic background is sufficient to make their interventions effective. This is obviously not always verified in the classic mastery from which becomes even more problematic when it comes to making teaching methods coincide with a learning objective. This is one of the reasons for which in primary, secondary, normal and university education. The choice of CBA must imperatively be accompanied by a training offer for the teachers themselves like any practitioners; the teacher is referred back to his responsibility to question the interpretive frameworks that underline his practice but this precisely what is never simple. In reality, working on the development and integration of skills presupposes modeling of the skills and recourse the theory can here as elsewhere, bring intelligibility to practices and enrich them. Perhaps this is one of the conditions allowing a new paradigm to emerge in the CBA for primary and normal education more specifically. We will examine here some educational theories which in our opinion will explain our research problem and the hypothesis which we will formulate.

An educational theory is a set of ideas organized more or less systematically on a given subject of education. Our study is based on socio-cognitive theories. These theories come from a perspective that focuses work on the study of strictly inter-individual processes also emphasizing the social and cultural dimensions of learning. The common denominator to all the socio-cognitive theories is in the awareness by the teachers of the need to take into account the cultural and social conditions of learning, hence the influence of social psychology. They are also all interested in the influences of the environment (social class, ethnic, regional, popular culture etc) and the peers in the construction of learning situation. The notion of culture and context also has an important place. The need for such a socio-

cultural analysis of learning in a particular importance in the teaching of languages (English and French) in countries like Cameroon where there are more than 208 ethnic groups.

Classical Conditioning theory of learning by Ivan Pavlov, 1928

Classical conditioning is most associated with Ivan Pavlov (1849-1939), a Nobel Prize (1904) winning Russian physiologist. Pavlov was working with dogs on a series of digestion experiments when he noticed peculiar patterns to the dog's salivation. The digestion experiments would begin with a research assistant presenting meat or meat powder to the dog, resulting in salivation. During the experiment, the dog began to salivate as the result of the mere presence of the research assistant, in the absence of the any meat or meat powder. This observation led to Pavlov's creation of the classical conditioning model of learning. Pavlov discovered that he could condition the dog to salivate to any of a number of stimuli, such as a bell or tuning fork, by associating the bell or tuning fork stimuli with the meat or meat powder.

This discovery was important in that it demonstrated that a simple reflex could be controlled. The generalization was that if a simple reflex or behavior could be controlled, then perhaps a more complex behavior could also be controlled. Also, Pavlov's work revealed the potential benefit of using laboratory experiments in the pursuit of the understanding of learning and behavior. The essence of Pavlov’s classical conditioning is the association of a neutral stimulus with a previously conditioned or naturally conditioned stimulus and response.

The explanation of this smell food and salivate is thus. When the dog first smell the food, it is not likely to generate salivation. Thus the smell is originally fairly neutral. However, after a few occurrences where it first smell the food, then eat the food, then salivate as a natural response to having food in the mouths, the smelling of the food begins to predict the coming of the food. It is this predictive value of the smell that leads the dog to salivate.

Significance to this study

The classical conditioning theory is directly linked to the processes of teaching-learning or in CBA. The theory emphasis on the how the learner learns and the changes in behavior that depicts learning. This change in behavior is seen in the learner through assessment of the knowledge acquired. If students are acquainted with the different achievable skills that could help them solve immediate problems in theory environment during the learning process, and tested in practice in line with those skills, they will go a long ways to improve. Moreover, if they are thought in view of job required skills, in favor of

what they will meet in the job market, they will easily gain employment and cope with the working environment because they have been conditioned to such working environment and the related skills while they were studying. It is important to note that not all smells would elicit the salivation response, only those that you associate with food, and those smells that you associate with foods that you like generally will elicit the greatest response. This implies that not all not all what leaners learn with give them the skills, the skills they learn faster are those that are practiced life in their immediate environment. For Pavlov, the important associate to make is between the smelling and eating, since the salivation follows as a natural response. Classical conditioning is often overlooked in education, yet it can explain and provide the rationale for some very powerful behaviors. Teachers are always looking for ways of modifying student behavior and increasing desirable actions, and classical conditioning can help.

Students should be active, behavioral participants, in learning situations:

If an instructor's goal is for students to exhibit certain behaviors and have certain competences, then the teacher should have the students actively involved in those behaviors, competences and other similar behaviors. This is an aspect that can boost up the quality of a curriculum and as a result, increase the achievements.

Student practice of learning tasks is essential:

The strength and usefulness of practice cannot be underestimated. We will see throughout the various learning theories that practice is paramount in the learning of a behavior just as the statement goes “Practice makes perfect”. For classical conditioning, practice strengthens the conditioned stimulus-unconditioned stimulus bond, which is the essence of learning and in this line, value creation or problem solving skills are developed in learners.

Teachers should be consistent:

Consistency is the most important variable in associative learning. The more consistent an instructor is in running his or her classroom and dealing with his or her students, the quicker and the stronger the conditioned stimulus-unconditioned stimulus bond association occurs and the better the students are prepared for value creation.

Teachers should assist students in being successful:

Success is a powerful unconditioned stimulus. Instructors should be conscious of making associations with success. It should be noted, however, that instructors should strive to create challenging and meaningful successes for their students, not easy and meaningless successes for it will make them more apt for their working environment.

The classroom should be a safe (non-judgmental, risk-taking) environment.

A safe learning environment is very necessary for learning and skills acquisition. If the environment is safe, and students feel good about the environment, then those activities that get associated with the environment are more likely to be liked. This helps to create a good learning environment for learners as they may meet similar learning environments at their work place.

Students should practice anxiety-producing situations (e.g., presentations, public speaking):

When students practice anxiety-producing situations in a safe environment, the students are more likely to begin associating the anxiety-production situations with positive feelings. These positive associations will then facilitate future performance most especially as they prepare to get employed when they graduate.

Instructors need to pay attention to what events are being paired with what learning tasks in their classrooms:

Students are always making associations with some good and others bad. Often instructors pay little attention to the associations that are being generated in class. Events created in classrooms should be Competences oriented and should have related facts with lessons in class that can help train students and lead them to become problem solvers.

Vygotsky's theory

If people construct history, they are also determined by it. Moreover, by this action, man transforms his environment which in turn modifies it. Vygotsky distinguishes two processes in mental functioning: elementary mental processes (which correspond to Piaget's stage of sensorimotor intelligence) and superior mental processes (which develop from the explosion of semiotic function) these are the last ones that interest us. Vygotsky envisages the development of superior mental processes starting from three fundamental principles, totally interdependent which are the existence of a zone of proximal development:

- The medicalization of behaviors by the socio-cultural tools;
- The passage from the inter-psychic to the intra-psychic.

The area of proximal development of an individual is defined as " the differences between the current level of development (state of pre-knowledge or ability to resolve problems under the direction and with the help of adults) and the level of development achieved (state of

knowledge learned or ability to resolve problems of your own, when it has already been helped and therefore after learning)

This zone thus measures the development potential or the state of maturing processes. Education focuses on this area. Its existence is based on the inseparability between education, learning, developmental psychology and educational psychology. Development cannot be considered independently of the educational and learning situations from which it results. According to the author, the development of the child depends on his or her learning practices thus refutes not only the Piagetian whereby development proceeds learning i.e. one must first have reached a certain stage of development in order to be able to achieve certain learning processes but also those of William (idem) who claims that learning merges with development and that both occurs and influences each other simultaneously. Indeed for Vygotsky "cognitive development should be considered as a consequence of the learning with which the child is confronted and its study necessarily involves the analysis of social situations (including school situations) thanks to which the individual constructs his apparatus

(Goanach and Golder. 1995: to) .thus, it is the learning which forms the basis of the proximal zone of development Vygotsky thinks that all human activities are social mediated, that is to say, instrumented, structured and transformed by socially elaborated procedures (tools). It is therefore the appropriation of these tools coming from the socio-cultural heritage which essentially marks cognitive development. The media coverage of behavior by socio-cultural tools implies that the area of proximal development is fundamentally social and cultural so that learning is determined by the learning context. Knowledge would then be a function of one who dispenses it because the learner will behave like the teacher.

The media coverage is done by the technical-social tools developed by the previous generations (socio-cultural heritage)

Because man does not act directly on nature. He does this through objects (tools) that he has built. The essential role of this mediation is the transformation and representation of human activities (Goanach and Golder, (ibid). as for the mediatization of unobservable behavior, it is carried out by the semiotic tool whose function is also a representation and transformation of human activity.

For the other author, the mental functioning will be of social nature, a nature dependent on the socio-cultural heritage. The individual appropriates the signs and systems of signs constituting his psychic apparatus by transforming interpersonal processes into intra-personal processes. He affirms: “every function appears to each in the social behavior of a child. Firstly at the social level, between the people (inter-psychological) then inside the child (intra-psychological)” Goanach and Golder (ibid: 11) it becomes clear that the individual constructs his psychic apparatus in situations of social interaction thus, the function is affected by transformation of an interpersonal process. This socio-genesis is based on the dynamic processes of mediation during interactive exchanges. It is these same processes which allow the appearance of superior mental function of signs (inter-individual) into individual and intellectual (intra-personal) functions. Thus Vgotsky, the social dimension of cognitive development is inseparable from the development processes themselves.

The pedagogical implications of vgotsky’s theory are not obvious. In fact, Vygotsky did not specifically develop pedagogical strategies but only educational theories it was one of his disciples notably Gredler (1992) who described a small group teaching strategy in which the stages are as follows:

a) Identification of the learning content (presentation, observation, manipulation, narration, etc.)
b) Structuring or planning of learning activities (activities of the teachers, feedback, proactivity, retroactivity, etc.)
c) Fixing and evaluation of knowledge (summary, verification of the achievement of objectives, questioning, integration, reinvestment, etc).

2.5 General Systems theory (GST) of Ludwig Von Bertalanffy (1950s)

The author

Bertalanffy began thinking about GST in the 1930s but did not articulate his vision unstill 1954. But due to the unfavorable intellectual climate, he did not air his ideas until much later. It was propose that GST should serve as a unifying theoretical construct for all of sciences. The GST was originally developed by Ludwig Bertalanffy but was later on adopted by Robert O. in 1981 in educational institutions.

The GST arose out of several disciplines, including biology, mathematics, philosophy and the social sciences. As the discipline has emerged, its goal has change. Berttanffy expressed his belief that “man” is not only a political animal; he is, before and above all, an

individual. The real values of humanity are not those which it shares with biological entities, the function of an organism or a community or an animal, but those which stems from the individual mind'' (Bertalanffy, 1968).

What the theory states

Bertalanffy sees GST as complete system in regard to organizational movement. In this theory, a system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature or the channel of the system is changed as well. For example a pile of sand is not a system; if one removes a sand particle you still have a pile of sand.

Scientist and philosophers has long wrestle with the problems of how they understand and make sense of our world. They are both descriptive and prescriptive approaches to understanding our world. On the descriptive side, theories of cognition development, perception and thinking describe how we humans organize stimuli and make sense out of them. A system can be looked at as having inputs, processes and output.

In an organization, input will include resources such as raw materials, finances, technologies and human resources. These input go through a process where they are planned, organized, motivated and control, ultimately to meet the organizational goals.

Output to society according to (Roberto, 1981) would be individuals who are more able to serve themselves and society because of improved: intellectual and manual skills; power of reason analysis; values, altitude and motivation; creativity; communication skills; cultural appreciation; understanding of the world and sense of social responsibility.

Feedback will be information from the consumers of system output; feedback also comes from the larger environment of the organization which includes influences from government, society, technology and economics. This overall system applies to any system including sub-systems (departments and programs) in the overall organizations. GST may have tremendous changes facing organizations and how they operate today, educators and managers have come to face new ways of looking at organizations. The diagram below describes the general system theory of van Bertalanffy.

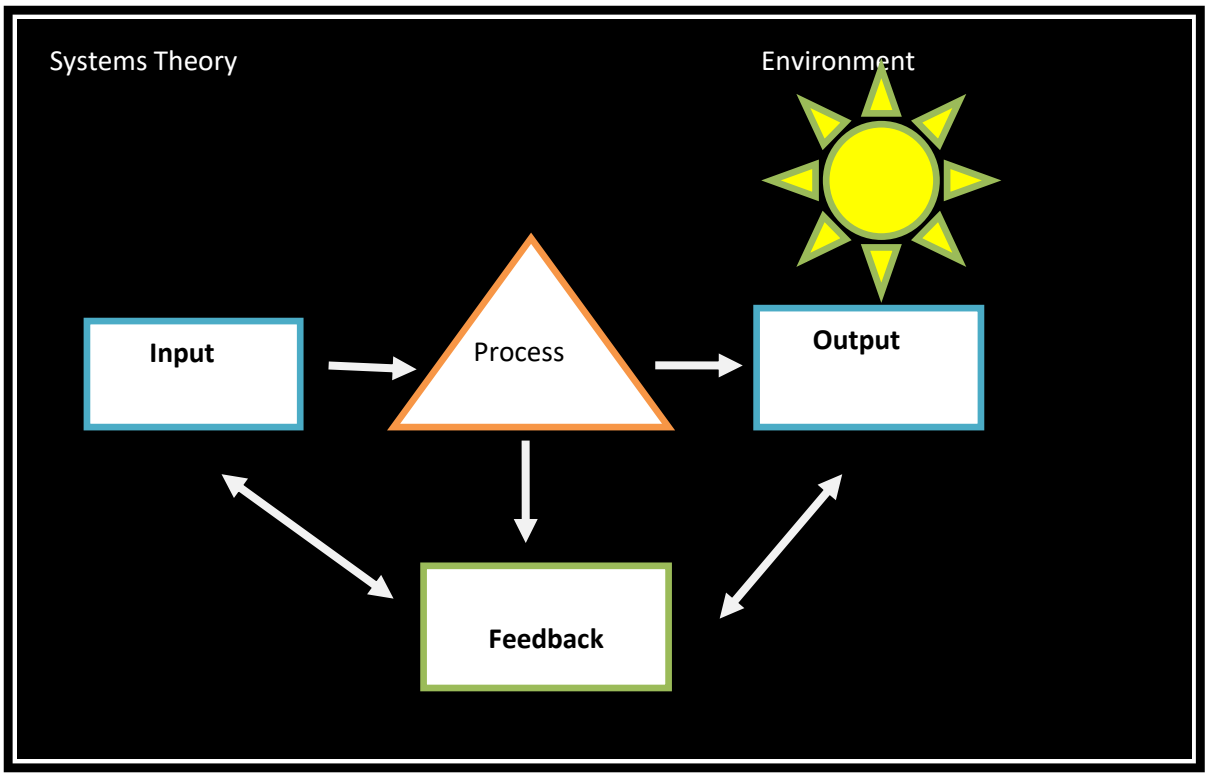


Figure 3: Theoretical model of input-processes-outputs
Source: Adapted from Robert O., and Adam H., (1981)

Significance to this study

This theory fits into this research because public secondary schools are a systems and they are social organizations which have inputs such as finance, staff and student personnel, physical and material resources not forgetting students themselves who are also members of the educational community. Processes include such things as curriculum and instruction and administrative processes. Output includes knowledge, skills or competences acquired by the students', quality research findings and consultancy and other services rendered to the community. System simply refers to a set of different independent parts working together in interrelated manner to accomplish a whole. It is with this essence that Synergism appears. For example different departments, disciplines, forms, organizations and units composed of individuals and groups, which are independent, but working together to achieve a common goal with the aim of turning organizational vision into reality.

Students' achievement is often purely looked at from the perspective of the strength of the curriculum and the quality of the teachers. However, study demonstrates that facilities themselves have a huge impact on student behavior, grades, teacher's tenure and even community satisfaction. Unfortunately, secondary school facilities and curriculum are in dire

needs of upgrades. Students' achievements facilities have the power to weaken or improve the teaching and learning environment. Higher grades have been associated with the design and condition of school quality.

Significance of the theory to the study

This theory is very significant to this study because the study deals with the implementation of CBA in the teaching process. The teaching process is in a secondary school and the school is a system. According to Bertalanffy (1968), a whole is better than parts of a system. Furthermore, it states that a system is interwoven. The changes in one part affects other parts. Therefore, this theory explains that the process of CBA is supposed to be done at the same pace. That is teachers training, provision of didactic material, get learners prepared, reduce class sizes before the launching. If only one aspect is done, the others will still affect the implementation process negatively. This theory helps to explain all the indicators of the study.

2.6 Bruner's Theory.

For Bruner (ibid: 84) "the individual does not develop alone, there are certain mechanisms, we must not neglect. There are important factors externally to the individual in particular hat of his surroundings. It starts from the postulates according to which the environment provides (information) which varies according to three modalities which are its basic principles:

- The Enactive mode: Enacting is the capacity of the human brain to create or bring out meaning from a disparate set of stimuli (Raynal and Ricunier 2010). The world that we perceive does not screen the objective world preexisting within the individual but a world constructed by him or her. Everyone sees things in the world according to their own perception and relevance. The information (stimuli) is represented in terms of specific and habitual actions and it is each one who gives them the meaning similar with his or her own perception.
- The Iconic mode: the information is represented in terms of images. The child constructs representation of the actions that he can see or view. These allow an economical summary at the cognitive level of the real world and the actions that can be taken on it.

The information is represented in the form of an arbitrary and abstract schematization. Any system of symbols can serve as a tool for such representations but natural language constitutes its major support.

For the author, language is an amplifier of development, a privileged tool in the construction of symbolic representations. In doing so, he establishes a link between the development of civilization (development of technical tools which reinforce man's power over his environment) and individual development (gradual appropriation of these technological tools). From then onward, language no longer serves only to communicate but also allows the coding of experience, the representation of what is absent, the transformation of reality according to rules. However, the predispositions to use language remain virtual as long as the militia does not transmit the corresponding tools to the child. Learning therefore implies the presence of a technical-social environment of culture whose function is the conservation and transmission of past learning. We therefore understand the importance of social interactions in Bruner's Theory: it is impossible to conceive of learning other than as a process of collaboration between the child and an adult. The adult is seen here as a mediator of culture. Thus Bruner's theory links learning to the ability to construct intentional behaviors to the culture of individuals. These intentions do not derive from reflexes as Piaget asserts, but are hereditary (we are born with intentions). They are not going to be regulated from the inside, as Piaget says but under the effect of the act. It is the ability to process information that will make it possible to regulate behavior. The baby and the child no more than the adult are not being separated by distinct logics. They differ only by their capacities to process information to regulate behavior (Bruner, Ibid. 188) the capacity to process information or competence is therefore defined as an instrument of development. Supposing that one is able to select, in a given situation, the relevant information allowing to set a course of action, to achieve an objective, to define projects etc. The acquisition of Know-how is therefore a hierarchical program in which constitute. Know-how is made up of superior know-how according to an appropriate inter-locking, in order to face the new requirements of another task in the acquisition that constitutes development, the role of a third party (adult) is decisive. In fact, the adult, through the support and formatting mechanism, the tutorship process, etc., helps the child to carry out a task, to acquire new knowledge.

Significance to this study

This theory is very significant to this study. The pedagogical implications are numerous firstly; we can see that learning occurs through the progressive mastery of these three hierarchical modes of representation this hierarchy does not however mean that there is a strict succession of each of the modes with abandonment of the previous one (it is not a question of Piagetian stage). The problem is that of introducing the appropriate type of representation in the face of a given situation (theory of educational profiles) as a result, symbolic representations become dominant and more and more effective with age, the other modes remaining present and useful.

2.7 Social learning theory by Bandura

This theory thus joins the Vygotskian theory, but adds to it is the role of attitudes expectations, beliefs, from then on; development takes place by observation and by imitation. The child takes advantage of the experience of adult's peers, etc. They can also correspond to symbols of important social value. The adult can manipulate what will serve as a model in a very broad sense, for mastering new behavior. All aspects of the situation serve as a period of observation for the child. It is on this basis that he will identify the relevant aspects of the situation, that is to say, select the elements on which he will focus his attention. Therefore, the factors that promote learning are: attention, memory, reproduction, reinforcement. One of the hypotheses associated with this theory concerns self-regulation: "we analyze our own, behaviors, we judge them to our standards and thus we reinforce or polish them ourselves" (Bandura, 1796:29). The author accepts the principles of behaviorist and cognitivist theory and particularly seeks to account for the role of social influences in the development of intelligence. These principles are:

- The principle of mutual influence.

It is about the mutual influence of socio-cultural, personal and behavioral factors in learning and in action. Bandura (1986) asserts that individuals are not motivated solely by their needs or environments, but also by their interaction with social, cultural personal and behavioral factors.

- The principle of indirect learning

It is vicarious learning on observation: one does not learn only by acting on things but also by simply observing the results of actions taken by others.

- The principle of perception of personal efficiency.

It is the feeling that a person has of his ability and skills to succeed or perform actions one must believe in success to be successful. A person learning an action therefore depends on their judgment of their skills.

- The principle of symbolic representation.

Bandura believes that our actions and thoughts are structured by the representation we have of objects in our environment. The human being therefore possesses certain plasticity which depends on what he does, what he wants to do, what he thinks he is doing etc.

- The principle of self-regulation.

The individuals are masters of their destinies. They indeed possesses the ability to self-regulate because they are not dependent on their instincts or their environment. They can modify their actions according to the results of these reflect on what is happening, observe, analyze how they think and modify their perceptions and actions: this is metacognition.

- The principle of modeling.

It is the use of models. According to Bandura, individuals learn by mimicry; by imitating others. They therefore choose role models whose behaviors they imitate. Here, we learn from observation, no longer from the results of our own actions. We cannot really speak here of a general theory of teaching because socio-cognitive theories of learning insist on metallization of many factor. We could however note certain recommendations from several authors: the presentation of models that learners would have to imitate; the teacher himself will be the first, the evaluation and the justification of the value of the behavior is function of the value which one attaches to its results; strengthening acquisitions. It is about giving positive feedback to learners who are improving (positive reinforcement) and punished those who are giving negative behavior (negative reinforcement): Join practice with explanation. Particular aspects of Bandura's theory relate to situations in which more than one child is learning. In this situation, learning is based on socio-cognitive conflict. Socio-cognitive conflict is a cognitive imbalance due to the perception of a difference between what a learner thinks. They know about a reality and what another individual or group notices about that same reality in a social interaction situation.

Significance of the theory to the study

This theory is very significant to this study as supports that observing, modelling and imitating the behavours, attitudes emotional reactions of others. Just like bandura, social learning theory considers how both environment and cognitive factors interact to human learning and behaviours. The five main steps of the theory; observation, attention, retention, reproduction and motivation are essential in the implementation of CBA in secondary schools.

Conclusion

This chapter examines the research, writings and declaration made by earlier researcher. 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

3.0: Introduction

This third chapter presents and discusses the methods and procedures used in the study, research design, area of study, population of the study, sampling procedures and sampling techniques, sample size, research instrument, data collection plan, validity of the instrument, piloting of the instrument, reliability of the instrument, administration of the instrument and statistical techniques for data analysis.

3.1 Area of the study

The area of the study refers to the geographical location of the population to be studied. It may also imply the time or period of the research work, the area of the study. This study was limited to Mfoundi division. It is a division of the center region in Cameroon. It covers a surface of 297km2 with a total population of 1,881,876 inhabitants. The division forms the seat of education in the center region. It is endowed with many teaching learning institutions from nursery through primary, secondary to tertiary education. It gives opportunities for every one learn at any level at any time. *See map of Mfoundi in the Apendix*.

3.2 Research Design

According to Nwana (1985), a design is the strategy used by a scientist to collect and analyze the data necessary to test hypothesis. To Nworgu (1991), research design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed. Formulating a research design entails choices about fundamental units of analysis, basic research methods to be used, time ordering of the variables, procedures for acquiring data and techniques for analysis. It therefore provides the procedural outline for the conduct of a given investigation.

This study adopts the descriptive survey. We adopted the descriptive survey because of its reliability and simplicity (easy to remove the information from questionnaire to computerize form). The application of this research design is very instrumental; given its scope and pertinence in the resolution of the problem at hand. It is also advantageous because the data gathered from primary source and will be analyzed in turn with the use of statistics. They will serve as rational basis for making inferences and decisions about whether our

hypotheses (stated in chapter one above) are confirmed or rejected. We found it appropriate to be used in this type of research work. This method entails an establishment of the range and distribution of some social characteristics like education or training and occupation to discover how these characteristics may be related to certain behavioral patterns or attitudes.

3.3 Population of the study

For the purpose of achieving this research work, the population for this study involves all secondary educational stakeholders in Mfoundi division. These stakeholders include students, staff, administrators and even parents who are involved in the functioning of the schools. We used these cohort as informants because they were those, by implication, who are duly grounded with knowledge relating to the issue CBA implementation and quality of teaching history in this schools irrespective sex and region of origin. The students and teachers have all been in these schools for at least two years. These informants were selected so as to provide responses to our questionnaires and interview guides.

Table 1: Presentation of population Structure

Types of population	Size
General Population	4 schools (GBHS kole Ndon, Emana, Nkole eton, CESB Nyom)
Target population	**Random Stratification** 3 schools being (GBHS kole Ndon, Emana, Nkole eton)
Accessible population	6 classes (form 3 and 4) of the three schools
Sample	**Krejicie and Morgan (1970)** **Sample of 174**

Source: researcher (2021)

3.4 Target population

This study targets principally 3 secondary schools in Mfoundi division (GBHS Emana, GBHS Nkolondom, and GBHS Nkol-Eton). These schools are targeted because they were among the first schools that started CBA application. Moreover, they are over populated and bilingual. Since we could not meet all the students and teachers in school at the same time, we had to focus on the accessible population.

3.5 Accessible population

As to what concerns the accessible population, the researcher is concerned with students and teachers of Government secondary schools in Mfoundi, Centre Region (Cameroon). In the 3 secondary schools, we accessed arts students of form three and four. These were those who were still in class by the time we were conducting this research. Moreover, they have had enough experience with CBA and can describe the situation the way it is.

3.6: Sampling technique and sample

For this study, we used the simple random sampling technique in order to get the required number of participants for this research exercise; since those we selected to sample their opinions on the subject matter were selected irrespective of quota. This approach was used due to the bulky nature of the research population. In this process, a total of 3 government secondary schools were taken as earlier mentioned. This choice was made based on their population threshold in this schools for the past decades. The choice of our sample fell on the above category of people and schools because we felt that as they are directly concerned with the phenomenon under study and in most cases very involved, they were going to be better placed to give us adequate and reliable information relating to the issue of CBA implementation in Government secondary schools in Mfoundi division

3.7: Sample size

According to Sarantakos (2005) a sample size refers to participants or objects used for a research project. The purpose of sampling is to obtain a group of subjects which will be the representative of the larger population. For the purpose of this study and considering the table of Krejicie and morgan (1970) for determining the sample size for a research activity a sample size of 120 participants was used. This number include both male and female from different backgrounds, culture, different education but students and teachers in the selected schools. The distribution of the sample is presented in the table 1.

Table 2: Sample for the Study gotten from the three bilingual schools

Schools	GBHS Emana	GBHS Nkolondom	GBHS Ekol-Eton		Total
Teachers	11	7	8		**26**
Students	50	49	49		**148**
Total	61	56	57		**174**

Source: Researcher (2021)

Techniques of data collection

Data here was gotten from different sources; categorized under primary and secondary data. Primary data here has to do with raw material gotten from research participants and through questionnaires administered to students and teachers in the above four stated government secondary schools in Mfoundi division. Secondary data on its part is material gotten from the internet, books etc.. or sources not from the field. The former is primary because it is directly collected from the field while the latter is secondary because of the fact that it is got from pre-existing texts. The two (primary and secondary) are data because they are raw materials pending treatment. It is after they must have been treated that we can then talk of information. The procedure that guided our process of data collection was presented in the figure below:

Primary data collection:

Primary data was collected from the field or study site which is Mfoundi, Cameroon. To have this done, the following sources of data collection were implicated. They include: direct observation, opinion surveys, and literature on our centre of interest, and official and other written documents as earlier indicated. This exercise was facilitated with the use of tools such as: questionnaires, interview guides, tape recorders, and writing materials such as bloc notes, pens, pencils, bold markers and correctors.

Research instrument

To show that the assumption made in this study is built on solid ground and to accomplish the research aims, questionnaires and interview guides for students and teachers were designed. In brief, the principal techniques of data collection in this research are questionnaire administration and in-depth interview.

Questionnaire

A questionnaire according to Oxford Advanced Learner's Dictionary (New edition) is a writing list of questions that are answered by a number of people so that information can be collected from the answers. To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was design to meet the demands of some of research questions underpinning this study. The tool was chosen for the simple reason that it creates room for the respondents (students and teachers) to express their opinions in terms of the way assessments take place and how it could affect student's performances in their respective schools. Moreover, it is to some extent a fast means of obtaining sizable information.

Description of questionnaires

The questionnaires were two of them (one for students and the other for teachers).The former consisted of 36questionsand the latter consisted of 22 questions. They were all constructed along the pattern of the four point likert scale: Strongly agree (SA), Agree (A), Strongly disagree (SDA), Disagree (DA), based on the two research variables was presented (see Annex). They were designed into five sections as follows: Section "A" was demographic information. Structured to collect general information about respondents such as: name though facultative; gender, age, level of education, date and place of interview. Section "B" consisted of information on assessment reliability.

Section "C" is based on questions related to assessment validity; section "D" concerns itself with assessment consequential relevance, while section "E" deals with their planning strategies, section "F" fairness in assessment practices and 'G' on dependent variable.

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

HYPOTHESES	ITEMS
Challenges of implementing Competences based approach and quality teaching of history in some secondary schools in Mfoundi Division	
Class size	07-10
In-service training	11-14
Teaching/learning resources	15-18
Students interest	19-22

Source: Researcher (2021)

Intention of the questionnaires

In a nutshell, the aim of the questionnaire is to investigate first of all, the specific variables which include: validity, reliability, fairness and consequential relevance, not leaving out the dependent variable. This in addition helped the researcher in knowing how to redress the situation in order to ameliorate the Challenges of implementing Competences based approach and quality teaching of history in some secondary schools in Mfoundi Division.

3.8 Administration of the instruments

When the instruments were confirmed, we presented ourselves in the various schools of interest with our research authorization. We presented the authorization to the principal who gave us the green light after a series of questioning. He also handed us over to some specific teachers to show us around and take us to the various classes. In the classes, we directly administer the questionnaire and gave the students enough time to answer and also help in clarification was most needed. Some students took 20 minutes while others extended to 45 minutes. On the interview, we contacted the teachers in the same school during break, some accepted and participated immediately, while others programed us for the next day. A majority of the programs were never respected as the teachers were nowhere to be found the next day. We however reached a number we expected as some decided to participate. The questionnaires were distributed to 260 respondents selected from 04 government secondary schools in Yaoundé, Cameroon. All the questionnaires distributed were returned; making a 100% administration success rate. Every questionnaire was made up of closed-ended questions and was anonymous.

Secondary Data Collection

Secondary data here has to do with pre-existing material that is related to CBA and the quality of teaching history in one way or the other. To have this however, we adopted two main techniques; that is a review of literature on the two variables and equally revisit official as well as other written documents relating thereto. All of these falls under what is commonly called documentary research.

Documentary Research

This consists of collecting information from documents. Here, text books, scientific articles, theses, journals and magazines related to both quality of assessment practices and students performances was thoroughly consulted in libraries like the Ministry of Scientific Research and Innovation's library, the central library of the University of Yaounde 1, the Faculty of Arts, Letters and Social Sciences or *Faculté des Arts, Lettres et Sciences Humaines (FALSH)* theses and dissertations' library in the University of Yaounde 1, that of the Faculty of Education, *Cercle Philo-Psycho-Socio-Anthropo (C.P.P.S.A),* the department of Sciences of Education in the Higher Teachers Training College known in French as *Ecole NormaleSupérieure (ENS)* Yaounde and in a raft of private individual libraries, archives and a good number of websites.

This step or procedure is of prime importance in the sense that it permitted us to have an overview of what other authors have thought and written about in relation to the phenomenon under study and at the same time made the researcher to avoid repetition; a situation that guarantees the originality of this research work.

3.9 Validation of the Instrument

According to Amin 2005 validity is the ability to produce findings that agree with the theoretical or conceptual values; in other words, to produce accurate results and measure what is supposed to be measured. Amin equally adds that validity of instrument means an instrument measures what it is supposed to measure, and data collected honestly and accurately represents the respondent's opinion. To ensure that the instrument measured what it is said to measured, the instruments reliability was ascertained and later on its use was validated. The first concern of the researcher was to establish construct validity, the ability for the instrument to represent the constructs or themes under investigation. This was ensured by covering content (content validity) in the variables in such a way that the questionnaires represented a full coverage of the domains which represented these constructs. More so, to

ensure validity, the researcher did a pilot testing on 20 teachers. The results from the pilot testing showed that they were some questions that were difficult for teachers to answer. The researcher had to modify some questions by rephrasing them and questions that were not important were removed. The results from the teachers that were tested shows that there was a question that was not really linked to the objectives/hypotheses. This question was removed by the researcher, also there were some aspects of uncertainties and some items were not very clear for easy interpretation especially the open questions. All these were corrected.

Face validity

To ensure face validity, the researcher after constructing the instrument reads through it, gave to classmates and friends to read and correct. From there, the questionnaire was then presented to the supervisor, who went through the questions in order to ascertain if the questions are related to the objectives/hypotheses of the study as stated in chapter one of the study. All these were to ensure face validity of the instrument. After making the necessary corrections the questionnaire was considered to have attained face validity.

Content validity

Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure According to Amin 2005 content validity refers to the degree to which the questions items reflect the variables of the study. It shows how adequately the instrument samples the universe knowledge, skills, perceptions, and attitude that respondents are expected to exhibit.

The content validity of this instrument was determined using the formula;

$$\textbf{Content validity index CVI} = \frac{\textbf{Number of judges who declare items as valid}}{\textbf{Total number of judges}}$$

After receiving feedback from the judges, content validity index was computed and yielded a value of (**CVI=0.85).** (According to Amin (2005), when the content validity index is of an instrument has an average that's **0.70 or above**, the instrument is valid and good to be used for data collection.

Reliability of the Instrument

Amin M.E, (2005) defines reliability as a measure of how consistent the results from a test are. Reliability is a measure of degree to which a research yields consistent results after a repeated trial. An instrument is said to be reliable when it measures a variable accurately and

consistently and obtain the same results under the same conditions over a period. What it is measuring. After the questionnaire was constructed and validated, to establish the reliability of the questionnaire, the next step was for the researcher to ensure that the instrument could consistently measure what it measured such that it was dependable and trustworthy. The researcher used the test retest method and correlated scores of respondents in two occasions to compare the degree of consistency between the two. The reliability coefficient was determined using the Cronbach Alpha formula to test the reliability of the instrument, the formula applied was;

$$a = \frac{k}{k-1}\left[1 - \frac{\sum\sigma\frac{2}{K}}{\sigma^2}\right]$$

The Cronbach alpha is described as;

$\sum\sigma\frac{2}{k}$is the sum of the variances of the k parts which are items of the test or instrument.

σ = standard deviation of the test or the instrument

The researcher administered the instrument to 20 teachers, and after two weeks the researcher re-administered the same instrument to the same group of people. The results were computed to obtain a coefficient stability index of 0.7. According to Lodico, Spaulding & Voegtle (2006) the stability or test retest reliability of an instrument consist of giving the same measure or result to the same group of individuals at two different points in time. The above coefficient stability is significant and shows that the instrument had a good test retest reliability.

Data analysis technique and interpretation

The briefings were made immediately after every field working day. Here, data collected was categorized into sub-themes; carrying different, but related nomenclatures. The sub-themes in question will be constructed around the research variables; be they independent or dependent and general or specific. However, this research action is co-relational in nature; treated in a socio-constructivist's perspective. Two analytical approaches were adopted; that is, *content analysis* which concerns itself with the description and explanation of highly qualitative data and the *Pearson statistical* technique was used to analyse quantitative data. In

this light, the theory of Education was considered. In effect, the *comprehensive paradigm* which has to do with the adoption of the phenomenological attitude in the interpretation of reality were adopted.

With the use of these approach and paradigm, only the essentials will be sorted and dealt with so as to arrive at the testing of the departure hypotheses and to the accomplishment of the objectives of the present research project. In that light, responses will be coded numerically and written down in relation to our specific objectives as provided by the different research participants. In some cases however, percentages will be used to demonstrate the magnitude of certain opinions for visibility and comparative reasons. It is also worthy to point out that information from qualitative data here contained is directly reported.

Quantitative data that dominated in this work was analyzed statistically in the form of ratios, proportions, frequencies and percentages. Tables, pie charts histograms and graphs will also be provided to reflect research participants' responses to each of the items of the research objectives.

3.10 Ethical Considerations

According to the Kantian ethical principle, research participants should be treated as ends in themselves and not as a means. As such, the researcher dealt with participants with the mind-set that they are autonomous (Fischer, 2006)As such, any participant in the research did so out of freewill. In order to ensure confidentiality in the ethical treatment of research participants, no identity-specific data (anonymity) was to be gathered and no identity-specific (confidentiality) data was to be revealed. In spite of all pressure facing the researcher, the researcher prevented research misconduct and hurting the research community by preventing any fraudulent data, data misrepresentation and plagiarism. This means data was not given a connotation it did not deserve and that the researcher acknowledged all sources of information without claiming to be the author of such knowledge. One way to deal with this was through in-text citation and formation of a reference list. The researcher agreed the possibility for honest mistakes and real disagreements about results and interpretation. The researcher respected all norms of research. Permission was obtained from all school authorities and time provided respected. Force or deception was not used in any form to collect data. None of the respondents were silently intimidated or promised a false reward.

The researcher did not hide any valuable information from the school administration and authorities. All respondents were thanked, including participants who helped in one way or the other (Fischer, Methodological and ethical issues, 2013)

Method of data collection and analysis

Both descriptive and inferential statistics are used to analyze the responses and verify the hypotheses. For qualitative data, responses will be coded, summarized and reported about the specific research questions as provided by the different groups of respondents. Tables, percentages, charts, mean, standard deviations will be used to analyze the data. Also the Statistical Product for Service Solution (SPSS) version 21.0 will be used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the experiment and the survey. To organize and give meaning to our data, the researcher use various statistical tools: descriptive statistics, mean, standard deviation, the Pearson P Correlation Coefficient. To describe our data analysis techniques, the researcher followed the steps by explaining what was done and the statistical tools involved. Quantitative data analysis of this study involved two major steps:

Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyze, display, and transform data (Trochim& Donnelly, 2007). Data organization was developed and documented in a database structure that integrates the various measures present in the data (Trochim& Donnelly, 2007). The survey consisted of questionnaire administration in the various school of our sample. Surveys are the primary source for data collection of this nature. In so doing, the results from the 4-point Likert scale questions of the survey were analyzed using SPSS software. Frequencies of distribution such as frequency tables (Trochim& Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “is an estimate of the centre of a distribution of value” (Trochim & Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution (Trochim & Donnelly, 2007) were also used to describe the variability of data values. To do this, researchers summarize the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

Representing the data

Donnelly (2007) opined that the employment of graphic displays is particularly valuable in making the logic of mixed-method design clearer. In this light, affirmed, Most techniques for displaying evidence are inherently multimodal, bringing verbal, visual, and quantitative elements together" (Tufte, 2006). The researcher equally employ tables to report results related to the research questions. According to Clark (2007), these visual forms depict the trends and distributions of the data and allow readers to better understand the quantitative results of the study in a summarized form.

Descriptive Statistics

According to Muijs, (2004), A constant interest in data analysis is to efficiently describe and measure the strength of relationships between variables. In this regard, descriptive statistics describe such relationships.

The Pearson correlation test

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and student's performances, symbolize by the correlation coefficient. The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the correlation coefficient r ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of correlation, which indicates the strength of this association. In this study, to determine existing relationships between two variables, the researcher used the Pearson's r correlation coefficient because the purpose of this study is to predict the dependent variable from the independent variable.

In so doing, the Pearson Product Moment Correlation coefficient was used because the data in this study are parametric, that is, its interpretation thus depend on the population fitting a parameterized distribution. The researcher also preferred to use parametric statistics because there is generalization of the results of this study to a larger population.

Interpreting Pearson's Product Moment Correlation Coefficient

The usefulness of the correlation depends on its size and significance (Muijs, 2004). If r reliably differs from 0.00, the r-value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar r-value would result. If r achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance. According to Muijs (2004), the size of any correlation generally evaluates as follows:

Table 4: Table showing correlation values and their interpretation

Correlation value	Interpretation
0.00 to 0.10	Weak
0.11 to 0.29	Low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

Source: Class work (2021)

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause (Fraenkel and Wallen, 2000). In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

Coefficient of Determination (r^2): The relationship between two variables can be represented by the overlap of two circles representing each variable. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the dependent (y-variable) than can be explained by the independent (x-variable). The area of overlap called the per cent common variance, calculates as r^2*100

Variables and operational definitions

The major variables employed in this study are the dependent and independent variables.

Dependent variable

The dependent variable is also known as the criterion variable. The researcher's goal is to the dependent variable to the independent variable; explain its variability and make predictions.

Independent variable

An independent variable on the other hand is also known as the predictor variable or explanatory variable. It is the one that influences the dependent variable and it is the presumed cause of the variation in the dependent variable(s). It thus explains or accounts for variation (s) in the dependent variable. The independent variable in this study is quality of sports management.

Table 5: Recapitulative Table involving Research Hypotheses, Variables, Modalities, Indicators and Indices

General Hypothesis	Specific hypotheses	Variables	Indicators	Modalities
There is a relationship between CBA implementation and quality of history teaching in Cameroon secondary schools in Mfoundi.	**RH_1:** class size influence CBA implementation and the quality of teaching history in secondary schools	**IV** Class size **DV** Quality of teaching history	- 100 and above -practice space -class control -discipline -follow-up	-Strongly Agree, - Agree, -Strongly Disagree, -Disagree,
	RH_2: there is a relationship between in-service training and CBA implementation in history is secondary schools	**IV** In-service training **DV** Quality of teaching history	- specific training -pedagogic and ICT training - skill and competences	-Strongly Agree, - Agree, -Strongly Disagree, -Disagree,
	RH_3:there is a relationship between teaching/learning material in CBA implementation and quality of teaching history in some secondary schools	**IV** Didactic material **DV** Quality of teaching history	text books computer internet connection	-Strongly Agree, - Agree, - Uncertain, -Strongly Disagree, -Disagree,
	Ha4: there is a relationship between learners interest and CBA implementation in the quality of teaching history in secondary schools	**IV** Learners interest **DV** Quality of teaching history	Purchase books Accept to practice Educational background	Strongly Agree, - Agree, - Uncertain, -Strongly Disagree, -Disagree,

Where: **R.H**=Research Hypothesis, **V**= Variable, **D.V**=Dependent Variable.

Source: field data (2019)

Referencing system

The referencing system to be used in this work is tapped from the norms of the American Psychology Association (APA); specifically, the French adapted version written by Marc Couture (2012) that was published in the 6th edition of the APA manual in 2010. The materialization of this referencing system will be seen in the different quotations made in the work and more importantly at the level of the bibliographical sources.

Conclusion

This chapter has outlined the research design, described the area of study, population, the sample used, research instruments, method and techniques used in collecting data. Therefore, an insight understanding of this chapter permitted the researcher to present the results of the study in the subsequent chapter.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1: PRESENTATION

In this chapter for each topic or theme of our questionnaire we will first present the information collected, by limiting ourselves to the most relevant data. This presentation, will be done through double entry tables, histograms, graphs and pie charts to translate them into figures and give them condensed image in order to have a vision that both concise and understandable. Secondly, we will proceed to the inferential analysis of these same data it will in a question form of verifying the assumptions which we formulated. The chapter presents the results of data that were collected through a questionnaire constructed in relation to the variable of study. The technic used in presenting the data is one where data is organized, presented and analysis are made to show the impact on the whole study. It uses tables and charts to describe representation of results. Thus, the first part presents the demographic information, the second part presents analyses of the questionnaire items and the third part verify the hypotheses that were stated in the beginning of the study.

4.1.1 Descriptive analysis of survey data

Table 6: Descriptive analysis of survey data

Number	Indicators			Modalities	
1	Age	20-30 yrs.	30-40 yrs.	40-50 yrs.	50+ above
2	Sex		Male	Female	
3	Level	PLEG	PCEG	Vacataires	SN
4	Marital status	Married	Spinsters	Widow/Widower	Divorced
5	Length of service	0-20 yrs.	20-30 yrs.	30-40 yrs.	40+ above
6	Length of service in your actual post	0-5 yrs.	5-10 yrs.	10-15 yrs.	15+ above

Descriptive analysis of data relating to theme 2

Presentation of information in relation to question 1-6

Table 7: Presentation of data in relation to question 7-10

Q. 7-10	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Men	58	12.5	8	6.50	13	10.56	11	8.94
Women	62	17.5	23	18.69	17	15.82	15	12.19
Total	120	30	31	25.20	30	24.39	26	21.13

Source: filed data (2021)

From the above table, it appears that 33 subjects very categorically state that large class size influence the teaching of history, 31 state that this is true, 30 state that this is false and 26 that it is very false. Shown by the following histogram:

In other words, around 38% of subjects are completely sure they do not interact freely in class during lesson, 33% that its true, 16% that its false, and 13% that its very false. That is what shows the following figure:

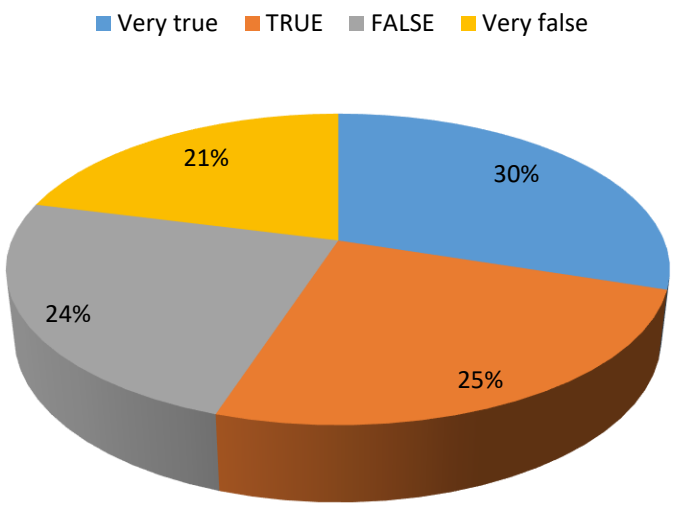


Figure 5: Percentages of responses of subjects to question N° 6-10

Descriptive analysis of data relating to theme 3

Table 8: Presentation of data in relation to question 11-14

Q.11-14	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Men	58	4,87	12	9,75	12	11,38	11	8,94
Women	62	22,76	25	20,32	15	10,56	14	11,38
Total	120	27,64	37	30,08	27	21,95	25	20,32

Source: field data (2021)

From the above table, it appears that 31 subjects very categorically stated that lack of teachers on the job training about CBA influence teaching, 37 state that this is true, 27 state that this is false and 25 that it is very false. Shown by the following histogram:

The following figure shows that the majority of the subjects accepts that they still have knowledge and skills to apply CBA. In fact, 28% of the subjects are totally sure with the point of view expressed by the item, 30% okay, 22% not okay and 20% totally not okay, as shown on the following figure:

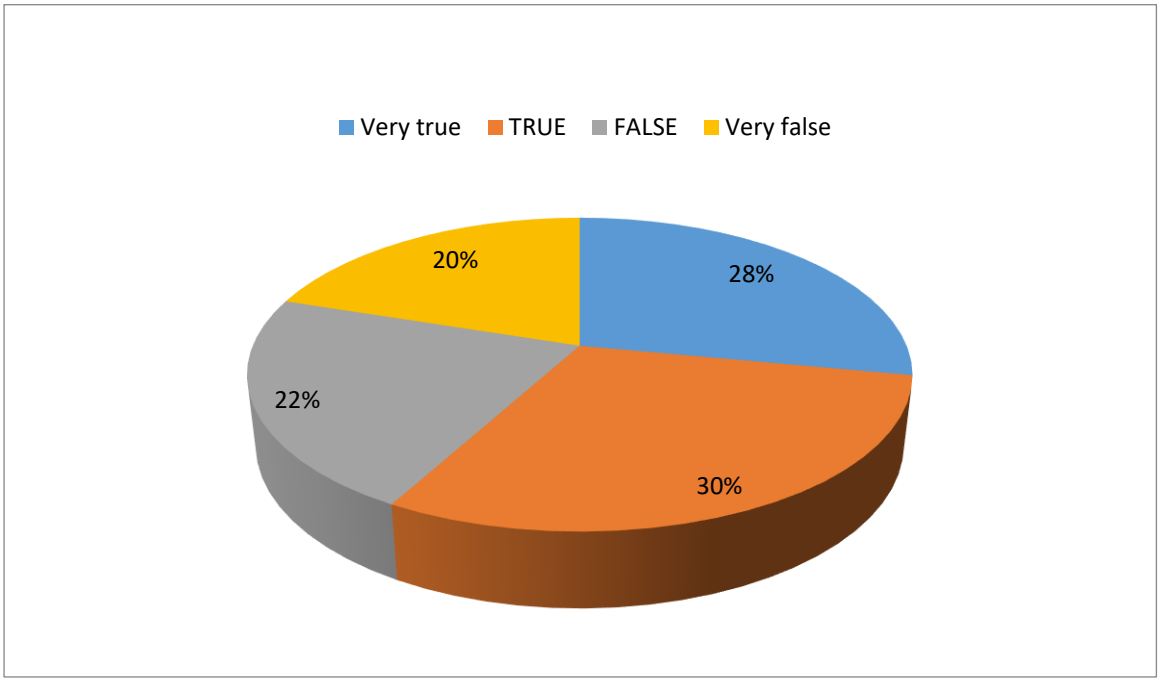


Figure 6: Percentages of responses of subjects to question N°11-14

Descriptive analysis of data relating to theme 4

Table 9: Presentation of data in relation to question 15-18

Q.15-18	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Men	58	4,87	5	4,06	15	12,19	15	12,19
Women	62	23,57	25	20,32	16	13,00	12	9,75
Total	120	28,45	30	24,29	31	25,20	27	21,95

Source: field data (2021)

From the above table, it appears that 32 subjects very categorically state that they always state the skill to be developed in the preparation of their lessons, 37 state that this is true, 27 state that this is false and 25 that it is very false. Shown by the following histogram:

The figure below shows that the majority of the subjects are okay that insufficient of teaching and learning resources/ materials on CBA influence teaching. In fact, 37% of the subjects are totally okay with the point of view expressed by the item, 32% okay, 17% not okay and 14% totally not okay, as shown on the figure below:

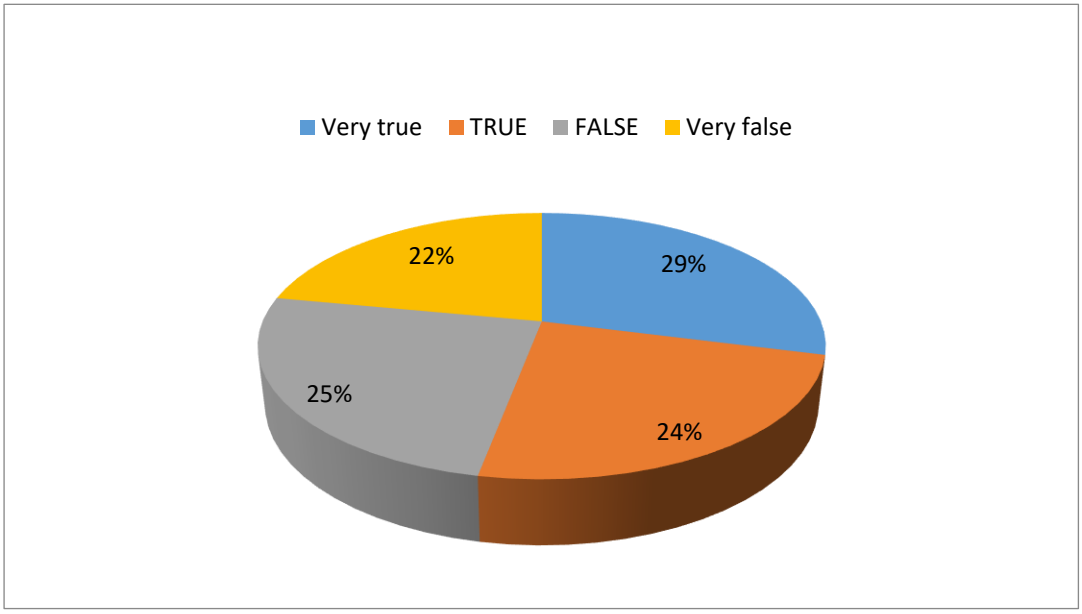


Figure 7: Percentages of responses of subjects to question N°15-18

Descriptive analysis of data relating to theme 5

Table 10: Presentation of data in relation to question 19-22

Q.19-22	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Men	58	9,72	10	7,29	8	7,29	12	8,91
Women	62	18,63	20	16,20	19	14,58	20	17,01
Total	120	28,35	30	23,49	27	21,87	32	25,92

Source: field data (2021)

From the above table, it appears that 31 subjects very categorically state that they always state the skill to be developed in the preparation of their lessons, 30 state that this is true, 27 state that this is false and 32 that it is very false. Shown by the following histogram:

The figure bellow shows that the majority of the subjects are okay that Low students cooperation attitude influence the implementation of CBA. In fact, 28% of the subjects are totally okay with the point of view expressed by the item, 25% okay, 22% not okay and 26% totally not okay, as shown on the figure below:

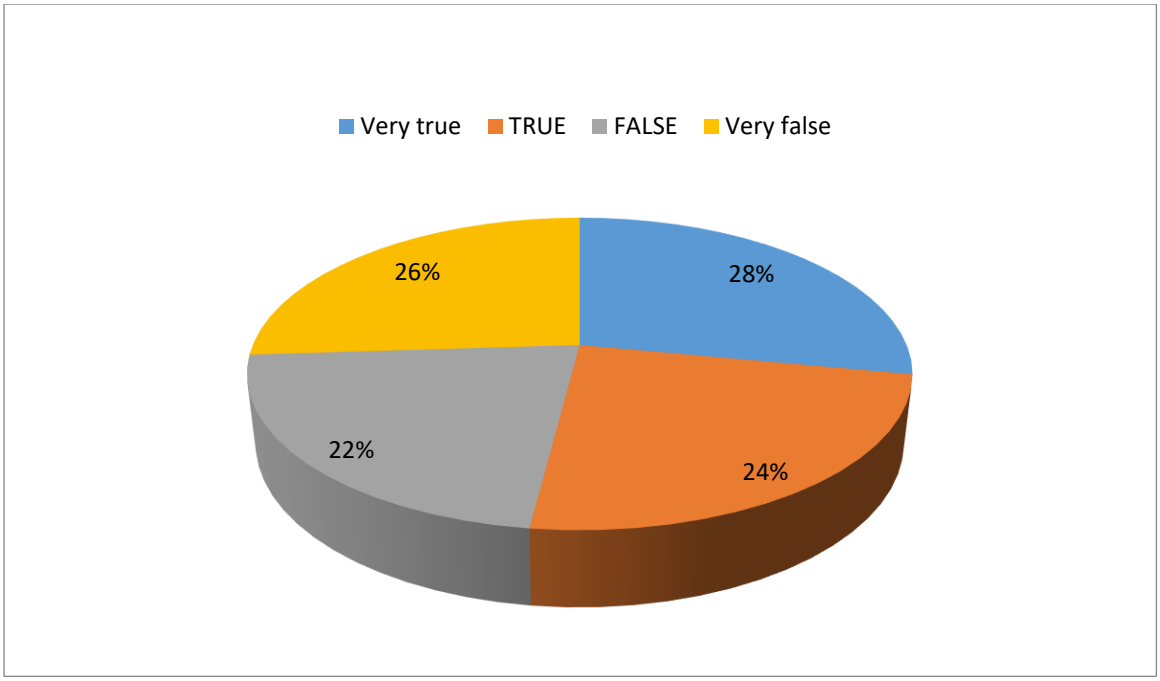


Figure 7: Percentages of responses of subjects to question N°19-22

INFERENTIAL ANALYSIS OF DATA RELATING

Verification of the research hypothesis 1

1) Formulation of statistic hypothesis

H0: there is not a significant contingency link between the statement of competencies and the quality of teaching.

Hl: there is a significant contingency link between the statement of competencies and the quality of teaching.

2) Verification of the application of the law of KHI square (X^2)

Table 11 : Contingency table of the response frequencies to theme n°2

Theme 2	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**		**Total**
	Fo	Fe	fo	Fe	Fo	Fe	fo	Fe	
Strongly agree	18	9,80	6	8,12	5	7,57	7	8,96	33
Strongly agree	5	8,40	6	6,96	5	6,48	15	7,68	31
Strongly agree	6	8,75	10	7,25	7	6,75	5	8,00	30
Strongly agree	6	7,35	7	6,09	10	5,67	5	6,72	26
Total	32		29		27		32		120

Source: field data (2021)

3) **The choice of the significance level (α) and the determination of the degree of freedom (d.d.l.).**

The researcher chooses $\alpha = 0.05$. Therefore, the d.d.l. = (4-1) (4-1) = 9

4) Determination of the critical value of X^2 or X^2R

$X^2R = 16,92$

5) Calculation of the value of X^2in the sample or X^2cal

$X^2cal = 28.57$

6) Comparison of X^2 and decision making.

X^2R is $<X^2cal$, then H0 is rejected and H1 is accepted

7) Inference

HR1 is confirmed

8) Calculation of the contingency coefficient (c)

C=0,43

9) Conclusion

There is a contingency but weak link between the statement of competencies and the quality education.

The examining of the hypothesis N°2.

1) Formulation of statistical hypotheses

HO: there is no significant contingency link between the presentation of situations integration and the quality of teaching

HI: there is a significant contingency link between the presentation of situations integration and quality of education.

2) Verification of the application of the law of KHI square(X^2)

Table 12: Contingency table of the response frequencies to themes n°3

Theme 3	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**		Total
	Fo	Fe	Fo	fe	fo	fe	fo	Fe	
Strongly agree	9	10,15	5	8,41	5	7,83	17	9,28	36
Strongly agree	5	8,75	14	7,25	7	6,75	5	8,00	31
Strongly agree	15	8,40	5	6,96	5	6,48	5	7,68	30
Strongly agree	6	7,35	5	6,09	10	5,67	5	6,72	26
Total	32		29		27		32		120

Source: field data (2021)

3) **The choice of the significance level (α) and the determination of the degree of freedom (d.d.l.).**

The researcher chooses $\alpha = 0.05$. Therefore, the d.d.l. = (4-1) (4-1) = 9

4) **Determination of the critical value of X^2 or X^2R.**

$X^2R = 16,92$

5) Calculation of the value of X^2in the sample or X^2cal.

$X^2cal = 37,51$

6) Comparison of X^2 and decision making.

X^2R is $<X^2cal$, then H0 is rejected and H1 is accepted

7) Inference

HR2 is confirmed

8) Calculation of the contingency coefficient (c)

C= 0,42

9) Conclusion

There is a contingency but weak link between the statement of competencies and the quality education

Verification of research hypothesis N ° 3

1) Formulation of statistical hypotheses

HO: there is not a significant contingency link between the applications of the new vision of evaluation of learning and the quality of teaching

HI: there is a significant contingency link between the application of the new vision the evaluation of learning and the quality of teaching.

2) Verification of the application of the KHI square law (X^2)

Table 13: Contingency table of the response frequencies to theme n°4

Theme 4	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**		Total
	Fo	Fe	Fo	Fe	fo	fe	Fo	Fe	
Strongly agree	5	9,45	5	7,83	9	7,29	15	8,64	32
Strongly agree	16	10,5	8	8,70	5	8,10	5	9,60	30
Strongly agree	6	7,35	9	3,09	7	5,67	5	6,72	31
Strongly agree	5	7,00	7	5,80	6	5,40	7	6,40	27
Total	32		29		27		32		120

Source: field data (2021)

3) **The choice of the significance level (α) and the determination of the degree of freedom (d.d.l.).**

The researcher chooses $\alpha = 0.05$. Therefore, the d.d.l. = (4-1) (4-1) = 9

4) Determination of the critical value of X^2 or X^2R

X^2R = 16,92

5) Calculation of the value of X^2in the sample or X^2cal

$X^2cal = 21,37$

6) Comparison of X^2 and decision making.

X^2R is $<X^2cal$, then H0 is rejected and H1 is accepted

7) Inference

HR3 is confirmed

8) Calculation of the contingency coefficient (c)

C= 0,38

9) Conclusion

There is a contingency but weak link between the statement of competencies and the quality education.

Verification of research hypothesis N ° 4

1) Formulation of statistical hypotheses

H0: there is no significant contingency link between the management of learning difficulties and the quality of teaching

HI: there is a significant contingency link between the management of difficulties of learning and the quality of teaching.

2) Verification of the application of the law of KHI square (X^2)

Table 14: Contingency table of the response frequencies to theme n°5

Theme 5	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**		Total
	Fo	Fe	Fo	fe	fo	fe	fo	Fe	
Strongly agree	5	9,45	7	7,83	8	7,29	15	8,64	31
Strongly agree	16	10,5	8	8,70	6	8,10	5	9,60	30
Strongly agree	5	7,35	7	6,09	7	5,67	5	6,72	24
Strongly agree	6	7,00	7	5,80	6	5,40	7	6,40	27
Total	32		29		27		32		120

Source: field data (2021)

3) **The choice of the significance level (α) and the determination of the degree of freedom (d.d.l.).**

The researcher chooses $\alpha = 0.05$. Therefore, the d.d.l. = (4-1) (4-1) = 9

4) Determination of the critical value of X^2 or X^2R

X^2R = 16,92

5) Calculation of the value of X^2in the sample or X^2cal

X^2cal = 24,37

6) Comparison of X^2 and decision making.

X^2R is $<X^2$cal, then H0 is rejected and H1 is accepted

7) Inference

HR4 is confirmed

8) Calculation of the contingency coefficient (c)

C= 0,38

9) Conclusion

There is a contingency but weak link between the statement of competencies and the quality education

The results of this verification are summarized in the following table.

Findings and Interpretation of Data Collection According to Indicators

The data collected from the interviews and questionnaires show the challenges facing the implementation of CBA in secondary schools in the Mfoundi municipality are as indicated in figue 2 above and explained here under.

Large class size

Large class size was another challenge which outlined by the majority (85%) of the respondents. The number of students in the classroom was too big for the capacity of the class and cause overcrowding. The author observed that in some institutions surveyed the teacher student ratio ranged from 1:90-100 or higher which is against the orientation law standards which require the ration to be 1:60. In this situations teachers failed to implement CBA method. One head of department interviewed complained that:

"….Classes are overcrowded in such a way that it is difficult to move around and interact with students. Imagine I teach a class of more than 100 students and I teach 4 streams for one subject. I have 2 different subjects to teach in such an environment. Will I be able to complete the curriculum on time if I apply CBA method? "

From the above finding it is clear that large class size tends to affect student-teacher interactions and even prevent students-students exchanges during discussions in the class. This hinders CBA system implementation and teachers fail to apply learner-centered interactive methods as required by CBA systems.

Lack of teachers' in service training about CBA

The findings confirmed that lack of properly trained teachers was one of the major challenges hindering effective implementation of CBA. About 120 respondents (80%) showed that lack of teachers' on the job training about CBA limit teachers' pedagogical knowledge and skills to apply CBA approaches during teaching and learning process. From the interviews one head of department from institution C explained:

"……Teachers have not received intensive training on the job about CBET hence most of them lack the required knowledge and skills on CBET which hinder its effective implementation in the Mfoundi municipality".

Another interviewee claimed that:

"….In our institution sometimes we provide short courses on CBA for new teachers, but the time for training is too short and the coverage cannot provide the required CBA knowledge and skills which hinder its successful implementation. (One of the Vice principals interviewed).

The percentages and the statements of the interviewee show that lack of teachers' on the job training on CBA hinders effective implementation in secondary schools in Yaoundé one Municipality.

Insufficient didactic materials

The findings indicated that in the technical institutions surveyed there is insufficient teaching and learning facilities/resources like textbooks, library facilities, computer laboratories, classrooms etc. Out of 150 that filled the questionnaires 117 (78%) explained

that there is insufficient teaching and learning facilities/resources to allow for CBA effective implementation. The availability of appropriate teaching and learning facilities/resources could help students to participate actively in the learning process. In tandem with that, the result reveal that in some secondary collages the book student ratio ranged from 1:12; 1:26 or even higher. In the interview one of the head of the department said:

"……the textbooks and reference books are not enough to satisfy the number of our students, even the available books do not reflect the current curriculum and lack clarity on how to teach as per CBA requirements. In the case of classrooms, library space, computer laboratory, computers etc. the situation is worse"

Insufficient teaching and learning facilities/resources hinder effective implementation of CBA and students cannot develop the independent learning skills, problem-solving, and linguistic minds that deprive them the opportunities to be competent and skilled.

Low student readiness

The results from the respondents show that there is a low students' cooperation attitude to accept the CBA system. The descriptive statistics show that 68% of the respondents reveal that students extended low cooperation to teachers who tried to involve students in the teaching and learning process in order to trigger creative, problem solving attitude and linguistic mindset. Students were not cooperative when given class activities requiring them to solve problem and think critically as they are used to spoon-feeding approach which is based on memorization and cramming. Students of primary and secondary schools have not been oriented to learner centered approach.

Teachers' and students' educational culture and background

The results from the questionnaires reveal that 52% of the respondents contested that their education background detain them to the effective operationalization of CBA as they have been studying using traditional teacher centered approach and it is now very difficult for them to adapt the new approach. One interviewee explained that:

"…..To speak the truth, I find it very difficult to apply this approach in teaching as I have no experience with it. I am teaching using the style of my teacher. To adapt to this new approach I need time, training and good working environment".

The implications for these findings is that teachers' educational culture and background hinder them to adjust to this new teaching and learning approach. There is a need to review curriculum from lower levels, such as pre-primary, primary and secondary education in order to prepare students for CBA system.

Conclusion

This chapter presents the results or the findings gotten after data analysis. It presents the findings and interprets the tables and charts accordingly

CHAPTER V

DISCUSSION OF FINDINGS, CONCLUSION, RECOMMENDATION

5.0 INTRODUCTION

The last chapter interprets the results obtained from the data analysis of the previous chapter. The goal of this chapter is to interpret the findings and draw logical conclusion of the study and ascertain its contributions. The presiding chapter focuses on the discussion of the findings according to each hypothesis, summary, conclusion, recommendations, suggestions for further research and limitations of the study

5.1 Discussion of Findings

This study was conducted with the main objective to examine the challenges faced by teachers in the implementation of CBA and the quality of teaching history in some selected secondary school in Mfoundi division of the center region. Among the several challenges, we focused on class sizes, in-service training, didactic material and student's readiness to embrace the new strategy. Upon completion of this study, the findings will be discussed based on the results of the verification of the four hypotheses in relation to empirical as well as ideas put forward by some educational scholars thus, the following findings were revealed

Research hypothesis one

Ha: There is a relationship between class size in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Ho: There is no relationship between class size in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division

Upon the results gotten the results, the Ha was accepted and Ho rejected. We therefore conclude that there is a significant relationship between class size in the context of CBA and the quality of teaching in secondary schools. This is explained by the fact that Large class size was another challenge which outlined by the majority (85%) of the respondents. The number of students in the classroom was too big for the capacity of the class and cause overcrowding. The author observed that in some institutions surveyed the teacher student ratio ranged from 1:90-100 or higher which is against the orientation law standards which require the ration to be 1:60. In this situations teachers failed to implement CBA method. One head of department interviewed complained that:

"….Classes are overcrowded in such a way that it is difficult to move around and interact with students. Imagine I teach a class of more than 100 students and I teach 4 streams for one subject. I have 2 different subjects to teach in such an environment. Will I be able to complete the curriculum on time if I apply CBA method? From the above finding it is clear that large class size tends to affect student-teacher interactions and even prevent students-student's exchanges during discussions in the class. This hinders CBA system implementation and teachers fail to apply learner-centered interactive methods as required by CBA systems.

Research hypothesis two

Ha: There is a relationship between in-service training in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Ho: There is no relationship between in-service in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division

After the analysis, the results showed that Ha significantly in influence the implementation of CBA and the quality of teaching in history. Consequently, Ha was accepted and Ho rejected. The findings confirmed that lack of properly trained teachers was one of the major challenges hindering effective implementation of CBA. About 120 respondents (80%) showed that lack of teachers' on the job training about CBA limit teachers' pedagogical knowledge and skills to apply CBA approaches during teaching and learning process. From the interviews one head of department from institution C explained:

"……Teachers have not received intensive training in service about CBA hence most of them lack the required knowledge and skills on CBA which hinder its effective implementation in Yaoundé 1 municipality".

Another interviewee claimed that:

"….In our institution sometimes we provide short courses on CBA for new teachers, but the time for training is too short and the coverage cannot provide the required CBA knowledge and skills which hinder its successful implementation. (One of the Vice principals interviewed).

The percentages and the statements of the interviewee show that lack of teachers' on the job training on CBA hinders effective implementation in secondary schools in Mfoundi division.

Research hypothesis three

Ha: There is a relationship between didactic material in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Ho: There is no relationship between didactic material in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

After the analysis, the results showed that Ha significantly in influence the implementation of CBA and the quality of teaching in history. Consequently, Ha was accepted and Ho rejected. The findings indicated that in the technical institutions surveyed there is insufficient teaching and learning facilities/resources like textbooks, library facilities, computer laboratories, classrooms etc. Out of 150 that filled the questionnaires 117 (78%) explained that there is insufficient teaching and learning facilities/resources to allow for CBA effective implementation. The availability of appropriate teaching and learning facilities/resources could help students to participate actively in the learning process. In tandem with that, the result reveal that in some secondary collages the book student ratio ranged from 1:12; 1:26 or even higher. In the interview one of the head of the department said:

"……the textbooks and reference books are not enough to satisfy the number of our students, even the available books do not reflect the current curriculum and lack clarity on how to teach as per CBA requirement. In the case of classrooms, library space, computer laboratory, computers etc. the situation is worse"

Insufficient teaching and learning facilities/resources hinder effective implementation of CBA and students cannot develop the independent learning skills, problem-solving, and linguistic minds that deprive them the opportunities to be competent and skilled.

Research hypothesis four

Ha: There is a relationship between learner's readiness in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

Ho: There is no relationship between learner's readiness in the implementation of CBA and the quality of teaching in some secondary schools in Mfoundi division.

After the analysis, the results showed that Ha significantly in influence the implementation of CBA and the quality of teaching in history. Consequently, Ha was accepted and Ho rejected. The results from the respondents show that there is a low students' cooperation attitude to accept the CBA system. The descriptive statistics show that 68% of the respondents reveal that students extended low cooperation to teachers who tried to involve students in the teaching and learning process in order to trigger creative, problem solving attitude and linguistive mindset. Students were not cooperative when given class activities requiring them to solve problem and think critically as they are used to spoon-feeding approach which is based on memorization and cramming. Students of primary and secondary schools have not been oriented to learner centered approach

5.2 Summary of the discussion

The aim of this study was to evaluate the implementation of the CBA in history in some secondary schools in Mfoundi division of the center region of Cameroon. To achieve this purpose, the study then focused on how teachers are train in service on CBA, how students readiness to adopt the CBA, didactic material of CBA. teachers while implementing the CBA affects the successful implementation of the CBA in history in Mfoundi division. The finding of the study revealed that.

Teachers view about the CBA varies inversely with the successful implementation of the CBA in Yaoundé VI subdivision. This mean that a unit increases in Teacher's point of view about the CBA will bring about a 0.246 decrease in the successful implementation of the CBA in Yaoundé VI subdivision. Teacher's view about the CBA was found to be affecting the successful implementation of the CBA in Yaoundé VI subdivision in that, some teacher's belief it is inappropriate in the Cameroonian education's system, some are of the opinion that the CBA is more theoretical than practical and that it demands more resources that teachers in Cameroon can afford with their current incomes. Hence the findings summarize that Teacher's view about the CBA negatively affects the successful implementation of the CBA in Yaoundé VI subdivision.

Student's readiness to adopt the CBA varies directly with the successful implementation of the CBA in Yaoundé VI subdivision. This is because teacher's readiness plays a great role to the success of the implementation of the CBA. This is seen in the way that when teachers are more ready to adopt the CBA, they can go out of their way to work for the successful implementation of the CBA in Yaoundé VI subdivision. Hence to achieve a 41.8% increase in the successful implementation of the CBA in Yaoundé VI subdivision,

teacher's readiness has to be increased by 100%. Hence the findings summarize that Teacher's readiness to adopt the CBA positively affects the successful implementation of the CBA in Yaoundé VI subdivision. Factors that determine teacher's decision to adopt the CBA have a positive effect on the successful implementation of the CBA in Yaoundé VI subdivision. These factors are like the conditions that will necessitate the use of the CBA. An increase in such condition according to the study will increase the successes recorded in the implementation of the CBA in Yaoundé subdivision. To achieve a 100% increase in the successful implementation of the CBA, these conditions will need to increase by 273.22%. These conditions include the size of the classroom, the nature of the lesson, the age of the students and the skills to be gained by the students are amongst such conditions. Hence the study summarizes that factors that determine the teacher's decision to adopt the CBA have a significant positive impact on the successful implementation of the CBA. The study found out that challenges faced by teachers while implementing the CBA varies inversely with the successful implementation of the CBA in Yaoundé VI subdivision. These challenges according to the study ranges from large classroom sizes, shorter duration for lessons to unhealthy environment for the CBA. These challenges significantly hinder successful implementation of the CBA in Yaoundé VI subdivision of the center region of Cameroon. Hence according to the study, to increase the successes of the CBA implementation by say 100%, such challenges has to be reduced by 380.22%.

This study concludes that teachers understanding of CBA is moderate. The majority of teachers (78%) were not able to prepare a competences based lesson plan and even to deliver lessons using CBA approaches. Schools in Yaoundé 1 municipality face many challenges which hinders effective CBA implementation. In the light of these challenges various opportunities emerged, including the provision of CBA pedagogy training for teachers. Institutional support timely and the government through the ministry of secondary education is advised to ensure that the reviewed policies are well implemented as planned from primary education onward in order to meet the country's development vision of 2035

RH 1: The large class size determine the quality of teaching history.

RH 2: The lack of teachers on the job training about CBA determine the quality of teaching history.

RH 3: the insufficient teaching and learning resources / materials determine the quality of teaching history.

RH4: the low students' cooperation attitude determines the quality of teaching history

All these research hypotheses were confirmed by an inferential analysis of the empirical data collected through a questionnaire from a representative sample of Yaoundé I municipality, indeed for

H.01: the $X^2 \rightarrow 16.92$; X^2cal …., c → …….

H.02: the $X^2 \rightarrow 16.92$; X^2cal …., c → …….

H.03: the $X^2 \rightarrow 16.92$; X^2cal …., c → …….

H.04: the $X^2 \rightarrow 16.92$; X^2cal …., c → …….

To verify these hypotheses, we constructed a quantitative questionnaire which we administered to a sample of 120 teachers from high schools. From G.B.H.S Emana, Nkolondom and Nkol-Eton. The chi-square significance test was used as a statistical tool for testing hypotheses. At the end of these analyzes, all our research hypotheses were confirmed, which confirmed our general hypothesis, and to support that these is a significant correlation between the working conditions of teachers and the success of the contractualization project.

Our conclusion here is that the full implementation of C.B.A facilities makes it more attractive to the teaching of history in the first circle of the general educational classes without neglecting the influence of the other factors that we can put into consideration, notably: the socio-cultural environments, parental support; the absence of textbooks, overcrowded classes, unwillingness of the teachers to use the C.B.A method etc.

5.3 Conclusion

The CBA is a new generation teaching strategy that ensures activation of competences in learners, presents to learners' real life situations and make them independent problem solvers in the society. This study examines the challenges that history teachers faced in teaching in secondary schools in Mfoundi division. The results showed that class size, in-service training, student readiness and didactic materials have significant influence on the implementation of CBA in the teaching of history. The quality of teaching becomes distorted in the course. The quality of teaching is very essential as it determines the quality of the students.

5.4 Recommendation

Based on the finding it was established that teachers' perception has a significant influence on the implementation of CBA in secondary schools. This is backed by the fact that some teachers still perceive CBA as a threat to their usual practices, others think that the introduction of CBA was hasty and abrupt; while some teachers do not completely understand what CBA is all about. This is seen in the planning and dispensation of lessons which are still very traditional (objective based approach) with little mastery of the problem situation and competences that are required to solve problems. This situation is further complicated by the fact that material and infrastructural and material resources needed to accompany the implementation of CBA are in most cases rudimentary and insufficient rudimentary. To handle the issue of perception and enhance the successful implementation of Competences Based Approach, the following were advanced as recommendations.

- The researcher recommends more seminars to be organized with the first focus being to change the mentality of teachers when it comes to the newly implemented pedagogic approach (CBA). This will go a long way to change their mentality and as such the CBA will be Viewed as an opportunity for them to exploit and no a challenge.

- Equally necessary measures should be put in place to ensure that the seminars organized come to a compromise when it comes to the understanding of the CBA. This will reduce the confusion teacher have about the CBA.

- The higher educational authorities should provide a better environment that will ensure that teachers can comfortably and conveniently implement the CB.

- More didactic material should be made available for teachers to use in the process of CBA implementation. This most especially goes to subjects that require practical. To this extent laboratories should be well equipping to ensure that the ratio of students to apparatus should be reduced there by promoting effective teaching and workshop practices.

- Equally the ministerial text should be re-examined when it comes to aspects like the classroom size and the duration of the lesson for they are a great challenge to the CBA implementation. These were adopted for a different pedagogic approach.

- Recommended text and reference books should be examined to ensure that they are clear, content and context specific and equally void of Ambiguity.
- Teacher should be consulted when coming up with any educational approach since they are the key implementers of the curriculum.
- Incentives should be given to secondary school teachers to motivate them to remain active in service for example compensations, grants, loans, in-service training should be given to teachers.

School managers should ensure that staff development programs such as in-service programs, refreshers courses, seminars, workshops, equipment of school with modem libraries and information technology centers be put in place to ease teachers research and lesson preparation.

Suggestions for Future Research

This dissertation was centered on an evaluation of teacher's perception toward the implementation of CBA in some secondary school of Yaoundé VI Sub Division. The study was conducted only in Four schools out of about 50 Secondary schools in the Yaoundé VI Sub division, furthermore this research project focused only on four variables of teacher's perception like teachers views about CBA, teacher's readiness, factors influencing teachers decisions to adopt CBA, challenges teachers faced in implementing CBA. Teacher perception covered a wide range that could not be treated in a single study. Other domains of teacher's perception in relation to Competences Based Approach could have as well been studied given this, the In line with the findings of this study the researcher suggests that;

Since this study was carried in Yaoundé VI sub division, a similar study could be carried out on the effects of teacher perception on the implementation of the CBA at the level of Division, this will permit the researcher to use a more sample size, since the greater the sample size the more better the results obtained.

A study could equally be carried out on the effect of the CBA in the Cameroonian education system. This will permit the role of CBA in the Cameroonian educational system to be appreciated at the national level.

A similar study should be carried out on technical secondary education teacher's perception towards the implementation of the CBA in Yaoundé VI subdivision to ascertain if

the results will tie with that that of general secondary education teachers. A similar study could be carried on teachers and students' perceptions towards the implementation Competences based approach in the Mfoundi division.

Last a study should be carried out on the contribution of CBA to reduction of unemployment in Cameroon.

Limitation of the Study

Carrying out a scientific investigation of this magnitude requires time, sacrifice and determination. The study was conducted in Yaoundé VI Sub Division center region of Cameroon with teachers as the target population. Though the researcher succeeded with the study and was through hardship and by the grace, mercy and divine help of the almighty God. The researcher encountered a lot cons in the course of the findings of this study. The following are the difficulties encountered by the researcher in course of the study.

- **Lack of relevant textbooks**

There was lack of relevant textbooks in the school library. The few textbooks that were available were mostly written in French. This made it difficult to finish the work on time. However with the use of internets, the researcher was able to make use of many books, journals, articles and dissertations which were related to the study.

- **Reluctance of some teachers provides useful information.**

In some schools, some teachers were very reluctant and some of the teachers were so skeptical to provide full information on the problem under study. The researcher had to visit some schools more than 2 times to reemphasize on the importance of the study.

Given the fact that the researcher has a background in history of international relations, the assistance of a statistician was unavoidable, as such, it was not only difficult to fine one, but it entailed financial means.

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APPENDIX I

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

S
F E

REPUBLIC OF CAMEROON
Peace-Work-Fatherland
****
THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF SCIENCE OF EDUCATION
****
DEPARTMENT OF CURRICULA AND EVALUATION
****

Doyen
The Dean
N°.....11.....20/UYI/DSSE

AUTORISATION DE STAGE

Je soussigné, **Professeur Moïse MOUPOU**, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que **Susan TAMBE EKOBINA** matricule **18Z3054**, est inscrite en Master II dans la Faculté des Sciences de l'Éducation, Département ***Curricula et Evaluation***, **option Qualiticien en Education.**

L'intéressée doit effectuer un stage en vue de l'obtention de son diplôme de Master II. Elle travaille sous la direction du **Pr. *Maureen EBANGA TANYI*** . Son sujet est intitulé :***«Challenges in the implementation of competences based approach and quality teaching of history in some secondary schools in Mfoundi division».***

Je vous saurai gré de bien vouloir mettre à sa disposition toutes les informations susceptibles de l'aider.

En foi de quoi, cette autorisation de stage lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 10 AOUT 2020

Pour le Doyen et par ordre

Ravold Etienne
Professeur

APPENDIX II

THE QUESTIONNAIRE

Dear colleagues,

This questionnaire, which is presented to you, was first carried out within the framework of a study that was taken at the University of Yaoundé I with a view of obtaining a Master's degree in science of education. While guaranteeing anonymity, we kindly ask you to mark with a cross the areas that corresponds to your degree of agreement or disagreement with the opinion expressed by the theme.

Demographic Information

1. Name of your school?
2. Which subject were you trained to teach?
3. Age []below 18 years []19-49 years []50 years and above
4. Sex []Male []Female
5. What is your Marital status []Single []Married []Divorce []Widow/Widower
6. What is your qualification []O-levels []A-levels []Degree []master's []PHD
7. Longevity as a teacher []1 year, 2-5 []6-10[]11+[]
8. Quality of teacher []trained, untrained[]

Theme I identification of the theme

Number	Indicators			Modalities	
1	Age	20-30 yrs.	30-40 yrs.	40-50 yrs.	50+ above
2	Sex		Male	Female	
3	Level	PLEG	PCEG	Vacataires	SN
4	Marital status	Married	Spinsters	Widow/Widower	Divorced
5	Length of service	0-20 yrs.	20-30 yrs.	30-40 yrs.	40+ above
6	Length of service in your actual post	0-5 yrs.	5-10 yrs.	10-15 yrs.	15+ above

Theme 2: The large class sizes

N°	Items	Modalities			
7	Class sizes encourage teachers to implement C.B.A	Strongly agreed	Agreed	Strongly disagreed	Disagreed
8	Am fully ready to implement C.B.A	Strongly agreed	Agreed	Strongly disagreed	Disagreed
9	A part from these aspects in what other ways have class size influence the implementation of C.B.A	Strongly agreed	Agreed	Strongly disagreed	Disagreed
10	History teachers masters all the names of the students	Strongly agreed	Agreed	Strongly disagreed	Disagreed

Theme 3: Lack of teachers in service training on C.B.A

N°	Items	Modalities			
11	C.B.A is more practical than theoretical	Strongly agreed	Agreed	Strongly disagreed	Disagreed
12	The higher authorities never tried C.B.A before requesting for its implementation	Strongly agreed	Agreed	Strongly disagreed	Disagreed
13	The C.B.A is inappropriate in the Cameroon's educational system	Strongly agreed	Agreed	Strongly disagreed	Disagreed
14	I have the necessary knowledge and skills to implement C.B.A	Strongly agreed	Agreed	Strongly disagreed	Disagreed

Theme 4: Insufficient didactic resources/materials

N°	Items	Modalities			
15	Availability of didactic material make possible for a C.B.A lesson	Strongly agreed	Agreed	Strongly disagreed	Disagreed
16	Classroom are properly large enough to contain all the learners	Strongly agreed	Agreed	Strongly disagreed	Disagreed
17	Research on C.B.A are usually carried out in our libraries	Strongly agreed	Agreed	Strongly disagreed	Disagreed
18	Teachers are computer literate enough to carry out research on the computer laboratory	Strongly agreed	Agreed	Strongly disagreed	Disagreed

Theme 5: Learners interest and C.B.A

N°	Items	Modalities			
19	We properly trained students to be co-operative during lesson	Strongly agreed	Agreed	Strongly disagreed	Disagreed
20	Educational background on teachers and students play a role on C.B.A implementation	Strongly agreed	Agreed	Strongly disagreed	Disagreed
21	Classes are usually lively to the extent that students co-operation attitude is notice	Strongly agreed	Agreed	Strongly disagreed	Disagreed
22	After evaluation, students difficulties are usually identified by teachers	Strongly agreed	Agreed	Strongly disagreed	Disagreed

APPENDIX III

Source: United Council and City of Cameron: Yaoundé I Council

APPENDIX IV

TABLE 1

Table for Determining Sample Size from a Given Population

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

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

Source: Krejcie and Morgan 1970