THE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM AND TEACHERS' EFFECTIVENESS IN SOME PUBLIC PRIMARY SCHOOLS IN MFOUNDI DIVISION

A Dissertation Submitted and defended on the 26th July 2023 in fulfilment of the requirements for the award of a master's degree in education

Specialty: **Curriculum Development and Evaluation**

By

AGENDIA NICHOLAS ATEMNKENG

LLB in Common Law

University of Yaounde II, Soa

20V3609

jury

Rank	Names and grade	Universities
President	Renée Solange BIDIAS NKECK, Pr	UYI
Supervisor	John NKEMNGONG NKENGASONG, Pr	UYI
Examiner	SHAÏBOU Abdoulaï HAJI, CC	UYI

APPROVAL

This Master's dissertation titled "**The Implementation of Social Studies Curriculum and Teachers' Effectiveness in Selected Public Primary Schools in Mfoundi Division**" has been read and approved by the undersigned, as meeting the requirements of the University of Yaounde 1 (UY1).

By

_____   _____

PRESIDENT OF JURY   EXAMINER

_____

SECRETARY

DECLARATION

I, **AGENDIA Nicholas ATEMNKENG**, the undersigned researcher, student of the Department of Curriculum and Evaluation in the Faculty of Education, University of Yaounde 1, with the registration Number **20V3609**, do solemnly declare on my honour that, this research work titled "**The Implementation of Social Studies Curriculum and Teachers' Effectiveness in Selected Public Primary Schools in Mfoundi Division**", under the supervision of **Prof. John NKEMNGONG NKENGASONG**, is a result of my original input. It has not been presented in any other institution for award of any certificate. This research project has been completed by duly acknowledged references. This has been done using the APA system and in accordance with anti-plagiarism regulations.

Signature_____ Date: _____

AGENDIA NICHOLAS ATEMNKENG

20V3609

Curriculum and Evaluation

CERTIFICATION

This is to certify that, **AGENDIA Nicholas ATEMNKENG**, student with registration number 20V3609, in the Department of Curriculum and Evaluation in the Faculty of Education at the University of Yaounde 1, has satisfactorily completed the requirements for the Master of Education. This work titled "**The Implementation of Social Studies Curriculum and Teachers' Effectiveness in Selected Public Primary Schools in Mfoundi Division**", under my guidance and supervision, was carried out in Mfoundi division, Centre region, Cameroon. This work is an original research product, and has not been submitted in part or full for any other Degree of this institution, or another University.

President of Jury

Name:_____

Sign:_____

Examiner

Name:_____

Sign:_____

Supervisor

Name:_____

Sign:_____

Head of Department

Name:_____

Sign:_____

Date _____/_____/_____

DEDICATION

To my beloved parents

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AFD	French Development Agency
CBA	Competence-Based Approach
CBE	Competency-Based Education
CI	Curriculum Integration
CL	Cooperative Learning
CPSC	Cameroon Primary School Curriculum
EFA	Education For All
FSLC	First School Leaving Certificate
GACL	General Alphabet for Cameroonian Languages
GESP	Growth and Employment Strategy Paper
ICTs	Information and Communication Technologies
InTASC	Interstate Teacher Assessment and Support Consortium
ITL	Integrated Theme Learning
MDGs	Millennium Development Goals
MINEDUB	Ministry of Basic Education
NCSF	National Core Skills Framework
NLC	National Languages and Cultures
OBA	Objective-Based Approach
OIF	Organisation Internationale de la Francophonie
PBL	Project-Based Learning
PRONEC	Programme Nationale de l'Education Civique
SDG	Sustainable Development Goal
UN	United Nations
UNESCO	United Nation Education Scientific And Cultural Organinsation

ABSTRACT

This study examines the effects of the implementation of the Social Studies curriculum on teachers' effectiveness in selected public primary schools in Mfoundi division. The problem of this study emanates from the resistance of primary school teachers to effectively implement the new curriculum, especially that of Social Studies, and the rising rate of uncivil behaviour by youths. Four research questions with four hypotheses formulated to guide the study were centred around content knowledge, teaching methods, teaching materials used and assessment methods. Theories used include Tyler's Model of Curriculum development, the constructivism theory and Gagne's hierarchical learning theory. The tools used for data collection were questionnaire and observation checklist. Simple linear regression analyses were used to test the hypotheses. Data collected was analyzed using descriptive and inferential statistics with the help of SPSS-V26. Analysis of data demonstrated that, content knowledge, teaching methods, teaching materials and assessment methods do have an effect on teachers' effectiveness. Findings revealed that content knowledge has a 36.5% impact on teachers' effectiveness, teaching methods by 17.8%, teaching materials used by 16.2%, and assessment methods by 35.1%. Therefore, all the alternative hypotheses were retained and all null hypotheses rejected. The researcher recommends that the various curriculum stakeholders should dedicate more efforts to enhance the way teachers' implement the new curriculum. Special attention should be paid on teaching methods and the use of prescribed teaching materials. The major limitations faced during this study were the difficulty to find research works on the new curriculum, misconception of respondents about academic research leading to reluctance and the vast nature of the area of study.

Keywords: **Curriculum, Curriculum Implementation, Social Studies, Primary School, Project-Based Learning, Integrated Theme Learning, Cooperative Learning.**

RESUME

Cette étude examine les effets de la mise en œuvre du programme de Science Humaines et Sociales sur l'efficacité des enseignants dans les écoles primaires publiques du département du Mfoundi. Le problème de cette étude émane de la résistance des enseignants du primaire à mettre en œuvre efficacement le nouveau programme, en particulier celui des études sociales, et du taux croissant de comportements incivils chez les jeunes. Quatre questions de recherche avec quatre hypothèses de recherche ont été formulées pour guider l'étude. Certaines théories connexes ont été utilisées telles que: le modèle de développement du curriculum de Tyler, la théorie du constructivisme et la théorie de l'apprentissage hiérarchique de Gagné. Les outils utilisés pour la collecte des données étaient le questionnaire et la liste de contrôle d'observation. Des analyses de régression linéaire simples ont été utilisées pour tester les hypothèses. Les données recueillies ont été analysées à l'aide de statistiques descriptives et inférentielles à l'aide de SPSS-V26. L'analyse des données a démontré que la connaissance du contenu, les méthodes d'enseignement, le matériel pédagogique et les méthodes d'évaluation ont un effet sur l'efficacité des enseignants. Sur la base de l'hypothèse nulle, une équation de régression significative s'est avérée être $F(1, 148) = 86,822$, $p = 0,000$ pour la connaissance du contenu, $F(1, 148 = 33,306$, $p < 0,000$ pour les méthodes d'enseignement, $F(1, 148 = 29,856$, $p < 0,000$ pour le matériel pédagogique, et $F(1, 148) = 81,432$, $p = 0,000$ pour les méthodes d'évaluation. Par conséquent, les quatre hypothèses spécifiques ont été confirmées et toutes les hypothèses nulles rejetées. Par conséquent, il est a recommandé que les différents acteurs du curriculum consacrent plus d'efforts à améliorer la façon dont les enseignants mettent en œuvre le nouveau curriculum. Une attention particulière devrait être accordée aux méthodes d'enseignement et à l'utilisation des matériaux d'enseignement prescrits Les principales limites rencontrées au cours de cette étude étaient la difficulté de trouver des recherches travaille sur le nouveau programme, l'idée fausse des répondants sur la recherche universitaire conduisant à des réticences et la nature vaste du domaine d'étude.

Mots-clés : programme d'études, mise en œuvre du programme d'études, Science Humaines et Sociales, école primaire, apprentissage par projet, apprentissage thématique intégré, apprentissage coopératif.

CHAPTER ONE

INTRODUCTION

Cameroon plans to become an emerging and democratic country united in its diversity by 2035 (National Development Strategy, 2020). This vision, which was launched under the Growth and Employment Strategy Paper (GESP), has prompted many changes in all fields of national life. Most countries have adopted the Sustainable Development Goal (SDG4) which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2015). Primary education is the gateway to children's children's future success in every walk of life and lifelong learning (Cameroon Primary School Curriculum, 2018). It is easier to help children to develop good character and adopt a learning style at a young age than later in life. The role of primary education has also changed over time. In the 21st century, the main role of primary education is to in still in them the ability to think critically, achieve high levels of living, meet the difficulties of technological innovation, and enhance citizenship and fundamental values (UNESCO, 2015).

The quality of upright citizens determines the quality of education it produces. The curriculum is the key determinant the type of citizens produced in any given country. Article 4 of the 1998 law on education in Cameroon state that, the general mission of education is to train the child for the child's intellectual, physical, civic and moral development and its harmonious insertion into the society, taking into account economic, socio-cultural, political and economic factors. The civic and moral development mentioned above is guaranteed in the primary school by the Social Studies curriculum.

Delors (2001) outlines the four pillars of primary education in the 21st century. These four pillars are; learning to know; learning to do; learning to live; and learning to be. Simply put, these are knowledge, skills, attitude and competence respectively. They bring out the merit of helping people committed to quality pedagogical practice. These also form the foundation of the Competence-Based Approach (CBA) used in implementing the new Social Studies curriculum.

The competence-Based Approach (CBA) is a pedagogic approach that is making turns in contemporary Africa, Cameroon Primary School Curriculum (CPSC, 2018). This relatively new approach to pedagogy employs methods like Project-Based Learning (PBL), Integrated Theme Learning (ITL) and Cooperative Learning (CL). This approach helps develop and acquire knowledge, skills, attitude and competence during the teaching–learning process (CPSC, 2018).

The government of Cameroon, through the Ministry of Basic Education, introduced a new curriculum for Social Studies in the 2018/2019 academic year (Alemge, 2019). This curriculum is expected to fall in line with the main role of 21st-century education. Its proper implementation will enable children at a young age to develop a strong base and make them ready for lifelong learning (CPSC, 2018). For these to be achieved, proper preparations must be made given the new ideas and approaches introduced. This will enable stakeholders to understand what is expected of them at various levels of the implementation.

Historical Background

Tambo (2012) opines that educational practitioners should understand and appreciate the various ideas and events that have shaped education. This should be done at the international, continental and national stages. Formal education was introduced in Cameroon in the 1800s (Tambo 2000, 2003). The first school was opened in 1848 in Bimbia by the Basel Mission. Education during this period focused on acquiring basic skills in language and arithmetic. From 1945, the educational program was extended to include subjects like social studies and science. However, social studies was limited to moral education. After independence, the curriculum implemented was tilted towards nationalism. The main aim of education was to develop a love for country and continent. The program included social studies, science, technology and engineering, medicine, law and administration. The social studies curriculum was expanded to include history.

In 1963, *Loi N°1.63/COR-5, du Juillet 1963; portant organization de l'enseignement Premaire Elementaire* for East Cameroon, and the West Cameroon Education Policy: Investment in Education (July 1963) came into being. These education instruments were to harmonise the two systems. A common social studies curriculum was to be adopted to teach the same content in the entire country by 1965. However, the reform remained unrealised. The *Institute de Pedagogie Applique, a Vocation Rurale - IPAR,* was created in 1967. The goal of this institution was to research and prepare educational materials adapted to the needs of the country. In 1974, Institute of Applied Research in Primary education was created in Buea to carryout research and prepare a reform of primary education in Anglophone Cameroon. These two sister institutions created syllabuses but were never implemented. However, the number of years spent in the primary school in the Anglophone system was reduced from eight years to seven years, while the appellations of "infants one and two" and standards one to six" gave way to classes one to seven from 1964, Tambo (2000, 2003).

In response to the national call for reforms the government convened a National Forum on Education in 1995 to propose new orientations to national education in Cameroon. The forum was attended by all stake holders in education - parents, teachers, politicians, government officials, business women and men, examination bodies etc. The proposals of the forum were used to prepare a national education policy for Cameroon Primary and Secondary Education and enacted in the "Law No.98/004 of 14 April 1998 to Lay Down Guidelines for Education in Cameroon" (Tambo 2003). Between 1998 and 2000 reforms were focused on designing new syllabuses. Based on the new orientations proposed at the national forum in 1995, a new primary school curriculum for the Anglophone sub system was developed and launched in the 2000/2001 academic year. This curriculum put the duration of studies in the primary school at 6 (six) years. This was in harmony with the Francophone sub system. This ensured structural harmonisation in primary education in Cameroon (New Syllabuses for English Speaking primary schools 2000). The New Syllabuses introduced in the year 2000 simply listed topics and sub-topics with statements related to student activities, instructional materials and evaluation limited or omitted, Tambo (2000).

The Education Sector Country Status Report published by the government in 2003 intensified the search for viable national pedagogy. This pushed education officials of to participate in regional and international education seminars. One of these seminars was organised in Yaoundé by the Organisation Internationale de la Francophonie (OIF). One of the key outcomes of this seminar was a decision to implement a new pedagogic approach called the Competence Based Approach (CBA), in all primary schools nationwide. Thus, a new national curriculum needed to be developed. This curriculum was expected to meet the aspirations of sections 4 and 5 of Law No. 98/004, 1998, which state that, "the general purpose of education is to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors".

Following the decision for a new curriculum, the ministry selected 75 primary schools nationwide for an experimental pilot study. This was done between 2004 and 2005. From 2008 to 2009, Cameroon also took part in a comparative study for implementing curriculum reforms. This study also involved Gabon, Tunisia, Mali and Senegal. This led to a study on the reform of the Cameroon primary school curriculum with the support of the French Development Agency (AFD) in 2010, through the C2D-E Program (Ministry of Basic Education 2016).

The ADDIE model was used to develop the new curriculum which was finally introduced in 2018. The Cameroon Primary School Curriculum introduced in 2018 introduced a lot of changes. It

intends to develop the knowledge, skills and attitudes of learners. Given the numerous changes introduced by this curriculum, there is bound to be challenges faced by the different stakeholders. Teachers are the main actors of curriculum implementation. The level of attainment of the curriculum objectives greatly depends on the degree of teachers' effectiveness. In the preface of the CPSC, the Inspector General for Education at the Ministry of Basic Education (MINEDUB), calls on teachers, "... to be totally accountable for its implementation".

Contextual Background

The roots of the new social studies curriculum are grounded in the 1998 law, the Millennium Development Goals (MDGs), the Growth and Employment Strategy Paper (2009) and the Sustainable Development Goals (SDGs).

Sections 4 and 5 of Law No. 98/004, 1998, which state that the general purpose of education is to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors". Before the introduction of the new curriculum for primary school in 2018, social studies did not exist as a constituted domain. The National Syllabuses of 2000 simply gave a curriculum for independent subjects like History, Geography, Civics and Moral Education.

In 2009, the Cameroon government published a Growth and Employment Strategy Paper (GESP). It provided a comprehensive review of policies and strategies of all sectors of the government. On what concerns education, the government set goals to be realised by 2012, 2015 and 2020. With regard to primary education, the government amongst others had as an objective to revise the curriculum, textbooks and teacher's guides. However, this objective was not met. The UN introduced the Sustainable Development Goals (SDGs) in 2015. These seventeen goals set are to be realised by 2030. SDG4 focuses on quality education. This goal has seven target outcomes. They are; i) universal primary and secondary education; ii) early childhood development and universal pre-primary education; iii) equal access to technical/vocational and higher education; iv) relevant skills for decent work; v) gender equality and inclusion; vi) universal youth literacy; and vii) education for sustainable development and global citizenship. Though the national syllabuses covered some of these targets, a larger part were left out. The government had to engage on a curriculum reform to meet these targets. Focus was on skills development which will make learner more useful as they leave the primary school.

Conceptual Background

The concepts discussed in this work include; broad-based competences, primary school, curriculum, curriculum implementation, and pedagogic approach.

Social Studies: Social studies per the CPSC (2018) is the subject which powers the domain 2. This domain is titled Communal Life and National Integration. It refers to the notion of national unity, national integration and living together. It transcends all geographical, historical, linguistic, cultural, religious and political peculiarities and divides. Communal life is the feeling of belonging to a particular community and national integration brings people of various communities together. In essence, communal life and national integration brings about self-love, love for others and respect for the common good. The human person is a social being, hence must live with other human beings irrespective of race, religion, socio-economic status etc. Children socialise more than adults and there is need to consolidate this value in them.

The Social Studies curriculum was developed from National Core Skills 3; Practice of Social and Citizenship Values (morality, good governance and budgetary transparency), and National Core Skills 6; Practice Lifelong Learning. The components of Social Studies are history, geography and citizenship. Only the citizenship component is in the social studies curriculum for Level One (classes 1 and 2).   Level Two (classes 3 and 4), and Level Three (classes 5 and 6) have all the three components.

Curriculum*: "The Curriculum"* published by Bobbit in 1918 is possibly the first book devoted solely to curriculum as a science, Ornstein & Hunkins (2018). He outlined knowledge relevant for each subject with activities to be carried out by the learner. Thus, he is arguably referred to as the father of curriculum. The concept of curriculum was brought to light by Bobbit and later by Charters, Kirlpatrick, Rugg, Casswell and Tyler. The word curriculum hardly has a generally accepted definition. Etymologically, the word curriculum is derived from the Latin word "*currere"* which means race course or a runway, which one takes to reach a goal or objective in a course of study.

The Oxford English Dictionary (OED) defines a curriculum as "a course; specifically a regular course of study or training, as at a school or university or college." Caswell and Campbell (1935), defines the curriculum as "all the experiences that pupils have under the guidance of the school". Glatthorn (1987) sees the curriculum as a plan made for guiding learning in schools. Tambo (2012) opines that, "a curriculum is a plan for the education of pupils during their stay in a given school. It

is the overall plan that is intended to be used by teachers as point of departure for developing teaching strategies to be used with specific classroom groups of pupils".

Yaro (2020) defines curriculum as "that which is taught in schools; a set of subjects; Content; a programme of studies; a set of materials; A sequence of courses; a set of performance objectives; a course of study." It is therefore clear that the word curriculum is a total of all what goes on within the school, including extra-class activities, and interpersonal relationships. This concept has been understood this way and applicable in Cameroon. The current curriculum for the primary school was introduced in 2018. It spells out the objectives to be attained and activities which will lead to the attainment of set objectives.

Curriculum implementation: Curriculum implementation is one of the major steps in the curriculum development process. It refers to all the steps, rules and approaches put in place to achieve curriculum objectives. It is also the methods; prescribed or otherwise, which teachers use in teaching and assessing learners with the help of resources provided in a curriculum. Curriculum implementation is a process with many stages.

Curriculum implementation became a major educational concern around the 1980s. Ornstein & Hunkins (2018) holds that, for a new curriculum to remain relevant, it must be implemented without delay. Jon Wiles and Joseph Bondi noted in 2007 that, more than 90 percent of curricula failed to be implemented because educators lacked the managerial skills and knowledge necessary to deliver a new curriculum. Stakeholders in curriculum implementation include the state, supervisors, schools, principals/headteachers, teachers, learners and the community.

According to Sarason, the first thing essential to implementation is the understanding of organisational change and parity of information with the real world. The second aspect is to understand the relationship between curriculum and the institutional context. In order for teachers to accept a curriculum, they should be persuaded, motivated and shown a clear link between the old and new programs. Research has shown that, for a successful curriculum implementation, the changes should; be able to improve learners' achievement; recognise grassroots problems and permit adjustments; be feasible and flexible; modify the teaching-learning process and environment; and have a detailed implementation plan.

According to Ofsted in the Schools' Inspection Handbook (2019), curriculum implementation is how the curriculum is taught at subject and classroom levels. As stated by the Inspector General for Basic Education in the preface of these documents, "the classroom teachers should be able to claim

ownership of it [the curriculum] and be totally accountable for its implementation". The way a curriculum is implemented can determine if its goals will easily be attained or not.

The two main approaches which can be used in curriculum implementation are the modernist and the post-modernist approaches. The modernist approaches emphasise on the use of laid down rules and plans to develop and implement a curriculum. Adherence to such rules is the order of the day. Coercive measures are mostly used in such approaches. On the other hand, postmodernist approaches do not follow any specific rules. It is flexible and makes use of a consensual agreement between the parties of implementation.

Cameroon Primary School Curriculum: This refers to the document which introduced a new study program for nursery and primary schools in Cameroon. It was introduced for use in 2018. In the words of the minister for Basic Education, this new pedagogic tool replaces the one of 1987 for the nursery and that of 2000 for the primary. It came with a lot of changes streaming from goals to methods prescribed to achieve them. Per MINEDUC, these documents are similar in contents with the *"Curriculum de L'enseignement Maternel Francophone Camerounais"* and *"Curriculum de L'enseignement Primaire Francophone Camerounais"* which are used by nursery and primary schools of the French subsystem.

The CPSC has four "volumes". The contents of nursery 1 and nursery two are elaborated in one volume. That of the primary school has three "volumes" for each of the three levels which now exist in the primary school system of the country. Thus, there is a "volume" each for Level I: class 1 & class 2, Level II: class 3 & class 4, and Level III: class 5 & class 6. The main difference between these "volumes" is at the level of content of syllabus which constitutes part three of the documents, beginning from page 40 of each.

Teachers' Effectiveness: An effective teacher is one who is able to bring about intended learning outcomes or results, Tambo (2012). Thus, the achievement of learning objectives is the most important measuring rod of an effective teacher. Such a teacher must show competence in; processes of human learning and behaviour, mastery of content, and possess appropriate skills and attitude to foster learning and human relationship. A teacher's good qualities like kindness, zeal, compassion, steadiness and sense of duty would be of little consequence, if they can't help learners to achieve desirable results. The above assertion is supported by the Interstate Teacher Assessment and Support Consortium (InTASC). It holds that, teachers' effectiveness is measured on learner and

learning, content, instructional practice and professional responsibility. Each of these items is made up of measurable competences.

Theoretical Background

This study is guided by three theories, Tyler's Model of Curriculum development, the constructivism theory and Gagne's hierarchical learning theory. These three theories are relevant to this work because they guided the design, development and implementation of the primary school curriculum.

Tyler's Model of Curriculum Development: Tyler's Technical-scientific model is one of the best known models in curriculum development (Ornstein and Hunkins, 2018). This model was developed from the theory Tyler presented in his work, Basic Principles of Curriculum and Instruction published in 1949. He outlined an approach to curriculum and instruction. He identifies four main component steps which must guide curriculum developers. The four steps include; general objectives, learning experiences, sequencing and evaluation.

According to Tyler, a curriculum must gather data from subject matter, learners and society to build its general objectives. These should be filtered through the educational philosophy of the state and learners' psychology. On learning experiences, Tyler opines that, they must take learners' perception and previous experiences in to account. Curriculum developers must also have knowledge of psychology of learning and human development. With regard to organisation and sequencing he stated that it has to be done systematically to produce maximum cumulative effect. This should include ideas, concepts, values and skills. The last principle of this model is evaluation. This is the act of verifying if the program was effective. Though Tyler's model has been criticised for being too linear, it is still relevant today. This model influenced the development of the Social Studies curriculum.

The Constructivism Theory: This study makes use of both the cognitive constructivism and socio-constructivism theories. Most psychologists agree that learning is mainly cognitive. Cognitivism focuses on; how people organise knowledge; how they store information; and how they retrieve data and make conclusions. Cognitive psychologists have divided the human memory into two; short term memory and long term memory. Effective learning is the ability to transfer information from the short term memory to the long term memory as fast as possible.

According to Montessori, learning is a cognitive development process. She propagated for the use of appropriate learning experiences built around a structured classroom environment. She emphasised on the use of visual and audio-visual didactic materials to facilitate learning. The more the learner sees or listens to something, the faster it is transferred to the long term memory. Piaget's work on cognitive psychology is the most prominent. He identifies four stages of cognitive development which must be considered in designing and developing learning experiences. These are the sensory motor stage, the preoperational stage, the concrete operational stage, and the formal operational stage.

Vygotsky (1978) emphasises the contributions of social and cultural factors to the cognitive development of an individual. This gave birth to the socio-constructivism theory. This implies that learner's interaction with one another in the environment has a lot of influence on their cognitive development. Therefore, teachers need to treat their classroom as that social environment where discussion and exchange of ideas between the teachers and learners, learners and learners, teachers, learners and the subject matter takes place. By so doing learners will build or construct knowledge which is the basis of the CBA. One of the most important concepts in this theory is Vygotsky's zone of proximal development where learners are given help to accomplish those tasks they cannot handle on their own. This is also referred to as scaffolding.

Gagne's Hierarchical Learning Theory: Gagne presents five learning outcomes, eight types or levels of learning and nine learning events in his hierarchical learning theory. His theory is a transition between the behaviourism and cognitivism theories. It is applicable in various domains of learning. The learning outcomes are; intellectual skills; information; cognitive strategies; motor skills; and attitudes. The eight levels of learning are; signal learning; stimulus and response; motor chains; verbal association; multiple discriminations; concepts; rules; and problem solving. With regard to the nine learning events, Gagne identifies gaining attention; stating objectives; recall prior learning; stimulus presentation; eliciting performance; providing feedback; assessing performance; and retention and transfer.

Research Problem

The curriculum developers prescribed the use of the Competence-based Approach (CBA) to achieve the objectives of the Social Studies curriculum. CBA facilitates the development of skills through the practice of Project Based Learning (PBL), Integrated Theme Learning (ITL), and Cooperative Learning (CL). CBA requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on

teaching. It is important for the classroom teachers to diligently determine the characteristics of their learners.

Faced with the situations above, teachers are reluctant to apply the CBA teaching methods during the teaching-learning process of Social Studies. This resistance greatly hinders the learners' achievement of the expected competencies stipulated in the curriculum. Teachers find it difficult to; design and execute projects, practice cooperative learning, and to create and expose learners to real life situations based on the ILT. Due to the above, the achievement of curriculum objectives is still far-fetch. Okon (2020) opines that, this ineffectiveness is as a result of lack of mastery of content, inadequate use of instructional materials and lack of adequate professional training.

The goal of contextualising education to local realities in Cameroon might remain theoretical if nothing is done to improve on teachers' competences to handle this approach effectively. For these reasons, there is a need to improve on teachers' effectiveness. The government of Cameroon has noticed the rising rate of uncivil behaviours like violence and drug abuse especially among youths. This led to the introduction of the Programme Nationale de l'Education Civique (PRONEC) in 2013. This was one of the foundation rocks of the Social Studies curriculum. However, this program is not yielding fruits because the Social Studies curriculum is not being well implemented. For these reasons, there is a need to improve teachers' effectiveness in implementing the Social Studies curriculum in primary schools.

This research is to examine the extent to which the implementation of the Social Studies curriculum influences teachers' effectiveness of primary schools in Mfoundi division. This will examine the content knowledge, teaching methods, teaching materials used and assessment methods, and the effects they have on teachers' effectiveness.

Research Objectives

General Research Objective
To examine the implementation of the Social Studies curriculum and its impact on teachers' effectiveness in public primary schools in Mfoundi division.

Specific Objectives
➢ To examine content knowledge and its impact on teachers' effectiveness in Mfoundi division.
➢ To examine teaching methods and their impact on teachers' effectiveness in Mfoundi division.

➢ To examine teaching materials used and their impact on teachers' effectiveness in Mfoundi division

➢ To examine assessment methods and their impact on teachers' effectiveness in Mfoundi division.

Research Questions

General Research Question

What is the effect of the Social Studies curriculum's implementation onteachers' effectiveness in primary schools in Mfoundi division?

Specific Research Questions

➢ What is the effect of content knowledge in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

➢ What is the effect of teaching methods in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

➢ What is the effect of teaching materials used in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

➢ What is the effect of assessment methods in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

Research Hypotheses

H_a1: Social Studies content knowledge has a statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_o1: Social Studies content knowledge does not have a statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_a2: Social Studies teaching methods have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_o2: Social Studies teaching methods do not have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_a3: Social Studies teaching materials used have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_o3: Social Studies teaching materials used do not have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_a4: Social Studies assessment methods have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_o4: Social Studies assessment methods do not have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

Justification of the study

The Cameroon primary education system has been the subject of a series of changes since independence. Tambo (2003) holds that, changes in Cameroon are rapidly constant. Both foreigners and Cameroonians find it difficult to keep with these continuous changes. Tambo (2003), argues that, the frequency of such changes are lower in the field of education. Whatever the case, one cannot deny that the changes in the Cameroon educational system, though slow, have been numerous. The Social Studies curriculum has experienced pedagogic evolutions from the Objective-based Approach (OBA) through the Inferential Thinking Approach. This was referred to as the "New Pedagogic Approach". Presently the Competence-Based Approach (CBA) or the Behavioural Objective-based Approach is in use (CSPC, 2018).

The Growth and Employment Strategy Paper (GESP, 2009) states that Cameroonians below the age of 15 constitute 43% of the country's population. This group form the key players in the emergent Cameroon. Therefore, the state is doing everything possible to reduce the dependency ratio of this population in the future. To do this, the government among other measures, have redefined learners profile and reform the curriculum. Every reasonable change is expected to be for the betterment of the society. The introduction of the new Social Studies curriculum in the primary schools is expected to contribute in solving the day-to-day problems of Cameroonians. This is so because it seeks to help develop lifelong, autonomous, entrepreneurial and patriotic skills in the learners. However, most of the desired outcomes of this curriculum are yet to be realised. This has caused a lot of doubts in parents, teachers and other stakeholders.

Moreover, teachers who are the main implementers of the curriculum have been very resistant towards it. For any curriculum to meet its desired outcomes, teachers must whole heartedly accept to implement it. This research was carried out to examine the implementation of the Social Studies curriculum and its effects on teachers' effectiveness in primary schools.

Scope of the study

This study is delimited to the implementation of the Social Studies curriculum and teachers' effectiveness in both public and private primary schools. It examines the content of the new Social Studies curriculum for changes introduced. It focuses on the four constructs of curriculum implementation in Social Studies. These constructs are; content knowledge, prescribed teaching–learning methods, teaching–learning materials used, and assessments methods of this curriculum. These are underlying factors towards achieving curriculum objectives through teachers' effectiveness.

The study is delimited to teachers of public primary schools in Mfoundi division. Particular attention was given to teachers of the English subsystem from schools in the seven subdivisions of Mfoundi division.

Significance of the study

As the main implementers of the curriculum, this work will help teachers to understand certain theories and principles used in curriculum development processes. It also throws more light on the new terms and methods introduced by the new curriculum. Understanding these terms and methods in context is essential for implementation. In addition, it helps to properly diagnose and situate teachers' collective and individual difficulties vis-a-vis the new curriculum. Finally, recommendations made will go a long way to facilitate the ever demanding tasks of teachers.

Being the watch men of the curriculum, pedagogic supervisors are called upon to control, evaluate and animate teachers as they implement the curriculum. They are also supposed to play the roles of counsellors and leaders towards the teachers they supervise. Most often, the teacher-supervisor relationship is not a cordial one. This plays negatively in teachers' effectiveness and in effect learners' performance. The presentation of the various approaches in curriculum implementation will enable pedagogic supervisors. They will be able to identify the positive and negative practices. This will help them to strengthen the positive practices while making efforts to change negative ones.

The guarantor of education, the government of Cameroon makes educational decisions through the ministries in charge of education. This work helps the government to be aware of the realities in the implementation of the primary school curriculum. This will enable the government to make reliable judgement regarding the curriculum.

Learners are the main beneficiaries of any curriculum. The findings of this work will enable learners to understand the objectives of the curriculum. This work scrutinises the knowledge, skills and attitude learners are required to develop. This will arouse their zeal and increase their performance.

Research is a continuous process. Valued research, if promptly considered, will go a long way to boost development. Research in the primary education cycle of Cameroon is below average. While adding to the previous research works, this dissertation will serve as a reference for further research in curriculum implementation. It has also opened other part ways for further research in the primary school curriculum. It will also help other curriculum developers to make valued judgements in the event of an evaluation or revision of the curriculum.

The success of learners is mostly felt by the family and the society at large. All these stakeholders need to work in synergy to reap the fruits of educational objectives. In order to collaborate, stakeholders need to understand their role. Only then can they take measures to play their part and contribute their quota in implementing the curriculum. This research helps to clarify that role and proposes practical ways through which these stakeholders can contribute.

Operational definitions

The key terms used in this study include; curriculum, curriculum implementation, Cameroon Primary school curriculum, teaching methods, evaluation and teachers' effectiveness.

Primary School: Primary school as used in the Cameroon education system is found between nursery and secondary education. It has duration of six years. Thus, a primary school in Cameroon is any school which runs for six years and at the end of the programme, the learner obtains the First School Leaving Certificate (FSLC). Pupils enter the primary school between 5-6 years and leave between 11-12 years. The national syllabuses or old programme used to run from class 1-6 independently. A primary school in Cameroon can either be public or private. A public primary school is that which is opened and run by the government. Teachers of this type of primary school are under the government's payroll. However, due to lack of teachers, some teachers in public primary schools are recruited and paid by the Parents Teachers Association or other local bodies. Private primary schools on the other hand are opened and run by private individuals, group of individuals or religious bodies. Private primary schools opened and run by religious bodies are called confessional or mission schools. The other private primary school are called lay private primary schools.

Teaching - Learning Methods: Tambo (2012), defines teaching as "the process of imparting knowledge, skills, attitudes and values". Teaching can also be defined as a system of actions intended to induce learning. Thus, teaching and learning are two sides of a coin. The main goal of teaching is to ensure maximum learning. The Cameroon Primary School Curriculum describes pedagogic approaches (teaching methods) as "special procedures through which educational goals are attained." The Cameroon primary education system has experienced evolutions in teaching methods. Firstly, the Objective-based Approach (OBA) was used. This focused solely on the attainment of objectives of specific subjects. Little connection was made between knowledge acquired and real life. The Inferential Thinking Approach which was commonly referred to as the "New Pedagogic Approach" was introduced. This method emphasised the linkage of knowledge to real life situations. This was mostly done at individual subject levels. There was no integration. Presently, the Competence-based Approach (CBA) or the Behavioural Objective-based Approach is in use today.

The CBA facilitates the development of skills through the practice of Project Based Learning, Cooperative Learning and Integrated Theme Learning. This approach requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. These can be done through demonstration, illustration, lectures, story-telling, drilling, question and answer, dialogue, discussion, debate and flipped classroom.

Teaching-Learning Materials: These are materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the learner to understand new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006).

It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television (Kochhar, 1991). The importance of the use of these materials cannot be underscored.

Assessment Methods: Assessment is a means of objectively informing parents, guardians and policy makers on learners' progress in school. Different tools are used assess and increase learners' chances of learning from one another. The Social Studies curriculum prescribes the use of observation checklists; learner's self-assessment; daily practical assignments; samples of learner's work; learner's willingness to participate and contribute in projects/conferencing; oral and written quizzes; portfolios; willingness to be involved in class and school activities. Assessment in primary schools in Cameroon is expected to take three forms (oral, written, practical). Diagnostic, formative and summative assessments are the three types of evaluations prescribed by the curriculum. It is worth stating that formative and summative assessment should take into consideration knowledge, skills and attitudes as indicated in the expected learning outcomes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section reviews the literature based on concepts, theories and empirical data applied in the study. The concepts are social studies, curriculum design, National Core Skills, domains, teaching methods, teaching materials, assessment methods and teachers' effectiveness. The theories reviewed in this work include Tyler's theory of curriculum development, Gagne's Hierarchical learning theory, and constructivism theory of Piaget and Vygotsky. Empirical framework reviewed the works of other researchers on project-based learning, coorperative learning, intergrated theme learning, assessment and teachers' effectiveness.

Conceptual Framework

Social Studies:

Social Studies is one of the most contentious but inclusive school subjects (Ross et al., 2014). It is contentious due to the conflicting views on the definition and content of this subject. The view of authors about Social Studies centres around the comparison of the subject to social science, social criticism, citizenship and personal development (Ross et al., 2014). The origin of Social Studies as an inclusive school subject can be traced back to the report of the National Education Association (NEA) of Northern America in 1916. Okon (2020) holds that Social Studies is a synthesis and composite generalisation and theories of Physical and Biological Sciences, Humanities and Social Sciences. Thus, Social Studies is eclectic in nature. This is so because it brings together content of History, Geography, Civics, Moral Education and Religious studies in to a compact whole.

Per the Social Studies curriculum (2018), the subject's content transcends all geographical, historical, linguistic, cultural, religious and political peculiarities and divides. It powers domain 2; Communal Lie and National Integration. It refers to the notion of national unity, national integration and living together. Communal life is the feeling of belonging to a particular community and national integration brings people of various communities together. In essence, communal life and national integration brings about self-love, love for others and respect for the common good. The human person is a social being, hence must live with other human beings irrespective of race, religion, socio-economic status etc. Children socialise more than adults and there is need to consolidate this value in them.

The components of Social Studies are history, geography and citizenship. Only the citizenship component is in the social studies curriculum for Level One (classes 1 and 2). Level Two (classes 3 and 4), and Level Three (classes 5 and 6) have all the three components. The Social Studies curriculum was developed from National Core Skills 3; Practice of Social and Citizenship Values (morality, good governance and budgetary transparency), and National Core Skills 6; Practice Lifelong Learning.

The Concept of Curriculum Design

The concept of curriculum design is a complex one. This is because the curriculum designer's task is to draft content which is expected to enable the brain to learn. Being one of the most mysterious organs in the human body, organising curricula components to achieve this is a daunting task. Unlike the work of an architect whose draft plan leads to a final product which is a static structure, this is much easier than a curriculum designer's work. The latter's work is more complex in that, its draft is a design which is hoped to be used to attain the final result. This final result being to enable the brain to learn at multiple levels, this is never completely attained.

To better examine the concept of curriculum design, the following were reviewed; Representative Curriculum Designs, Considerations in Curriculum Design Dimensions and Conceptual Framework of Curriculum Design. All these would be linked to the Cameroon Primary School Curriculum (CPSC).

Representative Curriculum Designs

The three main curriculum designs are: (1) Subject-centred Design, (2) Learner-centred Design, and (3) Problem-centred Design.

Subject-centred Design

This is the most popular curriculum design used in the world today. It is based on Plato's academic idea that schools have a strong of academic rationalism. This design permits for concept central to a culture and philosophy to be highly elaborated. Henry Morrison was one of the earliest advocates of this design. He opined that subject-centred design contribute more to literacy, which is the main focus of elementary curriculum. Secondly, it allows learners to develop interest and competences in particular subject areas. In subject-centred design, the curriculum is organised according to how essential knowledge has developed in the subject area Ornstein & Hunkins (2018). This design encourages and relies on the production of textbooks which are commercially available. Thus,

teachers do no need an in depth knowledge of curriculum design in order to effectively implement the curriculum.

Critics of this design hold that it prevents individualisation of the program by learners. It does not allow learners to choose content which are relevant to them. This is so because curricular content is presented without proper context. This makes implementation difficult as teachers find it difficult to readapt the content to suit various contexts. In addition, this design pays little attention on learners' individual physical, social and psychological strength.

The CPSC was designed with some elements of the subject-centred design. It has ten subjects which are grouped into five domains. The table below shows the domain and the subjects.

Table 1: The place of social studies in the cameroon primary school curriculum

Nº	Domain	Subjects
1	Basic Knowledge	English Language (and Literature; for Level 2 and 3)
		Mathematics
		Science and Technology
		French
2	Communal Life and National Integration	Social Studies
		Vocational Studies
3	Vocational and Life Skills	Arts
		Physical Education and Sports
4	Cultural Identity	National Languages and Cultures
5	Digital Literacy	Information and Communication Technologies (ICTs)

Source: Adapted from Cameroon Primary School Curriculum

The National Syllabuses which was replaced by the new curriculum had independent subjects. It had Mathematics, English Language, French, History, Geography, Civics, Human Rights, Moral Education, Health Education, Environmental Education, Home Economics, Arts and Crafts, Sports and ICT. These 14 subjects were not grouped in to domains. They were taught separately and learners are expected to study and show love for all the subjects.

Learner-centred (Child-centred) Design

The vision of every curriculum designer is to design curricula valuable and appealing to the learner. The learner-centred design is a progressivists design. It is frequently used in designing elementary curricula. The learner is the focus of the program. In this design, learners are not passive receivers of knowledge. They are allowed to have their own experience and build or discover knowledge on their own. The teacher is no longer the dispenser of knowledge as traditionally considered. The role of teachers is that of a facilitator. The teacher is there to create the enabling environment for learning to take place. The project method created by William Kilpatrick is one of the methods used in implementing this design.

Designers of the new curriculum also considered this design when designing it. The curriculum is learner - centred and is based on the development of skills needed to meet the challenges of contemporary Cameroon in particular and the world at large. The syllabuses are presented in three levels: Level 1 (class 1 and 2), Level 2 (class 3 and 4) and Level 3 (class 5 and 6). The content of the various levels and classes is according to the physical and psychological strength of the learners.

Problem-centred Design

This is another major curriculum design. This design focuses to solve real life individual and societal problems. Curricula designed in this way reinforce cultural traditions and addresses unmet needs of the society. This type of curriculum is based on the problem to be studied and resolved. The problems are mostly chosen beforehand and presented to the learners. However, contemporary practice to implement this type of curriculum requires that the teacher helps the learners to discover the problem by themselves. The content of this curriculum cuts across subjects and looks at the learners' needs. This curriculum can address persistent social, communal and contemporary problems.

Project-Based Learning (PBL) is one of the prescribed pedagogic approaches to implement the new curriculum. This approach is a problem solving approach. At the beginning, the learners are helped

to discover a problem from a real life situation. Lessons which are relevant to the resolution of the identified problem are then selected and taught. This is an aspect of the problem-centred design.

The vision of the new curriculum falls in line with SDG4. It seeks to ensure inclusive and equitable quality education and promote lifelong learning for all. Focus is on access, equity, inclusion and quality learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased.

The Content of the Social Studies Curriculum

The Social Studies curriculum is an integral part of the Cameroon Primary School Curriculum (CPSC), 2018). The Social Studies curriculum is situated in amongst the seven National Core Skills which serve as a springboard of the curriculum. These core skills are hinged on four Broad-Based Competences.

National Core Skills of the CPSC

A skill is the ability to do something well. The contemporary job market is increasingly in need of skilled workers. Thus, those with specific skills stand a better chance to make it in the society. The development of the new curriculum was preceded by the writing and validation of the Cameroon National Core Skills Framework (NCSF). This framework addressed the concerns raised by the International, Continental and National instruments. These concerns include communication in the two official languages, (English and French), and the use of at least one national language; use of basic notions in Mathematics, Science and Technology; practice of social and citizenship values; demonstration of the spirit of autonomy, a sense of initiative, creativity and entrepreneurship; use of basic Information and Communication Technology concepts and tools; practice of lifelong learning; and the practice of Physical, Sports and Artistic activities, confer Cameroon Primary School Curriculum (CPSC), (2018). These seven NCS are expected to be acquired by the learner at the end of primary school.

The international instruments which influenced the drafting of the NCSF include resolutions of the Education For All (EFA) conference of 1990 and the World Education forum of 2000. These two conferences held in Jomtien, Thailand and Dakar, Senegal respectively were focused on quality education with emphasis on building lifelong skills. In addition, the World Education Forum of

2015 held in Incheon, South Korea, officially recognised education as the main driver towards achieving the SDGs.

With regard to continental instruments, the Continental Education Strategy for Africa (CESA 2016-2025) is the most influential. This document sort to re-orientate "Africa's education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development". This is the main source of adopting the Competence Based Approach (CBA), which is currently used by most African countries.

On the national sphere, Law N° 98/004 of 4th April 1998 on the Orientation of Education in Cameroon is the main instrument which guides primary and secondary education. Article 4 states that; *"the general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, socio-cultural, political and moral integration in the society".*

The seven National Core Skills which should be acquired by the end of both nursery and primary cycles of education include:

i. Communication in the two official languages (English and French) and the use of at least one national language:

This implies that learners should have the ability to use the four language skills of these languages. These skills are listening, speaking, reading and writing. The learner should be able to listen and understand the language and communicate orally in a correct manner. The learner should also be able to read properly and to write the language respecting the writing rules. The language competence is a prerequisite for access to other core skills. Thus the acquisition of other core skills relies on this skill. This is because the language is the core of instruction and dissemination of information. If a learner is not well grounded in the language of instruction, understanding taught concepts will be daunting task.

The use of at least one national language (Cameroon indigenous language is an innovation of the new curriculum. This new introduction has increased the importance of the use of native languages. The reading and writing skills of most of these languages are under development. This skill is developed through the contents of National Languages and Cultures. This is a new subject which prescribes the teaching of native languages alongside English and French. The reading and writing

of any local language can be done with the use of the General Alphabet for Cameroonian Languages (GACL) adopted in 1979.

ii. Use of basic notions in Mathematics, Science and Technology

The CPSC lays emphasis on Science, Technology, Engineering and Mathematics (STEM). Introducing notions of Mathematics, Science and Technology involves the acquisition of knowledge, skills and attitudes in these subject areas and the ability to use them to address challenges in real life situations. The subject Science and Technology has three components. These are Health Education, Environmental Science and Technology and Engineering. The latter is a new content added to the primary school programme.

iii. Practice of Social and Citizenship Values (morality, good governance and budgetary transparency)

This involves inculcating patriotic, moral, citizenship and values of good governance in the learners of both cycles so as to prepare them for a harmonious insertion into the society. This skill enables learners to acquire or develop good leadership values which are much needed in the society today.

iv. Demonstration of the Spirit of Autonomy, a Sense of Initiative, Creativity, and Entrepreneurship

The world needs more job creators than job seekers. Being an entrepreneur is one of the sure ways of having financial independence. Developing this competence in the learner calls for the assembling of multidisciplinary knowledge and skills in view of developing the learners' social integration skills, creativity as well as managerial and entrepreneurial potentials. This will enable them to become solution oriented and being able to make a living from their passion. This will go a long way to make them future job creators not job seekers.

v. Use of Basic Information and Communication Technology Concepts and Tools

Generally, this core skill requires the use of information and communication technology tools in school and in society. There is practically no field in life which does not require basic knowledge in ICTs. This skill is related to healthy, safe and responsible use of various ICT devices for learning and for leisure activities. In addition to this, it develops logical and critical thinking, automated management of information (analysing, summarising, and assessing), and apt communication skills.

vi. Practice of Lifelong Learning

This implies that the learner will demonstrate the desire and will to undertake and continue education, organise self, especially through efficient time and information management, individually or in groups. Learning is a lifelong process as learning never ends. For an individual to survive in the society, he or she must be ready to constantly learn new skills. This skill is embedded in all the subjects in the curriculum. Therefore, teachers should teach every lesson in view of a future lesson to be learnt by the learner. This makes every lesson a means to an end and not an end in itself.

vii. Practice of Physical, Sports and Artistic Activities

This competence provides learners with a platform to develop their physical, psycho-motor, artistic, personal and interpersonal skills as well as improve their well-being. It enables them to acquire knowledge, skills and attitudes required for their participation in several physical, psycho-motor, sports and leisure activities in order to strengthen social harmony and ensure a healthy lifestyle. Good health is very important for everyone in the society. Practicing physical activities and sports is one of the most effective ways to gain and preserve good health. Artistic activities play a great role in developing learners' perception and intuition of life. It also helps the learner to communicate in various ways. Both sports and artistic skills can be harnessed and marketed as a vocation.

Broad-Based Competences (BBC) of the Social Studies Curriculum

A competence is the ability to do something efficiently. Competence is the result of knowledge and skills. Someone is competent when he or she can apply the required knowledge and skills efficiently to carry out a task or resolve a problem. Attitude is also a component of competence. The NCS are hinged on Broad-Based Competences. Broad-based competencies refer to knowledge, skills and attitudes that are taught across different learning domains (Ministry of Basic Education 2016), as cited by Alemge (2019). The CPSC (2018) identifies four broad-based competences. They are intellectual, methodological, personal and interpersonal, and communication competences.

Intellectual competence: This involves acquiring a sense of observation, exploiting information, acquiring logical thinking, practicing creative and innovative thinking, exercising critical judgement and solving problems. The learner when leaving the primary school should be able to observe situations in the society keenly. Observation is the first stage in the scientific method of solving a problem. If one fails to observe properly, many facts about the situation would not be

gotten. After observation, one asks questions. This leads to exploiting key information relevant to the problem. To properly analyse the situation, one needs to be think logically, creatively and innovatively. This will reveal possible solutions to the problem. At this juncture, the learner has to use critical judgement to choose the best solution to the problem.

Methodological competence: The method used is critical in the sustainability of the solution to a problem. This competence includes the ability to give efficient working methods, organising learning, arousing the desire to learn and exploiting Information and Communication Technologies (ICTs). There are more than one methods of resolving every problem. Choosing the more efficient method is paramount. This requires the ability to systematically select and apply the required knowledge and skills at the various stages to resolve the problem.

Personal and interpersonal competences: These are made up of the learner's ability to develop a personality, acquire socio-cultural integration, individual fulfilment and cooperate with others. This competence is needed to build self-confidence and ability to become a team player. Given the importance of cooperative learning in the curriculum, learners need to develop this competence to be able to work in harmony with others in a group.

Communication competence: Communication is the act of transferring information from one person or place to another. Learners should be able to communicate properly. This demands the ability to communicate in an appropriate manner in the two official languages (English and French) and at least one national language (any Cameroonian native language).

The new Social Studies curriculum brought an interesting development in the way it has been organised. It brought a shift from the traditional models to one mostly based on the principles of competency-based education (CBE). Competency-based education is a form of education that derives the curriculum from an analysis of prospective or actual role in contemporary society. It attempts to certify student progress on the basis of demonstrated performance in some or all aspects of that role Grant et all (1979). The curriculum also adopted a common vision on the competences that will be acquired by learners. The design of the instructional strategies are linked with the type and structure of the competence and will depend on the way the learning context is shaped, and that must reflect both the work market requests and the lifelong learning principles (Saore 2015).

According to Roegiers, (2001), an education which has as its focus the learning of competences is a prerequisite for the implementation of pedagogy of integration which aims to enable the learner to master those situations, he/she will have to deal with in his/her professional and/or private life. In

this connection the pedagogy of integration has four objectives, that of process, relevance, application and association.

Table 2: Summary of the four broad-based competences and their required skills

SN	Competence	Required Skills
1	Intellectual	-Exploiting information
		-Solving problems
		-Acquiring logical thinking and a sense of observation
		-Exercising critical judgement
		-Practicing creative and innovative thinking
2	Methodological	-Giving oneself efficient working methods
		-Exploiting information and communication technologies
		-Organising one's learning
		-Arousing the desire to learn each subject
3	Personal and Interpersonal	-Develop his/her personality
		-Acquire abilities in view of his/her socio-cultural integration and individual fulfilment
		-Cooperate with others
4	Communication	-Communicate in an appropriate manner in the two official languages
		-Communicate in at least one national language

Source: *Adapted from CPSC (2018) by the researcher.*

The Domain of Social Studies in the CPSC

A domain can be defined as a particular environment or walk of life. It is also the embodiment of knowledge needed in a particular field or aspect of daily life. The CPSC groups the ten subjects of the primary school under five domains. These domains include; Basic Knowledge domain, Communal Life and National Integration domain, Vocational and Life Skills domain, Cultural Identity domain, and Digital Literacy domain. These are elaborated in the CPSC (2018). Each domain has specific competences which learners are expected to develop before leaving the primary school.

Basic Knowledge Domain: The domain of basic knowledge carries the greatest weight in the primary school program. This domain takes 60% of the total teaching-learning hours. The subjects which make up this domain are English Language and Literature, Mathematics, Science and Technology and Français. The competences learners are expected to develop at the end of the program include; communication in the two official languages (English and French), use of basic notions in Mathematics and the use of basic notions in Science and Technology.

Communal Life and National Integration Domain: This domain carries 5% of the teaching-learning time. Social Studies is the only subject in this domain. The components which make up Social Studies are History, Geography, Civics, Human Rights, Moral Education and Peace and Security. At the end of the program, learners are expected to be competent in the practice of social and citizenship values like morality, good governance, and budgetary transparency.

Vocational and Life Skills Domain: Vocational Studies, Arts and Physical Education and Sports are the subjects which make up this domain. The domain has a weight of 20% of the total teaching-learning time. Learners are expected to demonstrate the spirit of autonomy, a sense of initiative, creativity and entrepreneurship. They should also physical, sports and artistic activities. This domain is very paramount towards moulding learners in to independent and economically successful citizens.

Cultural Identity Domain: The 1998 law on the Orientation of Education in Cameroon states in Article 5(1) that, education has as its Objectives; "the training of citizens rooted in their culture, but open to the world and respectful of the public interest and the common good." This domain was introduced in the new curriculum to ensure that learners receive training which enable them to be deeply rooted in their culture. This domain is 5% of the teaching-learning time with National

Languages and Cultures (NLC) being its only subject. This subject enables learners to express themselves fluently in at least one of the over 250 national (local) languages in Cameroon.

Digital Literacy Domain: Since the advent of the computer and the internet, the world has increasingly become a global village. The importance of the computer and other digital communication tools can be felt in all spheres of life. Therefore, knowledge of the use and functioning of these tools is primordial for life in the contemporary society. This is the raison d'être for the introduction and emphasis of this domain. The 10% of the total teaching-learner time is evidence of the importance placed on it. With Information and Communication Technology (ICT) being its lone subject, learners are expected to show competence in the use of basic ICT concepts and tools.

It should be noted that all the domains are expected to help learners develop the sixth national core skill (practice of lifelong learning). In addition, while developing the specific competences of each domain, teachers must ensure the development of the four broad-based competences (intellectual competence, methodological competence, personal and interpersonal competences, and communication competence). Table 2 below shows the domain, weighting, related subjects and competences to be developed.

Table 3: Domain, weighting, related subjects and expected competences

SN	Domains	Weighting	Subject(s)	Competences
1	Basic Knowledge	60%	-English Language - Mathematics - Science and Technology - French	- Communication in the two official languages (English and French) - Use of basic notions in Mathematics - Use of basic notions in Science and Technology - Practice of lifelong learning -The four broad-based competences
2	Communal Life and National Integration	5%	-Social Studies	- Practice of social and citizenship values (Morality, good governance budgetary transparency) - Practice of lifelong learning -The four broad-based competences
3	Vocational and Life Skills	20%	-Vocational Studies - Arts -Physical Education and Sports	- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and entrepreneurship - Practice of physical, sports and artistic activities - Practice of lifelong learning -The four broad-based competences
4	Cultural Identity	5%	-National Languages and Cultures	-The use of at least one national language - Practice of lifelong learning - The four broad-based competences
5	Digital Literacy	10%	- Information and Communication Technologies (ICTs)	- Use basic information and communication technology concepts and tools - Practice of lifelong learning - The four broad-based competences

Source: Adapted from CPSC (2018).

Per the Teacher's Handbook for the Cameroon Nursery and Primary School Curricula, hereafter called the Curriculum Handbook (CH), the domains are used to achieve the seven national core skills. The domains are also interrelated and interdependent to each other. The figure below shows the relationship between the domains and the seven national core skills, and the interdependence of the domains among themselves.

Table 4: Domains, subjects and their components

Nº	Domain	Subjects	Components
1	Basic Knowledge	English Language (and Literature; for Level 2 and 3)	Listening Speaking Reading Writing Literature (for Level 2 and 3)
		Mathematics	Sets and Logic Numbers and Operations Measurements and Size Geometry and Space Statistics and Graphs
		Science and Technology	Health Education Environmental Science Technology and Engineering
		French	Comprehension et expression orale Production d'ecrit, Grammaire Conjugaison et Vocabulaire
2	Communal Life and National Integration	Social Studies	History (for Level 2 and 3) Geography (for Level 2 and 3) Citizenship
3	Vocational and Life Skills	Vocational Studies	Arts and Crafts Agro Pastoral Farming Home Economics (for Level 2 and 3)
		Arts	Visual Arts Performing Arts
		Physical Education and Sports	Movements Jumps Teams sports Gymnastics Throws Relays Sprint
4	Cultural Identity	National Languages and Cultures	National Languages (Listening, Speaking, Reading, Writing) National Cultures (Customs, Traditions, Modes of Life, Interpretation of phenomena)
5	Digital Literacy	Information and Communication Technologies (ICTs)	Basic knowledge of the computer systems & ICT Tools ICT Productivity Tools (Level 2 and 3) Internet and Communication Health, Safety and Ethics Basic Notions of Computational Thinking

Source: Adapted from CPSC (2018)

Teaching Methods of the Social Studies Curriculum

Tambo (2012) opines that, teaching methods are the standard procedures of presenting subject matter and organising the interaction of the teacher and learner during a lesson. These teaching methods could be general or specific. A general teaching method is used in the teaching of more than one subject while specific teaching method is applicable mainly to specific subjects. The CPSC (2018) define teaching methods as special procedures through which educational goals are attained. On his part, Al-Rawi (2013) views teaching methods as the mechanism used by teachers to organise and implement a number of educational means and activities to achieve certain goals. Therefore, teaching methods are the techniques teachers use when interacting with learners during the teaching - learning process. Learning takes place with at least three, out of the five senses we have, with one being dominant. Learning occurs through hearing (audio), seeing (visual) and doing (kinaesthetic). It may also take place through taste and smell. This Audio, Visual and Kinaesthetic (AVK) model of learning enable teachers to understand that learners learn differently. Therefore the teaching methods selected must respond to the individual needs of the learners in order for learning to be maximised. An effective teacher is one who varied the teaching methods based on the needs of his learners.

The Cameroon basic educational system has experienced pedagogic evolutions. Recent approaches were the Objective-Based Approach (OBA), Inferential Thinking Approach and now the Competence-Based Approach (CBA). The current pedagogic approach CBA is also called the Behavioural Objective-Based Approach, confer CPSC (2018). There is hardly a generally agreed definition of the concept of CBA. Scholars have defined or described it from different contexts. The concept of CBA originated in United States of America. It is referred to as Competency-based education (Nodine, 2015). In Zambia and Kuwait, it is referred to as Competency-based curriculum (Taiba et al, 2020). In Australia, it is known as competency-based training (Hodge, 2007). The decision to use CBA in all primary schools in Cameroon was made after officials of MINEDU attended participated in a regional education seminar organised in Yaoundé by the Organisation Internationale de la Francophonie (OIF) Alemge (2019).

Regardless of the context, CBA is a learner-centred approach. Teachers are expected to help learners acquire or develop knowledge, skills and attitudes from experiences introduced in teaching - learning process. Ngwa & Lawyer (2020) posit that CBA deals with the acquisition of concrete skills during the teaching and learning process with the learners at the centre of learning. Teachers are simply coaches or facilitators of the learning process. CBA seeks to remove the wall between the classroom and everyday life (Esongo, 2017). This calls for the use of real life situations in the

classroom to explain concepts for learners to better understand. Concrete materials are also used for demonstration during the teaching and learning process. This is to ensure that the learners are apt to apply the skills learned in class to solve problems in real life. Adboulaye (2019) supports this as he stressed that CBA aims at verifying and validating learners' achievement in terms of resolving concrete situations rather than knowledge memorisation that they often forget and may not apply in real life situations. He opines that two processes are essential in CBA learning; acquisition of knowledge, skills and attitudes, and mobilisation of the latter resources to solve real life problems. Therefore, effective learning will only occur when the learners can integrate or mobilise what they have learnt to solve societal problems.

According to Ali (2016), CBA is all about organising the content of a curriculum in terms of the development of competences using specific pedagogical practices that correspond to the orientation. Similarly, Mulenga & kabombwe (2019) and Ngwa & Lawyer (2020) emphasised that CBA seeks to link education to real life experiences as it deals with the acquisition of concrete skills, values, and attitudes to assess, criticise, analyse, and practically apply them to real life situations. The CPSC prescribed that CBA should be used through the practice of Project-Based Learning (PBL), Cooperative Learning (CL) and Integrated Theme Learning (ITL).

Project Based Learning (PBL)

Project-based learning is a pragmatic learning approach which enables learners to create their own knowledge. This is done through learning activities built around intellectual inquiries and high degree of engagement with meaningful tasks (CPSC, 2018). The roots of PBL can be traced back to the work of John Dewey (1959). Dewey argued that students will develop personal investment if they in real, meaningful tasks and problems that emulates what experts do in real-world situations (Krajcik and Blumenfeld, 2020). Contemporary PBL is built on four learning sciences ideas. They are:

Active Construction: This view holds that, deep understanding of concepts occur when learners actively construct meaning based on their personal experience and interactions in the world. Superficial learning occurs when learners passively take in information transmitted from the teacher. The CPSC (2018) prescribes that, "projects are designed to allow learners with a variety of different learning styles to demonstrate their acquired knowledge, skills and attitude". Thus, when using this approach, teachers should not assume the position of knowledge dispensers. They are mere facilitators who derive strategies to help the learner to discover things for themselves and

construct their own knowledge. According to Greenier (2020), the teacher acts only as a guide during the project.

Situated Learning: Research has shown that, learning is more effective when it is situated in an authentic real world context. Learners take part in various scientific practices like designing investigation, making explanations, modelling and presenting their ideas to others. They easily see the value of the activities and tasks than in the traditional lecture (Krajcik and Blumenfeld, 2020). Another benefit of the situated learning is that it helps learners to easily form connections between the new information discovered by them and the prior knowledge. This develops a better, larger and more linked durable conceptual understanding.

Social Interaction: One of the key advantages of the PBL approach is the involvement of all community stakeholders in the learning process. Teachers, learners and community members work together in a situated activity to construct a shared understanding (Krajcik and Blumenfeld, 2020). Learners present and debate their ideas with others. This help to create a community of learners. This promotes team work and scaffolding.

Cognitive Tools: Research has always emphasised on the important role tools play in learning. These didactic materials help to make the lesson real and tangible. A variety of cognitive tools should be used in PBL with emphasis on learning technologies. Effective PBL according to Maros et al. (2021) is also based on student activity, development of their cognitive abilities, degree of student's autonomy and their creativity.

The CPSC (2018) insists that PBL enables the learner to solve many real life problems and makes the teaching – learning process more skill-based. It goes further to elaborate seven steps through which the practice of PBL can be implemented. These include: (i) identify a problem; (ii) identify the parts of the project; (iii) brainstorm on the progression; (iv) discuss with learners; (v) assign roles; (vi) discuss progress with learners; and (vii) respect the parts (problem, project and evaluation). Amongst others, the PBL is very beneficial in because it enhances logical thinking; promotes team work; motivates learners; develop problem solving skills and makes evaluation easier and enjoyable.

In PBL, the teacher presents a real life situation based on the integrated learning theme of the month, and guides the learners to identify a problem. After identifying the problem, learners then brainstorm on possible solutions to resolve the problem. The solution is then designed as a project to be executed. The teacher then selects content from the various domains and subjects which are

relevant to the realisation of the project. Thus lessons are learnt in view of the main goal; the project. Every lesson helps to complete a stage in the project. Contents which do not have any link to the project should not be forced as they can act as a distraction. Learners are put into team to collaborate in accomplishing assigned tasks. During and at the end of the project period, learners are evaluated both individually and as a team. They are evaluated based on the four broad-based competences.

Figure 1: Structure Of Project-Based Learning (PBL)
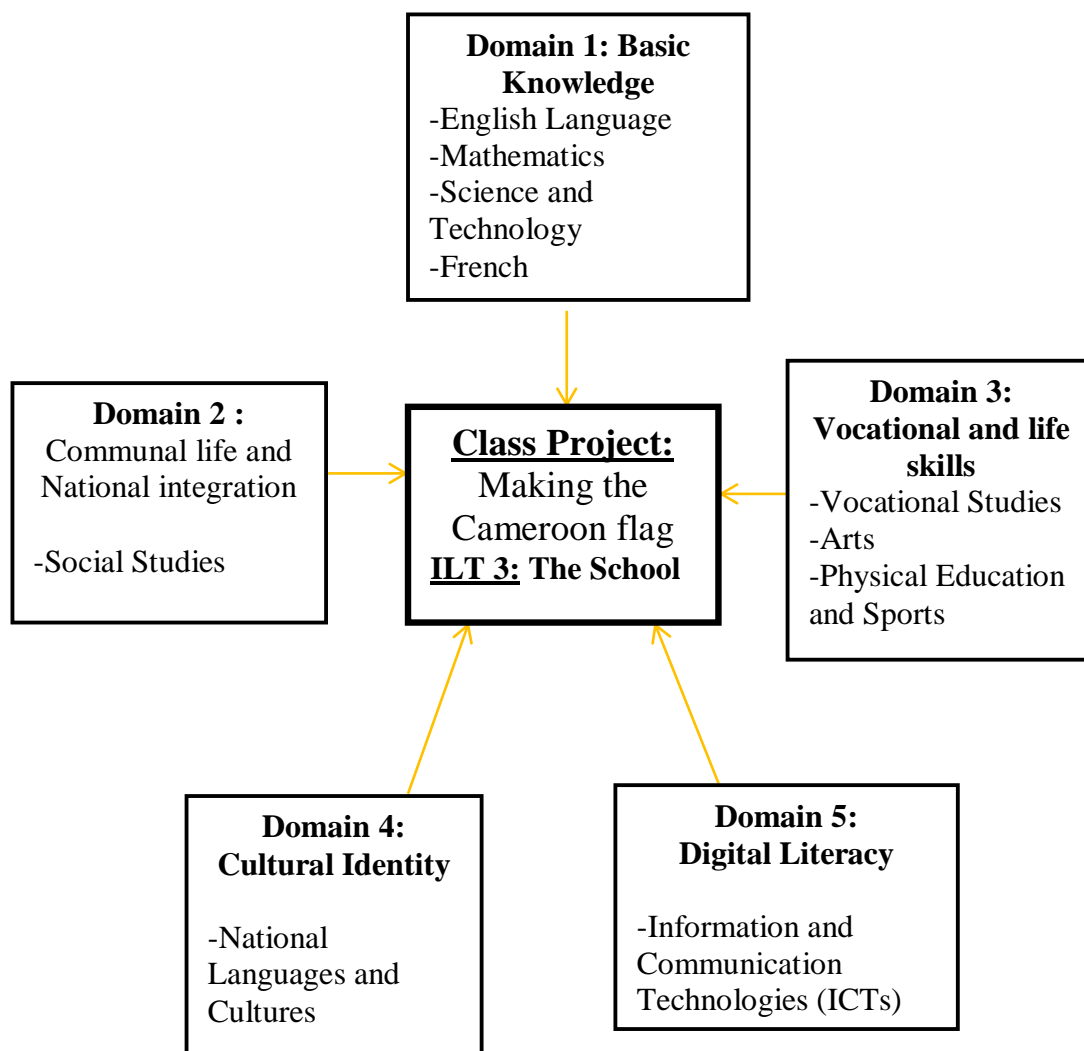
Source: Seminar on Project-Based Learning attended by the researcher in 2020

Cooperative Learning (CL)

This is also known as collaborative learning. Cooperative learning is an approach whereby learners work together in a small team to accomplish a structured task. The CPSC prescribe this strategy is used as a supporting strategy to project-based learning CPSC (2028). Interest in CL gathered momentum in the early 1980s (Gillies 2016). A series of meta-analysis have revealed that

cooperation was more effective than interpersonal competition and individualistic efforts (Johnson et al. 1981; Slavin 1989; Gillies 2003). This strategy also has a positive social effect. Roseth et al. as cited by Gillies (2016) opine that, "*the more early adolescent teachers structure students' academic goals cooperatively, (a) the more students will tend to achieve, (b) the more positive students' relationships will tend to be, and (c) the more higher levels of achievement will be associated with more positive peer relationships*".

The strategy consists of putting learners into small, mixed ability learning teams. The heterogeneous team must be mixed with various categories of learners; slow, fast, playful, focused, hyper-active, high performing and low performing learners. This ensures support from the team and encourages cohesion and socialisation. This makes the learning process to become a web, wherein a learner does not succeed or fail alone. Klang et al. (2020) posits that, this approach aims to promote group cohesion by structuring group work according to five principles. These principles are based on social interdependence theory. They are;

Principle of Positive Interdependence; this ensures that all group members are aware that they are dependent on each other's efforts in completing a task. A single member of a group cannot achieve anything unless all its members do. This makes them to value each other's tasks and prevents negative competition. The faster or stronger members will not look down on the slower or weaker members of the team.

Principle of Individual Accountability; it means that all the group members feel responsible for completing their share of the group work. Every group member becomes aware that the success or failure of the group depends on their individual effort. Thus if the team fails, he or she feels personally satisfied for their contribution. On the other hand, if the group fails, he or she takes responsibility for the group's failure. This helps the learners to learn to take responsibility for their actions in life.

Principle of Promotive Interaction; this third principle, implies that children are given possibilities to interact to promote group work by giving each other help, support, and feedback. The knowledge of the first two principles will make the learners to interact and support each other in the completion of individual tasks. This principle provides a support system where fast learners help the slow learners to understand concept needed to complete their individual tasks. This is known as scaffolding.

Principle of Social Skills; entails explicitly teaching social skills and motivating children to use them in group work sessions. As the learners interact in the team to help each other, it builds a strong social bond. It also teaches them patience, tolerance and positive interaction. Differences may occur during interactions. The teacher can watch how the learners will resolve such conflicts or cease the opportunity to give them moral lessons on social interactions. This will enhance integration, inclusion and peaceful social coexistence.

Principle of Group Processing; this involves reflecting on the group work to plan future group activities. The same members of a team should not be maintained in all activities in CL. The teacher can create different teams for the various projects to be realised. Having the same team in all activities can divide the class into camps. This may have a negative effect on the overall class relationship. Creating different teams for the various activities will ensure a complete CL for the entire class.

The teacher's task in the CL approach is to structure classroom activities regarding the five principles of CL. The teacher who plays the role of a facilitator should introduce the activities, monitor and intervene in the group work when needed (Johnson and Johnson, 2008; Gillies, 2016). According to Slavin (1980) as cited by Becirovic (2022), cooperation within classrooms is also believed to prepare learners for real-life situations. An immense value is attached to team work promoting the development of social skills such as communication, leadership, trust building, and decision making (Smith, 1995). Bearing in mind all the aforementioned, we realise that much attention should be paid to promoting the use of this instructional technique among learners at various levels of education. To make this more effective, a team should not have more than six members.

Figure 2: Structure Of Cooperative Learning (CL)
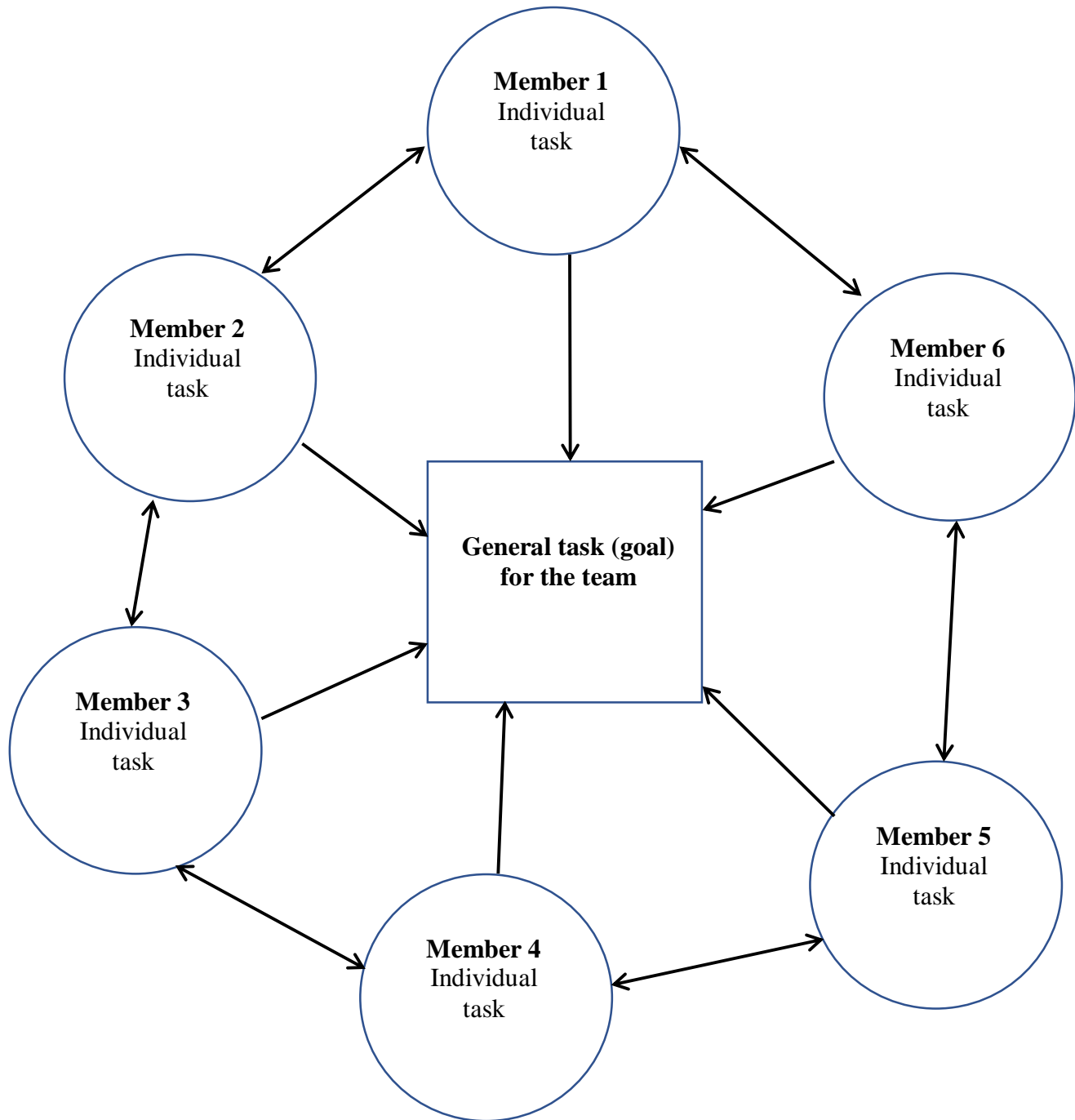
Source: Researcher

Integrated Theme Learning (ITL)

Integration is the act of combining one thing with another, following a particular characteristic, in order to form a whole. To integrate means to coordinate, blend, or bring together separate parts into a functioning, unified, and harmonious whole. Curriculum Integration (CI) was first put forth by Dewey (1949). Implementation of this theory in the classroom was recorded in the New Zealand in 1985. CI enables learners to identify the link between ideas, concepts and processes within a single

field, separate fields, and even in the world outside of school (McNeil 1985). CI can be within one subject alone, between two or more subjects, or beyond subjects.

Integration within a subject is known as vertical integration or intra-disciplinary integration. This approach involves arranging knowledge and skills within the subject in a sequence. This sequence can be from topic to topic or from one class (grade/level) to another. The interdisciplinary approach to CI is involves connecting the interdependent knowledge and skills from two or more subjects or discipline to examine a central theme. This holistic approach is also termed horizontal integration.

A theme is a central idea or environment where knowledge can be practically applicable. The use of themes brings out the relevance of learning to daily life. They constitute the basis of contextualising the concepts of the subjects. A theme can come be any of the many focal points of life. Thematic integration, though complex, is one of the best forms of integration. It makes the knowledge, skills and concepts being learnt to be focused on a particular aspect of life. When properly applied, learners can easily transmit integrated knowledge, skills and concepts in solving real life problem. This can happen both at the level of the focused thematic environment or some other.

The CPSC has identified eight Integrated Learning Themes (ILTs), to develop skills necessary to the harmonious integration of learners to their environment. The table below shows the ILTs for the primary school.

Table 5: Integrated Learning Themes (Ilts) For The Primary School

LEVEL I	LEVEL II	LEVEL III
- The home	- The home	- Nature
- The village/town	- The village/town	- The village/town
- The school	- The school	- The school
- Occupations	- Occupations	- Occupations
- Travelling	- Travelling	- Travelling
- Health	- Health	- Health
- Games	- Games	- Sports and leisure
- Communication	- Communication	- The universe and space

Source: Cameroon Primary School Curriculum (2018)

The CPSC describes the ILTs as "*the foundation on which all the activities for a defined period of time within the school year are expected to take place.*" This statement shows the importance of Integrated Theme Learning (ITL) in the implementation of the CPSC. Unfortunately, it fails to provide details on how the teacher will use this approach in the classroom. This approach allows learners to explore, gather, process, refine and present information. It also enables learners to engage in purposeful and relevant learning.

To better implement ITL in the classroom, the teacher should practice horizontal integration. Ideas, concepts, knowledge and skills to be learnt from the different subjects should be linked to the ILT of the period. The ILT for the month on the other hand should be broad enough to furnish the various subjects with relevant materials needed for integration. This is a kind of two way relationship between the subjects and the ILT. For example if the ILT for the month is the school, the teacher should bring out certain detail information about a school. This can range from sub-themes like; parts of a school; people/things found in school; school authorities; and school activities. This information serves as a centre of study or provides practical examples to lessons taught in the various subjects for that month. On the other, the teacher should formulate real life

situations which centre on the ILT. For the Cameroon primary school curriculum better implemented, detail knowledge of the ITL is preponderant.

Figure 3: Structure Of Integrated Theme Learning (ITL)
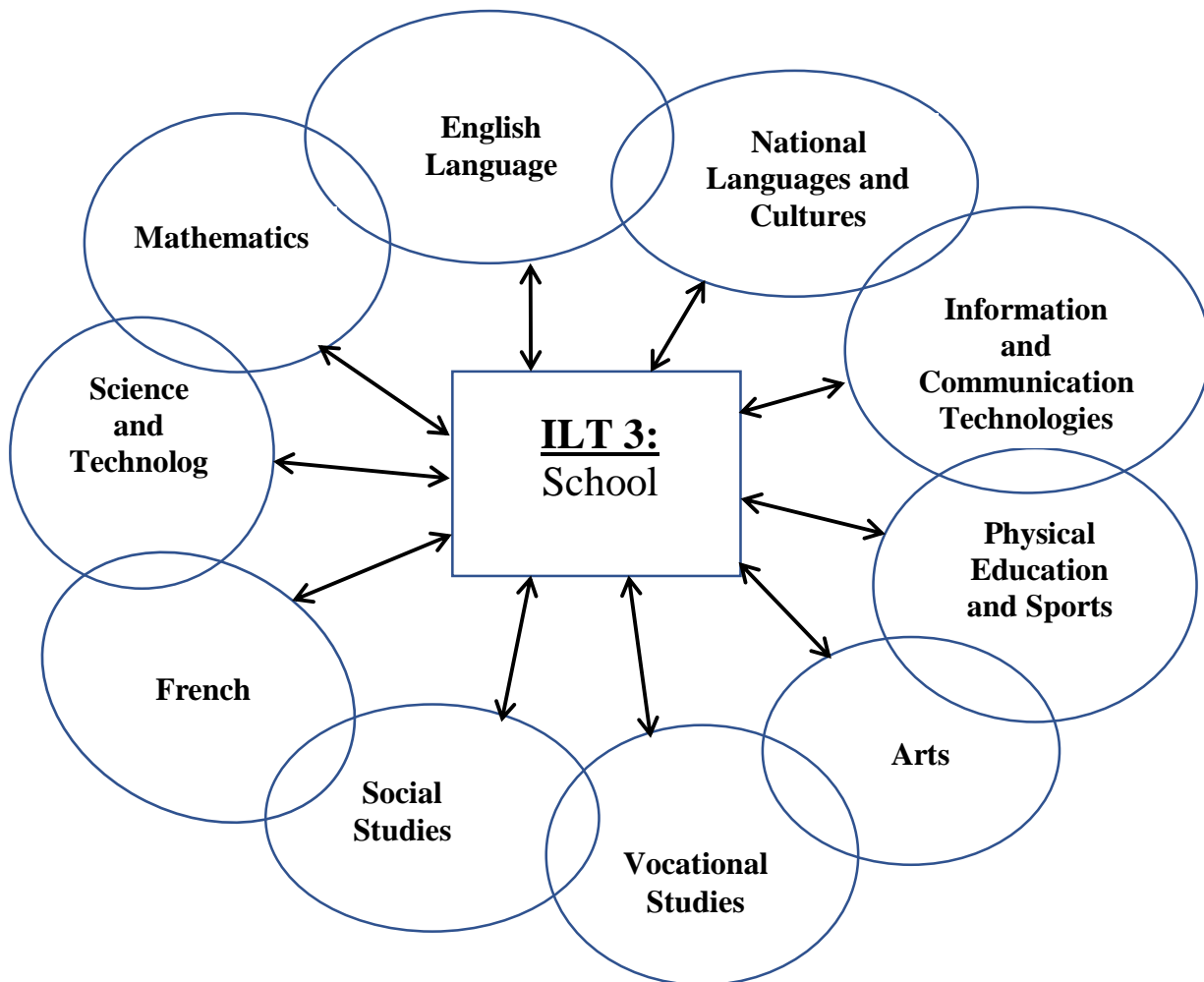
Source: Researcher

Teaching Materials of the Social Studies Curriculum

Teaching or instructional materials are those resources that serve as tools for knowledge acquisition or discovery Okon (2020). He also opines that, the availability of curriculum materials is indispensable in the teaching learning process/curriculum implementation. The teacher should have knowledge of a wide range of teaching materials available for curriculum implementation. Teachers need to have also have knowledge of how to effectively use these materials during the teaching/learning process. Okon (2020) classified these tools of learning under the following categories:

Printed Materials: These are the traditional tools of learning and instruction in formal education system (Mezieobi, 2011). Printed didactic materials identified in the Social Studies curriculum include textbooks, newspapers, cardboards, charts, maps and pictures. It also includes other materials like photocopies and pictures realised through technology.

Non-Print Materials: This includes visual materials, audio materials, audio-visual materials, and other educational media hardware. They can be audio recordings, video pictures, films, documentaries mobile phones and learning apps. The relevance of these set of pedagogic materials is increasingly higher due to technology.

Community resources: These are educational visits or trips to places that can supply additional learning experience. Visits to market places, religious institutions, historical sites and parks, fall under community materials. The Social Studies curriculum also prescribes the use of resource persons. These are professionals and experts in their various fields of specialisation.

Assessment Methods of the Social Studies Curriculum

The CPSC (2018) describes assessment as *"the process of passing judgements on learners' knowledge, skills and attitudes with the sole aim of making decisions about their education"*. It considers it as an integral part of the curriculum and the teaching-learning process in the Primary School. It also sees assessment as a means of objectively informing parents, guardians and policy makers on learners' progress in school. Tambo (2012) citing Snowman & Biehler (2000) defines assessment as the process of using tests to collect and analyse information for the purpose of determining how much pupils have learned about a given subject or the skills they have acquired for performing certain tasks.

The CPSC prescribes three types of assessment for use in the primary school (CPSC 2018). These are examined below.

Diagnostic Assessment: This type assessment helps to determine what the learners already know which is relevant to understanding the new material to be taught. This is mostly done at the introductory stage of a lesson. It re-enforces understanding and serve as remediation to slow learners. This also helps the teacher to determine and develop strategies and activities that can be used to enhance learning. Alemnge (2019) recommends that teachers use diagnostic assessment before the start of each lesson to help determine the level of knowledge, skill and attitudes which pupil have about the new material to be learned.

Formative Assessment: This type of assessment is done in the course or at the end of the lesson. This type of assessment is based on specific objectives. It keeps the learners in permanent interaction with the curriculum during the teaching-learning process. It is designed to keep track of learners' learning achievements. Their response to this type of interaction equally helps the teacher to provide feedback to both the learner and the parents. This is done on a daily basis. The results may be recorded and used to evaluate the learner's progress. Formative evaluation enables the teacher to; know the cognitive level of the learners; discover which part of the lesson has not been understood; and to develop better teaching – learning strategies.

Summative Assessment: It is carried out periodically to show the level of attainment of expected learning outcomes at the end of the term, year, level or cycle. Given that it is based on general objectives, it is a kind of judgmental assessment. Summative assessment must not always be standardised tests. There is need for a variation in the use of assessment instruments

Assessment in primary schools in Cameroon can be oral, written and/or practical. This can be done through: observation checklists; learner's self-assessment; daily practical assignments; samples of learner's work; learner's willingness to participate and contribute in projects/conferencing; oral and written quizzes; portfolios; willingness to be involved in class and school activities (CPSC 2018). The teacher is expected to use diverse tools to collect information about the learner in order to moderate and increase learners' chances of learning from one another. Learners must be assessed fairly, taking into consideration different learning styles of the learners.

Teachers' Effectiveness

An effective teacher is "one who is able to bring about intended learning outcomes or results" Tambo (2012). Thus, the achievement of learning objectives is the most important measuring rod of an effective teacher. Such a teacher must show competence in; processes of human learning and behaviour, mastery of content, and possess appropriate skills and attitude to foster learning and human relationship. A teacher's good qualities like kindness, zeal, compassion, steadiness and sense of duty would be of little consequence, if they can't help learners to achieve desirable results. The above assertion is supported by the Interstate Teacher Assessment and Support Consortium (InTASC). It holds that, teachers' effectiveness is measured on content knowledge, instructional practice, learner performance in learning, and professional responsibility. Each of these items is made up of measurable competences.

Figure 4: Conceptual Framework Of The Cameroon Primary School Curriculum And its Implementation.
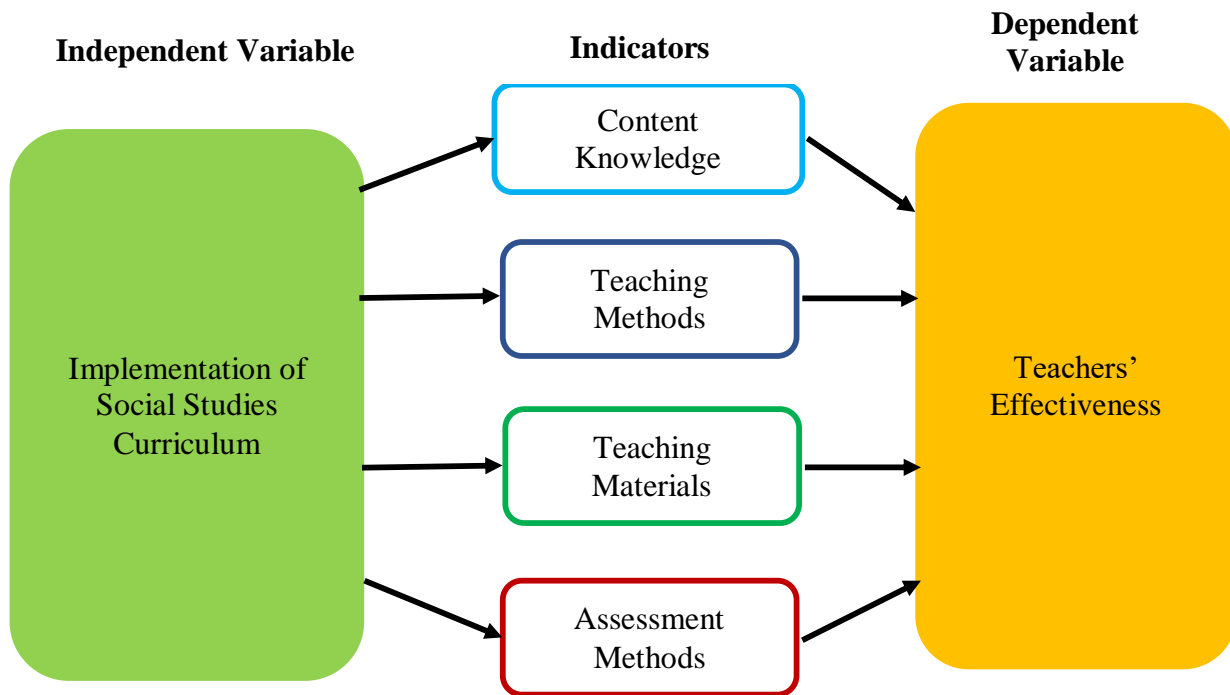
Source: Fieldwork July, 2022 Key

Theoretical Framework

Tyler's Theory of Curriculum Development

Ornstein and Hunkins (2018) opine that, Tyler's Technical-scientific model is one of the best known models in curriculum development. This model was developed from the theory Tyler presented in his work, *Basic Principles of Curriculum and Instruction* published in 1949. He outlined an approach to curriculum and instruction. He identifies four main component steps which must guide curriculum developers. The four steps include; general objectives, learning experiences, sequencing and evaluation (Ornstein and Hunkins, 2018).

General Objectives: According to Tyler, a curriculum must gather data from subject matter, learners and society to build its general objectives. These are the sources of the objectives. They should however be filtered through the educational philosophy of the state and learners' psychology. The objectives state the knowledge, skills and attitude learners are expected to acquire at the end of the lessons. They form the basis for evaluation.
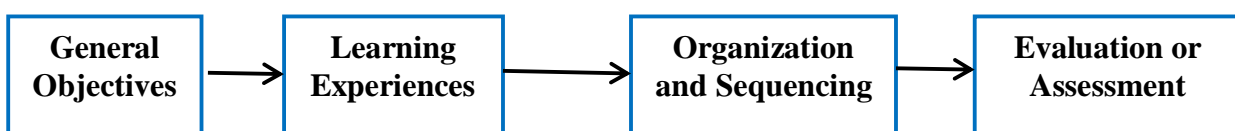
Learning Experiences: Learning experiences are the various tasks which facilitate the attainment of set objectives. Tyler opines that, in selecting learning experiences, learners' perception and previous experiences must be taken in to account when developing a curriculum. Curriculum developers and implementers must also have knowledge of psychology of learning and human development. This will enable them to select experiences suited to the individual strength and realities of learners.

Organisation and Sequencing: Sequencing is the act of arranging content, objectives and learning experiences in a hierarchical order. Tyler stated that, sequencing has to be done systematically in order to produce maximum cumulative effect. This should include ideas, concepts, values and skills. This is a very important stage in developing and implementing a curriculum. If the content and learning experiences are not well organised in the right sequential order, curriculum objectives will hardly be met.

Evaluation: This is the last principle of this model. This is the act of verifying if the program was effective. Ornstein and Hunkins (2018) define evaluation as the process of gathering data in order to make a decision. This stage is directly linked to the objective stage. Evaluation must stem from the objectives since it is used to determine if the objectives have been met or not.

Though Tyler's model has been criticised for being too linear, it is still relevant today. This model influenced the development of the Social Studies curriculum. The figure below shows a horizontal representation of Tyler's model of curriculum development.

Figure 5 :Horizontal Representation Of Tyler's Model Of Curriculum Development.

```
┌──────────────┐    ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│   General    │ →  │   Learning   │ →  │ Organization │ →  │ Evaluation or│
│  Objectives  │    │ Experiences  │    │and Sequencing│    │  Assessment  │
└──────────────┘    └──────────────┘    └──────────────┘    └──────────────┘
```

Source: Adapted from Ornstein and Hunkins (2018)

Gagne's Hierarchical Learning Theory

Robert Gagne put forth a hierarchical arrangement of learning behaviours. This has become a classic model of instruction. It has been tested and proven workable in every aspect and level of learning. This theory is a transition between the behaviourism and cognitivism theories, Ornstein &

Hunkins (2018). In his theory, Gagne presents five learning outcomes and eight types of learning. According to Gagne, learning is made up of hierarchical sequence of instructional materials and methods. This hierarchy moves from simple to complex. He opines that, for one to grasp general theories, principles or concepts, specific ideas and knowledge must be learned. This is a prerequisite for advanced learning. Thus, Gagne, just as Bruner, advocates for a bottom-up approach in learning.

The five learning outcomes identified by Gagne are; intellectual skills; information; cognitive strategies; motor skills; and attitudes. Intellectual skills involve knowing how to perform specific tasks. Being able to categorise things, use mathematical symbols, form concepts, obey rules and problem solving are measurable aspects of intellectual skills. The information stage involves knowing what a phenomenon is. This stage focuses on mastery of facts, names, dates and procedures. Cognitive strategies are skills needed to coherently arrange and process information. Today, learning strategies or learning skills are commonly used synonyms for this third outcome. The ability to coordinate movement constitutes the motor skills stage. These movements can be simple or complex, or both. They are mastered through practice and coaching. The fifth outcome; attitude involves feelings and emotions learned. This is realised through positive and negative experience. These five outcomes represent three domains of learning; cognitive, psychomotor and affective. Intellectual skills, information and cognitive strategies fall under the cognitive domain. Motor skills correspond to the psychomotor domain, while attitude overlaps in the affective domain. Gagne concludes that the instructional designs to attain the outcomes are not the same.

Gagne also outlines eight types of learning. These levels are arranged in a hierarchical sequence. The eight levels are; signal learning; stimulus and response; motor chains; verbal association; multiple discriminations; concepts; rules; and problem solving. The hierarchy helps to identify prerequisites to facilitate learning at the next level. Signal learning is the simplest form of learning. It consists of classical conditioning of Pavlov.

It is done by first presenting the subject with both the conditioned and unconditioned stimuli. This produces the natural response. After a series of repetition of the double stimuli, the subject emits the desired response on its own. Stimulus- response learning is used to develop the desired response in the subject. This is achieved through carefully planned reinforcements of rewards and punishment. This forms the basis of programmed learning. Motor chains involve the ability to combine two or more stimulus-response bonds to form a sequence of activities. Most psychomotor

skills are learned at this level. The verbal association level is mostly linked to language development skills. The link between the items being connected is verbal in nature. Developing the ability to make appropriate difference in a systematic manner, constitute the discrimination level.

This process is more complex due to interference. Interference of other information is the main cause of forgetting. With regard to concept learning, it involves the ability to make consistent response to different stimuli. This is the basis of the ability to generalise and classify various stimuli in to different categories. Rule learning is a high-level cognitive process. This includes being able to learn the relationships between different situations. This is the basis for learning general rules and procedures. The highest level of learning is problem solving. It involves developing the ability to invent a complex rule or procedure to resolve a particular problem. This method is then used to solve other similar problems.

Figure 6: Gagne's Hierarchy Of Learning.

Gagne's Hierarchy of Learning
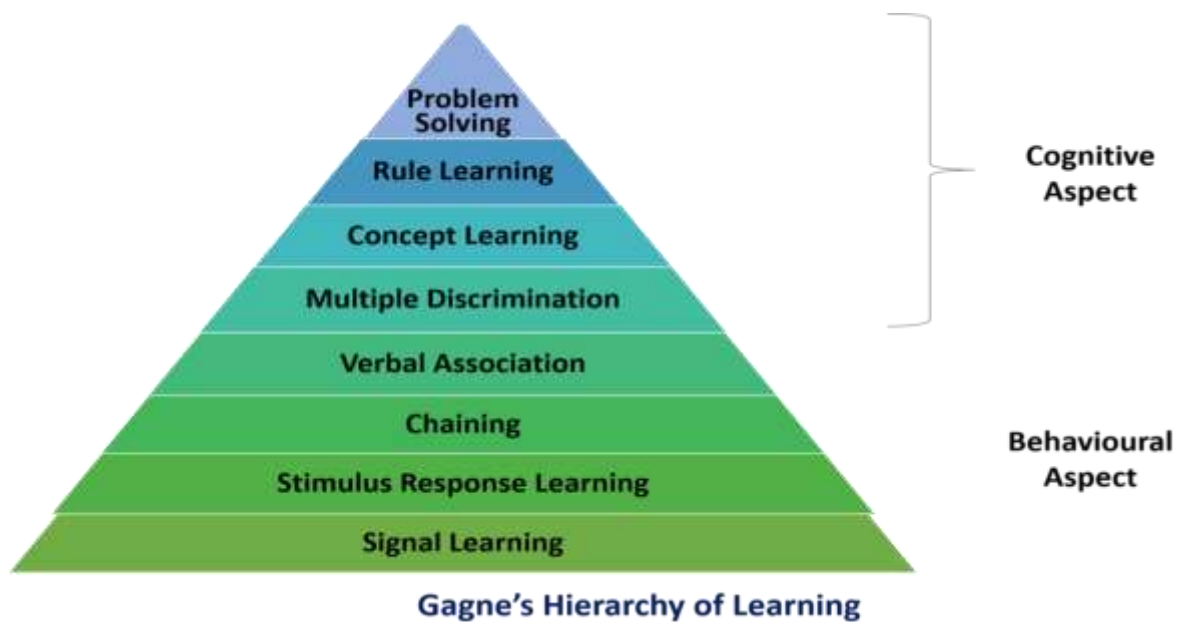
The first four levels above are behaviourists in nature while the last four are cognitive. Gagne also identified nine instructional events. They are needed to facilitate learning. However, all nine events may not be need in all situations. They are; gaining attention; stating objectives; recall prior learning; stimulus presentation; eliciting performance; providing feedback; assessing performance; and retention and transfer. These nine instructional events are used in the taxonomy of learning.

Influence of Gagne's Hierarchical Learning Theory on Social Studies Curriculum
The hierarchical learning theory put forth by Gagne greatly influenced the curriculum developers. This is evident in the following;

- The five learning outcomes were used to outline the four broad-based competences. These are intellectual competences, methodological competences, personal and interpersonal competences, and communication competences.
- This theory was also used to develop the seven national core skills of the curriculum.
- Sequencing of content in the curriculum was also done in line with this theory. The content per subject are arranged in a hierarchical order following the levels of learning.
- The new curriculum also suggests learning strategies and suitable instructional materials. This was rare in the national syllabuses.
- The sample lesson plan provided in the curriculum handbook takes in to consideration the nine learning events.

The Constructivism Theory

Over the years, many psychologists and scholars have advanced their view with regard to explaining or defining constructivism. Naylor and Keogh (1999: 93) view constructivism as a learning approach which enable learners to make sense of new situations in terms of their existing understanding. Constructive learning involves an active process where learners construct or develop meaning by linking new ideas with their existing or old ideas. On his part, Flynn defines constructivism as a theory which enables the learner to not only memorise and recall facts but also to understand, apply knowledge and skills in a competent way. Brooks and Brooks (1993) opine that constructivism is not a theory of teaching but of knowledge and learning.

Despite the numerous definitions and literature on constructivism, the major root features of this theory are;
- Constructivism sees learning as an active process.
- All knowledge is built on personal experiences.
- Learning as a process helps to make sense of the world.
- Knowledge is constructed and not abstract or absorbed.
- Knowledge is also constructed from social experiences.
- For effective learning to take place, meaningful open-ended and challenging problems must be made available for the learner to solve.
- Knowledge is invented or formulated and not discovered.

Constructivism is a theory which focuses on how people learn using the scientific method. This involves observation, questioning, hypotheses, research, testing hypotheses, results and conclusion.

Constructivism takes its roots from Piaget's theory of cognitivism. Bereiter (1994) says that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. When people encounter something new, they have to reconcile it with other previous ideas and experiences. This may result to readjusting old information, adding new information, changing what they believed, or discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging learners to use active techniques; experiments and real-world problem solving. This will help them to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

Constructivism has roots in philosophy, psychology, sociology, and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Tambo, 2000). There are two major schools of thought on the theory of constructivism. The first is cognitive constructivism propagated by Jean Piaget and the second is social constructivism put forth by Lev Vygotsky.

Cognitive Constructivism Theory of Jean Piaget: The central idea of cognitive constructivism is that human learning is constructed from past personal experiences. That people do build new knowledge upon the foundation of previous learning. Thus, learners construct new understandings and knowledge using what they already know. Rather, learners come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences (Phillips, 1995).

Piaget is well remembered for his studies and writings of the intellectual growth of children. His influential theory of cognitive development is the most prominent. Piaget devoted his life to answering the question; how do individuals acquire and develop knowledge? He spent over sixty years investigating children thinking and reasoning at different stages. Piaget called his theoretical orientation to the study of cognitive development; genetic epistemology. According to Klahr (2012), this is because he was mostly interested in how an organism adapts to its environment. Piaget's theory focused on an evolution in the development of the mind to a biological stance and pointing out the adaptive and cognitive functions of the mind.

49

Piaget's theory also focused on intelligence as the core of his theory. Chen and Siegle (2000: 95), opine that, Piaget held the assumption that human intelligence is a biological adaptation of a complex organisation to a complex environment. Thus, the adaptation of a situation is a result of the individuals understanding of that situation. The cognitive development is the individual's intelligence in making equilibrium of the cognitive structures.

Piaget identified four distinct stages of normal intellectual development from childhood to adulthood. He claimed that all children go through these stages to reach the next level of cognitive development and each stage is an indication of times when children are acquiring new ways of mentally representing information. These stages are; sensory motor, preoperational, concrete operational and formal operational stages.

Sensory Motor Stage: This is the first major stage in Piaget's theory. It runs from birth to about 2 years of age. At this stage, infants' development is simple and action-oriented. Infants just use their senses with some physical actions to form these schemes (Pressley and McCormick 2007). Intelligence is related to the activities of the infants. They construct understanding of the world through environment rather than the mind.

Preoperational Stage: This second major period in Piaget's theory lasts from roughly two to seven years. Pressley and McCormick (2007) opine that this stage is generally related to pre-school years. In this stage, children start to develop cognitive structures termed 'symbolic schemes'. In other words, they can represent ideas and objects using symbols like language, mental images, gestures etc. This second period of cognitive development is termed preoperational because there is no operational thinking yet. This means that children thinking are still not completely logical and they cannot grasp complex concepts like distinction, comparisons, cause and effect.

Concrete Operational Stage: The third period in of cognitive development is experienced at the elementary-grade years. One important characteristic of this stage is the appropriate use of cognitive operations to solve problems of concrete objects. In other words, children start solving problems related to actual objects and events (concrete). They are not capable of solving problems related to abstract concepts or hypothetical tasks.

Formal Operational Stage: The formal operational stage is the fourth and final period in the theory of cognitive development propagated by Piaget. It begins from early adolescence years and run through adulthood. At this stage, learners begin to think and solve abstractly problems. They are able to logically use symbols that have relations with abstract concepts.

Processes of Cognitive Development: Piaget identifies three interrelated processes through which cognitive development is achieved. These are organisation, adaptation and equilibration (Gupta & Frake, 2009:20). According to Piaget, every act an individual makes is cognitively organised and then adaptation provides the means for change. In order to understand the processes of organisation and adaptation, three concepts have to be understood as well. They are schemata, assimilation and accommodation. Wadsworth (1989) identifies schemata as the cognitive or mental structures by which individuals intellectually adapt to and organise the environment. Gupta & Frake (2009) explains the concept of assimilation to be how the external world is viewed as interpreted in terms of current schemes. Accommodation is how old schemes are adjusted and new ones created to produce a better fit with the environment.

The Process of Organization: Organization is the process through which the child performs existing schemes in a chain of events. A series of events or act are performed in sequence. One act is done after another. For example, a children can suck and grasp, but cannot perform these two acts at the same time. New and more complex schemes can also be performed. The old and new schemes produce a cognitive system which is interconnected.

The Process of Adaptation: This process deals with the coordinated performance of two or more acts. Piaget explains the occurrence of this as higher level organisation of two basic schemes: sucking and grasping at the same time. This process performs actions and schemes through the use of assimilation and accommodation. Thus, sucking is viewed as an old scheme which is adjusted for grasping to be added.

The Process of Equilibration: Finally, equilibration involves changing existing knowledge to accommodate new knowledge. As explained by Gupta & Frake (2009), equilibration is when children assimilate more than they accommodate. This is what Piaget refers to as cognitive equilibrium. However, there are times when new information does not match current schemes. When faced with this, children are in a state of disequilibrium (cognitive discomfort). To resolve this, there is a swift cognitive change. This swift change is from assimilation to accommodation. Once schemes have been modified children shift back to assimilation, using new structures until they need to be modified again. Piaget called this the back and forth equilibration process.

Influence of Cognitive Constructivism Theory on the Social Studies Curriculum

Piaget's theory of cognitive development was very useful in outlining the teaching and learning process of the new curriculum. A mastery of the various stages of cognitive development and

processes outlined in this theory will help the teacher to better formulate teaching/learning activities according to the strength of the learners. Dr. Khadidja Kouicem and Kelkoul Nachoua in *Constructivist Theories of Piaget and Vygotsky: General Teaching Implications,* opine that, the influence of Piaget's theory can be seen in variety of instructional practices. Below are some practical ways this theory influenced the new curriculum.

Firstly, Piaget's theory view the general goal of education is to breed generations of creative and innovative individuals. They should be able to take initiatives to do things and not repeating what other generations have achieved. Thus teachers are called to provide rich environment for the exploration of any field of life. Interesting materials should be provided and learners encouraged to getting active and constructing their own knowledge. The curriculum enlists didactic materials relevant for learners to develop the skills. Teachers are also asked to allow learners to discover things for themselves. The CPSC (2018) states that "the learner should be responsible for his/her own learning. Focus is on learning and not on teaching." It helps to change the role of teachers from a lecturer who dishes out ready-made solutions. It advocates for teachers to serve more as guides or facilitators who simply provide the learners with opportunities to test and improve their own developed solutions. Ashton and Gregoire-Gill (2003: 102).

Secondly, Piaget's stages of cognitive development have been used as general guides to sequential curriculum design. The design and organisation of particular subject content have been made to be compatible with the cognitive abilities of learners. In other words, the programs are set according to the actual level of learners. Teaching strategies are also aligned with the learners' cognitive level. Learner's cognitive schemas are regularly being revised through the process of assimilation and accommodation to make use of new input. The result is that no two persons can ever be similar in the level of readiness for a given experience. Thus, it recommends that teachers should take into cognisance the learners' differences in performing tasks and activities. This has been outlined in the new curriculum.

In addition, this theory requires that learners should be encouraged to experience different materials and assisted to discover or even more construct concepts for themselves. Technology may play a central role in offering the learners such opportunities. The basic teaching techniques that the teachers may focus on and that are associated with Piaget's theory include problem-based learning, discovery learning, cognitive strategies, and project-based learning. The CPSC stresses on the use of PBL as the main pedagogic approach.

Finally, the theory is also important in evaluation. Teachers should take into account that the individual cognitive development does not take place immediately. So learners' progress may appear after a given period. Teachers should not think that because something was introduced that the learners should promptly learn and apply it. It calls for repetition and remediation. This system is much applied especially with diagnostic and formative assessments.

Social Constructivism Theory of Lev Vygotsky: Vygotsky was a prominent Russian psychologist. He was well known for his emphasis on the contribution of social and cultural factors towards the cognitive development of the individual. His theory was later exported to other European and American countries. His concepts and ideas were adapted in the fields of educational and developmental psychology. Vygotsky's works were greatly impacted by those of Karl Marx, Friedrich Engels and Charles Darwin (Alves 2014). Being influenced by the ideas of these philosophers, Vygotsky identified five different principles that should guide research:

- Psychology is the science of a historical human being.
- Higher psychological processes originate in social action.
- The three distinct classes of mediators are signs/instruments, individual acts, and interpersonal relationships.
- Specific functions as well as social reality emerge from transformational acts or work.
- A fundamental unity exists between the body and the mind.

The central concept of Vygotsky's theory is that the individual's cognitive development is first based on social interactions. According to Vygotsky (1978) every function in the child's cognitive development appears twice. Firstly, it appears on the social level; between people (inter-psychological). The second appearance is on the individual level; inside the child (intra-psychological). This applies equally to voluntary attention, logical memory, and formation of concepts. All these higher functions originate as actual relationships between individuals. The nature of learning through social interaction therefore is cooperative. The learner should not be separated from his environment, but should be encouraged to integrate with other learners, teachers, or other sources of knowledge such as books, journals, computers …etc. These interactions provide the learner with the language used for learning communication.

Following the theory of socio-constructivism, the main role of the teacher is that of a facilitator or a mediator. A teacher just coordinates the learner's concepts. According to Derry (2014), Vygotsky identifies two main concepts. These are everyday or spontaneous concepts and scientific concepts.

Everyday concepts are those which are learnt spontaneously in daily life. They are formed from concrete experiences to abstract experiences. Those learnt through formal instructions are scientific concepts. They are formed from abstract experiences to concrete experiences. The learner adapts everyday concepts in school where he learns the scientific concept. Simultaneously, he learns scientific concepts on the basis of everyday concepts. Therefore, both directions are essential for understanding and constructing knowledge.

Vygotsky's theory also identified and attempted to explain the contributions of some three factors in the cognitive development of the individual. These factors are culture, language, and zone of proximal development (Oakley 2004). Vygotsky opine that culture and social environment are essential factors in the construction of human knowledge. What the individual learns about the world and acquires as knowledge are determined by the society where the individual lives in and the social settings where he is part of. Therefore, learning occurs through social interactions and elements of his own culture such as language, songs, arts etc.

Language according to Vygotsky is indispensable in the learning process. There is a close relationship between language development and cognitive development. The individual could encode and represent the world through the contribution of language. He explains that before the age of 2 years, children's language and thought are separate processes. This is because language at that period is only used for social purposes and not linked to inner thought. Language and thought become related processes by the age of 2 years. Therefore, language begins to constitute a crucial role in cognitive and social development. The term Zone of Proximal Development (ZPD) refers to the distance between the actual development level and the level of potential development. The actual development level is determined by independent problem solving abilities. On the other hand, the level of potential development is determined through the abilities to solve problems under adult guidance or in collaboration with more capable peers. Therefore, there is a difference between a learner who performs a task independently and the one who performs a task with assistance and guidance of someone else. Thus, with the most sensitive instruction or guidance, the learner will be able to develop skills to use on his or her own to develop higher mental functions.

Scaffolding is also another concept related to socio-constructivism. This concept is central to many teaching and learning strategies. Sawyer (2006) says scaffolding is the support given to students during the learning process with the intention to help them achieve their learning goals. Scaffolding is synonymous to cooperative learning and guided learning. Scaffolding enables a knowledgeable

person to provide the learner with guidance in order to progress and achieve difficult tasks. This has perceptual, cognitive and affective components.

In order to promote student learning it is necessary to create learning environments that directly expose the learner to the material being studied. For only by experiencing the world directly can the learner derive meaning from them. This gives rise to the view that constructivist learning must take place within a suitable constructivist learning environment. One of the central tenets of all constructivists learning is that it has to be an active process (Tambo, 2000); therefore, any constructivist learning environment must provide the opportunity for active learning.

Figure 7: Structure Of Constructivist Theories
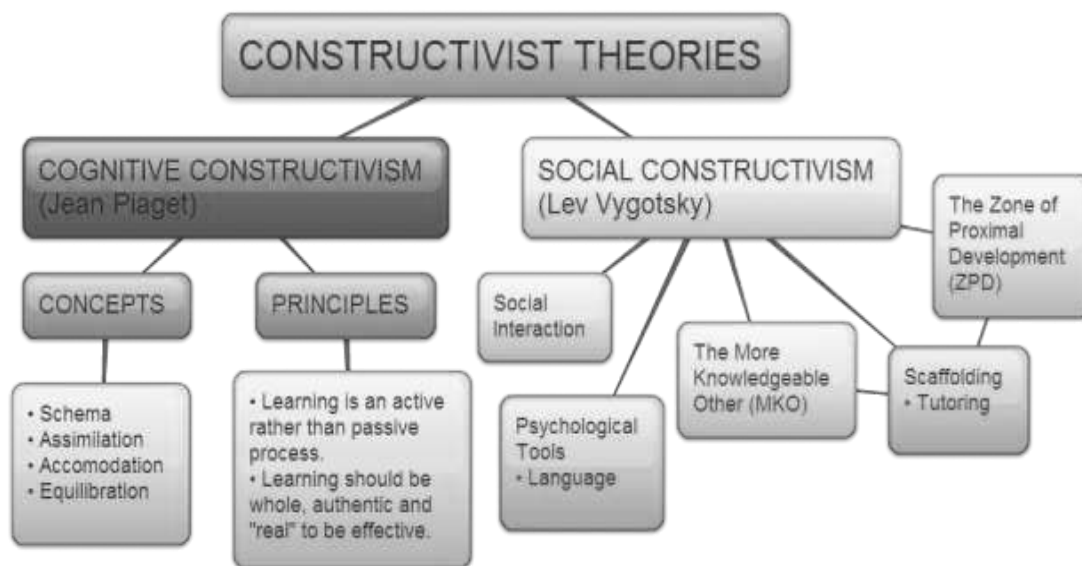
Souce:

Influence of Social Constructivism Theory on the Social Studies Curriculum

The central tenet of constructivism is that learning is an active process. Understanding cannot be imposed for it comes from within. Constructivism requires a teacher to act as a facilitator whose main function is to help students become active participants in their learning and make meaningful connections between prior knowledge, new knowledge, and the processes involved in learning. Brooks and Brooks (1993) posit that a constructivist teacher is someone who:

- encourages and accept student autonomy and initiative;
- uses a wide variety of materials, including raw data;
- sources interactive materials and encourages students to use them;
- inquire about students' understandings of concepts.

- encourage students to engage in dialogue and ask questions to each other;
- assesses students understanding through application of knowledge, skills and attitudes.

The new curriculum demands the same from the primary school teacher in implementing the curriculum.

Secondly, constructivist learning strategies like presentation, discovery, cooperation, problem solving, demonstration, illustration and media assistance, have been prescribed by the new curriculum.

Furthermore, the constructivist classroom has been adopted. In such a classroom, the focus tends to shift from the teacher to the learners. The teacher is no longer the expert who pours knowledge into passive students, who wait like empty vessels to be filled. The learners are expected to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps learners to develop and assess their understanding, and thereby their learning. The chart below compares the traditional classroom to the constructivist one. One can see significant differences in basic assumptions about knowledge, students, and learning.

The constructivism theory also hold that learning must take place in an environment the learner is familiar with. It calls for the teacher (facilitator) to provide a realistic context for knowledge application. This rule has guided the choice of real life situations in the problem solving approach via project-based learning, integrated theme learning and cooperative learning.

Empirical Framework

Implementation of Content Knowledge of the Social Studies Curriculum

Given that the Cameroon Primary School Curriculum was introduced in 2018, previous studies are rare. This work reviews the study of Alemnge *"Curriculum Reform in Cameroon: An Analysis of the New Primary School Curriculum"* published in 2019. The researcher also examined the *"Cameroon Primary School Curriculum"* published in 2018 and the *"Teacher's Handbook for the Cameroon Nursery and Primary School Curricula"* published alongside the new curriculum in 2018.

Alemnge (2019) made an analysis of the CPSC. This qualitative study was published in the International Journal on Trend in Scientific Research and Development (IJTSRD) in its October 2019 publication from page 902 to 913. The work examined the reforms of the new curriculum.

This study was carried out using documentary evidence. Data was gleaned from the following primary source documents: The published primary school curriculum for Cameroon (2018), Socle Nationale des Competence (2013), the Growth and Employment Strategy Paper (2009), the National Education Policy law (1998), and The Curriculum Framework for Cameroon Nursery and Primary schools (2016), confer Alemnge (2019).

Alemge fixed his objectives on; (i) identifying and describing the philosophical theoretical paradigms which guided the construction of the new curriculum; (ii) organisation of the component elements; and (iii) finding the rationale behind the use of national core skills and broad-based competences.

The findings indicated that the curriculum is driven by seven predetermined national [core] skills and four broad [based] competences. The selection of curriculum content in relation to the subjects is guided by the need for pupils to develop the national skills and competences by the end of the primary school programme. However, in terms of curriculum data sources, they have been biased towards meeting market needs thereby sacrificing other salient areas of curriculum content knowledge needed for a holistic development. Secondly, the curriculum is based on a constructivist philosophical paradigm which is based on the belief that knowledge is constructed. Individually, knowledge is constructed from experience while learning results from individual interpretation of knowledge. Based on a constructivist worldview it is organised around seven core skills and four broad competences. The subjects are organised into five domains each allocated a certain weight. The elements of the vertical and horizontal articulation are fairly balanced. Thirdly, the curriculum was necessitated by the national desire to provide pupils quality and holistic education to enable them participate in national development to meet the 2035 emergent goal and function smoothly in the new global society.

Implementation of Pedagogic Approaches of the Social Studies Curriculum

The Social Studies Curriculum prescribed the Competence-Based Approach (CBA) as the implementation approach in the classroom. Skills are developed in this through the practice of Project-Based Learning (PBL), Cooperative Learning (CL) and Integrated Theme Learning (ITL).

Project-Based Learning: A study titled "*Project-Based Teaching for Information Technology Students in Africa: A Case Report*" was carried out by Nyinkeu, Katiba and Ngatchu in 2015. The paper was published in the International Journal of Technology in Teaching & Learning. It reported a case study of project-based teaching, carried out at a private higher educational institution in

Cameroon. The study communicated findings, techniques, successes and challenges related to integrating technology, pedagogy and content in Africa. It covered three batches of students who participated in a project-based course, titled "Tutored Projects" during their second year in the University. The course was designed to drill students on what it takes to deliver an IT-project. At the end of the course, the students are assessed based on their contributions towards realising a project, as well as their end of course write-ups and presentations (Nyinkeu, et al, 2015).

A total of thirty-seven students from three successive batches participated in the study. Each batch had a departmental project to realise. The researchers collected data by analysing the students' end of course presentations, transcription and analysis of videotapes made during project presentation. The study aimed to answer the following research questions; (i) what learning conceptions do IT students have when participating on a project-based course?; (ii) how do IT students think participating in a project-based course influences their learning attitudes?; and (iii) what are some of the challenges with implementing project-based courses in Africa?

The findings of the third research question above are more relevant to this study. The challenges encountered during the implementation of PBL as mentioned by the participants include; lack of technical competences, lack of appropriate equipment, lack of required infrastructure, and insufficient time *(ibid)*. Despite the challenges of PBL, stakeholders must work to overcome them. It is not easy at the beginning but with consistent practice, great changes towards perfection can be achieved, the authors said.

Similarly, Botty, et al did a study in 2016 titled *"The Implementation of Problem-Based Learning (PBL) in a Year 9 Mathematics Classroom: A Study in Brunei Darussalam".* The paper was published by International Research in Education 2016, Vol. 4, No. 2. The study focused on how the teacher interprets the implementation of PBL, and the extent to which implementation of PBL impact students' performance in Mathematics. Seventeen students and a teacher participated in the study. The researchers used a mixed research design method. Qualitative data were collected using video recordings, teacher interview, teacher reflective notes, and focus group interview. Quantitative data comprised of students' pre-test and post-test scores. SPSS 21 and the t-test were used to perform statistical analysis.

The findings of the first research objective, which is relevant to this study, showed that, the teacher followed and implemented the six stages of PBL implementation put forth by Lee and Bae (2007).

These stages are; introduction, problem statement, searching information, proposed solution, presentation, and conclusion.

Cooperative Learning: In 2002, Jacobs and Hall published a revised version of "Answers to Ten Questions about Implementing Cooperative Learning (1994)". It threw light on some CL principles and techniques which teachers can use to encourage mutual helpfulness and active participation in the team. Prominent of this is the Everyone Can Explain (ECE) technique. This technique has four steps which are: (i) forming groups (teams) of two to four members; (ii) a question is asked by the teacher or student; (iii) each group develop a response, making sure everyone in the group can give and explain the response; and (iv) any member is chosen at random to present and explain group's response.

The authors used a narrative presentation approach. They formulated and asked ten questions to teachers which are important towards the implementation of CL. They then grouped and presented the answers of the participants. These questions are vital when observing a cooperative learning lesson. The questions are based on;
- size of each group
- group formation
- pulling learners' attention during group work
- managing group noise
- ensuring cooperation
- managing fast groups
- catching up by absentees
- length of group work
- ending groups
- total time for cooperative learning

In 2021, a study was published at Research Gate by Karmina, et al, titled "Teacher Implementation of Cooperative Learning in Indonesia: A Multiple Case Study". It presented part of a bigger study carried out on 18 teachers who have received training on implementing CL. Out of these 18 teachers, four were chosen purposefully for the study presentation. This according to the authors was because they used CL in most of their lessons and showed enthusiasm in learning during the research.

59

Primary data were collected through interviews, classroom observation and field notes. Teacher's lesson notes and students' assessment provided secondary data. The data were then analysed by using the inductive approach of coding to construct themes. Five themes emerge: how CL is implemented in Indonesia, lack of CL structures, greater need for group orientation, group composition and informal CL. Johnson and Johnson as cited by Karimina, et al, (2021) hold that, it is important for teachers to understand the principles of CL [or other teaching – learning methods] to effectively implement them in the classroom. Findings revealed that; (i) each of the teachers established at least four principle:- positive interdependence, individual accountability, promotive interaction and interpersonal skills; (ii) all the four teachers had difficulties defining the principles underlying the implementation of CL. Secondly, though all the teachers had accepted during interview that they use CL structures (jigsaw, think-pair-share and group investigation), only one teacher actually used it (think-pair-share) during observation.

Integrated Theme Learning: Kriswianti, Almasitoh, Darmo and Riyadi published their study carried out with 140 elementary school teachers on scientific thematic learning. The teachers were both from public and private schools. The study titled "The Implementation of Thematic Learning to Build High-Order Thinking Skills of Elementary School Students" had both teachers and students as participants. Data on the teachers was collected using questionnaire, observation sheets and interviews. Data on students' performance were gotten from the tests administered to the learners. Out of the 149 respondents, on the question of how long they have been using thematic learning, 50% said from 2-4 years, 25% just started, 24% said more than 4 years while 1% had never used it. On the use of teaching aids during lessons, 50% said sometimes, 42% often use it, while only 5% always do, with 1% who never used it. The researchers concluded that; (i) teachers mostly use thematic learning if there is supervision or accreditation; (ii) teachers still lack a lot especially in presenting themes at the beginning of the lesson; (iii) students have not been able to communicate coherently and their results are still low.

Anggraini, et al (2019) is a similar study which corroborates the above findings. The techniques of observation, interview and documentary study were used to collect data from three elementary schools using purposive sampling. Findings reveal that teachers face difficulty in implementing thematic learning due to lack of proper understanding on the notion, limited knowledge in making connections between subject content and linking them to daily life. Teachers also face obstacles in choosing problems and themes related to thematic learning. They concluded by saying that

teachers need a lot of training and encouragements from the government to better implement ITL effectively.

Assessment Methods in the Social Studies Curriculum

Assessment is a means of objectively informing parents, guardians and policy makers on learners' progress in school. The Social Studies curriculum prescribes different types of assessment, forms of assessment, and tools of assessment to be used.

Types of Assessment

The Social Studies curriculum prescribes three types of assessment to be used in the primary school. These are; diagnostic, formative and summative assessments. Diagnostic assessment is used to verify what the learner already knows in order to improve on the learner's achievement. It calls on the teacher to always try to find out learners' level of competence; knowledge, skills and attitudes about the new material. This helps the teacher develop strategies and activities that can be used to facilitate learning. Formative assessment keeps the learners in permanent interaction with the curriculum during the teaching-learning process. It is designed to keep track of learners' learning achievements. Their response to this type of interaction equally helps the curriculum user (the teacher) to provide feedback to both the learner and the parents. Summative assessment is carried out periodically to show the level of attainment of expected learning outcomes at the end of the month, term, year, level or cycle. It is a more judgmental kind of assessment. It is worth stating that formative and summative assessment should take into consideration knowledge, skills and attitudes as indicated in the expected learning outcomes.

Forms of Assessment

The new Social Studies curriculum requires each of the above mentioned types of assessment to be done in three forms. These are oral, written and practical assessments. These forms should assess the learner's knowledge, skills and attitude. The curriculum also requires the use of real life situations during evaluation. This is to help learners to apply acquired knowledge and developed skills useful in their daily lives. This makes learning more practical and useful.

Tools of Assessment

Different tools are used to assess and increase learners' chances of learning from one another. The Social Studies curriculum prescribes the use of observation checklists; learner's self-assessment;

daily practical assignments; samples of learner's work; learner's willingness to participate and contribute in projects/conferencing; oral and written quizzes; portfolios; willingness to be involved in class and school activities.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology used for collecting and analyzing data for this research work. It opens with a description of the research design and how the study was carried out. The area, population of the study, target population, and accessible population from which our sample size of the study was derived, were all discussed. Next, the sample and the sampling techniques employed were elucidated. The data-gathering tools and methods for validating them are presented. The processes used to administer the instruments were also discussed, alongside data analysis techniques, ethical considerations, and reiteration of the hypotheses.

Research Objective

To examine content knowledge and its effect on teachers' effectiveness in Mfoundi division.
To examine teaching methods and their effect on teachers' effectiveness in Mfoundi division.
To examine teaching materials used and their effect on teachers' effectiveness in Mfoundi division
To examine assessment methods and their effect on teachers' effectiveness in Mfoundi division.

Research Design

The researcher adopted a descriptive research design with the mixed method. Creswell (2012) describe a mixed methods research design as a procedure for collecting, analysing, and "mixing" both quantitative and qualitative methods of research in a single study. This provides better understanding of the research problem and questions than either method by itself. Ngigi et al (2016) corroborated this by stating that, the combination of both quantitative and qualitative research approaches provides a better understanding of research problems than either approach alone.

With regard to quantitative data, the researcher administered questionnaires to teachers. This was done in person. 150 questionnaire were administered. To verify the response obtained from teachers through the questionnaires, the researcher also carried out observation using an observation checklist. This is another form of collecting qualitative data.

Area Of Study

A research area is a physical site where a study or a current research project is being conducted. This section describes the area of study in terms of locality, topography, and history. This study was conducted in the Mfoundi division of the Centre Region of Cameroon. It was purposively

sampled because it is the administrative headquarter of Cameroon. Therefore, the researcher wanted to examine the implementation of the Social Studies curriculum and its effects on teachers' effectiveness in primary schools in Mfoundi division of the Centre region in Cameroon. The Mfoundi division was created in 1974 through Decree No. 74/193 of March 11, 1974. It was carved out from the then Méfou division, alongside Méfou-et-Afamba and Méfou-et-Akono. The division covers an area of 297 km2 and, as of 2022, had a total population of above 2,881,876. The division forms the Yaoundé capital and greater area.

Figure 8: Map of the mfoundi division
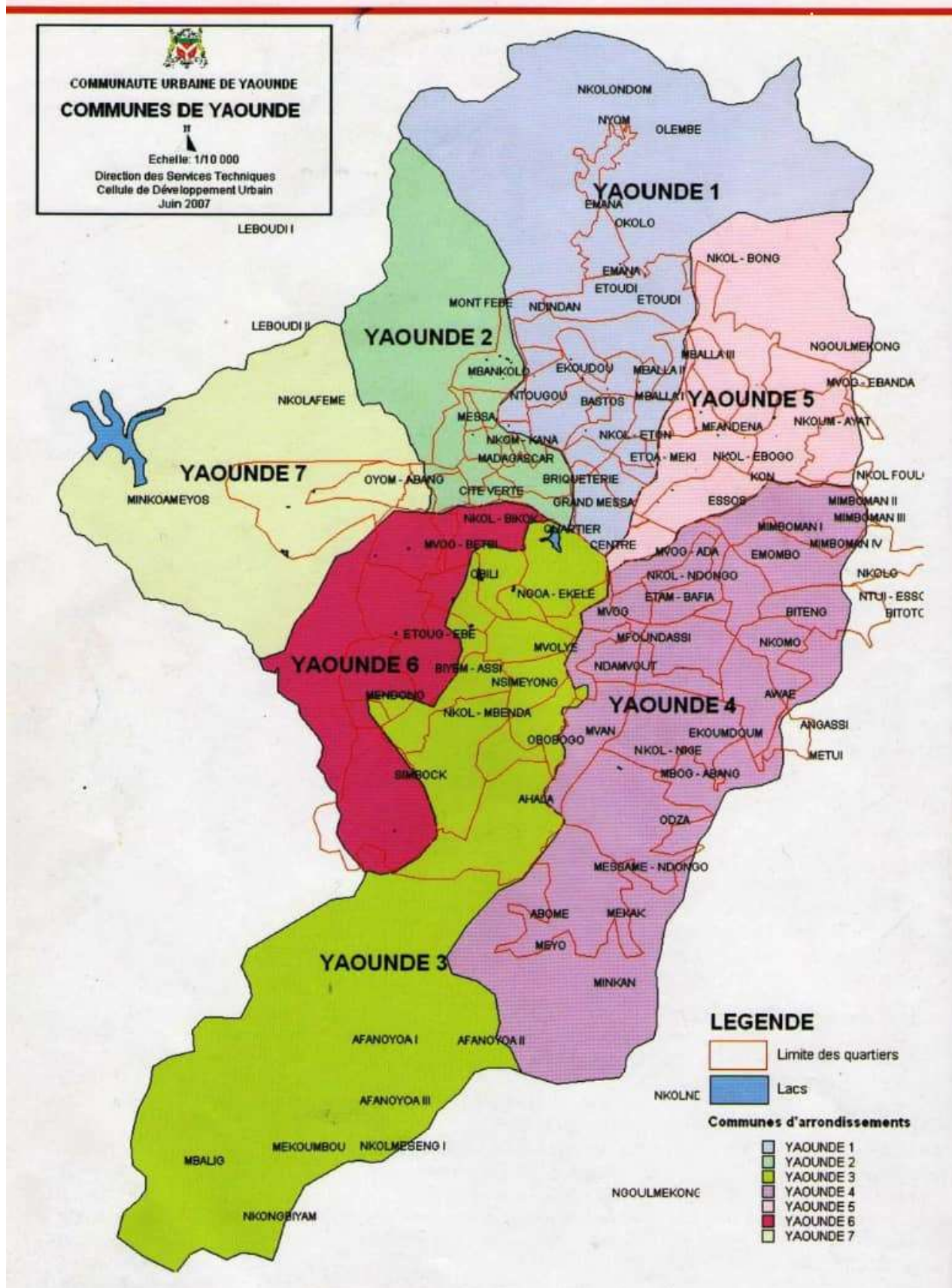
Source: Divisional Delegation (Basic Education)

Population Of Study

Amin (2005) defines a population as the totality of all the components relevant to a research. When concluding a sampling study, the researcher is interested in the entirety or aggregate of things or people with one or more common characteristics or traits (Amin, 2005). This view is supported by Asiamah et al. (2017). They believe that population members must share at least one common attribute. This characteristic qualifies participants as population members. The 4599 teachers of English primary schools in Mfoundi division constitute the population of this study. The table below shows the details of the population of the study.

Table 6: Population Of The Study.

SUB-DIVISION	PUBLIC	PRIVATE		TOTAL
		LAY PRIVATE	CONFESSIONAL	
YAOUNDÉ I	75	832	20	927
YAOUNDÉ II	50	244	6	300
YAOUNDÉ III	43	630	33	706
YAOUNDÉ IV	52	348	12	412
YAOUNDÉ V	37	669	22	728
YAOUNDÉ VI	139	719	36	894
YAOUNDÉ VII	39	587	6	632
TOTAL	435	4029	135	4599

Source: Delegation for Basic Education for Mfoundi (2022).

Target Population

The target population refers to the representative part of the population. There are three types of primary schools in Cameroon. These are public, lay private and confessional schools. For this study, the researcher targeted teachers of public primary schools in Mfoundi. The table below shows the target population per sub-division in Mfoundi.

Table 7: Target Population Of The Study.

SUB-DIVISION	PUBLIC
YAOUNDÉ I	75
YAOUNDÉ II	50
YAOUNDÉ III	43
YAOUNDÉ IV	52
YAOUNDÉ V	37
YAOUNDÉ VI	139
YAOUNDÉ VII	39
TOTAL	435

Source: Delegation for Basic Education for Mfoundi (2022).

Accessible Population

The researcher calculated the accessible population for the study following te Krejcie & Morgan (2007) table for Sample size. Given that there are 435 teachers in public primary schools in Mfoundi division, the researcher sent out 196 questionnaire and selected 10 teachers for the observation.

Sample Of The Study

Amin (2005) holds that, a good sample should be representative of the population from which it will be extracted. Regardless of the sampling technique, the researcher should be able to describe the characteristics and relate them to the population. This is one of the most important steps in research. This is so because sampling will lead to valid results when carefully done. Sampling is a process of selecting representative portions of a population that permits the researcher to make generalizations concerning the population.

The sample of this research work is drawn from the population of level two primary school teachers of the English sub-system in Mfoundi. Amin (2005) opines that, a sample is a part of the population whose results can be generalized to the entire population. A good sample should statistically represent the population size. It must be sizable enough to provide an answer to the research issue (Majid, 2018).

For this study, the researcher sent out 196 questionnairefor teachers. This number included teachers of all levels. Out of the 196 questionnaire, 170 were returned, giving a return rate of 86.7%. During analysis, 20 questionnaire were rejected for irrearlarities. Thus, 150 questionnaire were finally considered. Data from the questionnaire showed that teachers of all levels and all the seven sub-divisions of Mfoundi answered. For the observation, the researcher observed 10 teachers purposefully selected from 7 schools.

Table 8: Number Of Teachers Who Answered The Questionnaire Per The Sub Divisions

Sub-division	Number
YAOUNDÉ I	20
YAOUNDÉ II	21
YAOUNDÉ III	22
YAOUNDÉ IV	22
YAOUNDÉ V	19
YAOUNDÉ VI	28
YAOUNDÉ VII	18
TOTAL	150

Source: Fieldwork by researcher 2022/2023

Sampling Technique

The various strategies a researcher uses to draw out a sample from the population of the study is known as sampling techniques (Amin, 2005). There are two main sampling techniques; probability and non-probability techniques. The sampling technique used for this study is probability sampling. All the elements of the target population had some probability of being selected. Probability sampling will provide a base for the researcher to generalize about the population.

Simple Random Sampling (SRS) is the type of probability sampling technique employed in this work. Amin (2005) states that, a simple random sample is obtained from the population in such a way all elements have equal chances of being selected. The researcher proceeded through this method by selecting the target population comprising 435 teachers of public primary schools of the English sub-system in Mfoundi. Through this technique, teachers from all the seven subdivisions were represented.

Instruments For Data Collection

There are many instruments used to collect data in research. The researcher employed the questionnaire as the tool to gather data. According to Amin (2005), a questionnaire is a self-report professionally crafted tool used to gather data in line with the research questions and hypotheses requirements. A questionnaire is a useful tool for gathering survey data, providing structured, frequently numerical data. If well drafted, it can be administered successfully with or without the researcher's presence. It is also comparatively simple to analyse (Cohen et al. 2007).

Items in of a questionnaire can either be closed or open-ended. The type of study influences the questionnaire selection. This study used closed-ended statements, with four rating Likert-scales. These closed statements are simple to code and take little time to complete. According to Creswell (2016), a questionnaire takes a quantitative approach to measure perceptions and provides data upon which generalizations can be made on the views of a given population on a given phenomenon. The response format for was based on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Each of these had attached points from 4 to 1 in a descending order. Respondents indicated their level of agreement by ticking ($\sqrt{}$) on the rating scale. The table below shows how the questionnaire will be weighted with the various options, from 4 points for SA to 1 point for SD.

Table 9: Questionnaire Options And Corresponding Weights On The Likert Scale

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

Source: Likert Scale

The four parts of the questionnaire represented the four operationalized variables. The variables had the statements as follows; Content Knowledge; 6 statements, Teaching Methods; 8 statements, Teaching Materials; 6 statements, and Assessment Methods; 9 statements. A section comprising 8 statements was also added for the dependent variable. This gave a total of 37 statements.

Biases may arise when offering information about you. To minimize this, Amin (2005) recommends the use of an observation checklist. The observation checklist was used to collect data

on the implementation of the Social Studies curriculum in primary schools in Mfoundi Division. The researcher observed teachers in the classroom as they delivered lessons in Social Studies. The observation checklist helped the researcher to compare the responses given in the questionnaire with what is actually practiced in the classroom. The checklist was adapted from the statements of the questionnaire. It focused on the four operationalized independent variables and the dependent variable. Thus a total of 37 points were also observed for each participant.

Validation Of The Instrument Of Data Collection

Amin (2005) states that validation refers to the checking the accuracy of the instrument in measuring what the researcher intends to measure. Validity refers to the level to which the data collection instrument serves the purpose to which it was designed. The validity of the instrument can be affirmed with the reason that the questions were simple, understandable and easy for the respondents to answer. Face validity will be adopted this will be done by giving the initial draft of the questions to supervisor who will examine the adequacy of the statement relevance and suitability of language, structuring and sequencing of ideas and appropriateness of the instrument. The method of distributing questionnaires to the respondent will be face-to-face distribution. They will be given room for the respondents to take their time in filling the questionnaires without any inconvenience.

Nworgu (1991) opines that, validation consists of presenting the instrument an expert for scrutiny. The expert can be the supervisor or anyone grounded in the research topic. After constructing the questionnaire and observation checklists, the researcher gave them his peers who made some remarks after reading. They were later presented to the supervisor who examined each item, making relevant criticism and suggestions to improve on their quality.

The researcher also checked the validity of the questions. Items were evaluated base on the variables of the study and their relevant output. After the supervisor had examined the items on the objectives of the study hence, acknowledging validity of the instrument. What the construct or scale is measuring is evaluated in terms of construct validity. The anchoring of the conceptions to the theory from which they were derived preserved construct validity. Content validity was established through administration of the instruments during pilot study. Thus, accurate and adequate information of the variables, methods and objectives under this study was collected.

Reliability

The researcher conducted a pilot test to determine the reliability of the instruments. This included 10 teachers for the questionnaire and 2 teachers for the observation, selected from two private schools and two public schools in the sample population. The essence of this pilot study was to determine the reactions of the respondents and the observed. The reliability index of Cronbach's alpha for use of teaching-learning methods stood at 0.753. That of assessment methods stood at 0.668%, while that of teachers' effectiveness stood at 0.52%. So, the researcher rephrased the questions and removed those that were considered vague or biased to the research work. This was done to make sure that the questions were consistent. After this was done, the researcher again administered the questionnaire to the same teachers. The index stood at 0.745% for teaching-learning methods, 0.678% for assessment methods and 0.798% for teachers' effectiveness The results were found to be consistent thus, given its mean reliability index of 0.74%.

Pilot Study

The instruments were pre-tested to allow for necessary adjustments and corrections. Two private schools and two public schools from the study location were selected. The pilot study schools were included for the study with a change of the teacher observed. After the pilot study, views which came up during piloting were considered for addition or subtraction or alteration on the instruments. The researcher then presented both the questionnaire and the observation checklist to the supervisor who made some changes.

Method Of Data Collection

The researcher made use of the research authorization from the Dean of the Faculty of Education from the University of Yaounde 1. The researcher used the authorization to carry out documentary research on the statistics of teachers in Divisional Delegation for Basic Education of Mfoundi. After the validation of the research instrument by the research supervisor, the researcher will go to the sampled schools and obtain permission from the principals. As far as the administering of the questionnaire is concern, the questionnaire will be distributed to all the students of the schools' concern and will be collected after a research confirmation is signed by the principals of the respective schools.

The researcher first made pre-visits to the sampled schools in order to familiarize himself with the environment. This helped to reduce the anxiety and developed trust between the establishment and the researcher. After the observation, the researcher discuss with the observed to clarify some

issues together with the head teacher. This was done for every school. This was followed by the proper administration of questionnaire and observation.

Copies of the questionnaire were administered face-to-face. This was done during seminars, at the exam centres and in schools.

After obtaining authorisation from the seminar facilitators, chief of centres and head teachers, the researcher addressed the teachers and stated his mission. Given that teachers of all levels were present, the researcher made it clear and ensured that only teachers of public schools in Mfoundi division take part in the exercise. Despite this insistence there were still some irregularities. These were not considered during data analysis. Thus, 150 copies were considered.

Data Analysis Procedure

Data regarding the implementation of the Social Studies curriculum and its effect on teachers' effectiveness in primary schools were gathered using a questionnaire. The results from the questionnaire were analyzed using, the Statistical Package for Social Sciences, the data was coded and examined with (SPSS V 26).

Descriptive statistics were used to analyze the demographic variables, Gender, Age range, Professional qualification, Highest academic certificate, Level taught, Teaching experience and Sub-division. Factor analysis was used to examine the validity of the research instrument. The factor analysis method was used for removing redundancy or duplication from correlated variables. After running the factor analysis, some unrelated questions were eliminated for being vague and non-informative.

Regression Procedure in SPSS was used, to perform a simple linear regression analysis to determine the relationship between the variables, including the Analysis of Variance (ANOVA). Quantitative data were produced by the study. Study findings were presented using percentages and tables, and interpretations were made. The quantitative data collected for this study was analyzed, classified, and arranged according to pertinent trends. The mean score, frequencies, and percentages reported in tables were utilized to analyze quantitative data using generalizations and descriptive statistics. Data analysis was done using descriptive statistical methods including frequency tables and percentages.

Expected Results

After testing the variables, the researcher expected to find the degree of statistical influence content knowledge, pedagogic approaches, teaching materials and assessment methods will have on teachers' effectiveness, in the implementation of the Social Studies curriculum in primary schools in Mfoundi.

Reiteration of the hypothesis

H_{o1}: Social Studies content knowledge does not have a statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_{o2}: Social Studies teaching methods do not have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_{o3}: Social Studies teaching materials used do not have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

H_{o4}: Social Studies assessment methods do not have statistical effect on teachers' effectiveness in primary schools in Mfoundi division.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

This study aimed to examine the implementation of the Social Studies curriculum and its effects on teachers' effectiveness in primary schools in Mfoundi division. This chapter seeks to answer the questions raised in the study and test the research hypotheses. Observation using a checklist was also done to compare teachers' responses with what they actually practice in the classroom.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 150 questionnaire.

Demographic Characteristics

Table 10: Gender Distribution of Respondents

Gender	Frequency	Percent
Male	42	28.0
Female	108	72.0
Total	150	100.0

The table represents the sex distribution of respondents. In the context of this study, we use a population of 150 respondents. According to the table, 42 of the respondents are male, while 108 of the respondents are female, making a percentage of 28 and 72, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in primary schools in Mfoundi Division are females.

Table 11: Age range Distribution of Respondents

Age range	Frequency	Percent
Below 25years	12	8.0
26-35years	80	53.3
36-45years	35	23.3
46+	23	15.3
Total	150	100.0

The result shows that 8 % of the teachers are below 25 years, 53.3% are 26 to 35 years old, 23.3% have ages between 36 to 45 years, and 15% of 46 years and above.

Table 12: Distribution of Respondents based on professional qualification

Professional qualification	Frequency	Percent
Grade 1	123	82.0
Grade 2	2	1.3
Others	25	16.7
Total	150	100.0

With respect to professional qualification, more than half of the respondents (82%) are holders of teacher's grade 1 certificate, 1.3% hold grade 2 certificate and 16.7% are holders of other certificates.

Table 13: Distribution of Respondents based on highest academic certificate

Highest academic certificate	Frequency	Percent
GCE OL	6	4.0
GCE AL	84	56.0
Bachelor Degree	42	28.0
Master	5	3.3
others	13	8.7
Total	150	100.0

With respect to the highest academic certificate, more than half of the respondents (56%) are holders of the GCE Advanced level, 28% hold a bachelor's degree, 8.7% hold other certificates, 4% are holders of GCE Ordinary level, and 3.3% are holders of a master degree.

Table 14: Distribution of Respondents based on teaching level

Teaching Level	Frequency	Percent
Level 1	25	16.7
Level 2	38	25.3
Level 3	87	58.0
Total	150	100.0

Results revealed that the majority (58%) of the teachers who participated in this study teach level 3 (class 5 and 6), 25.3% teach level 2 (class 3 and 4), and 16.7% teach level 1(class 1 and 2).

Table 15: Distribution of Respondents based on teaching experience

Teaching experience	Frequency	Percent
0-4years	10	6.7
5-9years	64	42.7
10-15years	54	36.0
16+	22	14.7
Total	150	100.0

With respect to Teaching experience, 6.7% have taught for less than four years, 42.7% have taught for 5 to 9 years, 36% have taught for 10 to 15 years, and 14.7% have taught above 16 years.

Table 16: Distribution of Respondents based on sub-division

Names of schools	Frequency	Percent
Yaounde I	20	13.3
Yaounde II	21	14
Yaounde III	22	14.7
Yaounde IV	22	14.7
Yaounde V	19	12.7
Yaounde VI	28	18.6
Yaounde VII	18	12
Total	150	100.0

Research Question 1: What is the effect of content knowledge in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

To answer this research question, six items were designed in the questionnaire to respond to this section. All six items have a mean greater than 2.5, which is the cuff of average.

Table 17: Distribution of Respondents based on content knowledge in Social Studies

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	I know the National Core Skill to be developed in Social Studies.	49	32.7	90	60.0	11	7.3	0	0	3.25	.581
2	I master the Broad-Based competencies of Social Studies.	53	35.3	77	51.3	18	12.0	2	1.3	3.21	.698
3	I master the components of Social Studies.	67	44.7	66	44.0	15	10.0	2	1.3	3.32	.707
4	I teach all the components of Social Studies.	77	51.3	44	29.3	14	9.3	15	10.0	3.22	.982
5	I master the learning experiences of Social Studies.	52	34.7	61	40.7	34	22.7	3	2.0	3.08	.807
6	I arrange the learning experiences of Social Studies in a coherent order.	38	25.3	66	44.0	26	17.3	20	13.3	2.81	.965
	Global Mean									3.15	.609

Results revealed that 92.7% of the respondents know the National Core Skill to be developed in Social Studies. 86.6% master the Broad-Based competencies of Social Studies. 88.7% master the components of Social Studies. 80.6% of the teachers teach all the components of Social Studies. 75.4% master the learning experiences of Social Studies. 69.3% arrange the learning experiences of Social Studies in a coherent order. A global mean of 3.15 shows that teachers have high content knowledge in Social Studies.

Research Question 2: What is the effect of teaching methods in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

To answer this research question, eight items were designed in the questionnaire to respond to this section. All eight items have a mean greater than 2.5, which is the cuff of average.

Table 18: Distribution of Respondents Based on teaching methods in Social Studies

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	The curriculum prescribes teaching methods.	58	38.7	58	38.7	27	18.0	7	4.7	3.11	.863
2	I always build lessons around Integrated Learning Themes.	85	56.7	61	40.7	1	.7	3	2.0	3.52	.620
3	I plan a project each month.	48	32.0	69	46.0	31	20.7	2	1.3	3.08	.759
4	I execute a project every month.	38	25.3	46	30.7	47	31.3	19	12.7	2.68	.990
5	I always put learners in groups during lessons.	38	25.3	72	48.0	36	24.0	4	2.7	2.96	.776
6	I always use didactic materials to teach all lessons.	44	29.3	61	40.7	42	28.0	3	2.0	2.97	.810
7	I always paste charts on the wall for continuous learning.	50	33.3	67	44.7	32	21.3	1	.7	3.10	.752
8	I always do remedial activities to help slow learners.	76	50.7	69	46.0	4	2.7	1	.7	3.46	.586
	Global Mean									3.12	.524

77.4 % of the teachers use the teaching methods prescribed in the curriculum. 97.4% always build lessons around Integrated Learning Themes. 78% plan a project each month but only 56% actually execute a project every month. 73.3% always put learners in groups during lessons. 70% always use didactic materials to teach all lessons. 78% always paste charts on the wall for continuous learning. 96.7% always do remedial activities to help slow learners. A global mean of 3.12 indicated that teachers used the recommended teaching methods in Social Studies.

Research Question 3: What is the effect of teaching materials used in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

To answer this research question, six items were designed in the questionnaire to respond to this section. Four out of the six items have a mean greater than 2.5, which is the cuff of average.

Table 19: Distribution of Respondents based on teaching materials used in Social Studies

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	I master the teaching materials prescribed for Social Studies.	47	31.3	75	50.0	13	8.7	15	10.0	3.02	.897
2	I always use print didactic materials to teach Social Studies.	19	12.7	73	48.7	52	34.7	6	4.0	2.70	.739
3	I always use audio didactic materials to teach Social Studies.	16	10.7	30	20.0	82	54.7	22	14.7	2.26	.840
4	I always use visual didactic materials to teach Social Studies.	40	26.7	61	40.7	39	26.0	10	6.7	2.87	.884
5	I always use audio-visual didactic materials to teach Social Studies.	17	11.3	34	22.7	66	44.0	33	22.0	2.23	.922
6	I use community resource persons to teach Social Studies.	20	13.3	49	32.7	68	45.3	13	8.7	2.50	.833
	Global Mean									2.66	.575

81.3% of the teachers mastered using teaching materials prescribed for Social Studies. 61.4% always use print didactic materials to teach Social Studies. Only 30.7% always use audio-didactic materials to teach Social Studies. 67.4% always use visual didactic materials to teach Social Studies. Only 34% always use audio-visual didactic materials to teach Social Studies. 46% use community resource persons to teach Social Studies. A global mean of 2.66 means that teachers averagely use recommended teaching materials in teaching Social Studies.

Research Question 4: What is the effect of assessment methods in Social Studies on teachers' effectiveness in primary schools in Mfoundi division?

To answer this research question, nine items were designed in the questionnaire to respond to this section. All eight items have a mean greater than 2.5, which is the cuff of average.

Table 20: Distribution of Respondents Based on assessment methods in Social Studies

No	Items	SA f	%	A f	%	D f	%	SD f	%	Mean	Std D
1	I always assess at the beginning of Social Studies lessons.	36	24.0	50	33.3	41	27.3	23	15.3	2.66	1.00
2	I always assess at the end of Social Studies lessons.	75	50.0	63	42.0	10	6.7	2	1.3	3.40	.676
3	I always give an assessment in Social Studies at the end of the month.	78	52.0	58	38.7	11	7.3	3	2.0	3.40	.715
4	I assess the class project at the end of each month.	39	26.0	55	36.7	51	34.0	5	3.3	2.85	.846
5	I use integrated real-life situations in assessing learners.	86	57.3	58	38.7	4	2.7	2	1.3	3.52	.620
6	I always give learners oral assessments.	80	53.3	52	34.7	8	5.3	10	6.7	3.34	.859
7	I always give learners written assessments.	101	67.3	38	25.3	10	6.7	1	.7	3.59	.646
8	I always assess learners' attitudes towards lessons.	73	48.7	66	44.0	10	6.7	1	.7	3.40	.646
9	I always assess learners' practical skills.	73	48.7	55	36.7	20	13.3	2	1.3	3.32	.755
	Global Mean									3.30	.655

57.3% of the teachers always assess at the beginning of Social Studies lessons. 92% always assess at the end of Social Studies lessons. 90.7% always assess Social Studies at the end of the month. 96% use integrated real-life situations in assessing learners. 88% always give learners oral assessments. 92.% always give learners written assessments. 92.7% always assess learners' attitudes towards lessons. 85.4% always assess learners' practical skills. A global mean of 3.30 indicated that teachers use the recommended assessment methods in Social Studies

Teachers' Effectiveness in Primary Schools

Teacher effectiveness is the dependent variable in this study. Eight items were designed in the questionnaire to respond to this section. All eight items have a mean greater than 2.5, which is the cuff of average. The items focused on teachers' punctuality, time management, pedagogic knowledge and content knowledge in social studies.

Table 21: Distribution of Respondents Based on Teachers' Effectiveness in primary schools

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	I am always punctual in school.	109	72.7	34	22.7	5	3.3	2	1.3	3.66	.609
2	I always manage my teaching time correctly.	72	48.0	57	38.0	21	14.0	0	0	3.34	.712
3	I always prepare lesson notes before teaching.	103	68.7	42	28.0	3	2.0	2	1.3	3.64	.593
4	I master the subject content.	86	57.3	58	38.7	5	3.3	1	.7	3.52	.598
5	I always consider learners' differences when teaching.	82	54.7	62	41.3	2	1.3	4	2.7	3.48	.662
6	I always consider learners' environment when teaching.	67	44.7	74	49.3	8	5.3	1	.7	3.38	.620
7	I always use suitable instructional strategies.	80	53.3	53	35.3	17	11.3	0	0	3.42	.688
8	I always do research to increase my knowledge and skills.	112	74.7	34	22.7	3	2.0	1	.7	3.71	.535
	Global Mean									3.52	.412

95.4% of the teachers are always punctual in school. 86% of the teachers always manage their teaching time correctly. 96.7% always prepare lesson notes before teaching. 96% master the subject content and always consider learners' differences when teaching. 94% always consider the learners' environment when teaching. 88.6% always use suitable instructional strategies. 97.4% always do research to increase their knowledge and skills. A global mean of 3.52 shows that the teachers used in this study are very effective in teaching social studies.

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that, the collected data has to meet the precondition concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IVs, namely Content Knowledge, Teaching Methods, Teaching Materials, and Assessment Methods, towards Teachers' Effectiveness as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 22: Correlation Analyses

Correlations	Content Knowledge	Teaching Methods	Teaching Materials	Assessment Methods	Teachers' Effectiveness
Content Knowledge					
Teaching Methods	.319**				
Teaching Materials	.529**	.413**			
Assessment Methods	.535**	.360**	.466**		
Teachers' Effectiveness	.597**	.382**	.428**	.595**	
Mean	3.15	3.12	2.66	3.30	3.52
Std D	.609	.524	.575	.655	.412
N	150	150	150	150	150

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

To be more precise and thoroughly test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in the table above. Outcomes show that Content Knowledge, Teaching Methods, Teaching Materials and Assessment Methods correlate significantly with Teachers' Effectiveness.

Concerning the strength of the relationship, the IVs of the nature of the Content Knowledge and Teaching Methods (Pearson's r (149) = .319, p < .01), Content Knowledge and Teaching Materials, (Pearson's r (149) = .529, p < .01), Content Knowledge, and Assessment Methods (Pearson's r (149) = .535, p < .01), Teaching Methods, and Teaching Materials (Pearson's r (149) = .413, p < .01), Teaching Methods, and Assessment Methods (Pearson's r (149) = .360, p < .01), Teaching Materials and Assessment Methods (Pearson's r (149) =.466, p < .01. Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since curriculum components in Social Studies are the intersection of the contributing constructs, a standard simple regression was performed when all the other variables were considered to identify which independent variable was the largest predictor of Teachers' Effectiveness. Teachers' effectiveness was the dependent variable, and the Content Knowledge, Teaching Methods, Teaching Materials and Assessment Methods towards Teachers' Effectiveness were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent and dependent variables were above 0.2 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations (r > 0.9) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1, and the VIF values were less than 10. Thus, the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

The normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though Casewise Diagnostics

produced a case with a standardised residual above 3 (in this case, it was 6.655), Cook's distance produced a maximum value of 0.69. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (Content Knowledge, Teaching Methods, Teaching Materials and Assessment Methods) to predict Teachers' Effectiveness was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of Hypotheses

H₀1: Social Studies content knowledge does not statistically affect teachers' effectiveness in primary schools in Mfoundi division.

Regression was carried out to ascertain the extent to which content knowledge scores predict Teachers' Effectiveness.

Table 23: Model Summary of the Effects of content knowledge on Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608ᵃ	.370	.365	.32820

a. Predictors: (Constant), Content Knowledge
b. Dependent Variable: Teachers' Effectiveness

The scatterplot showed a strong positive linear relationship between content knowledge and Teachers' Effectiveness scores, which was confirmed with a Pearson's correlation coefficient of r = .608. The regression model predicted 36.5% of the variance. The model fit the data well (F (1, 148 = 86.822, $p < .000$).

Figure 9: Scatterplot of the effects of content knowledge on Teachers' Effectiveness
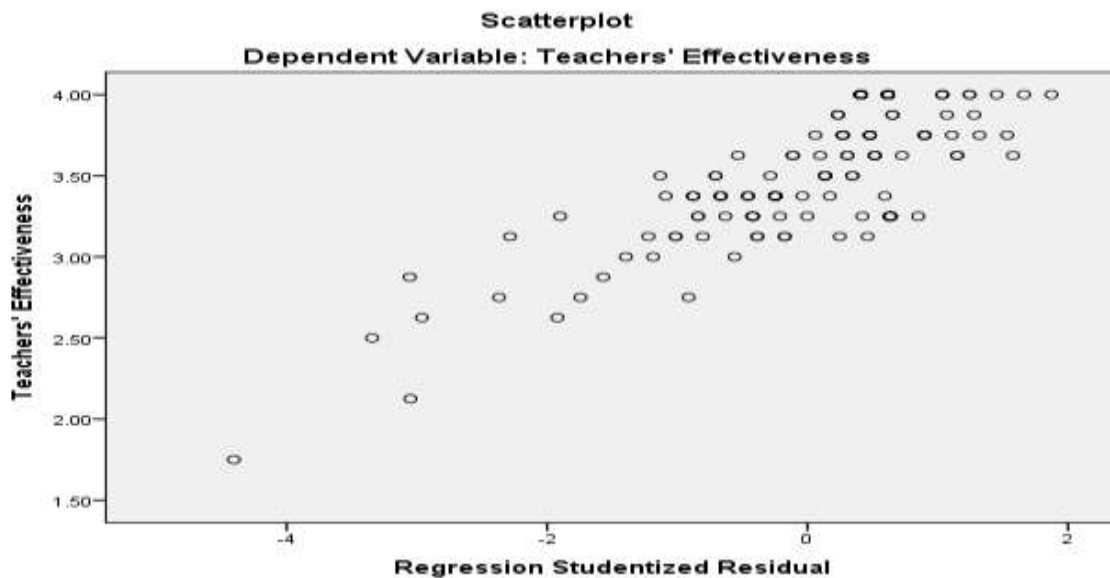
Scatterplot
Dependent Variable: Teachers' Effectiveness

The next table is the F test. The linear regression F test has the null hypothesis that the teachers' content knowledge does not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, R^2= 0, with F (1, 148) = 86.822, p= .000, the test is highly significant. Thus we can assume a statistically significant relationship between the teachers' content knowledge and Teachers' Effectiveness.

Table 24: ANOVA^a of the effects of content knowledge on Teachers' Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.352	1	9.352	86.822	.000^b
	Residual	15.942	148	.108		
	Total	25.294	149			

a. Dependent Variable: Teachers' Effectiveness
b. Predictors: (Constant), Content Knowledge

The regression results showed a significant relationship between the teachers' Content Knowledge and Teachers' Effectiveness scores (t = 15.665, p < 0.000). The slope coefficient for teachers' Content Knowledge of the teachers was .698, so Teachers' Effectiveness increased by a factor of 1 unit.

Table 25: Coefficients of the effects of content knowledge on Teachers' Effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.223	.142		15.665	.000
	Content Knowledge	.411	.044	.608	9.318	.000

a. Dependent Variable: Teachers' Effectiveness

H_o2: Social Studies teaching methods do not statistically affect teachers' effectiveness in primary schools in Mfoundi division.

Regression was carried out to ascertain the extent to which teaching methods scores predict Teachers' Effectiveness.

Table 26: Model Summary of the Effects of teaching methods on Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429[a]	.184	.178	.37351

a. Predictors: (Constant), Teaching Methods
b. Dependent Variable: Teachers' Effectiveness

The scatterplot showed a strong positive linear relationship between teaching methods and Teachers' Effectiveness scores, which was confirmed with a Pearson's correlation coefficient of r = .429. The regression model predicted 17.8% of the variance. The model fit the data well ($F_{(1, 148}$ = 33.306, $p < .000$).

Figure 10: Scatterplot of the effects of teaching methods on Teachers' Effectiveness
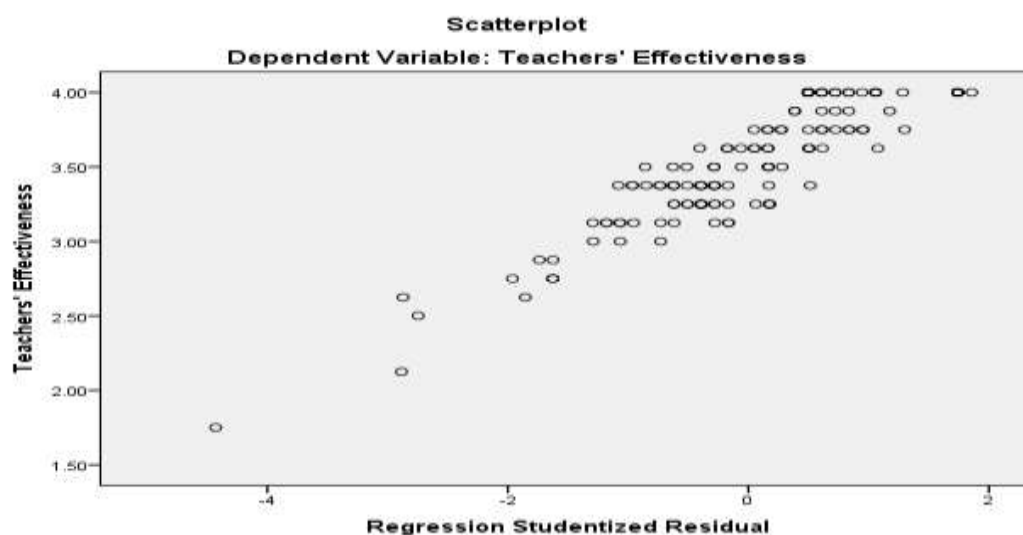
The next table is the F test. The linear regression F test has the null hypothesis that the use of teaching methods does not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, $R^2= 0$, with $F (1, 148) = 33.306$, p= .000, the test is highly significant. Thus, we can assume a statistically significant relationship between the teachers' use of teaching methods and Teachers' Effectiveness.

Table 27: ANOVA[a] of the effects of teaching methods on Teachers' Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.647	1	4.647	33.306	.000[b]
	Residual	20.648	148	.140		
	Total	25.294	149			

a. Dependent Variable: Teachers' Effectiveness
b. Predictors: (Constant), Teaching Methods

The regression results showed a significant relationship between the teachers' use of teaching methods and Teachers' Effectiveness scores (t = 13.393, p < 0.000). The slope coefficient for teachers' use of teaching methods of the teachers was .429, so Teachers' Effectiveness increased by a factor of 1 unit.

Table 28: Coefficients of the effects of teaching methods on Teachers' Effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.471	.184		13.393	.000
	Teaching Methods	.336	.058	.429	5.771	.000

a. Dependent Variable: Teachers' Effectiveness

H$_o$3: Social Studies teaching materials used do not statistically affect teachers' effectiveness in primary schools in Mfoundi division.

Regression was carried out to ascertain the extent to which the use of teaching materials scores predict Teachers' Effectiveness.

Table 29: Model Summary of the Effects of the use of teaching materials on Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410[a]	.168	.162	.37712

a. Predictors: (Constant), Teaching Materials
b. Dependent Variable: Teachers' Effectiveness

The scatterplot showed a strong positive linear relationship between the use of teaching materials and Teachers' Effectiveness scores, which was confirmed with a Pearson's correlation coefficient of r = .410. The regression model predicted 16.2% of the variance. The model fit the data well (F (1, 148 = 29.856, $p < .000$).

Figure 11: Scatterplot of the effects of the use of teaching materials on Teachers' Effectiveness
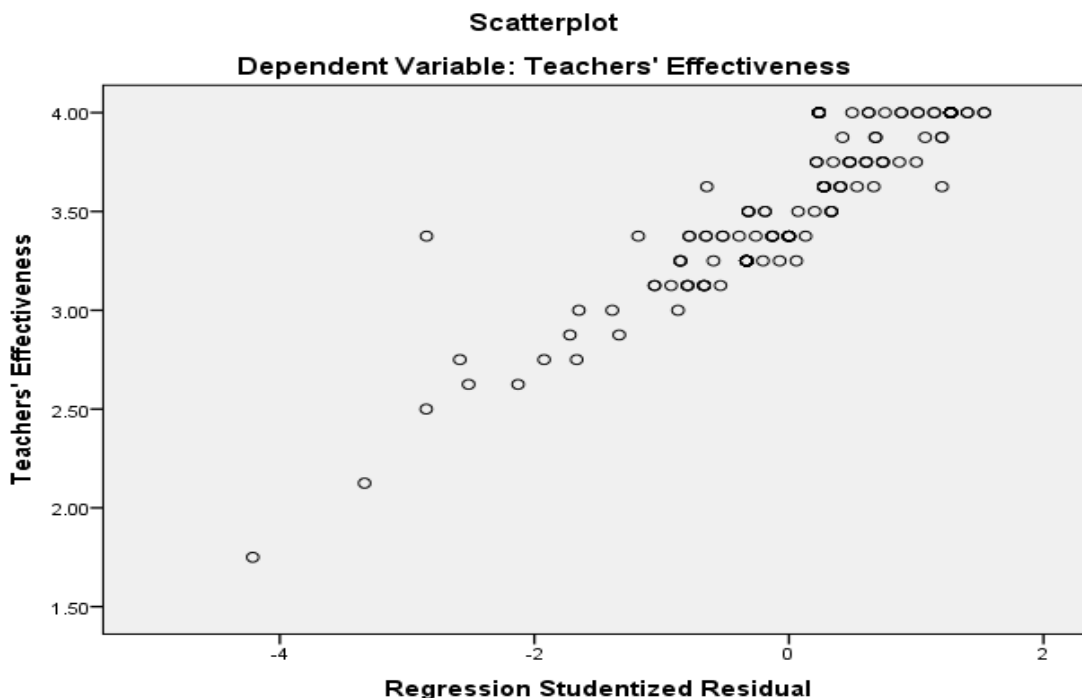
The next table is the F test. The linear regression F test has the null hypothesis that the use of teaching materials does not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, $R^2 = 0$, with F (1, 148) = 29.856, p= .000, the test is highly significant. Thus, we can assume a statistically significant relationship between the teachers' use of teaching materials and Teachers' Effectiveness.

Table 30: ANOVA[a] of the effects of the use of teaching materials on Teachers' Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.246	1	4.246	29.856	.000[b]
	Residual	21.048	148	.142		
	Total	25.294	149			

a. Dependent Variable: Teachers' Effectiveness
b. Predictors: (Constant), Teaching Materials

The regression results showed a significant relationship between the teachers' use of teaching materials and Teachers' Effectiveness scores (t = 18.464, p < 0.000). The slope coefficient for teachers' use of teaching materials of the teachers was .410, so Teachers' Effectiveness increased by a factor of 1 unit.

Table 31: Coefficients of the effects of use of teaching materials on Teachers' Effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.739	.146		18.721	.000
	Teaching Materials	.293	.054	.410	5.464	.000

a. Dependent Variable: Teachers' Effectiveness

H$_o$4: Social Studies assessment methods do not statistically affect teachers' effectiveness in primary schools in Mfoundi division.

Regression was carried out to ascertain the extent to which the use social studies assessment methods scores predict teachers' effectiveness.

Table 32: Model Summary of the Effects of the use social studies assessment methods on Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596^a	.355	.351	.33204

a. Predictors: (Constant), Assessment Methods
b. Dependent Variable: Teachers' Effectiveness

The scatterplot showed a strong positive linear relationship between the use social studies assessment methods and Teachers' Effectiveness scores, which was confirmed with a Pearson's correlation coefficient of r = .596. The regression model predicted 35.1% of the variance. The model fit the data well (F (1, 148 = 81.432, $p < .000$).

Figure 12: Scatterplot of the effects of the use social studies assessment methods of the supervisor on Teachers' Effectiveness
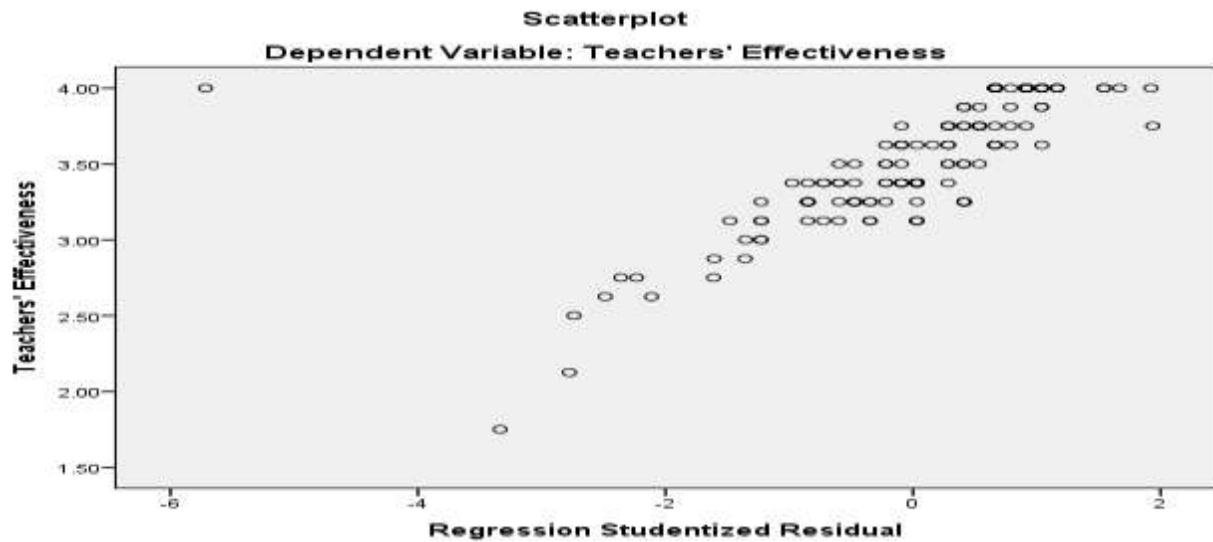
The next table is the F test. The linear regression F test has the null hypothesis that the use social studies assessment methods does not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, R^2= 0, with F (1, 148) = 81.432, p= .000, the test is highly significant. Thus, we can assume a statistically significant relationship between the the use social studies assessment methods and Teachers' Effectiveness**.**

Table 33: ANOVA[a] of the effects of the use social studies assessment methods on Teachers' Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.978	1	8.978	81.432	.000[b]
	Residual	16.317	148	.110		
	Total	25.294	149			

a. Dependent Variable: Teachers' Effectiveness
b. Predictors: (Constant), Assessment Methods

The regression results showed a significant relationship between the use social studies assessment methods and Teachers' Effectiveness scores (t = 16.311, p < 0.000). The slope coefficient for the use social studies assessment methods of the teachers was .596, so Teachers' Effectiveness increased by a factor of 1 unit.

Table 34: Coefficients of the effects of the use social studies assessment methods on Teachers' Effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.282	.140		16.311	.000
	Assessment Methods	.375	.042	.596	9.024	.000

a. Dependent Variable: Teachers' Effectiveness

Results from Observation Checklist

37 items similar ones on the questionnaire were designed to collect data using the check list in order to confirm the responses provided by the teachers on the questionnaire. Ten teachers were observed from seven selected schools. Each sub-division was represented in the observation.

Out of the ten teachers observed, 6 were famale and 4 were male. With regard to the levels, two teachers of level one were observed, five teachers for level two, and three teachers for level three. The type of schools were also considered. The researcher selected 5 government schools, 3 lay private schools and 2 confessional schools. Per the sub-division, Yaounde 3 had three schools, Yaounde 6 had two schools while Yaounde 1, 2, 4, 5 and 7 had one school each.

Table 35: Presentation of observation of Content Knowledge

S/N	STATEMENT	YES		NO	
		f	%	f	%
1	Knowledge of National Core Skill to be developed by Social Studies.	8	80	2	20
2	Mastery of the Broad Based Competences of Social Studies.	3	30	7	70
3	Mastery of the components of Social Studies.	6	60	4	40
4	Teaches all the components of Social Studies.	4	40	6	60
5	Mastery of the learning experiences of Social Studies.	7	70	3	30
6	Arrangement of the learning experiences of Social Studies in a coherent order.	8	80	2	20

Results from observation revealed that 80% of the teachers have Knowledge of National Core Skill to be developed by Social Studies and Arrangement of the learning experiences of Social Studies in a coherent order. 70% have mastery of the learning experiences of Social Studies. 60% have a mastery of the components of Social Studies. 40% and 30 % teach all the components of Social Studies and have mastery of the Broad-Based Competences of Social Studies respectively.

Table 36: Presentation of observation of Teaching Methods

S/N	STATEMENT	YES		NO	
		f	*%*	*f*	*%*
1	Used prescribed teaching methods.	7	70	3	30
2	Built lessons around the Integrated Learning Themes.	5	50	5	50
3	Has a planned project for the month.	6	60	4	40
4	Executing a project for the month.	1	10	9	90
5	Grouped learners during lessons.	1	10	9	90
6	Used didactic materials to teach lessons.	10	100	0	0
7	Paste charts on the wall for continuous learning.	5	50	5	50
8	Did remedial activities to help slow learners.	6	60	4	40

All the teachers used didactic materials to teach lessons. 70% used prescribed teaching methods. 60% have a planned project for the month and carried out remedial activities to help slow learners. 50% built lessons around the Integrated Learning Themes and paste charts on the wall for continuous learning. However, only 10% of the observed classes executed a project for the month and grouped learners during lessons.

Table 37: Presentation of observation of Teaching Materials

S/N	STATEMENT	YES		NO	
		f	*%*	*f*	*%*
1	Mastery of teaching materials prescribed for Social Studies.	6	60	4	40
2	Used print didactic materials to teach Social Studies.	3	30	7	70
3	Used audio didactic materials to teach Social Studies.	1	10	9	90
4	Used visual didactic materials to teach Social Studies.	10	100	0	0
5	Used audio-visual didactic materials to teach Social Studies.	0	0	10	100
6	Used community resource persons to teach Social Studies.	2	20	8	80

All the teachers used visual didactic materials to teach Social Studies. 60% have mastery of teaching materials prescribed for Social Studies. Only 30% used print didactic materials to teach Social Studies. Very few teachers (20%) used community resource persons to teach Social Studies. None of the teachers used audio-visual didactic materials to teach Social Studies.

Table 38: Presentation of observation of Assessment Methods

S/N	STATEMENT	YES f	YES %	NO f	NO %
1	Gave assessment at the beginning of Social Studies lessons.	5	50	5	50
2	Gave assessment at the end of Social Studies lessons.	8	80	2	20
3	Gave assessment in Social Studies at the end of the month.	9	90	1	10
4	Assessed the class project at the end of each month.	2	20	8	80
5	Used integrated real life situations in assessing learners.	5	50	5	50
6	Gave learners oral assessment.	8	80	2	20
7	Gave learners written assessment.	5	50	5	50
8	Assessed learners' attitude towards lessons.	4	40	6	60
9	Assessed learners' practical skills.	2	20	8	80

90% of the observed teachers gave assessment in Social Studies at the end of the month. 80% gave oral assessment at the end of Social Studies lessons. 50% gave assessment at the beginning of Social Studies lessons. Only 20% of the teachers assessed the class project at the end of each month and carried out skill-based assessment.

Table 39: Presentation of observation of Teachers' Effectiveness

S/N	STATEMENT	YES f	YES %	NO f	NO %
1	Always punctual in school.	6	60	4	40
2	Managed teaching time correctly.	4	40	6	60
3	Prepared lesson notes before teaching.	7	70	3	30
4	Masters the subject content.	8	80	2	20
5	Considered learners' differences when teaching.	5	50	5	50
6	Considered learners' environment when teaching.	6	60	4	40
7	Used suitable instructional strategies.	7	70	3	30
8	Does research to increase my knowledge and skills.	8	80	2	20

80% shows mastery the subject content and do research to increase their knowledge and skills. 70% prepared lesson notes before teaching and used suitable instructional strategies. 60% are always punctual in school and considered learners' environment when teaching. Only 50% and 40% of the teachers respectively considered learners' differences when teaching and managed teaching time correctly.

Summary of Findings

H_a1: Social Studies content knowledge statistically affects teachers' effectiveness in primary schools in Mfoundi division.

H_a2: Social Studies teaching methods statistically affect teachers' effectiveness in primary schools in Mfoundi division.

H_a3: Social Studies teaching materials used statistically affect teachers' effectiveness in primary schools in Mfoundi division.

H_a4: Social Studies assessment methods statistically affect teachers' effectiveness in primary schools in Mfoundi division.

CHAPTER FIVE

DISCUSSION, SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

The main objective of this study was to examine the implementation of the Social Studies Curriculum and its effects on teachers' effectiveness in some primary schools in Mfoundi division. The researcher then coined out four specific objectives namely; to examine content knowledge and its effect on teachers' effectiveness in Mfoundi division, to examine teaching methods and their effect on teachers' effectiveness in Mfoundi division, to examine teaching materials used and their effect on teachers' effectiveness in Mfoundi division, and to examine assessment methods and their effect on teachers' effectiveness in Mfoundi division.

Discussions of Findings

The discussion of research findings will be presentation logically following the sequence of the research hypothesis. It is based on the relevant research data as presented in chapter four. It will also revisit the views of other authors and theories as seen in chapter two.

Content Knowledge and its effect on teachers' effectiveness in Mfoundi division.

The first hypothesis in this study states that content knowledge has a statistical effect on teachers' effectiveness. We used the correlation coefficient as a statistical tool to test this hypothesis.

The linear regression F test has the null hypothesis that the teachers' content knowledge does not have a statistically significant influence on Teachers' Effectiveness at $p=.05$. Therefore, $R^2= 0$, with $F (1, 148) = 86.822$, $p= .000$, which makes the test is highly significant. Thus we can assume a statistically significant relationship between the teachers' content knowledge and Teachers' Effectiveness**.**

Results from observation revealed that 80% of the teachers have Knowledge of National Core Skill to be developed by Social Studies and Arrangement of the learning experiences of Social Studies in a coherent order. 70% have mastery of the learning experiences of Social Studies. 60% have a mastery of the components of Social Studies. 40% and 30 % teach all the components of Social Studies and have mastery of the Broad-Based Competences of Social Studies respectively. This gives an overall mean average of 60%. This confirms the response given by the respondents in the questionnaire. Thus, teachers of Mfoundi division master the content of the Social Studies curriculum, which has a positive effect on their effectiveness.

Alemnge (2019) made a qualitative analysis of the CPSC. He examined the reforms introduced by the new curriculum using documentary evidence. The new curriculum, Socle Nationale des Competence (2013), the GESP (2009), the National Education Policy law (1998), and The Curriculum Framework for Cameroon Nursery and Primary schools (2016), were used. The objectives were to identify and describe the philosophical and theoretical backing of the new curriculum; to examine its component and organisation; find the rationale of national core skills and broad-based competences.

The findings indicated that the curriculum is driven by seven predetermined national [core] skills and four broad [based] competences. The selection of curriculum content in relation to the subjects is guided by the need for pupils to develop the national skills and competences by the end of the primary school programme. The subjects are organised into five domains each allocated a certain weight. The elements of the vertical and horizontal articulation are fairly balanced. Therefore, mastery of the components and organisation of the content is a prerequisite for teachers to implement the curriculum effectively. Alemge (2019) also posits that, the new curriculum is based on a constructivist philosophical paradigm which is based on the belief that knowledge is constructed.

In addition, findings of the study also revealed that the Tyler's model of curriculum development played a great role in the development of the Social Studies curriculum. This model was developed from the theory Tyler presented in his work, *Basic Principles of Curriculum and Instruction* published in 1949. He outlined an approach to curriculum and instruction. He identifies four main component steps which must guide curriculum developers. The four steps include; general objectives, learning experiences, sequencing and evaluation (Ornstein and Hunkins, 2018).

Teaching Methods and their effect on teachers' effectiveness in Mfoundi division.

The second hypothesis of the study states that Social Studies teaching methods have statistical effect on teachers' effectiveness in primary schools in Mfoundi division. A global mean of 3.12 indicated that teachers used the recommended teaching methods in Social Studies. The scatterplot showed a strong positive linear relationship between teaching methods and Teachers' Effectiveness scores, which was confirmed with a Pearson's correlation coefficient of r = .429. The regression model predicted 17.8% of the variance. The model fit the data well (F (1, 148 = 33.306, $p < .000$). The linear regression F test has the null hypothesis that the use of teaching methods does not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, $R^2 = 0$, with F

(1, 148) = 33.306, p= .000, the test is highly significant. Thus, we can assume a statistically significant relationship between the teachers' use of teaching methods and Teachers' Effectiveness.

From the observation, all the teachers used didactic materials to teach lessons. 70% used prescribed teaching methods. 60% have a planned project for the month and carried out remedial activities to help slow learners. 50% built lessons around the Integrated Learning Themes and paste charts on the wall for continuous learning. However, only 10% of the observed classes executed a project for the month and grouped learners during lessons. However, the mean percentage of 51.25% shows that teachers are not properly applying the teaching methods as presented in the questionnaire. The low percentage on execution of project, and grouping of learners (an aspect of cooperative learning), is a call for concern.

Esongo (2017) explains that CBA seeks to remove the wall between the classroom and everyday life. This calls for the use of real life situations in the classroom to explain concepts for learners to better understand. Concrete materials are also used for demonstration during the teaching and learning process. This is to ensure that the learners are apt to apply the skills learned in class to solve problems in real life. Adboulaye (2019) supports this by stressing that CBA aims at verifying and validating learners' achievement in terms of resolving concrete situations rather than knowledge memorisation that they often forget and may not apply in real life situations. He opines that two processes are essential in CBA learning; acquisition of knowledge, skills and attitudes, and mobilisation of the latter resources to solve real life problems. Therefore, effective learning will only occur when the learners can integrate or mobilise what they have learnt to solve societal problems.

Teaching Materials used and their effect on teachers' effectiveness in Mfoundi division

The third hypothesis in this study states that Social Studies teaching materials used have statistical effect on teachers' effectiveness in primary schools in Mfoundi division. This means that the choice of the didactic materials used by the teacher can be used to determine effectiveness.

The scatterplot showed a strong positive linear relationship between the use of teaching materials and Teachers' Effectiveness scores, which was confirmed with a Pearson's correlation coefficient of r = .410. The regression model predicted 16.2% of the variance. The model fit the data well (F (1, 148 = 29.856, p < .000). The next table is the F test. The linear regression F test has the null hypothesis that the use of teaching materials does not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, R^2= 0, with F (1, 148) = 29.856, p= .000, the test is highly significant. Thus, we can assume a statistically significant relationship between the

teachers' use of teaching materials and Teachers' Effectiveness. A global mean of 2.66 means that teachers averagely use recommended teaching materials in teaching Social Studies. Therefore the null hypothesis is rejected. Meaning Social Studies teaching materials used statistically affect teachers' effectiveness in primary schools in Mfoundi division.

All the teachers used visual didactic materials to teach Social Studies. 60% have mastery of teaching materials prescribed for Social Studies. Only 30% used print didactic materials to teach Social Studies. Very few teachers (20%) used community resource persons to teach Social Studies. None of the teachers used audio-visual didactic materials to teach Social Studies. The mean percent is 36.67%. This completely contradicts the response from the questionnaire.

This confirms Karimina, et al, (2021) where all the teachers had accepted during interview that they use CL structures (jigsaw, think-pair-share and group investigation), but only one teacher actually used it (think-pair-share) during observation. It is important for teachers to understand the teaching – learning methods and suitable didactic materials to effectively implement them in the classroom.

According to Gagne, learning is made up of hierarchical sequence of instructional materials and methods. This hierarchy moves from simple to complex. He opines that, for one to grasp general theories, principles or concepts, specific ideas and knowledge must be learned. This is a prerequisite for advanced learning. Thus, Gagne, just as Bruner, advocates for a bottom-up approach in learning. He identifies five learning outcomes identified namely; intellectual skills; information; cognitive strategies; motor skills; and attitudes. These five outcomes represent the cognitive, psychomotor and affective domains of learning. Gagne also outlines eight types of learning. These levels are arranged in a hierarchical sequence. The eight levels are; signal learning; stimulus and response; motor chains; verbal association; multiple discriminations; concepts; rules; and problem solving. The hierarchy helps to identify prerequisites to facilitate learning at the next level. Signal learning is the simplest form of learning, Ornstein & Hunkins (2018).

Similarly, Piaget's theory of cognitive constructivism supports the relationship between teaching materials and effective learning. He identified four stages of learning. These are sensory motor stage, preoperational stage, concrete operational stage and formal operational stage. Learning at the various stages requires the use of different types of instructional materials (Pressley and McCormick 2007). Piaget also outlines three interrelated processes through which cognitive

development is achieved. These are organisation, adaptation and equilibration (Gupta & Frake, 2009:20).

A variety of cognitive tools should be used in PBL with emphasis on learning technologies. Effective PBL according to Maros et al. (2021) is also based on student activity, development of their cognitive abilities, degree of student's autonomy and their creativity. The Social Studies curriculum prescribes a variety of didactic materials to be used. These different materials meets the learning styles of learners.

Assessment Methods and their effect on teachers' effectiveness in Mfoundi division.
The fourth hypothesis in this study states that the assessment methods have statistical effect on teachers' effectiveness in primary schools in Mfoundi division. The F test linear regression has the null hypothesis that Social Studies assessment methods do not have a statistically significant influence on Teachers' Effectiveness at p=.05. In other words, R^2= 0, with F (1, 148) = 81.432, p= .000, the test shows a high significance. Thus, we assume a statistically significant relationship between the use of Social Studies assessment methods and Teachers' Effectiveness. The regression results showed a significant relationship between the use Social Studies assessment methods and Teachers' Effectiveness scores (t = 16.311, p < 0.000). The slope coefficient for the use of Social Studies assessment methods of the teachers was .596, so Teachers' Effectiveness increased.

The observation reveals that 90% of the observed teachers gave assessment in Social Studies at the end of the month. 80% gave oral assessment at the end of Social Studies lessons. 50% gave assessment at the beginning of Social Studies lessons. Only 20% of the teachers assessed the class project at the end of each month and carried out skill-based assessment. The mean percentage is 53.3%. This means that teachers are not assessing the learners properly as they indicated in the questionnaire.

The Social Studies curriculum prescribes three types of assessment to be used in the primary school. These are; diagnostic, formative and summative assessments. The curriculum also outlines the form assessment in Social Studies is supposed to take. These are oral, written and practical assessments. These forms should assess the learner's knowledge, skills and attitude. The curriculum also requires the use of real life situations during evaluation. This is to help learners to apply acquired knowledge and developed skills useful in their daily lives. This makes learning more practical and useful. Furthermore, the Social Studies curriculum prescribes assessment tools like observation checklists; learner's self-assessment; daily practical assignments; samples of

learner's work; learner's willingness to participate and contribute in projects/conferencing; oral and written quizzes; portfolios; willingness to be involved in class and school activities.

Alemnge (2019) recommends that teachers use diagnostic assessment before the start of each lesson to help determine the level of knowledge, skill and attitudes which pupil have about the new material to be learned. Tambo (2012) opines that assessment is the process of using tests to collect and analyse information for the purpose of determining how much pupils have learned about a given subject or the skills they have acquired for performing certain tasks. Learners' performance is one of the determinants of teachers' effectiveness. Therefore, the type of assessment, form of assessment and tools of assessment affect learners' performance and consequently teachers' effectiveness.

Conclusion

The main objective of this study was to examine the implementation of the Social Studies curriculum and its effects on teachers' effectiveness in Mfoundi Division. The correlation and the statistically more advanced method of simple linear regression analysis were used to analyse data from the questionnaire. Data analysis proved that a significant relationship exists between curriculum implementation and teachers' effectiveness. The study found that all four constructs used to measure the implementation of the Social Studies curriculum were strong determinants of effective teaching and learning.

In terms of effect size, teachers of Mfoundi division scored a mean of 3.15 for content knowledge. The observation score of 60% confirmed this to be the strongest determinant of their effectiveness. Assessment methods are the second point of strength. The mean value of 3.30 from the questionnaire were confirmed by the 53.3 mean percent. The third point of strength were the teaching methods used. It scored a mean of 3.12 for the questionnaire, and a mean percent of 51.25% from the observation. This is however low given the important place of teaching methods in attaining curriculum objectives. Both questionnaire and observation shows that teachers were not effective in the use of prescribed materials. The global mean of 2.66 from the questionnaire was confirmed by the 36.67% mean percentage from the observation.

Recommendations

Given the important of curriculum in the formal education milieu, its effective implementation is key to attaining general goals of education. Teachers, inspectors, schools, MINEDUB and parents

are important stakeholders of curriculum implementation in Cameroon. The researcher therefore advances some proposals to these persons.

As the main implementers of the curriculum, teachers should take more pride in their vocation by reaffirming their position as the main architects in building the educational life of the learners. They should pursue personal career development to further understand and master the constant changes which characterises the field of education. It is commonly said that he who stops learning should stop teaching. Therefore, teachers should be involved in more research which is relevant to their career.

Pedagogic supervisors are called upon to control, evaluate and animate teachers as they implement the curriculum. They are also supposed to play the roles of counsellors and leaders towards the teachers they supervise. Supervisors should also engage in further studies to comprehend and master the changes of the new curriculum. Only then can they confidently assist teachers in carrying out their tasks effectively. They should also review and diversify their model of supervision. This will go a long way to improve on the supervisor-teacher relationship, which is often antagonistic.

Schools should take it upon themselves to organise in service training to their teachers. This will help the teachers to better implement the curriculum thus improving on learners' performance. Experts should be invited to help tackle specific problems faced by the teachers. The school administration should also provide teachers the necessary requirements to enable teachers provide the relevant didactic materials. They should also make sure that teachers use them effectively.

The government should ensure that effective training and recycling of teachers is done to keep them abreast and familiar with the changing times. The number of supervisors should be increased. This will reduce supervisor-teacher ratio and make their task more effective. The state should also provide more incentives to teachers and supervisors like giving awards to best performing teachers and encouragement to those still evolving.

Researchers should put more interest in the new primary school curriculum. Valued research will go a long way to throw more light on the changes of the curriculum and help the various stakeholders to better understand their roles and how to perform them.

Limitations of the Study

In the course of this study, the researcher encountered a series of challenges. They affected the findings of the study in one way or the other. Though some of these challenges really hindered the efforts of the researcher, they were not enough to completely alter the course of the study. It is however, important to state these challenges so that future researchers in related studies should be aware of them when embarking on such a study. They include:

Research work on the new primary school curriculum is limited. The curriculum was introduced in 2018. Therefore, existing research work by Cameroonians on it is still low. This made empirical review difficult. To counter this, the researcher exploited the few existing publications by Cameroonian researchers and supported it with external ones.

The researcher encountered difficulties with the distances from one school to the next while collecting data. Being a large area, it was not easy to cover schools in all the seven sub-divisions which make up Mfoundi division. The researcher did purposeful selection based on proximity for the observation, and targeted teachers during seminars and at examination centres.

Some schools and teachers were very reluctant to participate in the study. Some asked for financial motivation. To counter this, the researcher took time to enlighten the concerned on the importance and privilege to be chosen to take part in such a study.

Suggestions for Further Research

This study was centred on the implementation of the Social Studies curriculum and its effect on teachers' effectiveness in some primary schools in Mfoundi division. It focused on Level two teachers. Data was collected using a questionnaire and an observation guide. The researcher therefore makes the following recommendations for further research:

- ➢ The study should be replicated in other divisions and region using other designs.
- ➢ A comparative study on curriculum implementation in government and private schools should be carried out.
- ➢ For the results of the study to be more generalized, a larger sample should be used in replicating the study.
- ➢ The study should also be done using other methods of data collection like interview and observation.

REFERENCES

Kriswianti, T. N., Almasitoh, U. H., Darmo, M. P., and I. Riyadi (2019). The Implementation of Thematic-Scientific Learning to Build High-Order Thinking Skills of Elementary School Students. Atlantic Press. *Advances in Social Science, Education and Humanities Research, Volume 397.*

Pallant, J. (2010). SPSS Survival Manual: A Step by Step Guide to Data Analysis usin SPSS for Windows (3rd ed.). *Maidenhead: Open University Press.*

Pressley, M., and McCormick, C. (2007). *Child and Adolescent Development for Educators.* New York: Guilford Press. Richmond, G. and Striley, J. (1996): Making Meaning in Classrooms: Social Processes in Small-Group Discourse and Scientific Knowledge Building. *Journal of Research in Science Teaching*, 33/ 8: 839-858.

Botty H. M. R. H., Shahrill, M., J. H. Jaidin, Hui-Chuan Li and M. S. Fang Chong (2016). The Implementation of Problem-Based Learning (PBL) in a Year 9 Mathematics Classroom: A Study in Brunei Darussalam. *International Research in Education ISSN 2327-5499, 2016, Vol. 4, No. 2.*

Nyinkeu, N. D., Katiba, C. T., & Henry, N. (2015). Project-based teaching for information technology students in Africa: A case report. *International Journal of Technology in Teaching and Learning, 11(*2), 130-139.

Villia Anggraini, Sofia Edriati, Ade Dewi Maharani, Liza Husnita (2021). Implementation of Thematic Learning Model a Elementary Schools o Lima Puluh Kota Regency. *Atlantis Press. Advances in Social Science, Education and Humanities Research, Volume 409. 2nd Social and Humaniora Research Symposium (SoRes 2019).*

Sari Karmina, Ben Dyson, Penelope W. St. Watson and Rod Philpo (2021). Teacher Implementation of Cooperative Learning in Indonasia: A Muliple Case Study. *Education Sciences, May 2021. DOI: 10.3390/educsci11050218*

Sawyer, R. K. (2006). *The Cambridge Handbook of the Learning Sciences.* New York: Cambridge University Press.

Oakley, L. (Ed.). (2004). *Cognitive Development.* London: Routledge.

Gupta, M. D. and Frake, C. (2009). ―Child and Family Development‖. In N. Dogra and S. Leighton (eds.), *Nursing in Child and Adolescent Mental Health*, (pp.19-33). England: Open University Press.

Chen, Z and Siegler, R. S. (2000). ―Intellectual Development in Childhood‖. In R. J. Sternberg (ed.), *Handbook of Intelligence*, (pp. 92-117). Cambridge: Cambridge University Press.

Derry, J. (2014). ―Abstrct Rationality in Education: From Vygostsky to Brandom‖. In M. Young and J. Muller (eds.), *Knowledge, Expertise and the Professions*, (pp. 3347). London: Routledge.

Alves P.F. (2014). Vygotsky and Piaget: Scientific Concepts. *Psychology in Russia: State of the Art*, 7/3: 24-34.

Greenier, V. T. (2020) The 10Cs of project-based learning tesol curriculum. Innovation in Language Learning and Teaching, 14(1), 27–36. https://doi.org/10.1080/17501229.2018.1473405

Milan Maros, Marcela Korenkova, Milan Fila, Michal Levicky & Maria Schoberova (2021): Project-based learning and its effectiveness: evidence from Slovakia, Interactive Learning Environments, DOI: 10.1080/10494820.2021.1954036

Joseph S. Krajcik and Phyllis C. Blumenfeld (2020). Poject-Based Leaning. The Cambridge Handbook of the Learning Sciences.

Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, *41*(3), 39–54.

Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1993). Circles of learning. (4th ed.). Edina, MN: Interaction Book Company.

Slavin, R.E. (1995). Cooperative learning: Theory, research, and practice 2nd ed. Boston: Allyn & Bacon.

Gillies, R. (2003a). The behaviors, interactions, and perceptions of junior high school students during small-group learning. *Journal of Educational Psychology, 95*, 137147.

Gillies, R. (2003b). Structuring cooperative group work in classrooms. *International Journal of Educational Research, 39,* 35-49.

Nina Klang, Ingrid Olsson, Jenny Wilder, Gunilla Lindqvist, Niclas Fohlin and Claes Nilholm (2020). A Cooperative Learning Intervention to Promote Social Inclusion in Heterogeneous Classrooms. *Department of Education, Uppsala University, Uppsala, Sweden, Department of Special Education, Faculty of Social Sciences, Stockholm University, Stockholm, Sweden, Association of Cooperative Learning for Teachers, Stockholm, Sweden.*

Johnson, D. W., and Johnson, R. T. (2008). "Social interdependence theory and cooperative learning: the teacher's role," in The Teacher's Role in Implementing Cooperative Learning in the Classroom, eds R. M. Gillies, A. F. Ashman, and J. Terwel (Boston, MA: Springer).

Slavin, R. E. (1980). Cooperative learning. *Review of Educational Research*, *50*(2), 315–342. https://doi.org/10.2307/1170149

Senad Becirovic, Vildana Dubravac and Amna Brdarevic-Celjo (2022). Cooperative Learning as a Pathway to Strengthening Motivation and Improving Achievement in an EFL Classroom. *SAGE Open January-March 2022: 1 –13, DOI: 10.1177/21582440221078016, journals.sagepub.com/home/sgo*

Smith, K. A. (1995). Cooperative learning: Effective teamwork for engineering classrooms. *IEEE Education Society/ASEE Electrical Engineering Division Newsletter*. 1–6. https://doi.org/10.1109/FIE.1995.483059

Jacobs, G. M., & Hall, S. (2002). Implementing cooperative learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 52-58). New York: Cambridge University Press.

Cohen L., Manion L. and Morrison K. (2007). Research Methods in Education, (6th Ed.). London: Taylor & Francis. https://doi.org/10.4324/9780203029053.

Abdoulaye Diasse, Hiroki Ishizaka. (2019). Introduction of The Competency Based Approach in Teaching and Learning Mathematics at Elementary School Level in Senegal -Successes and Challenges. *Journal of International Educational Cooperation, 3*.

Abdu-Raheem, B. O. (2015). Teachers' perception of the Effectiveness of Methods of Teaching Social Studies in Ekiti State, Nigeria. *World Journal of Education, 5*(2).

Alemnge, F. L. (2019). Curriculum reform in Cameroon: An Analysis of the New Primary School Curriculum. *International Journal of Trend in Scientific Research and Development, 3*.

Alemnge, F. L. (2020). Perceptions of Competency-Based Teaching and Learning by Teachers and Students of Secondary Schools in Cameroon: Evidence from Implementation of the History Syllabus in Form Five of the Bilingual Grammar School, Buea, South West Region. *Asian Journal of Education and Social Studies*.

Amin, M. E. (2005). *Social science research*: *Conception, methodology & analysis*. Kampala, Makerere University Printery.

Angelo, R., & McCarthy, R. (2018). Group Assignments as a Class Element to Promote Performance in Virtual Groups. *Information Systems Education Journal*, *16*(4), 4-12.

Ayoub, C. K, Rugambuka, I. B, & Ikupa, M. (2013). Implementation of Competency Based Teaching in Morogoro Teachers' Training College, Tanzania. Makerere Journal of Higher Education. 4(2), 311-326.

Barron, B. (2006). Interest and self-sustained learning as catalysts of development: A learning ecology perspective. *Human development*, *49*(4), 193-224.

Basit, T. N. (2010). Conducting research in educational contexts. London: Continuum

Belibi, E.P.R. (2018). Competency-based English language teaching in Cameroon francophone secondary schools: Peculiarities, challenges and solutions. In L.N. Afutendem, C. M. Nkwetisama and G. T. Fai (eds.) Language and Literature Sciences in Contemporary Cameroon and the Commonwealth (pp.99-126).

Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education* implementation of public sector social programs. *American Journal of Community Psychology*, 15(3), 253-268.

Bishop, C. Michael, C. & Cheryl, K. (2014). learner-centred environments: Creating effective strategies based on student attitudes and faculty reflection. *Journal of Scholarship of Teaching and Learning*.

Blakely, C. H., Mayer, J. P., Gottschalk, R. G., Schmitt, N., Davidson, W. S., Roitman, D. *Research & Development*, 18(1), 57-75.

Boote, D. N. (2006). Teachers' professional discretion and the curricula. *Teachers and Teaching: Theory and practice*, 12(4), 461-478.

Borich, G. D. (2011). *Effective teaching methods: Research-based practice.* NY: Pearson

Boudersa, N. (2016). The importance of teachers' training and professional development programs in the Algerian educational context: Towards Informed and Effective teaching practice. *Research gate*.

Burkhauser, M. A. & Lesaux, N. K. (2017). Exercising a bounded autonomy: Novice an experienced teachers' adaptations to curriculum materials in an age of accountability. *Journal of Curriculum Studies*, 49(3), 291-312.

Buseri, J.C. and Dorgu, T.E. (2011). The relevance of instructional materials for effective Curriculum delivery in Nigeria. Journal of issues in professional Teacher Education (JTIPTE). 2 (2) P 9.

Cabautana L.I.C., Dacles. D.D.M., "Philippine Public Secondary Economics Teachers' Level of Competence and Problems Felt in Terms of Curriculum Content, Instruction, and Assessment and Evaluation Procedures". International Journal of Multidisciplinary: Applied Business and Education Research vol.2, no. 2, pp. 170–85, 2021.

Cagliese G. Ghanei, "Team based Learning in Economics: Promoting group collaboration, diversity and inclusion," The Journal of Economic Education, Vol.53, NO.1, 11-30.

Chen, C. H., & Bradshaw, A. C. (2007). The effect of web-based question prompts on scaffolding knowledge integration and ill-structured problem solving. *Journal of research on Technology in Education*, *39*(4), 359-375.

Cheptoo, R. (2019). The 'Africanized' Competency Based Curriculum: The Twenty-First Century Strides. Shanlax International Journal of Education. 7(4), 46-51. 8

Chigeru, W.C. (2020). The role of evaluation in teaching and learning. Journal of education and society. Vol. 10 (3), 583 – 574.

Chukwe, K.C. (2017). Fundamentals of testing. Port Harcourt : Emmanuel ventures

Costley, J., & Lange, C. (2018). The moderating effects of group work on the relationship between motivation and cognitive load. *The International Review of Research in Open and Distributed Learning, 19(1),* 106-120.

Craig, C. J., Ross, V., Conle, C. & Richardson, V. (2008). Cultivating the image of teachers as curriculum makers. In F. M. Connelly, M. F. He & J. Phillion (Eds), *The SAGE handbook of curriculum and instruction.* SAGE Publications. (pp. 282-305) n14

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches.* Thousand Oaks, CA: Sage.

Demssie, Y. N., Wesselink, R., Biemans, H. J., & Mulder, M. (2019). Think outside the European box: Identifying sustainability competencies for a base of the pyramid context. Journal of Cleaner Production, 221, 828-838.

Dorgu, T. E (2016) Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom. International Journal of Secondary Education. Special Issue: Teaching Methods and Learning Styles in Education. Vol. 3, No. 6-1, 2015, pp. 77-87.

Du, X., Zhang, M., Shelton, B. E., & Hung, J. L. (2022). Learning anytime, anywhere: a spatio-temporal analysis for online learning. *Interactive Learning Environments*, *30*(1), 34-48.

Durlak, J. A. & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology,* 41, 327-350.

Dusenbury, L., Brannigan, R., Falco, M. & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Education Research*, 18(2), 237-256.

Edwin Obwoge, M. (2016). Competency Based Education and Training: A Fresh Green Leaf from the Australian Context for TVET in Africa. IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455–2526), 3(3).

Ehiemere, F. I. (2022) The Role of Evaluation in Teaching and Learning Process in Education. International Journal of Advanced Academic and Educational Research: 2360-9909, 13, 5,

Elrod, S., & Kezar, A. (2015). Increasing student success in STEM: A guide to systemic institutional change. A Keck/PKAL Project at the Association of American Colleges & Universities

Esongo, N. M. (2017). Correlation between the Availability of Resources and Efficiency implementation of Competency-Based Teaching Approach in Cameroon. *Journal of Education and Practice*.

Estomihi.H.N. Fang, H. & Fika, W. (2021). Implementation of Competence Based Curriculum in Tanzania: Perceptions, Challenges and Prospects. A Case of Secondary School Teachers in Arusha Region. *Journal of Education and Practice, 12*(19).

Felder, R. M. & Brent, R. (2005). Understanding student differences. *Journal of Engineering*, 94(1), 57-72.

Gilles, C., Wang, Y., Smith, J. and Johnson, D. (2013). "I'm no longer just teaching history': Professional development for teaching Common Core State Standards for literacy in social studies." *Middle School Journal*, Vol. 44, No. 3, pp. 34-43.

Gruber, G. (2018). 5 Benefits of Competency Based Education for Students. Explorance.

Hadi. R. F. and Subali. B (2017). The Learning continuum based on student's level of competence and specific pedagogical learning material on physiological aspects from teachers' opinions. AIP publishing, 978-0-7354-1548-5

Holt, L. C. & Kysilka, M. L. (2006). *Instructional patterns: Strategies for maximizing student learning*. NY: SAGE.

Ifeoma M. M. (2013). "Use of Instructional materials and educational performance of students in Integrated Science": A case study of Unity schools in Jalingo, Taraba State Nigeria. IOSR Journal of Research method in education Vol. 3 (4), 07 -11

Isaboke, H., Mweru, M., & Wambiri, G. (2021). Teacher Preparedness and Implementation of the Competency Based Curriculum in Public Pre-Primary Schools in Nairobi City County, Kenya. International Journal of Current Aspects, 5(3), 32-53.

Jay, J. A. & Knaus, M. (2018). Embedding play-based learning into junior primary (Year 1 and 2) curriculum in WA. *Australian Journal of Teacher Education*, 43(1).

Job, C. L. (2017). What Is Teacher Effectiveness? A Case Study of Educator Perceptions in A Midwest Elementary School.

John W. Creswell and J. David Creswell. (2018). *Research Design: Qualitative, Quantitative, and mixed Methods Approaches.* (5. edition, Ed.) SAGE Publications,Inc

Kafyulilo, Rugambuka, ikupa. (2013). Implementation of Competency Based Teaching in Morogoro Teachers' Training College, Tanzania. *Makerere Journal of Higher Education.*

Kaku D. W., and Arthur. F. (2020) "Perceived Effect of Instructional Materials on the Effective Teaching and Learning of Economics," European Journal of Education Studies, vol.7, no. 9, 2020. DOI: 10.46827/ejes. v7i9.3220,2020 [6]

Kanyonga, L. Mtana, N. & Wendt, H. (2019). Implementation of competence-based curriculum in technical colleges: The case of Arusha City, Tanzania. International Journal of Vocational and Technical Education. 11(1), 1-20.

Kathryn, A. L. (2017). Global Flows of Competence-based Approaches in Primary and Secondary Education, Cahiers de la recherche sur l'éducation et les saviors, consulté le 20 Janvier 2021. URL: http://journals.openedition.org/cres/3010

Kellogg Sara, (2018). "Competency Based Education: Best Practices and Implementation Strategies for Institutions of Higher Education" Doctorate in Education. 3.

LaChausse, R. G., Clark, K. R. & Chapple, S. (2014). Beyond teacher training: The critical role of professional development in maintaining curriculum fidelity. *Journal of Adolescent Health*, 54(3), S53-S58.

Lawyer, B. N. (2021, January). Competence-based education and teacher education effectiveness: Lessons for the university of Buea, Cameroon. *American Research Journal of Humanities Social Science, 04*(01).

Loveline, Yaro. (2020). A Conceptual Framework Analysis for Implementing Curriculum Policy Change in the Cameroon Education System. *American Research Journal of Humanities & Social Science (ARJHSS), E-ISSN: 2378-702X. Volume-03, Issue-06, pp 86-107, June-2020.*

Lumadi, W.M. (2014). Exploring Factors Faced by Teachers in Curriculum Implementation. *Managing time and space, student behaviour, and instructional strategies*. NY: ASCD.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD. 26

Mezieobi, K. A. (2011). Social Studies in Nigeria. Teaching methods, instructional materials and resources. Owerri: Acade Peak Publishers.

Miwa, K., Morita, J., Nakaike, R., & Terai, H. (2014). Learning through intermediate problems in creating cognitive models. *Interactive Learning Environments*, *22*(3), 326-350.

MINEDUB (2018). Cameroon Primary School Curriculum; English Subsystem; Level I: Class 1 & Class 2.

MINEDUB (2018). Cameroon Primary School Curriculum; English Subsystem; Level II: Class 3 & Class 4.

MINEDUB (2018). Cameroon Primary School Curriculum; English Subsystem; Level III: Class 5 & Class 6.

MINEDUB (2018). Teacher's Handbook for the Cameroon Nursery and Primary School Curricula.

Mkonongwa, L. M. (2018). Competency-based teaching and learning approach towards quality education.

Nforbi, E. & Siewoue, M. B. (2015). Perspectives for the competence-based approach with entry through real life situations in the teaching of English in Cameroon francophone secondary schools. Cameroon Journal of Language Education. 1: 1 – 18. 23

Nkemleke, D & Belibi, E. P. (2019). Strategies for enhancing learners' language competence with special reference to Cameroon. Syllabus Review, Special focus on APC/CBA. 8(1), 112136

Nkongho, D. L. (2019). Challenges Faced by teachers in the Implementation of Competency-based approach in secondary schools in the south west region of Cameroon. *International Journal of Trend in scientific Research and Development, 3*(6).

Okon E. Akpan. Effective Implementation of Social Studies Curriculum in Schools: Matters Arising. *International Journal of Education, Learning and Development Vol. 8, No.9, pp.40-49, December 2020.*

Omiebi-Davids, I. (2017). Skills in effective teaching. Port-Harcourt: Minson Publishers Ltd.

Orluwene, G.W. (2019). Fundamental of testing and non – testing tools in educational psychology. Sunny Alaele production Port Harcourt

Ornstein, A. C. & Hunkins, F. P. (2018). *Curriculum: Foundations, principles and issues* (7th ed.). Pearson Education Limited: USA.

Prameswari, S., & Budiyanto, C. (2017). The development of the effective learning environment by creating effective teaching in the classroom. Indonesian Journal of Informatics Education. 1.10.20961

Ramzitdinovna, D. B. (2022). New Approaches to Interactive Learning Technology. *Innovative Developments and Research in Education*, *1*(6), 98-101.

Razzak, F., Shaikh, S., & Siddiqui, A. (2019). Exploring Effects of Learning Styles on Learning Outcomes. *New Horizons*, *13*(1), 1992-4399.

Regula Grob, Monika Holmeier and Peter Labudde (2015). Formative assessment methods for inquiry learning. Centre for Science and Technology Education, Steinentorstrasse 30,4051 Basel, Switzerland Everlyne

Remillard, J. T. (2005). Examining key concepts in research on teachers' use of mathematics curricula. *Review of Educational Research*, 75(2), 211-246.

Republic of Cameroon. Growth and Employment Strategy Paper. National Printing Press, 2009.

Republic of Cameroon. National Development Strategy. National Printing Press, 2020.

Republic of Cameroon: Growth and Employment Strategy Paper. National Printing Press, 2015

Republic of Cameroon. National Forum on Education: Final Report. Ministry of National Education, 1995.

Republic of Cameroon. Law No. 1998/004 of April 1998 Lay Down Guidelines for Basic, Secondary and Teacher Education. Presidency of the Republic, 1998.

Republic of Cameroon. Decree No. 2001/041 of 19th February 2001 Bearing on the Organization of Public School and Prescribing the Duties of the School Administrative Personnel. Presidency of the Republic, 2001.

Republic of Cameroon: *Loi Nº1.63/COR-5, du Juillet 1963; portant organization de l'enseignement Premaire Elementaire*

Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 36(1), 12-19, 39.

Roskos, K. & Neuman, S. B. (2011). The classroom environment: first, last, and always.

Ross, E. W. Mathison, S., & Vinson, K. D. (2014). Social studies curriculum and teaching in the era of standardization. In E. W. Ross (Ed.), *The social studies curriculum: Purposes, problems and possibilities* (4th ed., pp.25–49). State University of New York Press, Albany.

Rwigema, P. C., & Andala, H. (2022). The influence of teacher related factors on the implementation of the competency-based curriculum in Rwanda. A case study of public

primary schools in Kicukiro District. The Strategic Journal of Business & Change Management, 9 (1), 16 – 30.

Selemani, Y. (2014). Implementation of the constructivist approach in competency-based learning of primary school science in Tanzania (Doctoral thesis). The University of Dodoma,

Serbati, A. (2015). Implementation of Competence-Based Learning Approach: stories of practices and the Tuning contribution to academic innovation. Sage Publication

Slater, T. F. (2002). Observation of student behaviour in collaborative learning groups. Astronomy Education Review, 1(1), 25-32, 2002.

Sulasmi, E. (2021). Effectiveness of modeling learning strategies to improve student learning outcomes. *Budapest International Research and Critics Institute Humanities*, *4*(1)11-27.

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

Taiba. S., Rahima. A. & Fatma. A. (2021). Competency-Based Curriculum in Kuwait: from the Ideal to Real. *Canadian Center of Science and Education*.

Talat Waseem and Fatima Aslam. (2021). Educational Learning Theories and their Implications in Modern Instructional designs.

Tambo L. I. Cameroon National Education Policy Since 1995 Forum, Design House, 2003.

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

UNESCO (2011). Education 2030 Incheon declaration and framework for action: Towards inclusive and equitable equality education and lifelong learning for all. Retrieved from *www.uis.unesco.org/education/declaration/incheon-framework- for-action-en.pdf*

United Nations Organization (2000): Millennium Development Goals.

United Nations Organization (2015): Sustainable Development Goals.

Urunana, R. W. (2018). Implementing Competency-based curriculum. Success and challenges. Kigali, Rwanda. issue 006.

Vera. I. Akpan, Udodirim. A. Igwe, Ikechukwu Blessing, Ijeoma Mpamah & Charity.O. Okoro. (2020, september). Social constructivism: Implications on teaching and learning. *British Journal of Education, 8*(8).

Wayne Ross, E.; Mathison, Sandra; D. Vinson, Kevin. *Social Studies Education And Standards-Based Education Reform In North America: Curriculum Standardization, High- Stakes Testing, And Resistance.* Revista Latinoamericana de Estudios Educativos (Colombia), 2014, pp. 19-48

Wiysahnyuy, L. F. (2021). The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains. *International Journal of Humanities Social Sciences and Education.*

APPENDIXES

Appendix 1: Research Authorisation from University of Yaounde I

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

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

The Dean

N° _113_ /22/UYI/FSE/VDSSE

RESEARCH AUTORISATION

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **AGENDIA Nicholas ATEMNKENG**, Matricule **20V3609**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Option: *CURRICULUM DEVELOPMENT AND EVALUATION*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. NKEMNGONG NKENGASONG**. His work is titled *« The implementation of the Cameroon primary school curriculum and the impact on teacher's effectiveness »*.

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

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

Done in Yaoundé, le 0 2 MARS 2022

For the Dean, by order

xii

Appendix 2: Research Authorisation from Divisional Delegation of Basic Education for Mfoundi

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

MINISTERE DE L'EDUCATION DE BASE

DELEGATION REGIONALE DU CENTRE

DELEGATION DEPARTEMENTALE
DU MFOUNDI

REPUBLIC OF CAMEROON
Peace-Work-Fatherland

MINISTRY OF BASIC EDUCATION

CENTRE REGIONAL DELEGATION

DIVISIONAL DELEGATION OF MFOUNDI

Yaoundé, le 28 FEV 2023

AUTORISATION DE RECHERCHE

N° 011 / AS/MINEDUB/DREB-C/DDEB-MFDI

Une autorisation de recherche est accordée à ...AGENDIA Nicholas ATEMNKENG..., étudiant(e) à l'université de Yaoundé I Faculté DES SCIENCES DE L'EDUCATION afin d'effectuer une recherche académique à l' Département du Mfoundi du .... au .... 202........ ; dans le cadre des activités Des sciences de l'education

cas CURRICULA ET EVALUATION

L'intéressé(e) prendra attache avec le(s) directeur(s) de(s) la ou les dite(s) école(s) du département du Mfoundi.

En aucun cas l'ordre normal du déroulement des enseignements ne sera perturbé.

LE DELEGUE DEPARTEMENTAL

Le Délégué

REPUBLIC OF CAMEROON		REPUBLIQUE DU CAMEROUN
******		******
THE UNIVERSITY OF YAOUNDE I		UNIVERSITE DE YAOUNDE I
******		******
FACULTY OF EDUCATION		FACULTE DE SCIENCES DE L'EDUCATION
******		******
DEPARTMENT OF CURRICULUM AND EVALUATION		DEPARTMENT OF CURRICULUM AND EVALUATION

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear Respondent,

I am **AGENDIA Nicholas ATEMNKENG**, a master student at the University of Yaounde I, Faculty of Education, Department of Curriculum and Evaluation, specialising in Curriculum Development and Evaluation. I am carrying out a research on the topic:

"The Implementation of Social Studies Curriculum and Teachers' Effectiveness in Primary Schools in Mfoundi Division"

The educational community and I will greatly appreciate your participation in this work, by filling this questionnaire. Be rest assured that these findings will only be used for the purpose of this research, in line with Law No. 91/023 of 16 December 1991 on census and statistical investigation activities. Your identity will also remain anonymous. Hence, be confident to give your sincere opinion without any fear or favour.

General Instruction:

Please place a tick (√) in the box which corresponds to your answer.

Questionnaire No. ....   Code: ....   Date: ....

PART I: Socio-demographic Data

1. Gender: Male ☐   Female**:** ☐

2. Age Range: Below 25years ☐   26-35years ☐   36-45years ☐   46years + ☐

3. Professional Qualification: Grade I ☐   Grade II ☐

Others (specify) ....

4. Highest Academic Certificate: GCE O/Level ☐   GCE A/Level ☐   Bachelor Degree ☐

Master I/Maitrise ☐   Master II/DEA ☐   Others (specify) ....

5. Teacher of: Level I ☐   Level II ☐   Level III ☐

6. Teaching experience: Below 0-4 years ☐   5-9 years ☐   10-15 years ☐   16 year above ☐

7. Subdivision of your current school: ....

PART II

Note: **SA**= Strongly Agree; **A**= Agree; **D**= Disagree; **SD**= Strongly Disagree

Please place a tick (√) in the box which corresponds to your answer.

SECTION B: Content Knowledge

S/N	STATEMENT	SA	A	D	SD
1	I know the National Core Skill to be developed by Social Studies.				
2	I master the Broad Based Competences of Social Studies.				
3	I master the components of Social Studies.				
4	I teach all the components of Social Studies.				
5	I master the learning experiences of Social Studies.				
6	I arrange the learning experiences of Social Studies in a coherent order.				

SECTION C: Teaching Methods

S/N	STATEMENT	SA	A	D	SD
1	The curriculum prescribes teaching methods.				
2	I always build lessons around the Integrated Learning Themes.				
3	I plan a project each month.				
4	I execute a project every month.				
5	I always put learners in groups during lessons.				
6	I always use didactic materials to teach all lessons.				
7	I always paste charts on the wall for continuous learning.				
8	I always do remedial activities to help slow learners.				

SECTION D: Teaching Materials

S/N	STATEMENT	SA	A	D	SD
1	I master the teaching materials prescribed for Social Studies.				
2	I always use print didactic materials to teach Social Studies.				
3	I always use audio didactic materials to teach Social Studies.				
4	I always use visual didactic materials to teach Social Studies.				
5	I always use audio-visual didactic materials to teach Social Studies.				
6	I use community resource persons to teach Social Studies.				

SECTION E: Assessment Methods

S/N	STATEMENT	SA	A	D	SD
1	I always give assessment at the beginning of Social Studies lessons.				
2	I always give assessment at the end of Social Studies lessons.				
3	I always give assessment in Social Studies at the end of the month.				
4	I assess the class project at the end of each month.				
5	I use integrated real life situations in assessing learners.				
6	I always give learners oral assessment.				
7	I always give learners written assessment.				
8	I always assess learners' attitude towards lessons.				
9	I always assess learners' practical skills.				

SECTION F: Teachers' Effectiveness

S/N	STATEMENT	SA	A	D	SD
1	I am always punctual in school.				
2	I always manage my teaching time correctly.				
3	I always prepare lesson notes before teaching.				
4	I master the subject content.				
5	I always consider learners' differences when teaching.				
6	I always consider learners' environment when teaching.				
7	I always use suitable instructional strategies.				
8	I always do research to increase my knowledge and skills.				

Thank you for your cooperation. This information will only be used to enhance this research work.

Appendix 4: Observation Checklist

<table>
<tr><td>REPUBLIC OF CAMEROON
******
THE UNIVERSITY OF
YAOUNDE I
******
FACULTY OF EDUCATION
******
DEPARTMENT OF
CURRICULUM AND
EVALUATION</td><td></td><td>REPUBLIQUE DU CAMEROUN
******
UNIVERSITE DE YAOUNDE I
******
FACULTE DE SCIENCES DE
L'EDUCATION
******
DEPARTMENT OF
CURRICULUM AND
EVALUATION</td></tr>
</table>

OBSERVATION CHECKLIST FOR PRIMARY SCHOOL TEACHERS

School No. ....   **Code: ....**   **Date: ....**

SECTION A : Socio-demographic Data

1. Gender: Male ☐   Female**:** ☐
2. Level Observed: Level I ☐   Level II ☐   Level III ☐
3. Subdivision: ....

SECTION B: Content Knowledge

S/N	STATEMENT	YES	NO
1	Knowledge of National Core Skill to be developed by Social Studies.		
2	Mastery of the Broad Based Competences of Social Studies.		
3	Mastery of the components of Social Studies.		
4	Teaches all the components of Social Studies.		
5	Mastery of the learning experiences of Social Studies.		
6	Arrangement the learning experiences of Social Studies in a coherent order.		

SECTION C: Teaching Methods

S/N	STATEMENT	YES	NO
1	Used prescribed teaching methods.		
2	Built lessons around the Integrated Learning Themes.		
3	Has a planned project for the month.		
4	Executing a project for the month.		
5	Grouped learners during lessons.		
6	Used didactic materials to teach lessons.		
7	Paste charts on the wall for continuous learning.		
8	Did remedial activities to help slow learners.		

SECTION D: Teaching Materials

S/N	STATEMENT	YES	NO
1	Mastery of teaching materials prescribed for Social Studies.		
2	Used print didactic materials to teach Social Studies.		
3	Used audio didactic materials to teach Social Studies.		
4	Used visual didactic materials to teach Social Studies.		
5	Used audio-visual didactic materials to teach Social Studies.		
6	Used community resource persons to teach Social Studies.		

SECTION E: Assessment Methods

S/N	STATEMENT	YES	NO
1	Gave assessment at the beginning of Social Studies lessons.		
2	Gave assessment at the end of Social Studies lessons.		
3	Gave assessment in Social Studies at the end of the month.		
4	Assessed the class project at the end of each month.		
5	Used integrated real life situations in assessing learners.		
6	Gave learners oral assessment.		
7	Gave learners written assessment.		
8	Assessed learners' attitude towards lessons.		
9	Assessed learners' practical skills.		

SECTION F: Teachers' Effectiveness

S/N	STATEMENT	YES	NO
1	Always punctual in school.		
2	Managed teaching time correctly.		
3	Prepared lesson notes before teaching.		
4	Masters the subject content.		
5	Considered learners' differences when teaching.		
6	Considered learners' environment when teaching.		
7	Used suitable instructional strategies.		
8	Does research to increase my knowledge and skills.		

Thank you for your cooperation. This information will only be used to enhance this research work.

REPUBLIC OF CAMEROON
******
THE UNIVERSITY OF YAOUNDE I
******
FACULTY OF EDUCATION
******
DEPARTMENT OF CURRICULUM
AND EVALUATION

REPUBLIQUE DU CAMEROUN
******
UNIVERSITE DE YAOUNDE I
******
FACULTE DE SCIENCES DE
L'EDUCATION
******
DEPARTMENT OF CURRICULUM
AND EVALUATION

OBSERVATION CHECKLIST FOR PRIMARY SCHOOL TEACHERS

School No. ....   Code: C1117   Date: ....

SECTION A : Socio-demographic Data

1. Gender: Male ☐   Female: ☑
2. Level Observed: Level I ☐   Level II ☑   Level III ☑
3. Subdivision: .....FDE 5...........

SECTION B: Content Knowledge

S/N	STATEMENT	YES	NO
1	Knowledge of National Core Skill to be developed by Social Studies.	✓	
2	Mastery of the Broad Based Competences of Social Studies.		✓
3	Mastery of the components of Social Studies.	✓	
4	Teaches all the components of Social Studies.	✓	
5	Mastery of the learning experiences of Social Studies.	✓	
6	Arrangement the learning experiences of Social Studies in a coherent order.	✓	

SECTION C: Teaching Methods

S/N	STATEMENT	YES	NO
1	Used prescribed teaching methods.	✓	
2	Built lessons around the Integrated Learning Themes.	✓	
3	Has a planned project for the month.	✓	
4	Executing a project for the month.		✓
5	Grouped learners during lessons.		✓
6	Used didactic materials to teach lessons.	✓	
7	Paste charts on the wall for continuous learning.	✓	
8	Did remedial activities to help slow learners.		✓

SECTION D: Teaching Materials

S/N	STATEMENT	YES	NO
1	Mastery of teaching materials prescribed for Social Studies.	✓	
2	Used print didactic materials to teach Social Studies.	✓	
3	Used audio didactic materials to teach Social Studies.		✓
4	Used visual didactic materials to teach Social Studies.	✓	
5	Used audio-visual didactic materials to teach Social Studies.		✓
6	Used community resource persons to teach Social Studies.		✓

SECTION E: Assessment Methods

S/N	STATEMENT	YES	NO
1	Gave assessment at the beginning of Social Studies lessons.	✓	
2	Gave assessment at the end of Social Studies lessons.	✓	
3	Gave assessment in Social Studies at the end of the month.	✓	
4	Assessed the class project at the end of each month.		✓
5	Used integrated real life situations in assessing learners.	✓	
6	Gave learners oral assessment.	✓	
7	Gave learners written assessment.		✓
8	Assessed learners' attitude towards lessons.		✓
9	Assessed learners' practical skills.		✓

SECTION F: Teachers' Effectiveness

S/N	STATEMENT	YES	NO
1	Always punctual in school.	✓	
2	Managed teaching time correctly.		✓
3	Prepared lesson notes before teaching.	✓	
4	Masters the subject content.	✓	
5	Considered learners' differences when teaching.		✓
6	Considered learners' environment when teaching.	✓	
7	Used suitable instructional strategies.	✓	
8	Does research to increase my knowledge and skills.	✓	

Thank you for your cooperation. This information will only be used to enhance this research work.