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UNITE DE RECHERCHE ET DE
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**THE EVALUATION OF THE IMPLEMENTATION OF THE COMPETENCY
BASED APPROACH CURRICULUM TO ENGLISH LANGUAGE IN
SECONDARY SCHOOLS IN THE SOUTH WEST REGION”**

*A thesis submitted in partial fulfilment of the requirements for the award of a
Ph.D. in Curriculum and Evaluation
Specialty: Curriculum Studies*

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Avril 2024

DECLARATION

I hereby declare that this study is my original work and has never been submitted to any University or Institution of higher learning for an academic award.

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CERTIFICATION

This is to certify that this work titled “**THE EVALUATION OF THE IMPLEMENTATION OF THE COMPETENCY BASED APPROACH CURRICULUM TO ENGLISH LANGUAGE IN CAMEROON SECONDARY SCHOOLS IN THE SOUTH WEST REGION**” was carried out by *Enow Sammy Ako* (registration number 17U7452) under my humble supervision.

.....
Prof. Maureen Ebanga TANYI

Faculty of Education

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DEDICATION

In memory of my beloved Mother
Late ENOW MARGARATE OROCK

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LIST OF ABBREVIATION AND ACRONYMS

BIEF	:	Bureau D'ingeneerie En Education Creation Et Information
CB	:	Competency Based
CBA /RS	:	Competency -Based Approach in Real Life Situation
CBA	:	Competency-Based Approach
CBC	:	Competency- Based Curriculum
CBCT	:	Comprehensive Based Education and Training
CBE	:	Competency -Based Education
CBL	:	Competency- Based Learning
CBLT	:	Competency- Based Language Teaching
CBT	:	Competency- Based Teaching
COMCOM	:	Communication Competency Strategies
COSATU	:	Congress of South Africa Trade Union
CSEE	:	Certificate of Secondary Examination
DDT	:	Personal Delivery Technique
IBA	:	UNESCO International Bureau
INCOM	:	Instructional Competency Strategies
KICD	:	Kenya Institute for Curriculum Development
MATCOM	:	Material Competency Strategies
METCOM	:	Methodological Competency Strategies
NQT	:	Nation Qualification Trade Work
PEDCOM	:	Pedagogic Competency Strategies
PETCOM	:	Perception Competency Strategies
QUEBEC	:	Questionnaire Evaluation on Competency- Based Approach
SAQA	:	South African Qualification Authority
TIO	:	Terminal Integration Objective
VET	:	Vocational Education Training

ABSTRACT

The problem emanated from the continuous decline in English Language at the GCE O level results which had been generating controversy and frenzied reactions to parents and the education family despite the introduction of the CBA was a serious cause for concern. This incident, coupled with heart-breaking and frustrating reports from the inspectors revealing that trained teachers and even teachers who attended seminars and workshops were constantly found reverting presumably against their professional will to the traditional approach to teaching and learning. This provoked outrageous feelings among parents, education family, as well as some government officials. , The Ministry of Secondary Education had decided to put in place a number of strategies including; competence-based teaching and automatic promotion. This was done to solve the problem of high repetition and drop – out rates. In 2008, CBA was introduced, by Ministry of Secondary Education and by 2012/2013 into the secondary schools. The goal was to address perceived weaknesses in the institutional practices that were more teacher centered than student centered. This study had six objectives: first, to establish the influence of methodological competency strategies, second to establish the influence of pedagogical reinforcement competency strategies,, third to investigate the effect of instructional supervision competency strategies,, fourth to examine the role of didactic material competency strategies, fifth to examine the influence of communication competency strategies and lastly, to establish the influence of perception competency strategies of teachers, in the implementation of the CBA. This study on Evaluation is among the first since the implementation of the CBA. Studies on related scholarly literature on implementation of English, unveiled five factors that are responsible for the gap in the implementation of innovation in English. Robert Stake’s Model of Congruence –Contingency was used as the Evaluation Model. The study falls under Diagnostic Evaluation, which involves determining the cause of a deficit after using the Curriculum. These main theories were used to sample the study: Vygotsky’s social Development and constructivist theories, Piaget and Bruner’s theory of cognitive development and Albert Bandura social theory. It was a mixed method research design, where a multi-stage and stratified sampling techniques were deployed to select the participants. A sample size of 330 participants were implicated. The data was collected through questionnaire (quantitative approach) and interview schedules on a one-on-one basis (qualitative approach) and analysed using regression analysis: multivariate regression modelling which talks of structural equation model.. The results came out with an MMP model for effective implementation of the CBA .The findings revealed that three of the six hypotheses rejected the null hypothesis with a significant statistical evidence and three declined to reject the null hypothesis. Thus, 50 % done, indicating a dire need to rethink, refocus, and redevelop priorities. The researcher recommends strongly the closure of the gap of the five factors that have been causing havoc in curriculum implementation of English. Beside the five factors responsible for the gap, a compulsory involvement of teachers in decision-making on curriculum change, a rigorous implementation of in-service and pre - service training of teachers on the CBA. Finally, policy makers should avoid importing and adopting any language teaching approach from the west without considering, the contextual constraints as well as inculcating a sound traineeship or probationary period for testing and assessment.

Key Words: Evaluation, Competency-based approach, Strategies, English Language, Curriculum.

RÉSUMÉ

Cette étude est une évaluation de l'approche basée sur les compétences (ACA) de la langue anglaise dans les écoles secondaires Curriculum dans la région du Sud-Ouest. Il évalue comment l'utilisation efficace de la nouvelle approche pédagogique de l'APC influence l'enseignement et l'apprentissage de la langue Anglaise en tant que matière. Le problème de l'étude émane du fait que même les enseignants qui ont suivi les séminaires sur le nouvel apprentissage ont été aperçus utilisant l'ancienne méthode. Cet incident a créé la mélancolie envers les parents. Des résultats dévastateurs en langue anglaise aux niveaux O et A du certificat général d'éducation, même après la mise en œuvre de l'approche basée sur les compétences. Pour examiner la situation actuelle, nous employons des objectifs principaux et spécifiques : l'objectif principal est d'évaluer l'approche basée sur les compétences de la langue Anglaise dans le programme d'études secondaires, suivie des questions principales et spécifiques: la principale question de recherche était: Comment l'approche basée sur les compétences influence-t-elle la langue anglaise dans le programme d'études secondaires du Cameroun? L'Ha est: l'APC a une influence sur la langue anglaise dans le programme de l'école secondaire en RSW. Ho est l'APC n'a aucune influence sur l'Anglais dans le programme de l'école secondaire en RSW. Plus, précisément: la renforcement pédagogique la méthode d'enseignement la supervision la perception le matériel didactique et la communication influence la langue anglaise dans le programme de l'école secondaire. Les résultats ont révélé que trois d'entre eux ont rejeté l'hypothèse nulle avec une preuve statistique significative suggérant que 1) les compétences méthodologiques des enseignants 2) l'enseignement des enseignants - les compétences matérielles d'apprentissage, et des graphiques. Les résultats ont révélé que trois d'entre eux ont rejeté l'hypothèse nulle avec une preuve statistique significative suggérant que 1) les compétences méthodologiques des enseignants 2) les compétences des enseignants en matière d'enseignement - matériel d'apprentissage, et 3) les compétences perceptives des élèves et des parents des enseignants ont un effet positif significatif sur l'adoption de l'ABC. Tandis que, Compétences en communication des enseignants, Les compétences motivationnelles et les compétences de supervision pédagogique des enseignants ont refusé de rejeter l'hypothèse nulle. Ainsi, 50 % ont été réalisés, ce qui indique un besoin urgent de repenser, de recentrer et de redévelopper les priorités. Le chercheur suggère une implication obligatoire des enseignants dans la prise de décision sur le changement de programme, une mise en œuvre rigoureuse de la formation en cours d'emploi.

Mots-Clés : Évaluation, ABC, Langue Anglaise, Curriculum

GENERAL INTRODUCTION

Curriculum is the vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes and values that enable them to be empowered for personal and national development (IBE-UNESCO). Curriculum should, therefore meet the needs of the individual citizens and the nation. According to Button (2021) curriculum evaluation provides data that enables the teacher to determine the effectiveness of teaching. Evaluation can serve as a diagnostic tool for remedial teaching to improve pupils' learning, but it also serves different aspects and participants in the education process. These include feedback to students themselves, classroom purpose including appropriateness of methods, curricular materials, and even the community itself.

It is also the process of determining whether or not the objectives have been attained; often at the end of the program (summative) but sometimes periodically, during implementation (formative). Monitoring focuses on whether the targeted population is being reached, assessment of the flow of inputs and outputs, plus their adequacy and relevance. Evaluation checks on the attainment of objectives and provides objective data on various aspects of the curriculum and its effect on targeted beneficiaries. Continuous information from monitoring helps to identify weaknesses and strengths in the process (e.g. inadequate resources). This could help in modifying objectives, among other changes. Evaluation data can improve curriculum development through decision-making, whether to modify curriculum content, methods, proposed teaching, and learning materials, and even evaluation approaches recommended. Timely decisions ensure the right direction is taken promptly in the development process. This can only be meaningful, if there is an evaluation to explain why a change is necessary. This study is set out with the intention to find out to what extent the change has been implemented and consequently to chart the way forward. It should also be mentioned that since the implementation of the CBA in Cameroon this study is among the first to carry out an Evaluation of the programme since its inception in 2008. Robert Stake's Model Congruence –Contingency has been chosen to serve as the Evaluation Model.

This desperate need for change from traditional to competency base approach, has been anchored by globalization, its increased information, dynamism and mobility have changed the request for the educational area. Chapter one of this study presents the following sub titles a) The historical background: research holds that competency based approach , the CBA can be traced back to the early 1970s ,when competency based –based education emerged for the first time in the United States of America (Richard and Rogers,2001). In this view it can only be meaningful, if there is an evaluation to explain why a change is necessary. Th

study is set out with the intention to find out if the change from the traditional /knowledge –based approach has been implemented and consequently to chart the way forward.

This desperate need for change from traditional to competency- based approach, has been anchored by globalization, its increased information, dynamism and mobility have changed the request for the educational area. The Evaluation of the programme CBA takes off from the traditional approach to teaching and learning to the competency based paradigm, its

implementation and the post implementation results. This aligns with Robert Stake' Model of Curriculum Evaluation(1988), that is comparing the desired outcome and the actual outcome to ascertain if the programme CBA has met up with the specifications laid down by the curriculum developers or policy planners, in the case of Cameroon the Ministry of Secondary Education.. Chapter one of this study presents the following sub titles a) The historical background: research holds that competency based approach , the CBA can be traced back to the early 1970s ,when competency based –base education emerged for the first time in the United States of America (Richard and Rogers,2001). In view of becoming an economically emergent country 2035, Cameroon adopted ambitious reforms in a bid to adjust the quality of graduates from her traditional educational system to the increasing demand for a more skilled workforce, (Belibi, 2018). The Cameroon context was renamed CBA-R/S (Competency-Based Approach through Real Life Situations).This abrupt introduction in secondary schools in 2013/2014 of Competency-Based Approach through Real Life Situations was to drive change by replacing the dysfunctional objective –based pedagogy which seems outdated for the requirements of the modern times. This brought a shift from the objective based approach to the Competency-Based Approach (CBA) ,that is from communicative language teaching to problem solving teaching, from teaching objectives to expected learning outcomes , from exercises to tasks,(Nforbi &Siewoue,2014).

The contextual background of the study plays an important role in the implementation of a curriculum or innovation of any environment. This is in line with Ranchman (2017) who affirms that curriculum, “No matter how sophisticated the curriculum is, it would prove worthless if teachers don't brush upon their skills and creativity and to improve their competencies on teaching (Ranchm 2016). In this study it is seen that in the implementation of the CBA many items that concern the contextual background were underrated. In this light, the implementation of the CBA seen from the contextual background of the following perspectives or viewpoints: socio-cultural, sociological, educational, socio-political, socio-economic leaves much to be desired. This raises the point that second language research findings obtained in one country are not necessarily transferrable to language pedagogy or policy making in another country (Eth, 2010. Rancham, 2016. Mata, 2012, Orafi 2013.Rahman and Pandian, 2016) and it is now increasingly recognized that policy makers cannot import and adopt any language teaching approach from the west considering contextual constraints (Humphries, & Barns, 2015). Unfortunately, policy makers in certain countries like Bangladesh do not seem to be aware of this as yet.

The conceptual background presents briefly in this study a narrative or graphical presentation of variables and hypothetical relationship of concepts that presents a systematic view of the phenomenon to be studied (George, 2007). There are six independent variables: Methodological competency strategies, Pedagogic reinforcement competency strategies, Material utilization competency strategies, Communication competency strategies, Perception competency strategies. The Dependent variable is: The teaching of English Language. The conceptual framework of this study is grounded in the constructivist conception of competency. De Ketzie defines competency as a set of organized (capacities), which acts on contents in a given category of situations in order to solve a problem. In this definition competence is described` as an ability to carry out a specified task, or activity to predetermine

standards of attainment. It should be mentioned that other concepts like functionalism conception of education, the concept of Evaluation or assessment, the constructivist approach to teaching and learning, pointing out that constructivism as a learning theory promotes learners individual learning (Saker and Sadker, 2005). Gordon contends that (2008), constructivism is the philosophy that advocates that the learner should be treated as a human being and not a machine that waits to be fed with information. Therefore, it is clear that learners do not come as blank slates to be written on but have the ability to construct their own knowledge.

The theoretical background highlights the core theories of the study. It is worth mentioning that the Competency- based Approach in teaching and learning derives from some theories such as Lev Vygotsky's (1896-1936) Social Development theory and Constructivism theory of knowledge. These theories led some scholars to innovate teaching and learning activities to be constructed by learners, (Ambei et al, 2018). The Social Development theory argues that Social interaction preceded development: consciousness and cognition is the end product of socialization and social behavior. Piaget (1976) is another eminent philosopher in the domain of constructivist approach to teaching and learning. He states that the growth of knowledge is the result of individual constructions made by the learners understanding. He contends that the correct state of knowledge in the past has changed. It is not a static instance: it is a process of continual construction and reorganization. The next noteworthy philosopher in the field of constructivism is Jerome Bruner (1996). Bruner's theory on constructivism encompasses the idea of learning as an active process wherein those learning is able to form new ideas based on what their current knowledge is as well as their past knowledge, thus communication between the learner and the teacher is the key concept. Brooks and Brooks (1993) is another outstanding philosopher. He constructed five principles to guide classroom teaching and learning, promoting the constructivist philosophy.

Statement of the Problem: Despite the growing emphasis on competency based approaches in education, there is a lack of comprehensive evaluation studies examining the implementation of this approach specifically in the context of English Language Competency teaching and learning in secondary schools in Cameroon and in south west in particular . While competency education has gained attention as a promising pedagogical approach, there is limited empirical evidence on its effectiveness, challenges and impact on students' English Language proficiency and overall learning outcomes in the Cameroon context, The research gap hinders the understanding of how the competency based approach is being implemented in English Language classrooms, the factors influencing its successful implementation , and potential areas for improvement. Therefore there is need for an in depth evaluation study to assess the strengths and weaknesses of the competency based in English Language teaching and learning in secondary schools , in Cameroon providing valuable insights for educational policymakers curriculum developers and English Language teachers. Competency- based Teaching was introduced in Cameroon after National Education Seminar which held in Yaounde in 2002, that revealed an increase in repetition rate of primary school children to the tune of 41% per academic year which is far from the Jomtien Declaration of 2000. This was an indication that teaching methods ,motivation instructional supervision ,communication and resources used in schools were ineffective and that very little learning was taking place. To

attempt a solution to this problem the new curricular was enacted in 2013. The text was later coined CBA-RLS, meaning Competency-Based Approach in Real Life Situations. This implementation especially in the under-scholarized zones became a serious cause for concern. There has been public outcry and deep concern by educators, parents and government officials over the persistent reports on wild failures in GCE English Language (see appendixes) and drop-outs in schools especially in less scholarized zones in Cameroon classrooms (Belibi, 2018). It was strange to notice that seven years after the inception of the CBA-RLS, very little has changed in the Cameroon classroom. This issue has been generating controversy and frenzied reactions in the education sector. The situation got worsened and provoked outrageous feelings among parents and some advocates of the CBA-RLS when it was discovered that even trained teachers and teachers who had attended seminars on CBA-RLS constantly find themselves reverting presumably against their professional will to traditional way of teaching where the students are playing the role of sheer recipients of inputs and the teacher the knowledge dispenser unit (Belibi 2018). It was in the light of the above submission that it became imperative for the researcher to develop inordinate desire to find out what must have gone wrong with this novelty CBA-RLS that was loved by many parents and educational stakeholders.

The general objective of the study is to carry out an evaluation of the implementation competency based approach in the implementation of English Language in Cameroon. The general hypothesis reads “There is a relationship between English Language and the implementation of the competency –based approach.

Chapter two of the study opens the door with the review of related literature, and the theoretical framework. In this same chapter, there are also some conceptual reviews and the conceptual framework showing the interrelationship in diagrams with the variables and hypothesis.

Chapter three describes the procedure for executing the study under the following sub headings: research design, area of study, population of the study, sample and sample techniques, the research instruments: questionnaire, interview guide focus group or observation. As concerns inferential statistics the Regression analysis has been used. The chapter ends with the synoptic table.

Chapter four describes the data analysis and the presentation of results. The study revealed an exceptional high rate of participants’ response to the questionnaires survey. The observed response rate of 94.8% was thus considered appropriate for the analysis. From the harmonized tests of hypotheses, the results of these tests were discussed. The qualitative approach to the study which is an interactive process brought brought to lime light the results of the interviews(open – ended questions) and classroom observations this has enabled the researcher to gather in-depth insights of the of the study and social reality .The reason for the unstructured interviews is that it allows the respondents to talk in some depth choosing his own words , and helps the researcher to develop a real sense of a person’s understanding of a situation.

Chapter five presents the discussions, implications, limitations and conclusions as well as future research directions. Out of the six hypotheses, the null hypotheses were rejected in

three of them. This suggest that these three : methodological, material, and perception show that there is a positive significant effect on the implementation CBA in the curriculum of selected schools in Cameroon, The three others : pedagogic reinforcement, communication , Instructional supervision the null hypotheses were not rejected, suggesting that there is insignificant statistical evidence on the implementation of CBA in English Language.

To undertake this work the researcher has chosen Robert Stake’ s Congruence- Contingency Model of Evaluation . However it is necessary to state what is Curriculum Evaluation in Education. The curriculum is one of the most critical aspects in education. A curriculum includes the content and lessons taught for each subject, including the lesson framing, implementation goals and assessments. Educators utilize the curriculum to ensure that all students meet the expected standards. Therefore, curriculum must be evaluated to ensure that students learn all materials in the best way possible. The three curriculum evaluation types are: Formative, Summative, and Diagnostic:

- Formative Evaluation- This occurs during curriculum creation and allows developers to correct flaws.
- Summative Evaluation- This is the evaluation of the final curriculum after it has been finally developed.
- Diagnostic Evaluation-This involves determining the cause of a deficit after using the curriculum.

One may ask if Evaluation of a curriculum is necessary. In the case of the CBA the researcher Nalowa (2021) pointed out that “The CBA has been implemented in secondary schools in Cameroon for over five years now, yet secondary school leavers do not seem to be able to apply what they have learnt in school, in real life the effect of the shift to CBA seems insignificant. If this is not checked Cameroon could be grooming an incompetent work force”.

Many people may be interested in the results of a curriculum evaluation. For example teachers want to be sure that the curriculum will cover all standards to meet their goals, parents wish to guarantee that their children receive the best education possible and the public needs to know that their taxes go towards an effective education system. Additionally curriculum developers and publishers use the results to drive improvement and innovation.

The Stake’s Model designed by Robert Stake is also known as the Countenance model This model approaches evaluation from a scientific standpoint. Stake determined three critical areas of the curriculum that must be analyzed:

- Antecedents: What is happening before the curriculum implementation.
- Transactions: What is happening during the curriculum implementation?
- Outcomes: What has changed after the implementation stage, from the desired outcome to the actual outcome?

Curriculum Evaluation Models:

There are various models used to evaluate a curriculum. These include: the Tyler Model, Taba Model, Stake's Model, Cronbach's Model and the CIPP Model.

Types of Curriculum Evaluation:

There are three types of Curriculum Evaluation

1. Formative Evaluation: This occurs during curriculum creation and allows developers to correct flaws.
2. Summative Evaluation: This is the evaluation after it has finally developed.
3. Diagnostic Evaluation: This involves determining the cause of a deficit after using the curriculum.

The research work "The Evaluation of the Competency –Based Approach to English Language in the Secondary Schools' Curriculum in the South –West Region." falls in the third category of the three Curriculum Evaluation types, that is Diagnostic Evaluation. This involves determining the cause of a deficit after using the curriculum. The CBA has been used for more than five years. In this connection the research study is out to determine the cause of the gap that shall be unveiled in the empirical studies as concerns implementation of curriculum innovation in Cameroon and in many countries.

In this study Robert Stake's Model has been chosen: Stake's Congruence-Contingency Model. The model is also called Countenance model. Stake's model of evaluation is more than an evaluation process. This model also looks at the development of the curriculum.. When using the model, it is necessary to compare the developed curriculum with what actually happens in the classroom. In this light Stake's Model provides the evaluator like the present researcher to compare the desired outcome with the actual outcome. The benefit of this is that it is the curriculum developers that set the criteria of evaluation. In this study the curriculum developer is the Ministry of Secondary Education. All what the developers do is to determine if the curriculum performed in a manner that is consistent with the ideas of the developers.

CHAPTER ONE:

INTRODUCTION

Background to the Study

In recent years educational systems worldwide have increasingly recognized the importance of competency-based approaches to curriculum design ,particularly in language education, This shift aims to enhance students' language skills, enabling, them to communicate effectively in real world situations, In Cameroon, the implementation of competency-based approach to English Language instruction in secondary schools is intended to address the growing demand for English proficiency in a globalized job market.

Given the significance of English Language proficiency in Cameroon socio-economic landscape, it is essential to explore how well the competency-based approach is being implemented in secondary schools. This leads us to the research question : How effectively is the competency –based approach to English Language instruction being implemented in secondary schools in south –west region of Cameroon , and what factors influence its success ?

In this light, by addressing this question, the study aims to identify key barriers in the implementation process, ultimately informing policy makers, and educators about necessary improvements to enhance English Language education in the region.

The following studies go a long way to establish a solid foundation demonstrating the relevance of the study and consequently highlighting existing gaps in the literature: Competency-Based Education Frameworks : Airasian ,PW& Gullickson , A.R(2000.) Assessment in the classroom: A Competency Based Approach. The work provides insights into the competency –education frameworks and assessment practices. The second work is on Implementation Challenges by Elliot J, (2016) “ Barriers to the Implementation of competency- Based Education in secondary schools” Journal of educational change.” The article examines specific barriers educators face during implementation. The third study by Awasom, N. (2019) on “The effectiveness of English Language Teaching in Secondary Schools in Cameroon” International Journal of Language and Linguistics . The study evaluates English language teaching practices in Cameroon.

The following are existing gaps in the literature regarding competency-based approach in the context of English Language instruction in Cameroon and in south- west region in particular : Limited comparative studies, Insufficient focus on long term outcomes, cultural and contextual adaptation, Teacher training and Support, Assessment Tools Alignment, Impact of socio-economic Factors, Teacher and Student perceptions, Resource Allocation,

The intention of any education system whether openly stated or not is to develop competent and confident individuals who can use the acquired knowledge and skills to positively transform their own lives in particular and contribute maximally to the development of the society in general. The educational system must produce individuals who will cope well with the changing world as noted by (Freiberg et al, 2007) .Today, the vast majority of education systems consider competency based approach as one of the best approaches to meet social and economic demands and challenges. Recent education reform introduced competency-based approach in secondary schools. This reform is prompted by the need to produce school leavers with capabilities in terms of knowledge, skills and attitudes useful for solving social and economic challenges of present society (Nkwetisama, 2012; Paulo and Tilya, 2014; Makunja, 2015; Nforbi and Siéwoué, 2015; Butova, 2015; Ntongieh, 2016).Competence-Based Education (CBE) is perceived to be desirable for aligning education provided to the dynamic social and economic demands of the society. It appears to be a panacea to the concerns raised about the capability and employability of the secondary school graduates as it emphasizes on the acquisition of knowledge, skills, attitudes and behaviors essential for effective performance of real world tasks (Karagio et al 2015). The introduction of competence-based approach in secondary schools calls for comprehensive change in instructional approach in terms of teaching, learning and as well as resources used (Paulo and Tilya, 2014).

According to Ambei et al. (2018), the revision process involves shift in paradigm from content –based to competency –based. The emphasis on competency –based education is due to the growing recognition of the need for the development of capabilities and not just certification. This means that teaching and learning has to change its orientation from rote memorization of content knowledge to the acquisition of skills and competencies useful for solving real life problems, (Wood 2008; World Bank, 2011). CBC buttresses the application of knowledge in real life context as opposed to the content –based emphasizing students to memorize their lesson notes which was deemed crucial for passing examinations, which often test ability to recall memorized facts, knowledge and principles (Osaki,2004).

The idea of competence-based approach in teaching was originated in the early 80th of the last century, the article by W.de Landshyeer “The concept of "minimum competency" was published in the journal "Perspectives. Question of Education’ . As we know, “competency based approach” has been extended at the beginning of the XXI century in connection with discussions about problems and ways of modernization of the education. Innovative education–is not only a new way of teaching, but also a new way of thinking. This education is focused not on the transfer of knowledge, which constantly are outdated, but on mastering the core competences that allow them to acquire knowledge on their own. Competency-based approach in education is well-known to the educators and scientists all over the world, and today it is discussed from different angles and is being viewed from different perspectives. First of all, this is due to the definition of the terms “competence” and “competency”. According to the dictionary Webster, the term “competence” appeared in 1596. And in the United States it was firstly used in the 60s in the context of performance-based education, the purpose was to train specialists who can successfully compete in the labour market (Berkaliev et al., 2007). The dictionary of Ozhegov adheres to activity-based

description of the concepts: 1) Competence—a capacity, an area of issues, phenomena to be controlled by somebody; 2) competency—awareness; 3) competent—is a recognized expert in a particular issue (in the insurance issue), who has competence, and 4) willingness—consent to do something (risk assessment), the desire to contribute something (risk spreading).

Here the word “willingness” is considered on the one hand, as a state of readiness of a person, who is able and willing to fulfil something. On the other hand, willingness—is consent to do something, a condition in which everything is done, everything is ready for something (Ozhegov & Shvedova, 1993). In the glossary of terms, published in 1997 by the European Training Foundation, competence is defined as “the ability to do something well or effectively, correspondence with the demands for a job: the ability to perform specific work functions.” These methods reflect the following models: “competence model, based on the parameters of the individual; competence model for solving problems; model for productive activity; competence model for controlling the results of the activity” (Glossary, 1997).

The Cameroon context: CBA – R/S (Competency-based Approach through real life situations). The abrupt introduction of Competency –Based Approach through Real Life Situation (CBA – R/S) in some secondary schools in 2014 with a new curriculum in form 1 to 3 as well as sixieme and cinquieme in the Anglophone and francophone sub sections respectively was to drive change by replacing the dysfunctional objective –based pedagogy which seems outdated for the requirements of the modern times.. This brought a shift from the objective –based approach (OBA) to the competency –based approach (CBA), that is from communicative language teaching to problem solving teaching , from teaching objectives to expected learning outcomes, from exercises to tasks, (Nforbi and Siewoue , 2014) . The shift from OBA to CBA-R/S as presented by Regional Pedagogic Inspectors in November 2013 during a seminar entails that language is no more to be taught as a subject with more emphasis on the theory, language teaching must prepare the learners for life, (that is social integration, with distinct social roles.) The learners are taught not about the language but the language from real life situation, for the purpose of proficient communication.

There is no gain saying that in the new paradigm instead of objectives, expected outcomes are defined. Instruction focuses on solving real problems, developing the skills of individuals and assessing through tasks not exercises. The learners are prepared directly to be responsible citizens, being placed at the centre of problem solving situation and not for academic performance. According to Nkwetisama (2013), the current literature at the time on classroom teaching holds that English Language teaching in Cameroon is a matter teacher talk and chalk, and course books, some of which are not adapted to learners’ needs and interests. Odusina and Ayuk also pointed out that there is “...there is much concern and dissatisfaction, over the marked deficiency in the level of English used by Cameroonian children at all levels of education.” (1995, p. 32). The competency - Based Curriculum (CBC) as an approach is a movement which has caused meaningful changes of curricular in particular sector of the educational systems in most English-speaking countries, including Australia, New Zealand, the United Kingdom, and the United States and now South Africa and Tanzania (Jesse, 2012).

Competency –base curriculum emerged for the first time in 1970’s in the United States of America. Thereafter it widely spread in other countries. The demands for this curriculum were

first seen in vocationally oriented colleges as well as in adult education. One of the reasons for initiating this curriculum was reported as poor learning outcomes revealed by those who completed and graduated from those vocationally oriented colleges. The shift from objective approach to outcomes oriented approach was seen as solution for the meaningful changes and innovation in education. The changes of the curriculum also led to the change of paradigm shift to suit the demand of the syllabus. At this juncture, the objectives and behavioural statements were changed to outcomes. These changes necessitated the change of the teachers' autonomy to student autonomy in teaching and learning process (Debinger and Hellwing 2011) Komba and Mwandanji 2015; Richard and Rogers, 2014; Wong, 2008).

By the end of the 1980's competency –Based language Teaching (CBLT) had come to be accepted as the “State-of art” approach to English as a second language (LSL) by national policy makers and leaders in curriculum development in United States. Murcia (2001) also asserts that CBLT was viewed, as an education movement which captured education stakeholders mind in 1980's. This was an important movement in the history of education in the world because it defined the goals in terms of precious measurable description of language, skills, values, customs and behaviors the student had to possess at the end of a given course of study. The movement started in United States of America and there after the movement reached United Kingdom whereby it brought positive impact as well. Australia adopted competency –based Curriculum in 1990's in which from there other countries in the world and particularly Africa adopted it due to the changing of science and technology and the demands of job market (Wolf, 2001)

Indeed, as earlier mentioned, in the 1990's, the schools were called upon to take more and more functions. It has become conspiring that the pedagogy by objectives does not fit the requirements of the globalized and the globalizing world. In this connection there was a burning desire for active anticipants in the teachings and learning process (Batained and Tasnimi 2014). Docking (1994) pinpointed that the advantages of implementing competency based curriculum in teaching and learning English language are as follows: first it serves as an agent of change to both teachers and students, the changes can be in terms of approaches that transfer teacher's autonomy to student autonomy as well as creating room for the learner's creativity. Second it improves teaching and learning with the reason that competency –based approach focuses on outcomes of teaching and learning. Also assessments give teachers an opportunity to regenerate their education and training program. In this light, the quality of assessment can be improved due to the reason that assessment will be based on outcomes than on itself. Also the student will be able to get and see the outcomes and feedback of their learning which CBC assessment offers.

Murcia, (2001) opines that, competency-based training was developed as an alternative to the use of objectives in programme planning. The major reason for initiating competency – based curriculum is the focus of learning by doing rather than theoretical prospective of education which was stressed by specification of objectives than outcomes, (Finocchiaro & Brumfit 1983). This goes hand in gloves with constructivist theory of learning. It also prepares students to be self-reliant than developing a sense of dependence in learners mind during teaching and learning and also outside the class. In this light the learners are expected to be

competent enough to overcome their day to day problems and apply the skills learnt in their real life.

Wong (2008) asserts that competency-based language teaching and learning is based on functional perspective on language technology and framework and that it is tailored to meet learner's needs and language skills. Wong (2008) concludes that language forms can be inferred from language function. In actual fact the language should be treated by its functions rather than by its structures and grammar alone. In order to accommodate various labour demands three aspects area taken into consideration in ordinary English language syllabus, these are the functions of language communicative elements and competences. The leading one is the competence notion that learner is expected to demonstrate at the end of the course in learning English language. Many countries have given priority to competence in their curriculum compared to the content-based curriculum in which its focus was based on structure and grammar.

Bataineh and Tasnimi (2014) postulated that, competency-based curriculum was introduced due to the following reasons: First there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes of the curriculum. Both teachers and education supervisors did not put much importance of the outcomes of the learning. Second pertaining to this as time elapsed the behavioural changes were seen as not important in education. Thus, the emphasis on outcome was seen as important as far as the competence of the students who completed such level of education was concerned. Third, it was argued that specification of learning objectives limited teachers' creativity in teaching and learning because it based on teacher-centred than leaner-centred as opposed to outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process (Bataineh & Tasnimi ,2014). The learning process was based on doing rather than knowledge acquisition (Mushi, 2009).

Precolonial Teaching and Learning in Cameroon

Local pre-colonial context

Bunyi (2006) presents a critique against the colonialists' belief that before their coming to Africa, Africans were purely uneducated and uncivilized due to the absence of African based education systems. According to Bunyi (2006), before the colonial influence in Africa, Cameroon like most African countries had their own ways of education provision to the young people. Bunyi explains that though Cameroon education before colonialists was not formalized i.e. it had no organized curriculum, school infrastructures, professional teachers, and formal education management systems and structures. Nevertheless, the pre-colonial Africa education was relevant, useful, and well linked to the learners' real life. Bunyi explains further about the precolonial African education suggesting that it was worthwhile as it was provided according to the needs and individuals' roles, and interests (Bunyi, 2006). The colonialist's belief that Africans were uneducated during the colonial imposition in Africa, is also argued against by other scholars including Diallo (1997).

Diallo (1997), Africa had already developed an advanced civilisation and effective African based methods and approaches of educating its people even before the arrival of Europeans. Diallo provides some examples of how education was provided during precolonial period suggesting that elders (men and women) based on their different responsibilities had the role of transmitting knowledge, values, and customs to their children. As also noted before, the pre-colonial African education was provided according to the needs of the time, that is, it was intended to solve a particular problem or train individuals to take up potential societal roles. Bunyi (2006) says of pre-colonial African education (informal) that it built the philosophical foundation of the nature of today's formal education in terms of purpose and scope. According to Bunyi, African formal education systems were preceded by informal methods that guided the provision of education.

Elders Transmission, In Cameroon for example, pre-colonial education system aimed at enhancing in the children the values of hospitality, bravery, the dignity of labour, respect for elders, and communal life (Diallo, 1997). Diallo's contention regarding the aim and nature of provision of the precolonial African education suggests that the pre-colonial education was based on inheritance and continuity from one generation to another. This could mean that the pre-colonial Cameroon education was provided on the basis of a lifelong process. The pre-colonial Cameroon education was not only integrated in the day to day community activities but also it was continually provided as from birth to cradle (Mushi, 2012). Muschi characterizes the pre-colonial education when he states 'traditional education was not separated from other spheres of community activity. It was the whole life of the community and did not take place at a special time of a day or life' but all day and almost every day throughout life' (p. 35). This means that the pre-colonial Cameroon education was holistic in nature, that is, it prepared the child for a complete life. Siwale and Seif, (1997) also explain that during the pre-colonial period in Cameroon, children learnt what they lived.

They further argue that children learnt through practical orientation based on their routine activities. Siwale's (2008) and Seif's (1977) assertion is also supported by Dlamini (2008) who reiterates that during the pre-colonial period, children learnt by doing, actively engaging in participatory education through ceremonies, rituals, imitation, recitation, and demonstration.

This could mean that children learnt through imitating what their elders did. Dlamini (2008) provides examples of how children were involved in the day to day activities according to sex suggesting that when men worked, hunted, or played, boys would imitate. Likewise, daughters were asked to imitate women activities with expectation they will eventually practice by themselves (Dlamini, 2008). Therefore, in terms of teaching and learning approaches used, it could be logically agreed that they were based on learners' involvement in field activities through direct observation and practice. The significant pre-colonial educational challenge was the transmission of the readymade curriculum content from generation to generation. This transmission approach seemed to limit learners' sharing of their lived experiences and therefore the approach did not promote learners' creativity, critical thinking, and problem solving at higher levels.

Indigenous pedagogies,

One of the features of the pre-colonial Cameroon education curriculum was its use of the mother tongue like Duala, moghaka as medium of instruction (Siwale&Sefu, 1977). Different from the colonial and post-colonial period where English was used as the medium of instruction. During pre-colonial period, elders used their tribal languages to educate their children. Siwale and Sefu argued that the use of the mother tongue languages enhanced not only children's understanding of the topic under discussion but also, they promoted children effective participation on the topic. The use of the mother -tongue based on tribe languages according to Siwale and Sefu (1977) resulted in the development of learning autonomy, self-confidence, critical thinking and initiative among learners.

Similarly, Bunyi (2006) explains about the role of language in enhancing learning stating that when the topic is discussed using the learner's first language it influences the learner to effectively construct knowledge, i.e. easily internalizing the topic by connecting the topic to the learner's routine activities. This means that learner's first language promotes the learner to assimilate and confidently shares his/her learning experience resulting in the construction of new understanding of the topic. The learner's freedom and flexibility in the teaching and learning process according to Bunyi promotes his/her critical thinking, creativity, and problem-solving skills. More importantly, the first language promotes learner's self-confidence and encourages effective participation in the classroom processes. Subsequently this necessitates learners' application of the acquired knowledge in their daily life i.e. learning to live. Studies further explain about other means of education provision during precolonial period. They include mass media such as tales, legends, whereby children learnt history, geography, natural sciences, astronomy, and other subjects (Siwale and Sefu, 1997). Teaching according to Siwale and Sefu was mainly informal, though there were also elements of formal system. In the formal system (Kitta, 2004), elders with specific expertise offered special skills according to age, gender, sex, and individual's possession of special ethics in the community. These elders according to Kitta included men and women in the village or clan who were assigned to transmit specialized knowledge to selected boys and girls as they grew up. This means that pre-colonial education was provided based on the individual's sex, talents, and needs as from childhood to adulthood. The aim was to integrate children in the society's life as a whole (Kitta, 2004). Given the nature and methods of education provision during pre-colonial period in Cameroon, it could be agreed that the indigenous education was provided to both sexes where, emphasis was focused on the responsibilities and relationships that were attached to each sex. In terms of methods, it could be argued that both teachers centred and learner-centred approaches were concurrently used. The elders were the source of knowledge to their children. Children learnt by doing and imitating what their elders did, and thus, the education provided reflected the day to day needs of the children and the community. According to Kelly (1999), indigenous education enabled children to learn survival skills through experiences and instructions from the elders thus effectively adapting to different environments. Despite all the merits of the pre-colonial education in Cameroon, the nature of education and its provision posed the need for serious critiques and challenges.

Relevance of the pre-colonial education to the study.

The competence-based approach emphasizes on learning outcomes of what is taught. It is not only the question of knowing the content, the learner should be able to apply the skills, knowledge, attitudes, values acquired by doing the task thereby preparing to thrive in the modern world. This same notion of acquiring skills and values of the community started long ago with the pre-colonial African education (Bunyi). According to Kelly (1999) indigenous education enabled children to learn survival skills through experiences and instructions from the elders thus effectively adapting to different environments. In this connection, these values of the CBA: love, respect, responsibility, unity, peace, patriotism, social justice, integrity just to name a few were also transmitted and imbibed by the children of indigenous education. The difference is that certain countries have adopted certain maxims for example “learners do not fail; it is systems that fail” to awaken the spirits of parents and other education stakeholders.

Firstly the use of the mother –tongue based on the tribe language (Swale and Setu) resulted in the development of learning autonomy, self-confidence, critical thinking and initiative among learners. Secondly when a topic is discussed using a learners first language, it has a great effect on the learner to constructively construct knowledge (Bunyi 2006). That is internalizing easily the subject by connecting the topic to the learner’s routine activities. Thus, the mother-tongue is the medium of communication. In this study, English is the dependent variable and plays a vital role in the implementation of the CBA. English serves as the medium of communication. Like the mother- tongue both serve as the life wire in the transfer of skills, knowledge, values to the young ones that contributed in the continuation of new generations, major educational reforms in post-independence era.

CBA and the Cameroon Emergence For 2035

In 2004 in view of becoming an economically emergent country around 2035, Cameroon adopted ambitious reforms in a bid to adjust the quality of graduates from her educational system to the increasing demand for a more skilled workforce (Belibi 2018). Education is the critical aspect to prepare highly educated and well-trained human resources for an innovation driven global competitiveness (Ambei Moses, Kum Isobert, Ambei Ruhama, 2018). In education when the curriculum fails to provide sufficient skills and competence for learners, human resources will not likely move up to higher development level (Djalal 2020). In competitive global economy the curriculum shall be geared towards developing skills essential for the workforce with emphasis on the use of science and technology. In addition, the current trend on the global socio-cultural economic relations is pushing the whole world including Cameroon towards the so-called knowledge-based society which is built in creativity, knowhow and innovation, (Ntongieh, 2016).

The failure to meet the state’s expectation over the years under the objective – based approach fostered this change of the teaching method to be maintained in all the subjects in the secondary school level (Nforbi2015). According to Siewoue (2014) the challenges of the new curriculum were many in terms of: -

- Understanding the new approach

- Lesson planning
- Lesson delivery
- Evaluation.

In this connection a good number of these schools especially those in the rural communities in Cameroon encountered immense difficulties in implementing the new paradigm shift, the CBA. The competency – based approach has always been considered as the lever of school reforms, throughout the world in modern times (Richards& Rodgers 2001). In Cameroon it was welcome by educationists and some stakeholders (Belibi 2018) .The competency – based approach is indispensable in a society like Cameroon, (Ambe et al 2018). Ambe et al (2018) still contend that efforts to effect an effective implementation should be given maximum attention. Nevertheless, after some years of its inception, many education stakeholders were disillusioned; the feedback was not encouraging especially in official and local class exams.

The situation got worsened due the disheartening discovery when the trained teachers and even those who had been drilled in seminars and workshops on CBA were found reverting probably against their professional will, were seen still using the traditional approach to teaching and learning. This last incident provoked outrageous feelings among parents, the education family and some government officials, coupled with the deteriorating results in English Language in the GCE O LEVEL, which had been generating controversy and frenzied reactions to parents, and some policy makers. Even proponents of the approach were worried as to the outcome of this new learner- centred curriculum. It should be mentioned that the struggle to institute a good strategy to remedy this problem of poor performance had started many decades ago. As a measure towards this issue, the Ministry of National Education in Cameroon introduced the Competency Based Teaching after the National Education seminar in Yaounde in 2002 (Ambei et al 2018). The seminar revealed repetition rate of primary school children to the tone 41 % an academic year contrary, to the Jomtien declaration of 2000 (Ambei et al 2018). The secondary schools were not an exception, results of English language and even some of the other subjects like maths, history, geography just to name a few, especially in the rural areas left much to be desired. Coupled with the fact that qualified human resource for nowadays global competition is the citizen’s possession of high level of language network, that is English. More so English language being the medium of instruction for all the subjects, rendered the advocates of CBA seriously disillusioned. All these factors caused the researcher to carry out an evaluation of the implementation of the competency-based approach to English language in the secondary school curriculum, since its inception in 2004.

Contextual Background

The empirical studies carried out by many scholars and their respective findings are a testimony to the fact that the contextual realities of any situation should never be underrated or undermined, (IBE –UNESCO 2013). According to Rachman (2013) in the domain of implementation of curriculum he points out that no matter how sophisticated the curriculum,

it would prove worthless if teachers do not brush upon their skills and creativity as well as their competence on teaching. The contextual background of this study would be tackled from the perspective of the dependent and independent variables. The competency –based teaching and learning has been recognised in many education systems in recent system years. It is a system that challenges the traditional practice of focusing on the coverage of the content without paying attention to mastery of skills. The contextual background of this study highlights the nature of teaching and learning before the advent of the competency-based approach. It is worth mentioning that the CBA was introduced to Cameroon in 2004, to enhance the quality of Education in primary schools. This paradigm shift is in line with the provisions of the 2009 Growth and Employment Strategy Paper (GESP) and the general purpose of education in Cameroon prescribed in section 4 of Law No. 98/004 of April 14, 1998 to laydown guidelines for education in Cameroon whose orientations, within the framework of an emerging Cameroon in the year 2035, are geared towards the training of citizens for their intellectual, physical, civic and moral development and their smooth integration into society. This paradigm shift is equally justified by Kerka (1998) and Moon (2007) who argue that Competency-Based Education (CBE) measures each individual achievement against a set of competency standards rather than against the performance of another individual.

Flaws of the Traditional –content Approach

The traditional system is focused on a narrow set of academic outcomes emphasizing academic skills, memorization and comprehension of content. It fails to recognize that student success is dependent on more than academic knowledge. Success requires a full range of foundational skills including social and emotional skills and the ability to transfer knowledge and skills to new contexts. Competency education is designed to help students learn academic knowledge, the skills to apply it and lifelong learning skills that are needed to be fully prepared for college, career and life.

The traditional system is built on a fixed mind-set—the notion that people’s “abilities are carved in stone.” Purpose includes ranking and sorting students creating “winners” and “losers” and perpetuating patterns of inequality in society. In contrast, a competency-based education system is built upon a growth mind-set with a belief that all children can learn with the right mix of challenges and supports. Competency-based education meets students where they are to ensure that each one can be successful to the same high college- and career-ready standards.

The traditional system is organized to efficiently cover the curriculum based on age and depends on extrinsic motivation. Traditional systems developed before the emerging research about what we know about how children learn and are motivated. In competency-based education, everything should be rooted in what we know is best for students in terms of engagement, motivation and learning. Competency education fosters intrinsic motivation by activating student agency and providing multiple pathways for learning to the same high standards.

The traditional system targets support to students when their academic or behavioural needs are identified as significantly above or below the norm (i.e., special education, gifted). Competency-based education provides timely and differentiated instruction and support. Schools offer daily flex time and time for students to receive additional support before and after the semester. The traditional system emphasizes assessment for summative purposes to verify what students know. One-size-fits-all assessments are conducted at predetermined points of time or at end of unit and are administered to all students at the same time and in the same format on the same content. In competency-based schools' assessment for learning with robust formative assessment contribute to student growth. A balanced system of assessment aligns with high expectations that students learn how to transfer knowledge and skills through performance-based assessment. When possible, assessment is embedded in the personalized learning cycle.

The traditional system allows high variability in how educators determine proficiency. Competency-based systems ensure consistency in expectations of what it means to master knowledge and skills. Districts build educator capacity to make judgments of student mastery to the same high standards. The traditional system articulates opaque learning objectives and performance expectations with limited information for students about their learning cycle. Students receive grades with little guidance on what is needed to do better or opportunities for revision. Competency-based education values transparency with clear and explicit expectations of the learning cycle and architecture including what is to be learned, the level of performance for mastery and how students are progressing.

The traditional-content system uses academic grading practices that can often send mixed messages and misleading signals about what students know by reflecting a mix of factors, including behaviour, assignment completion and getting a passing grade on tests, not student learning. Grading in competency education is designed to communicate student progress in learning academic skills and content as well as the skills they need to be lifelong learners. The traditional system is time-based. Schools batch students by age and move them through the same content and courses at the same pace. Students advance to the next grade level after a year of schooling regardless of what they actually learned. Competency-based education is based on learning: students must demonstrate mastery of learning, with schools monitoring pace and offering additional supports to meet time-bound targets.

The competency –based approach had been introduced into French speaking Africa during 1998 meeting of the “conference des Ministres de l’Education ayang le francais en partage” (conference 2008). The CBA being an instructional approach that teaches competencies, rather than language competencies such as grammar and lexis (UNESCO 2000).

Contextual Background from the perspective of methodological competency Strategies:

From the perspective of methodology, the traditional –content approach was characterized by root memorization in the domain of assessment testing techniques like MCQ, true or false questions, gab filling task, yes or no questions. These were the dominant teacher- centred activities. Pencil and paper, was the main method for assessment before the introduction of the CBA. The old system was organized to efficiently deliver curriculum and assessing

students proficiently at low levels such as memorization and comprehension content, knowledge rather than applied learning and mastery. Another aching issue of the approach is the fact that it uses academic grading practices that can often send misleading signals about what students know by reflecting a mix of factors including behaviour, assignment completion and getting a passing grade on tests and not student learning.

This was the scenario from the assessment standpoint. A good number of these skills: problem solving skills, critical thinking skills, emotional intelligence skills, organisation and planning skills, team work skills, collaboration skills, self –building skills, work readiness skills, just to name a few only came to practice with the introduction of the pedagogic principle of the CBA. Some of these skills may not be job specific but they play an important role in improving the performance and value in the work place. These employment skills improve one’s performance, minimize errors and promote collaboration with the co-workers, enabling the individual to perform his role effectively.

Contextual Background from the View point of Pedagogic Reinforcement Competency Strategies:

The competency –based approach has been designed to help students learn academic knowledge the skills to apply it and lifelong learning skills that are needed to be fully for college career and life. Unlike the traditional –content approach that is focused on a narrow set of academic outcomes and fails to recognize that student success is depended on a full range of foundational skills including social –emotional and the application of skills. This is a strong inspiration to the students and confirms the constructivist philosophy which is the cornerstone of the CBA that states knowledge is constructed rather than innate or passively absorbed.

The background prior to the introduction of the CBA needed much to be done to encourage the principle of constructivism. Its central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning. These indicators: Enabling environment, with the following skills like team work spirit, positive work ethics were introduced to teachers when CBA was brought in to replace the dysfunction old content or objective approach to teaching and learning. There is no gainsay that these five-positive reinforcements: nonverbal cues (thumbs up, jazz hands, clapping), verbal praise (thanking you for participating), tangible rewards (bite-sized candles for class participation), activity rewards (five minutes for free time those who are still on task.) Group rewards (end of month pizza party for no tardiest). Creating competition with groups rewards. Dividing the students into teams and set up a reward for the team that works the best. This allows the students to build off of each other’s strengths and practise cooperative behaviours. It is worth mentioning that before the introduction of the CBA in 2008 in Cameroon these other indicators like integrity, employability, mastery, choice self –building according to the present researcher were not also introduced to the teachers during the seminars and workshops.

Contextual Background of the Instructional supervision competency strategies from a Socio-cultural perspective:

The contextual background at the advent of the CBA was void of these essential indicators: soft and hard ware, applications, self – pacing, sustainability, diagnostics and notification, the principals as instructional leaders are primarily responsible for promoting effective teaching implementation. Effective principals continually engaged teachers in instructional dialogues and reflective practices. Effective principals are aware of the varied instructional strategies that directly or indirectly improve teacher’s professional development, after having been drilled by the instructional leader with the above-mentioned indicators, the teachers are able to transfer these skills: self-building, critical thinking skills, problem –solving skills just to name a few to the students.

In the era of the traditional –content approach these skills were never made known to the teachers, especially teachers who were in schools far off from the town where computer facilities were unheard of. The introduction of the CBA with its constructivist principles created a lot of awareness of the influence of socio-cultural values and beliefs. The educational process in any context is not only an exchange of information between teachers and students, but it is also a set of conventions which decides what happens between these parties (teachers and students). These conventions are determined by the social, and cultural norms within this particular context (Tudor, 2003).

Stressing the central role of the social context, Tudor (2001:35) indicates that “the classroom is a socially defined reality and is therefore influenced by the belief systems and behavioural norms of the society of which it is part”. This coincides with Locastro’s (2001:495) argument that “classrooms are social constructions where teachers, learners, dimensions of the local educational philosophy, and more general socio-cultural values, beliefs, and expectations all meet”. Nunan and Lamb (2001:33) add that “classroom decision making and the effective management of the learning process cannot be made without reference to the larger context within which instruction takes place”. Holliday (1994:24) also notes that “the culture of the classroom provides tradition and recipe for both teachers and students in the sense that there are tacit understandings about what sort of behaviour is acceptable”.

The socio-cultural context where an innovation is to be implemented therefore will play a major role in the adoption or resistance of the innovation. For example, commenting on the process of curriculum innovation, Morris (1998:120) argues that “the implemented curriculum can be far removed from the intended curriculum, particularly if insufficient consideration is given to the context in which the reform is to take place”. Goodson (2001:53) also highlights the consequences of ignoring the context where the innovation is to be implemented: without sensitivity to context, the new change forces may be shipwrecked in the collusion with hard sedimentary rocks of existing school contexts. Externally mandated change forces are all very well as a triumphalist symbolic action pronouncing the new world order, but unless they develop sensitivity to school context and to teachers’ personal missions, the triumph may be (Scientific Research Journal 2013) short-lived and unsustainable, or we will see the

emergence of a new purpose and function for teaching and schooling far removed from the mandated intentions.

If an innovation is implemented without consideration of the socio-cultural structure of the society, conflict and resistance might arise. If an innovation entails new behaviours and roles which contradict the behaviours and roles inherent in the society and culture, receivers of this innovation might not easily accept these new roles and behaviours. Shamim (1996), in her attempt to introduce a process approach to English writing classes in Pakistan, found that conflicts between the learners' assumptions about knowledge, their learning behaviour in the classroom inherited from the culture of the wider community, and the assumptions of the innovation impeded its successful implementation.

Shamim (1996) explains the reasons behind learners' resistance to this particular innovation. As she notes: The lack of 'fit' between the 'users' (learners) and the assumptions of the innovative methodology were largely as a result of 'value conflict'. On the one hand, learners' beliefs and assumptions about the norms of appropriate classroom behaviours shown to be entrenched in the culture of the community clashed with the assumptions of the innovative methodology. On the other hand, the affinity between their expectations of the etiquette of teacher/learner behaviour in the classroom and the culture of the community made it easier for them to reject the innovation (Shamim, 1996:119). She also makes suggestions regarding introducing educational change in general. They are as follows:

- The need for behaviour change is not limited to teachers. Students, parents and communities also have to change for the successful implementation of the innovation.
- It is easier to implement change that is congruent with ways of thinking and believing and the norms of interaction prevalent in the culture of the community.
- An innovation, if it clashes radically with the culture of the community, should be adapted to the local culture before being introduced.

Holliday (2001:169) calls for innovations "to be sensitive to the cultural expectations of the recipients of the innovation, whether they be students or teachers encountering new teaching methodologies, or stakeholders in curriculum projects".

In addition to the socio-cultural factors, other elements of the educational context such as the availability of the resources, and the structure of the examination system can have a significant impact on the extent educational innovations can be implemented effectively.

Cameroon is a multilingual state comprising 247 languages. In connection to this, there is no gain saying that the culture of the Cameroon people vary from one ethnic group to another, for example Basa, Ewondo, Fulfulde, Duala to mention a few. A good number of the schools in the non-urban areas, the activities carried out are sensitive to the culture of the people. It should be mentioned that features belonging to the culture of a particular society such as traditions, buildings, languages that were created in the past but still have historical importance, are immortalized cultural heritage. In this light any right-thinking human being must consult the notables of the place for any serious reform like the CBA to be implemented

in the schools of the locality. Recent literature on the implementation of the CBA attest that this was not done (Ambei et al 2018).

Elites, notables, statesmen, teachers and parents of each locality were to be consulted so that issues on the culture of the community could be well grounded. Studies carried out by Nkwetisama (2012), Nforbi and Belima show that most teachers have not understood what the CBA entails. The situation is worse as concerns the teaching and learning of English in schools in the local communities. A questionnaire administered to 91 teachers selected from 32 schools both public and private, Njei (2016) investigated teacher's perspectives on the implementation of CBA in Cameroon secondary schools and came up with the same findings similar to those of Nforbi and Siewoue. For instance, 93.4 % were aware of the paradigm; only 17.6% believe they understood what CBA entails. In the same vein only 25, 7% of teachers were ready to implement the CBA while about 82.4 % did not feel confident to implement the new approach at the time. In this light it is quite obvious that from the cultural point of view, the natives were not well brainstormed to enable the parents whose children were being taught to work hand in gloves with the teachers who are the engine of curriculum implantation (Kelly, A 1999.)

The ethnocentric feelings are always common with most people especially those from less scholarized areas. Thus, the feelings that the customs and tradition of one's own race or nationality are better than those of others make it difficult to imbibe a change or custom not familiar with. It was therefore necessary to carry out adequate sensitization to cause stakeholders especially those from non-urban schools to overwhelmingly endorse the need to reform the curriculum. The CBA according to Docking (1994) is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students must know about language to what they can do with it permitting them to thrive rather than survive in a positive ethnicity at the same time being confident and proud of their cultural heritage. Auerback (1986) argues that CBLT implementation involves eight characteristics. In his analysis he mentions "a focus on successful functioning in society, explaining that students should be trained to become autonomous individuals coping with the demands of the societies in which they live." In this light in implementing CBA, enough consideration should be taken care of to sensitize the parents of the different cultures who spent more time with the students than the teachers (Belibi 2018).

Contextual Background of the didactic material utilization competency strategies from a Sociological Standpoint:

Contextual background seen from a didactic material utilization competency of a sociological standpoint has far reaching implications. In the traditional classroom standardizing the mechanisms in which competencies or skills are to be assessed can be said to be of little problem. However, in a CBA classroom it stands as a great challenge, if CBA has to be that link between learning carried out at school and the context of use outside school. This is because being a personalized learning approach, CBA focuses on subject mastery, irrespective of the place, time and to pathway. In this light the absence of the use of didactic material in

the traditional classroom was a serious matter, this in no small degree contributed to the passive view of teaching that views the learner as an “empty vessel”.

According to Ambei et al, it was realized that even for those who have a good knowledge of the CBA, effective implementation is still a major challenge in most situations because of insufficient resources as well as in-depth knowledge on how to use these resources. Sociologically speaking, education is seen as a fundamentally optimistic human endeavour characterized by aspirations for progress and betterment. It is understood by many to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and societal status (Bordeau. P 2005).

Education is perceived as a place where children can develop according to their unique needs and potentials. It is also perceived as one of the best means of achieving social equality. In this regard, introducing a new curriculum the sociological appraisal of the different environments must be presented and studied. It is necessary to know the class of people living in the environments. For example, schools in the urban towns would likely comprise of people of upper- and middle-class individuals. These parents could easily understand what it means a change in the curriculum for the betterment of their children. It is very likely also too that the schools in the local and rural communities the stakeholders are mostly individuals from the labour class. In fact, these are parents, guardians, children, uncles, aunts just to name a few, who belong to the low socio-economic status These stakeholders would not be able to appreciate issues like value –based education and values that would be taught like love, respect, responsibility, unity, peace, patriotism, social justice, integrity. Due to the fact that they belong to the lower class of the society, these values would mean nothing to them. The sociological appraisals shall be viewed from these perspectives: the family and the school.

Contextual Background from the Family perspective:

According to Bordeau (2005) learning is a permanent change of behaviour and formal education aims at transmitting cultural and social values of the dominant ideology to students. The family from a sociological perspective is comprised of different classes of people: the high socio-economic, the low socio-economic, the labour class, middle class, upper class, wealthy or poor background just to name a few. Those from high socio-economic status easily understand issues about the child’s education, then those from lower socio-economic class. In this light for the CBA to be well implanted a good diagnosis of the various classes need to be done. In this regard it would permit the education policy makers to have a good grip of the sociological context of the environment.

Gordon (2001; 53) highlights the consequences of ignoring the context where the innovation is to be implemented: Without sensitivity to the context the new change forces may be shipwrecked in the collusion with hard sedimentary rocks of existing school context. In case there is mismatch between the exams program and that of the new innovation (CBA), since the teachers wish that the students should pass the exams, they would abandon the new program and continue with the program that concerns exams. Thus, sensitivity to the existing school context is very important, especially if the class of people is the labour type. A number of researchers pointed to the crucial role exams play in shaping what teachers teach in their

classroom,(Andrews2004, Cheng & Wanatande 2004,Choi 2008), For example Lamie (2004 :147) indicates that if the tests are perceived by teachers to have significant effect on their student lives ,then they can see it as part of their duty to make sure that their students have the best possible they can to succeed .Thus, it is necessary to have a class analysis of the environment: upper class, middle class, labour class or wealthy and poor background .

Research has proven that there is a connection between father occupation and students' academic achievement. Parents from high socio-economic status would easily welcome a change in the curriculum and are ready to create more time to see into the academic progress of their children. Parents of this class can make extensive engagements with curriculum planners. The stakeholders like the educators could reflect on the following four questions when planning change in education and especially in the curriculum;

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that is likely to attain these purposes.
3. How can these educational experiences be effectively organized? How can one determine whether these purposes are being attained?

It should be mentioned that parents who are stakeholders of schools located in the suburbs and far distant places from the main towns are most often financially needy (Shimim 2010). The nature of their job does not permit them to give adequate attention to their children's studies. Even though according to Bordeau (1994), students are evaluated through standardized methods which include cognitive, emotional and social measurements. He points out that the degree of conformity to those predetermined criteria segregate students between low and high achievers. This goes a long way to confirm that students who are low achievers belong to the stakeholders of low socio- economic class or status in the society or environment. More so these are individuals whose academic background are hollow and consequently show little or no interest in matters like curriculum change. Meetings on such educational programmes like CBA may hardly ring a positive bell to them.

Contextual Background from the School -factors perspective:

From an ethnographic perspective the teachers are expected to have social or cultural lenses (Bordeaux 1994) of everyone in their classrooms. This permits a good mastery of the classroom and it enables the teacher to teach not only the "what's "but also the "whys". This gives the instructor an understanding of a sociological background of his or her students because these backgrounds have an impact on the student's educational experience. A good number of the schools have few or no teachers especially in the villages and country sides. The few teachers who find themselves around may not appreciate the new paradigm. Many of the teachers continue using the old method of content- based approach to enable the students write official examination, (Maja 2012). The realities of certain environments were more an impediment than a facilitator to the realization of the implementation of the CBA. In the urban towns the complex environment of a school (social, cultural, cultural, technological) demand a certain way of teaching, feeling, thinking and socializing, this is not the same as in semi urban or rural areas where many of the schools are also located and whose stakeholders

have little or no notion about school life. Failure in such remote school areas was inevitable. Bernstein (1996) from the theoretical perspective holds that the connection between socio-economic factors and linguistic performance of a child is based on a phenomenon which he calls “ a limited verbal code of communication “ Something which has adverse effects on both ways the child expresses him or herself with respect to his or her education (Vrlzas 1992) .In this regard , children whose parents are of low socio economic status cannot engage in developing key inquiry questions that promote inquiry based learning. This is to help not only in contextualizing learning but also to enhance differentiated instruction. For instance, the teacher can vary the inquiry questions for learners of different abilities while teaching the same concept. (IBE-UNESCO 2013)

Still on school realities of the environment, Wedge and Prosper (1973) supporters of the materialistic deprivation theory have connected poverty to school performance. They emphasize that, children from poor background, are more prone to illness, they have more accidents and acute learning problems more often than children from other classes. Poverty creates a very difficult environment for the family which entails lack of learning opportunities for the children (Herbert1996). In this light if CBA is to succeed in such a poverty stricken and reddened environment special scholarship schemes must be provided to accompany the implementation otherwise failure of implementation will be inevitable.

In big towns the parents can be said to possess what Bourdieu (1994) describe as “Cultural Capital” This comprises the property owned by an individual like clothes, shoes, houses, cars. Parents of such a class are always ready to see about the educational progress of their children. They place high value on their children school achievement and respond quickly when contacted (Bourdieu 1994). Stakeholders from high socio-economic class, their educational level and their own experience with school may affect their involvement in school activities. They would show a lot of concern on issues like the CBA (Bandura1997). This is not the same with single parents from the labour class. Parents from this class may work night shift and be unable to help the child with homework. Such parents may lack personal transportation which can make it difficult to attend meetings scheduled to brainstorm important issues like a change of curriculum especially when they live in very inaccessible localities. (Gresham 1998). More so economic down turns affect them first because they have fewer reserves (Maja, 2012).

The peers of middle-class parents can also have a positive impact on school work, since they are the strongest influence children receive on a daily bases at school, (Sternberg, Duurnbusch, Brown 1992 Hymcle, Comfort Schonerl, Reichil and McDougall 1996). In this regard parents of such a class must be well sensitized on issues of the change of curriculum so that they would serve as forefront parents to convince those of the lower class on the importance of such a scheme. Research has proven that peers influence the quality of school work (Chu, 2019; Book, 2014). The influence here on quality may be positive or negative. Whatever be the case the parents still have a role to play. If the impact is negative, then the parents and the peers must be the individuals to sensitize the locality to embrace the new change: the CBA that is from the content- based curriculum to the competency –based curriculum.

Kelly (1998) concurs that the starting point for educational planning is not a consideration of the nature of knowledge and/or the culture to be transmitted or a statement of the ends to be achieved, whether be it economic or behavioural but a concern with the nature of the child. Kelly (1998) goes further to say that education is the process by which human animals are assisted to become human beings. In this regard, from the inception of the CBA the main stakeholders (teachers) were not called upon to enable them partake in the planning of the curriculum. The teachers' productivity is a function of experience and educational level, (Welsh 2000). A new curriculum may be described as an endeavour to change teaching and learning practices which some of the belief's transformations are understandings, hitherto existent will also be included in the setting to be changed (Altricher 2005). The subjective realities of the teachers must be considered when talking about innovation. Fullan (1982) cited in Jones and Cerr (1992), proposes that unsuccessful innovation. have been based on models that do not deem those realities including the teachers views about the subject and views on learning.

Furthermore , Fullan(1982) suggests that in order for the change to be successful there should be the balance between rewards and costs which are acceptable to teachers .In the light of those submissions this gold mine (experience) of the teaching corps was not well exploited ,that is involving them in the stage of the innovation Apart from the HOD of English departments , most of the other stakeholders like the parents and guardians were not called upon to participate in the seminars or workshops. The teachers were not well trained to face the challenge of a new paradigm. Most of them especially those who teach in schools in the country sides or remote communities saw it as a non-event (Belibi 2018).

Nevertheless, a few seminars were organized for Heads of department of secondary schools. These seminars stood as an attempt to solve the problem of sensitizing and training the teachers for the implementation of the CBA which was very inadequate. Probably due to insufficient funds, most of the workshops and seminars were held in the regional capitals. Consequently, most teachers in far off distant schools were not opportune to attend the workshops and seminars. Due to the top bottom approach in organization many teachers expressed a lot of dissatisfaction in the way many issues were handled in the workshops and seminars (IBE UNESCO, 2015). The key implementers of the curriculum that is, the teachers and the parents of the students were left out of the program of formulation and implementation. This buttresses what Rachman (2013. p27) says: “No matter how sophisticated the curriculum is it will prove worthless, if teachers don't brush upon their skills and creativity and improve their competence on teaching,”

The teachers place in education should never be undermined even the parents too, who spend more time with the students than the teachers. In communities like the poorly scholarized zones where teachers and parents are completely cut off from issues on education of the children, the situation becomes worse when in future certain requirements of the CBA like appropriate textbooks, monies for field trips, ICT instruments shall be requested. In this connection, it is very necessary for curriculum planners to involve the communities when carrying out a curriculum change. More so considering the fact that a good number of the under scholarized communities are poverty stricken. Sometimes in a particular season or year when the yield is poor, it may lead to a total catastrophe when school items like basic text

books are to be bought. Special considerations were to be programmed. Furthermore, it should be mentioned that such children in under-scholarized localities, by the time they get to secondary schools they are already plagued by many learning disabilities. According to (Maja 2012) in his study of one of the challenges teachers faced in the classrooms was the poor academic level of the students. Especially in the remote areas where many students were lacking basic spelling and grammar notions coupled with other environmental factors like inappropriate teaching and assessment standards, inadequate stimulation from parents due to poverty and absence of school instrumental materials. All these make it difficult for CBA to have sound penetration and implementation.

The competency-based approach ensures continuous and ongoing assessments (Auerbach 1986). In competency-based language teaching (CBLT), teachers assess students' knowledge before and after teaching. So CBLT encourages formative assessments, these are not always graded but provide information about learners' strengths and weaknesses and tell teachers how students move along the path to acquiring skills of the new curriculum like competency (Griffith and Lim 2014).

At the end of each competency module students take a final test or summative assessment. Students who demonstrate mastery of this specific competency under study can move to the next. However, those who fail the summative assessment should keep on working on the module until they achieve mastery and can move to the next competency (Richards and Rogers 2001). From the sociological standpoint, and looking at the Cameroon context much was still undone for Cameroon schools to measure up, to the standards of Morocco, Mauritania, Algeria and Rwanda just to name a few, to implement this wonderful approach to language teaching and learning (Belibi 2015). In this regard it can be said that the contextual realities of Cameroon make it impossible to expect the results of implementation like the countries mentioned above. For example, in the domain of assessment testing techniques like MCQ, true and false questions, gap filling task, yes or no questions which should not be originally part of an end module evaluation in CBLT (Richards and Rogers 2001) are still recommended to the Cameroon English language teacher for both formative and summative assessments.

Contextual Background of the communication competency Strategies from the Educational standpoint:

Still on the contextual realities from the educational standpoint, the Cameroon government is bent on enhancing the achievement of the country's vision 2035 which focuses on building a nation with high quality education at all levels, a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the societal problems, meet the challenges of development, attain competitiveness of regional and global levels. In this light to sustain its future both at national and international level, the Cameroon government needs to invest more in its human resources. Therefore education is the critical aspect to prepare highly educated and well trained human resources for and innovation driven global competitiveness. Mandela (1999) theorized that "education is the most powerful weapon which you can use to change the world". More especially one of the

indicators of qualified human resource for nowadays global competition is the citizen's possession of high level of language of networking, in the case of Cameroon that is English and French. Considering that Cameroon has about 247 indigenous languages (Echu, 2011) it is a pointer to the fact that a thorough groundwork needs to be done with respect to the two official and the indigenous languages, to carve out the realities in the ten regions that could ensure a good implementation of the CBA. Due to the long distances from cosmopolitan towns, in most of the remote community's language teachers are very few or totally absent in these schools. These teachers hardly attend seminars and workshops, Firstly, they hardly receive invitations, secondly these schools in remote localities are often out of network and most importantly transport fare is often catered by the teachers themselves. (Belibi 2015)

Furthermore, from the above analysis, it is obvious that the CBA model of Britain, Belgium, USA, France and Australia cannot just be brought and placed in the Cameroonian context. Educational technology is an important program in the CBA. Unlike the old paradigm that is, content or knowledge-based approach where the remote schools could struggle to go ahead sometimes without educational technology. It should also be mentioned that it is very essential that all children should have an equal opportunity of acquiring intelligence (Newsome Report 1963) cited by Kelly. The contextual realities uncover the fact that a good number of the secondary institutions are not able to follow the prescribed programme of the ministry. This is partly caused by the remoteness of the environment or the reluctance of the teachers to catch up with the new approach in teaching and learning. According to Belibi (2015) Cameroon has adopted a modularized instruction and the curriculum is built around modules or chunks. That in Cameroon both Anglophone and francophone learners have to acquire a range of skills from the following five modules:

- i. Family and social life.
- ii. Economic life
- iii. Environment, health and wellbeing. IV. Citizenship
- 1v Media and communications.

It should be mentioned that with the CBA, English Language at the ordinary level General Certificate of Education Examination the students are no longer recipients and consumers of knowledge furnished by their caring teachers on a silver of platter. Students are called upon to take charge of their performance. This caused great dissatisfaction to all and sundry, considering that by 2018 CBA the new approach was already more than five years in the field yet the performance of the schools in the suburbs leave much to be desired. It was common to get statements like "It is high time we abstain from importing educational policies which have proven to deliver outstanding outcomes beyond our country's borders" as the case in Algeria, (Djalal, 2020). In 2015 and 2018 the general percentage in English Language was 64.78 and 63.11 respectively. Admittedly, the figures show that there is no hidden fact that something is going wrong somewhere despite the new approach.

Considering that the new approach (CBA) is based on priori needs –analysis of the students (Richards Rogers, 2001). This might be taken to entail that there are no readymade syllabuses to be used for all batches of learners and it is learners' needs and expectations and actual

knowledge-to- skill competences that determine to a great extent what category of lessons to incorporate into the syllabus and what lesson sequencing to adopt for any particular class of learners. In this respect stakeholders expected very high performances since the learner can remain on a set of lessons or task until he shows proper mastery (competence) of the set lessons or task before moving to a newer set of lessons or task. In this regard it permits the students to generate knowledge to share with their peers.

Academic achievements in English Language, from the above presentations are bound to be good everything being equal. If they are poor probably because the locations of the schools differ. The overall percentage 63.11 in 2018 must have been raised by the excellent performances of the schools in the urban setting. The schools in the local communities are devoid of learning and teaching materials, classrooms, etc. What does one expect when a good number of the teachers in non-urban environments are not exposed to seminars or workshops? The classrooms in these localities where teachers function is not equipped with computers and internet services. One of the defining tenets of the CBA is that it encourages usage of the internet services for the ultimate attainment for teaching objectives. For the staunch advocates of this approach, teachers and learners who aspire to move with the times and break free from reliance on traditional black-board-chalk-based lesson delivery odes: for them there is more to teaching and to capturing and maintaining learners' attention than such devices. Learners come to the classroom with individual variability and such variability cannot be properly attended to if the teacher slavishly sticks to the board as the only tool to use.

In this regard it can be argued out that by 2018 if the performance had to increase it was necessary to be prudent and ensure that in the inception of the new approach in 2012 the teachers especially those in difficult areas need to receive ample training not only about the practical traits of the CBA, but also how to take full advantage of the countless virtues of internet and computer technology. In 2015 and 2018 the number of students with U grade is about 13,929 which is very appalling, for a country that has introduced an approach (CBA) to make learning enjoyable. The students are free to feel very relaxed during learning. Sturgis and Patrick (2010) frame it as “the transformation of an education system from a time-based system to learning – system.” In this connection, the students are the masters of their destiny. The atmosphere is one which the students are not supposed to have such an alarmingly poor grade as U grade. As earlier mentioned something must have gone wrong somewhere. This approach (CBA) was introduced to ease up the burden that, teachers and parents have been carrying with regard to low levels of academic proficiency and competence (Djalal, 2020). Thus, adequate contextual groundwork with respect to the educational milieu has not been given the attention it deserves.

For a country like Cameroon that places much emphasis on school success and CBA being the bedrock of modern academic achievement in the globalized society (Nkwetissam 2015) such horrible performances after the inception of the new approach for more than five years leaves much to be desired. At this point, it was necessary at the implementation stage to unravel issues on: 1. schools that prioritize academic learning for school success, 2. schools that prioritize creativity and self –directed learning 3. schools that prioritize problem solving, community involvement social cooperation as their criteria for school success. This implies that schools that do not have any of such programs and English being the instrument of

communication special attention to beef up a holistic spirit in education should be given to these schools: Retraining schemes, seminars and workshops with emphasis on English language, thereby preparing a better groundwork for CBA to be implemented.

Contextual Background of the perception competency Strategies from the School

Climate perspective:

The school climate from the educational standpoint plays an important role to appeal for greater far reaching reforms. These reforms often lead to changes that improve student's achievement and consequently motivate parents of both high and low social class to give a listening ear to issues like a change in the curriculum. According to Deth Doll (2010) school climate has been called the fourth leg of school success, after curriculum materials, instructional strategies, and teachers, it is often measured by asking students and staff members to explain what it feels like to be teaching and learning in a particular school and asking families to describe their perception and sense of being welcome or not.

Sensitivity to the school environment by curriculum planners or evaluators is a gateway to a positive school climate. This is often conditioned by the school culture. The school culture focuses on shared assumptions, shared meanings and shared beliefs (Malinowski, 2006) whereas the school climate measures are based on students, teachers, and administrations' perceptions and personal experiences. In this regard a positive school climate would be a good breeding ground for the CBA and possibly other minor reforms. Beth Doll, (2010) a school psychologist presents this vivid example of City Centre High School, where the school location can be describe as discouraging because it is located in the poorest neighbourhood. The students faced numerous challenges and their parent's long working hours made involvement in school difficult. Nevertheless, the administration and faculty members had an unwavering commitment to their students and making their school a place where students and staff members felt valued and empowered.

Classroom climate can be irrevocably harmful if teachers behave in a derogatory or punitive way (Beth Doll, 2010). An anonymous student survey suggested that the teachers sometimes overlooked missed homework and limited test preparation because they knew that their students often lacked adequate housing and nutrition. The administration and faculty members worked to reframe their response to students' underperformance. Instead of forgiving missing work, the teachers help students figure out ways to meet the school requirements. This shift served to further strengthen the learning climate of the school.

According to Howard et al., Howell, and Braincard (1987), opines that a school climate is its atmosphere for learning. It concludes the feelings of people about the school and whether it is a place that learning can occur. A positive school climate makes a school a place where both staff and students want to spend a substantial part of their time "it is a place to be". In this context, there is evidence that the implementation of the 2012 CBA was bound to face numerous challenges due to the nature of the school climate which is characteristics of a good number of the schools in the non-cosmopolitan environments. The negative impact of the school climate on most of the schools leaves much to be desired.

A positive school climate is associated with academic achievement, student engagement in school and positive social skills development. According to Camiile (2004), the following components characterize school climate:

- Achievement motivation: students at the school believe they can learn and willing to learn.
- Collaboration decision making: Parents, students and staff are actively involved in the decision affecting the school.
- Equity and fairness: The students are treated equally regardless of ethnicity, and disability.
- General School climate: There is a positive quality of all interactions and feelings of trust and respect within the school community.
- Order and discipline: Students display appropriate behaviour in the school.
- Parental involvement: Parents participation frequently in school activities.
- School community relations: The community is supportive and involved in the life of the school.
- Dedication to student learning. Teachers actively motivate students to learn.
- Staff expectation: Staff expects that students will succeed in school and in life.
- Leadership: The principal effectively guides the direction of the school including creating a positive climate.
- School building: The physical appearance of a school building reflects the respect for the school and community.
- Sharing of resources: All students have equal opportunities to participate in the school activities, materials and equipment.
- Caring and sensitivity: The Principal shows consideration for students, parents and school staff.
- School interpersonal relations: There is a high level of caring, respect and trust among students in the school.
- Students – teacher relations: There is a high level of caring and trust between students and teachers in the school.

The problem of school climate exacerbated due to the lack of “A cause beyond oneself” (Glickman 1999).According to Glickman teachers should not view their works as simply what they carry out within the four walls instead teachers should see themselves as part of a larger enterprise complementing and working with each other to educate students .He reiterates that for the successful schools education is a collective and not an individual enterprise. The spirit of selflessness (a cause beyond oneself), that is commitment, devotedness, must be well engrained in their minds. In this wise, the implementation of CBA is not an individual

enterprise. It is a collective endeavour that needs especially a pivotal study of the school climate that could give out vital information on the beliefs and expectations of the teachers, parents and other important education stakeholders. This will go a long way to uncover certain challenging contextual factors that may be a stumbling block to the smooth implementation of an innovation.

Contextual Background of the communication competency Strategies from a Socio-political viewpoint:

Education has been regarded as the main agent for the political specialization of the young into the national political culture (Chu 2019; Lassnigg 2015; Twyman 2014) it serves as the primary agent for the selection and training of political elites. The CBA when first implemented in some primary African countries like Mauritania in 1996, they realized that CBA was the most relevant method to enhance African education (Sewouie and Nfordi 2015). However, even though they obtained similar results in other African countries, they concluded that the greatest problem lays in implementing the curricula. It was finally concluded that though CBA is a good approach for African schools, the needs and realities of Africa are also to be taken in consideration.

The socio-political realities needed to be given a good consideration so as to create a sound atmosphere for the implementation of the new approach. In this regard the following factors: ideologies, policies, regulations, traditions, if well considered would have gone a long way to pave the way for the CBA to get well implemented. There is glaring evidence as concerns the correlation between political parties and reforms initiated in localities. It is often noticed that social facilities are located where an influential member of parliament belongs. Other communities without anybody to follow up such amenities are bound to suffer. This is the contextual reality of African countries. It is also very obvious that stakeholders (teachers, parents' guardians, curriculum planners) from an under developed community of this nature shall find it difficult to embrace the innovation confidently. Parents or guardians who belong to low income strata of the society, consequently their children cannot go to good public schools because some are already drop-outs, such parents by that fact shall not welcome the innovation from a positive perspective.

In a multicultural education context, Hall (2000) describes it as “the social characteristics and problems of governance posed by any society in which different cultural communities live together and attempt to build a common life while retaining something of their original identity.” Here some politicians see it as a divide and rule system, while Hall (2000) still contends that one of the challenges is to provide equal education for the numeric ethnic and religious groups while at the same time creating an integrated country. From the point of view of ideology and tradition, some individuals may be caught between the two opposing ideologies from the two languages (English and French). On the aspect of tradition, issues on genital mutilation are worrisome issues to many parents causing such parents not to give considerable attention to their children education. In advanced countries issues of this nature have special program in the curriculum.

It should be mentioned that racisms and biases manifest themselves through staff practices and decisions. For example, deciding which students are gifted and which require special education is often affected by teachers' biases. Secondly if education is perused without any additional investments on health care, housing, early children education, after school level programs or any other social and economic support the achievement gap between students from cosmopolitan schools and non-urban and village schools can never be closed. In this respect education being the cornerstone for development, the children, (like father like son) shall put the same behaviour like their parents and the spiral effect shall hardly end. In such a society except those from cosmopolitan areas could be ready to welcome new changes since people of that category can reason out the implications of an innovation vis a vis globalisation. Keating (2015) says that whatever the design however all curricula need to be evidenced – based and outcome focused and all the teaching strategies need to be matched to their learning domains (psychomotor, cognitive and affective.)

Contextual Background of the communication competency strategies from Socio-economic standpoint:

A lot of research has proven that the failure of the implementation of most curricular is due to not matching the realities of the society, locality or environment with the clearly articulated rationale of the innovation that is the curriculum (Meja, 2012). Schleicher cited by Loper et al (2017) hypothesizes that if any innovation is implemented without a consideration of the socio-cultural, socio-economic, socio-political and technological factors of the society, conflict and resistance might arise. In this regard, curriculum developers have to work hand in gloves with the economic operators of the various localities. This would permit them to have a shrewd guess as to the degree of acceptance of the innovation.

Education has been regarded as the main agent for the political socialization of the young into the national political culture (Medja, 2007; Loi and Lee 2008). It serves as the primary agent for the selection and training of political elites. Thus ,It is believed that when the socioeconomic climate is not accommodating, the effect is felt right at the grass roots (Medja 2008) .The educational background of the people of the environment where the school is situated plays a vital role as concerns the introduction of an innovation like the CBA (Medga 2008)The income level of the stakeholders is a function of the educational level of the individuals or parents .In this light stakeholders of high socio –economic status shall be able to reason out the implications of a new paradigm shift from the content –based curriculum to the competency –based curriculum.

Curriculum developers and policy makers must ensure that the socio-economic status of the parents of the localities of the schools should be well studied. Parents belonging to low socioeconomic status of the community are often plagued by financial difficulties thereby rendering it difficult to procure basic school learning materials for the children. It could also happen that the children of these parents are already drop-outs or house- maids or had engaged in other menial jobs. In this light the parents see the education of their children being affected due to petty trading, street hawking, farming and babysitting during school hours to mitigate the level of poverty. Shittu (2004) contends that parental and material

deprivation and care due to divorce or death or absconding of one of the parents the child's education may be affected, as the mother alone may not be financially buoyant to pay fees, purchase books and uniforms. Such a child may play truant and his performance in such a school may be adversely affected. On the basis of the above, enough funding was necessary to sensitize parents, guardians, and students as to the necessity having a change that will prepare highly educated and well-trained human resources for an innovation driven global competitiveness (IBE UNESCO).

There are other socio-economic factors that may serve as an impediment for a smooth implementation of the curriculum. Pregnancy may have a heavy toll on single parents such that there is often no serious follow-up, this hampers the education of the child. The school type especially if it is a low grade one, the chances for the child succeeding are very slim. Special funds could be made available to cater for children of the low class, for the innovation cannot be implemented when there is a problem. It is necessary to get a solution for this class of children so that they too can benefit from the innovation. The law of equality of education is against the inequality. The essential point is that "all children have an equal opportunity of acquiring intelligence" (Newsome Report 1963, cited in A V Kelly (1998)

Contextual Background of the Dependent variable (English Language) from the language perspective:

A language not only helps develop one's linguistic skills but also expands the cognitive (thinking) abilities of the learner (Echu 2011). It provides well planned information that is strategically presented to facilitate learning and enrich the learning experiences of the student across all subject areas. The main purpose of using language is to communicate one's needs necessities, feelings, thoughts and ideas to others (Banu 2009). Empirical studies indicate that many of the secondary graduates are failing to learning language skills that they can use effectively. This was typical of the objective or the communicative based approach, very little attention was paid to skills,

Echu (2011) in a study of the language policy and planning for education in Cameroon points out that Cameroon like Nigeria is a multilingual state comprising 247 indigenous languages, two official languages and Cameroon pidgin English (Breton and Fohitung) 1991 Sadembono (1999). This number of indigenous languages was challenged by wolf (2001) for not being an accurate reflection of the current language situation, more so since dialects of the same languages are sometimes considered as different languages. The languages of wider communication are: Fulfulde, Ewonde, Basaa, Douala Hausa, Wandara, Kanuri, Arab choa and Cameroon Pidgin English (Breton and Fohitung 1991).

The language question in Cameroon can be traced to the colonial period. Considering that most African countries have many indigenous languages, successful implementation of an innovation means a sound penetration of the language situation in the communities. In Cameroon there are about 247 indigenous languages (Echu, 2011) spread over the national territory. The embedded culture of certain localities may not permit the teachers to effectively carry out their duties (Maja 2015) the culture may necessitate that the teaching should be done in the mother tongue of the learners. This is just one among many other predicaments that the

key implementer of the curriculum (the teacher) may come across in the discharge of his duties. It is easier to implement a change that is congruent to the ways of thinking and believing in the norms of interaction prevalent in the culture of the community, (Shamim 1996 119).

Maja (2012) commenting on factors affecting curriculum innovation points out that curriculum developers must be aware of the accepted beliefs and norms governing people's conduct in both the school and the community must guide the implementation process accordingly, the curriculum represents aspects of a group's culture that receive official recognition by the school. In this perspective ignoring the languages that imbibe the culture of the people whose children are to be guided by a holistic and systematic approach, which is critical to ensuring effectiveness and sustainability (CBA) instead a piecemeal approach, is something to rethink. According to Farid Adel (2005) an apt approach which teaches how to learn, how to solve problems, how to apply knowledge and how to bridge the gap between theory and practice.

Concerns have been expressed by many stakeholders about the quality of learning and teaching in the classrooms since the introduction of the CBA that is Competency – Based Approach in Cameroon since 2004 and readjustment in 2014 (Nkwetisama 2015). Many educationists hold the opinion that importing an academic policy from another country is a beautiful idea on the one hand and, on the other, the implementation is always the crux of the matter (Djalal 2020). Even though CBA is a good approach for African schools, the needs and realities of Africa should be given keen consideration. The competence – based approach was introduced in French speaking Africa in 1996 during the conference of Ministers of Education (Nforbi & Sieweou 2014) in Bernard et al (2007) whose countries share the French language in Yaounde. In the conference it was concluded that the needs and realities of the countries are also to be taken in consideration (Nforbi and Siewoue` 2014). Belibi (2018), the discussions he had with teachers and observations of teachers` attitudes in classrooms and at ELT seminars are pointers to the fact that there was a considerable level of unpreparedness to the new paradigm, as important aspects of the educational system including human and material resources were not fully taken into consideration before shifting to CBC (Nforbi & Siewoue` 2015).

Conceptual Background

The CBA (competency – based approach) according to this study,” The Evaluation of the implementation of Competency- Based Approach curriculum to English Language in The Secondary School” can be broken down into the following variables:

❖ Independent variables:

- methodological competency strategies
- Pedagogic reinforcement competency strategies
- Instructional supervision competency strategies
- Material utilization competency strategies

- Communication Strategies Competency strategies
- Perception competency strategies

Indicators:

Creative thinking and Problem Solving.

Creativity and imagination.

Self-efficacy.

Digital literacy.

Learning to learn.

Communication and collaboration.

Citizenship

Employability skills

Team work skills, self-building skills,

❖ **Dependable variables: English Language**

Indicators:

Scheme of work,

Lesson preparation,

Test scores.

Class attendance

Student notes

Control and correction of workbooks, assignments,

Learning materials,

Prize awards.

Teaching and Learning using Competency – Based Approaches

Luambano (2014) argued that constructivist approaches to teaching and learning are similar to the concept of the competency-based curriculum (CBC), which in reality are the same but expressed differently. This idea concurs with that of Kimaro (2011:38) who stated that; CBC practice as opposed to the content-based practice is a new curriculum practice that is intended to build knowledge, skills, attitudes and values that the learner can use to solve problems in daily life. It is all about what the learner can do practically but not the quantity of theoretical knowledge that the learners memorize.

Constructivism as a learning theory promotes learner's individual learning (Sadker and Sadker, 2005). This means that it is important for a teacher to let learners generate meaning of their own as individuals, from the topic or issue being discussed. According to Gordon (2008), constructivism is the philosophy that advocates that the learner should be treated as a human being and not a machine that waits to be fed with information. Therefore, it is clear that learners do not come as blank slates to be written on but have the ability to construct knowledge.

In contrasting constructivist teaching with traditional teaching practice in the classroom, Kim (2005) stated that traditionally learning has been thought to be nothing but a repetitive activity, a process that involves students imitating newly provided information in tests. The constructivist teaching practice, on the other hand, helps learners to internalize and transform new information. Mulder (2007) noted that the competence concept has been categorically expanded to encompass 'social' or 'emotional' competences, in which a social-constructive approach is advocated. It gives an opportunity for learners to develop the similarity between the competences needed for successful performance in society (such as learning competence, cooperation, problem-solving, information processing, coping with uncertainty, decision making based on incomplete information, risk assessment) and collaborative competence development (as a synonym of social-constructive learning).

The constructivist approach requires that learners should be given chances to work, play with others, learn through observation, talk and work in groups (Stanley, 2007). Thus, any activity inside and outside the classroom should prepare the learner to become an active player in the life and in the community. Therefore, teachers should be equipped with skills and values which can create a warm environment for learning. Brooks and Brooks (1993) constructed principles to guide classroom teaching and learning which included providing challenging issues of emerging relevance to students. Thus, learning is structured around primary concepts and the quest for essence. On the other hand, in a traditional classroom, a curriculum is presented as part to the whole with emphasis on basic skills. Strict adherence to the fixed curriculum is highly valued.

Curriculum activities rely on textbooks and workbooks. Learners are viewed as 'blank slates' onto which information is dished by the teacher. Teachers seek the correct answer to validate student's learning. An assessment of student's learning is viewed as separate from teaching and occurs almost entirely through testing. Student primarily works alone (Brooks & Brooks, 1993:17). However, constructivism is based on the belief that "Learners actively construct their knowledge, rather than simply absorbing ideas spoken to them by teachers" (Lunenburg 1998: 76). Zheng and Borg (2014) argued that teachers need to follow a guideline provided by the curriculum developers that suit the competency-based approaches. For the competency-based approaches to be successful, teachers should be knowledgeable enough to let their learners get involved in the learning process since teachers are major players in curriculum implementation (Botha and Reddy, 2011 & Wangeleja, 2010). Teachers also need to have expertise in their particular subjects in order for them to yield targeted products (Moodley, 2013). Thus, for the approach to be successful, a teacher should effectively be equipped with Pedagogical Content Knowledge (PCK), which is the knowledge that is developed by teachers to enable the learners learn (Botha and Reddy, 2011). From the subsequent discussion, it can

be argued that the role of the learner and teacher cannot be overemphasized as concerns competency-based approaches. Hence, for the competency-based curriculum to be successfully implemented the role of the learner and teachers should be clearly defined. The teacher should possess the relevant pedagogical knowledge and the learners should be willing to participate in the teaching and learning process.

Assessment strategies suggested for competency-based approaches include interviews, conferencing; assess products, fieldwork, experiments, research, tests and examinations, (Dreyer & Schoeman, 2003:94). Thus, one of the ways a teacher can assess learners is through interviews. The teacher can talk to learners one on one to find out if the learner has acquired the desired knowledge and skills required for that subject. The other assessment approach that a teacher can use is conferencing. When a teacher is conferencing with a learner or a small group of learners, they work on skills that need to be reinforced or skills that will provide enrichment. Conferencing helps the teacher to assess where the learners are and where they need to be. The teacher can also size up or estimate products given in projects, tasks, assignments, portfolios, written work. The teacher can assess oral work and give feedback on discussions, presentations, debates. The other way a teacher can assess learners is assessing performances in field work, (experiments, research, and map-work). Finally, the teacher can assess learners through tests and examinations (Dreyer & Schoeman, 2003). Therefore diagnostic, formative and summative assessment all take place using OBE approaches (Mazabow, 2003).

Dreyer and Schoeman (2003) argued that an authentic assessment of learning outcomes is one which is described as realistic and relevant and involves learner performance in real world situations or simulation thereof. From the discussion in the preceding sections, it can be noted that teachers need to plan carefully and create assessment items that can cater for all the needs of the learners in a fair and balanced manner in order for the CBE to be successfully implemented.

Functionalism: Education for the Good of the Society

The conceptual framework of this study is grounded in the constructivist and the functionalist conception of education. Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual ‘organism’ and ‘society’. This study presumes a functionalist view of ‘society’ specific to the middle years of the twentieth century, a time characterized by a high degree of occupational specialization, shared norms and values, stability, and the tendency to maintain equilibrium in the presence of social changes.

Murphy (n.d) stipulates that, underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce. Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of

the entity, despite the frequent death of cells and the production of new ones. Functionalist analyses examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole. Whawo (1993), citing Hearn and von Bartalanffy, sees society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past. Heylighen and Joslyn (1992) see functionalism as the 'Trans-disciplinary' study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence.

Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them. Schools are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden draft will cause the flame to flicker, but with the ceasing of the draft, the flame regains its normal characteristics (Whawo, 1993).

According to an Internet source, structural functionalists view schooling as essential to society, in that it sorts and shifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society to remain a viable system all components must function together and thus require a system to instil similar beliefs and values to each member of that society. Hurn (1995, pp. 45–48) asserts that according to functionalist theory those who excel in society are those who have worked the hardest for their position, a social phenomenon called meritocracy. According to Hurn "this is a society where ability and effort count for more than privilege and inherited status". Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. Hurn also theorizes that society functions much better economically when there is more education for the individual or for society at large.

An individual's acquisition of additional skills provides benefits to the society in which he lives. Hurn further stated that the more education there is the less likely there will be machine quality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education. Durkheim (1956, p. 71) feels that schools are there to teach morals to children. These morals are the ones that society has set up so that everyone is the same and need to be taught at school rather than in the home because there is too much bending of the rules at home whereas school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. Durkheim concluded that these were the

most important things that a school could give to its children; a sense of belonging to a larger society. In Talcott Parson's opinion, a school's main function is to socialize children by using the idea of commitments.

There are two types of commitments, commitment to the implementation of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959). Presenting the functions of education from the sociological aspect, Carr and Kemmis (1986) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly, to stratify individuals in accordance with the complex network of roles that sustains the existing social order. The critical idea here is that school does not operate in isolation and its function in society is imperative to the development of the society. While D'Aeth (1975, p. 32) observed that the central objective of education was to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run a modern nation.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is therefore regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be 'functional' in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr & Kemmis, 1986, pp. 58–59). Carr and Kemmis further argued that the functionalist sociology of education provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained. The researcher takes as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts.

The entire staff of the school system is viewed as a whole and they are supposed to be experts in their field. Thus, a clear picture of this 'classic' view of 'professionalism' is the first step toward understanding the contemporary meaning of professionalism for today's education and practical issues. Therefore, I conclude that functionalism as a school of thought focuses on what makes society function determines its use and purpose. However, given that different situations may influence instructional processes of students and the society at large, Eraut (1994, p. 1) argued that most accounts of the ideology of professionalism follow the functionalist models developed by Goode (1969), Merton (1960) and Parsons (1968), which accord primacy of place to the professional knowledgebase.

The problem, to which the concept of a profession is said to provide answer, is that of the social control of expertise. Experts are needed to provide services which the recipients are not adequately knowledgeable to evaluate. Hence the emphasis put by the professions on moral probity, service orientation and codes of conduct. Equally, Jarkko Leino systematically argued that professional qualifications should be designed to indicate that aspiring professional have completed their pre-service education and training and continuously

sustained their competence of qualification and competence in different ways during their practice years (Leino, 1996, p. 74). It was in this same perspective that he averred that the concept of qualifications and competences form a complementary pair describing both the knowledge of and ability to perform professional task. On a final note, therefore, the application of the functionalist approach to this study was vital because it offered the opportunity to first defined problems in systematic/functional terms.

Second, view problems as always interrelated thereby lending its application to other components in the society. And third, the interdependence of the other components of society was given consideration. Also, the purpose of this choice is not to test or refute functionalist theory, but to use it to select variables of interest and to organize my research. An examination of the concepts used in these work fits into this framework because a picture of the typical outlook of professionalism is the first step towards accepting the contemporary meaning of professionalism for today's teaching and practice issues. In essence, the goal was to test how academic and professional qualification of teachers can influence the degree to which teachers fulfilled their teaching job. The researcher's preference of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought. The functionalists were criticized on their view of the causes of educational failure which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it was hard to achieve common social goals. They also criticized the functionalist's failure to see that social stability might be a result of a 'manipulated' and 'illusive' consensus. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need.

Theoretical background

The competency-based Approach in teaching and learning derives from some theories such as Vygotsky's social Development theory and constructivism theory of knowledge. These theories led some scholars to innovate teaching and learning activities to be constructed by learners. Social Development theory argues that social interaction precedes development consciousness and cognition is the end product of socialization and behaviour. The originator of this theory Lev Vygotsky (1896 -1934), Vygotsky's theory is one of the foundations of constructivism.

It asserts three major themes:

- The first theme is Social Interaction which plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child's development (in which development necessarily precedes learning).

Vygotsky feels social learning precedes development. He stated: every function in the child's cultural development appears twice; first, on the social level and later on the individual level. First, between people (intra psychological) and then inside the child (inter psychological) (Vygotsky, 1978p 127).

- The second theme is 'More knowledgeable other' (MKO). MKO refers to anyone who has a better understanding of a higher ability level than the learner with respect to a

particular task, processor concept. The MKO is normally thought of as being a teacher, coach or older adult but MKO could be peers, a younger person or computers.

- The third theme is Zone of proximal Development which is the distance between a student's ability to perform a task under adult guidance and or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurs in this zone. Vygotsky focused on the connection between people and social cultural context in which they act and interact in shared experiences. According to Vygotsky, human use tools that develop from culture such as speech and writing to mediate their social environments. Initially children develop these tools to solve solely social functional ways to communicate needs. Vygotsky believe that the interaction of these tools led to higher thinking skills. Many schools have traditionally held transmissionism or instructionist model in which a teacher or lecturer transmits information to students in constructs. Vygotsky theory which promotes learning context in which students play an active role in learning. Roles of the teacher and student are therefore shifted as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students.

Piaget (1976) states that the growth of knowledge is the results of individual constructions made by the learner's understanding. He contends that the correct state of knowledge in the past has changed. It is not a static instance: it is a process. It is a process of continual construction and reorganization. Piaget views constructivism as a way of explaining how people come to know about the world. He collected an extensive body of research of children's behaviour and witness children's behaviour which then was used to create well supported inferences about the function of the mind. The theoretical assumption of constructivist teaching, with regard to constructivist teaching Jonassen (1990) enlisted the following theoretical assumptions: knowledge is constructed out of sensual perspective experiences of the learner's constructive process in nature.

Knowledge is personal experiences rather than the experiences of others. His internally represented knowledge becomes the bases of other structures of knowledge and a new cognitive structure of the person; learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process by the learner understands the real world. It comes from the premise that personal understanding results in various perspectives. The perspective constructed within the individual cognitive conceptual structure attempt to share all possible various perspectives. It creates knowledge in the context of a situational reality. Knowledge is the context of a situational reality.

In contrasting constructivist teaching from traditional teaching practice in the classroom, Kim (2005) states that traditionally learning has been thought to be nothing but a repetitive activity, a process that involves students imitating newly provided information. Transformation of information occurs through the creation of new understanding that results from the emergence of new cognitive structures. Teachers may invite transformations but may neither mandate nor prevent them. Deep understanding is unlike the repetition of prescribed behaviour, the act of transforming ideas into broader more comprehensive images which escape concise description.

Crux of the Framework: Piaget and Vygotsky:

In this study “The Evaluation of the Competency- Based Approach curriculum to English in the secondary school, Jean Piaget and Lev Vygotsky are the two most influential developmental psychologists whose works have gone a long way to invoke the spirits of cognitive development which is the cornerstone of constructivism, the melting pot of CBA (Olulobe, 2005), Their contributions to the field of developmental psychology, though different are still similarly remarkable and unique. In spite of such resemblances there exists a crucial and generally unnoticed differences between Piaget and Vygotsky theories, and that this difference is the way each author addresses the concept of cognitive development. The work of the Swedish scientist Jean Piaget (1896 -1980) of genetic epistemology concentrated on the social in learning while the Russian psychologist Lev Vygotsky cultural historical theory concentrated on the individual in learning.

Piaget proposal of his four distinctive stages tie with the studies, the stages: Sensorimotor, Pre-Operational, Concrete Operational, Formal Operational, substantiate adequate evidence as to the relationship of the objectives of the study, whereby CBA proponents state that the CBA syllabus is based on a priori needs-analysis of the students (Richards and Rogers ,2001). This might be taken to entail that there are no ready-made syllabuses to be used for all batches of learners and that it is learners needs and expectations and actual knowledge- to-skill competencies that determine to a great extent what category of lessons to incorporate into the syllabus and what lesson sequencing to adopt for any class of learners. In conclusion, from the perspective of CBA the stages of Piaget are transformed into knowledge and skills (called competencies) and this is not time- based system but a lesson –based system (Surgis and Patrick ,2010)

Lev Vygotsky proposed the socio -cultural theory of development which became a major influence in the field of psychology. Lev Vygotsky’s Sociocultural Theory of Development theory describes student learning as a social process which facilitates a child potential for learning through social interactions and their culture. Finally, Vygotsky stated that learning is a necessary and universal aspect of the process of developing culturally organized, the specifically human psychological function. This demonstrates that social learning tends to precede cognitive development. Just like Piaget, Vygotsky believes that there were problems regarding children range of learning, The CBA and Lev Vygotsky as well as Piaget’ approaches are all innovative standpoints to language teaching and learning. Teachers now are facilitators and students within the framework of CBA are no longer recipients and consumers of knowledge and share it with their partners (Jones et al. 1994). There is no gainsaying that this approach is not a hindrance but an asset to triumphant learning.

A constructivist learning theory

Driscoll defines constructivism as a theory that asserts learning as an activity that is individual to the learner. This theory hypothesizes that individuals will try to make sense of all information that they perceive, and that each individual will, therefore, “construct” his own meaning from that information. He further explains that constructivist theory asserts that

knowledge can only exist within the human mind, and that it does not have to match any real-world reality.

Learners will be constantly trying to derive their own personal mental model of the real world from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality (Driscoll, 2000). The theory asserts that the learner is the central core of the learning process. Learners are not seen again as empty vessels but are the source of the knowledge and active rather than passive.

➤ **A functional model theory of language learning**

The term “functional” applied to language is derived from systemic function theory a coherent theory of language development based on the work of Michael Halliday (1985). It was then modified by others including Ruguiya Hassan (1986) and Jim Martin (1984). A functional mode recognizes that language as part of almost every aspect of human being life (sometimes accompanying an activity and sometimes the focus of an activity).

The model explains that language is a system which people use to construct meanings for a whole range of different purposes. Thus, one may use the same ways when sharing an experience. We may choose to use words differently to achieve the same purpose in different situations. The model also asserts that one may need to leave how to choose our language to meet the particular needs of a situation. In the last few decades, many educational writers have suggested that education failure is often really language failure. Halliday suggested that the child who fails to achieve at school often does so because he or she has not understood the ways the school demands.

The implications to the students;

The students are supposed to be active, valuing others, talk, and be able to apply language in given context. The study used these theories since they go hand in gloves with competency-based curriculum, for example in methodology, assessment, and learning environment, the constructivist theory and functional model of learning may be used as a guide to all of these. The constructivist theory is outcome oriented likewise the functional model of learning. Another reason is that competency focuses on learning by doing like constructivist orientation that learners learn by doing (Finocchiaro and Brumfit, 1983). Therefore, these theories were used as the base in analysing competency-based curriculum in this study.

➤ **Behaviourism**

Behaviourism (Skinner 1950) had a powerful influence on second language teaching. Its influence appears in the development of the Audio-lingual behaviourist theory as application to language learning (Light Brown & Spada, p. 34). This influence appears in that it dominates the field of teaching till now. " In the behaviourist view language learning is seen like any other kind of learning, as the formation of habits." learning is a behaviour formed according to the notions of stimulus and response. The response to stimuli will be reinforced if successful outcome is achieved. Through the repetition of reinforcement, the habit will be

formed (Mitchell & Myles, 2004, p. 30). We found this way efficient when we want to learn anything by heart, so we cannot neglect this way of teaching in some cases.

When we learn the first language, the process is easy since new habits are acquired responding to environmental stimuli. However, in learning a second language the learner faces the problem of interference between the old learned habits and the process of learning. If there are similarities between the first and second language the learning process happens easily, if there are differences learning will be difficult (Mitchell & Myles, 2004, p. 31). However, the reality proves the contrary; we find facility to learn two things different more than to learn two things approximately similar. ‘A way to anticipate errors was to conduct a contrastive analysis, comparing and contrasting the students’ native language with the target language’ (Chelli, 2006, p.32). This means this offers a way to identify and correct errors, therefore, prevent bad habit.

Bloom’s Taxonomy

Bloom’s taxonomy is a theoretical framework for learning. It refers to "a classification of the different objectives that educators set for students" (Chelli, 2010, p. 74). She added that this taxonomy tries to give a good classification of both levels and forms of learning. Bloom’s taxonomy is "based on behaviouristic learning theories" (McMillan, 2007, p. 50). As mentioned in the Algerian educational syllabus *At the Crossroads* (2005), Bloom stated that all the teacher's objectives can be divided into three main domains cognitive, affective and psychomotor (p. 12). According to Bloom's Taxonomy the learning is a kind of gradation from the lower level of learning to achieve the higher level. It aims to motivate teachers to focus on the three domains by creating a kind of harmony between them (Chelli, opicit, p. 74). McMillan (2007) pointed out that the cognitive domain encompasses six levels:

- **Knowledge:** the learner recalls previous knowledge.
- **Comprehension:** the ability to recognize and to understand the meaning.
- **Application:** the ability to exploit new knowledge in order to solve problems so the learner implements new knowledge in new situation.
- **Analysis:** the ability to divide information into parts and to examine them in order to achieve a good understanding.
- **Synthesis:** the ability to construct new knowledge from collecting several parts of information.
- **Evaluation:** the ability to judge new information. (p. 44)

The CBA is related to this taxonomy since it supports the idea of mobilization of knowledge and skills in gradual integration from level 1 (knowledge) to level 6 (evaluation) (Chelli, opicit, pp. 75-76). It should also be mentioned that Bloom’ revised taxonomy is a pedagogical tool that uses verbs to define learning outcomes at both the course and module level. It is based on the constructivist approach to learning, which emphasizes the importance of building knowledge and skills through “doing”. Within the Algerian educational syllabus, *At the Crossroads* (2005), “the affective domain is also important in the development of competencies” (p. 12). This domain explains the people's emotional reaction to build awareness, attitudes, emotions and feelings.

This domain is divided into five levels:

- **Receiving:** student interests to attend in the class.
- **Responding:** students respond to the learning process.
- **Valuing:** students give value to what they are learning.
- **Organization:** student collects information, values, and ideas and accommodate them according to his schema.
- **Characterizing:** the student individualizes his own behaviour. (Chelli, opicit, p. 77).

The third domain treated by Bloom's Taxonomy is psychomotor which describes the physical ability to manipulate things. According to Bloom's Taxonomy the three domains reflect the three component of the learner personality and the activities found in the course book intend to promote all the sides of the learner personality, thus the teacher, in his task of teaching, cannot neglect some activities because this can affect the learner personality in negative way

(Ohida, 2007, p. 11). In order to realize Bloom's Taxonomy in the educational scope Farrell (2002) describes the purpose from setting the objectives as follow: written objectives are effective step in the lesson plan, since it is fruitful to both the teacher and the student.

The written objectives describe the aim we want to achieve. That is, we identify what we want from our students to learn; this helps us to select the appropriate activities. Also, the written objectives help teacher to state effective evaluation to the student at the end of the lesson. Finally, written objectives help student to focus on what must do (p. 32). He suggested some action verbs that fit each level, and which can be used by the teacher in stating the objectives which represent the cognitive domain. For example, in the knowledge level the teacher can use these actions verb: tell, list, name define, identify, state, remember, and repeat. In the comprehension level the teacher can use these verbs: transform, change, restate, describe, explain review, paraphrase, relate, generalize, and infer. In the application level the verbs needed are: apply, practice, employ, use, demonstrate, illustrate, show, and report. In the analysis level the verbs are: analyse, dissect, distinguish, examine, compare, contrast, survey, investigate, separate, categorize, classify, and organize. In the synthesis level the verbs are: create, invent, compose, construct, design, modify imagine, produce, and propose (p.38). In the evaluation level the verbs are: judge, decide, select, justify, evaluate, critique, debate, verify, recommend, assess.

- **Paulo Freire and the Critical Pedagogy theory**

The critical perspective approach is an advancement of the Freirean theory of education known as critical pedagogy (CP), in this theory, Freire proposes teaching approaches which empower learners with freedom to construct knowledge. The aim of critical perspective is to enhance critical and emancipatory thoughts in the learners (Freire, 1970). Freire opposes the teacher-centred approach referring to it banking model of education. According to Freire, the practice of banking model occurs when a teacher dominates classroom processes by mainly imparting knowledge of the subjects to students who are assumed to be tabula-rasa i.e. lacking prior knowledge and experience that they could share to make meaning of concepts under

discussion. Alternatively, Freire proposes a learner- centred approach by the name “Problem-Posing Pedagogy”. Problem posing pedagogy according to Freire actively engages students in the learning process. The pedagogy places the learner at the centre of the classroom practices by promoting the learner to explore and share his/her varied prior knowledge and experience consequently creating new understanding of the concepts (Freire, 1970).

The use of banking model in teaching and learning according to Freire would mean creating classroom environment where teachers deposit knowledge to students’ empty minds that are commonly known as depositories. In this instructional atmosphere, students are made to be passive listeners to their teachers. Freire opines that when learners are not actively engaged in the teaching and learning they become not only coward and inferior to their own teachers, but also to the people and society they live with.

Freire explains further that student’ cowardliness and inferiority complex is developed due to lack of creativity, confidence, critical and independent thinking as well as problem posing skills (Freire, 1970). Instead, Freire argues that when students are provided with enough chances and greater freedom to use their prior knowledge and experiences to build conception of what is taught they are enhanced in creativity, critical thought, independent thinking, as well as problem posing skills. He emphasizes the influence of problem posing pedagogy on students’ learning that; In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation (Freire, p. 83). Therefore, problem-posing education is education for freedom and emphasises that teachers must see themselves in a partnership with their students.

As part of this relationship, teachers must see themselves as teacher-student, ready to accept that their students possess knowledge and experience they can share with the teacher. Such an approach to education emphasizes learning for freedom or living rather than learning to earn (McLaren, 1994; Shor, 1987; Wink, 1997). Thus, in the light of this study, Freire’s philosophy emphasizes the need for CBA suggesting that; “teaching does not mean transferring knowledge but creating opportunities for producing and constructing it” (1971, p. 21). In a CBA environment, Freire’s observation could mean that students should be actively involved in the creation of knowledge of the topics based on their diverse experiences they bring to school.

Kafumu (2010) stipulates that, teachers as facilitators, among other things, should: promote peer communication; discovery, problem-solving, and active learning; and reduce students’ disruptive behaviours. The CBA requires teachers to design activity-based classroom processes which motivate students to learn. Therefore, an example of classroom practice that adheres to CP instructional beliefs would be featured by a kind of fluid relationship between a teacher and students. In many instances, students would be actively involved in different classroom activities and that students at different intervention under the teachers’ facilitation will be seen sharing what they know about topics under discussion. CP therefore focuses on learners and their involvement in the learning process (Mustakova- P oorsardt, 2003).

Statement of the Problem

Despite the growing emphasis on competency- based approaches to English Language in education, there remains a notable gap in comprehensive evaluation studies that specifically examine their implementation within the context of secondary school English Language teaching and learning in Cameroon. There is a lack of comprehensive evaluation studies examining the implementation of this approach specifically in the context of English Language teaching and learning in secondary schools in the country.. The Competency Based Approach is posited as a mechanism for human development ; however it faces significant challenges related to knowledge management and the emergence of a knowledge society . These challenges necessitate a broader educational approach that is sustained by an intention to create learning contexts responsive to the diverse needs of learners . Consequently there is a pressing need to rethink the teaching and learning processes in order to effectively adapt to the evolving social and economic demands of the region.

In the light of the above the ministry of national education in Cameroon introduced the competency based teaching after the national education seminar which held in Yaounde in 2002 revealed an increase in repetition rate of secondary school children to the tune of 41% per academic year which is far contrary to the expectation of the jomtien declaration of 2000. This was an indication that methodological strategies, pedagogical reinforcement strategies, instructional supervision strategies, communication strategies and didactic material resources used in the schools were ineffective and that very little learning was taking place. To attempt a solution to this problem, decision no. 495 /b/minisec/cab of 30 august 2013 on the implementation of the new curricular was enacted. The text was later coined as CBA/ RS, meaning competency based approach in real life situation.

The implementation of the Competency–Based Approach (CBA) in Cameroon, especially in under-scholarized zones became a serious cause for concern. There was public outcry and deep concern by educators, parents and government officials over the persistent reports on wild failures and drop outs in schools especially in less scholarized zones in Cameroon, for instance in Ndian, Lebialem, Akwaya and Southern Regions. It was strange to notice that seven years after the inception of the competency–based approach, very little has changed in the Cameroon classroom (Belibi 2018). The teaching learning process is still characterized by the objective based practices and the assessment encouraging rote memorization (Nkswetissama 2012). The traditional teaching approach (lecture method) commonly adopted by teachers in schools involves coverage of content and rote memorization on the part of the students and does not involve students in creative thinking and participation in the creative part of activities.

This issue has been generating controversy and frenzied reactions in the education sector. The situation got worsened and provoked outrageous feelings among parents and the education family when it was discovered that even trained teachers and teachers who had attended seminars on CBA, constantly find themselves reverting presumably against their professional will to traditional way of teaching where the students are playing the role of sheer recipients of inputs and the teacher the knowledge dispenser unit, (Belibi 2018). The poor results in English Language at the GCE examinations in 2015 and 2016 came as the final straw in the series of these unpleasant events. This had far reaching repercussions, considering the fact that English Language being the medium of instruction the performances in the other disciplines: history, chemistry, geography, physics just to mention a few were tremendously affected.

In this regard, the Ministry of Secondary Education had decided to put in place 2008 a number of strategies including; competence-based teaching and automatic promotion. This was done to solve the problem of repetition and high drop-out rates. This goal was to address perceived weaknesses in the institutional practices that were more teacher centered than student centered. Potential critics of this line of thought argued that new urgent measures should be taken to remedy the situation. The proponents of the CBA/RS started questioning themselves “What must have gone wrong with the Competency Based Approach Through Real Life Situations (CBA-/RS) that was just adopted to improve the deteriorating language situation.

Another important issue that has raised a lot of eye brows is the fact that as earlier mentioned, from its inception, the CBA was widely applauded by educators and policy makers as the way forward towards revitalizing the effective process of skills acquisitions by our learners (Diffang, 2019). For example, it is supposed to strengthen the ability of students and make them more efficient in productive skills (MINESEC, 923/2008). According to Diffang and Suh (2019) It sounds ridiculous to learn that since the introduction of the CBA; scholarly literature reveals no concrete empirical studies aimed at monitoring and evaluating the implementation process. Good practice requires that the implementation of an innovation be regularly monitored and evaluated in order to identify implementation constraints and take appropriate actions to address them. In this connection it is damn necessary that where a change is introduced, there should be a monitoring and evaluation component. Defang (2019) concludes that this is hardly done in the Republic of Cameroon.

It was in the light of the above submission that it became imperative for the researcher to develop inordinate desire to carry out an evaluation of the CBA to find out what must have gone wrong with this novelty CBA-R/S that was loved by many parents and educational stakeholders.

Purpose of the Study

The ultimate purpose of this study is to assess the effectiveness of the implementation of the competency based approach in English language teaching and learning in secondary schools in the south –west region of Cameroon. It seeks to determine whether this approach leads to improved language proficiency and overall educational outcomes, The research intends to identify challenges and the barriers faced in the implementation of competency based approach in English language education in Cameroon This could include issues related to curriculum design ,teaching methods , teacher training, resources and cultural factors. The study also aims to examine the alignment between the curriculum framework and the actual implementation of the competency based approach in English language education in Cameroon. It therefore seeks to determine whether the curriculum is effectively designed to develop the desired competences and skills among students From the perspective of teacher practices, the work aims to investigate the teaching practices employed by English language teachers in secondary schools in Cameroon under the competency based approach. It seeks to understand how teachers interpret and implement the approach in their classrooms including the strategies and techniques employed. The study also intends to assess the impact of the of the CBA on students language proficiency as well as their development of the relevant competencies outlined in the curriculum. From the viewpoint of providing recommendations based on the findings, the research aims at providing recommendations for improving sthe implementation of the CBA. These recommendations may include suggestions for curriculum revision, teacher training programs, resource allocation and policy changes .According to Defang (2019) good practice requires that the implementation of an innovation be regularly monitored and evaluated in order to identify implementation constraints and take appropriate actions to address them. In this connection it is damn necessary that where a change is introduced, there should be a monitoring and evaluation component. This is hardly done in the Republic of Cameroon (Diffang 2019). In this connection this study serves as a monitoring and evaluation component to unveil what has been taking place since the inception of the CBA in 2008 by the Ministry of Secondary Education.

In this light the following perspectives or constructs are to guide the study:

1)The Methodological competency strategies 2) Pedagogical reinforcement competency strategies 3) Instructional Supervision competency strategies 4) Didactic material competency strategies 5) Communication competency strategies 6) Teachers perception competency strategies. In this light, it will uncover the knowledge, skills, attitudes, values, customs and behaviours that students have to possess at the end of a given study to give effect to life-long learning since its inception in secondary schools in 2008 for technical education and secondary general in 2012/2013. It is aimed at being conversant with the level at which the students are taught not about the language but the language from real life situation for the purpose of proficient communication. Secondly the objective is also to uncover those challenges hindering the implementation of CBA to English Language in the secondary school curriculum from the time of inception in 2008.

Objective of the Study

This research study is to assess the effectiveness of the competency – based curriculum in enhancing English Language proficiency among secondary school students in the south west region of Cameroon. Secondly, to evaluate the alignment of the competency-based curriculum with the educational goals and language proficiency standards set by the Ministry of Secondary Education in Cameroon. Thirdly, to identify the resources and support mechanisms available for the teachers in the implementation of the competency- based approach in English Language and Learning . Fourthly, to explore the perceptions and experiences of stakeholders (teachers , students, and administrators) regarding the competency- based approach in English Language teaching and its impact on learning outcomes. Fifthly, to investigate the challenges and the barriers faced by teachers and schools in implementing the competency-based effectively. Sixthly, to provide the recommendations for improving the implementation of the competency –based curriculum in English Language teaching in secondary schools in the south west region of Cameroon, thereby identifying the strengths and weaknesses in the CBA in English language teaching and learning. Good practice in any educational change requires regular monitoring and evaluation of the implementation process in order to identify and remove constraints, which can have the potential to hurt and frustrate teachers and can even become impediments to future changes or innovations. Examining the impact of CBA on language proficiency and learning outcomes of secondary schools students in Cameroon is one of the objectives as well as investigating the perceptions and experiences of teachers and students regarding the implementation of the CBA in in English language teaching and learning. Exploring the challenges and barriers faced by teachers and students in implementing the CBA in English language teaching and learning.. It should be pointed out that constraints as one of the objectives of this research, either from political, socio-cultural and economic standpoint are vital stumbling blocks to curriculum evaluation, innovation and implementation. These stumbling blocks to the implementation of any evaluation cannot be removed unless they are empirically investigated. Identification and removal of potential constraints to the implementation of an evaluation has enormous positive academic, educational and organizational benefits, (Suh, 2019).

The CBA is expected to change traditional conceptions of the role of teachers and students. Teachers are no longer expected to be regarded as sole authorities of knowledge, but as facilitators or guides during the teaching-learning process. On the other hand, students are supposed to be more active participants in their education. Against this backdrop of the expectation of the competence-based approach and in keeping with good practices in the area of the management of educational change, this study seeks to carry out an evaluation of the implementation of the competence-based approach since its inception 2008 as well as point out the implications of its findings to national issues like vision 2035. It is aimed at evaluating if CBA operationalization philosophy is being implemented in the secondary school curriculum as well as the provision of recommendations for future improvement. In this connection, bringing to lime light the reasons as to why after many years of the implementation of the new paradigm, very little has changed in the Cameroon English Language classroom, (Weissman, 2012. Ambei et al, 2018). In this regard, the following objectives were articulated:

General Objective

To evaluate the effectiveness and the implementation of the competency –based approach in English Language teaching and learning in secondary schools in south west regions, with a focus on its impact on students outcomes, curriculum alignment,, resource availability and stakeholders perceptions

Specific Objectives

1. To establish the influence of methodological competency strategies on the implementation of competency- based approach curriculum to English Language in the secondary schools.
2. To establish the influence of pedagogic reinforcement competency strategies on the implementation of the CBA in English language in the secondary school.
3. To investigate the effect of instructional supervision competency strategies in the implementation of the CBA curriculum to English language in the secondary school.
4. To examine the role of didactic material competency strategies in teaching and learning the implementation of CBA curriculum to English language in the secondary school.
5. To examine the influence communication competency strategies on the implementation of the CBA curriculum to English language in the secondary school.
6. To establish the influence of perception competency strategies of teachers, on the implementation of the CBA curriculum to English language in the secondary school.

Research Questions

Schloss and Smith (1999) opine that a research question asks about the relationship between two or more variables that basically reflect the purpose of the study.

The following research questions were formulated out of the objectives to guide this study, which are general and specific;

General Question

How can the competency–based approach in English Language in the secondary schools curriculum be implemented?

Specific Questions

- Do methodological competency strategies influence the implementation of competency-based approach curriculum to English language in the selected secondary school?
- How can pedagogical reinforcement competency strategies of teachers influence the implementation of the CBA curriculum in English language in the selected secondary schools?

- Can instructional supervision competency strategies influence the implementation of the CBA curriculum in English language in the selected secondary schools?
- Can the use of didactic material competency strategies in teaching and learning affect the implementation of CBA curriculum in English language in the selected secondary schools?
- Do communication competency strategies influence the implementation of the CBA curriculum in English language in the selected secondary schools?
- Do the perception competency strategies of teachers, students and parents have an influence in the implementation of the CBA curriculum in English language in the selected secondary schools?

Research Hypothesis

The general and specific hypotheses were formulated to guide this study;

General Hypothesis

There is a relationship between English language and the implementation of the competency-based approach.

There is no relationship between English language and the implementation of the CBA.

Specific Hypothesis

- There is no statistically significant relationship between ‘methodological competency strategies and the implementation CBA curriculum to English language in the secondary school.
- There is no statistically significant relationship between teacher pedagogical reinforcement competency strategies and the implementation of the CBA curriculum to English language in the secondary school.
- There is no statistically significant relationship between instructional supervision competency strategies and the implementation of CBA curriculum to English language in the selected secondary school.
- There is no statistically significant relationship between didactic material competency strategies and the implementation of the CBA curriculum to English language in the selected secondary schools.
- There is no statistically significant relationship between communication competency strategies and the implementation of the CBA curriculum in English language in the selected secondary schools?
- There is no statistically significant relationship between perception competency strategies of teachers and the implementation of the CBA curriculum to English language in the selected secondary schools.

Justification of the Study

The first rationale or justification of this investigation gleaned from the existing literature is that it constitutes the starting point of a research enterprise that the Ministry of Secondary Education in 2012 had introduced (the CBA) in order to ease up the burden that parents and teachers alike had been carrying with regard to learners' low levels of academic proficiency and competence (Djalal 2020). This investigation aims to unveil quite a profusion of rather worryingly daunting facts associated with a fruitful implementation of this approach locally and generally. The inferences that this study aims at yielding are many folds and stand as adequate and ample justification of the study:

Members of the teaching profession locally are not adequately acquainted with the strategies and rules of proper practice that this approach necessitates for its application to bring about the sought outcomes. This is very true considering the fact that a good number of our schools are in the country sides or in local communities **GSS Bafia, Bcss Kokaka, Redemption comprehensive college Indian** just to mention a few. This lack of preparedness is a good justification, by implication, constitutes a huge barrier and renders their practices fraught with departures from this approach's norms and code of decent practice. In the light of this, this investigation uncovers those hindrances or challenges that mistakenly render the CBA as unpraiseworthy outcomes in many countries up and down the globe and it has increasingly been upgraded and newer modes of its application have been tailored.

This study permits the education community to properly understand what is constructivist approach to learning (Brooks et al, 1993) vis- a- vis the CBA. Honestly speaking the theory of constructivism is the backbone of the CBA. It is necessary to note that constructivism is an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Elliot et al, 2000, p.256). In elaborating constructivists' ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience and that meaning is influenced by the interaction of prior knowledge and new events.

During the pre-service and in-service pedagogic courses that the teachers often attend, the teachers receive very scanty ineffectual training with regard to how to effectively put the guidelines of this approach that is constructivist perspective into practice. At the training courses that they were offered, they were often hallmarked by a drastic shortage of practically-oriented contents. This investigation has virtually exclusively targeted the theoretical assumptions endorsed by this approach's proponents along with the various properties of this approach and how it differs from traditional approaches.

One of the major justifications of this study is the grand move towards globalization, like the Internet Services seen as a great approach to addressing the aspirations of the society and its young people as children do not parse the world into domain of knowledge in order to satisfy their needs, as does the school system. In the light of this submission, application of competency-based language teaching (CBLT) faces yet a third inhibitory variable: the classroom where teachers' functions are not equipped with computers and internet services. One of the defining tenets of this approach is that it encourages usage of internet services for

the ultimate attainment of teaching objectives, (Djalal2020). For the staunch advocates of this approach like Richards and Rogers, (2011); Sturgis and Patrick, (2010); O Sullivan and Bruce, (2014); teachers and learners, who aspire to accomplish better and more reassuring outcomes, ought to move with the times and break free from reliance on traditional black-board-and-chalk-based lesson delivery odes: for them, there is more to teaching and to capturing and maintaining learners' attention than such devices. Learners come into the classroom with individual variability and such variability cannot be properly attended to if the teacher slavishly sticks to the board as the only tool to use. It would be, therefore, prudent to put forward that the teachers need to receive ample training not only about the practical traits of this approach, but also how to take full advantage of the countless virtues of internet and computer technology.

This investigation justifies the modularized Instruction proposed by the Ministry of Secondary Education as a solution to meet up with the CBA. The modularized instructions are: (1) Family and Social Life (2) Economic Life (3) Environment, Health, and Well-being (4) Citizenship (5) Media and Communications ((MINESEC, 923/2008). Confronting the teachers in their attempts to act in conformity with the application maxims of this approach is the syllabus unit that they are required to cover throughout the school year. This imposition does not allow for the competencies set for each unit or set of lessons within units. Since the teaching of each of the units comprising the syllabus (usually four or five) is strictly speaking time bound. The teacher is not allowed to devote more class time with the hope that a given competency get acquired if such a competency turns out not to lend itself to easy assimilation by the students either due to its novelty or complexity or the difficult tasks that the students are required to carry out.

Scope of the Study

The scope of the study has been delimited into (a) thematic (b) theoretical (c) geographical.

a) Thematic Scope:

From this perspective this study evolves around the following dimensions : curriculum design , the study examines how the competency base approach is reflected in the design and development in the English language curriculum in secondary schools, This includes investigating the alignment of curriculum objectives , content, and assessment methods with the principles and goals of the competency based approach. Another dimension of the thematic scope is the instructional strategies. The research explores the instructional strategies employed by the teachers to implement the competency based approach in English language classrooms. This includes investigating pedagogical practices that promote student centred learning, active engagement, and the development of language competencies, such as communicative activities ,project based learning , and cooperative learning.

Assessment practices: The study delves into the assessment practices used to evaluate students' language competencies within the competency based approach. This involves examining the types of assessments used e.g. portfolio, performance based task self-assessment, their alignment with the intended competencies and the challenges and opportunities associated with implementing alternative assessment methods.

Teacher professional development: The research explores the support and professional development opportunities provided to teachers for the implementation competency based approach. This includes investigating the availability and effectiveness of training programs, mentoring, coaching and other capacity building initiatives aimed at enhancing teachers pedagogical skills and understanding of the approach.

Student learning outcomes: The study assesses the impact of competency based approach on students language proficiency , critical thinking skills and overall learning outcomes. This involves evaluating students' performance in various language competencies eg speaking, listening, reading ,writing their ability to apply language skills in authentic texts , and their attitudes and motivation towards English language learning..

Challenges and enablers: The research identifies and analyses the challenges faced by teachers , students and other stakeholders in implementing the competency based approach. This includes exploring factors such as limited resources, large class sizes , cultural factors and resistance to change. Additionally the study investigates the enablers and the facilitators that support successful implementation such as supportive leadership collaboration among teachers and availability of appropriate learning\ the psychological standpoint, implementation of the CBA in local environments is a hard kernel to crack. Educational difficulties, failure and drop outs are connected to adverse reactions on the part of the young. It has been proven that children with learning difficulties who cannot follow teaching techniques get together with similar peers who have the same learning abilities and behaviors and make up group gangs. This increases the risk of marginalization (Serbati ,2015) anti-social behaviour (Patterson et al 1989). What is more important is that the wrong use of educational techniques forms a particular way of thought characterized by lack of perspective, withdrawal and school indifference (Vazsomyi & Flannery 1997). Fight against school failure, demands not just the application of the therapeutic methods at school but rather the participation of society as a whole.

From the sociological perspective, the connection between socio –economic factors and linguistic performance of a child is based on Bernstein theory. The linguistic weakness of the lower class is the phenomenon which Bernstein calls “a limited verbal code of communication” something which has adverse effect on both the way the child expresses him or herself and his or her education (Vrizas). Wedge and Prosper supporters of the materialistic deprivation theory have connected poverty to school performance. They emphasize that children from poor backgrounds are more prone to illness. They have more accidents and present learning and speaking problems more often than children from other classes. Poverty creates a very difficult environment for the family which also entails lack of learning opportunities for the children (Herbert 1996).

b) Theoretical Scope

In the framework of this study the following theories were used to further explain and expatiate on the concept of curriculum implementation, formulation and review of curriculum. The following theories were evoked: Vygotsk's Social Development theory; Bruner's Constructivism theory of knowledge; the concept on a paradigm that measures learning rather than time that is the CBA, Piaget, Dewey social constructivism, B. F

Skinner's Operant Conditioning, and radical behaviourism, Noam Chomsky father of modern linguistics, John Hatties, Drisdol.

Significance of the Study

Whether applied or fundamental, every research exercise has its benefits. This can be direct or indirect and is usually to either the discipline or the scientific field under which it is conducted (theoretical interest) and the area or population concerned (practical interest). Such is the case in point:

To the scientific community

The scientific world is like an ocean that collects from the surrounding rivers and for the former to be intact; there must be a continuous supply from the latter. So, the researcher is convinced that this piece of work will immensely contribute towards the extension of the frontiers of scientific knowledge in Education. This is in the sense that new facts and more information concerning assessment of CBA in English language in the secondary school curriculum will now be put at the disposal of upcoming researchers. It will create awareness to the need of a more practical ways or method of assessment that makes learners problem solvers.

To the State and the Ministry of Secondary Education (MINESEC)

This work will enable all policy makers in Cameroon on the need to rethink the way English language as a subject is being evaluated in view of the new pedagogic approach; It will also help secondary education stakeholders at the Ministerial level to review the manner in which authorities train teachers more so that they can easily measure the learner's achievement in end of year exams, problem solving skills. It will put more value on secondary schools and students in Cameroon in general.

To Teachers and school principals

This piece of work will serve as a handbook to teachers and school principals and as a *mirror* through which the assessment of CBA in English language in secondary schools' curriculum in the south west region can be evaluated. This study brings in more qualities of a good assessment that teachers can duel on and employ to enhance skill acquisition on learners. It will sound an alert to the authorities so that they bring in assessment styles that suit all the subjects specifically and history teachers will learn and be safe, training theoretical students in the 21st century.

Theoretical/knowledge based

It is important to pose the question raised in relation to a researcher's motivation in conducting a particular study: Does our motivation for a given research topic or problem aligns with what the professional group sees as worthy of investigation? (Kamwendo, 2004). If the answer is no the research has no value, but if the answer is yes, then the need to carry out research of this kind is significant.

Concerns have increased over the years regarding falling standards of the teaching and learning of English Language in the secondary schools (Locastro, 2000). For that reason, the researcher hopes that the findings from this present study might encourage the Ministry of Secondary Education to come up with strategized solutions to put an end to the memorization and cramming as well as reproduction of crammed material to merit a pass mark in a test. The researcher hopes that the results of the investigation shall express the need for stakeholders to clamour for a dire need of the competency-based approach (CBA) that would promote application rather than mere acquisition of knowledge.

It is also significant to mention that the implementation of Instructional Supervision is gate way to ensure that pre-service and in-service of teacher's professional development is an important instructional potential that has a developmental touch to teaching and learning. Training teachers as professionals: This is also relevant to on-the-job training. In-service teacher development is part of a wider enterprise to adapt teachers to new challenges and new circumstances. This is because teachers are central to the 'capacity' of schools to respond to the present world of technological changes. At the same time, professional developments of teachers and educational reforms have always gone hand in gloves according to the instructions from the hierarchy. This study will go a long way to ensure that educational stakeholders brainstorm and ensure that teachers are well apt with knowledge on the effective implementation as well as making all required resources available. Of very great significance, educational resources utilization is very important in curriculum implementation. Learning would be difficult to lead to permanent change of behaviour of teachers that are capable of delivering content with relevant and adequate educational materials. Instructional materials assist in this regard through engaging students in learning by doing as one of the best methods of teaching. Students easily remember what they do and easily forget what they are told. Using teaching material during teaching, appeals to more than one and Ambei et al (2018) observe that all lessons require good use of instructional materials to enhance student recall.

This study will be of great significance to the principals, teachers, students, parents as well as policy makers:

To principals; - This study is likely to help principals sharpen their interest in their school, their aptitude to service, their personality and competencies to handle pedagogic, human and financial resources for the improvement of the institution.

To teachers; - This work will especially benefit the teachers because; they are the brain of the CBA. This will go a long way to improve on their services because the training gained by the principal will also perfect their performance. It will increase the scope of professional growth to meet institutional objectives and modern challenges in education, collaboration with administration to spur them up to activities.

To Students; - This research will help the students to improve the results because they will appreciate the complementary role played by the teachers / principal which can act as an intrinsic motivation.

To Parents; - As stakeholders, they stand to profit the high-level training plays in the professional commitment and the quality of personnel to train and to draw better programs for training teachers. Agbor Tabe (2019) proposes that designers and planners of education should draw up and introduce curriculum for the training of teachers/ principals.

Summary of chapter one

This chapter provides the general background of the study. The chapter begins with a consideration of the background information, concerning the study, which includes an autobiographical statement in which the enthusiasm for the topic is anchored. In addition, the chapter neatly fits the statement of problem, research questions and hypotheses. It presents the objectives and purpose of the study by examining the reasons for relooking at the implantation of CBA curriculum in secondary schools in Cameroon with a new lens. More so, considering the scarcity of research material on the topic, was enough evidence to tell stakeholders that much has gotten under the bridge. Next, the door to the theoretical scope of the work was opened. The study theoretically has been anchored on the dogma of constructivist philosophy. In this light the main advocates: Lev Vygotsky, Piaget, Bruner, John Hatie, Brooks and Brooks, Howard Gardener, and Dewey social constructivism, Skinner, Chomsky and Paulo Freire were highlighted. Finally, the chapter further discusses the justification and the significance of the study by examining the problems of teachers that has been exacerbated due to the lack of “the cause beyond oneself” (Glickman, 1999). The need to re-instate the teacher’s position ,which erroneously point at this adage that “justice is blind” However if justice is the quality of being just, with the spirit of righteousness, equitableness, or moral rightness as well as rectitude, then the teacher is the epiphany from the curriculum implementation standpoint.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter consists of a review of literature, conceptual, theoretical, empirical frameworks, the variables, and studies and summary.

Secondary education in Cameroon

Cameroon secondary schools are under the control of MINESEC headed by Minister Nalova Lyonga. The English subsection is characterized thus: Secondary education- Length of Study: 5 years; Certification: GCE O/L and High School-Length of Study: 2 years; Certification: GCE A/L. The precondition for entry secondary school is the first school living certificate and or common entrance exams at the end of primary six. The Student is then grilled for five (5) years of secondary education which consists of Form One (1) to Form Five (5)

The curriculum of study comprises all subjects from Home economics to physics and everything in between. By the end of Form 3 students are expected to select between an Arts or Science course of study. So, studies between Forms 4 and 5 are more specialized and geared towards the final exams. At the end of Form 5 the students sit for the *General Certificate of Education Ordinary Level, (Cameroon GCE O/L)*. The Cameroon GCE O/L consists of a broad selection of over 25 subjects examined during the course of 5 years. The student can select a maximum of eleven subjects to sit from a Science based list or an Art-based list. Hence, Cameroon students often describe themselves as science or Arts students. The result is graded as *A, B, C, D, E and F* grades with A being the best grade possible. *Successful students are those with a passed grade (A, B or C) in four or more subjects.*

Teaching and assessment practice in Cameroon secondary schools

Since the academic year 2012/2013, government secondary schools in Cameroon moved from their objective-based teaching approach to embrace the competency -based approach. The introduction of CBA in secondary school in the academic year 2012/2013 experienced challenges as many teachers couldn't easily comprehend its exigencies (Fonkwa, 2012). By introducing this approach, it was hoped that teachers would teach using a more interactive method with learners at the centre. Then in July 2014, ministerial order No 264/14 MINESEC/IGE OF 13th August 2014, to outline the syllabi for form one and two (sixième and cinquième) enhanced the tried curriculum into a more contextual CBA curriculum. Triggered in sixième in the year 2014/2015, it moves on to "Cinquième" in 2015/2016. Tasnimi (2014) opines that, competency-based approach was introduced due to the following reasons; Firstly, there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes of the curriculum. Both teachers and education supervisors did not put much importance on the outcomes of the learning. Secondly pertaining to this as time elapsed the behavioural changes were seen as not important in

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

Grading system in Cameroon secondary schools

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

Competency Based Approach in Cameroon

Cameroon adopted the competency-based approach with a view of changing the focus from a teacher -centred approach to a more child- centred approach of teaching. This is because recent trend shows that many graduates either lack employable skills or cannot create jobs on their own. Many of them depend on the government for employment. Many were quick to point accusing fingers at teachers for not being innovative enough in their teaching practices. They claimed that teaching in most secondary schools in Cameroon was often characterized by teacher dominance with students being passive recipients of knowledge. The government's initiative for the introduction of competency-based approach gave impetus for educators to realize that their task was not only to equip their students with knowledge, but also with skills important for the graduates to provide better human resources in the workforce (Ministry of Secondary Education, 2014). Educators were therefore called and still being called upon to develop teaching and learning practices which promote the development of students' competencies in the domain of knowledge, skills and attitudes or dispositions.

Goals of Competency Based Approach in Cameroon

At the beginning of this millennium, as Cameroon strives to become an emerging nation by the year 2035. Its secondary education sub sector faces many challenges including: Offering quality training and education to most young Cameroonians within the context marked by large classes in primary education; Preparing them for smooth insertion into a more

demanding job market worldwide, through pertinent teaching/learning process. According to (MINSEC, 2014), competency-based approach was introduced with the goal of helping the secondary education sub sector to:

Shift from a knowledge -based approach of teaching and learning to a competency- based approach through situations in real life. It is expected that the CBA will emphasize the active role of students in the learning processes, encouraging appropriate learning activities to foster a deep rather than a surface approach to learning. While the knowledge- based approach can be effective in transmitting information, it may be ineffective in promoting independent thought because students are not actively engaged and their enthusiasm is not adequately stimulated.

Offer a shift from a school cut off from society to one that prepares citizens for a smooth integration into the socio-cultural and economic activities of their respective communities. Offer a shift from an evaluation of knowledge to that of competencies necessary for sustainable development, and increase the relevance of secondary education in response to growing concerns.

Aims of the CBA

It has as main aim to inculcate in the learner responsible behaviour, knowledge and competencies, necessary for meeting with the challenges of the rapidly changing technological world. It is also expected to help the learner to focus on what s/he can do after leaving school that is developing a career (Bipoutout, 2011)

Specific objectives of CBA

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

- Understand and explain natural phenomena;
- Solve real life problems, through the use of the scientific approach in problem-solving;
- Acquire skills that will enable him/her to work in a group, respect others, and their opinions;
- Manage his/her environment in a sustainable manner;
- have value for his/her health and that of all others in his/her surrounding;
- Use process skills to acquire and apply knowledge;
- Acquire life skills such as reading information and applying safety and security rules;
- Communicate results obtained and ideals developed with others;
- Do simple scientific diagnosis and repairs of scientific and technological equipment and appliances;
- Acquire personal attributes and seek ways of enhancing them

In order to achieve these objectives, the learner should be able to mobilise, all the pertinent resources in terms of knowledge, knowhow and attitudes. The resources to be mobilised by the learner are found in many disciplines and areas of learning. Therefore, syllabuses that are developed to teach using CBA should not be implemented in isolation but as interrelated subjects It's worthy of note that the objectives listed above can only be achieved if teachers are provided with the right conditions necessary for its implementation. The views and

attitudes of teachers toward educational change in their school should be taken very seriously as this may lead to positive or negative reactions and practices in the classrooms.

Potential Barriers to CBA Implementation

In as much as there are many advantages associated with teaching using the CBA, there are also many factors that may impede its effective implementation. Examining barriers provide basis for better planning for implementation of CBA and other changes that may be adopted in the future. Some of these barriers are:

1. Teachers may not be willing to implement because the transition may warrant them to spend large amounts of uncompensated time for extra planning, preparation and training.

2. Top-down Adoption: The non-involvement of practitioners in the decision-making process may hurt its implementation (Titanji, 2017). Teachers should be involved in the decision-making process so that they should be aware of the necessity of the change. This can also help them make contributions on their level of preparedness and the training needed for effective implementation.

3. Lack of shared need: Educational stakeholders should to talk to teachers, students and parents and every individual should be able to see the reason and need for any change in curriculum for it to be effectively implemented. Shared need increases motivation and commitment. Without any proper attention given to address this problem, the tendency will be that, there will be change in policy, without a corresponding change in the teaching practices of teachers.

4. Inadequate capacity building: The ideal situation should have been the training of teachers before the adoption of CBA. This should have given the teachers the confidence needed in trying out new things. Many teachers may choose not to change their old practices because of the fear of making mistakes and being ridiculed by their students and peers. Lack of training hurts teachers psychologically. The implementation of CBA will involve concerted efforts of school leaders to embark on the training of teachers. Regional and divisional seminars should be used for training using CBA in order to develop the capacities of teachers. Training increases sense of efficacy.

5. Inadequate resources: Resources are important in policy implementation. Some teachers, may lack training and this lack of training hurts teachers psychologically. The implementation of CBA will involve concerted efforts of school leaders to embark on the training of teachers. Regional and divisional seminars should be used for training using CBA in order to develop the capacities of teachers. Training increases sense of efficacy.

Inadequate resources: Resources are important policy implementation. Some teachers, who may want to implement the CBA, may not have the resources available to do so. Lack of adequate resources such as time for teachers to work together, books on CBA, and among others can impede the effective implementation of the policy of CBA.

6. Lack of common meaning: A critical feature of policy is the degree of conflict or consensus over goals and objectives. Teachers need to have a common understanding of changes expected from them. They need a common understanding of CBA. If this is not done, what

goes on in the classrooms may be totally different from what policy demands leading to a waste of time and resource.

Pedagogical Goals of Constructivist Learning Environments

Honebein (1996) summarizes what he describes as the seven pedagogical goals of constructivist learning environments as: 1. To provide experience with the knowledge construction process (students determine how they will learn). 2. To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions). 3. To embed learning in realistic contexts (authentic tasks). 4. To encourage ownership and a voice in the learning process (students -centered learning). 5. To embed learning in social experience (collaboration). 6. To encourage the use of multiple modes of representation, (video, audio text etc.). 7. To encourage awareness of the knowledge construction process (reflection, metacognition).

Benefits of Constructivism

Children learn more, and enjoy learning more they are actively involved, rather than passive listeners. 2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. 3. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings. 4. Constructivism gives students ownership of what they learn, since learning is based on student's questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the student's initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life. 5. By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world. 6. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchanges of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

Implications of constructivism for teaching and learning.

Central to the tenet of constructivism is that learning is an active process. Information may be imposed, but understanding cannot be, for it must come 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) summarize a large segment of the literature on descriptions of 'constructivist teachers. They conceive of a

constructive teacher as someone who will: 1. Encourage and accept student autonomy and initiative; 2. Use a variety of materials, including raw data, primary sources and interactive materials and encourage students to use them; 3. Inquire about students' understanding of concepts.

Definitions for Constructivism in Education are as follows:

“It is assumed that learners have to construct their own knowledge individually and collectively. Each learner has a toolkit of concepts and skills with which he or she must construct knowledge to solve problems presented by the government. The role of the communities, other learners and teachers is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction.” Encourage students to engage in dialogue with the teacher and with one another; 5. Encourage students enquiry by asking thoughtful, open-ended questions and encourage students to ask questions to each other and seek elaboration of students' initial response; 6. Encourage students in experiences that show contradictions to initial understanding and then encourage discussion; 7. Provide time for students to construct relationships and create metaphors; 8. Assess students' understanding through application and performance of open-structured tasks. Conclusion Constructivism is a theory that asserts learning.

CONSTRUCTIVISM THEORY OF LEARNING EXPLAINED

Bada (2015) contends that constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994). When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe 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 students to use active techniques (experiments, real-world problem solving) 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 (Tam, 2000).

Constructivism's central idea is that human learning is *constructed*, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key. Two important notions orbit around the simple idea of constructed knowledge. The first is that learners construct new understandings using what they already know. There is no *tabula rasa* on which new knowledge is etched. 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). The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge (Phillips, 1995).

Driscoll (2000) points out that constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Constructivism is often compared to objectivism, which is usually quoted as being the counter point or direct opposite of constructivism. Much of objectivist theory is based on the work of behaviorists such as Skinner (1953.) Objectivists believe that information itself is knowable outside the bounds of any human mind, and that any individual interpretation of knowledge can be said to be either correct or incorrect. Objectivists view individual pieces of information as symbols or currency that can be acquired by humans, and can be transferred from human to human should the correct learning conditions exist (Jonassen, 1991). While much of the early work in formal instructional design derived from objectivist theory, modern academic minds have come to accept that learning environments which more closely match the needs of constructivist learning may be more effective. The perceived benefits of constructivist learning may be particularly valuable where the teaching of complex skills, such as problem solving or critical thinking skills are concerned (Tam, 2000).

If we accept that constructivist theory is the best way to define learning, then it follows that 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 tenants of all constructivist learning is that it has to be an active process (Tam, 2000); therefore, any constructivist learning environment must provide the opportunity for active learning.

Conceptual Framework

The CBA (competency – based approach) according to this study, “The Evaluation of The Competency- Based Approach Curriculum to English Language in the selected Secondary Schools” can be broken down into the following variables:

Independent variables:

- Methodological competency strategies
- pedagogic reinforcement competency strategies
- Instructional supervision competency strategies
- Material utilization competency strategies
- Communication Competency strategies
- Perception competency strategies

Some Indicators of the competencies;

- Critical thinking and problem solving: Constructivism which is the keynote of the CBA emphasizes much on critical thinking and problem solving. The students must learn to create and use their own knowledge. These top critical thinking skills must be well imbibed by the students: observational skills, analysis skills, Inference skills, Communication skills, and problem-solving skills. This idea of thinking by skilfully analysing, assessing and reconstructing it. In this study, critical thinking is a blue print. It is self –directed, self –disciplined, self-monitored and self –corrective thinking.
- Inventiveness and imagination. Cognition is also adored in CBA, since it is anything to do with intellectual activity. The day you are born is the day you start to die (Dolly Parton) Cognitive simulations boost the brain’s cognitive processing abilities because the brain is plastic meaning it is malleable.
- In CBA the learners are taught to use the brain’ ability to take new information and solve problems or you lose it.
- Communication and collaboration. Good communication skills are essential to allow the learners and the teacher understand information more accurately and quickly, this paves the way to effective collaboration.
- Employment opportunities: Learners in the CBA are given a variety of opportunities to identify their needs, talents and potentials so that they can participate in the world of work, and the development of the nation. The emphasis is on equal access to education for all, ensuring that learners enjoy learning and find it relevant.
- Self-efficacy: The students should have the belief in their capacity to execute behaviours necessary to produce specific performance attainments. In the CBA this self-efficacy reflects confidence in the ability to exert control over one’s own motivation, behaviour and social environment.

- Digital literacy. The skills include using an online engine to find an answer to a question. Creating an online profile on a social media platform. Using online search to complete a research project.
- Emotional intelligence: self-awareness, involves recognising and understanding your emotions. Self-regulation, motivation, empathy, and social skills.
- Learning to learn: It engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of context. This is very important in the CBA because teachers are no longer a main source of information and knowledge.
- Parental empowerment: Parents play an important role in determining the success of their children. The advocates of the CBA point out that parents have a shared responsibility with schools to provide an enabling environment that is conducive to learning and motivates learners to fulfil their potential.
- Values and ethics
- Teachers attitudes and Community service learning: In CBA community service learning enables to apply their knowledge and skills while addressing real needs of the society. It integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. Teachers will need to help learners to analyse what they have learned through participating in community service and how to apply what they have learned through participating in community service and how to apply what they have learned to their academic and personal development.

- **Dependent Variable: English Language**

Indicators:

- Speaking proficiency, listening and reading comprehension, writing proficiency, language accuracy, writing conventions, contextualized communications, socio-cultural competencies, language production fluency, and language reception fluency, language interaction and collaboration ,language function, language use and pragmatics data collection methods critical thinking and analysis language proficiency tests. Vocabulary and grammar.

Below is found the representation of the relationship between the Dependent Variable and the Independent Variable, showing the indicators:

➤ **Independent Variable: Input Value**

- Methodological competency strategies: Use of learner –centred instructional methods, incorporation of real-life situation and authentic materials in teaching , internalisation of learned concepts. Variety of teaching strategies to address different learner needs : Problem solving, role playing. Effective use of technology and multimedia resources, alignment of teaching methods with competency-based objectives,

- Pedagogical Reinforcement competency strategies: praise or other verbal reinforcement , tangible rewards , and token rewards , activity rewards
- Material Utilization Competency strategies: soft and hard ware, self-pacing, availability of appropriate teaching materials, alignment of materials with competency based learning outcomes. Adaptation and customization of materials to meet learners needs. Evidence of effective utilization and integration of materials in instruction.
- Communication Competency strategies: coherence and concreteness indicating active listening and responsiveness to learner questions and concerns., conciseness, clearness and effective communication between teachers and students, courteousness involved in the collaboration and communication with parents or guardians regarding learners progress. communication modes: verbal, written, non –verbal, .
- Instructional supervision competency strategies: regular classroom observations, feedback and coaching provided to teachers, collaboration and professional development opportunities for teachers, mentoring of curriculum implementation and adherence to competency based standards.
- Perception Competency strategies: gathering of learners, and other stakeholders perception of the CBA from surveys or questionnaires. Feedback sessions or focus group discussions with learners, teachers and other stakeholders. Analysis of learner engagement and motivation levels.

➤ **Dependent Variable: Output Value (variable of interest)**

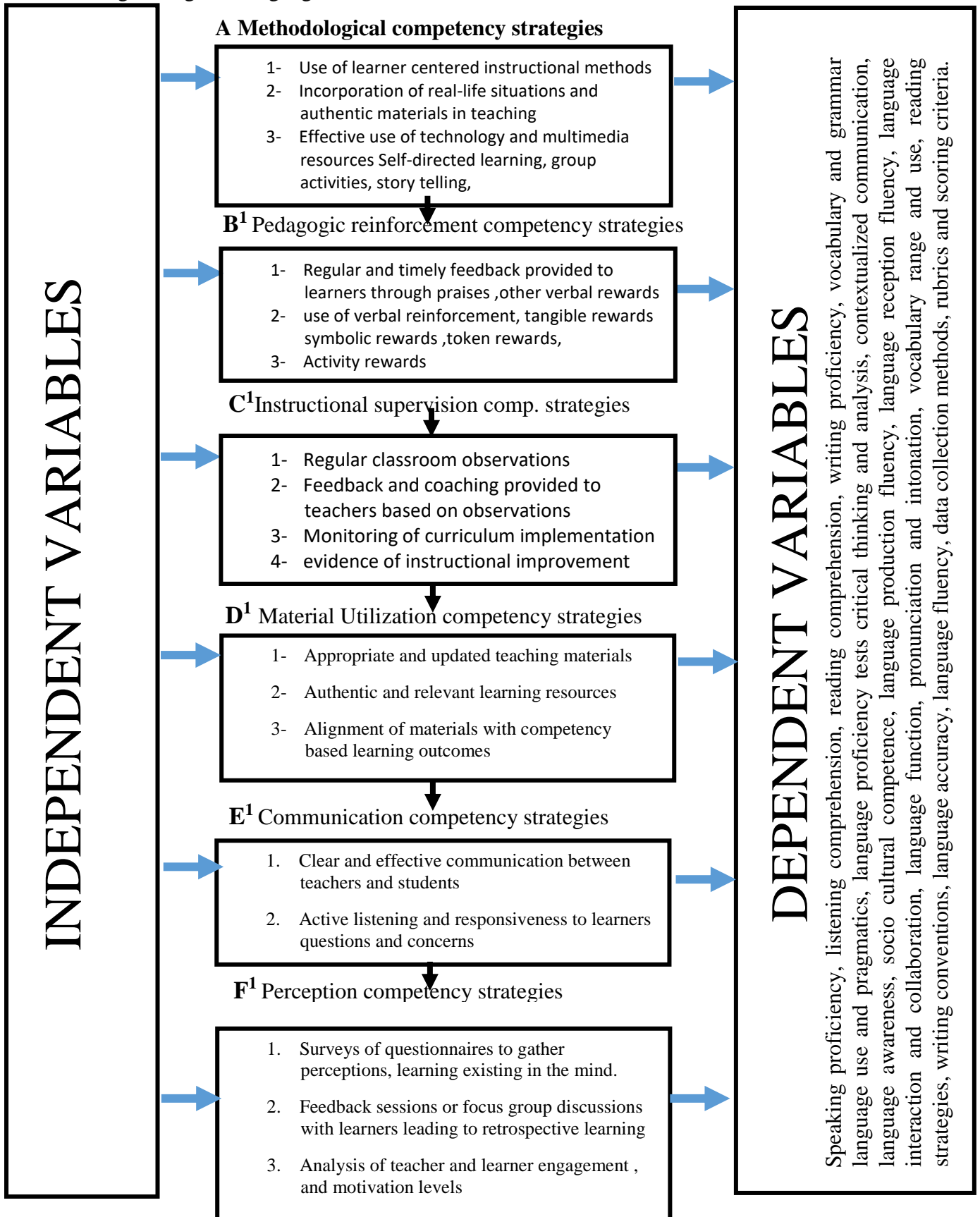
Language reception fluency, language production fluency, speaking proficiency, writing proficiency, language accuracy, writing convention, language fluency, critical thinking and analysis, language proficiency tests, language interaction and collaboration ,language use and pragmatics, socio cultural competencies, vocabulary and grammar,data collection methods.

The manipulation of the independent variables from a positive or negative perspective shall have a corresponding value or effect on the dependent variable. In the light of this, an independent variable like pedagogic reinforcement competencies from the point of view of the facilitator (teacher), when exploited by the administration by ensuring that the teachers have basic and essential needs: regular salaries, salary increments, coffee breaks, share proceeds from the school garden, child birth and promotion are issues of great jubilation. All these motivation urges go long way to create a hardworking spirit in the teachers whom researchers have repeatedly said they are the key pillars of curriculum implementation, (Brooks et al,1993)

The above analysis as concerns good treatment for the teacher would motivate the teacher to prepare well the lesson notes, control and correct the workbooks, create a friendly class atmosphere, check students' attendance, ensure that assignments are given and corrected. The students too shall look motivated knowing that hard work is translated as wonderful prizes at the end of the year.

Conceptual framework of the Study

Figure 1: Conceptual Framework showing the relationship between CBA and the teaching of English Language



Source: Researcher 2022

The Concept of Evaluation or assessment

Assessment involves deciding, collecting and making judgments about evidence based on individual student progress and achievement of learning goals (Harlen, 2004; OECD, 2013). Three broad purposes of assessment in schools are to inform and support learning, to report achievement for certification, progress or transfer and to satisfy the demands of public accountability (Black, 1998). A common distinction in the literature is that between formative and summative assessment (Bennet, 2011; Black & Wiliam, 1998, Harlen & James, 1997; Chu; Monono, 2019; Wiliam 2011). It was Jessy (2016) who first, within the context of program evaluation, introduced the concepts summative and formative evaluation.

Jessy (2016), concurs that (see Bennett, 2011) ‘summative evaluation provided information to judge the overall value of an educational program (as compared to some alternative), whereas the results of formative evaluation were aimed at the facilitation of program improvement’. Bloom (1969) distinguished between formative and summative evaluation in the same way, but within the context of student assessment in mastery learning. Formative evaluation then was aimed at providing feedback and correctives at each stage of the learning process, whereas summative evaluation referred to tests given at the end of an episode of teaching with the aim of grading or certifying students (Bloom, 1969; Bloom, Hasting & Madaus, 1971). In doing so Bloom mixed the purposes of assessment with the use of its results in determining whether assessment is formative or summative. Later on (see e.g. (Chu; Monono, 2019)) authors used the term formative assessment instead of formative evaluation to emphasize the focus on students instead of programs.

Other scholars (Bennet, 2011, Kabita (2017) base the distinction just on the actual use of the assessment evidence, as the same assessment instrument and evidence could be used for both summative and formative purposes. For these authors the purposes are hardly distinguishable and formative and summative assessment can coexist as primary and secondary purposes of the same assessment (Black & Wiliam, 1998a; Lassnigg, (2015) & Obuster , (2018). At present there is still no clear consensus about the meaning of the term formative assessment (Ogegho; Adewuh & Tijani, 2020). Formative assessment is a broad concept that covers many definitions. Serbati (2015) shows how the concept of formative assessment evolved in the course of time. Nowadays definitions of formative assessment could be characterized by referring to information on the learning process (Bishop & Clynn, 1999), that can be used by teachers to take decisions on teaching and learning (Bloom, 1969), that actively engages students through self- and peer assessment (Chu; Monono, 2019) and that motivates students (Black & Wiliam, 1998a; Boos, 2014). In line with this evolution Black & Wiliam (2009, p. 9) defined formative assessment as follows: ‘Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted and used by teachers, learners or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited’. Formative assessment according to this definition is seen as an integrated part of the teaching and learning process and not only provides teachers with information they can use to provide feedback and to improve instruction (Odey, & Opoh, 2015) but also actively involves learners and their peers in these processes (Wiliam, 2011).

Formative assessment is primarily aimed at improving teaching and learning in the classroom and for individual pupils (Odey, & Opoh, 2015). Formative assessment can also be applied at higher aggregation levels such as the school and above school level. In that case formative assessment provides opportunities for teachers and school leaders to learn from organizational performance data and to adjust teaching and learning processes accordingly (Ogegho, Adewuh & Tijani, 2020). Applied at higher aggregation levels than that of individual students or the classroom, the term formative *evaluation* rather than *assessment* is often used (see e.g. Harlen, 2007).

The principles of formative assessment may be applied at the school and policy levels, to identify areas for improvement and to promote effective and constructive cultures of evaluation throughout education systems. More consistent use of formative assessment throughout education systems may help stakeholders address the very barriers to its wider practice in classrooms. This overview shows how formative assessment promotes the goals of lifelong learning, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills. The chapter then discusses barriers to wider practice of formative assessment and ways in which those barriers can be addressed, and outlines the study scope and methodology.

Meeting goals for lifelong learning (Communication competency strategies)

Each of the national and regional governments participating in this study promotes formative assessment as a means to meeting the goals of lifelong learning. For Bruner (1996), they are motivated by quantitative and qualitative evidence that teaching which incorporates formative assessment has helped to raise levels of student achievement, and has better enabled teachers to meet the needs of increasingly diverse student populations, helping to close gaps in equity of student outcomes. Teachers using formative assessment approaches guide students toward development of their own “learning to learn” skills – skills that are increasingly necessary as knowledge is quickly out-dated in the information society.

Promoting high-performance: raising levels of student achievement (methodological competency strategies)

Formative assessment methods have been important to raising overall levels of student achievement. Quantitative and qualitative research on formative assessment has shown that it is perhaps one of the most important interventions for promoting high-performance ever studied. In their influential 1998 review of the English-language literature on formative assessment, Black and Wiliam concluded that:

“... Formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions. As an illustration of just how big these gains are, an effect size of 0.7, if it could be achieved on a nationwide scale, would be equivalent to raising the mathematics attainment score of an ‘average’ country like England, New Zealand or the United States into the ‘top five’ after the Pacific Rim countries of Singapore, Korea, Japan and Hong Kong.” (Black and Wiliam, 1998, p. 61) These findings provide a strong foundation for further research on effective teaching, learning and assessment strategies (including the present study).

Promoting high-equity: education for all (Pedagogic reinforcement competency strategies)

The “What Works” case studies support the idea that formative assessment methods may help create greater equity of student outcomes. Although Black and Wiliam (1998) note that research on the effectiveness of formative assessment is lacking in regard to underachieving students or students’ race, class, or gender, it is worth noting that several of the case study schools with large percentages of “disadvantaged” students had moved from “failing” to exemplary status over the past several years. Case study schools featuring programmes specifically targeted to the needs of underachieving students also yielded positive results. Teachers in today’s schools used formative assessment to establish factors lying behind the variation in students’ achievements in specific subjects, and to adapt teaching to address identified needs. Such approaches represent a move away from models of equity that suggest that all children should receive exactly the same inputs (they are “indifferent to difference”, Khalid and Azeem (2012) suggest that “deficit” models that identify certain children as “disadvantaged”. Instead, teachers adjust methods to recognise individual, cultural, and linguistic differences between children (Bishop & Glynn, 1999).

Building students’ skills for learning to learn (perception competency strategies)

Formative assessment builds students’ “learning to learn” skills by:

Placing emphasis on the process of teaching and learning, and actively involving students in that process.

Building students’ skills for peer- and self-assessment.

Helping students understand their own learning, and develop appropriate strategies for “learning to learn”.

In the context of CBA, Students who are actively building their understanding of new concepts (rather than merely absorbing information), who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer’s work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives Kluger and De Nisi, (1996).

Addressing barriers to wider practice (methodological competency strategies)

The tension between classroom-based formative assessments of student learning, and high visibility summative tests – that is, large-scale national or regional assessments of student performance that are intended to hold schools accountable for meeting standards, and that may hold particular consequences for low or underperforming schools. Too often, highly visible summative tests used to hold schools accountable for student achievement drive what happens in classrooms. A lack of connection between systemic, school and classroom approaches to assessment and evaluation. Too often, information gathered through national or regional monitoring systems, or even in school-based evaluations, is seen as irrelevant or unhelpful to the business of teaching. Too often, information gathered in classrooms is seen as irrelevant to the business of policy making.

Addressing the formative-summative tension (Methodological competency Strategies)

While teachers often express ambivalence or resistance to external summative tests, there is nothing inherent in summative assessment to prevent teachers from using formative methods. Indeed, summative results can be used formatively. Barman & Konwar, (2011) states that in several countries, summative assessments have dominated political debate over education most especially with the growing need for enhancement of learner's competences towards the job market. Often, schools with poor results on public examinations face major consequences, such as threatened shut-downs, reconstitution, or firing of teachers. In environments where summative tests have high visibility, teachers often feel compelled to "teach to the test", and students are encouraged to meet performance goals (to perform well on tests) at the expense of learning goals (that is, to understand and master new knowledge). Many – if not most – teachers perceive these external assessments as being in conflict with – or even inimical to – the practice of formative assessment. Poorly designed external tests, media league tables which use a narrow set of data to compare performance across schools, and lack of connection between tests and curriculum can also inhibit innovation.

Strengthening cultures of evaluation (Perceptive competency strategies)

One of the particular interests for this study has been in examining how teachers and school leaders create or strengthen new cultures of evaluation in the context of CBA for a typically theoretical subject like history. Heckhausen, (1989), opines that in a culture of evaluation, teachers and school leaders use information on students to generate new knowledge on what works and why, share their knowledge with colleagues, and build their ability to address a greater range of their students' learning needs. A culture of evaluation refers to the development of a shared language regarding the goals of learning and teaching, as well as a shared understanding of the purposes of evaluation in meeting these goals.

Several OECD countries support school-based evaluation as a key component, either as the primary or only form of school-level evaluation, or as a complement to external testing, inspections and programme evaluation. All education stakeholders are thus focused on developing strategies for school improvement. School-based evaluation helps school leaders and teachers to focus their attention on resources and organisational challenges, and to develop solutions appropriate to their circumstances. Assessment in CBA enhances learner's performances and also improves the school's systems improvement. According to CERI (2008) a number of elements come into play from classroom through the teaching process till assessment, among which we have;

Element 1: Establishment of a classroom culture that encourages interaction and the use of assessment tools

The concept of formative assessment was first introduced in 1971 by Bloom, Hastings and Maddaus. They formally introduced the idea that assessment need not be used solely to make summative evaluations of student performance, arguing that teachers should include episodes of formative assessment following phases of teaching. During these episodes' teachers should provide students with feedback and correction as a way to remediate student work. Most experts now consider formative assessment as an on-going part of the teaching

and learning process. Formative assessment thus becomes a central element in teaching and learning.

Teachers in most schools in this 21st century have integrated formative assessment into their teaching, establishing classroom cultures that encourage interaction and use of assessment tools. In each of the subjects, teachers noted the importance of helping students to feel safe to take risks and make mistakes in the classroom. This is, in part, simply practical: children who feel safe to take risks are more likely to reveal what they do and don't understand, an essential feature of the formative process. Research also highlights the importance of focusing students' attention on mastering tasks, rather than on competition with peers, and in developing emotional competencies. Emotional competencies, such as self-awareness, self-control, compassion, co-operation, flexibility, and the ability to make judgments on the value of information serve students well in school and throughout their lives (OECD, 2002, p. 58). Emotions also affect the student's self-esteem, motivation and ability to regulate his or her own learning.

Element 2: Establishment of learning goals, and tracking of individual student progress toward those goals

Several OECD countries have established general standards for student achievement, and monitor students' progress toward those standards (Kluger and De Nisi, 1996). Teachers in several of the schools worked together to define the standards in more detail, developing and sharing criteria with colleagues and students, and developing new internal systems to track individual student progress. Teachers in the schools look to these objective standards to set out learning goals for students, sometimes scaffolding these goals for weaker students. The teachers have also moved away from traditional systems of marking – which tend to rely on “social comparison” of student z (that is, comparison of each students' performance with that of their peers) toward methods that allowed them to track an individual student's progress toward the learning goals, as judged through established criteria. International research supports the idea that tracking a student's progress toward objective learning goals is more effective than is comparison with peers' progress (Cameron & Pierce, 1994; Kluger and De Nisi, 1996; Heckhausen, 1989; Odey & Opoh 2015).

In situations of comparison, weaker students absorb the idea that they lack ability, and thus lose motivation and confidence. Ames (1992) notes that teachers' beliefs about the importance of effort, rather than ability, also play an important role in students' beliefs about themselves. Appropriate reference to an individual student's progress and opportunities to improve work based on feedback can help counter the negative impact of social comparisons. Mischo and Odey & Opoh 2015) and Oluoch, G. P. (2011). also found positive effects in several experimental and field studies where teachers referred to student progress over time. Positive effects were identified for students':

Types of Evaluation

There are four basic ways to collect assessment information (three if you count portfolios as a collection of other assessment methods): paper-and-pencil assessments, performance

assessments, assessments based on oral communication, and portfolios. Three different kinds of assessment information feedback can be generated for each: objectively scored numerical data, subjectively scored numerical data, and written feedback. According to Moss (2003) three types of feedback times four types of assessments gives twelve basic categories to choose from, with a lot of variation within each one! Not to worry, though. Knowing the range of options, you have to choose from actually makes deciding on an assessment easier. Once you know what content domain you are assessing and what the purpose is, choosing an assessment becomes a matter of finding the best kind of assessment for its intended use. Then designing the specific assessment is less like staring at a blank screen and more like “writing to specifications.”

Assessment Type 1. Paper-and-pencil assessments include objective item tests that use multiple choice, true or false, matching, and fill-in items as well as essay tests. Paper-and-pencil tests are usually given in on-demand settings, as when students “sit for” an exam.

Assessment Type 2. Performance assessments use observation and judgment to assess either a process (how the student does something) or a product (student-created work). Common performance assessments include term papers, academic or technical projects, oral reports, and group demonstrations.

Assessment Type 3. Oral communication is an often-forgotten assessment method. Its most common use in college classrooms is for formative assessment during instruction, when the instructor asks students questions in class.

Assessment Type 4. Portfolios are systematic collections of student work over time, often with accompanying student reflections. The work can be scored as a set; individual pieces of work in the portfolio can be scored; or the portfolio can be used as information for conferences, written feedback, or other communication between instructor and student.

Feedback Type 1. Objective scoring is the kind of one-right-answer scoring that anyone can do with an answer key. Objectively scored items are easy to grade but difficult to write well, and they require more instructor preparation time than subjective items. Feedback Type 2. Subjective scoring is the kind of scoring that requires judgment. Despite the sometimes-pejorative use of the term (as in, “that was so subjective!”), good academic judgment well applied is the heart of a discipline. Thoughtfully applying good rubrics or scoring schemes—ones that use clear descriptions of the work, not just evaluative terms like excellent, good, fair, or poor—is an effective way to judge quality of complex work (Arter and McTighe, 2001). If possible, share the criteria with students during (and as part of) instruction before the assignment is made. Feedback Type 3. Written feedback is particularly good for formative assessment. If you describe to a student way he or she could improve the work, you are providing important information for the student’s growing concepts and skills.

Competency-Based Education

The competency of graduates has become the object of study of many foreign Russian and Kazakh scientists. Competence model of the graduate must guarantee getting a qualification corresponding to his future career. It is expected that competences acquired by the student in high school, will manifest themselves in different domestic and professional situations. In

this case, there are two groups of competencies: versatile (universal, over objective) and specific (objective-specific, objective-specialized). Flexibility to move from versatile competences into new types of activities, which manifests itself in the ability to use the existing knowledge and experience in new conditions and less rigid attachment to the objects and labour tools, is one of their main characteristics. Special competences reflect the professional qualification. They differ for different disciplines (directions, special training). Despite the existence of two types of competences, the description of both versatile and specific competences is possible only with a sufficiently high degree of generalization and “Transpersonal” nature of their content.

Despite this, the Russian scientists adhere to their traditional features of the education system, and according to them, a special condition for the implementation of GOSO is “concretized learning outcomes, which are definable and measurable”, also consider the «the development of spiritual values of the students, the establishment of their civic and patriotic consciousness» as a distinctive feature of the national education system. Because they believe that through these competences a person’s ability is realized not only to adapt to the constantly changing reality, but also to change this future in accordance with his understanding, professional plans to provide a more comfortable and effective self-realization. The difference between these competences and special/professional ones is that they not only reflect the ability of the person to use the acquired knowledge, the available skills, the known methods of activity, but also demonstrate its ability to create new meanings, information, objects of reality in the process of continuous self-improvement.

This issue has become particularly relevant with the adoption of a new generation of GOSO, which was vigorously debated among Russian scientists. According to them, in the new generation of GOSO, while determining the conditions for the formation of versatile competences, we did not consider the capabilities of the system of education, and the following recommendations were not in demand, “...we should not expect that only through education content we can achieve mastery of competences. The fact is that the formation of certain competences cannot be on the “charge” of only individual disciplines, or even the content of the entire educational program. Competences—are also the result of educational technologies, methods, organizational forms, learning environment, etc. (Zimnyaya, 2004).

Some problems of competency-based approach in determining the content of education exist in Kazakhstan’s higher education system. To date, basic or core competences for all levels of the education systems were defined. The question of the competency-based approach is solved at the level of state educational standards of education. We determined the limits of the competencies of preschool education, secondary education, technical and vocational education, post-secondary education, higher and postgraduate education. In the higher education system of Kazakhstan, “competence” is defined and used as “the students’ ability of the practical application of the acquired during the learning process knowledge, and skills in their professional activities.”

And learning outcomes are determined on the basis of Dublin descriptors, and assume the following abilities:

- 1) Demonstrate knowledge and understanding in the studied area, including elements of the most advanced knowledge in this area;
- 2) To apply this knowledge and understanding in a professional manner;
- 3) Formulate arguments and solve problems in the studied area;
- 4) To collect and interpret information to make judgments considering social, ethical and scientific considerations;
- 5) Give information, ideas, problems and solutions, to both specialists and non-specialists.

In the context of Kazakhstan's higher education, these descriptors are expressed in the following competences:

- 1) General competences: social and ethical competence; economic, organizational and managerial competences; willingness to change the social, economic, professional roles, geographical and social mobility in terms of the increasing dynamism of changes and uncertainties;
- 2) Special competences.

The last kind of competences is developed for each specialty of higher education on the basis of professional standards considering the requirements of employers and social demands of the society. Indicators of these competences are described in standards and curricula of each university. But the real level of its formation can be judged only when the graduate will start an independent professional activity. In the process of training in high school we can only assess competences. In pedagogical science, the perception of competences has already settled as the basic components of the potential competency that can be demonstrated by the university graduate in the future. According to this, Khutorskoi (2002) offers the following definition of competence, a "kind of estranged, reassigned requirement for student's educational attainment," and the term "competency" to be used to capture the already established personality traits, "the person's ownership, possession of an appropriate competence, including his personal attitude to it, and to the subject of activity" (Khutorskoi, 2002).

Specific types of competences associated with each level of education are identified. Professional development of the person is inseparable from his personal development. Professional competence, along with professional orientation and professional flexibility is the main object of professional development and a form of the implementation of human's creativity in professional work. Professional competency means theoretical and practical readiness for professional activities. Psychological patterns of professional growth, specifics of the development of professional competency in the process of professional self-determination in the current socio-economic conditions were almost completely studied by E. F. Zeer. Professional competence he considers as one of the main substructures of the subject of professional work, along with the thrust of the individual, professional qualities, professionally important psycho physiological properties.

Therefore, modern universities around the world are trying to determine the professional competence, the model of the graduate, who meets all the requirements of the market and who is ready to navigate in a rapidly changing world. Professional competence of the graduate can be viewed from different perspectives. There are functional, behavioural, multi-dimensional

and holistic approaches to study this question. Behavioural approach considers professional competence in terms of the importance of the behavioural competence, which is defined as a relatively stable personality characteristics causally related to an effective or superior job performance. It is believed that White (1959) introduced the term “competence” to describe the personality characteristics that are most closely related to the “perfect” job performance and high motivation.

Competency-based approach began with the observation of the successful and effective performers, in order to determine what these people are different from less successful ones. Competence thus captures skills and properties located outside of cognitive abilities, such as self-awareness, self-regulation and social skills; while some of them may also be incorporated into individual taxonomy.

Competences, which are largely behavioural characteristics, as opposed to personality and intelligence, can be formed through the training and development (Muasya & Wawem 2016). This tradition is particularly strong in the US, where competences are defined in terms “the basic characteristics of people” which are “causally related to effective or” excellent job performance “and” manifest themselves in a variety of situations for a long period of time (Boyatzis, 1982; Spencer, 1993). Hay Group (1996) demonstrated the breadth of using this approach in USA companies.

The functional approach focuses on functional competences and on the ability to demonstrate a work that corresponds to the standards, necessary for effective performance,

“The ability to perform actions in the workplace under the standards used for the professions.” The definition also included “skill and understanding” and “aspects of personal effectiveness” (Muasya & Wawem 2016). In this approach, it becomes important to develop a competence model for particular professions, for example we give the UK, where a variety of competences models were used for the formation of payment and management systems on the basis of competences.

In the multidimensional and holistic approach substantive competences, personal competence and social competences are considered. This approach is reflected in the system of Germany, France, and Austria. In 1996, the German education system has adopted the approach of “action competences”, moving from subject to competences and curricula, which largely determines the fields of study, and to a lesser extent is related to work: knowledge and skills. Competences related to the activity area, describes the willingness and ability, on the basis of subject knowledge and skills, to perform tasks, solve problems and evaluate the results consistently and independently in accordance with the objectives. General cognitive competences, the ability to think and act in a perspicacious and problem-solving method, are a prerequisite to develop the subject competences, which, in turn, include both cognitive and functional competences.

Personal competences describe the willingness and ability to understand, analyse and evaluate possible ways of development, requirements and restrictions in the personal, work and social life, to develop their own skills as successfully as they select and implement their life plans.

Personal competence includes such individual properties as “independence”, “critical abilities”, “self-confidence”, “reliability”, “responsibility” and “sense of duty”, along with professional and ethical values. Personal competences thus include cognitive and social competences. In some cases, self-competence is defined as the ability to act morally and independently, which includes upholding a positive self-image and the development of morality. Social competences describe the willingness and ability to create and maintain relationships, identify and understand the potential benefits and threats in relationships, as well as the ability to interact with others in a www.ccsenet.org/ies International Education Studies Vol. 8, No. 8; 2015 188 rational and fair manner, which includes the development of the sense of social responsibility and solidarity.

Social competence thus includes functional and social competences. The balance of subject, personal and social competences—is a prerequisite for “meta competence and competence for learning. Meta competence—is an extension of cognitive and subject competences, which are the result of transversal strategies and processes of the invention and problem solving, while, the teaching competence equates to the meta-competences: «learning how to learn». To define the competency requirements for graduates it is necessary to come up with a holistic approach, as their competence is measured by how much they can cope with professional responsibilities and how “better” to carry out their professional activities. A holistic approach to competency, joining knowledge, understanding, values and skills that are “inherent in people, who are professionals”, is appropriate in terms of their practical orientation. Summing up the experience of scientists, the model of professional competence can be defined as follows: Cognitive competences, which include not only formal knowledge, but also informal-based on experience. Knowledge (know-what), supported by the understanding (know-why) differ from competences:

- Functional competence (skills), include that “a person who works in this professional area, should be able to do ... is able to demonstrate.
- Personal competences (behavioural competences, “know how to behave”), defined as “Relatively stable personality characteristics, causally related to an effective or superior job performance.”
- Ethical competence “personal opinion and professional values, the ability to make decisions based on them in work situations.”
- Meta-competences refer to the ability to cope with uncertainty, as well as with the teachings and criticism. In contrast to the Russian and Kazakh scientists, foreign researchers focused on the practical orientation of this issue. Here there are two important principles of research: fundamentality and practical orientation of education. The first one provides a systematic assimilation of knowledge, the other— its practice-oriented integration. In the first case we consider the theoretical basis of the issue, and we consider the systemic and systematic implementation of competency-based approach.

Summarily, it should be noted that competency approach in education is being developed in different countries, in different ways. There are many problems that require special

methodology and research methods. In this regard, it is useful to use and integrate the experience of other countries, and to be guided by their national characteristics of the educational system. In forming of education in the context of competency-based approach, we should ensure integral fundamentality and practical orientation of the study. Research methodology of competency-based education is based behavioural and functional approaches, and in the study of competency, the integrity and multi-dimensional approaches are effective. In the study of competency, we should consider the competency of the graduates, in order to predict the potential competences as a condition of a successful career.

In studying of competency, the unity of participants–employer’s representatives of the academic community, professionals and graduates is right, to define, organize and form the necessary competences in high schools in the future specialists. All this will help to correctly build up, adjust, and supplement competencies, to determine the composition and structure of professional competency of the future specialists. To assess if they are well formed, because the composition of required competencies in market may change, if we consider the conditionality of competency with the requirements of the labour market. In the longer term it is expected to develop research methods for procedural competency as a goal and a result of education, and criteria for its evaluation, based on a holistic multidimensional approach; integrative fundamental, practice-oriented principles, corresponding to each level of the higher education system. It will identify and correct not only the basic competences, but also special subject competences in specific disciplines, and correctly build up the learning process. Only after that it is important to determine whether the content of education, its function in the formation of competences, the efficiency of its types, methods, forms and means correspond to the training activities. It is also possible to determine the function of competences as a tool for education quality management.

Economic changes not only in Cameroon, but also in the global labour market explain the increasing requirements to young specialists. There are new requirements to the model and quality of the graduate, new approaches to their competitiveness and efficiency. XXI century Universities must graduate prepared specialists, who are able to adapt to the labour market and are ready for new changes, for self -education, which in turn determines the meaning and function of higher education not “for life”, but “during the whole life”. Qualitatively new mission, the objectives and content of modern education in the new conditions is intended to be focused not just on the fundamental knowledge, but on the labour market, and on the formation of a practically oriented skills and competencies. The study discusses the conceptual content and structure of competences and competencies in different countries, not excluding Cameroon, the problem of professional competence is analysed on the example of the United States, European countries, and Russia.

As we know, “competency-based approach” has been extended at the beginning of the XXI century in connection with discussions about problems and ways of modernization of the education. Innovative education–is not only a new way of teaching, but also a new way of thinking. This education is focused not on the transfer of knowledge, which constantly outdates, but on mastering the core competences that allow then to acquire knowledge on their own. Competency based approach in education is well-known to the educators and scientists all over the world, and today it is discussed from different angles and is being viewed from

different perspectives. First of all, this is due to the definition of the term's "competence" and "competency". According to the dictionary Webster, the term "competence" appeared in 1596. And in the United States it was firstly used in the 60s in the context of performance-based education, whose purpose was to train specialists who can successfully compete in the labour market (Berkaliev et al., 2007). The dictionary of Ozhegov adheres to activity-based description of the concepts:

- Competence—a capacity, an area of issues, phenomena to be controlled by somebody;
- Competency—awareness;
- Competent—is a recognized expert in a particular issue (in the insurance issue), who has competence, and
- Willingness—consent to do something (risk assessment), the desire to contribute something (risk spreading). Here the word "willingness" is considered on the one hand, as a state of readiness of a person, who is able and willing to fulfill something. On the other hand, willingness—is consent to do something, a condition in which everything is done, everything is ready for something (Ozhegov & Shvedova, 1993)

Glossary, {1997} defines competence as "the ability to do something well or effectively, correspondence with the demands for a job: the ability to perform specific work functions." These methods reflect the following models: "competence model, based on the parameters of the individual; competence model for solving problems; model for productive activity; competence model for controlling the results of the activity"

To date, competence is "a person's ability to carry out any activity on the basis of life experience and the acquired knowledge and skills".

In contrast to the competence, which is usually considered in terms of knowledge and skills acquired during the training and forming the content side of this training, competency means properties, personality traits, determining its ability to perform activities on the basis of the acquired knowledge and the develop skills and abilities (Barman & Konwar, 2011).

But competence is "a combination of knowledge, skills, abilities formed in the process of learning of a particular discipline, as well as the ability to perform any activity on the basis of the acquired knowledge, skills, abilities" (Barman & Konwar, 2011).

Evaluation.

Tuckam (1975) maintains that evaluation is a process where in the parts, processes or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to the stated objectives of the program. The quantitative judgment which results from assessment is evaluation, in other words, evaluation is a valued judgment based on quantitative data obtained from testing and measurement. This exercise is very primordial for the survival of the principal and the school. The principal is expected to master the modalities and set down acceptable criterions to test, asses and evaluate all the stakeholders involve; the teachers first, the rest of the workers, for whom he is oblige to give an objective career profile

report. According to Tanyi (2013) educational evaluation is a process in which the evaluator or teacher uses information derived from many sources to arrive at a valued judgment. The information may be obtained by using measuring instruments and other techniques such as questionnaire and interview. Thus, emphasis is on the following educational tenets; instructional supervision, staff commitment and methodology are aspects evaluated in schools to improve performance.

There is mix-up between the concept of supervision and evaluation as being synonymous. Acheson and Gall (1997;209), outlines the difference between the two as thus; that supervision for decision on retention, promotion for profile building is reticent, and supervision to help develop skills in order to perfect strategic performance is welcomed. It should be noticed that teachers are always apprehensive about supervision because principals use it as an evaluation target, (Sullivan and Glanz 2000). Principal when supervising instructions, by virtue of their position, take supervision as a formative process and evaluation as a summative stance, (Zepeda 2003). With this in mind, supervision is seen as the acquisition of greater competence not for official position. Against this backdrop, supervision is seen as top-down perspective where the principal is all knowing, assuming that the teacher is empty and a mere recipient (Endeley 2021; Blasé' and Blasé' 1998).

In this vein, supervision should not be seen from a 'one size fits all' angle. Endeley (2021) recommends that each school should set its own supervisory goals and objectives specific to its needs and resources, known as the home-grown model. In Cameroon, principals mostly undertake surprise inspection, making the exercise fault rather than fact finding to please the Ministry of Education or school Boards. It should be collaborator and for mutual respect, this researcher postulates that interpersonal relationship should be that watch word between the supervisee and the supervisor. Cordiality, trust, openness, Book (2014) presupposes that when this is done, then can the intended benefits accruing to teachers, schools, students and the community are surely to be compromised.

In recognition of this work, school principals and teachers should begin to pay attention to more than the aspects of the curriculum which were organized into traditional subjects. They discussed the social and political construction of subjects, and also attempted to define 'curriculum' more carefully. Gautam (2015), for example, described American work. 'The overt curriculum, the hidden curriculum and the curriculum-in-use' where writers were trying to read the messages transmitted by the curriculum, and to understand why certain messages were transmitted rather than others.

Teachers also began to question the learning and values being transmitted within schools other than through the formal curriculum: for instance, issues of race, class and gender were recognized within the order that students were registered. In Cameroon, there is no curriculum for school management because managers are drawn from the teacher training curriculum. An error that needs correction it gives a multiplicity to the task of the teacher. Lucy, (2019), quoted Young, pointing out that the teacher training Curriculum is a particular selection from an outdated colonial selfish culture which lacks recognition of their professionalism, and the return of some of their professional autonomy. Thoughtful teachers and managers come to an understanding, first of the moral dimensions about what is happening in a school, and then

they develop clear aims about what should be happening and how to get there. This involves the supervision, implementation and evaluation of the curriculum.

Integration Pedagogy

Integration pedagogy is a realization of the principles of CBE (Competence –Based Education) the latter is a broad approach to education that had grown in the United States in the 1970s, but it gradually spread too many countries round the world. Amongst the well-known versions of CBE is the integration pedagogy. According to a foremost advocate of this pedagogy, Xavier Roegiers, integration pedagogy attempts to make the broad principles of CBE more feasible. (Personal interview, translated from French to English, January 11, 2016). In an attempt to displace the objective-based pedagogy, De Ketele (1980) formulated a terminal task in which the learners could re-invest the learned items (as cited in Roegiers, 2001, p. 84).

These new concepts of global integration task specifically devised at the end of the course to reuse meaningfully the learning gains has been gradually operationalized by the BIEF (Bureau d'Ingénierie en Éducation et Formation) team mainly in African countries. The creation of the BIEF in 1989 and the association of this team of curricular experts with the organization of UNESCO have rapidly speeded up its spread especially in Francophone African countries. After the pioneering work of De Ketele in Tunisia in the 1990s, many other African countries (such as Algeria, Morocco and Tanzania) embarked in this competency-based movement. Thus, the principles of global terminal objective have been operationalized following the principles of CBE.

➤ **Specific Principles of Integration Pedagogy**

Integration pedagogy is a competency-based pedagogy that uses distinct curricular guidelines and specification to conduct the leading competences.

➤ **Situations-as-End Points**

Roegiers (2007, 2010) has pointed out that integration pedagogy uses situations-as-end points as opposed to situations-as-starting points typical of problem-solving approaches. This model starts with preliminary work on resources such as knowledge, skills, and attitudes before tackling the final target task. Besides, preparatory tasks are scheduled regularly to enable students gradually acquire the necessary skills needed to solve the final task. Conversely, situations-as-starting points begin instruction through the presentation of complex tasks; assumingly, the learner acquires knowledge and skills while conducting the tasks, without any prior preparation. Roegiers (2007) has favoured the latter model especially with regard to the use of intermediary tasks to prepare the learner to do the task successfully, learn integration skills, and acquire other types of knowledge. Moreover, he has claimed that this model is more convenient to the setting in which the learners are not used to problem-solving tasks and progressive learning; furthermore, it is more appropriate for teachers who are not accustomed to process approaches.

➤ **Continual and Regular Skill Integration:**

Adebele, (2011), Peyser et al., (2006) have argued that there are two mains in relatively distinct ways, one is the Francophone and the other is the Anglo-Saxon. The former asserts that students could not integrate skills until they have fully acquired all the prerequisites, whereas the latter holds that the learner could learn skills integration gradually before acquiring all the requirements. Unlike the Anglo-Saxon school, the French speaking educational community schedules regular mediating tasks at appropriate moment, say at the end of a sequence of instruction, to gradually accustom learners with the use of integration skills, which are considered the nucleus of learning. Here lies a major difference between integration pedagogy and CBE in the sense that integration pedagogy imparts skills of integration in sequential and gradual manner. Peyser et al. have equally mentioned that integration situations are incorporated at carefully scheduled moments during the learning process. Structuring learning meticulously and practicing integration regularly instils in learners the capacity to solve automatically real-world problems and makes integration pedagogy more viable than in CBE.

The outline of methodological constraints in competency teaching runs against the founding principles of CBE. There is no methodology atypical of CBE, and such focus on process could frustrate the outcomes. Honebein (1996) has stressed the primacy of outcomes over time limits. CBE, in actual fact, promotes time flexibility, allowing learners to work at their own pace. It is arguably impossible to plan regular integration occasions during the learning process since not all students will reach that desired level of adequacy by this time. The trade-off between practicality and student-centeredness (individualization of learning) wants that time flexibility is sacrificed for durability. After all, maybe this methodological arrangement is more context sensitive for the students whose learning habits are usually more structured. Integration pedagogy could be in this case more approachable for students from less advanced countries.

➤ **Maintenance of Objective-Based Approach at Early Stages:**

Roegiers (2010) has maintained that teachers could use objective-based pedagogy in case they lack the necessary skills to adhere fully to integration work and also when their learners are not accustomed to progressive teaching. Nevertheless, teachers and students are imperatively required to progress in the process of acquiring integration teaching/learning habits, rather than to perpetuate contently the old teaching and learning reflexes. At a more advanced level in the process of change, integration teaching/learning procedures should become a habit and a spirit. Teacher should, for instance, learn to devise their own integration situations. This inclusive pedagogical view is meant to help teachers who lack necessary competency teaching skills especially at the onset of a school reform.

➤ **Use of Class Situations:**

The outcomes of teaching in integration pedagogy are framed or substantiated in a form of a set of tasks, pertaining to one single competency (Kelly, 2018). This series of tasks represents a class of situations or family of situations. In contrast to CBE, integration pedagogy defines

the learner exit profile in terms of diverse tasks that they should manage to do successfully to earn success or recognition. In CBE, the learner is supposed to reconstruct in a bottom up manner a target task, usually a survival or real-life skill. Offering multiple opportunities for students to apply integration skills in varied yet related contexts, ensures transfer of skills from one context to another, and gives valid evidence on the accomplishment or frustration of a competency. In so doing, integration pedagogy has improved in operationalizing the notion of terminal integration objective (TIO) through the use of varied but categorized tasks, while CBE still operates at the level of terminal objective.

Pedagogic reinforcement of the CBA

Tanyi (2010) opines that, pedagogic reinforcement plays a great role in determining the school climate, especially the classroom atmosphere. She came out with the following as functions of reinforcement:

1. M
otives energise and sustain behaviour: Motives energise the behaviour of the organism and arouse him to action; the energy can be physiological as in drives or reiterative resonator activity aroused by similarity between present actions and residues of the past once that were emotionally significant for the person.
2. Motives direct and regulate our behaviour: The motivated state is often described as guided, directed and goal oriented.
3. Behaviour is selective: Under motivated conditions, the behaviour of the organism is not haphazard. It is directed toward a selective goal which the individual sets for himself.

The researcher feels that the motivated teacher should focus more on development and change in motivation. Following the discouraging number of students in some of the classrooms, motivation should be a two-way traffic, being emitted from the teacher and the students. This would go a long way to reawaken students with learning disabilities that are due to factors within the person rather than external factors such as the environment or the educational system. In addition, this component shall provide vertical and horizontal enrichment by avoiding such unpleasantness that would enable CBA policy and practices to drive home competencies (creative and critical thinking skills, knowledge, attitudes) to students who have the potential for learning.

Critics on Competence Based Education

Competence-based in professional education is not undisputed. One of the dangers that critics often mention is the minor role disciplinary knowledge, together with a haphazard taking in of pieces of disciplinary knowledge by students. How competency-based training locks the working class out of powerful knowledge she has used a modified analysis to explore the way in which competency-based training (CBT) in vocational education and training (VET) in Australia excludes the working class and other disadvantaged social groups from access to powerful knowledge, because it denies students access to structuring principles of disciplinary knowledge.

Bernstein's insights allow us to see that CBT fundamentally transforms the nature of knowledge by relocating it from the vertical discourse in which it is classified and relocating it closer (if not completely) towards horizontal discourse, this changes the nature of knowledge and the process through which it is acquired. Rather than integration of meanings we have integration within a context. Consequently, students are provided with access to specific content and not the systems of meaning in disciplinary knowledge. However, the content of a discipline is the product of the discipline (and each discipline has lots of products). Critical realism on the other hand, extends these Bernsteinian insights, because of focus on the specific content of disciplines denies students access to the collective representations that provide access into the stratified and emergent nature of the real. This absence arises from the broader ontology and epistemology of CBT, which is a form of empirical realism. By focusing on the knowledge and skills that people need to „do“ their job, and by insisting that Assessment be directly aligned with these outcomes, CBT collapses the domain of the real (of generative mechanisms) and the domain of the actual (where events take place) into the domain of the empirical (that which is observable). It does so because CBT assumes that outcomes can be achieved by directly teaching to the outcomes, and in doing so ignores the complexity a is needed to create capacity, and this goes beyond the level of experience in the contextual and situated.

Aurora developed the first nationally recognized definition for CBE back in 2011 after much input from over 100 practitioners in the field. The 2011 definition has provided a common understanding of the important features needed in CBE systems to schools and school districts from coast to coast.

As Eliot Levine and Susan Patrick described in a release from Aurora this past week, the updated definition reflects the evolution of CBE in the field as the model has grown to include schools from 49 out of 50 states. The updated definition includes new features that place an emphasis on equity, student agency, and different pathways for student success.

With regards to equity, Levine and Patrick stated, “Competency-based education has always been driven by the need for educational equity.” They went on to note that the inclusion of equity “reflects the field’s recognition of the unacceptable truth that deep inequities remain. It highlights the urgency of moving faster and deeper in changing school structure, culture, and pedagogy to achieve equitable student opportunities and outcomes.”

Equity is considered by many educational leaders, me included, to be one of the biggest issues facing our profession today. In the updated definition, student agency is directly tied to learning pathways. Levine and Patrick noted, “The statement that students are empowered daily »

To make important decisions about their education signals the depth of commitment to student agency and personalized learning that is central to the shift from a traditional one size-fits-all system to one that prepares youth more effectively for their futures. ” As our society has evolved and become more and more complex, so, too, have the needs placed by society on our schools. Now more than ever, we need schools that personalize learning to high degrees for all students at all grade levels in the system?

Aurora’s updated 2019 definition of competency-based education is:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yield timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students’ progress is based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

The movement towards competency-based learning (CBL) is a movement towards a deeper focus on mastery and personalization in schools. CBL should be tailored to the needs of specific communities: ensuring that students authentically demonstrate relevant skills as evidence of learning can take many different forms. Yet, there are common elements across different types of schools and classrooms, especially in the design of learning experiences. Ultimately, fully adopting CBL must be a school wide effort, but we have seen teachers lead CBL from their classrooms, piloting new ideas and strategies that offer new data and insights that can inspire their communities to make more systemic change. For teachers interested in getting started, we offer these seven building blocks for competency-based classrooms.

❖ **Competency-Based Learning Targets**

CBL begins with a clear understanding of the skills students need to succeed in college, career, and life. While it’s true that full implementation of CBL entails all educators at a school working from the same competency architecture, individual teachers can take a skills-based approach by articulating and planning around the competencies developed in their own classrooms. At GOA, our teachers use our core competencies as models for articulating course-specific competencies, which help students set learning targets aligned to essential content. We start with the question, “What does it mean to think and act like an expert in this field?” By articulating targets in this way, teachers communicate that learning is relevant and must be demonstrated in an authentic, observable way.

Exhibitions of Learning

Opportunities for students to showcase and defend their learning are fundamental to CBL experiences. These exhibitions, which are often delivered before an audience larger than the teacher or the class, can be used as summative celebrations of learning where students take responsibility for explaining how the work they've done is evidence of what they've learned. They can also be designed to develop ongoing practice with essential trans disciplinary competencies like communication, organization, and metacognitive reflection. The excellent book *Leaders of Their Own Learning* calls these "passage presentations." See an example [here](#).

❖ Metacognitive Reflection

Students should be actively engaged in the "the process of thinking about thinking" in order to ensure they are well-positioned to transfer their learning. In competency-based classes, where students might be pursuing different learning pathways or producing varied, interesting work through projects, internships, or other experiences, the student's self-assessment via metacognitive reflection is important evidence of learning. Reflection can take any number of forms, from exit tickets to narrative self-evaluations to student-led conferences to exhibitions of learning. In addition, CBL's embrace of non-cognitive competencies like self-awareness and resilience requires us to embed metacognitive reflection in learning experiences to ensure we are fairly and compassionately helping students develop those skills.

❖ Portfolios

Student work is at the center of CBL, and portfolios serve not just as a showcase of student work, but as a living compendium of evidence-based growth. Especially in a CBL environment, portfolios are a chance for students to become the lead curators of their learning, collecting not just final products, but drafts and feedback and reflections that reveal the work and thought that went into creating those final products. Presentations of portfolios can be the foundation for exhibitions of learning. For more information, see [Four Advantages of Using Student Process Portfolios](#).

❖ Reassessment

As the research organization INACOL states clearly, in a competency-based system,

"Students advance upon demonstrated mastery, not seat time." A commitment to CBL is a commitment to reassessment, offering students multiple opportunities to demonstrate they've met a learning target and recognizing that students require different amounts of time and practice to master different skills. Reassessment policies are deeply connected to grading policies, and it's worth teachers familiarizing themselves with researchers like Thomas Guskey and Joe Feldman as they decide how and how many students will be able to pursue reassessment in their courses. For an example of a school wide reassessment policy that could

be tailored to individual classrooms, see *Reassessments and Retakes: A Necessary Part of a School-Wide Grading Policy*.

❖ **Rubric**

In competency-based classrooms, rubrics are used as communication tools, not merely assessment tools. In order for students to make important decisions as part of the learning process, they must understand competencies and learning outcomes and be able to align those targets to the work they do. Rubrics are a way to organize and introduce learning targets, to ensure feedback is specific and actionable, and to tie teacher-student conversations to clearly articulated goals. Students who understand and even participate in articulating their own targets can drive their own learning by co-designing personalized learning plans and pursuing learning experiences that matter to them. For more information on rubric design for CBL, see *How to Design a Competency-Based Assessment*.

❖ **Student Voice and Choice**

This is the most critical element of competency-based classrooms. At all stages of the CBL process, students have the opportunity to make important decisions about what, when, where, and how they learn. Prioritizing student voice and choice means designing non-standardized assessments that offer students the opportunity to do work that matters to them. Project-based learning, inquiry-based learning, and experiential learning (among others) are approaches that leverage choice, but the fundamental move a teacher must make in a competency-based classroom is to ensure that no matter the work students choose to do, they will be able to authentically demonstrate mastery of learning targets. This might require rethinking the roles of teachers and students in the classroom

A revolution in education may be on the horizon. Competency-based learning allows students to earn credit for what they know, not how many hours they spend in class, so students gain skills at their own pace and through the medium that works best for them.

❖ **Things to Know: Competency-Based Education**

Is it time to put aside the standard classroom model for education in favour of a more flexible, personalized approach? Some experts think so and support a competency-based system that rewards skill over attendance. Such a system would allow students to approach learning in a way that is more suited to their individual needs and could be adapted to suit programs that don't necessarily benefit from an in-your-seat approach. Learn the pros and cons of this style of education and decide for yourself whether competency-based education (CBE) is right for your classroom.

❖ **The Rationale of Competency Based Education**

Personalized learning Department of Education, stipulates that CBE allows students to advance based on demonstrated mastery of subject matter rather than being rewarded solely for hours spent in the classroom. Students have the same skill requirements of their

traditionally educated peers, but rather than moving on at the end of a prescribed period, they must prove mastery of the subject before being allowed to continue to the next. This mastery can occur at any time during the instructional year, permitting some students to move ahead while students requiring more time can repeat core concepts as needed.

It sounds good in theory, but how well does it work?

Key Characteristics of Competency-Based Learning

Competency-based learning empowers learners to focus on mastery of valuable skills and knowledge and learn at their own pace.

Practical Benefits of Competency-Based Education:

- Efficient and potentially lower-cost degree/credential options for students
- Greater understanding of learning outcomes throughout the academic institution
- Courses, learning resources, and assessments aligned to well-defined goals
- Motivated and engaged students
- Increased student retention and completion rates, particularly when prior learning can be applied to degree progress
- Learners' improved ability to recognize, manage, and continuously build upon their own competencies and evidence of learning
- Employers' improved ability to understand graduates' competencies and learning achievements
- Outcomes-based frameworks for continuous improvement at course, program, and institutional levels

One obvious point verified by this research is that competency-based education approaches are already diverse and are continuing to evolve through the work of initiatives defining effective models. But another clear finding is that different approaches share the common characteristics of being learner-centric, outcomes-based, and differentiated. These characteristics help us understand competency-based education in practice.

Competency-based education practices do not need to be dramatic or disruptive. Many effective approaches incorporate competency-based learning processes into existing course and curriculum structures. In fact, one of the reasons why there are so many different approaches is because educational institutions adapt competency-based learning to achieve their own goals. Competency-based learning does not happen in a vacuum. Nor does it need to be viewed as something outside or counter to our educational traditions and values.

Competency-based learning can be valuable for all of the stakeholders in our learning communities: learners have more opportunities to take ownership of their learning and expand their lifelong learning pathways; faculty grow professionally as they articulate the learning outcomes in their areas of expertise and embed them in rich learning experiences; academic leaders provide engaging curricula that advance knowledge and produce graduates who can demonstrate what they've learned; and institutional leaders focus on new ways of identifying barriers to success and achieving improved outcomes.

The key characteristics of learner-centric, outcomes-based, and differentiated help us visualize what competency-based learning means to these stakeholders.

Key Characteristic: Learner-Centric

First and foremost, competency-based learning focuses on the learner as an individual. It provides opportunities for each individual to develop skills at their own pace, collaborate with others, collect evidence of learning, and become successful lifelong learners.

Competency-based learning empowers learners to:

- Understand the competencies they need to master to achieve their goals
- Progress through learning processes without time constraints
- Explore diverse Learning opportunities
- Collaborate in learning activities with communities of peers and mentors
- Create learning artefacts that represent their competencies
- Reflect on their own learning achievements
- See what they've mastered, what they still need to accomplish, and where to improve
- Develop an online academic identity, including the ability to manage competencies and portable evidence of learning from multiple sources

❖ Key Characteristic: Outcomes-Based

Competency-based learning starts with well-defined learning outcomes. The structure for competency-based learning comes from creating, managing, and aligning sets of competencies to learning resources, assessments, and rubrics, with analytics to track performance. Focusing on outcomes empowers faculty and academic leaders to:

- Develop robust sets of learning outcomes and competencies
- Reorient curricular design to start with learning outcomes rather than starting with time/term structures
- Build high-quality sharable resources, assessments, and rubrics designed to support learning outcomes
- Foster authentic assessment that includes demonstrated mastery of competencies
- Effectively identify risk in students' progress toward learning achievements and provide appropriate interventions
- Support transparent analysis of learning outcomes at every level of the institution
- Achieve short-term and long-term academic performance improvements focused on outcomes rather than inputs

❖ Key Characteristic: Differentiated

Differentiation refers to competency-based learning practices that recognize and adjust to meet the needs of individual learners. Differentiation is multi-faceted and applies to learner support, communications and interventions, as well as learning processes.

- **Prescriptive/Diagnostic:** providing different learning materials or assessments to learners based on what they've already mastered.

- **Affiliation:** learners receive different materials or delivery based on their relationship to the curriculum or program in cohorts or groups.
- **Adaptive:** content that is designed with learning alternatives and branching closely tied to the learner's specific interactions with the content.
- **Choice:** learners select from among different learning resources and pathways based on their own choices and preferences.
- **Personalized messages & notifications:** relevant, timely communications tailored to learners' individual activities and needs.
- **Appropriate interventions:** feedback, guidance, activities, or tasks designed to help individuals progress along their learning paths.

Benefits to Innovating Competency-Based Learning within Existing Workflows

- Leverage existing investments and valuable resources
- Lower barriers to entry and time to implementation
- Avoid costly retrofitting of deeply embedded processes
- Encounter fewer regulatory and accreditation complications
- Achieve faculty buy-in and engagement by focusing on learning outcomes rather than on disruption
- Meet existing faculty, student, and employer expectations because courses and credits are well understood
- Continue to transfer courses and credit hours for students moving among institutions
 - Add new paths to employment rather than disrupting existing paths.

CBA AND UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS:

CBA can contribute to achieving United Nations development goals.

- **Quality education SDG4 :** The competency based approach emphasises the acquisition of knowledge , skills and attitudes necessary for individuals to thrive in the 21 st century,. By focusing on developing competences aligned with real world contexts. It promotes a more relevant and quality education that prepares learners for their future roles as responsible global citizen.
- **Gender equality SDG5:** the competency based approach can address gender inequalities by providing equal opportunities for all learners to develop and demonstrate their competencies irrespective of their gender biases and stereotype by promoting inclusive learning environments that value the diverse perspectives and contributions for all students.
- **Decent work and economic growth.SDG8:** CBA equips, it enhances learner's employability promoting decent work and contributing to sustainable growth.
- **Sustainable cities and communities SDG11:** CBA fosters the development of competencies that are essential for active citizenship and sustainable development. By promoting thinking skills, problem solving and solving and social responsibility, it empowers learners to contribute to the wellbeing of the communities and participate in building sustainable communities and cities.
- **Responsible consumption and production SDG12:** The CBA can cultivate competencies related to sustainable practices and responsible consumption. It can

raise learners awareness of environmental issues, encourage them to adopt sustainable behaviour and equip them with the knowledge to make informed choices that minimizes their ecological footprint.

- Climate action SDG13: The CBA contribute to climate action by developing learners understanding of climate change its causes and impacts. By nurturing critical thinking and problem solving skills, it prepares learners to prepare for climate mitigation and adaptation efforts in their personal lives , communities and broader societies.
- Partnership for the goals SDG17: Implementing the CBA requires collaboration and partnership among various stakeholders such as educators, policy makers, communities and businesses. By fostering and engaging diverse stake holders, the approach can support the broader SGDs by mobilizing collective efforts sharing resources and promoting mutual learning.
- Quality teachers professional development SDG4 : The successful implementation of the CBA relies on well trained and competent teachers .Teacher development programmes aligned with the approach can enhance educators pedagogic skills , content knowledge an ability to facilitate competency development among students , ultimately improving the quality of education.
- Peace ,justice,and strong institution SDG16 : The CB Acan contribute to fostering peace , justice, and strong institution by nurturing competencies such as conflict , empathy and intercultural understanding. By equipping learners with this skills , it promotes respect for diversity , empathy, and peaceful coexistence which are crucial for building inclusive societies and institutions.

Table 1: Showing difference between Traditional Content Based Learning and Competency –Based Teaching and Learning

	Traditional Content –based teaching and learning	Competency based- teaching and learning
1	Is focused on a narrow set of academic outcomes and fails to recognize that student success is dependent on a full range of foundational skills including social –emotional and the application of skills.	Is designed to help students learn academic knowledge the skills to apply it and life -long learning skills that are needed to be fully for college career and life.
2	Is time based. Schools batch students by age and move them through the same content and courses at the same place. Students advance to the next grade level after a year of schooling regardless of what they actually learned	Is based on learning: Students must demonstrate mastery of learning with schools monitoring pace and offering additional supports to meet time-based targets.

3	Uses academic grading practices that can often send misleading signals about what students know by reflecting a mix of factors including behaviour, assignment completion and getting a passing grade on tests not students learning.	Grading in competency education is designed to communicate student progress in learning academic skills and content as well as the skills they needed to be life- long learn learners
4	Relies on a bureaucratic hierarchical system that perpetuates traditional rites cultural norms and power dynamics that doesn't support inclusivity and cultural responsiveness	Seeks to create an empowering responsive system that is design to build trust inequality.
5	Is built on a fixed mandate the notion that people's "abilities are carved in stone"	In contrast competency – based system is built upon a growth mind-set with a belief that all children can learn with right of challenges and support.
6	Depends on extrinsic motivation.	It fosters intrinsic motivation by activating student agency and providing multiple opportunities for learning to the same high standards.
7	Emphasizes covering the curriculum and fail to reflect the learning science about what we know about how children learn.	In this system everything shall be rooted in what we know as the best for students in terms of engagement, motivation and learning.
8	Is organized to efficiently deliver curriculum and assessing student's proficiency at low levels such as memorization and comprehension content knowledge rather than applied learning and mastery	This education is organizing to personalize learning and support the development of higher order skills such as analysis, evaluation and problem solving.
9	Has high variability in how teachers determine proficiency.	It builds educators capacity to judgment of student's mastery to the same high standards and calibrated for consistency with other teachers.
10	Ranks and sorts students creating "Winners" and "losers" and perpetuating patterns of inequality in society.	It meets students where they are to ensure each one can be successful to the same high and career – ready standards.

Source: Dar-es –Salaam, University College of Education.

Notwithstanding the place competence-based teaching and learning is adopted, there are some key features which make it unique. Such features include the following:

1. It is student-centred

The learner is the focus of the learning process. Individual learners' needs and learning styles are given priority in determining the content to be covered, the teaching and learning methods and the mode of assessment.

a It is outcome-based

Students must demonstrate mastery of all required competencies to earn credit or graduate or advance to the next level.

2. It involves multiple measures of assessment to determine competency

Students earn credit toward graduation in ways other than seat time and course taking (such as apprenticeships, blended learning, and dual enrolment).

3. Practice oriented

Students must demonstrate practical skills and tangible outcomes to determine competence and not just the possession of theoretical knowledge.

Pedagogical considerations in competency-based teaching and learning

While advocating for a paradigm shift from content-based teaching to competence-based teaching and learning, it should not be taken for granted that content is no longer important.

Instead, as Hong's (2012) noted the whole idea of competence-based teaching and learning suggests the need for teachers to focus on teaching their learners the importance of valuing their learning process and reflecting on it so they can develop their skills in learning to learn and develop the key competencies. Hong (2012) believes: "what competency-based curriculum requires is reforming the way content knowledge is organized and brought to students, not denying its value".

Competency-based teaching and learning must include attention to the learner's needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, and professional behaviours) and creating a supportive environment for learning. Competency-based teaching and learning can be pursued through various teaching approaches. However, all curricula need to be evidence based and outcome-focused and all teaching strategies need to be matched to their learning domain (psychomotor, cognitive and affective).

Competence-based teaching and learning emphasizes on powerful or rich learning environments that enable students to engage in meaningful learning processes. The most distinctive pedagogical features of this approach are as follows:

➤ Meaningful contexts

The teacher will create or look for meaningful contexts in which students will in a natural way experience the relevance and the meaning of the competences to be acquired.

➤ Multidisciplinary approach

Competences are holistic and as a consequence the educative approach needs to be integrative and holistic too.

Constructive Learning

Philosophically, competency-based teaching and learning has its roots in the social constructivism. Therefore, learners engage in a process of constructing their own knowledge by interaction with their environment, rather than as a process of absorbing the knowledge that the traditional teacher might try to transfer to them. By focusing on the construction of models, products, guidelines, rules of thumb, reports, or other tangible outputs the learning easily and naturally will turn out to be constructivist.

➤ Cooperative, interactive learning (with peers, teachers.)

The central idea under competency-based teaching and learning is to help learners to develop and construct their own knowledge and seek ways to make optimal use of other people's competence in their learning journey. This is what social constructivism is about. For learning outcomes aimed at developing individual and personal competences, the approach must take diversity of learner needs into consideration to meet the learners goals and objectives. This requires an open approach in which education includes dialogues between learners and educators about expectation, needs, goals, choices etc.

➤ Discovery learning

Discovery learning as opposed to receptive learning means making content available and accessible and that the way of acquiring this knowledge or competences, could not be just a process of providing information, but should always be embedded in a discovery-based approach. Learners themselves discover theories, rules and patterns as they interact with the environment, peers and teachers.

➤ Reflective learning

Competency-based teaching and learning also focuses on the learning processes of the learner. Learning is always in a spiral-fashion, that is, it requires learners to go back and forth to reflect on their learning. As the learner reflects on their own needs, motivation, approach, progress, results etc. they develop learning competences that may be considered "learning to learn".

➤ Personal learning

In the competence-oriented theories learning is conceived as a process of constructing the learner's own personal knowledge and competences. Information, knowledge, strategies, only becomes meaningful for a person if they become an integral part of their own personal body of knowledge and competences. In education this implies that students need to be able to identify with the contexts, the persons, the situations and interests that are included in the learning domains involved.

How to promote competence-based teaching and learning in schools

There are several ways that can be used to make competency-based teaching and learning more effective in the schools. The following are some of the ways:

➤ Improved teaching methods

Competence-based teaching and learning requires teachers to revise and improve their teaching and learning approaches. Gabriel (2010) found that teachers were unable to use highly and potentially interactive teaching methods such as problem-solving and discovery which are very useful in competence-based teaching and learning environment. Traditional teacher-centred approach is no longer appropriate if learners are to demonstrate mastery of the skills they learn. However, Moshā (2012) found that when competence-based teaching and learning was not effectively implemented there was often the danger for teachers to slide back to traditional teaching methods. Teachers, therefore, need to be highly proficient in the application of new teaching methods necessary to make students' learning effective (Kafyulilo et al., 2012). Teaching should be shifted to learner-centred approach in which the learner takes control of the learning process while the teacher becomes a facilitator of the learning process. Learners in a competence-based learning environment are considered as active participants in the construction of knowledge.

➤ Enhance teacher-student interaction

Teacher-student interaction is an important aspect in ensuring efficient and effective teaching and learning. Essentially, the objectives of competence-based teaching and learning focus on teachers' effectiveness in the use of interactive, participatory teaching and learning techniques and a child learning environment. Learners come to class with some knowledge and skills. This prior knowledge which learners bring with them is an important input for effective teaching and learning. In order for the learners to share their knowledge and skills with that of the teacher in the class, teachers must create a friendly and interactive learning environment. Learners should feel free learn from each other and to contribute their ideas and perceptions regarding the subject matter. In the course of this interaction, teachers need to motivate and honour the contributions learners make in the lesson. In addition, teachers stand as moderators of the interactions going on in the learning process. In this way, learners not only develop communicative competences and confidence in expressing their views but also mastery of the subject matter.

➤ Improve infrastructure

Learning and teaching infrastructure are crucial in building learning competences among learners. This means that the presence and the conditions of classrooms, laboratories, workshops, libraries, sports fields and power and water supply have great influence in the development of competencies among learners. Learners have great opportunities to learn various things when infrastructure are available and are in good condition. For instance, learners preferring to learn natural sciences will be interested to see well equipped and functional laboratories.

➤ Pedagogic reinforcement of teachers and learners

Both teachers and learners need to be motivated in order to implement competence-based teaching and learning. On their side, teachers need to be motivated to help learners to develop skills (competences) required. The learners, on the other hand, will be motivated to learn

particular skills if they have been informed about the value of such skills in the daily lives. Many learners are forced by curriculum to learn things they do not know why they are learning and how and where they can apply such knowledge and skills in their daily lives. As a result, they become rote learners who rely very much on memorization and less on understanding.

➤ Improve Education Policy

The implementation of competence-based teaching and learning calls for a review and rethinking of education policy. As mentioned earlier, competence-based learning environment requires a learner to take charge of the learning process. In order for the learner to have enough time to particular skills, there must be a relatively manageable number of subjects to concentrate on at a time. When the curriculum is highly loaded, learners lose concentration and consequently they become jacks-of-all-trades but masters of none. In this regard, there a need for policy reform to allow students to study few things but intensively. For example, a subject combination with three subjects at advanced secondary education (A Level) in Tanzania may not be appropriate for learners to develop competences in particular subject areas.

➤ Improve teaching and learning resources

The development of competencies among learners requires schools to have all the necessary teaching and learning resources. These resources include laboratory equipment, books, and wall maps, technological tools (such as computers and machineries), and other real objects. As the students use these resources, they gain not only abstract knowledge but also practical skills.

➤ Enhance Practical training

There is a common saying that “practice makes perfect”. This means that competences are developed when learners engage in practical activities. In a competence-based teaching and learning it is required that students be engaged in various practical experiences (in and outside the classroom) that give them opportunities to apply their knowledge and skills to solve problems. This is accomplished through involving students in hands-on activities which enable them to gain experiences that have a far-reaching impact as far as the students’ comprehension of the taught content is concerned (Wangeleja, 2010). To achieve this goal continuous in service-training for teachers is very important.

➤ Identify, define and promote Career choice/paths at an early age

Early career choice is crucial in the development of learners’ talents and interest in a particular field of study. Apart from teaching, teachers have the role to guide their learners to make informed choices of their future careers. Learners often study a lot of subjects in schools without having knowledge of the application of each subject in their daily lives. The teachers’ usually focus is on accomplishing the syllabus and not on identifying and defining learners’ abilities and talents so that they can be guided to choose their future careers. Teachers are supposed to explain the importance of each subject and topic in the lives of the

learners. This information will help learners to link the subjects or topics with the careers of their dreams.

➤ Teacher-student ratio improved

For teachers to be able to control the class and help each individual student to develop their skills, a standard number of learners per teacher must be established and adhered to. Crowded classrooms detract teachers from knowing and helping all students in the classroom.

➤ Technology use enhanced

The development of information and communication technologies (ICTs) in particular has transformed teaching and learning. With the aid of technology, students are able to explore various sources of knowledge.

➤ Assessment procedures improved

Competence-based teaching and learning requires multiple ways of assessing learners in order to determine their competences. The implementation of CBC requires the use of new assessment strategies aligned with the new paradigm. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment (Maclellan, 2004).

➤ Teachers' knowledge of competence-based teaching and learning improved

Knowledge and understanding of teachers constitute an important aspect in the implementation of competence-based curriculum during the teaching and learning process.

Indeed, the effectiveness and efficiency of CBC depends on teacher's ability to carry out teaching and learning activities responsibly and effectively. Mosha (2012) points out that qualified teachers with ample and appropriate knowledge and skills are one of the preconditions for a successful implementation of CBC. Therefore, the need for changes in the instructional approaches, calls for the need to equip teachers (both in-service and pre-service) with the necessary competencies for handling new teaching paradigm (Woods, 2008.)

CBA and the Principles of Constructivism

The principles of constructivism are the backbone of the CBA. It would be unfair to complete this empirical study without making a vivid outlook of its impact on the CBA and its pedagogical implications in the 21st century global era of learning. The principles of constructivism are as follows: Knowledge is constructed rather than innate, passively absorbed. Constructivism central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning's previous knowledge influences what new or modified knowledge an individual will construct from new learning experiences. Learning is an active process. This second notion is that learning is an active rather than a passive process. The passive view of teaching views the learner as "an empty vessel" to be

filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world. (such as experiment or real world solving). *

The third principle states that all knowledge is socially constructed. It propounds that learning is a social activity. It is something we do together, in interaction with each other, rather than an abstract concept (Dewey, 1938). For example, Vygotsky (1978), believed that community plays a central role in the process of “making meaning” For Vygotsky, the environment in which children grow up will influence how they think and what they think about. Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge. For example Vygotsky states that cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partners co-construct knowledge

The fourth point here is that all knowledge is personal. Each individual learner has a distinctive point of view, based on existing knowledge and values; This means that same lesson, teaching or activity may result in different learning by each pupil as their subjective interpretations differ. This principle appears to contradict the view that knowledge is socially constructed. In this light Fox argues that although individuals have their own personal history of learning, nevertheless they can share in common knowledge. Secondly, although education is a social process, powerfully influenced by cultural factors, nevertheless cultures are made up sub cultures even to the point of being composed of sub cultures of one. Cultures and their knowledge –based are constantly in a process of change and the knowledge stored by individuals is not a rigid copy of some socially constructed template. In learning a culture each child changes that culture,

The fifth principle holds that learning exists in the mind. The constructivism theory posits that knowledge can only exist in the mind and that it does not have to match any real world (Drisdoll, 2000). Learners will be constantly trying to develop their own individual mental model of the real world, from their perceptions of that world. As they perceive each new experience, learners would continually update their own mental models to reflect the new information and will therefore construct their interpretation of reality.

Pedagogic Implications of the Constructivism Principles vis a vis the CBA.

Constructivism is basically a theory based on observation and scientific study –about BLO how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences, when we encounter something new, we have to reconcile with it with our previous ideas and experience, may be changing what we believe, or may be discarding the new information as irrelevant. In any case we are actively creators of our own knowledge. To 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 students to use active techniques (experiments, real world problem-solving) 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 she understands the students pre-existing conception and then grinds the activity to address them and then build on them, the pedagogic implications

of the constructivist lay out from the CBA perspective is a pointer to the fact that the tenets of the CBA have been underpinned by the same philosophers of the constructivist theory. The curricula of the students of the CBA must be evidenced-based and outcome-based. All teaching strategies need to be matched to their learning domains: cognitive, affective and psychomotor.

This approach to learning underscores the differences between the traditional and the competency-based approach. Grennon (1978) explains that a group of students in a science class are discussing a problem in physics, Though the teacher knows the "answer" to the problem, she focuses on helping students restate their questions in useful ways. She prompts each student to reflect on and examine his or her current knowledge. When one of the students comes up with the relevant concept, the teacher seizes upon it, and indicates to the group that this might be a fruitful avenue for them to explore. They design and perform relevant experiments. In this light, the individual self-pacing approach to studies is encouraged, this is atypical constructivist classroom. Another important pedagogic implication of that classroom scene is the act of prioritizing student's voice and choice by designing non-standardized assessments. This gives room of rethinking of role of teachers and students in the classroom. This constructivist classroom atmosphere encourages students to demonstrate mastering learning targets: project-based learning, inquiry-based learning, and experiential learning. It is necessary to mention that the proponents of the CBA have the sane ideology with the constructivist line of thought.

Contrary to criticisms by some (conservatives/traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce sense of facts. The constructivist teacher produces tools such as problem solving and inquiry-based learning activities, with which students formulate and test their ideas, draw conclusions and inferences and pool and convey passive recipient of information to an active recipient to active participant in the learning process. Always guided by the teacher, Students construct their knowledge actively rather than just mechanically ingesting know from the teacher or textbook.

Constructivism is also misconstrued as a learning theory that compels students. "to re-invent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not re-invent the wheel but rather attempt to understand how it turns. How it functions. They become engaged by applying their existing knowledge and real-world experience. Learning to hypothesis testing, their theories, and ultimately drawing conclusions from their finding. In this connection, there is no gainsaying that to better understand the CBA which has the constructivism theory as the precepts or dogma the classroom is the ideal black box (Paul et al)

The classroom climate is described as the fourth leg of school success after curriculum materials, instructional strategies, teachers., In this regard Berth Doll (2010) is not far from the truth when she pointed out that classroom climate can be irrevocably harmed if teachers behave in a derogatory or punitive way. It would be unfair if one fails to mention that mentioned that constructivism has been strongly criticized on various grounds. Some of the charges that critics level against it are: Critics say that constructivism and other progressive educational theories have been most successful with children from privilege background

who are fortunate in having outstanding teachers, committed parents and rich home environments. They argue that disadvantaged children lacking such resources benefit more from more explicit instruction.

“In truth, progressivism did not work with all “privileged” kids, just those had advantages at home or were smart enough to do discovery learning”. The second point advanced is that social leads to “Group think” Critics say the collaborative aspects of constructivist classrooms tend to produce a ‘A tyranny of the majority’ on where a few students’ voices or interpretations dominate the group’s conclusion, dissenting students are forced to conform to the emerging consensus.

Another serious point that is levelled against the constructivist approach to education is the idea that there is little hard evidence that constructivist methods works. Critics say that constructivist by rejecting evaluation through testing and other and other external criteria, have made themselves unaccountable for the student’s progress. Critics also have it that studies of various kinds of instruction in particular through a long-term government initiative – have found that students in constructivist classrooms lag behind these in more traditional classroom in basic skills.

Constructivist contest that in studies where children were compared on higher order thinking skills, constructivist children seemed to outperform their peers.

The Principles and Strategies of Constructivist Teaching

Kim (2005) contends that Constructivist teaching stands in contrast to traditional teaching practice in Korean classroom. Traditionally, learning has been thought to be nothing but a repetitive activity, a process that involves students imitating newly provided information in tests. The constructivist teaching practice, on the other hands, helps learners to internalize and transform new information. Transformation of information occurs through the creation of new understanding that results from the emergence of new cognitive structures. Teachers may invite transformations but may neither mandate nor prevent them. Deep understanding is, unlike the repetition of prescribed behaviour, the act of transforming ideas into broader, more comprehensive images which escape concise description.

The principles of constructivist teaching are: 1) posing problems of emerging relevance to students; 2) structuring learning around primary concepts: the quest for essence; 3) seeking and valuing student's points of view; 4) adapting the curriculum to address students' suppositions; and 5) assessing student learning in the context of teaching (Brook & Brooks, 1993). Traditional instruction leads students to believe they are not interested in particular subject areas. The constructivist paradigm holds disinterest less as a function of a particular subject area than as a function of the ways in which students have been taught. Let's look at the following table, which summarizes the differences in school environment between traditional classrooms and constructivist classrooms: Some characteristics of constructivists teaching are: 1) constructivist teachers invite student questions and ideas. 2) Constructivist teachers accept and encourage students' invented ideas. 3) Constructivist teachers encourage student’s leadership, cooperation, seeking information, and the presentation of the ideas, 4) constructivist teachers modify their instructional strategies in the process of teaching based upon students; thought, experience and or interests. 5) Constructivist teachers use printed materials as well as experts to get more

information. 6) Constructivist teachers encourage free discussions by way of new ideas inviting student questions and answers. 7) Constructivist teachers encourage or invite students' predictions of the causes and effects in relation to particular cases and events. 8) Constructivist teachers help students to test their own ideas. 9) Constructivist teachers invite students' ideas, before the student is presented with the ideas and instructional materials. 10) Constructivist teachers encourage students to challenge the concepts and ideas of others. 11) Constructivist teachers use cooperative teaching strategies through student interactions and respect, sharing ideas and learning tasks. 12) Constructivist teachers encourage students to respect and use others.

Basic characteristics of Constructivist Learning Environments Tams (2000) lists the following four basic characteristics of constructivist learning environments,

Teaching the Four skills in competency –Based Approach

One way to teach language skills in competency-based language teaching is through embedding them in life skills. Naturally, CBA is focused on teaching real life skills, not interested in teaching skills for general purposes. Consequently, the language skills are taught with the life skills that the students will need for the here and now. If we want to write letters, the language skills will be embedded in this topic.

Teaching Listening

If the aim of the teacher is to train his/her learners to locate a plain a town, then he/she has to introduce an authentic or a made- listening text about people doing this target task. That is, for example, visitor to London asking people in the street about a given place in the town. Interpreting message of the listening task will be the target task and the final objective of each. However, before presenting this authentic task to students to solve, the teacher has to prepare his/her students through various stages and preparations, which are outlined below

- a) *Stating the objective of the course:* At this stage, the teacher publicly presents the learning intents saying, for example, to the students that you are going to learn to listen to instructions about the location of a place in town. Then, he/she asks the students to review the content of the course, as presented in Table 1 below.
- b) *Activating the background knowledge:* The teacher has to activate background knowledge relative to the target topic. This could be done through various activities such as elicitation questions (where do you live? /where is your house situated in town?), mind mapping (e.g., listing words of building in the town), matching words and synonyms/antonyms/ definitions/pictures, and ordering jumbled sentences.
- c) *Presenting a model listening text:* After activating schemata, the teacher presents the context of the listening activity (e.g., who the speakers are, where they are, what the topic is).
- d) *Explaining the instructions of a listening activity.*
- e) *Listening for a gist* (e.g., what is the topic discussed? / does the respondent sound friendly?)
- f) *Listening for details:* (e.g., fill in the gaps, questions of comprehension listening showing the location of an entity in the town).
- g) *Interpreting:* (e.g., is the respondent happy to help the inquirer?)
- h) *Focusing on key vocabulary of the listening script:* (e.g., finding

synonyms/antonyms of words/using new vocabulary in different activities such as filling the gaps and in new sentences).

i) *Practicing grammar*: The most important grammatical structure portrayed in the listening texts are highlighted and practiced through activities such as “How did the first speaker ask about the location of a given place?”, “What other ways can you use to enquire about a given place?”, and “How did the respondent describe the location of a give place?” These consciousness-raising activities can be followed by practice activities like matching language forms and functions, using new functions in sentences, and multiple-choice-questions. Moreover, pronunciation tasks can be used to correctly pronounce the new language forms and vocabulary and identify the stress patterns and tone.

j) *Assessment of the elements of the competency through a grid*: As Gerard and Roegiers (2009) argued, CBA adheres to alternative assessment methods. Consequently, at the end of the competency-base sequence, the learners are invited to self-assess their achievements and readiness to implement the target competency.

k) *Integration work*: After the mastery of knowledge, skills, and attitudes, the learner is directed to integration work (Roegiers, 2018).Consequently, once the learners have practiced the knowledge, skills, and attitudes in regard to the competency of locating a particular place in town, they are led to integrate all these elements of the competency in a situation of integration. The latter refers to the application of the newly acquired knowledge and skills in a complex task (Roegiers, 2003) and this task should be preferably an authentic listening text to reflect real life activities.

In the case of the illustrative example cited in here, the students are required to listen and use the acquired knowledge and skills to better interpret the location of a place ia town. A series of listening activities should be used to test listening for the gist, listening for details, and critical listening. The focus of the activities should be on conveniently understanding the message conveyed in the listening text and the grammar and lexis acquired earlier should be reinvested as tools to comprehend the text Roegiers(2005) held that it is possible to integrate some language form activities to a competency test framework, but their percentage should not exceed 25 % of the content of the test.

Reading is similar to listening in that they are both receptive skills. Consequently, almost the same principles are used for both skills in teaching them through competency-based principles. If the aim of the teacher is for, example, to inculcate the competency of reading stories, the following steps could be followed to prepare a competency-based reading sequence.

Explicitly stating the learning objectives:

- b) Activating background knowledge
- c) Presenting a model story
- d) Explaining the activities of the text
- e) Reading for gist
- f) Reading for details
- g) Interpretive reading
- h) Practice of new vocabulary words
- i) Practice of grammar forms such as the use of the past simple and occasionally past perfect

j) Practice of pronunciation of some complex words or expressions

k) Self-assessment:

l) *Integration situation*: Again, at this stage the students are invited to reinvest the knowledge, skills, and attitudes they acquired in the sequence to read an authentic story and exhibit their understanding of the message through answering questions of comprehension and identifying fine shades of meaning.

Speaking is a productive skill. It could concern the production of an oral message or face-to-face interaction (SE1 Syllabus, 2005). In CB framework, as outlined above, the teacher should prepare the learners in terms of language forms, skills, and attitudes to solve a real world speaking problem. The following steps could be employed to teach speaking under competency-based approach. The target task detailed in this section revolves round making a phone call.

a) *Stating the learning targets explicitly*: Refer again to Table 1.

b) *Activating background knowledge*: (e.g., do you have a cell phone/what is your phone number/ what do you use it for?)

c) *Presenting warm up activities to practice key words and expressions used for telephoning*

d) *Presenting a model telephone conversation*

e) *Asking questions of comprehension about the dialogue*

f) *Practice of vocabulary used in the conversation* (e.g., distinguishing between formal and informal language)

g) *Practicing language forms employed in making phone conversations*

h) *Practicing pronunciation of new words related to telephoning*

i) *Self-Assessment*: See Table 2 for a sample grid.

j) *Integration situation*: Once the students have reasonably acquired the indispensable components of a competency, they are requested to invest the newly acquired knowledge in an integrative task. If the student's have-not mastered the necessary tools (knowledge skills and attitudes) that Boterf (1995) named "resources" as cited Roegiers, 2004, p. 59), they are proposed remedial activities (Roegiers, 2010). However, for those students who have acquired the necessary tools of the competency, they are invited to do more complex activities or enrichment activities (Gusky, 2010).

A speaking integration situation could ask the students to write down a simulated dialogue between a job-seeker, the head of the recruitment, and the secretary of the recruiting company. Then, the students demonstrate through an oral performance their knowledge, skills, and attitudes in open class.

Teaching Writing

In what follows, we outline the necessary steps for teaching writing under competency-based approach. The topic employed for illustration is about writing a business letter. It goes without saying that writing and speaking are productive skills and share almost the same procedures of teaching .

Stating the leaning objectives, as illustrated in Table 1.

a) *Brainstorming*: The teacher introduces the topic of letter asking such question as "have you written letters to friends?", "have you written letters to administrations?", "in what ways are

letters different from other writing types like storytelling?”, “ what do we include in writing letters?”.

b) *Preliminary activities*: (e.g., distinguishing between formal and informal language of letters/ reordering the structure of a jumbled letter).

c) *A model letter*: The teacher introduces a model letter to be read to answer questions of comprehension.

d) *Questions of consciousness raising activities about the layout of the letter*

e) *Highlighting the jargon and language forms used in letters and practicing their use*

f) Self-assessment:

g) *Remedial work and enrichment activities*: The teacher goes through the students’ self-assessment grids and decides what language skills need further work and, then designs appropriate activities to remedy to the students’ lacks (Roegiers, 2010). More able students who perform well in this assessment are given more complex activities to perfect their mastery of the elements of the competency.

h) *Integration situation*: After this ground work and the acquisition of enabling skills (Nunan, 2004), the teacher proposes for the students to write a letter of enquiry, giving them some materials such as adds from newspapers. Consequently, the students have to react appropriately to the ad and write the letter in accordance to the requirements of this advertisement. If the integration situation is not used for certification (Roegiers, 2010), the teacher can apply process writing as follows.

i) Brainstorming the topic and jotting down ideas

j) forming cooperative groups.

k) Forming cooperative groups

l. writing the first draft

m. Exchanging drafts among the different groups

n. writing a feedback letter to the group being corrected.

o. The students correct their letters in accordance to the feedback provided by their mate’s

p. The students write the final draft and edit it for the language mistakes

q. The spokesperson of the group reads the letter aloud and a group of students could use the peer-assessment grid.

Technical Education in Cameroon

As history has it, technical education in Cameroon can be traced from indigenous or traditional African education. This type of education was education that was provided by African societies to their younger generations before the coming of missionaries or colonial masters from Europe. This form of education specifically focused on and encouraged teaching indigenous leadership knowledge, beliefs, practices, customs, models, methods and content within formal and non-formal educational systems (Ebot, 2016,p.7).According to Ebot Ashu (2016,p.8) this type of education had the following characteristics: a lifelong process of learning which was continuous throughout one’s lifetime from childhood to old age, individuals acquired skills, knowledge and values, that were not separated from the society; it was community oriented and prepared learners to fit into their community and solve the problems of the community; Instructional activities were geared towards the social life of the community and emphasis was placed on practical learning, young adults learnt by watching, participating and executing what was learnt. Skills like carving, masonry, clay-

working, cloth-making, canoe-making, cooking and home management were insisted upon among the children of the community because they were the basic skills, knowledge and attitude that enabled individuals to live and function effectively in the community; it was functional, relevant for immediate and long term usage in the local community.

Factors That Influence Curriculum Implementation

The following be the factors influence curriculum implementation according to Bada (2015):

- Curriculum Implementation Influence on Teachers
- Curriculum Implementation Influence on Learners
- Curriculum Implementation Influence by Resource Materials and Facilities
- Curriculum Implementation Influence on Interest of Groups
- Curriculum Implementation Influence on the School Environment
- Curriculum Implementation Influence due to Culture and Ideology
- Curriculum Implementation Influence through Instructional Supervision.

Goals of Competency Based Approach in Cameroon

At the beginning of this millennium, as Cameroon strives to become an emerging nation by the year 2035, its secondary education sub sector faces many challenges including: _ Offering quality training and education to most young Cameroonians within the context marked by large classes in primary education; _ Preparing them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching/learning process. According to (MINSEC, 2014), competency based approach was introduced with the goal of helping the secondary education sub sector to: International Journal of Trend in Scientific Research and Development (IJTSRD) @ www.ijtsrd.com eISSN: 2456-6470 @ IJTSRD | Unique Paper ID – IJTSRD28113 | Volume – 3 | Issue – 6 | September - October 2019 Page 326 _ Shift from a knowledge based approach of teaching and learning to a competency based approach through situations in real life. It is expected that the CBA will emphasize the active role of students in the learning processes, encouraging appropriate learning activities to foster a deep rather than a surface approach to learning. While the knowledge based approach can be effective in transmitting information, it may be ineffective in promoting independent thought because students are not actively engaged and their enthusiasm is not adequately stimulated. _ Offer a shift from a school cut off from society to one that prepares citizens for a smooth integration into the socio-cultural and economy`ic activities of their respective communities _ Offer a shift from an evaluation of knowledge to that of competencies necessary for sustainable development, and _ Increase the relevance of secondary education in response to growing concerns. Aim of the CBA program It has as main aim to inculcate in the learner responsible behavior, knowledge and competencies, necessary for meeting with the challenges of the rapidly changing technological world. It is also expected to help the learner to focus on what s/he can do after leaving school, that is developing a career (Bipoupout, Matip & Nanga et al., 2011). Specific objectives of CBA After being taught using the CBA, the learner is expected to: _ Understand and explain natural phenomena; _ Solve real life problems, through the use of the scientific approach in problem-solving; _ Acquire skills that will enable him/her to work in a group, respect others, and their opinions; _ Manage his/her environment in a

sustainable manner; _ Have value for his/her health and that of all others in his/her surrounding; _ Use process skills to acquire and apply knowledge; _ Acquire life skills such as reading information and applying safety and security rules; _ Communicate results obtained and ideals developed with others; _ Do simple scientific diagnosis and repairs of scientific and technological equipment and appliances; Acquire personal attributes and seek ways of enhancing them In order to achieve these objectives, the learner should be able to mobilize, all the pertinent resources in terms of knowledge, knowhow and attitudes. The resources to be mobilized by the learner are found in many disciplines and areas of learning. Therefore, syllabuses that are developed to teach using CBA should not be implemented in isolation but as interrelated subjects. It worthy of note that the objectives listed above can only be achieved if teachers are provided with the right conditions necessary for its implementation. The views and attitudes of teachers toward educational change in their school should be taken very seriously as this may lead to positive or negative reactions and practices in the classrooms. Statement of the Problem Introduced into the education Cameroon education system.

Potential Barriers to CBA Implementation

In as much as there are many advantages associated with teaching using the CBA, there are also many factors that may impede its effective implementation. Examining barriers provide basis for better planning for implementation of CBA and other changes that may be adopted in the future. Some of these barriers are:

- Teachers may not be willing to implement CBA because the transition may warrant them to spend large Potential Barriers to CBA Implementation In as much as there are many advantages as amounts of uncompensated time for extra planning, preparation and training.
- Top-down Adoption: The non-involvement of practitioners in the decision making process may hurt its implementation (Titanji, 2017). Teachers should be involved in the decision making process so that they should be aware of the necessity of the change. This can also help them make contributions on their level of preparedness and the training needed for effective implementation.
- Lack of shared need: Educational stakeholders such as teachers, students and parents should be able to see the reason and need for any change in curriculum for it to be effectively implemented. Shared need increases motivation and commitment. Without proper attention given to address this problem, the tendency will be that, there will be change in policy, without a corresponding change in the teaching practices of teachers.
- Inadequate capacity building: The ideal situation should have been the training of teachers before the adoption of CBA. This should have given the teachers the confidence needed in trying out new things. Many teachers may choose not to change their old practices because of the fear of making mistakes and being ridiculed by their students and peers. Lack of training hurts teachers psychologically. The

implementation of CBA will involve concerted effort of school leaders to embark on the training of teachers. Regional and divisional seminars should be used for training using CBA in order to develop the capacities of teachers. Training increases sense of efficacy.

- **Inadequate resources:** Resources are important in policy implementation. Some teachers, who may want to implement the CBA, may not have the resources available to do so. Lack of adequate resources such as time for teachers to work together, books on CBA, among others can impede the effective implementation of the policy of CBA.
- **Lack of common meaning:** A critical feature of policy is the degree of conflict or consensus over goals and objectives. Teachers need to have a common understanding of changes expected from them. They need a common understanding of CBA. If this is not done, what goes on in the classrooms may be totally different from what policy demands leading to a waste of time and resources.
- **Parents' concerns** about the abandonment of traditional styles of grading, report cards and transcripts, which they have become used to, may pose a problem to students seeking admission to higher learning institutions.
- **A competency based system** may eliminate many of the competitive dimensions of academic achievements such as class rank that tend to favor high achieving students.
- **The difficulty** for educators and other stakeholders in identifying and agreeing upon the most important competencies, how to best assess them and how to support learners that struggle.
- **Doubt** about CBA producing the desired results. Many education stakeholders still think teachers have not changed their teaching practices and schools still do not have adequate resources to implement the change.
- **Inadequate support** in forms of provision of basic inputs and encouraging messages.
- **The prevailing culture** of schools characterized by norms of isolation or privacy.
- **Past negative experiences** with change. In the case where other change efforts did not yield any positive results, teachers may be reluctant to commit themselves in any new reforms.

Legal Arguments for using the CBA

Education in Cameroon is supervised by the state through legislation. Improving the quality of education for all Cameroonian children through the development of competence, creativity and innovation has been a priority for policy makers in Cameroon since independence. In 1995, this effort culminated into the National Forum on Education whose recommendations were later formulated into the Cameroon education policy statement (law no. 98/004 of 14 April 1998) to lay down guidelines for education in Cameroon. These guidelines prescribed that:

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

Furthermore, in Section 25, the Law asserts: “The Education provided in school shall take into account scientific and technological advancements and shall be tailored in terms of content and method to national and international economic, scientific, technological, social and cultural trends.” The application instruments of the education policy framework of 1998 include amongst others: Ministerial decision N° 49/06 of 08 February 2006 creating a commission charged with preparing texts of application of the 1998 orientation law of education. It is on the basis of these legal instruments that in 2006 work effectively started on the conception of the new curriculum. The idea of changing the educational system from a colonial objective driven, cognitive focused approach to a more competency oriented system was introduced to the Cameroonian public by education stakeholders, on the 17th September 2012. This approach, which was to be progressively introduced into the education system was tailored to address urgent socio-economic realities. While content remains essentially the same with slight modifications to reduce bulk and irrelevance, the teaching approach is a total paradigm shift from earlier practices. This paradigm shifts calls for continuous teacher professional development and retraining to meet up with the new challenges especially the enhancement of learner centeredness. New syllabuses for the competency base approach were introduced in secondary general schools in the 2013 / 2014 academic year (MINESEC, 2014). The syllabuses contained expected competences which learners are to acquire at the end of the learning process.

The 12 Principles of Effective Teaching

A study by the Organization for International Co-operation and Development (OED) indicated that there are 12 principles of effective teaching :

- Creating supportive classroom climate.
- Providing learner’s opportunity to learner.
- Raising teacher and learner enthusiasm.
- Enhancing learner creativity and innovativeness.
- Establishing learner orientations

OTHERS

- Providing learners’ opportunity for thoughtful discourse, practice and application.

- Providing student assistance: scaffolding, cooperative learning, and goal-oriented assessment in measuring expected learning outcomes.
- Other learning variables or business –like behavior ,providing opportunity to learn criterion material ,making use of stimulating comments ,varying level of cognitive questions and class interactions.

Qualities of a Good Teacher

The characteristics of a good teacher can be grouped under two broad standards Academic standards Academic Standards – A teacher due to his training is grounded in his area of specialization. Vikoo (2003) opines that the knowledge required of a teacher can be condensed into three main types namely.

1. Knowledge of educational aims and contexts. The aims and objectives of education vary from societies based on the problems and needs of the society. The teacher needs to be grounded in the historical, philosophical, sociological and other issues the society is experiencing and how education can be used in solving them.
2. Knowledge and characteristics of the learner: A good teacher should understand how children learn and develop. He/she should be able to provide learning opportunities that supports their intellectual, social and personal development. Education revolves around the learner; a learner who has acquired a sound education should be able to contribute to the solutions of problems in society.
3. Knowledge of curriculum: The teacher here should understand and have the knowledge of the subject matter, delivery methods and knowledge of evaluation methods. The Humanistic standards of a teacher deals with his/her personality traits, such as: his/her sense of responsibility, amiability, initiative, sincerity, self-control, loyalty, physical strength, leadership qualities and be good personality, decisiveness, likes fun and a sense of hum our, punctual, co-operates with colleagues and be committed to self-improvement amongst others. All these will help the teacher to succeed in the varied task he/she must perform. Finally, success in the discharge of the duty of a teacher depends to a large extent on the degree to which teachers possess the necessary cognitive, affective & psychomotor skills. Therefore, the teacher should have the appropriate knowledge, attitude & physical skills to carry out whatever activities he/she is expected to engage in, to help learners acquire desired knowledge and skills to bring about changes.

Principles of Constructivist Teaching

According to Kim (2005) opines that, the principles of constructivist teaching are: 1) posing problems of emerging relevance to students; 2) structuring learning around primary concepts: the quest for essence; 3) seeking and valuing student's points of view; 4) adapting the curriculum to address students' suppositions; and 5) assessing student learning in the context of teaching(Brook & Brooks, 1993)

Some characteristics of constructivist teaching are: 1) Constructivist teachers invite student questions and ideas. 2) Constructivist teachers accept and encourage students' invented ideas. 3) Constructivist teachers encourage student's leadership, cooperation, seeking information, and the presentation of the ideas, 4) Constructivist teachers modify their instructional strategies in the process of teaching based upon students; thought, experience and or interests. 5) Constructivist teachers use printed materials as well as experts to get more information. 6) Constructivist teachers encourage free discussions by way of new ideas inviting student questions and answers. 7) Constructivist teachers encourage or invite students' predictions of the causes and effects in relation to particular cases and events. 8) Constructivist teachers help students to test their own ideas. 9) Constructivist teachers invite students' ideas, before the student is presented with the ideas and instructional materials. 10) Constructivist teachers encourage students to challenge the concepts and ideas of others. 11) Constructivist teachers use cooperative teaching strategies through student interactions and respect, sharing ideas and learning tasks. 12) Constructivist teachers encourage students to respect and use other people's ideas

Theoretical Framework

This section of the work presents the theoretical framework of this study. In this light bringing out theories from studies that are related to the work and interpreting them to suite the context of the research work. Mbua (2003) defined a theory as “a set of interrelated concepts, assumptions and organisations that systematically describe and explain regularities in behaviour in educational organisation”. Moreover, Amin (2005) defined a theory as “a generalisation or a series of generalisations by which the researcher attempts to explain, understand and predict some phenomenon in a systematic manner”. According to Kerlinger, (1973) as cited in Amin (2005), a theory is “a predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena”. According to Khalid & Azeem (2012), a theory is a set of interrelated statements that provide an explanation for a class of events. With respect to the above definitions, curriculum quality and employability has several theories which will enable the researcher to be guided throughout this work. For a good manipulation of the variables in the study and a good understanding of the research work, the following theories were used:

The Competency based Approach in teaching and learning derives from some theories such as:

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

stated; every function in the child's cultural development appears twice; first, on the social level and later on the individual level. First, between people (intra psychological) and then inside the child (inter psychological) and then inside the child (intra psychological) (Vygotsky, 1978 p. 127) the second theme is 'More Knowledgeable Other' (MKO). MKO refers to anyone who has a better understanding or a higher ability level than the learner with respect to a particular task, processor concept. The MKO is normally thought of as being a teacher, coach or older adult but the MKO could also be peers, a younger person or even computers. The third theme is 'Zone of Proximal Development' (ZPD) which is the distance between a student's ability to perform a task under adult guidance and/ or with peer collaboration and the

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

The theoretical assumption of constructivist teaching With regard to constructivist teaching, Jonassen (1990) enlisted the following theoretical assumptions: Knowledge is constructed out of sensual perspective experiences of the learner's constructive process in nature, Knowledge is a personal experience rather than the experiences of others. His internally represented knowledge becomes the basis of other structures of knowledge and a new cognitive structure of the person; Learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process by the learner understands of the real world, it comes from the premise that personal understanding results in various perspectives. The perspectives constructed within the individual cognitive conceptual structure attempts to share all possible various perspectives. vi. Learning creates knowledge in the context of a situational reality. Knowledge is the understanding of meaning through situational context not objective reality. In contrasting constructivist teaching from traditional teaching practice in the classroom, Kim (2005) states that traditionally learning has been thought to be nothing but are punitives activity, a process that involves students imitating newly provided information in tests. The constructivist teaching practice on the other hand, helps learners to internalize and transform new information.

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

Social Learning Theory by Albert Bandura, 1977

This theory focuses on the relationship between an individual's behaviour and the environment. It is exemplified by research involving animals. Social learning theory provides the bridge between the behaviourists, which involved mental events, and the cognitivists, which embraced mental events. Social learning theory grew out of early work by Miller and Dollard (1941) and Rotter (1954) which focused on imitation and learning through observation. This early work had a definite behaviourist flavour as Miller and Dollard were students of Clark Hull (1884-1952), a staunch behaviourist. This early work gave way to the social learning movement of the 1960s, led by Albert Bandura, the researcher most associated with social learning theory.

Albert Bandura, born in Canada in 1925, believed that learning was primarily a function of social context. He posited that imitation, observational learning, and modelling were major factors in human learning. In addition, Bandura's social learning theory included a major role for mental events in the generation of behaviour. It is this inclusion of mental events (e.g., self-efficacy, self-regulation) that led to the name change from social leaning theory to social cognitive theory. Modelling is a central concept of Bandura's social cognitive theory.

Modelling involves both an observer and a model. The observer is changed in some way (i.e., cognitively, behaviourally, affectively) as the result of observing the model. The model could be a live person, a person on the television, a person in a book, an animal, a cartoon, or written instructions. According to Bandura (1969, 1986), four processes are involved in social learning. They include:

Attention: the observer's attention must be focused on the relevant task features of the model's performance

Retention: the observer must encode the model's performance, verbally and/or visually, in memory

Production: the observer must be physically able to reproduce the behaviour of the model

Motivation: the observer must be motivated to perform the modelled behaviour.

When modelling a behaviour, it is important that the model draw attention to the critical features of the behaviour and provide indications to remembrance.

While modelling occurs in many different domains, for a wide variety of people, models do tend to have similar characters. It should be noted however that not all models possess all characteristics. Also, it is imperative to understand that the evaluation of whether or not a model has these characteristics, and to what extent, is dependent upon the observer. Three central characteristics of effective models include:

Competence: the observer believes that the model is competent in the behaviour being modelled.

Power and Prestige: the observer believes that the model has power and prestige in the domain being modelled.

Relevance: the behaviours being modelled have some functional value to the observer or the observer's situation.

The prime goal of social learning theory is **self-regulation**. Self-regulation is essentially the ability to understand and control one's own behaviour through goal setting, monitoring of one's own behaviour, reinforcing and punishing oneself, and selecting environments that will facilitate one's appropriate behaviour.

Social Learning Pedagogy

Social learning theory provides a perspective on learning that includes the individual, cognitive influences, social influences and the environmental. Social learning involves the following 10 basic principles (Ormrod, 1999):

Observation alone is sufficient for some types of learning.

Modelling provides an alternative to shaping for teaching new behaviours, especially for behaviours that the student is not likely to initially emit voluntarily.

Instructors and parents are the most influential models in most students' academic lives, thus instructors and parents must be careful to model appropriate behaviors.

Instructors should expose students to a variety of exemplary models, including both expert and inexpert models.

The four components of social learning (attention, retention, reproduction, & motivation) are essential for successful modelling.

Students learn by observing how the instructor treats other students, thus instructors need to monitor the behaviours that are reinforced and punished in the classroom.

Describing the consequences of behaviours can effectively increase good behaviour and decrease bad behaviour.

Students should believe that they are up to the task of accomplishing academic tasks. That is, they must possess high self-efficacy relative to school learning and performance.

Self-regulation techniques can be effective methods of modifying student behaviour and should be taught and encouraged in all students.

In addition to these basic principles, social learning involves two main concepts which are modelling and self-efficacy. Modelling, or observational learning, is a powerful process and has been demonstrated to affect many behaviours. Specifically, when students are read frequently at home, they become better readers themselves; when students are able to watch another person successfully solve math problems, the observing student is more successful; students exhibit less fear in a fear producing situation after observing another student behaving fearlessly in the same situation; students show increased intolerance for racist

remarks after observing similar students refusing to tolerate such remarks. This is similar to what prevails in a learning environment.

The implications to this study

When students are exposed to situations similar to those they will meet in their immediate environments, they are motivated to model their behaviours and learn better. As a matter of fact, these self-efficacy effects are independent of ability. That is, high self-efficacy students perform better than low self-efficacy students at all levels of ability and low ability students with high self-efficacy often perform better than high ability students with low self-efficacy. Teaching and assessment can thus be enhanced when students are exposed to situations that will permit them model their behaviours and improve their competences through observation. Secondary school students are therefore expected to get closer to environments like companies and other work situations that will give them the opportunity to be acquainted with working environments through modelling and self-efficacy.

The learning theory of Edward Thorndike

This theory tries to interpret learning by connecting links or linking stimuli and responses. He saw that the most distinctive form of science in man and animals alike is learning by trial and error. This type of learning is evident when the learner encounters a problematic situation that must be solved and overcome. He came out with three laws which discussed the relationship with learning and theory was termed operant conditioning.

Thorndike made use of the law of exercise which state that those things often repeated are best remembered. It is also the basis of drill and practice it has been proven that students learn best and retain information longer when they have meaningful practice and repetition, the key here is that the practice must be meaningful this law is also called the law of use. That is the reason why most students have to repeat mathematics tables, formulae, spelling list definition in order to establish these in all skill lessons, say handwriting , dance, music, craft and drawing repetition is necessary, lack of practice or exercise causes the memory of the learned material to weaken. Much time should be devoted in acquiring all these facts, abilities arts and skills which are useful. That is to practice what has been learnt, much time should not elapse between one practice and the subsequent one this law cannot be applied quantitatively, because other factors also come in, interest and purpose coupled with repetition makes repetition more effective.

Also there is the law of readiness (preparation) which affirms that preparation or disposition of the learning subject contributes to the learning, in other words that the own expectations of the subject contribute the instinctive reinforcement of all action. This law is also term the law of Action of Tendency, which means that learning takes place when an action tendency is aroused through preparatory adjustment, set or attitude, If one is not ready to learn, learning cannot automatically instilled in him for example unless the typist, in order to learn typing he prepares himself to start, he would not make much progress in a lethargic and unprepared manner.

Thorndike believed that “Instruction should pursue specified, socially useful goals.” Thorndike believed that the ability to learn did not decline until age 35, and only then at a rate of 1 per cent per year, going against the thoughts of the time that "you can't teach old dogs new tricks." It was later shown that the speed of learning, not the power of learning declined with age. Thorndike also stated the law of effect, which says behaviors that are followed by good consequences are likely to be repeated in the future Thorndike identified the three main areas of intellectual development. The first being abstract intelligence. This is the ability to process and understand different concepts. The second is mechanical intelligence, which is the ability to handle physical objects. Lastly there is social intelligence. This is the ability to handle human interaction. Thorndike was one of the first pioneers of active learning, a theory that proposes letting children learn themselves, rather than receiving instruction from teachers. At first, Thorndike emphasized the importance of dissatisfaction stemming from failure as equal to the reward of satisfaction with success, though in his experiments and trials on humans he came to conclude that reward is a much more effective motivator than punishment. He also emphasized that the satisfaction must come immediately after the success, or the lesson would not sink in.

Chomsky Theory of Language (1969)

It entered in the theory and practice of education, because of the scientist and linguist Chomsky (1969). In his theory competence means a cognitive system of rules, by which speech rules are generated. Based on the theory, he outlined the ratio of “competence” and “Competency”, as well as the concepts of “language” and “speech” (Chomsky, 2010) According to his theory “between the competence (knowledge of his own language by a speaker or a listener) and the use - the actual use of the language,” there is a difference. Using, according to N. Chomsky, is a manifestation of competence in different activities; it is associated with human’s thought and experience. That “use” and “experience” of the language’s use in an “action” became the basis for the further development of this term. Today, these terms are widely used, due to the need to modernize and adapt education to the new conditions. The first stage in the evolution of these terms, according to the Russian scientist Zimniy, is associated with the name N. Chomsky. It indicates the 1960-1970 as the first stage in the formation of terms. In this period there is a distinction between the concepts competence / competency, the development of transformational grammar and language teaching theory, the study of different kinds of language competence, the introduction of the concept of “communicative competency” (Zimnyaya, 2004). The second stage–1970-1990 years–is characterized by the use of the category “competence”/“competency” in the theory and practice of language teaching (especially non-native), professionalism in management, leadership, in teaching communication; the concept of “social competences / competencies is developed”; the emergence of the works of Dzh. Raven “Competency in modern society”, which appeared in London in 1984; studying competence in teaching, identifying the types of competence and their use in various activities.

Zimnyaya notes that the division of competence by activity types begins with this period. She cites the example of the Council of Europe, which has provided the strategic, social, sociolinguistic, linguistic and learning for language competence/competency. Dzh. Raven defines competency as a phenomenon that consists of a large number of components. He also

identifies 37 components of competency. These components are “relatively independent of each other, some of the components are likely from cognitive sphere and other—from emotional ... these components can be used interchangeably as components of effective behaviour” (Raven, 2002). In this case, as stressed by Dzh. Raven, “types of competencies” are the essence of “motivated abilities” (Raven, 2002), they correspond to values. In accordance with this definition in this period models of learning are developed, competences are considered as a result - as a product of the learning process. As an example Kuzmina, {1990} considers the professional competency in the work of teachers, and determines its composition of the five elements or types of competencies.

The third stage of studying competencies as a scientific category, she connects with education, since 1990. From this period there is an intensive development and discussion of various programs of competency-based approach, a set of core competencies and specific ways of their implementation at all levels of the education system, in order to achieve the desired outcome of education.

From this period the whole world was fully absorbed by this problem. During this period, in the writings of Spencer, the question of competence is considered from the point of view of the management theory. He used a behavioural interview (Behaviour Event Interview) developed by McClelland. BEI method used to demonstrate the differences between the candidates, who have been recognized by expert opinion as having a high degree of severity of a particular quality, and those who, according to the experts, have a middle level of expression of this quality. Spencer in his book described this method and generalizes the experience of 286 studies conducted in different types of organizations, and on this basis he made a Dictionary of 21 competences found in people who are successful in professions of middle and high levels. The book marks out reference points for the development of competences researches. In the first period of development of the competency-based approach in education, the researchers have focused on situations that arise in real activity. However, the current life situations are characterized by increasing complexity and dynamics. This means that people should be able to function in a complex dynamic environment.

Competency-based education should help the person to solve new problems in unfamiliar situations. The process of using skills acquired in situations in which these skills are referred to, is called long-range transport (far transfer). For long-range transport is important to teach the students about what they may face in the future, and what can they apply in any situation. Therefore, in education there is a focus on core competences, which allow developing different skills constantly. According to I. A. Zimnyaya, the third stage of development “is characterized by the fact that in the documents and UNESCO materials there is a group of competences, which have to be considered as a desired outcome of education” (Zimnyaya, 2004).

As an example, she gives Jacques Delors’ report entitled “Education: A secret Treasure”. He in this report takes the basis of “four pillars” of education: learning how to know, learning how to do, and learning how to live together, learn how to live” (Delors, 1996). All these components are a prerequisite for competency, and a prerequisite for professional

competency. Works of K. Keen are of a great interest in this period, he compares competencies with the fingers on the hand, they are - skills, knowledge, experience, contacts, values. In this form, these competencies are coordinated by the hand and controlled by the nervous system that controls the hand as a whole (Keen, 1992).

One of a large-scale researches on the issue of competences was OESR study “Identification and selection of competences: theoretical and conceptual bases» (Definition and selection of competencies: theoretical and conceptual foundations–DeSeCo) in 1999. In the study competences were not considered in terms of simple functioning of the society and the survival of individuals, but in terms of well-functioning society and a successful life of everyone in it (Selection of key competencies). The study involved 12 countries and covered different areas of knowledge. Identification and selection of key competences and indicators of education was conducted in different countries at an international level. Frequently mentioned competences or components were identified, such as: the ability to possession of native process information, to solve problems, to think critically, the foreign languages, numeracy, the ability to learn throughout life, personal competences required for participation in the political or civil life.

Council of the EU has also carried out work on education, youth and culture. In their studies they were offered eight components, necessary for citizens in the society, based on knowledge: the ability to communicate in their native language; the ability to communicate in foreign languages; mathematical competence and basic competences in science and technology; digital competence; the ability to learn; social and civic competence; the ability for initiative and entrepreneurship; cultural competence (Brussels, 2006). These competences are intended to achieve success in economy, based on knowledge. Hutmacher, in turn, pays special attention to the following competences: political and social competences, competences related to the life in a multicultural society; competences related to the possession (mastery) of oral and written communication, competences associated with an increasing informatization of the society, the ability to learn throughout life as the basis of lifelong learning in the context of both personal professional and social life (Hutmacher, 1997).

Kazakh scientists began to discuss the issue of competency since the late 90s. In connection with the integration of Kazakhstan education with the world trend, this question predetermined the importance of competency-based, result-oriented education. In 2010, Kazakhstan signed the Bologna Declaration, and joined the Bologna Process. The purpose of Kazakhstan’s participation in the Bologna process - improving access to European education, further enhancing of its quality, as well as increasing the mobility of students and teaching staff through the adoption of comparable levels of higher education, the use of the credits system, giving the graduates of Kazakh universities European Diploma Supplement (GOSO 2013).

Sustainable development, competitiveness of the economy and the country depends on the development of human’s capital, which is due to the development of the educational system of each country. Kazakhstan, as well as other countries of the world strives for sustainable development and for the creation of a competitive society. In this regard, measures were

taken to ensure this strategic objective. A proof of this is the “State Program for Development of Education of the Republic of Kazakhstan for 2011-2020” adopted in 2011. Kazakhstan, adopting international experience of foreign countries, has identified education as a priority direction for sustainable development of the country. The program states that “human capital is essential for the creation of technically progressive, productive workforce that can adapt to a rapidly changing world” (Program, 2011). Therefore, the program proposes a new national vision “by 2020 Kazakhstan—an educated country, smart economy and a highly skilled workforce. Development of education should be a platform on which the future economic prosperity of the country will be built” (Program, 2011). When you create a unified educational space, the definition of key competencies, taking into account national situations and features of the country, is particularly important. And In 2003, together with the Soros- Kazakhstan Foundation, they discussed the issue of “Development of a national standard of general secondary education in a changing world.”

Based on international experience and expert from foreign countries assistance the result was a domestic model of key competences, including 6 groups of key competencies: communicative competence; mathematical competence; scientific and technological competence; personal and interpersonal competence; cultural and civic competence; competence of work and entrepreneurship (Soros Foundation, 2003). Today the introduction of these competences in the education system, and the content of each discipline are being realized, in the frameworks of the possibilities and potential of each object (Tazhigulova, 2009) Russian scientist Khutorskoi (2000) identified the following types of competences, taking into account his national characteristics of education: value and meaningful, common cultural, educational and informative, informational, communicative, social and labor, personal competences. Khutorskoi (2002) considered the definition of competence in terms of the importance of education, calling them “educational competences.” According to his definition “educational competence—is a set of semantic orientations, knowledge, skills and experience of the student’s activity, in relation to a certain range of objects of the reality, necessary for the implementation of personally and socially meaningful productive activity». The proposed competences of different countries are designed to provide a link between practice and education, to provide the necessary knowledge, skills and relationships, which will help people to navigate in the rapidly changing world. Therefore, the key competences are defined as multifunctional package of knowledge, skills and relationships that are necessary for each person for a full-fledged personal life and work, active civic stand and effective social inclusion (Recommendations, 2006).

The volume of competencies, as well as their non-demarcation makes it difficult to plan, and to implement them in the learning process. Therefore, scientists also classify competencies according to their hierarchy. A. V. Khutorskoi divides them into: -Key competences—related to common (met subject) educational content;

General-subject competences—related to a particular range of educational subjects and educational areas;

Subject competences—private in relation to the two previous levels of competences, with a specific description and the ability to be formed in educational subjects (Recommendations, 2006).

There is also a classification of I. A. Zimnyaya, which differentiates three main groups of competencies: competencies related to himself as an individual, as a subject of life; competencies related to the interaction with other people; competencies related to human's activity, manifested in all its types and forms. Scientists attempted, firstly, to identify and theoretically justify the basic groups of key competencies, secondly, to define some of its basic necessary nomenclature, and thirdly, to determine the components of each of these or the types of competencies.

Empirical Literature Review

Methodological Competency strategies:

Komba and Mwandangi (2015) conducted a research on competency based to Tanzanian secondary schools in-service teachers (in actual field where teachers implement what they have been trained) in Mbeya. The study revealed that there was no link between what teachers got from training institution and the actual pedagogical implementation in the schools. Also it was noted that involvement of students during classes was very low. Generally, the study revealed that the majority of teachers were not knowledgeable on what competency- based curriculum was all about, thus the practices exhibited by the majority of teachers were ineffective implementing competency-based curriculum. However the study did not study the perception of the implementers like students and teachers. Secondly the practicability of the in-service training may leave much to be desired, considering that the literature of most in-service trainings and workshops are fraught with theoretical applications. This renders the training stressful and undesirable. One of the distinctive prominence of this approach is the role it assigns to teachers. The centrality of the teacher's role lies in their ability to construct tasks and activities which will serve to meet the needs and expectations of the learners previously calculated prior to the commencement of the course. A portion of the teacher's role bears on their constantly giving properly devised feedback and in adopting appropriate measures for assessing their students' progress, (Richards and Rodgers, 2001). In this connection, an in-service training or workshop devoid of adequate didactic materials or software is equivalent to throwing water on a camels back.

The findings of the study by Komba and Mwandangi corroborate with this research in three dimensions. From the constructivist point of view, the methodology is the blue print in the implementation of an educational innovation. The first research question of the researcher's study states "Does the methodology influence the implementation of competency based approach curriculums in English Language in the selected secondary schools?" Methodology is one of the key determinants in the implementation of any innovation or curriculum. Kombo and Mwandangi's study also shows that involvement of students during classes was very low, this implies that teachers finally resorted to the old traditional method of teaching. Another study carried out by Nkwetissama (2012) confirms this ugly attitude of teachers. He researched on "The Competency Based Approach to English Language Education and the walls between the classrooms and the society in Cameroon.: Putting down the walls" In his

conclusion he said that English Language teaching in Cameroon is matter of teachers' talk and chalk and of course books some of which are not adapted to the learners needs and interest. In this light the right methodology adopted by the teacher will play a major role in the implementation of the innovation (CBA). The research gap here is the poor methodology adopted by the teachers in the study carried out by Kombo and Mwandangi, this gap instead inspired the researcher to sharpen his interest in this study.

Agbor-Tabe (2019) in her study on "Competency-based approach assessment strategies Theory versus practice in Cameroon." points out that the current trend in second language teaching in Cameroon is that of a shift from the Objective based approach also called the communicative approach to the competency-based approach (CBA). This alteration should normally trigger change in the objectives, material designing and above all, the assessment strategies to reflect the new method. In the light of the above, this paper investigates the assessment tactics of teachers of the junior secondary school levels in a bit to check if it is in line with the competency-based assessment principles. It thus juxtaposes the theory of the competency-based assessment versus the practice in Cameroon. This author Agbor-Tabe opines that, the principles of a CBA assessment are not respected by most language teachers in Cameroon because of lack of knowledge and the difficulty in material designing and development. Through the use of a questionnaire administered to teachers of English, observation of past test and examination questions, observation of the logbook and interviews granted to some pedagogic inspectors, data was elicited and analyzed. Findings revealed that the assessment tactics used by teachers do not reflect that required of the competency based assessment. Rather, the judgmental policy continues to follow that of the objective based approach and thus structuralism and linguistic input is prioritized over functionality and usage required of the current methods.

The researcher Agbor-Tabe's criticism is not very clear on the issue about structuralism and linguistic input being prioritized over functionality and usage required of the current trends. Considering that the functions of language include: communication, the expression of identity, play, imagination expression and emotional release. In this light it would be much more appropriate that the author Agbor Tabe explains issues in a very simple language and citing everyday examples. This is necessary, knowing that the intention is to enable young teachers to read these principles and apply them in the classrooms. This is true when one looks at the research questions of Mansour (2018) that states: 1)

- 1) Do teachers genuinely have at their pedagogic toolkit disposal sufficient grasp on the various trappings of this contemporary approach (CBA)?
- 2) Do they run into predicaments that make them convinced that this approach is more of a hindrance than an asset to triumphant learning?

The teachers sometimes run into predicaments when preparing classroom tasks for the learners. Thus it is advisable when commenting on an innovation like the CBA, one should endeavor to simplify the task for the teachers and readers so that the works should slook simple in general.

Mounire et al (2022) did a study aimed at knowing the role of assessment in the Algerian Secondary schools compatible with competency requirements. It explores the methods used to assess EFL learners and unveils some practical problems faced by EFL teachers when it comes to assessing their learners. The findings demonstrated that though teachers are aware of how to assess their learners' performance within the CBA framework, they still rely on traditional means of assessment. A set of suggestions are provided to help teachers to assess EFL learners regarding the CBA assessment systematic requirements. Teachers should assess their students in order to help the teaching and learning process;

Thus, teachers need to take steps to improve the assessment system. Here are some suggestions:

- The teacher should use a variety of assessment techniques that clearly reflect the learner centred pedagogy and the CBA to second language learning. The selected means of assessment may vary to include different aspects of language and different types of learners.
- To classify learners according to their entrance profile and categorize them according their level.
- Assessment should take place in the context of meaningful activities.
- The percentage of the final mark allotted to each competency should reflect the amount of time that the learners spend on that competency.
- Though teachers are the primary assessors of their learners' performance; both peer and self-assessment are considered effective means of assessment.
- To rely on different methods of assessment.
- To select the most effective means of assessment according to the targeted ses sin assessment aims mainly at improving instruction and learning.
- Because learners' knowledge and many of their skills, strategies, and attitudes are internal processes teachers need to be part of learning and progress by regularly systemically observing students in action and by interacting with them during instruction.

The study is quite enriching, considering the fact that issues on assessment is one of the distinctive tenets of the CBA approach. However, no mention has been made of the research design nor the sample size. The absence of these two variables keeps the researcher uncomfortable. The author's research design and the sample size were to give more credibility to the suggestions made .The findings are in line with Agbor-Tabe (2019) from the perspective of assessment being one of features that distinguishes the CBA from the objective approach. The study reminds readers that conventional assessments testing technique such as: MCQ, true/false questions, gap-filling tasks, which should no longer be part of an end- module evaluation in CBLT (Richards & Rogers, 2001).

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

Orafi (2013) a lecturer in the English department of Benghazi University carried out a study that highlights the complex process of the implementation of ELT curriculum innovation. He also confirms that teachers are not simply implementers of policies that are handed down to them but they interpret, modify, altar, and implement these policies according to their beliefs and the context where these policies are being implemented. In addition his study illustrates a number of factors which influence how teachers implement and make sense of ELT curriculum innovations. His work provides significant implications and useful messages for curriculum developers, teachers' education program and education policy makers.

He holds the view that, in recent decades many countries have introduced ELT curriculum innovations to its educational systems on the hope to improve the status of English Language teaching and learning in these countries. However, during the implementation process, these innovations often fail to achieve the intentions of those who initiated and planned these ELT curriculum innovations. For example, in Greece, Karavas-Doukas, (1995) used one structured classroom observation and semi structured interviews with 14 teachers to examine their implementation of an ELT curriculum innovation which advocates a communicative learner-centred approach. She reported that classrooms were generally teacher-centred approach. She reported on discrete language items while activities that encouraged spontaneous genuine communication were almost non-existent. Most pair work activities were carried out between the teacher and the students rather than, as intended by the curriculum between pairs of students.

With the rise of global competitions and the focus on teachers quality, professional development is becoming increasingly crucial and the stress and challenges for principals and education policy makers are more severe than ever, To avoid such occurrences of teachers reverting presumably against his professional will, teaching following the conventional approaches, the principal as the instructional leader must be up to the task. Principal as instructional supervision leaders are primarily responsible for promoting effective teaching implementation. Effective principals continually engage teachers in instructional dialogues and reflective practices to ensure that they are thoroughly equipped to improve students' performance. Consequently, CBA constructivist concepts: role playing, self-directed learning, problem solving, self-building skills, team-work skills and critical

thinking skills just to name a few, shall create a conducive teaching and learning classroom atmosphere.

Studies on Pedagogical Reinforcements competency strategies

The School Community Council ensures that all parents understand competency (a growth mindset, the value of mastery, and connecting learning tasks with students' personal aspirations) and how they can enhance motivational competency at home. The School Community Council ensures that all volunteer understand motivational competency and their roles relative to enhancement in students.

All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. All staff conducting co-curricular programs fulfill the purposes of the programs including appropriate elements of enhancing student motivation to learn. The school's key documents explain the value of pedagogical competency strategies and how it is enhanced through specific roles and relationships. The school promotes pedagogical competency strategies in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and rewards) persistence to mastery. All teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.

All teachers stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations. All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.

Wiyahnyuy(2020) states that in Cameroon, after experimenting on the Objective Based Approach (OBA) and weighing its contextual inadequacies for many years, recourse has been made to another teaching approach, the Competency Based Approach (CBA). Teachers in secondary schools whether socialized or not in the approach are compelled to master and use it as a mode of instruction. The switch to this new teaching approach leaves some unattended questions. Are the teachers equipped and ready for the new approach? What are the challenges to meeting the target objective of the approach? Based on these puzzling circumstances according to the author, the paper was designed to examine the various ways by which teachers acquire knowledge and skills on the use of CBA and the attendant challenges they face in implementing it. The research design used for the study was a cross sectional survey. Convenient and purposive sampling techniques were used to select a sample of 145 respondents from five public schools: Government Bilingual High School (GBHS) Downtown Bamenda, GBHS Atiela, GBHS Bamenda, GBHS Bayelle, and GBHS Bamendankwe in Bamenda Municipality. The instrument used for data collection was a questionnaire. Data was analysed using descriptive statistics. The findings revealed that an appreciable percentage of teachers graduated from the training colleges before the CBA was introduced in the Cameroon system .Majority 96.5% attested to the fact that they acquired basic knowledge and skills of CBA through seminars, conferences and workshops which were

not really frequent to keep them abreast with the dynamics in the art of the model. It was noticed that majority of the teachers found it difficult to implement the CBA because of inadequate knowledge and skills, overcrowded classrooms, limited teaching hours, the bogus nature of the syllabuses and insufficient pedagogic and learning materials. The study suggest that teachers need diverse professional development activities like in-service training, seminars, conferences, workshops, and individual research to continually appropriate, adapt and use dynamic trends of CBA.

The sample of 145 respondents was collected from five schools, all from cosmopolitan area commonly known as urban area. According to Chaudhary one other factor that influences curriculum implementation concerns the particular circumstances of each school. Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments. Wiyshanyuy selection of all the 145 respondents from urban areas keeps one uncomfortable. It is believed that if at least one of the samples was selected from a non-urban environment a better picture of the sample would have been given. More so pedagogic reinforcement by teachers to students in non-urban localities would not produce the same results as those in urban zones. According to Tanyi ,(2006) , reinforcement increases the likelihood of a response recurring and from learning , we know that learning will not be possible if there is no stimulus which will induce a response. Literature on reinforcement contend that there are four types of reinforcement: positive, negative, punishment and extinction. Positive reinforcement: think of it as adding something in order to increase a response. For example, adding a treat will increase the response of sitting; adding praise will increase the chances of your child cleaning his or her room. In this connection, pedagogic reinforcement as one of the objectives of the researcher to explore its influence in the implementation of the CBA to English Language.

Moreover, in the studies conducted by Wangeleja (2007) and Kalugula (2000), the findings indicated that the teaching of competence based curriculum required the teachers ‘understanding of both the content and pedagogy revealed that while the educational policy emphasizes the development of students’ communicative skills and to be that strong teacher control is desirable and that students need to memorize, use written mode, and be very accurate’. This apparent mismatch between curricular principles and teachers’ classroom practices is further reflected in a study in Taiwan where featuring activities for communicative language teaching into its junior and high schools. In this study, Wang (2002:137) interviewed six teacher educators to investigate their perceptions of this curricular innovation. These educators reported that:

Most high school teaching is grammar oriented. Grammar-translation method prevails, which makes learning everyday English impossible. Instruction resembles “parrot learning” wherein students make sounds without knowing why.

The trend apparent in this set of ELT studies recurs in Nunan (2003) who conducted a multiple case study of the effects of English as a global language on the policies and practices in a number of countries in the Asia-Pacific region: Mainland China, Hong Kong, Malaysia, Taiwan and Vietnam. Data were collected through a variety of methods, including document

analysis (e.g. recent books, articles, government reports, syllabuses and curriculum documents) and interviews with 68 informants from these countries. Nuana (2003) concluded that:

English Language policies and practices have been implemented, often at significant cost to other aspects of the curriculum, without a clearly articulated rationale and without detailed consideration of the costs and benefits of such practices and policies on the countries in questions. Furthermore there is a widely articulated belief in that, in public schools at least, these policies and practices are failing (Nunan, 2003:609) .Another study of relevance here is that by Gorsuch (2000:137), who conducted a questionnaire survey of teachers' perceptions (876 teaches who teach English at high schools in Japan) towards the impact of English educational policy on their classroom practices. Findings revealed that while the educational policy emphasizes the development of students' communicative skills and to be that strong teacher control is desirable and that students need to memorize, use the written mode and be very accurate. The apparent mismatch between curricular principles and teachers' classroom practices is very recurrent according to this researcher due to the top –down method in curriculum implementation. Teachers are not made to actively participate when policy decisions are taken on curriculum innovation and implementation. In this light certain considerations to be taken note of : the culture of the people, the school environment, teachers' beliefs (Chaudhary, 2015) , (Mata, 2012) , (Nevenglosky, 2018,) . The strategic methods proposed by the researcher with the following as indicators: team- work skills, critical thinking skills, self-building skills, self-directed learning skills, would go a long way to avoid such ill practices like the mismatch between curricular practices and typical classroom practices.

Another study which focuses on the implementation of curriculum innovation comes from O'Sullivant (2004:640), who used an eclectic approach (interviews, semi-structured and unstructured observations, lesson observation, assessment of learners' work and an examination of documents), to examine 145 English language teacher's implementation of learner- centred approaches within the Namibian context. Findings revealed that while “most teachers claimed to be implementing learner-centred approaches in their classrooms, lesson observations did not match teachers' implementation claims'. Again the same scenario of curriculum practices not matching with what is observed in the classroom. This gap can be eliminated by these variables used by the researcher: instructional supervision, didactic materials and research methods. From the perspective of instructional supervision, there is bound to be constant supervision by the instructional leader of the school, the principal. The head of the institution does this through deploying vice principals, allocating time to subjects taught in school, providing teaching time and learning materials. Didactic material is of primordial importance. According to Ambei et al, teachers are expected to use a variety of teaching strategies and resources that involve the learners. The learners are expected to be active and participate during lessons so as to construct knowledge, skills and attitudes.

In Libya, Orafi and Borg (2009) used classroom observations and semi-structured interviews to investigate teachers' classroom practices and beliefs in relation to an ELT curriculum innovation within the Libyan context. Findings showed that, although one of the curriculum

aims is ‘for the students to communicate effectively and fluently with each other and to make English a regular activity’ (Macfarlane, 2000:3), classrooms were generally teacher centred and Arabic was the dominant language during classroom interaction. Teachers also spent considerable time correcting students’ grammatical and pronunciation mistakes. During the reading lessons, teachers spent substantial time reading word by word and sentence by sentence, explaining vocabulary, translating into Arabic, and reading aloud. Little attention was given to activities included in the curriculum such as working out the meaning of the words from the context, scanning the reading text for specific information, matching activities, and the after reading activities.

The above ELT studies clearly uncover the need to examine the factors and reasons which led to this gap between the ELT curriculum intentions and what actually happens inside the classrooms. These studies are in line with many studies portraying a gap between the curriculum intentions and what actually happens in the classroom. This issue of implementation gap corroborates the thinking of this philosopher Ranchman (2019) ‘NO matter how sophisticated the curriculum is, it would prove worthless if teachers don’t brush upon their skills and creativity and improve their competence on teaching.’ The researcher has observed that it is true following the outcomes from many studies carried on the implementation of curriculum innovations in many countries.. In nearly all the case studies : Tanzania, Algeria, Kenya, Cameroon, Nigeria, Bangladesh just to name a few there is always this implementation gap between the curriculum innovation intentions and what is really going on in the classroom. As long as the teacher the main implanter of the curriculum innovation is not given adequate training on constructivist principles on teaching and learning this gap between what the curricular spells out and what is being practised in the classroom arena. to teaching and learning, a gap is always created between the classroom and the society in which these learners have to implemented skills.. In the same vein concerns have been expressed by many stakeholders in Cameroon about the quality of learning and teaching in the classrooms since the introduction of the CBA, that is Competency – Based Approach (Nwetissama , 2012) in Cameroon since 2004 and readjustment in 2014 (Minesec). Many educationists hold the opinion that importing an academic policy from another country is a beautiful idea on the one hand and, on the other, the implementation is always the crux of the matter (Belibi 2018) ..

Muesya et al. conducted a study on Constraints Facing Successful Implementation of the Competency Based Curriculum in Kenya. Kenya is in the process of shifting from content-based to competency-based system of education. Teachers are likely to face challenges when implementing a new curriculum especially in relation to the content and subject demarcation, the underlying, goals, teaching approaches and assessment methods. In this regard, this study was conducted to investigate the constraints likely to face successful implementation of the competency based curriculum in Machakos County, Kenya. The study adopted a descriptive survey design targeting all the 8,320 teachers in all the 828 public primary schools in Machakos County, Kenya. Stratified random sampling was used to select 342 teachers in charge of grades one to three where competency based curriculum was being implemented. A questionnaire and an observation checklist were used as tools for data collection. The study established that teachers were not fully prepared for the

implementation of new curriculum; infrastructures available in schools were not adequate for successful implementation of competency based curriculum; the government hurriedly implemented CBC in schools without first addressing challenges such as understaffing, inadequacy of teaching and learning material and unfriendly teaching and learning environment. The study recommends that the Ministry of Education should invest more on teacher training and involve teachers in curriculum change process to create a positive attitude among them for successful implementation of Competency Based Curriculum.

Studies on Instructional Supervision Competency strategies

This article reports some findings of study regarding practices and procedures of internal instructional supervision in public secondary schools in Kenya. The findings are part of a large-scale project undertaken in Kenya to determine the perceptions of head teachers, teachers and senior government education officers regarding the practices of internal instructional supervision and staff development in Kenyan public secondary schools. Findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities. The benefits of supervision practices included facilitating students' academic performance, improving the quality of teachers and teaching, and enabling instructional supervisors to monitor teachers' instructional work. The major problems frustrating the practices of instructional supervision were those associated with a lack of consistency, questionable supervisor practices and lack of resources. Suggestions for change included developing clear policies on instructional supervision and providing needed resources, feedback and follow-up support, to the improvement of instruction among teachers and the learning outcomes of students.

Montalla's (2022) research aimed to study the instructional supervisory roles of secondary school District. The instructional supervisory roles of school heads are significant and indispensable factors that leads in the district of Sta. Cruz, Province of Zambales. The descriptive method was used in this study. Nine (9) school heads and sixty - four (64) teachers served as respondents wherein survey questionnaires were used as instruments. Frequencies were used to summarize the information obtained, presented in distribution tables of frequency and percentages. Weighted mean was used in describing the supervisory roles of school heads in terms of their administrative function, supervisory activities, and the effectiveness of carrying out their supervisory roles. The findings established that the school heads carried out their instructional supervisory roles always and very effectively. Based on the result of the T - test, there is a significant difference between the assessments of the school heads and teachers on the instructional supervisory roles of the school heads. Because of this result, a proposed plan of action was made to improve the instructional supervisory role of school heads and likewise recommended that further and in-depth studies on instructional supervision be conducted.

Kafyulilo et al. (2012) conducted a study on the implementation of competency based teaching approaches in Tanzania to pre-service teachers (in the factory of teachers) in Morogoro. In this study, the researchers revealed that pre-service teachers needed a kind of

practices with the competency based teaching approaches in order to be able to effectively implement the approaches in their teaching. In this study it was revealed that the pre-service teachers were not well equipped with the knowledge of competency-based curriculum nor did they have a clear and correct understanding of competency-based curriculum. Furthermore the pre-service teachers were unable to prepare lesson plans as per Competency-based curriculum. This study did not consider the perception of students and teachers in implementation. The fact that the teachers were not exposed to seminars and workshops that deprived them of the knowledge of competency based curriculum as well as other variables necessary for a particular teaching activity which has often been a major challenge to a number of teachers .This is a serious shortcoming or flaw at the level of the administration. The administration that is supposed to be responsible for the instructional supervision of the school. The school authority is in charge of workshops and seminars especially when serious pedagogic concerns like curriculum innovations are to be made known to the teachers and members of the administration. It is noteworthy to mention that teacher certification is a requirement for meeting the objectives of any school curriculum (Obuhasta, 2018). .

Benadla (2013) in her study titled “The competency base Language teaching in the Algerian Middle Schools: From EFL Acquisition planning to its Practical Teaching/Learning” The study revealed the following: Many teachers complained about complexity of the content of the CBLT thus find themselves teaching linguistic points that they do not master themselves. Another finding is that many teachers still do not know how to apply CBLT in concrete situations in spite of seminars, study days and training organized by inspectors to solve this problem.

Time spent was another problem revealed in her study. Finishing the syllabus was important for many of teachers than the learners’ assimilation of the content so that when the inspectors come in a visit teachers may not be blamed. Another constraint was the crowded classes. In this aspect the teachers focused on the administrative documents like preparing lesson plans, schemes of work and others rather than effective teaching. Hence this made teachers role to become time consuming and efforts demanding with overcrowded classes. This situation is also the fault of the administration. Time and again teachers were to be briefed by the school administration on how to carry out school work in conjunction with the teaching of CBA

Sahiruddin (2013) in his study called “implementation of the 2013 curriculum and issues of English Language Teaching and Learning in Indonesia” the study had the following findings; competency did not holistically reflect domains of knowledge, skills, and affective behaviour. Nevertheless, some competencies were not accommodated such as character building, active learning methodology. Crowded classes, low level of English proficiency to teachers, lack of sufficient preparation to teach the new curriculum and culture barriers for teachers to leave the role of master and accept the role of facilitator as well as less authentic materials and lack of opportunity to social English outside the classroom were some of the obstacles to teaching Competency-Based English Curriculum.

As concerns the issue of crowded classes pointed out in her findings, the employment of group dynamics: cooperative learning strategy,

Nalova (2021) carried out a study on The Implementation of the Competency Based Approach in Secondary Schools in the English speaking sub system of Education in Cameroon. The study was a survey which investigated teachers' views on the implementation of the CBA. It adopted a sequential explanatory approach where a 28-item closed-ended likert scale questionnaire was administered first and after analysis some responses came up which needed to be exploited through an interview. Instrument validation was ensured. A total of 253 secondary school teachers from 14 schools in five divisions of the two English-speaking regions of Cameroon namely: Mezam, Menchum divisions in the Northwest region and Fako, Ndian and Manyu divisions of the Southwest region of Cameroon. Schools were randomly selected but participants volunteered to participate in the study. The results were presented descriptively using percentages and the mean as a measure of central tendency was used to rank the items in from the items with the highest mean responses to the least. As for the interview guide, the responses were analyzed and presented in the form of themes along with a sample of essential quotations. Findings revealed that teachers were competent in the implementation of the CBA, the constraints included large classes, inadequate resources, discrepancy in the understanding of the CBA and more. However, the effect of the CBA on students is better than that of previous approaches. Recommendations were made.

Studies on Material Utilization Competency strategies

The study by Esongo (2017) takes an in-depth examination of the extent to which the availability of resources relates to the efficiency of the school system within the framework of the implementation of competency-based teaching approaches in Cameroon. The study employed a mix of probability sampling approaches, namely simple, cluster and stratified random sampling techniques to select the 375 teacher-respondents and purposive sampling technique to select the 26 principals for the study. Data collected through questionnaire and interview schedules were subjected to descriptive and inferential statistical analysis using the Statistical Package for the Social Sciences (SPSS) Version 20.0. The findings indicated that there is a significant relationship between the availability of resources and the efficiency of the school system. The magnitude of the relationship that exists was rated low. It is thus recommended that a legislation that institutes an education tax on all workers of the formal sector in Cameroon be enacted to take care of the inadequate resources.

The above study exemplifies the role of material resources in the implementation of the CBA. This aspect of material utilization ties with the researcher's study on CBA implementation. According to Ambei and al. the current competency based education programs are characterized by learner –centered constructivist approaches to teaching and learning. Constructivism is based on the view that knowledge and skills are products that can be transferred from teacher to learner rather they are the result of learning activities done by learners themselves individually or in groups (Tuworth,2011). Teachers expected to use a variety of teaching strategies and resources that involve the learner, in this light learners are

expected to be active and participate during lesson so as to construct knowledge skills and attitudes.

Another interesting study on instructional resource utilization was carried out by Ambe et al. The study was introduced by presenting when the Ministry of National Education introduced the Competency –Based Approach after the National Education Seminar in Yaoundé in 2002 which revealed an increase rate of repetition of primary school children to the tune of 41% per an academic year which was far contrary to the expectations of the Jomtien Declaration of 2000. He holds firmly that since then the Education family in the country has been investigating the best strategies amidst challenges in the implementation of the CBC from the perspectives of teachers' use of resources. The study involved a descriptive analytic research design. A literature review surveys scholarly articles, books and other resources relevant to particular issue , area of research, or theory ,and by so doing a description , summary, and critical evaluation of these works. The competency-based curriculum has come to salvage the seemingly insurmountable challenge of porous curriculum in our schools, (Ambei et al.). For the goals of education to be achieved the role of the teacher, the main curriculum implanter in teacher learning –process is very vital. This becomes a reality through effective teaching and pleasant learning as basic needs to nurture productive citizens.

Resources management and use in this process of curriculum implementation are paramount to the realization of goals of every educational system or curriculum. From literature it is undeniable that a systematic integration of variety of variety of resources in a teaching learning process produces appropriate learning experiences, which in turn results in effective and meaningful learning especially within the CBC. In line with this view, Igwe (2015) holds that curriculum materials are indispensable in the teaching process but he regrets the lack of instructional materials in most Nigerian secondary schools and as a result teachers use the talk and chalk method. Ambei et al. also confirms that the talk and chalk scene seems to be most prevalent method adopted by teachers in the process of implementing a curriculum.

Furthermore, the study also revealed in its findings that educational resources is very important in curriculum implementation. Learning cannot lead to permanent change of behaviour without the use of adequate instructional materials in the teaching process. According to Saidu and Saidu(2014) to implement curriculum requires trained teachers that are capable of delivering content with relevant and educational materials .Instructional materials assist in this regard through engaging students in learning by doing as one of the best methods of teaching. Students easily remember what they do and easily forget what they are told. Using teaching materials during teaching appeals to more than one sense of the learner. Hence learning is more meaningful with the use of multiple senses by the learner. Saidu and Saidu (2014) observe that all lessons require the use of instructional materials to enhance student recall. Furthermore absence of any material facility can constitute a big barrier to learning. Instructional materials can make communication effective and lead to good performance of student. William (2009), observes that a teacher who cannot communicate well, cannot teach well. This is because teaching has to do with proper communication between students and teachers and is made concrete with the aid of teaching

materials. Instructional materials are not ends in themselves but means of attaining specific instructions. The ability of the teachers to effectively utilize the available instructional materials optimizes the attainment of instructional competencies. Ambei et al. also contend that from the literature, most teachers do face the challenge of effectively managing teaching resources placed at their disposal.

Selection of instructional materials for a particular teaching activity has been a major challenge to a number of teachers thus hampering the smooth and effective implementation of the CBC. Selection or development of any instructional resource should take into consideration a given number of variables in teaching-learning situations. The instructional objectives, content, evaluation instruments, the age, level, interest, background, learning style, physical skills, size of the target audience, the classroom social climate, sitting arrangement, viewing and listening arrangement, available time, space, are amongst other issues that should be seriously considered (Olawale, 2013).

Sitienel (2020) conducted a study on School Based Factors in influencing implementation of Competency Based curriculum in Phobric Primary school in Kenya. Kenya has embarked on curriculum reform to improve the quality of education. This is a crucial step in the direction of Kenya's ambition to develop a knowledge-based society and the growth of regional and global completion in the job market. The purpose of the study was to investigate influence of school-based factors on implementation of competence-based curriculum in primary schools. Four objectives guided the study: To determine the influence of the teacher in-service training on implementation of the competence-based curriculum, availability of teaching and learning materials, time allocation and mode of assessment and teacher-pupil ratio on implementation of competent based curriculum in public primary schools. The researcher employed a descriptive survey research design where the researcher used questionnaires, interview guides and checklist to collect data which was then used to describe why and how school-based factors influenced competent based curriculum implementation. The targeted population included 9 head teachers, 450 teachers and 1200 grade 4 pupils. Out of 450 teachers handling grade four competent based curriculum. Out of 9 head teachers, they all responded representing hundred percent. Out of 1200 grade 4 pupils selected randomly 1150. Data analysis was done using statistical package for social science (SPSS) program and results presented in form of frequencies and percentages.

The findings of the study reveal that majority of teachers (81.6%) attended one week training, while (18.4%) attended two weeks training. This shows that teachers had not received sufficient training and teachers executing the curriculum should avail themselves to more than one week of training to effectively facilitate and embrace the new curriculum. In-servicing of the teacher is vital for equipping teachers with skills and knowledge necessary for handling the new curriculum. The finding revealed that time allocated and mode of assessment on time table was not enough for complete syllabus coverage. They also pointed out that majority of grade four learners have the low span of concentration for more than 35 minutes. This was witnessed during double lessons where the learners' concentration was carefully scrutinized for the purpose of the research. Most of the schools in Kibra sub-county either lacked or had inadequate materials for implementation of competency based-curriculum. This is due to the delay of disbursement of materials necessary by the

government. However, they pointed out that instructional materials play a significant role in the teaching and learning process. Thus, insufficient teaching and learning materials impacted negatively on the implementation of the curriculum. From the findings the public primary schools in Kibra were also very overcrowded. The classes were crowded to the extent of forcing some learners to study from outside especially during practical subjects that required demonstration.

This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio 1:80 was very high hence straining the teachers' efforts in managing pupil discipline, teaching and learning as well as their teaching methodology. The study recommends that the government through the Ministry of Education and Kenya Institute of Curriculum Development (KICD) should address the issue of competency-based curriculum implementation. Teachers training through in-service program should be urgently improved by allocating enough time on training session, the Ministry of Education through teacher service commission organizing seminars and workshops to enable teacher in-service training. Also inadequate supply of teaching and learning materials should be addressed by the Government through the Ministry of Education in due time. The shortage of teachers in public schools the Government through the teacher employer Teacher Service Commission (TSC) allocate enough funds to recruit more teachers to maintain the required teacher-pupils ratio by the Ministry of Education in public primary schools to enable efficient and successful implementation of competency-based curriculum.

Studies on Communication Competency Strategies

Karim (2004) in his thesis titled "teachers perception, attitudes and expectations about communicative language Teaching (CLT) in Post -Secondary School in Bangladesh", revealed that the traditional grammar based examination was reported as a barrier to implementing CLT. The study then revealed that lack of effective and efficient assessment instrument of communicative competences was reported. As well like other studies mentioned lack of in-service training to Bangladesh teachers as a major difficulty in adopting CLT was also reported. Lack of English proficiency as reported by Sahiruddin (2013) was also reported as a barrier in its implementation.

Bataineh and Tasnimi (2014) in their title "Competency-Based Language Teaching" has the following observations on evaluation and assessment in competency- based curriculum as follows; evaluation and assessment of students is best accomplished under actual condition. Most learners are assessed using multiple choice tests, simulation, games, debates and role play. According to them, assessment is criterion-referenced rather than norm-referenced. In criterion –referenced assessment, scores are interpreted with respect to specific level of domain ability while in norm-referenced assessment scores are interpreted in relation to the performance of a group of individuals. Under criterion-referenced (testing is diagnostic), thus learners are able to obtain feedback on their progress and achievement since explicit criteria are provided. The study provided the directives on how assessment in competency-based curriculum should be conducted.

Studies on Perception Competency Strategies

Nforbi and Siewoue (2015), for instance, investigated the application of CBA by teachers of English in Menoua division, an administrative unit in the West Region of Cameroon. Using a simple methods research design consisting of a questionnaire administered to 22 teachers, document analysis ,and analysis of teaching , the study revealed among other things that 45.45% of teachers had never attended a seminar on CBLT , that 63.64% found the new approach difficult to understand 68. 18, thought that CBA made lesson planning more difficult for teachers. While 55.54 % , claimed that CBA lesson delivery more difficult. Also, only 18.18% of respondents were confident that they understood what CBA entails, whereas 45.45% claimed they knew it to an extent. Looking at some key features of CBLT, 65% of teachers claim that it was almost impossible to personalize instruction due to large classes and insufficient allocation of teaching time. 72% said it was almost impossible to avoid paper-and- pencil tests and 86.36% did not evaluate their students at the end of the module.

Using data obtained via a questionnaire administered to 91 teachers selected from 32 schools (both public and private) spread across the North West south west regions of Cameroon secondary schools, Njwe (2016) investigated teacher's perspectives on the implementation of the CBA in Cameroon secondary schools and came up with findings similar to those obtained by Nforbi and Sewoue. For instance only 93.4% of teachers were aware of the paradigm shift, only 17.6% believed they understood what CBA entails. In the same vein only 25.7% of teachers felt ready to implement the CBA, while about 82.4% did not feel confident implementing the new approach at that time. Belibi in his study concluded that implementation of CBLT in Cameroon secondary school context is hardly successful from the teacher's perspective. Nevertheless, the imparting of knowledge lately comprises a complex mingling of factors as political, social, economic, and cultural, due to the fact the logistics of education are constantly changing , and education presently engages creatively with the transformation of the society and partakes in it. The researcher here reiterates what many educationists hold, the opinion that importing an academic policy from another country is a beautiful idea on the one hand and, on the other, the implementation is always the crux of the matter (Mantour ,2020) .

The opinion is that though CBA is a good approach for African schools, the needs and realities of Africa need to be given keen consideration (IBE UNESCO 2002). In countries like Algeria , some teachers pointed out downrightly that the CBA approach does violate the expectations and flout the needs of the students in a number of diversified ways (Mantour,2018). In this light the position of the teacher in the traditional approach to teaching and learning is still in the mind-set of these teachers in Algeria. The competence – based approach was introduced in French speaking Africa in 1996 during the conference of Ministers of Education (Nforbi and Sieweou ,2014) in Bernard et al (2007) whose countries share the French language in Yaounde .In the conference it was concluded that in the implementation of the curriculum the needs and realities of African countries must be given keen consideration.

Walters(2020)'s paper explores English foreign language teachers' perceptions of the 2014 English language learning programme in Cameroon French-medium secondary education. It

considers aspects such as the quality of the programme of study, the teaching of skills and competencies in the instructional materials selected, the teaching and testing approaches, the challenges encountered, and teachers' personal and professional growth. Hall and Hord (1987, 2001) theoretical paradigm was chosen to conduct this research and the method of data collection was quantitative in nature. A total number of 80 English foreign language teachers were surveyed and administered a 38-item questionnaire. It came out of the findings that the vast majority of teachers deemed the new curriculum innovative and a developmental tool for bilingualism. Also, the majority of the respondents appreciated the skills and the competencies taught in the textbooks selected as they met with real-life situations. Further, these teachers in their great number claimed that they had a good knowledge of the Competence-Based Approach (CBA) and had grown cognitively and pedagogically while implementing the reforms of the new learning programme. Finally, they wish the implementation of the curriculum continued. Among the pitfalls of the curriculum, the testing approach and the exposure of learners to other learning sources revealed themselves limited. The overcrowded nature of classrooms impeded the unfolding of lessons and personalised pedagogy and above all obstructed the effective and efficient implementation of the Competence-Based Approach. Ultimately, teachers frowned at the filling of pedagogic documents which in their perspective was too bureaucratic. Some recommendations were made at the end of the investigation in order to improve the curriculum.

The first remark about the paper is the teachers' complaint about the filling of pedagogic documents, which in their perception was too bureaucratic. This is just a pointer to the fact that there was unpreparedness when the CBA was introduced in the secondary schools in 2012 and 2013 in Cameroon (Belibi, 2018). Considering the fact that the CBA resources like computers and other skills like : problem solving , critical thinking , emotional intelligence skills, self –directed skills, role playing ,team work skills just to name a few were not well galvanised in the day to day teaching, As concerns the overcrowded classes that impeded the unfolding of lessons and personalized pedagogy, above all obstructed the effective and efficient implementation of the CBA, this situation can be taken care of with the intervention of what Brooks(1999) describes as group dynamics. Group work dynamics: co-operative learning strategy, group members have individual task but each depends on the efforts of one another. Cooperative task strategy: small groups working together to produce a group product. Competitive task structure: small groups working together completing a group task in competition with other groups. CBA pedagogic principle encourages group work and excursions that permit learners to create their own knowledge develop thinking skills. In this light during seminars and workshops the teachers are expected to follow up practical training on certain skills : internalisation of learnt concepts, self-directed learning ,self-realisation just to name a few, to enable these learnt skills and concepts to be transferred to learners as lifelong learning.

It is noteworthy to mention that the rejection of French in the EFL classroom is also another setback in the teaching of EFL in the classroom (Belibi, 2018). Belibi contends that the non-rejection of French in English classroom would go a long way to improve the teaching and learning of English in French –medium secondary schools in Cameroon. However in the light of evaluating teachers' perception with regards to a language teaching programme Brooks

(1999) presents it from a constructivist standpoint. Brooks (1999) posits that a constructivist teacher should be firstly one who encourages and accepts students' autonomy. Secondly he or she should be one who engages students in experiences that show contradictions to initial understanding, and then encourages discussion. Thirdly, assess students' understanding through application and performance of open structured tasks. Nevertheless, Walter's study corroborates with the researcher's study from view point of perception and material utilization variables.

The gap matrix and its implications vis a vis the study.

The empirical review has scanned through a range of studies conducted in different regions of Cameroon and in different countries, by different researchers, motivated by diverse objectives. A good number of these studies have uncovered veritable interesting aspects on curriculum innovations or implementations. Generally, the findings of the studies have confirmed one important point as concerns the implementation of the curriculum or any educational innovation: the teacher is the cornerstone in the implementation of the curriculum (Koskei & Chepchumba, 2020). The findings have also disconfirmed the conception that Curriculum implementation is a top-bottom phenomenon instead of being a bottom- top phenomenon. In almost all the studies the researcher never came in contact with any study that has carried out an evaluation of the CBA to ascertain exactly the main stumbling blocks in the implementation of this novel innovation. The conclusion of almost all the studies on CBA, CBC, CBE, OCE, is that what is going on inside the classroom as concerns teaching and learning is different from the curriculum intentions. In this light there is need to examine the factors and reasons that has caused this gap between English Language Teaching (ELT) curricular and what actually happens in the classroom. However, it is necessary to revisit a few of the studies conducted by researchers that show the gap between what the curriculum innovations spelt out before the implementation (potential requisites) and what has been covered after the implementation (potential results) , what the curriculum planners and policy makers in the case of Cameroon want to see after the use of the curriculum or CBA. The findings of Karavas –Dougas (1995) uncovered that classroom were generally teacher –centred and form focused. Lessons primarily consisted of activities which provided on discrete language items while activities that encourage spontaneous genuine communication were almost non-existent. Most pair work activities were carried out between the teacher and the students rather than as intended by the curriculum between pairs of students. Gorsuh in his report on the studies to find out teachers perception of 876 individuals pointed out this “Japanese teacher current orientation towards foreign language learning seems to be that strong , teacher control is desirable and that students need to memorise , use written code and be very accurate.” At this standpoint this mismatch between curriculum principles and teachers classroom practices has orchestrated a gap caused by a good number of factors.

The Nature of the Innovation:

The nature of the innovation itself can have a crucial impact on the acceptability and implementation process. (Fullan, 2001; Rudduck, 1986; White et al., 1991). The nature of

the innovation can be viewed in terms of its originality, complexity, clarity, and friability (Fullan, 2001). Originality means that the innovation includes new practices which are different from the existing practices. This however may lead to consistency problems. In a curriculum innovation, for example, inconsistency may include the mismatch between the curriculum materials on the one hand and an existing examination, or between the curriculum principles and the teachers' beliefs and practices.

Complexity is related to the difficulty and extent of change required of the implementers of the innovation. Brindley and Hood (1990:183) argue that "the more complex an innovation is perceived to be, the less likely it is to be adopted". They go further to propose that "when complex changes are required in teacher behaviour, it is more difficult to bring about the successful adaptation of an innovation in teaching methods". This position is not shared by Fullan (2001:78) who suggests that "while complexity creates problems for implementation it may result in greater change because more is being attempted".

The clarity of the innovation will also have a significant impact on the implementation stage. Teachers are often asked to implement a curriculum innovation without being given a clear explanation of how to put the innovation into practice. Fullan(2001:77) warns that "lack of clarity, diffuse goals, unspecified means of implementation represent a major problem at the implementation stage, teachers and others find that change is simply not very clear as to what it means in practice" He goes further to suggest that "unclear and unspecified changes can cause great anxiety and frustration to those sincerely trying to implement them". (Fullan, 2001:77)

In ELT for example, Karavas-Doukas (1995), in an examination of a communicative language teaching curriculum being implemented in Greek secondary schools, found that teachers showed incomplete understanding of the innovation they were asked to implement and that this misunderstanding resulted in negative perceptions of the innovation. Whether or not an innovation can be tried and tested on a small/large scale is also an important factor. Conducting an innovation on a small scale reduces the risks involved in large scale adoption without testing or experimenting. For example, it might be advisable to try out a new curriculum in one or two schools before making decisions to implement this curriculum more widely. This experiment would give all the parties involved in the curriculum innovation some idea about any obstacles that might affect the implementation process. This technique of conducting the innovation in about two schools before carrying out a wide scale prospect or adoption can be a good suggestion, In this light CBA would have been tested in a small scale , followed by monitoring and evaluation by the policy or curriculum planners.

The Role of the Teachers' Belief:

Educational innovations frequently require teachers to change their behaviours and practices. However, "we are unlikely to bring about change in practice unless we face up to and, if necessary challenge teachers' deep rooted beliefs about the nature of knowledge transmission" (Adey & Hewitt, 2004:156). Spillane et al. (2002:415) state that: Reform cannot be accomplished by having teachers learn only the surface form of reform practices.

It requires grappling with the underlying ideas and may require deep conceptual change, in which teachers rethink an entire system of interacting attitudes, beliefs and practices.

Teacher Training and Development:

Since many educational innovations require teachers to change their classroom practices and adopt new ways of teaching, teachers' training and development are also regarded as an essential factor in the implementation process. As Malderez & Wedell (2007:xiii) emphasize "the effective teaching of teachers is the key factor influencing the extent to which the effective implementation of new education policies and curriculum reforms takes place as intended". As concerns this study "Competency Based Approach to English Language in the Secondary School Curriculum in the South West Region", in service and pre service training that was carried out leaves much to be desired. The teachers received very scanty ineffective training with regards to how to effectively put the guidelines to this approach to practice.

It is important for teacher trainers to encourage participants in teachers training programs to discuss both overt and 'hidden' barriers to the successful implementation of change in their own teaching/learning contexts. This will not only make It is important for teacher trainers to encourage participants in teachers training programs to discuss both overt and trainees aware of potential sources of conflict but it will also enable them to develop strategies and tactics to deal with anticipated problems in initiating and managing change in their own classrooms, (Shamim, 1996:120).

The Sociocultural Context:

The educational process in any context is not only an exchange of information between teachers and students, but it is also a set of conventions which decides what happens between these parties (teachers and students). These conventions are determined by the social, and cultural norms within this particular context (Coleman, 1996; Holliday, 1994; Tudor, 2001; Tudor, 2003). Stressing the central role of the social context, Tudor (2001:35) indicates that "the classroom is a socially defined reality and is therefore influenced by the belief systems and behavioral norms of the society of which it is part". This coincides with Locastro's (2001:495) argument that "classrooms are social constructions where teachers, learners, dimensions of the local educational philosophy, and more general socio-cultural values, beliefs, and expectations all meet" The CBA policy makers were to reexamine this issue sociocultural context. Cameroon being a country with 247 languages (Echu 2016), it was absolutely necessary to redress this important aspect in curriculum implementation.

The Examination System:

A number of researchers have pointed to the crucial role exams play in shaping what teachers do inside the classroom Andrews, 2004; Cheng, 1997; Cheng & Watanabe, 2004; Choi, 2008). For example, Lamie (2004:127) indicates that: If the tests are perceived by the teachers to have significant effects on their students' lives, then they can see it as part of their duty to make sure that their pupils have the best possible chance they can to succeed. Several ELT studies showed that one of the factors which led to the mismatch between the curriculum intentions and teachers' actual classroom practices is that teachers often focus on teaching the skills that are tested in the exams and ignore those that are not included in these

exams. For example, Orafi and Borg (2009) pointed to a mismatch between the focus of the exams and the aims of the curriculum. Although the curriculum aims to extend students' abilities in the four language skills of reading, listening, speaking, and writing (Macfarlane, 2000), exams still focus on grammar memorization and vocabulary knowledge, and ignore other language skills such as speaking, listening, and writing.

In the case like the GCE Board Syllabuses many teachers would want to follow strictly the Syllabuses. Same like in many EFL settings, it is often regarded that it is the teachers' responsibility to make sure that their students can pass the exams. If students cannot achieve this goal, teachers will be blamed for not doing their job. This obligation may force teachers to focus on teaching the skills that are tested in the exams and ignore the ones which are not. Students as well are pressured by the exams and require their teachers teach for the exams.

The factors responsible for among the prominent ones who have conducted a good number of studies are Henry Nka,(2019), Muneja,(2015), Joel,(2015),just to name a few. The researcher's present study has a broader objectives which underscores the gravity of the problem under study. Thus that gap between what the philosophy of CBA, from a constructivist standpoint and what is practised inside the classroom leaves much to be desired. This study is aimed at unveiling the factors and reasons for this gap which many empirical studies have not yet brought out.

The factors responsible for the gap have played a major role in unveiling the root causes of failure of curriculum implementation programmes like the CBA in many African countries and in Cameroon in particular. The same scenario with the studies carried out by Cameroonians. A good number of them for example :Belibi, (2018), Essongo, (2017), Nkwetisama, (2012) ,Nalova, (2017 , Wiysahnyuy, (2021), Agbor Tabe (2019) just to name a few. In Cameroon Suh (2019) and Dffang (2019) commented bitterly on the issue that since the introduction of the CBA, literature reveals no empirical studies aimed at monitoring and evaluating the implementation process. Good practice requires that the implementation of an innovation be regularly monitored and evaluated in order to identify implementation constraints and take appropriate actions to address them. No study has been done on Evaluation of Competency based Approach in secondary schools in Cameroon. . In this light the present study covers that gap or need that has been existing. According to Wiysahnyuy (2019), teaching and learning in Cameroon schools is gradually moving from the traditional based approaches to the Competency –Based Approach (CBA), which is largely supposed to be learner centred. One famous philosopher had this to say “What is set out in the intended curriculum is not always what occurs in practice” Hoadly & Jansen 2002). In this connection, it is undeniable that conducting an Evaluation of the implementation of the CBA paves the way to understand what has been going on since the inception of the CBA in 2002 in Cameroon, and in the secondary schools in 2012/2013 academic year.

It should be mentioned that the Cameroon context: CBA-R/S (Competency-Based Approach through Real Life Situation” The real life situation in this case involves the 5 modules :

- 1) Family and Social Life.

- 2) Economic Life. And
- 3) Environmental Health and Wellbeing.
- 4) Citizenship.
- 5) Media and Communication.

These modules were aimed at driving change by replacing the dysfunctional objective based pedagogy which seems outdated for requirements for modern times. This brought a shift from the objective based approach OBA to the competency Based Approach. Most of the studies carried out, by Cameroonians, little or passively these modules are mentioned during their studies. Conducting a study on CBA without emphasizing on these modules is a clear testimony to the fact that the research is not going to help the teachers or the policy makers as well as the education family in general. This is also a great gap that the present study is aimed at filling by raising the issue up in this study.

The implications of the gaps of empirical studies are far reaching. The general practicability of the seminars, workshops, and training sessions organized to beef up the skills, knowledge, attitudes of the teachers to meet up with the exigencies of the new approach (CBA) leaves much to be desired. One of the defining tenets of the CBA approach is that, it is as Sturgis and Patrick (2012) framed it, “the transformation of our education system from a time –based system to a learning –based system” (Mansour,2018). For these co-authors transition from one set of lessons/tasks, into another is not time bound. Learners are taken into new sets of lessons, once competencies set for the current lessons have been adequately fulfilled and proper mastery has been accomplished by the students enrolling in the program. This contention is corroborated by O’ Sullivan and Bruce (2014) as they explicitly maintain that, “the most important characteristic of competence-based education is that it measures learning rather than time the above approach confirms the fact that for teachers to grasp the method of teaching that they have to undergo, their in-service, pre-service training and workshops must be practically oriented. In most of the studies conducted, the researchers never mentioned anything as to the nature of the practical training organized by the school administration or the ministry of Education or secondary Education in the case of Cameroon. This is among the many factors like teachers’ preparedness and their perception about the CBA philosophy of the constructivist approach to teaching and learning. That is why the teachers in some of the interviews, the teachers kept on deliberately reiterating some of the major challenges and hurdles that they believe impinge upon the stress-free applicability of this approach (Mansour 2018). The repercussions of the practical training during seminars for CBA is of paramount importance. Unless and until teachers get empowered about how to adequately implement this approach, reforming the syllabus will be of practically non-existent value.

The analysis of instructional materials would be of great help to the education community .According to Ambei et al. instructional resources are educational inputs that facilitate the implementation of curriculum. They are materials which the teacher uses to make

conceptual abstraction more concrete and practical to the learner (Chijoke and Allegoa, 2014; Chen and Wei, 2015). Instructional materials could be regarded as the information dissemination devices used in the classroom for easy learning. Chijoke (2014) holds that the use of instructional materials promotes close and effective communication between teacher and learners. Thus, instructional materials provide teachers with interesting platforms for conveying information that motivate learners, the teacher to overcome physical difficulties, create reality and supply events as well as encourage active participation of learners. The unheard voice of the teacher in Bangladesh states “Curriculum change often fails because policy makers do not release the needs of the teacher.” In this light when the needs are not made available to the teacher curriculum innovations are bound to fail.

Assessing students’ performance is another positive implication arising from the empirical studies. Competency –Based Assessment is the heart of competency based approach today. Jessup in Manire et al (2022) suggests that not only does a competency based Education require new forms of assessment: “assessment takes a more significant role becoming an integral part of the learning process, as well as a means of evaluating it.” Thompsus (2021) view about competency based assessment corroborates that of Manire (2022). He says it is legitimate to argue that assessing learner’s performance is a cornerstone of the CBA. He contends that the most important element of the competency base approach is the final decision making process. That it is the decision as whether or not competence can be inferred for the performance evidence that has been collected.

According to Mansour (2020), who did a study on “The Competency- Based Approach to English Language Teaching in Algerian Secondary Schools: Palpable Myths or Disheartening Realities.” In this light he points out that the teachers challenges vis a vis the implementation of the CBA to English Language teaching and learning has unveiled a quite profusion of rather worryingly daunting facts associated with a fruitful implementation of this approach. It is worth mentioning that the Vision Mission Goals (VGM) of most of the studies are not met, considering Robert Stakes Congruence-Contingency model (1988) to do an evaluation of a curriculum due to the gap that exist. Djalal (2020) is in vogue to claim that the inferences that the study has yielded are many fold:

1. Members of the teaching profession locally are not adequately acquainted with the strategies and rules of proper practice that this approach necessitates for its application to bring about the sought outcomes. This lack of preparedness which constitutes one of the factors that creates the gap between what curriculum developers had envisaged and what actually takes place inside the classroom is a serious cause for concern. This by implication, constitutes a huge barrier and renders their practices fraught with departures from this approach’s norms and code of decent practice.
2. During their academic training or during the pre-service pedagogic courses that they attended, the teachers received very scanty ineffectual training with regard to how to effectively put the guidelines of this approach into practice. At the training courses that they were offered were hallmarked by a drastic shortage of practically-oriented content. The training team did virtually exclusively target the theoretical assumptions

endorsed by this approach's proponents along with the various properties of this approach and how it differs from traditional approaches.

3. Application of CBLT faces yet a third inhibitory variable: the classroom where teachers function are not equipped with computers and internet services. This is another factor that has caused a gap from the perspective of quality teaching and learning material dispensation (Ambei 2018). One of the defining tenets of the CBA approach is that it encourages usage of internet services for the ultimate attainment of teaching objectives. For the staunch advocates of this approach, teachers and learners, who aspire to accomplish better and more reassuring outcomes, ought to move with the times and break free from reliance on traditional black-board-and-chalk-based lesson delivery odes: for them, there is more to teaching and to capturing and maintaining learners' attention than such devices. Learners come into the classroom with individual variability and such variability cannot be properly attended to if the teacher slavishly sticks to the board as the only tool to use. Here again poor perception of the CBA teaching and learning philosophy by the teachers. This constitutes another factor that has failed to bridge the gap between what is advocated by the curriculum developers, in the case of Cameroon the policy makers, the National Inspectors and what is being taught in the classroom . It should even be mentioned that this miserable situation persist in Cameroon due to the fact that since the inception of the CBA in Cameroon in 1982 and in the secondary grammar in 2003/2004, literature shows that no evaluation has been done to ascertain positively or negatively the implementation of this novel curriculum CBA (Diffang, 2019. Suh, 2019) It would be, therefore, prudent to put forward that the teachers need to receive ample training not only about the practical traits of this approach, but also how to take full advantage of the countless virtues of internet and computer technology.
4. Confronting the teachers in their attempts to act in conformity with the application maxims of this approach is the syllabus unit that they are required to cover throughout the school year. This imposition does not allow for the competencies set for each unit or set of lessons within units. Since teaching each of the units comprising the syllabus (usually four or five) strictly speaking is time bound, the teacher is not allowed to devote more class time in the hope that a given competency get acquired if such a competency turns out not to lend itself to easy assimilation by the students either due to its novelty or complexity or the difficult tasks that the students are required to carry out.

Takayama, (2013) and Cheptoo, (2019) explain that the model of CBA advocated by African Countries takes from previous models designed for an implemented in Western countries. For instance, it upholds most of the principles of CBA including the roles of learners and teachers, syllabus, they focus on acquiring real-life skills, modularized instruction, and personalized student centered instruction and performance-oriented instruction. Literature reveals that there exist two areas of inconsistency between some aspects of the African model of CBA and features of CBA models in use in western countries. One of such areas is assessment; for

instance, testing techniques such as MCQ, true/false questions, gap-filling tasks, yes/no questions which should not originally be part of an end-of-module evaluation in CBLT (Richards & Rogers, 2001).

School principals are the driving force behind the implementation of any reform. For instance, Tabaro (2018) says that when school administrators have a positive attitude toward curricular changes, they are more likely to motivate their staff to adhere to the change. Meanwhile, when administrators are opposed to change, it becomes difficult to implement any reform. In fact, principals often delegate pedagogical supervision to one or two vice-principals, who, in turn, would ask Heads of Departments to coordinate CBA implementation in their various disciplines. The problem here is that there is little monitoring, as teachers receive little to no feedback from the school on their teaching practice. Consequently, the monitoring and evaluation of teachers on the implementation of CBA has not been the best in Africa.

According to Belibi (2018), the major challenge to the implementation of CBA in Africa and Cameroon in particular is the overcrowded classrooms. In most African countries the official standard classroom size is 60 students per class, the reality in urban areas is very different; most classrooms contain more than 100 students. To personalise instruction and assessment in such large classes is simply hard to carry. More so, successful implementation of CBA requires that adequate teaching and learning resources (such as print materials; textbooks, visual materials; video and audio visual audio materials) be available, that teachers have digital and online skills to teach students some of the competencies they need. Students need computers and handsets, paper and pencils for classroom projects, gaming tools, maps, school buses to take them out on excursions and so on. Many schools cannot afford these. Unfortunately, no special school funding scheme in most of the African countries has been proposed so far to assist schools in meeting the demands of CBA (Cheptoo, 2019).

The competence of the teacher is another factor. Teacher education has failed to equip prospective teachers with the skills they need to effectively implement CBA in their classrooms in most African Countries (Cameroon English Language and Literature Teachers' Association (CAMELTA) 2015 and Nforbi & Siewoue, 2015). CBA is deficient both in terms of quantity and quality. Many teachers have expressed frustration over the fuzziness of CBA in domains such as lesson planning and developing schemes of work. Furthermore, majority of teachers are confused with CBA principles

and procedures because they have received contradictory information from different facilitators at different seminars including writing schemes of work and lesson plans, teaching grammar using inductive or deductive methods, the difference between objectives and outcomes, just to name a few. Governance issues related to knowledge dissemination on the new approach also plague the implementation of CBA. There are

many teachers working in rural areas of Africa who do not have access to these official documents, thus they find it very difficult to implement in their classrooms.

Technology (mobile phones, smart phones, computers, electronic tablets and the internet) is growing in use and influence in a variety of domains including politics, social life, business, media, education, and so on. Then, nothing can be successfully done in our lifetime without technology. Serbati (2015) for instance, acknowledges that “technology and education have a tightly intertwined future. In fact, pre-service and in-service teachers hardly receive training on using technology in teaching using CBA. If the goal of CBA is to prepare learners for a smooth insertion into the job market worldwide, then it is believed that ICT and online competencies should be central components of CBA. Electricity cuts and the lack of computers in rural areas, the relatively poor quality and high cost of the internet, as well as deficiencies in teacher training related to digital literacies plague the integration of ICT skills in secondary education practices in Africa. Political will and government action can accelerate the process of using ICTs and the internet to teach disciplines other than computer literacy in secondary schools (Alias, 2014)

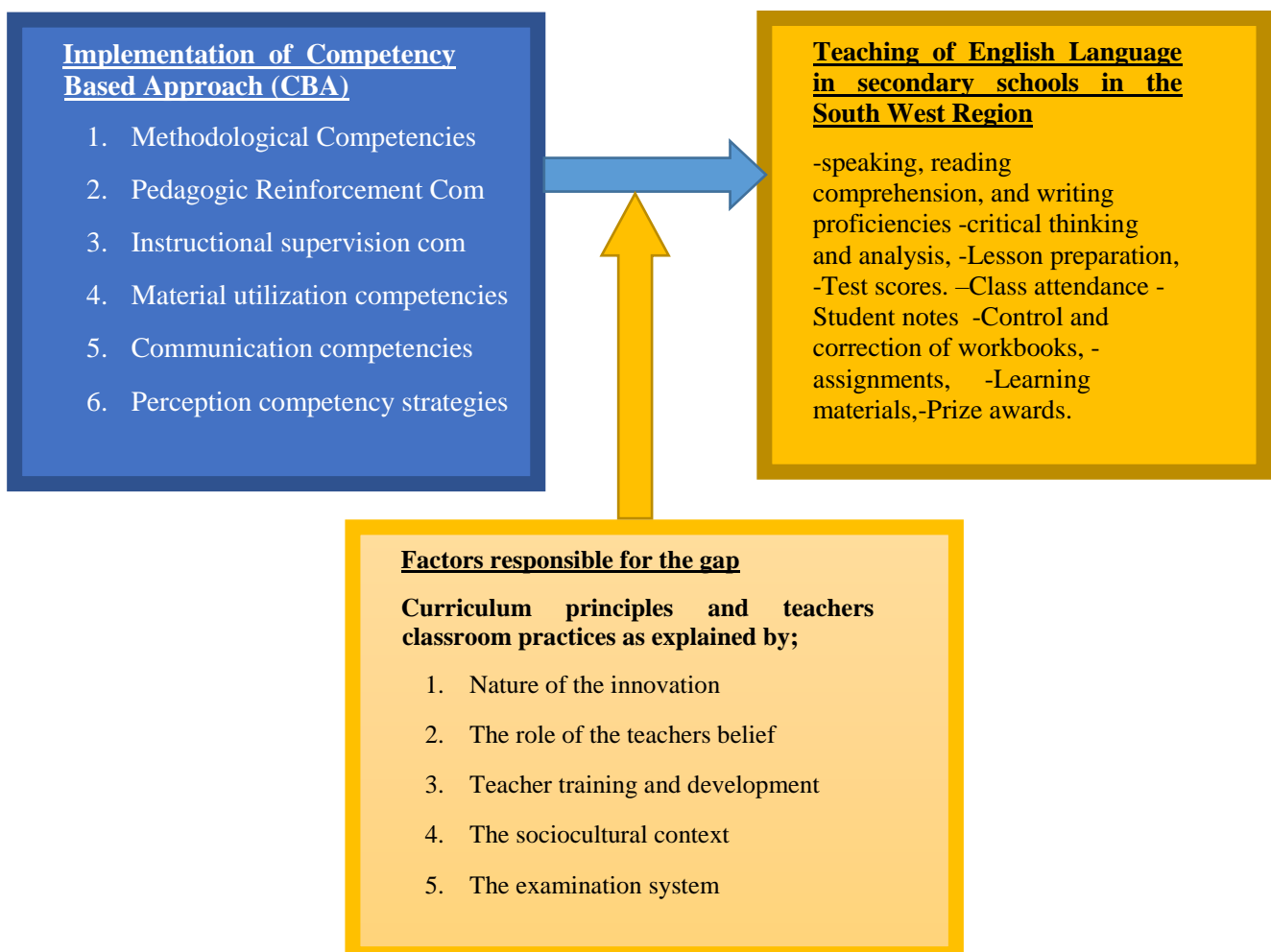
Another major challenge to the implementation of CBA in Africa is making students and teachers play new roles in the classroom. In most African schools, culture tacitly requires the presence of a strong teacher, and respectful, obedient and passive learners who must follow teachers’ instructions and respond to questions when solicited. In fact, teacher talk continues to dominate classroom interaction while student talk is occasional and short-lived. Teachers do not consult learners over which competencies they want to acquire. According to Kathryn (2017), most of the teachers in Africa preferred traditional methods of assessment (fill-in-the-blanks types of activities with only one correct answer, true/false questions, matching tasks, and so on. over modern ones, and the students who failed the formative assessments are neither given more time to go through the activities nor remediation exercises that could lead to mastery of the competencies under study. Then, all students, regardless of whether they had shown mastery of the competencies under study were allowed to progress to the next competencies and modules. Meanwhile, learners remained passive during lessons and spoke only when teachers allowed them to do so. Teachers struggled to bring real-life situations into their grammar and vocabulary lessons. Most often, there was a tendency to resist CBA by simply backtracking to the security of more traditional methods of instruction such as the deductive approach and drills.

Woods, (2008); Bilibi, (2018); Cheptoo, (2019) identified the following as challenges of implementing the CBA in Africa: The available teaching and learning equipment are outdated ,large students population, financial constraints in running CBA, teaching and learning materials are not provided on the right time in the form of credit card, inability of students to learn using learner centered teaching methods, overcrowded curriculum, limited time per term, school characterize with a a lot of public holidays. In addition they cited students poor educational family background as parent cannot assist their children at home to learn, teachers are forced to teach some subjects which are not their area of specialization, lack of some potential educational or teachers’ knowledge on child psychology and inclusive

education, lack of clear policy for the implementation of CBA and difference in understanding the concept of CBA by pedagogic inspectors education at all levels, lack frequent workshops, seminars and in service training for equipping the teachers with skills to implement the competence curriculum. Kanyonga, Mtana and Wendt, (2019) also cited teachers attitude towards innovative change of the curriculum. The researcher will be faithful if the remarks of Jen Arberg (2119) is not mentioned “ I would be doing a great disservice to teachers ,curriculum developers and stake holders, what I took away from implementing a new curriculum as a district lead they are : Engage parents early , Create Processes ,Find your teachers leaders ,Change is hard, Remember your Purpose and never give up, Invest in Professional Learning, Spend Time in Classroom.”

The final end point of the implications of the empirical studies visualized from the different theoretical viewpoint contend that: the top down process, that is guidelines for curriculum implementation from policy makers to teachers in the classroom, should be reversed if teachers are to be recognized as the keystone as well as prime linchpin in curriculum implementation. These are all factors that have created the gap between what the curriculum developers had envisaged in the curriculum for example CBA or CBE as the case may be and what usually took place in the classrooms.

Figure 2: The Conceptual gap



Summary of the chapter

In a nutshell , this chapter touched a variety of conceptual frameworks which have a significant connection to the findings ; theories on CBA: Lev Vigotsky social development theory , Freirian theory of critical pedagogy ,Piaget ,Bruner constructivist theory, Bloom Benjamin, Dewey social constructivism theory, Chomskys' Curriculum and Language learning competencies with a sound knowledge on empirical literature. The literature review was stream-lined to the objectives of the study, the aim and purpose expecting to cement the results in the preceding chapters. The staggering summary of this chapter from the findings of the literature on this study is that the arguments for the praiseworthy outcomes of the CBA appear to be strong and laudable. The chapter also uncovers the factors that are responsible for the gap between the curriculum principles and teachers classroom practices. In the light of the above submissions the CBA may seem a worthy and tenable educational innovation.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

This chapter describes the procedure for executing the study under the following sub-headings: Research design, area of study, population of study, sample and sampling techniques, description of the instrument of measurement, validation and reliability of instrument, method of data collection, method of data analysis and synoptic table.

Research Design

Creswell & Clark (2007) holds that a research design is the procedures for collecting, analyzing, interpreting and reporting data in research studies. It sets the procedure on the required data, the methods to be applied to collect and analyse the data, and how all of this is going to answer the research question (Grey, 2014). This study adopted the descriptive survey research design and correlational research design. A survey looks at the individuals, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field, (Cohen et al, 2007). The survey is employed in this study to enable the researcher study a large population and have a greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and having the availability of validated models. Correlational research design is a type of research method used to examine the relationship between variables. It aims to determine whether there is a statistical relationship between two or more variables and to what extent they vary together. Correlational research design is useful for exploring relationships between variables and generating hypotheses for further investigation.

Area of the study

This study was conducted in secondary schools in the South West Region of Cameroon. This region was purposely selected because of the conducive academic climate for studies, striving to improve educational standards. The presence of an Anglo-Saxon University with schools of education in Buea and in kumba, also the availability of traditional 3 school types, (public, lay private and confessional).Locations (urban and rural areas) with respect to gender equity in these schools. Moreover, the researcher is familiar with this area because of the accessible roads at all times. It is one of the two English regions in Cameroon that practices the English sub-system of education out of the ten regions. Many Cameroonians today cherish the English sub- system of education for its Anglo-Saxon cultural reputation, compatibility, captivity and global credibility. That is why these schools have registered a very high enrolment rate puffed up with learners from the French speaking expression who see the benefits in the English sub-system of education in the world. The south west region is made up of six divisions Fako, Meme, Manyu, Ndian, Lebialem and Kupe manenguba (see map of the geographical location in the appendix). From these regions, three divisions; -Fako, Meme and Ndian were purposely selected for this study. Fako which harbours the only university and is exposed to many schools and employment opportunities. Meme division is peculiar for business and farming

because of accessibility, scholarization, exposure or enslavement. This region's enrolment is unevenly distributed in the different school types as follows.

Population of the Study

Shukla, (2020) opines that, research population is a set of unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalized. A population determines the limit within which the research findings are applicable. The population of this study involves all stakeholders of the secondary schools in South West Region Cameroon.

Table 2: Distribution of Schools in the South West Regions according to Divisions

SOUTH WEST REGION				
Division	Private	Public	Confession/TOTAL	
FAKO	47	42	17	106
MEME	34	62	06	102
MANYU	06	60	05	71
INDIAN	02	34	01	37
KUPE	04	29	01	34
LEBIALEM	03	34	02	39
TOTAL	96	261	33	389

Source: Regional Delegations for Secondary Education (South West2022).

Target population

Fraenkel and Wallen (2006) opine that the target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher's ideal choice). Among these 389 secondary schools in these six divisions, 03 were selected for our target population. These three targeted regions were Fako, Meme and Manyu. This research was conducted during the socio-political instability in the English speaking zones of the country, thus the researcher used the purposive sample by choosing these three regions due to the relative peace and serenity that reigned in these areas at that moment. Moreover, these areas are highly scholarised with the availability of an Anglo-saxon university with many higher professional institutions that can accommodate graduates from these secondary schools.

Table 3: distribution of target population by the schools in the three divisions.

Division	Public secondary schools	Private secondary schools	Confessional secondary schools	Total
Fako	42	47	17	106
Meme	62	14	6	102
Ndian	34	02	1	37
TOTAL	138	63	24	245

Source: field data (2022)

In the target population presented in table 3, many stakeholders have travelled out of the region, some have continued their studies out of the region and some have been called to glory. It is in this light that we brought in accessible population. Therefore, the target population of the study from the targeted schools in terms of students and teachers was **1890**.

Accessible population

Onen (2020) stipulates that, accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. The accessible population of this study therefore involved students, teachers of the three regions as presented on table 4

Table 4: Presentation of the accessible population according to the three divisions

Fako Division	Number of students		Number of teachers		Total
	Male	Female	Male	Female	
GBHS Motombolobo	03	06	23	15	47
Sasse College	06	00	30	03	39
National comprehensive Limbe	03	04	11	07	25
BGS Buea	07	10	21	30	68
School in Meme Division					
GHS Nkamliakum	6	8	13	09	36
St Francis College Fiango	4	6	13	12	35
GHS Big Ngandjpu	1	2	10	03	16
GTC Mato Butu	02	02	11	03	18
Schools in Ndian division					
GSS Meka –Ngolo	01	01	09	01	12
St Pius College Ekondo Titi	01	03	08	03	15
GTC Akwa Bakassi	00	00	05	00	5
GTTC Modemba	00	02	04	00	6
CKCSS Ekondo Titi	01	02	05	00	8
Total					330

Source: field data (2022)

Sample size

A sample is a part or section of a population study. It is a mirror image of the target population; a segment of population selected to represent a whole. According to Onen (2020), a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population. In this study we employ a sample size of 330 participants. The sample size was gotten using the Yamene yanu formular and also supported by Krejcie and Morgan (1970), which states that any research work with a given population, can find the respective sample size from the table below. It is from this table that the researcher identified the sample size based on the population of the study.

Taro Yamane formular

$$\frac{N}{1+N(e)^2}$$
$$\frac{1890}{1 + 1890(0.05)^2}$$
$$\frac{1890}{1 + 1890(0.0025)} = 330, = \textit{samplesize}$$

Above is the formula to get the sample rate of representation: Sample rate = sample x 100
accessibles populations SR = 330 x 100 =86.5% 696 our survey rate is 86.5% so it is
representative of the accessible population.

The researcher has decided to select the following teachers and students from these schools
and divisions:

FAKO : GHS Bonadikombo (mile four)	=110
GHS Motombolombo	=115
GHS Limbe	=350
GHS Buea	=400
MEME: Ccas kumba	=370
GHS Nkamlikum	=120
GHS Malende	=70
GHS Match	=49
NDIAN : GHS Bamuso	=22
GHS Mundemba	=95

GHS Ekondo titi = 107

GHS Isangele =58

FAKO= 975

MEME=613

NDIAN= 302

GRAND TOTAL = **1890**

Taro Yamene Fomula

$$\frac{N}{1+N(e)^2}$$

n = sample size

N= population

(e)2= margin of error,

= (0.05 =5 %)

1890 x 0.0025=4.725

1 + 4.725=5.725

1890÷5.725= n = **330**.

Sampling Technique

The multistage and stratified sampling techniques were used in this study. Multistage sampling is the taking of samples in stages using smaller sampling units at each stage. We used the multistage because it allows researchers to apply cluster or random sampling after determining the groups. Researchers can apply multistage sampling to make clusters and sub-clusters until the researcher reaches the desired size or type of group. With multistage, the researcher started by sampling the Two English Regions of Cameroon for which the South West Region was purposely selected. Secondly, the researcher sampled all the six divisions of the South West Region (Fako, Meme, Manyu, Lebialem, Ndian and Kupe Maneguba) where Fako, Meme and Indian divisions were purposefully selected. Fako has an Anglo-Saxon university with annex in Meme, it has a culture which is universally credible and constitutes the heart-beat of education from the results they produce in public exams. Ndian division is noted on the contrary of its under scholarization.

Stratified sampling is a method of obtaining a representative sample from a population that researchers have divided into relatively similar subpopulations (strata). Researchers use

stratified sampling because it helps to ensure specific subgroups to be present in their sample. It also helps them obtain precise estimates of each group's characteristics. So with the help of stratified sampling technique, the researcher selected teachers of various schools in the divisions. The Fako division had =975, Meme = 613 and Ndian division was made up of 302 giving a total of 1890 teachers with 330 as the sample size as calculated above.

Sources of data

Primary Data source

Primary data is a type of data which never existed before, hence it was never previously published. Primary data is collected for a particular purpose, which implies that they are critically analysed to find answers to research questions. (Saunders et al ,2012). Primary data is gotten mainly from the observation of the events, processes manipulation of variables, and contrivance of research situation including the performance of the experiment and responses to the questionnaires. When data take any of the forms listed, it gives rise to another source known as secondary source. In this research work « The Evaluation of the Implementation of the Competency Based Approach To English Language teaching in secondary schools in South West Region of Republic of Cameroon » the primary data was collected using a questionnaire and interview guide that was developed. The mixed method of data collection was used because the different ways of gathering information can supplement each other and hence boost the validity and dependability of the data.

Secondary Sources:

Secondary sources are generated by primary sources. The data collected from secondary sources is secondary data but secondary data emanates from the processing of data from the primary sources that was carried out and published by previous researchers According to Saunders et al. (2012), secondary data is the type of data that has been previously published in journals, magazines, newspapers, books, online portals, YouTube videos block pages and other sources. In this study secondary sources are derived from data based gotten from studies carried out by other renowned researchers, as well as TV interviews. The researcher also exploited books, internet, journals, thesis, and YouTube videos, to collect data for this study.

Research Instruments

In research the instrument is any devise that enables the researcher to systematically collect the data such as questionnaire, interview guide, focus group or observation.

The Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. In this study the questionnaire is employed because it enables the researcher to acquire adequate precise and objective information. It enables the researcher to gather much information from a greater number of respondents in a relatively short period of time. The questionnaire used was presented in two , sub sections , but seven sections in total and the second part comprising of six based on questions on independent variables: Methodological competency strategies, Pedagogical competency strategies Instructional Supervision competency strategies, Material Utilization competency strategies, Communication competency strategies, Perception competency strategies, making a total of six independent variables.

Table 5: Competences

Items	Number
Methodological competency strategies	1-6
Pedagogic reinforcement competency strategies	1-5
Instructional supervision competency strategies.	1-7
Material utilisation competency strategies	1-7
Communication competency strategies	1-7
Perception competency strategies	1-6
English language Competencies	1-7

Source: this study (2022)

Weighting the Scale

The measuring scale was a four – point likert scale presented orderly thus: Strongly agree =4; Agree =3; Disagree =2, strongly Disagree =1. From the objective of the study all items in each group of questionnaire (section 2,3,4,5,6,7) evolve around the hypothesis and are designed to uncover the tenets of the CBA example teaching and learning activities to be constructed by learners. The questionnaire also focused on exposing the dangers awaiting the learners still adopting the teachers –centered approach in a globalized economy.

It should be mentioned that the four point Likert Scale was chosen because it is more reliable for recording opinions or ideas and it equally eases data analysis through the Statistical package of social sciences (SPSS, version 23). The respondents were expected to tick () the options most suitable to them.

For the decision rule according to Tanah and Encho (2017), it refers to regulation or guide which enables the researcher obtain a decision on whether to accept or reject an issue as seen below:

$$\text{Mean} = 4+3+2+1$$

Interview, Documents, Observations:

The study is basically a quantitative research, however the researcher felt it necessary to also give a qualitative touch in order to gain understanding of human behaviour. In this light the questions are aimed at focusing on thoughts and opinions, giving people the chance to voice subjective concerns. One of the reasons for the two approaches is that it permits the researcher to gain qualitative data that can be used to expand research as well as statistical data that is easy to analyse, considering that there may be sometimes significant overlap between the two approaches.

Interviews, questionnaire, documents, and observations were the ways through which data were gathered. The data from interviews and documents were intended to give information to the qualitative analysis section while the data from questionnaires were intended to provide information into the quantitative analysis (inferential statistics) section.. Inferential statistics is concerned with gaining knowledge of a population's characteristics from information collected from that population. In other words it is concerned with drawing inferences or generalisations about the characteristics of a population based on data collected.

The use of the two approaches, the quantitative and qualitative methods allows for triangulation, which refers to the convergence of findings from multiple sources or methods. Triangulation increases the credibility and validity of the research by cross-verifying results obtained through different approaches. In this light if findings from both quantitative and qualitative data align or complement each other, it strengthens the overall argument and enhances the confidence in the research outcomes.

Validity

Validity refers to the appropriateness of the instrument to measure what it is supposed to measure (Keeves, 1988). It is the degree to which the instrument accurately captures the construct being studied. The initial draft of the instrument was distributed to 3 experts (lecturers) for vigorous scrutiny from curriculum and evaluation and educational administration and planning, curriculum studies and measurement and evaluation in the faculty of education, university of Yaoundé 1. In this study the validity is crucial because it ensures that the results obtained from the instrument are meaningful and reflect the phenomenon under investigation.

Face and content Validity

Both face and content validation were checked and corrections made on the appropriateness, expressional standard and sequence of questions in the instrument, to improve the quality of the items they rated appropriate based on their judgment in relation to the study. Some items were adapted and validated from the work of (Tanyi, 2007) for the purpose of relativity, see content validity. Face validity is not a robust measure of validity, the more reasons why the supervisor had to check and then confirmed the instrument as representative of what the study intends to investigate. This stage face validity provided a preliminary assessment of the instruments' appropriateness, while the content validity evaluates the instruments coverage of the construct being measured.

Reliability of the Instrument

Shaughness and Zechmeister (1990) cited by Tamajong (2010) opines that an instrument is reliable when it is consistent in measuring what it seeks to measure. In this light it refers to the consistency, stability, and repeatability of the instrument's measurements. A pilot study to ascertain the reliability of the instrument was done with three schools in Manyu Division, GHS Mamfe, GSS EGBEKO , GTC TINTO

,randomly selected and used because it is within the area of the study having the same characteristics but not used in the final study. The result was used to determine the internal consistency reliability index to confirm that the items were understood and easily rated. The instruments used were tested for validity and reliability with an index coefficient of .86 for the questionnaire .76 for interview and .76 for interpreter was equally established between assistants' researchers before they accompanied the researcher to the field. Decision Rule (cut off); the benchmark is 2.50. Any value within 2.50 and above was taken as Great Extent while 2.50 was taken as little extent. Analysis; the t-test statistics was used. If the calculated value of "t" is less than the critical value of "t", the hypothesis will be accepted, and otherwise the hypothesis will be rejected. X2 correlation, chi square and Regression Analysis were used. Qualitative descriptions of this distribution is to summarize the data set, statistics is for the numerical distribution in terms of centre, variability, and shape. Here the mean, median and mode, indicate the centre, standard deviation and range describe variability. The statistical method used in analysing the data were; both descriptive and inferential statistics through the help of a program: Statistical Packages for Social Sciences (SPSS), Version 21 for quantitative data (from questionnaire) and Nvivo 11 for qualitative data (interview and observation). Frequency distribution tables and percentages were also used to present the findings of the data.

The reliability is important because it ensures that the instrument is not affected by random errors or inconsistencies, allowing researchers to have confidence in the instruments' results. It was really necessary to establish both the validity and reliability to ensure the trustworthiness and credibility of the research instrument of a study of this magnitude.

Table 6: Synoptic Table or Recapitulative Table of Variables

General Hypothesis	Specific Hypothesis	Variables Independent (IV) Dependent (DP)	Indicators	Modalities	Measurement Scale	Statistical Analysis	Questionnaire Items
There is a relationship Between Competency – Based Approach and English Language in the implementation of the Competency based approach.	(Ha ₁) There is a <u>significant</u> relationship between teachers methodological competency strategy and the CBA implementation	Methodological Competencies (IV)	-Learner-centred activities -Audio visual aids -communication and collaboration	-Strongly Agree -Agree -Disagree -Strongly Disagree	categorical scale (Nominal and ordinal)	multivariate regression modelling (structural equation model) Pearson Product Moment correlation	6-10
		Pedagogic reinforcement competencies (DP)	-Enabling environment - Employability competence -Reduction of teacher task	Strongly Agree Agree -Agree -Disagree -Strongly Disagree			11-15
	(Ha ₂) There is a significant Relationship between Motivational competencies and the implementation of the CBA	Instructional supervision (IV) competencies	-Regular visits -Conferences before and after. Regular follow up	-Strongly Agree Agree -Agree -Disagree -Strongly Disagree	categorical scale (Nominal and ordinal) Normal scale	multivariate regression modelling (structural equation model) PPMC	15-20

(Ha ₃) There is a Significant relationship between Instructional supervision Competency Strategies and the implementation of the CBA.	Teachers and students material utilization (IV) Competencies	-Ensuring proper- text and workbook -Teaching and- learning material. soft and hard copies/ -Abolish rote learning	-Strongly Agree -Agree -Disagree -Strongly Disagree	categorical scale (Nominal and ordinal)Normal scale	multivariate regression modelling (structural equation model)PPMC	21-25
(Ha ₄) There is a significant relationship between teachers Material utilization competencies and the implementation of the CBA	(IV)	-Poor movement in class -school climate	Strongly Agree -Agree -Disagree -Strongly Disagree		multivariate regression modelling (structural equation model)PPMC	26-30
(Ha ₅) There is a significant a Relationship between Communication competency Strategies and the CBA	Teacher's, student's and parent's perception (IV)	-Parents contribution to learning outcomes. Different curriculum and learning Nurture to excellent.	-Strongly Agree -Agree -Disagree -Strongly Disagree	categorical scale (Nominal and ordinal)Normal scale	multivariate regression modelling (structural equation model)PPMC	31-35

implementation.

(H6) There is a significant relationship between perception of Teachers' Competency Strategies and the CBA implementation. Teachers' perception. Parent's contribution to learning outcomes. Different curriculum and learning. Nurture to Excellent. Strongly Agree - Agree - Disagree - Strongly Disagree

categorical scale (Nominal and ordinal) multivariate regression modelling (structural equation model)

36-40

41-47

Data analysis techniques:

Descriptive statistics

Kothari (2004) opines that descriptive statistics is an analytical form to summarize data in a more meaningful way. Descriptive statistics were used to analyse the data collected from the field with the use of questionnaire and interview. Charts and tables were used to present the descriptions.

Inferential statistics

Wayne (2007) defines it as a prepared test upon which conclusions are made. Here, the sample size of the population is used to test the hypothesis, and then the results are generalized on the population from which the sample is drawn. The Pearson product-moment correlation index. The regression analysis was used because of its universality. Specifically, the multivariate regression modelling (structural equation model) was used. Regression analysis is the relationship between dependent and independent variables as it depicts how dependent variables will change when one or more independent variables change due to factors. Therefore, the formula for calculation is $Y = a + bX + E$, where Y is the dependent variable, X is the independent variable, a is the intercept, b is the slope, and E is the residual.

Regression is a statistical tool to predict the dependent variable with the help of one or more independent variables. While running a regression analysis, the main purpose of the researcher is to find out the relationship between the dependent and independent variables. One or multiple independent variables are chosen, which can help predict the dependent variable. In addition, it helps validate whether the predictor variables are good enough to help predict the dependent variable.

A regression analysis formula tries to find the best fit line for the dependent variable with the help of the independent variables. The regression analysis equation is the same as the equation for a line which is:

$$y = MX + b$$

Where,

Y= the dependent variable of the regression equation

M= slope of the regression equation

x=dependent variable of the regression equation

B= constant of the equation

This index measures the degree and direction of the relationship between two variables X and Y. To effectively use this index, in order to determine the correlation between two variables the data must be linear, nominal and has at least an interval level of measurement.

The formula is;

R_{XY} = degree to which X and Y vary together

Degree to which X and Y vary separately.

= variability of X and Y.

Separate variability of X and Y.

From this standpoint, three formulae can be used for computing r_{xy} - the raw score and the covariance formulae. For the sake of this study only the raw score will be used because they satisfy the three conditions for the Pearson product-moment correlations.

$$R_{XY} = n (\sum xy) - (\sum x) (\sum y)$$

$$N (\sum x^2) - (\sum x)^2 \quad N (\sum y^2) - (\sum y)^2 \quad \text{where } n = \text{number of paired observations}$$

$\sum xy$ = sum of cross products of x and y. That is, multiply the corresponding

Values of x and y and sum these products,

$\sum x$ and $\sum y$ are sums of the x and y scores respectively

$\sum x^2$ = sum of all the squared values of the x scores $\sum y^2$ = sum of all the squared y scores.

$(\sum x)^2$ = sum of all x scores, this sum squared

$(\sum y)^2$ = sum of all y scores, this sum squared.

Note here that $\sum xy \neq (\sum x) (\sum y)$, $\sum x^2 \neq (\sum x)^2$ and $\sum y^2 \neq (\sum y)^2$

Interpretation of the Pearson product-moment correlation index.

To interpret the value of r_{xy} , it should be noted that the correlation coefficient for r_{xy} ranges from -1 to +1

r_{xy} is in the interval $-1 \leq r_{xy} \leq 1$. A calculation value outside of this range means there is an error. Note also that $r_{xy} = -1$ and $r_{xy} = 1$ describe perfect negative linear and perfect positive linear correlations respectively. An $r_{xy} = 0$ implies lack of a linear correlation between x and y.

Next, we need to know that correlation simply describes the relationship between two variables and does not explain why they are related. Therefore, a correlation should not be interpreted as proof of a cause-and-effect relationship between the variables x and y. For example, the fact that teachers' personality x may be related to CBA y, does not forcefully mean that it is the only variable to enhance the mastery of the English language curriculum. Here, we mean that the simple existence of a correlation does not prove it, even though they may be a causal relationship.

Also, the value of a correlation can be greatly affected by the range of the scores represented in each of the distributions in the data. i.e. the less the variability in scores of a variable, the lower the correlation between that variable and the others. This implies that, the more homogeneous the population or sample with respect to the variable, the smaller the correlation with another variable.

Lastly, extreme values or outriders or outliers (values that are substantially different from those of most of the individuals in the group) can have a dramatic effect on the value and consequently on the interpretation of the correlation coefficient.

Application of Pearson products –moment correlation:

Prediction is used in a situation where two variables x and y are related in some specific way (linear or non- linear), the values of one of the variables can be used to predict the values of the other variables. This implies that there is a high probability that teachers who have been trained in the CBA can enhance better performance in the English language results.

The validity of measuring instruments refers to the extent to which an instrument can measure what it is supposed to measure.

Also the reliability of measuring instruments in correlation indices seeks to establish reliability, which refers to the extent an instrument will measure or produce consistent results when the same group of individuals are repeatedly measured under the same conditions.

Lastly the verification of the theory is important because it must be verifiable that the training has actually enhanced the performance in schools.

The variable:

Kothari (2004) postulates that it is a concept which takes on definitive values. The value of a variable can change and take other forms when observations are made from one value to another. Variables are divided into types like dependent variable, independent variable.

Dependent variable:

A dependent variable according to Kumar (2011) is one which receives the effect of the course (independent variable). To Kan (2008), it is defined as the criterion variable, it is the variable of primary interest to the researcher so the researcher sets out to understand and describe the variable. Also, Luma et al (1999), says, that is the characteristics of statements used in the hypothesis. In this study, the dependent variable is English language.

Independent variable:

Kumar (2011) defines the independent variable as the predictor variable. It is the one that influences the dependent variable, that one which can be manipulated upon by the researcher; it is responsible for the status of the dependent variable .The purpose of manipulation is to confirm or determine the relationship of items in the research. In this study the Independent Variables are: Methodological competency strategies, Pedagogical Reinforcement competency strategies, Instructional Supervision competency strategies, Material Utilization competency Strategies, Communication competency Strategies, Perception competency Strategies.

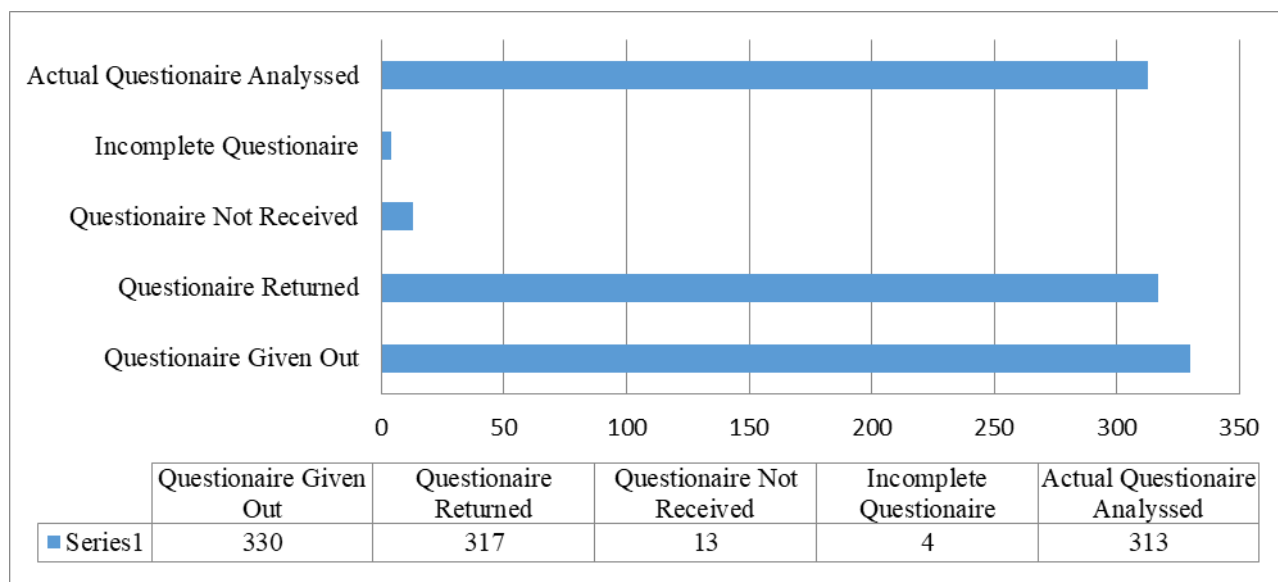
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

Response Rate and the distribution of Demographic Characteristics of Respondents

The instrument of data collection for the analysis was a semi-structured questionnaire. As earlier provided in chapter three, the instrument of data collection was divided into three sections in order to capture both demographic characteristics of the sample and the measurement of the core variables required for evaluating the Competency - Based Approach to English language in the secondary school curriculum in the Southwest region of Cameroon. A total of three hundred and thirty (330) questionnaires were self-administered and three hundred and seventeen (317) were successfully completed and retained for the analysis. However, three hundred and thirteen (313) were analysed and four (4) were incomplete whereas thirteen (13) were not returned. Below is a descriptive presentation of the response rate for the study.

Figure 1: Participant Response Rate of Questionnaires survey



Source: Field data

The study revealed an exceptional high rate of participants' response to the questionnaires survey. This high rate is explained by the easy access to sample population and the used of the strategy of self-administration of questionnaires. A responds rate of questionnaire survey above 75% provides reliable evidence for valid analysis Colin (2005). The observed response rate of 94.8% was thus considered appropriate for the analysis.

Distributions of Demographic Characteristics

The nomenclature of the demographic distributions of the sample is to ensure that the sample frame of the study is relevant and appropriate. The sample must constitute participants with appropriate levels of knowledge and understanding of the concept of Competence - Based

Approach. These sets of variables were captured using categorical nominal and binary data as measurement of the sample frame. These parameters include School Location = [Rural] & [Urban], Gender = [Female] & [Male], Qualifications = [Ph.D.], [Masters], [Bachelors], [DIPES I] & [DIPES II] and Work Experience = [Below 5 Years], [5 - 9], [10 - 19] & [Above 20 Years]. All these parameters are detailed below.

overall distribution of demographic data

		Statistics			
		School Location	Gender	Work Experience	Qualification
N	Valid	312	311	312	271
	Missing	1	2	1	42

Source: Field Data

Distribution of Respondents by School Location

In order to have a representative sample, school location was consider a prime specification for the sample. The study present a cross sectional perspectives of competence based approach to quality education by integrating perspectives of respondents sourced from selected schools located in both rural and urban communities in the southwest region of Cameroon. Based on the important of making generalization of the results of the study, it was imperative to design an inclusive sampling frame to represent schools in both communities. It is understood that different communities are faced with different challenges in the implementation of the Competency Based Approach of the Cameroon educational systems. To make an appropriate sample frame for the study, school location was distributed into two (2) categories ranging from [rural communities] & [urban communities] representing 209 [66.8%] and 101 [32.3 %] respectively. Majority of the respondents were teachers from schools in the urban communities. There were 0.6% of missing data for both categories. The distribution of school location of this study is appropriate as the sample frame is a representative of the population consisting of both rural and urban communities. The table below summarizes these analyses.

Table 7: Distribution of Respondents by School Location

		School Location			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	209	66.8	67.0	67.0
	Rural	101	32.3	32.4	99.4
	4.00	2	.6	.6	100.0
	Total	312	99.7	100.0	
Missing	System	1	.3		
Total		313	100.0		

Source: Field Data

Distribution of respondents by Gender consideration

Gender consideration for the study included both female and male measured using binary categorical data. The gender representation consists of 199 male [64 %] and 110 female [35.4 %] of the sample size of 313 respondents. There were two cases of missing data corresponding to 0.6%. The study revealed more males than female representations in the sample frame. Based on this data, it could be considered that the sample frame for this study provide appropriate representation of gender considerations. These data are summarized on the table below.

Table 8: Distribution of respondents by Gender consideration

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	199	63.6	64.0	64.0
	Female	110	35.1	35.4	99.4
	3.00	1	.3	.3	99.7
	4.00	1	.3	.3	100.0
	Total	311	99.4	100.0	
Missing	System	2	.6		
Total		313	100.0		

Source: Field data

Distributions of respondents by work experience

Teaching experience is an important consideration in determining appropriate composition of the sample frame. This variable relates to the number of years of active teaching. In order for respondents to be considered appropriate for the study, they must have some level of work related experience. This therefore provides adequate evidence of the quality of data collected from this sample frame. In this study, work experience was measured based four categories ranging from [< 5 Years], [5 - 9], [10-19] and [> 20] representing 8.7 %, 45.2%, 30.4% and 15.7% respectively. Majority of the respondents have work experiences ranging from [5 - 9 years] and followed by [10-19 Years]. The work related experience distribution of this study is appropriate as the sample frame is a representative of the population consisting of teachers with experience from below 5 Years – above 20 Years. The opinions of all strata of teachers based on years of experience were considered in the data collection process. The table below summarizes these analyses.

Table 9: Distributions of respondents by work experience

		Work Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 5 Years	27	8.6	8.7	8.7
	5 - 9	141	45.0	45.2	53.8
	10 - 19	95	30.4	30.4	84.3
	> 20	49	15.7	15.7	100.0
	Total	312	99.7	100.0	
Missing	System	1	.3		
Total		313	100.0		

Source: Field Data

Distributions of Respondents by Qualifications

The Level of education was measured using nominal data with five (5) categorical levels including: Ph.D., Masters, and Bachelors, DIPES I and DIPES II. The inclusion of academic specification in the sample frame is to ensure that participants are knowledgeable to provide meaningful justification regarding the subject under examination and as well to provide valid response to questions observed in the questionnaire survey. Based on the data, numbers of valid participants of Ph.D., Masters, Bachelors, DIPES I and DIPES II corresponds to 12 [4.4%], 45 [16.6%], 59[21.8%], 74 [27.3%] and 81[29.9%] respectively. There were 42 [13.4%] cases of missing data. The lowest participants were Ph.D. holders consisting of 12[4.4%] of the sample size. The highest participants were holders of DIPES I &II. The sampling frame is well distributed in terms of qualification and thus is considered relevant and a true representation of the population. This analysis is as shown on the table below.

Table 10: Distributions of Respondents by Education Qualification

		Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD	12	3.8	4.4	4.4
	M.A	45	14.4	16.6	21.0
	BSC	59	18.8	21.8	42.8
	DIPES II	74	23.6	27.3	70.1
	DIPES I	81	25.9	29.9	100.0
	Total	271	86.6	100.0	
Missing	System	42	13.4		
Total		313	100.0		

Source: Field Data

Based on the aforementioned four demographic distributional characteristics, it is evidence to suggest that the sample frame is appropriate and is representative of the population.

Data management and the test of construct validity

The model of Competency - Based Approach to English language in the Secondary School curriculum in selected secondary schools in the South west region of Cameroon consists of six [6] specific independent latent constructs which are; [Methodological Competency strategies,, Pedagogic reinforcement Competency strategies , Material utilization Competency strategies, Communication Competency strategies , Instructional supervision Competency strategies and Perception Competency strategies]. The dependent variable relates to [The effective implementation of Competence-Based Approach]. For appropriate measurement of relevant constructs observed in the study, data cleaning was done. The following consists of data management procedures conducted to enhance both reliability and validity measurements of all constructs as modelled in the study.

Data Cleaning and Management Processes

In recognition of the process statistical measurement, it is incumbent to underscore that all variables observed must be tested for validity and reliability purposes in conformity with the requirements of parametric analysis. The quality of data can be compromised by incomplete records observed from the point of data collection to the point of data entry using statistical models. Missing data were identified and treated using appropriate statistical techniques.

Missing data analysis

In statistical analysis, it should be stressed that there are situations where respondents' may fail either intentional or unintentionally to provide answers to all questions as observed on the questionnaire. Sometimes, data can be missing due to inaccuracies in data entry and or data omission. Data that are omitted by intention are usually termed as missing not at random (MNAR) whereas, missing data resulting from unintentional actions are known as missing completely at random (MCAR). For validity and reliability purposes, the little's MCAR test was conducted to test the null hypothesis that missing data was completely missing at random and not being influenced by any premeditated intention. The distributions of missing data for the respective latent constructs are shown below.

Table 11: Distribution of missing data

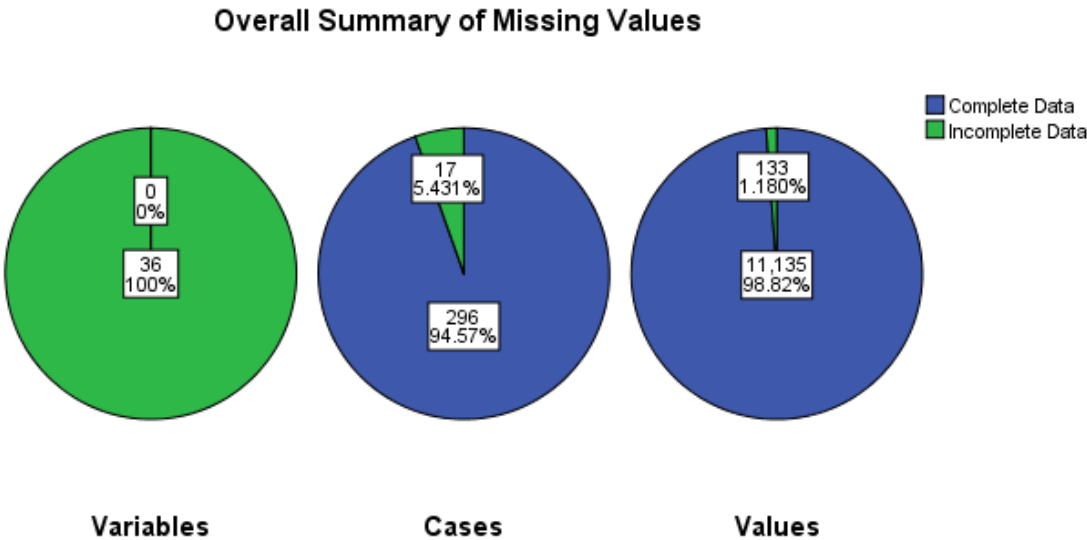
	Univariate Statistics						
	N	Mean	Std. Deviation	Missing		No. of Extremes	
				Count	Percent	Low	High
MET_COM1	311	2.1736	.97157	2	.6	0	0
MET_COM2	310	2.2452	.94743	3	1.0	0	0
MET_COM3	309	2.4595	1.02366	4	1.3	0	0
MET_COM4	309	2.6019	1.03202	4	1.3	0	0
MET_COM5	310	2.6613	.97116	3	1.0	0	0
MOT_COM1	309	1.9191	.86598	4	1.3	0	15
MOT_COM2	309	2.1100	.86087	4	1.3	0	0
MOT_COM3	310	2.1710	.96867	3	1.0	0	0
MOT_COM4	310	2.3097	.98905	3	1.0	0	0
MOT_COM5	309	2.6990	1.04913	4	1.3	0	0
INST_COM1	308	2.5065	.97022	5	1.6	0	0
INST_COM2	309	2.7346	.87579	4	1.3	0	0
INST_COM3	310	2.5065	.89495	3	1.0	0	0
INST_COM4	308	2.4123	.89631	5	1.6	0	0
INST_COM5	308	2.7305	.92844	5	1.6	0	1
INST_COM6	307	2.4625	.92940	6	1.9	0	0
MAT_COM1	310	2.2355	.94134	3	1.0	0	0
MAT_COM2	310	2.5581	.83308	3	1.0	0	0
MAT_COM3	311	2.4244	.84237	2	.6	0	0
MAT_COM4	310	2.4839	.88756	3	1.0	0	0
MAT_COM5	310	2.2935	1.00208	3	1.0	0	0
COMM_COM1	309	2.4790	1.00827	4	1.3	0	2
COMM_COM2	311	2.4309	.82748	2	.6	0	0
COMM_COM3	310	2.6161	.88005	3	1.0	0	0
COMM_COM4	310	2.6419	.89090	3	1.0	0	0
COMM_COM5	309	2.6181	.96520	4	1.3	0	0
PER_COM1	310	2.3839	.83088	3	1.0	0	0
PER_COM2	310	2.2613	.81617	3	1.0	0	0
PER_COM3	311	2.1383	.87077	2	.6	0	0
PER_COM4	309	2.5146	1.89427	4	1.3	0	1
PER_COM5	309	2.3625	1.04974	4	1.3	0	1
CBA_COM1	309	2.0032	.89551	4	1.3	0	26
CBA_COM2	308	2.2370	1.13817	5	1.6	0	1
CBA_COM3	307	2.8143	.87151	6	1.9	0	0
CBA_COM4	308	2.4643	.91425	5	1.6	0	0
CBA_COM5	308	2.3149	.89960	5	1.6	0	0

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

Source: Field Data

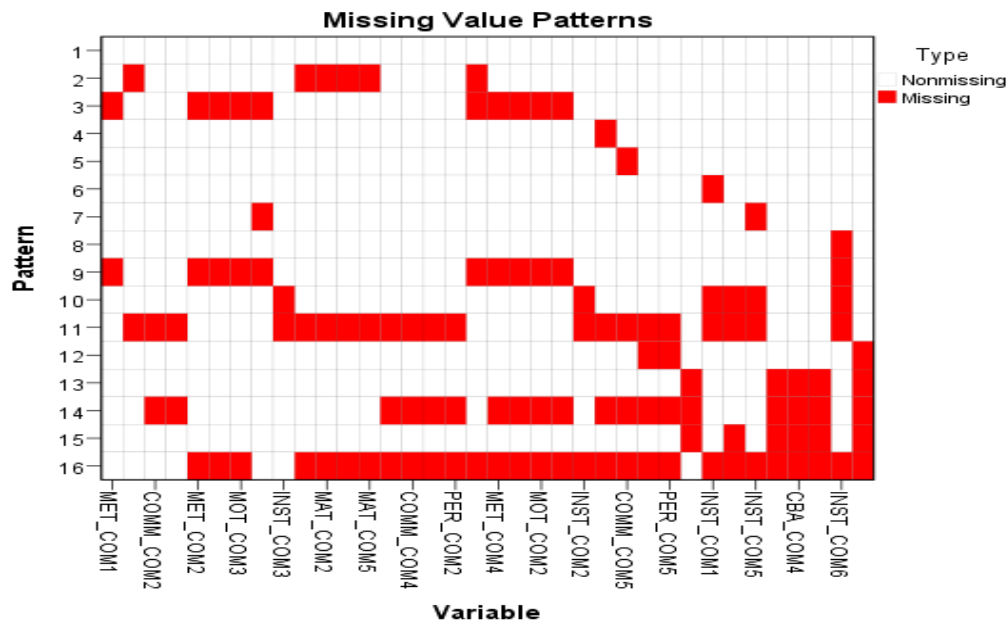
Based on the analysis of missing data using the Little’s MCAR test, the result revealed that Chi-Square [X^2] =391, DF [Degree of Freedom] = 418, [Sig. = 0.822 > 0.05] suggest that there is insignificant statistical evidence to reject the null hypothesis that missing data is completely at random. This study thus decline to reject the null hypothesis and conclude that missing data is completely at random. Dispositions to resolve missing data include: the computation of the arithmetical mean, the use of multiple imputation technique, likewise deletion, and pairwise deletion techniques. In this study, the Expectation Maximisation Algorithm (EMA) technique was used to regenerate a complete data set for the test of validity and reliability of retained constructs appropriate for the study. The pattern of missing value analysis revealed that 100%, 94.57% and 98.82% of data were completed for variables, cases and values respectively. Total missing data resulting from the questionnaire survey was 1.180% as shown below.

Figure 2: Proportion of Missing



The missing value pattern supports the results of the Little’s MCAR test of the hypothesis that missingness was completely at random is as shown below.

Figure 3: missing value patterns



Dimension Reduction- Exploratory Factor Analysis (EFA)

After treating for lost once, it is important to highlight that not every indicator used in questionnaire survey are relevant measurement of their respective constructs. Some questions are useful, while others are not. Such scenarios are caused by inconsistent measurement of variables that creates noise and affect the pattern of the analysis. Exploratory Factor Analysis solves such situations. EFA was concluded for Methodological Competency [MET_COM], Motivational Competency [MET_COM], Material Competency [MAT_COM], Communication Competency [COMM_COM], Instructional supervision Competency [INST_COM] & Pedagogical reinforcement Competency strategies [PER_COM] as follows:

Exploratory Factor Analysis

In the initial attempt to downsize research constructs, it is important to highlight that a total of six [6] specific independent latent constructs and thirty-one [30] indicators were modeled for dimensions reduction. These variables and their respective indicators included: Methodological Competence [MET_COM = 5], Motivational Competence [MET_COM =5], Material Competence [MAT_COM = 5], Communication Competence [COMM_COM = 5], Instructional competence [INST_COM = 5] and Pedagogical Competence [PER_COM = 5]. Two assumptions must be fulfilled in order to complete the analysis of EFA. The coefficient of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must exceed 0.5 [KMO > 0.5], and Bartlett's Test of Sphericity must have a significant P-value [P-Value < 0.05]. Based on the analysis, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.838 greater than 0.5 [KMO = 0.838> 0.5] indicating adequate sample size for the analysis. Equally, the Bartlett's Test of Sphericity which measures the likelihood of at least one (1) significant correlation revealed Chi-square (X^2) = 2520.422 ; Degree of Freedom (DF) = 190 and P-value

= 0.00 < 0.01 indicating that there exist at least one (1) significant correlation amongst observed items as shown below:

Table 12: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Approx. Chi-Square		2520.422
speciphicity	Degree of Freedom [DF]	190
	Sig.	.000

Having met the aforementioned assumptions, EFA was conducted. The six factors involved in the study were extracted using Principal Component Analysis (PCA) technique. Principal component is significant only when Eigen value is greater than one [Eigen Value ≥ 1]. Rotations could be either through Varimax or Promax. The study used Principal Component Analysis as extraction method and Varimax as rotation method with Kaiser Normalization converged in four iterations to create six new components representing retained latent constructs and indicators where appropriate. The procedure for extraction and displays was programmed to reject smaller coefficients of less than 0.4 in order to minimize noise and redundant factors from being loaded. The results for the three new components extracted are shown below.

Table 13: Total Variance Explained

Comp.	Total Variance Explained								
	Total	Initial Eigenvalues % of Varia nce	Cumulat ive %	Total	Extraction Sums of Squared Loadings % of Varian ce	Cumulat ive %	Total	Rotation Sums of Squared Loadings % of Varian ce	Cumul ative %
1	5.805	29.027	29.027	5.805	29.027	29.027	3.366	16.828	16.828
2	2.159	10.795	39.822	2.159	10.795	39.822	2.515	12.576	29.405
3	1.704	8.522	48.344	1.704	8.522	48.344	2.209	11.045	40.449
4	1.483	7.416	55.760	1.483	7.416	55.760	1.994	9.968	50.418
5	1.375	6.874	62.635	1.375	6.874	62.635	1.960	9.798	60.216
6	1.170	5.848	68.483	1.170	5.848	68.483	1.653	8.267	68.483
7	.780	3.902	72.385						
8	.658	3.289	75.675						
9	.609	3.044	78.719						
10	.558	2.788	81.507						
11	.531	2.654	84.161						
12	.488	2.439	86.600						
13	.471	2.354	88.954						
14	.432	2.161	91.114						
15	.414	2.072	93.187						
16	.392	1.958	95.145						
17	.292	1.462	96.607						
18	.252	1.260	97.867						
19	.221	1.106	98.974						
20	.205	1.026	100.000						

Extraction Method: Principal Component Analysis.

Following the provisions on extraction using values, the coefficient must be greater than 1. In this study six (6) components were extracted with Eigen value greater than 1 [5.805, 2.159, 1.704, 1.483 1.375 and 1.170]. Components with Eigen value of less than 1 were rejected from the analysis. However, the six extracted components accounted for 68.483% of Total Variance Explained. The distributions of the variance explained by the model for the three extracted components are as follows: [29.027%, 10.795%, 8.522%, 7.416%, 6.874 and 5.848%]. The next section of the EFA involves the downsizing of irrelevant indicators involved in the data. Indicators of similar pattern must be grouped under the same component created based on the rotation methods and extraction specifications defined by the EFA model. Provisions for appropriate factors loading for all retained indicators must not cross-load into other components and must have a coefficient of factor loading of at least 0.5. To this effect, any cross-loaded factor or insufficient coefficient of less than 0.5 must be rejected. The pattern matrix for the six retained latent constructs based on the extraction mode of Principal Component Analysis and Rotation Method of Varimax with Kaiser Normalization converged in six iterations revealed the following factor loading pattern as shown on the table below.

Table 14: Rotated Component Matrix^a

	Rotated Component Matrix ^a					
	Comp.1	Comp.2	Comp.3	Comp.4	Comp.5	Comp.6
MET_COM1	.772					
MET_COM2	.834					
MET_COM3	.791					
MET_COM4	.765					
MET_COM5	.648					
MOT_COM2		.814				
MOT_COM3		.887				
MOT_COM4		.805				
INST_COM3			.711			
INST_COM4			.691			
INST_COM5			.772			
INST_COM6			.664			
MAT_COM3					.732	
MAT_COM4					.813	
MAT_COM5					.694	
COMM_COM3						.849
COMM_COM4						.848
PER_COM1				.789		
PER_COM2				.749		
PER_COM3				.664		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Based on the above-mentioned analysis, it is evidence that there is no factor with coefficient of less than 0.5 and no cross-loading amongst the loaded components. To this effect, retained and rejected indicators for Methodological Competency Motivational Competency, Material Competency Communication Competency Instructional Competency and Perception competency are shown below

Table 11: Retained and Rejected Indicators

Latent Construct	Retained Indicators	Rejected Indicators
Methodological Competency [MET_COM],	1, 2, 3,4 & 5	-
Motivational Competency [MET_COM],	2,3& 4	1 &5
Material Competency [MAT_COM],	3, 4 & 5	1,2 & 5
Communication Competency[COMM_COM]	3 & 4	1,2, & 5
Instructional Competency [INST_COM]	3,4, 5&6	1 & 2
Perception Competency [PER_COM]	1,2, &3	4 & 5

Source: Field Data

Exploratory Factor Analysis

– Effective Implementation [Competency- Based Approach]

A total of five indicators were used to measure the dependent latent construct effective implementation of CBA. The assumption of sampling adequacy and evidence of significant correlation were tested and results were as follow: TheKaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.603 greater 0.5 [KMO = 0.637> 0.5] indicating appropriate sample size for the analysis. Equally, the Bartlett's Test of Sphericity revealed Chi-square (X^2) = 274.788; Degree of Freedom (DF) = 6 and P-value = 0.00 < 0.01 indicating at least one (1) significant correlation amongst observed items as shown below:

Table 15: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.637
Bartlett's Test	of Approx. Chi-Square	274.788
Sphericity	Degree of freedom [DF]	6
	Sig.	.000

Source: Field Data

Having met the aforesaid assumptions, EFA was conducted. Two factors were extracted using Principal Component Analysis (PCA) technique with Eigen value greater than 1[Eigen Value ≥

1]. Rotation was through Varimax. Smaller coefficients of less than 0.4 were suppressed. The results revealed Eigen value of 2.115 greater than 1. Components with Eigen value of less than 1 were rejected from the analysis. However, the extracted component accounted for Total Variance Explained of 52.872% corresponding to component1 as shown on the table below: The next section of the EFA was to identify irrelevant indicators involved in the data set. Rotated component matrix for the two factors components based on extraction mode of Principal Component Analysis and Rotation Method: Promax with Kaiser Normalization converged in three iterations revealed the following factor loading pattern as shown below:

Table 16: Rotated Component Matrix

Rotated Component Matrix^a		
	Component	
	1	2
CBA_COM1		.867
CBA_COM2		.785
CBA_COM4	.889	
CBA_COM5	.889	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 3 iterations.

Source: Field Data

Based on the aforementioned analysis, there is evidence that there is no factor with coefficient of less than 0.5 and no cross-loadings among components. To this effect, the table below illustrates retained and rejected indicators for effective CBA implementation.

Table 17: Retained and rejected indicators

Latent Construct	Retained Indicators	Rejected Indicators
Competence – Based Approach	4 & 5	1, 2 & 3

Validity and Reliability Measurement (VRM)

Not all latent constructs used in scientific research represent appropriate degree of validity and credibility. Discrepancies are often caused by inconsistent data and wrong measurement. To ensure that all retained indicators are valid construct, construct validity (CV) test was conducted with 0.5 acceptable thresholds. However, all variables were measured using five Likert scales of ordinal data. The table below shows validity for all constructs involved in the model.

Construct Validity (CV) and alpha-Cronbach test of reliability [α – Test]

Results from the analyses of construct validity (CV) and reliability for Methodological Competence [MET_COM], Motivational Competence [MET_COM], Material Competence [MAT_COM], Communication Competence [COMM_COM], Instructional Competence [INST_COM] and Perception Competence [PER_COM] revealed appropriate statistical fitness as shown below:

Table 18: Validity and reliability outputs – EFA

Variable	Indicators	Factor Loadings	[Factor Loadings ²]	AVE [Construct Validity = AVE > 0.5]	Reliability [α > 0.7]
Methodological Competence strategies	MET_C OM1	0.772	0.595984	0.58447 > 0.5 Valid	0.875 > 0.7 Reliable
	MET_C OM2	0.834	0.695556		
	MET_C OM3	0.791	0.625681		
	MET_C OM4	0.765	0.585225		
	MET_C OM5	0.648	0.419904		
Pedagogical Competency strategies	MOT_C OM2	0.814	0.662596	0.69913 > 0.5 Valid	0.823 > 0.7 Reliable
	MOT_C OM3	0.887	0.786769		
	MOT_C OM4	0.805	0.648025		
Instructional Competency strategies	INST_C OM3	0.711	0.505521	0.50497 > 0.5 Valid	0.713 > 0.7 Reliable
	INST_C OM4	0.691	0.477481		
	INST_C OM5	0.772	0.595984		
	INST_C OM6	0.664	0.440896		
Material Competency strategies	MAT_C OM3	0.732	0.535824	0.55947 > 0.5 Valid	0.733 > 0.7 Reliable
	MAT_C OM4	0.813	0.660969		
	MAT_C OM5	0.694	0.481636		

Communication Competency strategies	COMM_COM3	0.849	0.720801	0.71995 2 > 0.5	0.704 > 0.7
	COMM_COM4	0.848	0.719104	Valid	Reliable
Perception Competency strategies	PER_CO_M1	0.789	0.622521	0.54147 2 > 0.5	0.721 > 0.7
	PER_CO_M2	0.749	0.561001	Valid	
	PER_CO_M3	0.664	0.440896		
Competency Based Approach	CBA_C_OM4	0.889	0.790321	0.79032 1 > 0.5	0.783 > 0.7
	CBA_C_OM5	0.889	0.790321	Valid	Reliable

Confirmatory Factor Analysis [Further Data Cleaning Process]

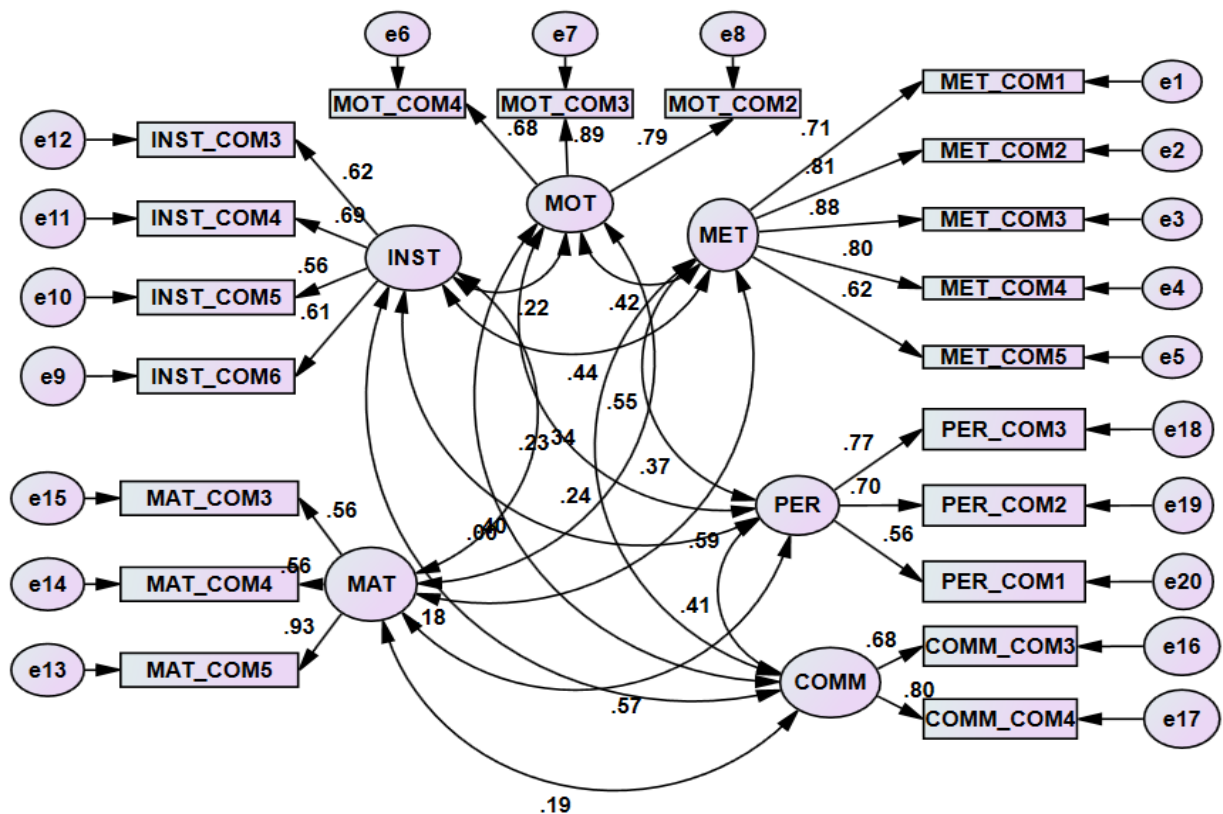
Confirmatory Factor Analysis (CFA) is a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs. Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) are similar techniques. Exploratory factor analysis (EFA) simply explored and provides information about the numbers of factors required to represent the data. All measured variables are related to every latent variable. Meanwhile, Confirmatory factor analysis (CFA) is used to confirm or reject a measurement theory. As such, the objective of confirmatory factor analysis is to Test whether the data fit a hypothesized measurement model.

The three main model fit indices in CFA are: Model Chi-square, Confirmatory Factor Index (CFI) with values ranging between 0 and 1 (values greater than 0.90, conservatively 0.95 indicate good fit); Root Mean Square Error of Approximation (RMSEA) with values (0.1 = Excellent , 0.05 = Good and 0.08 = mediocre fit). Another fit statistic along with the CFI called the Tucker Lewis Index (TLI) ranging between 0 and 1 with values greater than 0.90 indicating good fit. If the CFI and TLI are less than one, the CFI is always greater than the TLI. Chi-square is usually rejected due to data set with large samples. CFI values range from 0 to 1, with larger values indicating better fit. Previously, a CFI value of .90 or larger was considered to indicate acceptable model fit. A CFI value of .95 or higher is presently accepted as an indicator of good fit (Hu & Bentler, 1999)

Confirmatory Factor Analysis for Retained Construct under EFA

Further data cleaning and model testing was conducted for the independent specific latent construct using confirmatory factor analysis. The retained variables and indicators for the analysis for Methodological Competence [MET_COM], Motivational Competence [MET_COM], Material Competence [MAT_COM], Communication Competence [COMM_COM], Instructional Competence [INST_COM] and Perception competence [PER_COM] were tested for CFA but the initial assessment show that the appropriate fits for indices required for the validation of the model were not appropriate. This is as shown below:

Figure 4: Confirmatory Factor Analysis



Source: Field Data

All the paths of the aforementioned model were statistically significant but not all constructs were tested to be valid as shown below

Table 19: CFA Factor Loadings

Indicators	Paths	Abbr.	Estimate	S.E.	C.R.	P
MET_COM1	<---	MET	1.000			*
MET_COM2	<---	MET	1.119	.084	13.394	*
						*
MET_COM3	<---	MET	1.312	.091	14.364	*
						*
MET_COM4	<---	MET	1.204	.091	13.228	*
						*
MET_COM5	<---	MET	.877	.085	10.338	*
						*
MOT_COM4	<---	MOT	1.000			*
MOT_COM3	<---	MOT	1.291	.106	12.145	*
						*
MOT_COM2	<---	MOT	1.013	.085	11.928	*
						*
INST_COM6	<---	INST	1.000			*
INST_COM5	<---	INST	.922	.129	7.153	*
						*
INST_COM4	<---	INST	1.096	.137	7.973	*
						*
INST_COM3	<---	INST	.979	.129	7.586	*
						*
MAT_COM5	<---	MAT	1.000			*
MAT_COM4	<---	MAT	.528	.058	9.063	*
						*
MAT_COM	<---	MAT	.507	.055	9.155	*

Indicators	Paths	Abbr.	Estimate	S.E.	C.R.	P
3						*
						*
COMM_COM3	<---	COMM	1.000			
COMM_COM4	<---	COMM	1.189	.235	5.061	*
						*
PER_COM3	<---	PER	1.000			
PER_COM2	<---	PER	.855	.085	10.108	*
						*
						*
PER_COM1	<---	PER	.691	.081	8.484	*
						*

Source: Field Data

The table below illustrates constructs validity based on factor loadings from the confirmatory factor analysis model above. Constructs with AVE < 0.5 are rejected from the model.

Table 20: validity Measurement using CFA Factor Loading

Variable	indicators	Paths	Estimate	Factor Loading ^2	AVE [Construct Validity : AVE > 0.5]	
Methodological Competency strategies	MET_COM1	<---	MET	0.707	0.499849	
	MET_COM2	<---	MET	0.812	0.659344	
	MET_COM3	<---	MET	0.88	0.7744	0.592167
	MET_COM4	<---	MET	0.801	0.641601	[Valid]
	MET_COM5	<---	MET	0.621	0.385641	
Motivational Competency strategies	MOT_COM4	<---	MOT	0.679	0.461041	
	MOT_COM3	<---	MOT	0.894	0.799236	0.627599
	MOT_COM2	<---	MOT	0.789	0.622521	[Valid]
Instructional Competency strategies	INST_COM6	<---	INST	0.607	0.368449	
	INST_COM5	<---	INST	0.559	0.312481	0.383125
	INST_COM4	<---	INST	0.688	0.473344	[Invalid]
	INST_COM3	<---	INST	0.615	0.378225	
Material Competency	MAT_COM5	<---	MAT	0.934	0.872356	0.501354
	MAT_COM4	<---	MAT	0.559	0.312481	[Valid]

strategies	MAT_COM3	<---	MAT	0.565	0.319225	
Communication Competency strategies	COMM_CO M3	<---	COMM	0.68	0.4624	0.549602
	COMM_CO M4	<---	COMM	0.798	0.636804	[Valid]
Perception Competency strategies	PER_COM3	<---	PER	0.771	0.594441	0.467886 [Invalid]

Source: Field Data

Based on the aforementioned test of validity as reported by the factors loadings of the Confirmatory Factor Analysis, Instructional and Perception Competences are rejected due to validity issues. These two constructs were removed and the analysis was conducted all over. The diagram below illustrates the new factor loadings of four constructs retained for the analysis.

Figure 5: Modified Confirmatory Factor Analysis

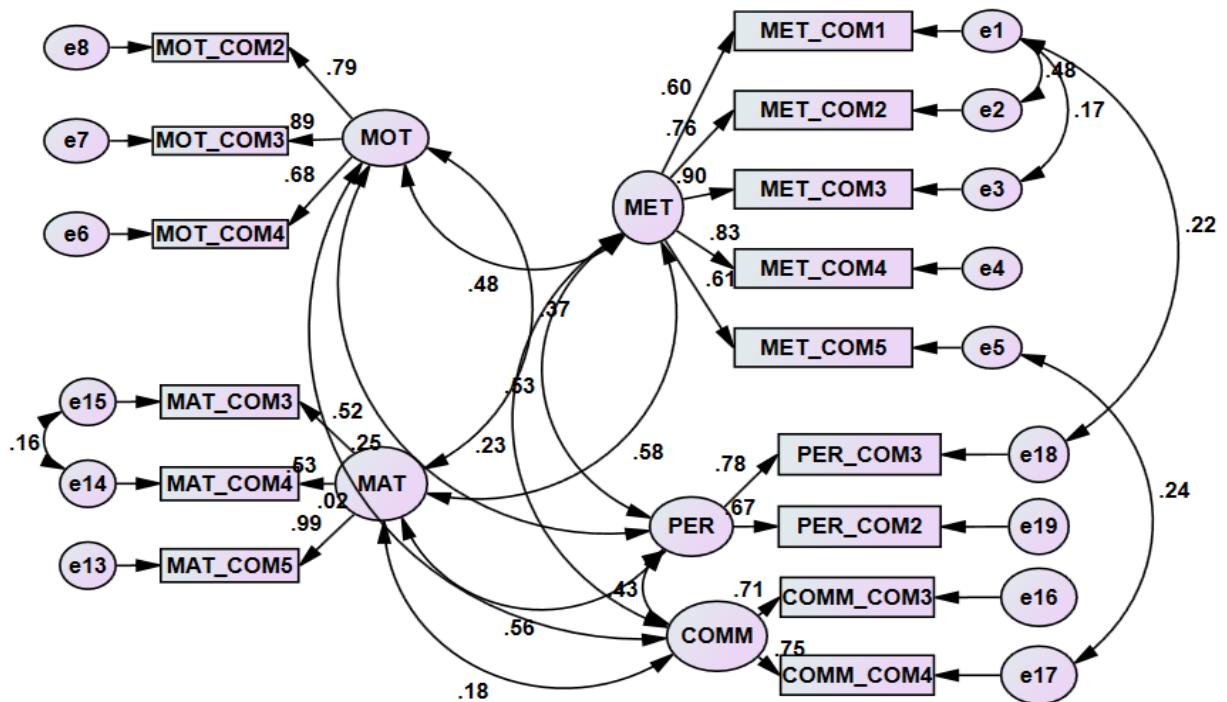


Table 21: Model Fit Indices

Model Fit Summary	Indices	Coefficients
CMIN	CMIN	148.243
	DF	75
	P	0.000
	CMIN/DF	1.977
RMR,GFI	SRMR	0.037
	GFI	0.939
	IFI	0.964
Baseline comparison	TLI	0.948
	CFI	0.963
	RMSEA	0.056

Source: AMOS Outputs

Based on the model fit indices of aforementioned five factor correlated confirmatory factor analysis, the model is of good fit. The retained constructs were tested for validity and were observed to have coefficient greater than 0.5 [AVE >0.5]. This implies that all the valid constructs are maintained for the test of hypotheses using Structural Equation Model [SEM]. The CFA model equally revealed that all the path models were statistically significant as shown on the table below.

Table 22: Path Model Regression Weights: (Group number 1 - Defaultmodel)

Indicators	Paths	Variables	Estimate	S.E.	C.R.	P	Label
MET_COM1	<---	MET	1.000				
MET_COM2	<---	MET	1.237	.093	13.256	***	Significant
MET_COM3	<---	MET	1.580	.134	11.751	***	Significant
MET_COM4	<---	MET	1.470	.138	10.688	***	Significant
MET_COM5	<---	MET	1.014	.116	8.753	***	Significant
MOT_COM3	<---	MOT	1.284	.105	12.222	***	Significant
MOT_COM2	<---	MOT	1.019	.085	11.958	***	Significant
MAT_COM5	<---	MAT	1.000				
MAT_COM4	<---	MAT	.468	.060	7.817	***	Significant
MAT_COM3	<---	MAT	.442	.057	7.791	***	Significant
COMM_COM3	<---	COMM	1.000				
COMM_COM4	<---	COMM	1.055	.210	5.031	***	Significant
PER_COM3	<---	PER	1.000				
PER_COM2	<---	PER	.816	.097	8.445	***	Significant
MOT_COM4	<---	MOT	1.000				

Source : Field Data

The table below illustrates the measurement of constructs validity for retained indicators based on the factor loadings and estimate of the modified confirmatory factor analysis. The table illustrate that all retained constructs were valid [AVE > 0.5]

Table 23: Validity Measurement of Modified Model

Variable	Indicators	Paths		Estimate	Factor Loading ^2	Construct Validity [AVE > 0.5]
Methodological Competency strategies	MET_COM1	<---	MET	0.601	0.361201	0.560483 [Valid]
	MET_COM2	<---	MET	0.761	0.579121	
	MET_COM3	<---	MET	0.898	0.806404	
	MET_COM4	<---	MET	0.829	0.687241	
	MET_COM5	<---	MET	0.607	0.368449	
Pedagogical Competency strategies	MOT_COM4	<---	MOT	0.679	0.461041	0.6267 [Valid]
	MOT_COM3	<---	MOT	0.889	0.790321	
	MOT_COM2	<---	MOT	0.793	0.628849	
Material Competency strategies	MAT_COM5	<---	MAT	0.993	0.986049	0.5117 [Valid]
	MAT_COM4	<---	MAT	0.525	0.275625	
	MAT_COM3	<---	MAT	0.523	0.273529	
Communication Competency strategies	COMM_COM3	<---	COMM	0.706	0.498436	0.5274 [Valid]
	COMM_COM4	<---	COMM	0.746	0.556516	
Perception Competency strategies	PER_COM3	<---	PER	0.775	0.600625	0.5254 [Valid]
	PER_COM2	<---	PER	0.671	0.450241	

Source: Field Data

The Figure above shows the two constructs were retained after the CFA. According to Hu & Bentler, (1995) and Hair et al. (2010), important model fit tests including baseline indices are: Goodness of Fit Index (GFI) (>.90), Chi-square statistic (>.05), Comparative Fit Index (CFI) (>.90), Increment Fit Index (IFI) (>.90), Root Mean Square Error Approximation (RMSEA) (<.08), and P-value > 0.05. The final retained constructs and indicators are tabulated below:

Table 24: Retained and rejected indicators - CFA

Latent Construct	Retained Indicators	Rejected Indicators
Methodological Competency [MET_COM]	1,2,3,4&5	-
Motivational Competency [MOT_COM]	2,3,&4	1 & 5
Material Competency [MAT_COM]	3,4, & 5	1 & 2
Communication Competency [COMM_COM]	3 & 4	1, 2 & 5
Perception Competency [PER_COM]	2 & 3	1,4 & 5

Tests for Parametric Assumptions

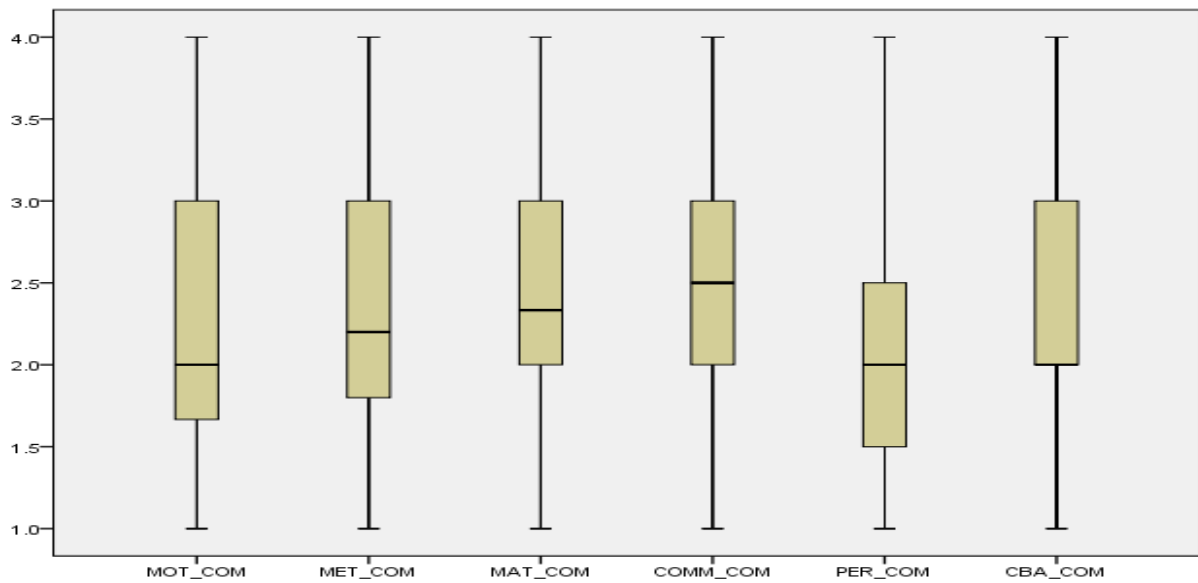
Many statistical tests have assumptions that must be met in order to ensure that the data collected is appropriate for the types of analyses to be conducted. If these assumptions are not met the analyses may end up with inaccurate results. Following the treatment of missing values and outliers, the data was then assessed to determine whether it met parametric assumptions. This establishes whether the distribution of data is in line with the assumption of parametric tests. The specific parametric assumptions also known as the diagnostic test include tests for normality, linearity, multi-collinearity and homogeneity of variance. The aim of testing parametric assumptions was to prepare the data for further regression analysis, confirmatory analysis (Field, 2009).

Identification of Outliers and their Treatment

According to Hair et al. (2010), an outlier is a data point that is distant from other similar points which may be due to variability in the measurement or an indication of experimental errors. Field (2009) defines an outlier as a unique data value that stands out because it is different from the rest of the data or it is a case with extreme value on a variable. Outlier management is important in research because the outlying observations can have a substantial impact on the analysis of results. It is therefore important to identify and exclude outliers from a data set before carrying out analysis since it may lead to poor and unreliable results. Outliers can be identified and treated using different statistical methods such as scatter plots graphs, box plot approach and standardized residual method (Z-score).

However, in this study outlier check was conducted using the box plot methods and the identified extreme values were corrected to their lowest values (up or down) using the mean values of their respective distributions. This process was carried out repeatedly until no outlier was identified. The final results indicated a closely packed distribution to confirm that there were no values that were out of range for all variables observed in the model.

Figure 6: Outliers Identification using Box Plot Method



Source: Field Data

Multivariate Normality test

The test for normality in this study was carried out using histograms, skewness and kurtosis, and Kolmogorov Smirnov. Both visual and statistical techniques were used because of shortfall of visual techniques. While skewness measures the symmetry or asymmetry in a given set of data, Kurtosis on the other hand measures if the given data are peaked or flat relatively to data that is distributed normally (Field, 2009). In this study skewness and Kurtosis were measured to check if the data set is normally distributed so as to obtain reliable results. This was carried out to establish whether the data was normal or not. This was necessary to ensure that parametric analyses are carried out in this data.

Apart from the box plot results presented, other tests were conducted to check normality of the data. These were histogram plots with normality curves, Q-Q plots as well as P-P Plots. The Shapiro-Wilk Test could also be used in this test but it was not considered. This was because of the big sample size ($n_0 > 50$) making the Shapiro-Wilk test ineffective in checking for normality assumption (Ghasemi & Zahediasl, 2012). The results from the other tests for normality are presented in separate subsections reflecting each of the latent variables considered in this study.

Measures of Skewness and Kurtosis

The skewness is concerned with the symmetry of the distribution and Kurtosis is concerned with the peakness of the distribution. A normal distribution is therefore a distribution where the skewness and kurtosis are zero (Tabachnick and Fidell, 2007). As propounded by Black et al. (1990) and Chan (1996), normality of distribution of data for the statistics of skewness and kurtosis should range between -5 and 5 and -3 and 3 respectively. Normality is equally observed where both the skewness and the kurtosis lie between -3 and 3 Chan (1996). The

appropriate statistics were taken at ± 3 standard deviation based on the aforementioned test. The table revealed that the assumption of multivariate normality was observed for all variables in the model

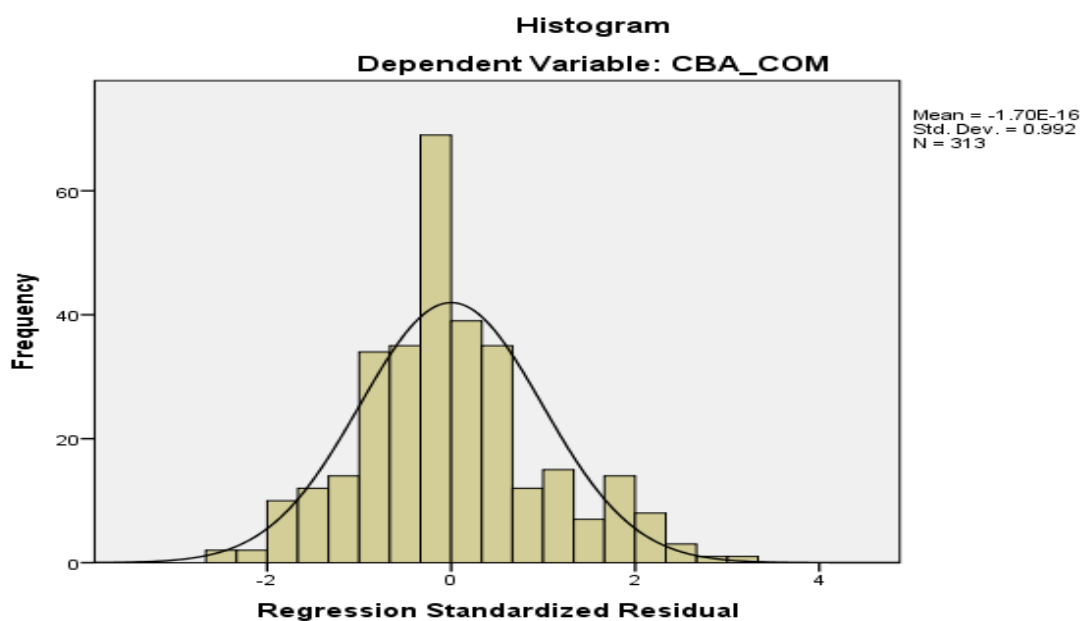
Table 25: Measures of Skewness and Kurtosis

	Descriptive Statistics						
	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
MET_COM	313	2.4222	0.80665	0.366	0.138	-0.899	0.275
MOT_COM	313	2.1928	0.80636	0.324	0.138	-0.876	0.275
MAT_COM	313	2.4865	0.63413	0.225	0.138	-0.103	0.275
COMM_COM	313	2.6264	0.77473	0.077	0.138	-0.624	0.275
PER_COM	313	2.1987	0.73651	0.161	0.138	-0.551	0.275
CBA_COM	313	2.3822	0.81754	0.438	0.138	-0.483	0.275
Valid N (listwise)	313						

Testing for Normality using Histograms

Visual examination may be used to assess the normality of distribution of data. Peat and Barton (2005) opine that the histogram plots the observed values against their frequency, which provides visual assessment of the normality of distribution and understanding of gaps and outliers. The Histogram below depicts a normal distribution for the dependent variable customer loyalty across the independent variable customer’s orientation and service provider’s attributes

Figure 7: Normality using Histograms

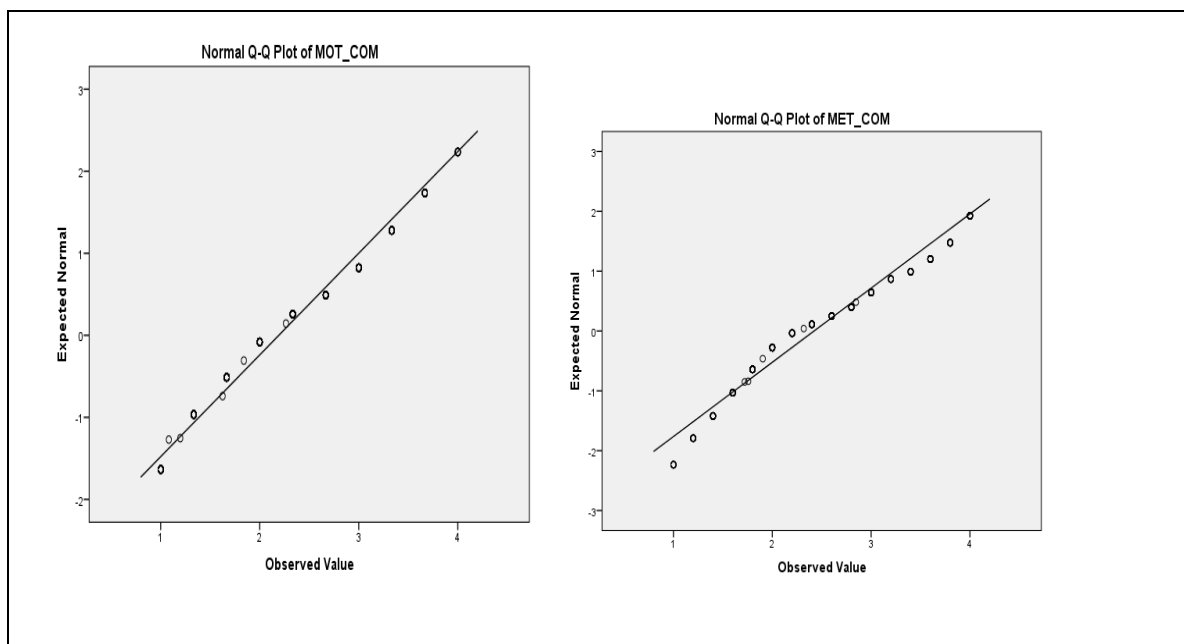


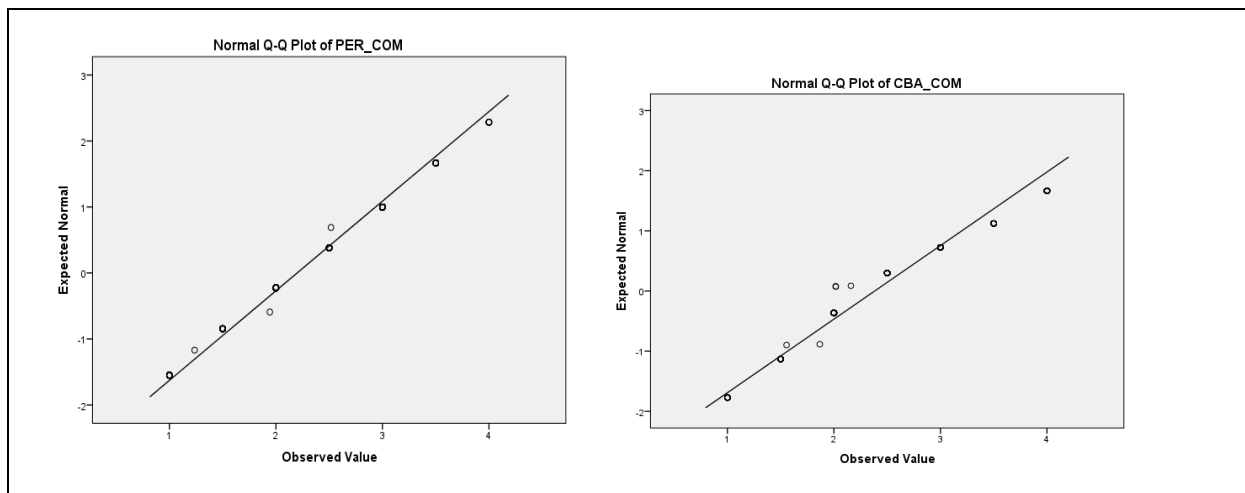
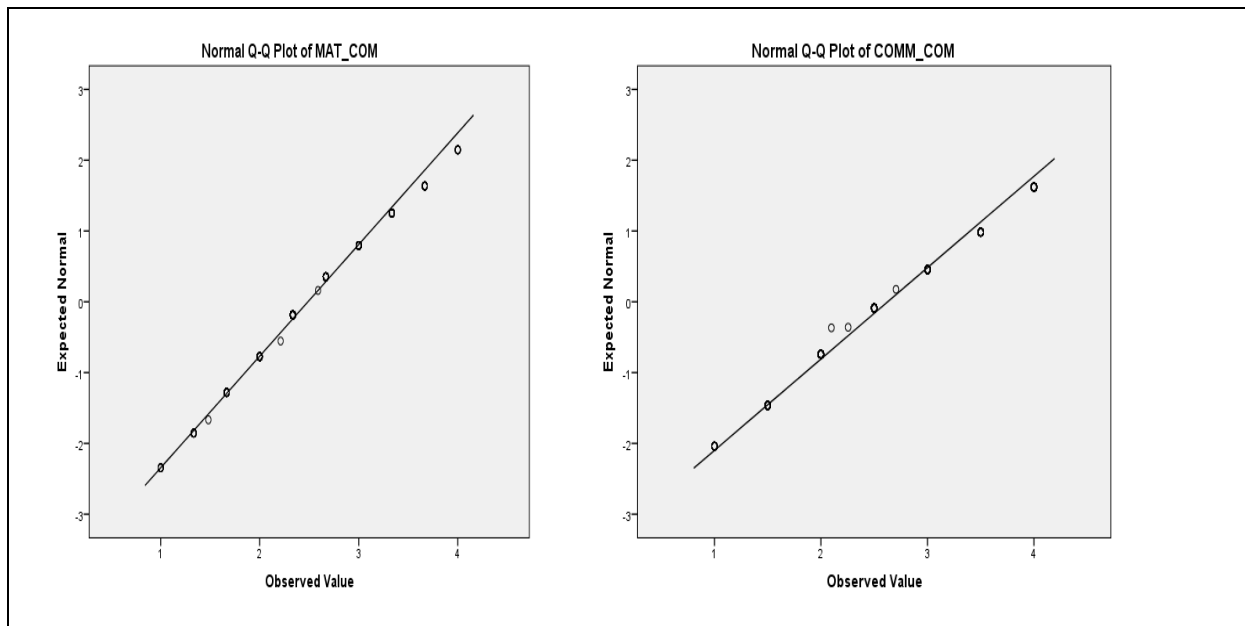
Source: Field Data

Probability-Probability (P-P) Plots and Quantile-Quantile (Q-Q) Plots

In order to graphically assess how close two data sets agree, P-P plots are used by plotting the two cumulative distribution functions against each other. Field (2009) advises that this graphical way of assessing whether or not a data set is approximately normally distributed is achieved by plotting the cumulative probability of a variable against cumulative probability of a normal distribution. A Q-Q plot on the other hand is a graphical representation of the plots of quintiles of a variable against the quintiles of a normal distribution (Field, 2009). For normally distributed data, the points of both the P-P plot and Q-Q plot should form an approximate straight line along a normal distribution, while deviations from the normal distribution show divergence from the normal distribution (Field, 2009). P-P plots in this study was plotted to check for the distribution of data in order to ensure that correct analysis is carried out and the statistical results obtained are reliable.

Figure 8: Probability-Probability (P-P)





Source: Field Data

Multicollinearity Using VIF and Tolerance Tests

According to Hair et al, (2010), Pallant (2010), and Tabachnick & Fidell (2013), multicollinearity is a situation in which one independent variable is actually a combination of the other variables or when the independent variables are highly correlated. The occurrence of multicollinearity among the independent latent constructs can potentially affect the estimates of regression coefficients and the statistical significance tests (Chatterjee & Yilmaz, 1992; Hair et al., 2006). Actually, multicollinearity increases the standard errors of the coefficients, leading to a decrease in the predictive power of the independent variables on the dependent variables (Tabachnick&Fidell, 2007).

Hair et al. (2011) recommend that multicollinearity is a concern if the Variance Inflation Factor (VIF) is higher than 5 and a tolerance values <0.20. In this study, both the Tolerance

and variance inflation factor (VIF) were examined to identify multicollinearity issue for all observed independent variables in the model [MET_COM1, MOT_COM, MAT_COM, COMM_COM, and PER_COM]. The table below show that multicollinearity did not exist among the independent latent constructs, thus [VIFs: 1.411, 1.142, 1.232, 1.129 & 1.402 < 10] respectively and [Tolerance: 0.709, 0.876, 0.811, 0.886 and 0.713 > 0.1] respectively. Therefore, as suggested by Hair et al. (2011), there is no existence of multicollinearity as shown below.

Table 26: Multicollinearity Test – VIF and Tolerance Tests

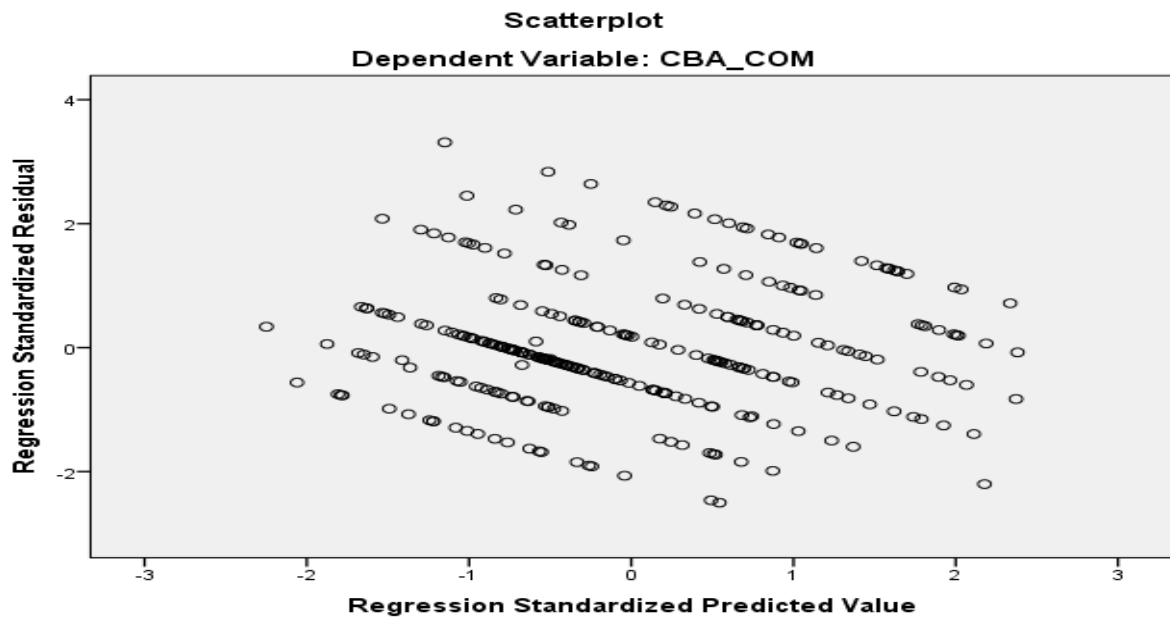
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.327	0.205		1.598	0.111		
1 MET_COM	0.362	0.055	0.357	6.593	0	0.709	1.411
MOT_COM	-0.078	0.049	-0.077	-1.58	0.115	0.876	1.142
MAT_COM	0.285	0.065	0.221	4.356	0	0.811	1.232
COMM_COM	0.059	0.051	0.056	1.154	0.249	0.886	1.129
PER_COM	0.221	0.06	0.199	3.685	0	0.713	1.402

a. Dependent Variable: CBA_COM

Homogeneity of Variance

The assumption of homogeneity of variance suggests that variances in the data are not the same but different throughout the data set. The implication for correlational research designs is that the variance for a specific construct is relatively constant at all different phases of the other constructs (Derrick, et al. 2018). The study used the Levene’s test to measure the homogeneity of variances. The null hypothesis states that variances are distributed equally. This is because the test explores the possibility that the variances of the sub-samples from which one’s sample was acquired are similar. According to the Lavene test for the assumption to be met, the Lavene test statistics must be insignificant [P-value > 0.5] to indicate that the null hypothesis cannot be rejected and otherwise assume equal variances. As shown on the tables below, all the test statistics were insignificant thus implies equality of variance in the data set under study. The test of homoscedasticity was also based on a scatter plot of the residuals. The figure below shows a random displacement of scores with no clustering or systematic pattern. The figure shows the assumption of equal variance is met.

Figure 9: Scatter Plot



Source: Field Data

Multivariate Regression Modelling [Structural Equation Model]

Structural equation modelling is a multivariate statistical analysis used to analyse structural relationships. This technique is the combination of factor analysis and multiple regression analysis, and it is used to analyse the structural relationship between measured variables and latent constructs. This method is preferred by the researcher because it estimates the multiple and interrelated dependence in a single analysis. In this analysis, two types of variables are used endogenous variables and exogenous variables. Endogenous variables are equivalent to dependent variables and are equal to the independent variable

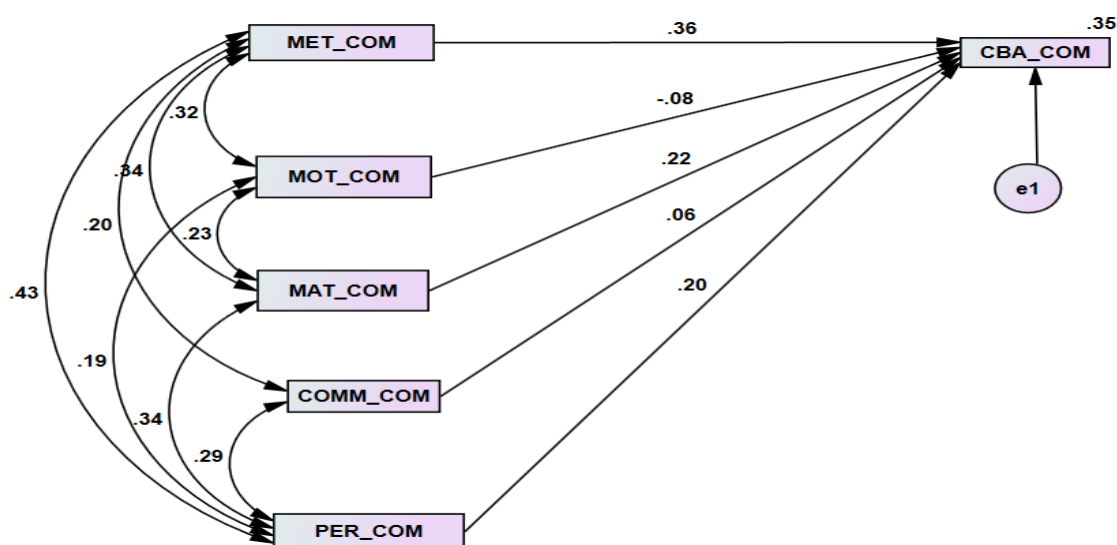
In CFA, several statistical tests are used to determine how well the model fits to the data. Note that a good fit between the model and the data does not mean that the model is “correct”, or even that it explains a large proportion of the covariance. A “good model fit” only indicates that the model is plausible. When reporting the results of a confirmatory factor analysis, one is urged to report: The proposed models, any modifications made, which measures identify each latent variable, correlations between latent variables, and any other pertinent information. With regard to selecting model fit statistics to report, one should not simply report the statistics that estimate the best fit, though this may be tempting. Though several varying opinions exist, Kline (2010) recommends reporting the Chi-squared test, the Root mean square error of approximation (RMSEA), the comparative fit index (CFI), and the standardised root mean square residual (SRMR). Structural equation model was used to test the following hypotheses:

- a. **H₁**:Methodological Competency strategies [MET_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in Southwest region of Cameroon

- b. **H₂**:Pedagogical reinforcement Competency strategies [MET_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in Southwest region of Cameroon
- c. **H₃**: Material Competency strategies [MAT_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in Southwest region of Cameroon
- d. **H₄**: Communication Competency strategies[COMM_COM], has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon
- e. **H₅**: Perception Competency strategies [PER_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in Southwest region of Cameroon.

These hypotheses were tested using the specifications of SEM and the results are as follows.

Figure 10: Structural Equation Model



Source: Field Data

Table 27: Model Fit Summary

Model Fit Summary	Indices	Coefficients
CMIN	CMIN	1.793
	DF	2
	P	0.408
	CMIN/DF	0.897
RMR,GFI	SRMR	0.011
	GFI	0.998

Baseline comparison	IFI	0.991
	TLI	0.995
	CFI	0.989
	RMSEA	0.078

Table 28: Maximum Likelihood Estimates: Regression Weights: (Groupnumber 1 - Default model)

Dependent Variable	Paths	Independent Variables	Estimate	S.E.	C.R.	P	Label
CBA_COM	<---	MET_COM	.362	.054	6.646	***	par_1
CBA_COM	<---	PER_COM	.221	.060	3.715	***	par_2
CBA_COM	<---	MOT_COM	-.078	.049	-1.592	.111	par_3
CBA_COM	<---	COMM_COM	.059	.051	1.166	.243	par_4
CBA_COM	<---	MAT_COM	.285	.065	4.402	***	par_5

Table 29: Harmonized Test of Hypotheses

Hypotheses	P-Value at 95% (CI)	Decision / Conclusion
H1: Methodological Competency strategies [MET_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon	[H ₀ : μ= .000< 0.05, β = 0.362, CI =95%]Weak positive statistically significant.	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Methodological Competence [MET_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon
H2:Pedagogical Competency strategies [MET_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon	[H ₀ : μ= 0.11 > 0.05, β = - 0.08, CI =95%]. Weak negative statistically insignificant.	Decline to reject the null hypothesis and conclude that there is insignificant statistical evidence to suggest that Motivational Competence [MET_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

H3:Material Competency strategies [MAT_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

[H₀: $\mu = 0.00 < 0.05$, $\beta = 0.22$, CI =95%]. Weak positive statistically significant.

Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Material Competence [MAT_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

H4: Communication Competency strategies [COMM_COM], has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

[H₀: $\mu = 0.243 > 0.05$, $\beta = 0.06$, CI =95%]. Weak positive statistically insignificant.

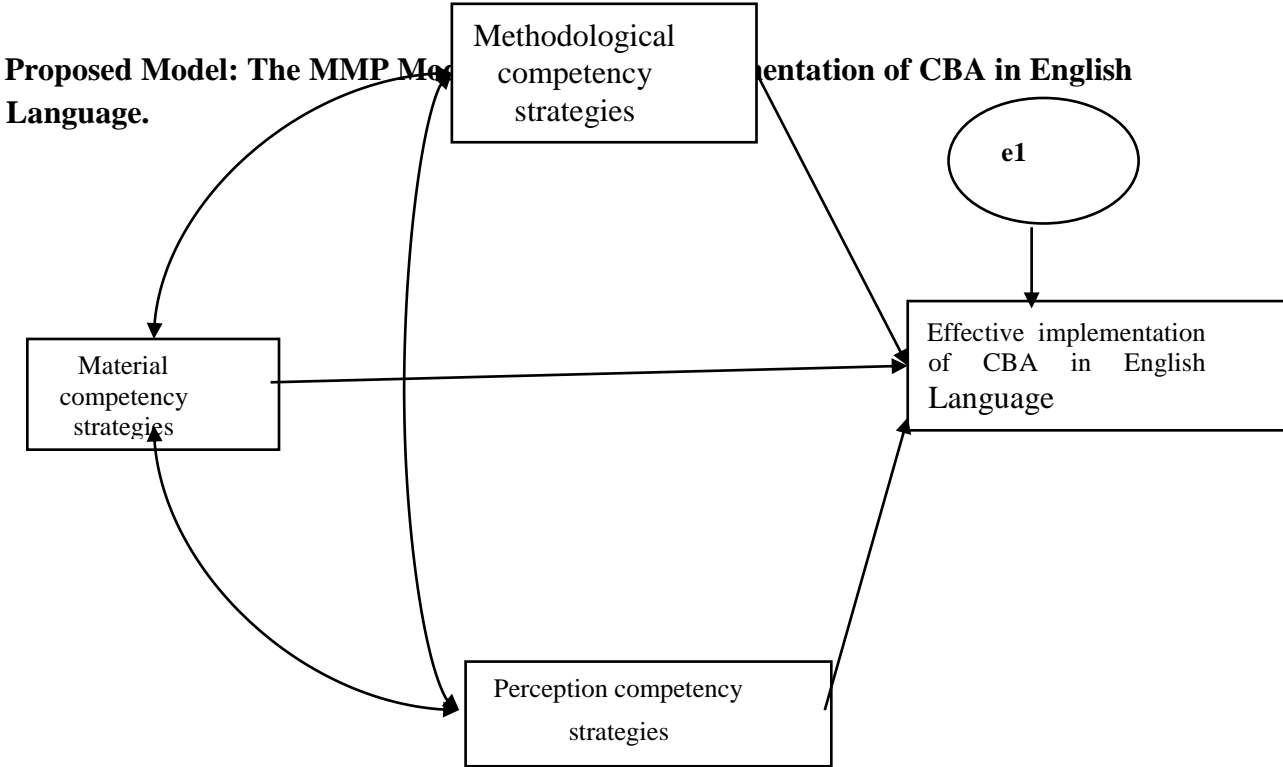
Decline to reject the null hypothesis and conclude that there is in significant statistical evidence to suggest that Communication Competence strategies [COMM_COM], has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

H5:Perception competency strategies [PER_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon.

[H₀: $\mu = 0.00 < 0.05$, $\beta = 0.20$, CI =95%]. Weak positive statistically significant.

Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Perception competency strategies [PER_COM], has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

Table 30: Proposed Model



Qualitative DATA Analysis

Qualitative data uncover valuable insights that can be used to improve the user and respondent experience. But how exactly do you measure and analyze data that isn't quantifiable?

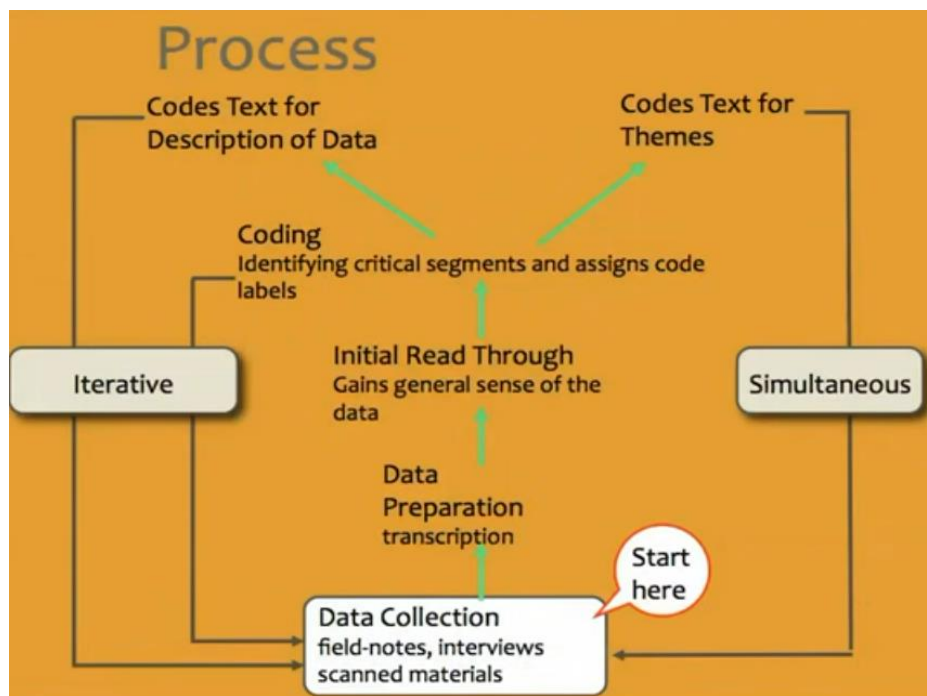
Qualitative Data Technique used

This study used the Narrative analysis. Narrative analysis is a method used to interpret research participants' stories—things like testimonials, case studies, interviews, and other text or visual data.

The method provides you with a deep understanding of your respondents' actions—and the motivations behind them

This research used the qualitative data analysis software Nvivo 11 plus to input responses from the interview and code the responses to arrive at a narratable context.

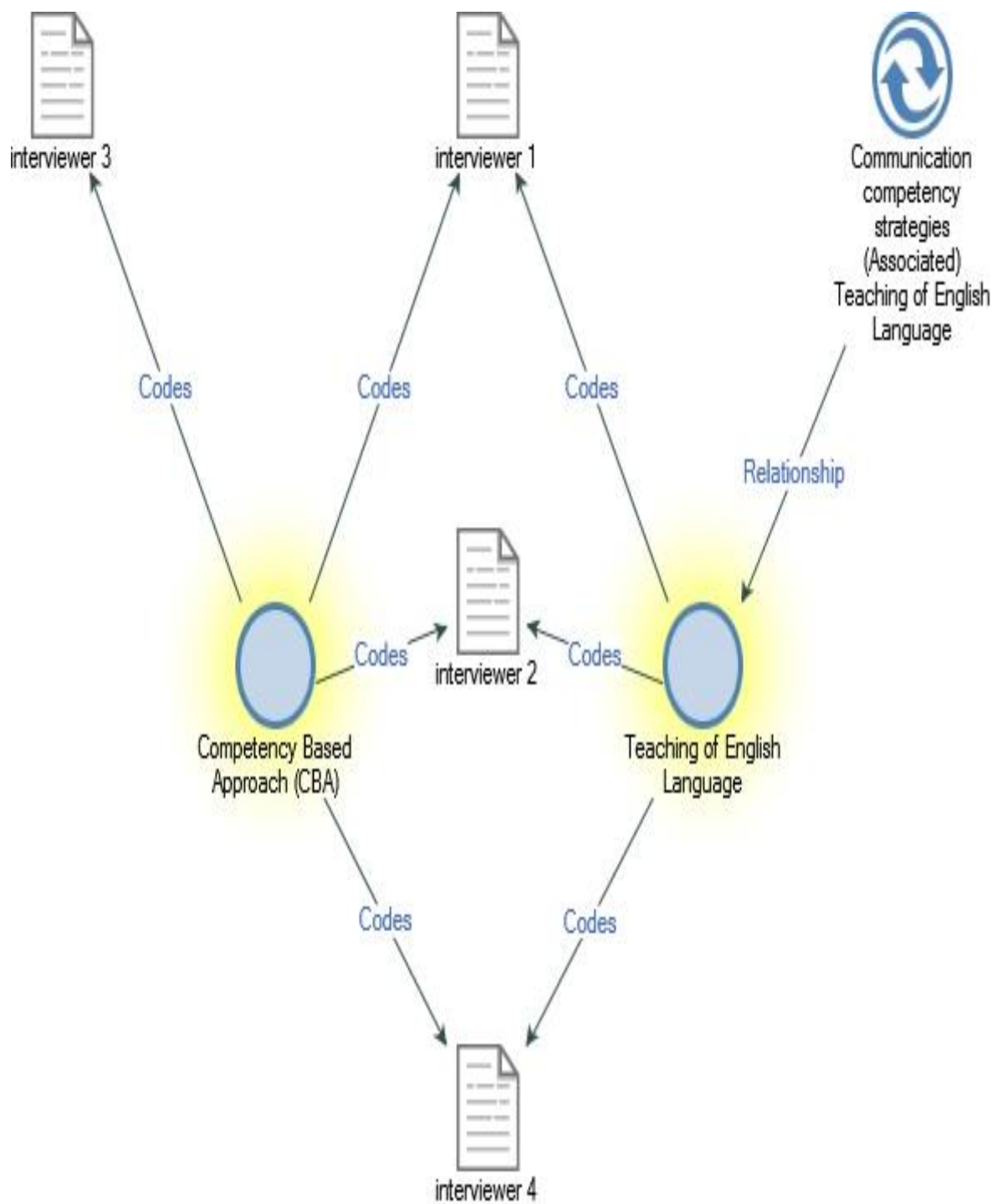
Data Analysis Process



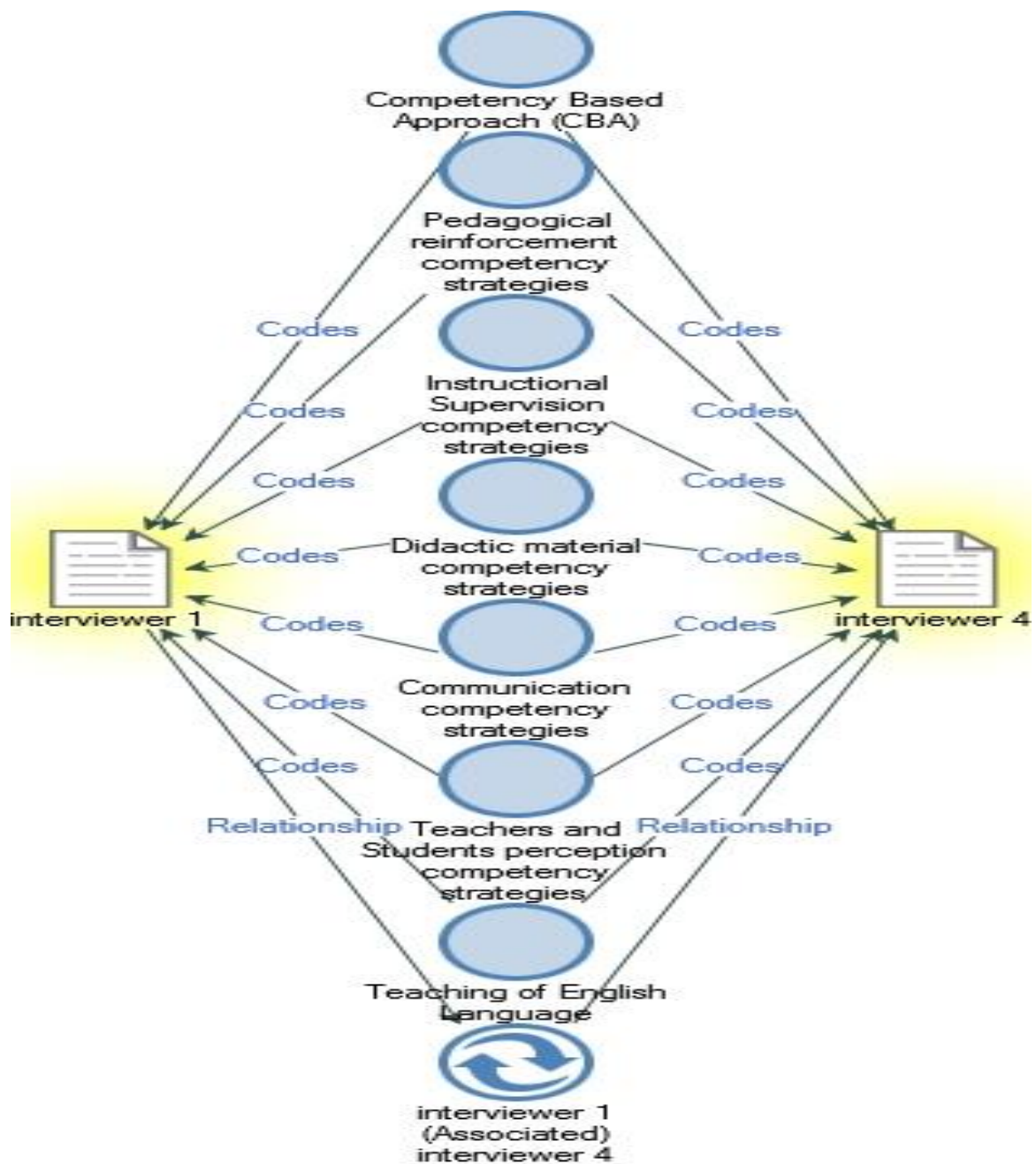
Presentation of the code book

Name	Description	Sources	References
Competency Based Approach (CBA)	Based on interviews and 4;	4	4
Communication competency strategies	Based on interviews and 4;	4	5
Didactic material competency strategies	Based on interview and 4;	3	3
Instructional Supervision competency strategies	Based on interviews and 4;	4	8
Methodological competency strategies	Based on interview and 4;	1	1
Pedagogical reinforcement competency strategies	Based on interview and 4;	4	10
Teachers and Students perception competency strategies	Based on interview and 4;	4	7
Teaching of English Language	Based on interview and 4; and observation 1 and 2	3	4

Presentation of explore diagram involving all the interviews

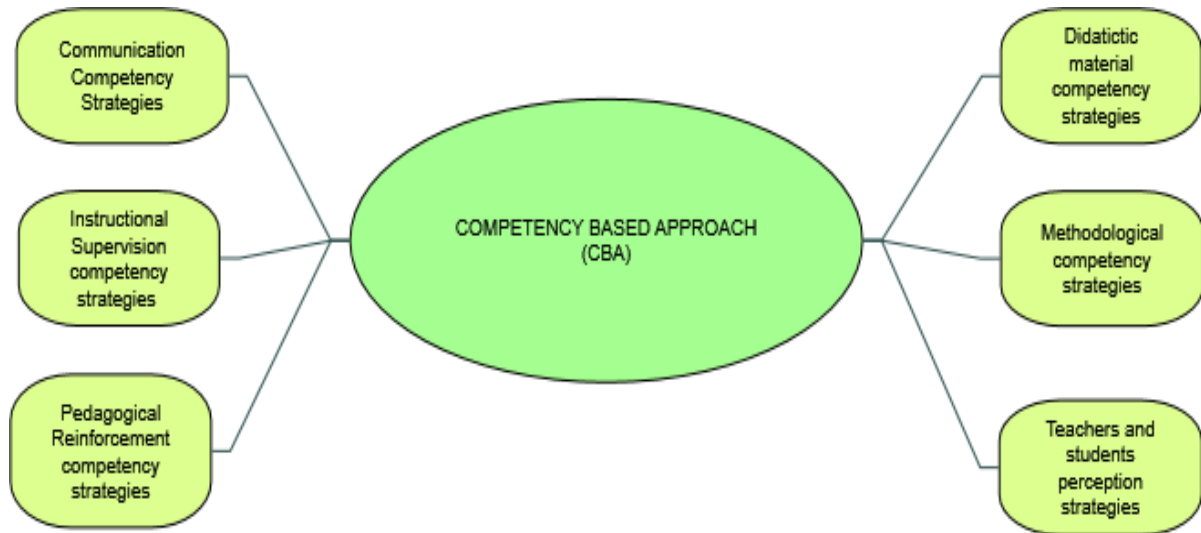


Presentation of explore diagram involving all the nodes

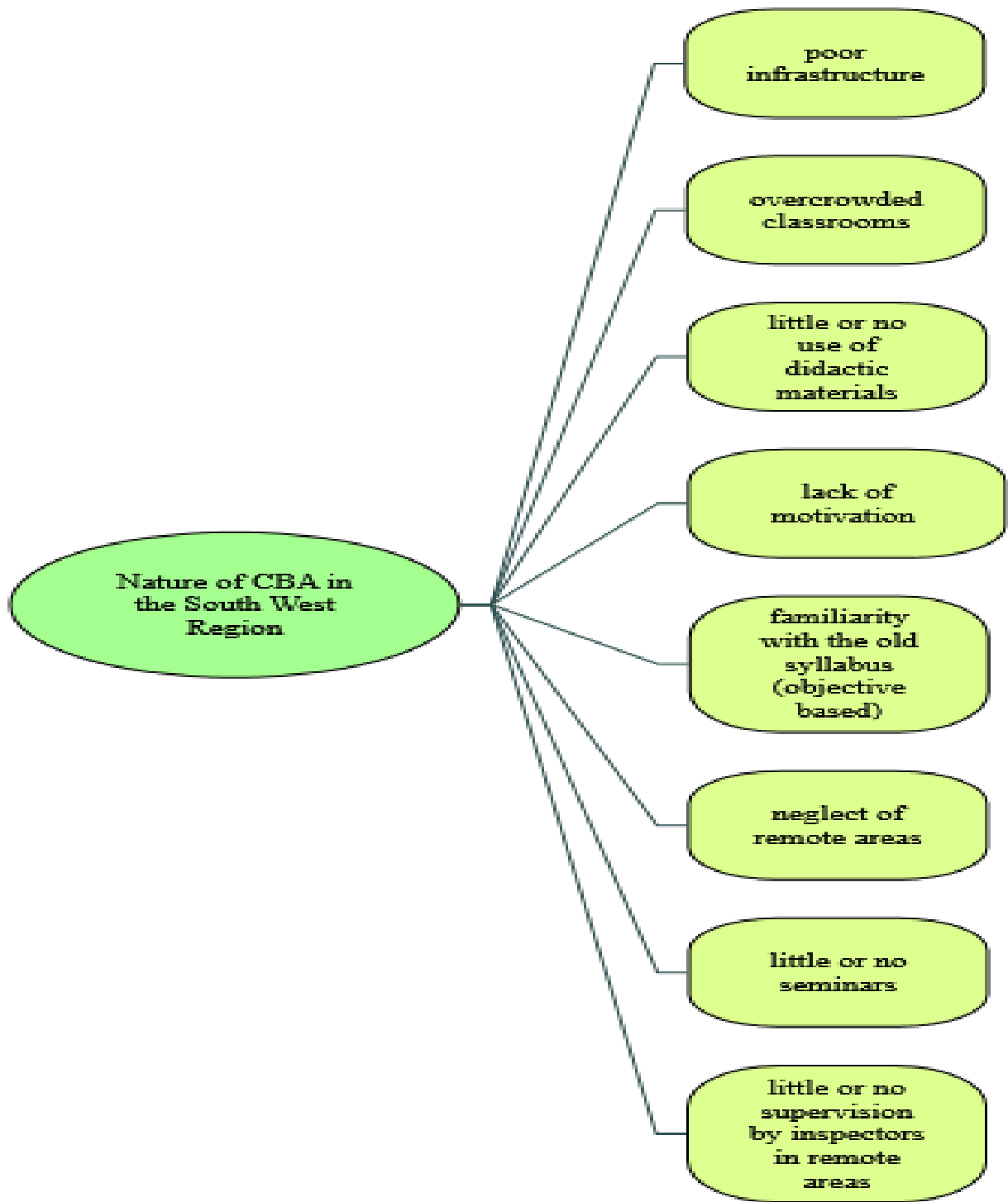


Memo Writing

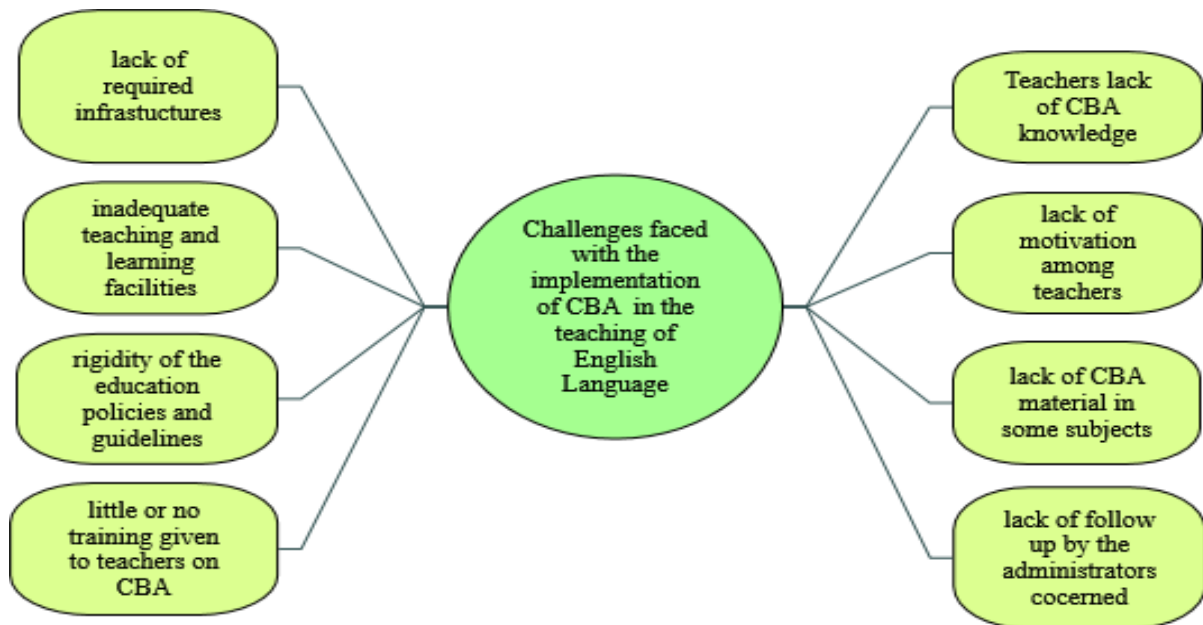
Explaining Competency Based Approach



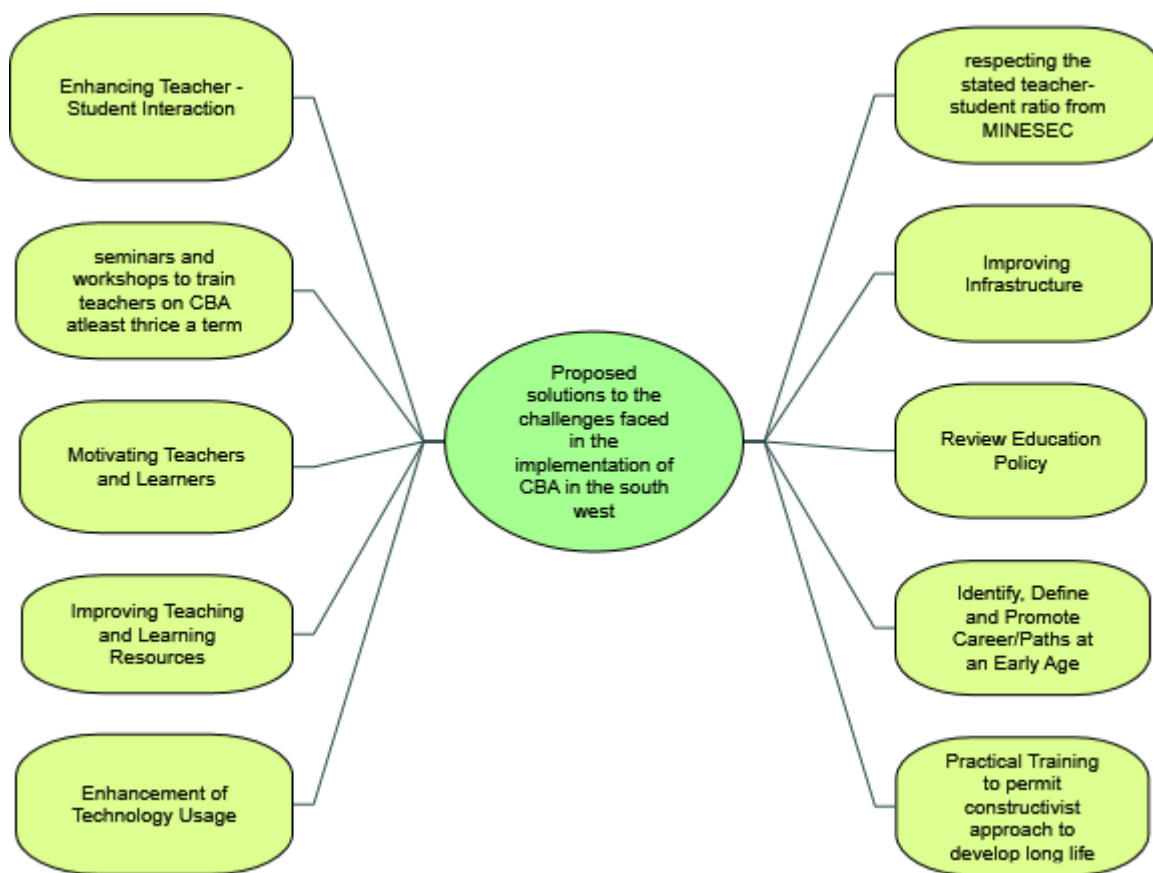
Generated Nature of CBA in the South West Region based on the interview



Challenges Faced with the implementation of CBA



Suggestions to enhance the implementation of CBA in the teaching of English Language in the South West



Summary of the Chapter

The harmonised tests of hypothesis confirm the argument that Methodological competency strategies, Material competency strategies, Perception competency strategies have shown a significant positive effects on the implementation of the CBA in the curriculum of selected secondary schools in South West Region. The proposed model is MMP that has been shown diagrammatically above. The qualitative analysis narrated the situation of CBA in the South West, Challenges faced with its implementation and a framework CBA.

CHAPTER FIVE

DISCUSSIONS, IMPLICATIONS, LIMITATIONS AND CONCLUSION, FUTURE RESEARCH DIRECTIONS

Discussions of Results:

This research study is an evaluation of the competency based approach to English language in the secondary school curriculum, in the South west region in the republic of Cameroon. The competency based approach was implemented in secondary schools, as from 2012-

2013 date of official inception by the ministry of secondary education. The competency based approach (CBA was mandated by the ministry of secondary education and was coined (CBA-R\S) to address the challenges and opportunities in the globalization era, that was causing serious problems in most African Countries, as they struggle to grapple with it. The results of this study show the following findings: These findings would be presented according to the objectives, the questionnaires, research question, and hypothesis following the different six independent variables. Thus they shall be presented as follows:

Hypothesis 1

Objective 1:

In this study Objective 1 states “To determine the influence of strategic methods in the implementation of CBA to English Language in the secondary school curriculum. The first research question states: Do the teachers’ methodological competency strategies influence the implementation of the Competency - based approach to English language curriculum? Methodological competency Strategies serve like the blue- print in teaching and learning as well as in the implementation of a curriculum or innovation (Maja 212).The analysis of the questionnaires of the participants responses were positive, indicative of the fact that strategic methods implementer is the teacher, (Bellibi, 2018, Reynolds) and Muijs (1999-)- strongly hold this opinion . The findings of this study with respect to the indicator: teachers using cooperative tasks strategy skill in teaching and learning, the research question confirms the study of Ambei et al when he contends that “teachers are the key players in the success of the implementation, because they are the ones who do and implement the curriculum in the classroom or in the Black Box (Paul et al 2017). According to Paul et al the Black Box is where learning is driven by what teachers and students do in the classroom. The advocates of the Black Box contend that in the Black Box teachers have to manage complicated and demanding situations, channelling the personal, emotional, and social pressures of a group of 30 or more youngsters, all this depend on the sound knowledge of their strategic methods, in order to help them learn immediately and become better learners in the future.

Therefore, in the context of the above, teacher’s beliefs towards curriculum innovation is crucial because the way they perceive curriculum innovation will influence their strategic methods in teaching and learning. Mata (2012) ,in her write- up on categorization of factors of

curriculum innovation gave credence to this issue about teachers belief being crucial in curriculum innovation.(Mata,2012) The teacher is the one to judge to what extent to blend competency - based approach policies and competency -based approach practices. Nunan (2003:609) in Orafi (2013) points out that English Language policies and practices are often implemented at significant cost to the other aspects of the curriculum, and that there is widely articulated belief that in public schools at least these policies and practices are failing. The implication here is that implementation of a curriculum like English language requires the right people (teachers) who will use the right methodology to blend those policies and practices.

More so, it also implies that since many educational innovations require teachers to change their classroom practices and adopt new ways of teaching, teachers' training and development should also be regarded as an essential factor in the implementation process (Orafi, 2013). As Malderez & Wedell (2007:xiii) emphasize "the effective teaching of teachers is the key factor influencing the extent to which the effective implementation of new education policies and curriculum reforms takes place as intended". In addition, Carless (1999:23) argues that "teachers need to acquire the skills and knowledge to implement something, particularly if it is slightly different to their existing methods". Thus, it is important to recognize that while teachers examine and assess the innovation, they need to be monitored and supported in a way that their personal practical understandings and knowledge of the innovation are enhanced. Carless (ibid) highlights the consequences of neglecting the retraining of teachers.

Hypothesis 1

Hypotheses one the alternative, states that strategic methods competency has a positive significant effect on the implementation of CBA in the English language curriculum of selected secondary schools in the South West Region of Cameroon. The null hypotheses was rejected, which means that there is a significant statistical evidence to suggest that, strategic methods competency (MET-COM) has a positive significant effect on the implementation of CBA, in the English Language Curriculum of selected schools in South West Region of Cameroon.

The findings of this first retained hypotheses of the study, that is research methodological competency strategies, compliment to a greater extent the work of some researchers Agbor - Tabe (2019) in this field of studies as well as Diffang (2019) . As Frank (2012) points it "Good teaching is timeless" he says good techniques, lesson plan and extension activities offer opportunities for students to make powerful connections with the target language. This view of Frank (2012) from his article "Good Teaching is Timeless" corroborates vehemently with the findings of the research just stated above. This change in approach in methodology can only be possible when teachers collectively understand that they need more time to work with colleagues, to critically examine the new standards being proposed, and to revise the curriculum. They need opportunities to develop, master, and reflect on new approaches to work with children, (Corcoran 1995). The learner is the focus of the learning process. Individual learners' needs and learning styles are given priority in determining the content to be covered, the teaching and learning method and the mode of assessment. . *It is outcome-*

based, students must demonstrate mastery of all required competencies to earn credit or graduate or advance to the next level. *Involve multiple measures of assessment to determine competency* Students earn credit toward graduation in ways other than seat time and course taking (such as apprenticeships, blended learning, and dual enrollment. *Practice oriented* Students must demonstrate practice skills and tangible outcomes to determine competence and not just the possession of theoretical knowledge. In the light of the above, grading in competency based education for instance is designed to communicate students' progress in learning academic skills and content as well as the skills they need to become life long learners. In this connection, the hypothesis suggests that, the competency based approach is outcome- based. Students are to demonstrate mastery of all required competencies to earn credit or graduate to the next level. In this context English language cannot be well taught when schools in rural areas still use the traditional system which is not organized efficiently to deliver the curriculum and accessing students' proficiency at low levels such as, memorization and comprehension of content knowledge rather than applied learning and mastery.

The Methodological competency strategies are the blue print in competency- based approach. According to Luke (2014) the intention of any educational system, whether openly stated or not is to develop competent and confident individuals who can use the acquired knowledge and skills to positively transform their own lives in particular and contribute maximally to the development of the society in general. Curriculum being the heart of the educational system English becoming the modern language lingua franca that is the language of communication among speakers of other languages. Thus the methodological competency strategies adopted by the teachers will play a major role in the implementation of the competency based approach in the system be it rural or urban schools. The findings of this study also compliment Tyler's (1949) view that states that there is no evaluation prior to curriculum change. Thus he conceptualizes evaluation as a vital process to determine the extent to which the communication and learning outcomes have matched curriculum objectives.

Hypothesis 2 and Objective 2

Objective 2

The Objective 2 of this study states "To find out the influence of pedagogic reinforcement in the implementation of the CBA to English Language in the secondary school curriculum". This objective guided the second research question that states "How do pedagogical reinforcement competency strategies influence the implementation of the CBA to English Language in the secondary school curriculum. The essence of this objective was to find out from the interviews ,questionnaires and observations carried out, the role pedagogical reinforcement plays in the teaching and learning process that contribute to the implementation of the competency based approach to English language curriculum. Indirectly the objective of the question is also aimed at unearthing the extent to which pedagogic reinforcement competencies improve the teachers' job effectiveness thereby facilitating any innovations both in and outside the classroom. The application of the wise use of punishment is regarded as an essential part of professional teaching .The learner after going through the writing

exercise, punishment becomes apt and loves doing the exercises. This is pedagogic reinforcement. Respondents' answers regarding the use of pedagogic reinforcement during instructional process, after analysis do not tie with the findings of other researchers who have carried out similar studies. The findings carried a negative note, conveying the message that pedagogic reinforcement does not influence the implementation of the CBA to English Language curriculum. According to Oyoola (2008) pedagogic reinforcement is a fundamental aspect of the reinforcements, though do not influence the implementation of CBA in the teaching of English Language in the secondary schools in the south –west region. Nevertheless, the fact that it was not a very weak negative, some respondents still acknowledge and lend weight to the importance of pedagogic reinforcement in the teaching and learning of English Language. More so, the results of the qualitative findings reveal a very positive score for pedagogic reinforcements. The results of the interviews and the classroom observations unveiled a golden thread that reminds stakeholders of the academic role expected of teachers and it provides critical feedback about teaching.

Hypothesis 2

The alternative of the second hypotheses states that pedagogic reinforcement competency has a positive significant effect on the implementation of CBA in the English Language curriculum of selected secondary Schools in the South West Region of Cameroon. Here, there was a declined to reject the null hypotheses which points out that, there is insignificant statistical evidence suggesting that pedagogic reinforcement competency (PED-COM) has a positive effect on the implementation of CBA in the English language Curriculum in the selected schools in South West Region of Cameroons. Pedagogic reinforcement competency strategies have a constructive impact on students behaviour, commitment and self perception, even though the results of the findings showed a negative or unpleasant connotation. In this light the construct was not retained by this study. The fact that the results were not a very weak negative confirm the point that pedagogic reinforcement play a determining role in a language classroom. Nevertheless findings of the competence-based approach (CBA) as a child-centered approach to teaching is not really new. “The expression competence based approach can be understood as a slogan adopted by MINESEC to mobilize teachers to shun outmoded practices and embrace pedagogic renewal” (Tambo, 2003:316). In the field of curriculum implementation or innovation it is revealed that pedagogic reinforcement competencies serve as the cornerstone to build effective schools. There is an abundant knowledge to inform stakeholders that in schools teachers play the critical role in student learning and achievement.

It is noteworthy to restate that answers to this question were tallied and analysed, after serious reliability and validity tests, pedagogic reinforcement decline to reject the null hypothesis. The conclusion was that there is insignificant statistical evidence to suggest that pedagogic reinforcement competencies have a positive significant effect on the implementation of CBA in the English curriculum of selected secondary schools in south west region. The implication in the answers of this question is indicative of the school climate that abounds some of the schools especially those in the remote environments. The working environment is sometimes not conducive, teachers end up having teacher burnt out: work related stress, a state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and

loss of personal identity,(Mayo Clinic, 2022), It becomes at times difficult to carry out positive pedagogic reinforcement to the learner when the teacher himself is in acute demotivating situation. In the light of the above, pedagogical reinforcement .competency strategies to influence the implementation of the CBA in English language curriculum in the selected secondary schools, much has to be done. The answers of the respondents are very revealing: that pedagogic reinforcement both from the teachers and learners perspective leaves much to be desired

Hypothesis 5, Objective 5

Objective 5

The objective 5 of the study states “ To examine the communication competency strategies in the implementation of CBA to English Language in the secondary school curriculum” The research question that stemmed from this objective states “How do teachers communication competencies influence the implementation of the CBA to English Language” This fifth research question was designed to throw light on the influence of teacher’s communication competencies in the implementation of the CBA in their daily activities .In Conceptualizing Communication Ezeukwu (2000) said the word communication is a difficult concept to explain because of its complexity. It is on this account that Ezeukwu (2000) noted that a sentence-definition of the word may not exhaust the major range of possible meanings and settings of human communication. In attempt to define the concept, the author identified four elements that must be present in a communication setting namely, source, message, medium and receiver. Communication therefore is an interaction and exchange of messages between two or more people usually through their vocal sounds, sensory organs, facial expressions, body movements and at times with a few mechanical devices (Ezeukwu, 2000).

Hypothesis 5

The alternative of the fifth hypotheses originally postulates that communication competency strategies (COMM_COM) have a positive effect on the implementation of CBA in English language curriculum in the selected schools in the South West Region, The result here is the decline to reject the null hypotheses which interprets that there is insignificant evidence to suggest that communication competency (COMM_COM) has a positive significant effect on the implementation of CBA in English language Curriculum in the selected secondary schools in the South West Region of Cameroon. The alternative hypothesis of this construct states that there is a relationship between communication competencies and the implementation of CBA to English curriculum in the selected schools in the south west region of Cameroon. The findings of this construct showed a negative perception. Communication competencies do not seem to be very familiar to a good number of the participants, Effective teachers are communication experts, excellent in the language of instruction and a master of arts in the classroom information management and public speech (Okoli 2017).

Communication in its simplest definition means the act of imparting, or transmitting information. Perceptions and to express our point of view about those experiences and perceptions. A speaker attempts to aid the audience in understanding the meaning of the

message through the use of verbal and nonverbal communication. Language and words are symbolic – they represent ideas and things – and are the verbal tools the speaker uses to convey the true message – the meaning of the words – to the audience. The speaker also uses nonverbal tools – attitude, actions, and appearance – to share the meaning with the audience. An inspired presentation leaves the audience imbued with a real understanding of the meaning of the speaker’s message, not merely superficial comprehension of the words used.

Abundant research discloses that information, to be well transmitted to the learner the communication skill of the teacher plays a crucial role. More so with the CBA the teacher is expected to switch from the role of an expert who transfers knowledge to a coaching role, facilitating and guiding learning process (Biemans et al 2004), Ajibi and Moussilliou, Bbriaud, and Atiklenne (2014) hold that in competency based curriculum, skills are not taught but are built. In the light of the above a teacher without a sound communication skill may not succeed in a CBA context .The respondents responses uncover the ugly situation of communication competencies in the schools in most of the regions. After the validity and rigidity of scrutiny of this construct the result showed a weak positive statistically .insignificant.[$H_0:u=0.243 < 0$ Thus it failed to reject the null hypothesis thereby concluding that there is insignificant evidence that communication competencies have a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in the region.

The weak positive of this construct is testimony of the fact that, it was positive but not strong enough to galvanize the conviction that a very strong one would do. Thus it is undeniable that a lesser percentage of the respondents express that communication competencies of the teachers influence the implementation of the competency based approach. These low ratings of these respondents displayed a compatible view with some researchers` studies conducted in the field of curriculum implementation as well as the role of communication competencies in influencing teacher effectiveness, a prerequisite for any change in curriculum. Their views partner with other findings advocating that teacher education should emphasize content knowledge and communication skills instead of relegating communication skills, because one cannot be achieved without the other.

Okoli (2017) contends that despite the several innovations, in the area of individualized learning and computer mediated learning, the centrality of the teacher in the teaching and learning process has not shifted. The role of the teacher as a manager in the teaching learning process is still sacrosanct. Hartel (2013) maintains that “Teachers matter enormously, a classroom full of students with no teacher would probably learn nothing, at least not much from the prescribed curriculum. In a meta-study in which 31 studies were reviewed, researchers compared the words and phrases used to describe effective and ineffective teacher .The three top words used to characterize teachers with the highest ratings were: interesting, approachable, clarity (Fieldman 1988). The definitions extracted from descriptions for teacher nominated for teaching awards these words: approachable, presents material well, makes subject interesting, joyful and knowledgeable (Weimar 2013).

Also Banghadi (2004) concluded that teachers knowledge of the subject matters matter: communicative ability, emotional ability , good human relationship and interest in the job are

attributes of an effective teacher. From the above, it may be inferred that teaching effectiveness which is the cornerstone for innovation implementation, are as a result of two main factors namely knowledge (content) and communication. In conclusion, for a good curriculum road map to be implemented not only the knowledge (content) on what shall be done by the learners at the end of each task but a convincing communicative ability to mobilize the necessary human and none human resources to support the process of implementation, (IBE -UNESCO 2013). This finding conforms to the views of some of the respondents that the teacher's communication competencies play an important role in the teaching and learning process especially in driving a change through affective instructional strategies.

An important element of communication in teaching is the use of instructional materials. A Chinese adage has it: What I hear, I forget; what I see, I remember; what I do, I know. Pictures, written posters and practical demonstrations improve communication. Abdu-Raheem (2016) defines instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote teachers efficiency and improve students' performance. Apart from verbal and non-verbal communication therefore, instructional materials are equally used by the teacher to communicate and make learning meaningful. Effective teachers engage student attention through dynamic delivery, vocal variety, appropriate employment of instructional materials and frequent gestures and movement.

William (2009) observes that a teacher that cannot communicate well, cannot teach. This is because teaching has to do with proper communication between the students and the teachers and is made concrete with the aim of teaching materials. Instructional materials compress and express information and make them more vivid to learners. These practices are directly in line with the policy of competency based approach. (CBA) Instructional resources are a very appropriate way of communication. Ambei et al hold the view that instructional resources are educational input that facilitate the implementation of the curriculum. They are the materials which the teacher uses to make abstraction more concrete and practical to the learner. (Chijoke and Allegoa 2014; Chen and wei, 2015).

The fifth hypotheses originally postulates that communication competences(COMM_COM) has a positive effect on the implementation of CBA in English language curriculum in the selected schools in the South West Region, the result here is the decline to reject the null hypotheses which interprets that there is insignificant evidence to suggest that communication competency (COMM_COM) has a positive significant effect on the implementation of CBA in English language Curriculum in the selected secondary schools in the South West Region of Cameroon. The alternative hypothesis of this construct states that there is a relationship between communication competencies and the implementation of CBA to English curriculum in the selected schools in the south west region of Cameroon. The findings of this construct showed a negative perception. Communication competencies do not seem to be very familiar to a good number of the participants, Effective teachers are communication experts, excellent in the language of instruction and a master of arts in the classroom information management and public speech (Okoli 2017).

According to Okoli (2017) there is a wide practice of attributing student's achievement to teacher's effectiveness. Some school authorities take this further by quarrelling teachers over poor performances. The teachers attributes and qualities are very important in the teaching and learning processes. Another school of thought contend that the teacher has need of knowledge of content and communication skills to be effective. While several attributes have been used to describe an effective teacher, content and communication skills remain outstanding. In this connection, teacher education should emphasize both content knowledge and communication skills instead of relegating communication skills because one cannot be achieved without the other (Williams, 2009) the purpose of communication is to transmit a message about our experiences or perceptions and to express our point of view about these experiences and our perceptions. Hubley (1993) as cited in Okoli (2017) has shown that communication is a complex process and not as simply as defined.

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A communication system is often categorized into six main competent or elements. The six components are: Transmitter (Speaker), Channels (Senses, speech, hearing, seeing, etc.).

Unarguably, in any organization formal or informal, effective communication leads to effective management of resources which aide achievement of organization goals:

_Good results.

- Good planning.
- Good health records.

In the light of the above good communication can ensure practical benefits from competency based approach. For instance:

Efficient and potentially lower -cost degree /credential options for students.

Courses, learning resources, and assessments aligned to well define goals.

Motivated and engaged students:

- Increased student retention and completion rates, particularly when prior learning be applied to degree progress.
- Learners' improved ability to recognize, manage, and continuously build upon their own competencies and evidence of learning.
- Teacher's communication competencies can be considered as the gateway to attain greater learning outcomes in the classroom.
- Through communication competencies, competency based approach can be valuable for all the stakeholders in the learning communities: Learners have more opportunities to take ownership of their learning and expand their lifelong learning pathways;

faculty grows professionally as they articulate the learning outcomes in their areas of expertise and embed them in rich learning experiences.

Hypothesis 6, Objective 6

Objective 6:

The Objective 6 of this study states “To determine the perception of teachers, in the implementation of the CBA to English Language in the secondary school curriculum. The research question states that; Do the perception competency strategies of teachers, students and parents have an influence in the implementation of the CBA in English language in the secondary school? This research questions were aimed at finding out from the respondents who are teachers themselves their perception about the impact of the innovation being the persons to carry out the crucial role in the implementation of the CBA. As earlier mentioned the teachers are the most influential factor in educational change and curriculum innovation because they are the practitioners who face the learners directly, (Maja, 2012, Gautam 2015). This construct from the point of view of research hypothesis it was positive. It rejected the null hypothesis, concluding that there is significant statistical evidence to suggest that Perception Competency strategies have a positive significant effect on the implementation of CBA in the selected secondary school in the south west region of Cameroon. This result is a confirmation of the fact that the statistical significant evidence is a positive perception gotten from the results of the analysis.

Curriculum innovation is the starting point of a process towards educational change (Maja 2012). The perception of the teachers affects their beliefs which is a crucial element in determining that change., In Bangladesh the teachers implemented products from curriculum developers, in this case there were bound to be problems with the new curriculum., The teachers failed with the new curriculum because they did not have a clear idea of what was expected of them (Karim2004). In this connection, a vision to drive change through effective instructional strategies which are the hallmarks of curriculum implementation can be successful only when the perception guarantees positive beliefs to the implementers, this is authenticated by Mata (2012) in Anggi (2018).

The findings of this sixth construct which authenticate the effect of perception on teachers' beliefs are in alliance with the findings of Mata (2012) cited in Anggi (2018) in the categorization of "factors of curriculum innovation" he underscores the point that "Two sets of cultural factors : the school and the community manage and influence curriculum. Curriculum developers must be aware of the accepted beliefs and norms governing people's conduct in both the school and the community and must guide the implementation process accordingly because the curriculum represents aspect of a group's culture that receive official recognition by the school." The beliefs of the respondents are positive when the perception convey issues that are realistic to the profession of the implementer (teacher) and not the developer of the curriculum change or innovation. Professional development is deemed as the most essential aspect. English teachers have an intention to always learn and aware of the importance of developing professionally which is very good (Anggi 2018). Research about innovation in education conducted by many researchers indicate that teachers' conceptions of the innovation influence the success of that innovation (Mata2012) .Therefore the study about the teachers' perceptions on dominant factors on curriculum (Anggi 2012) is an important eye opener in initiating and implementing innovations in both educational policies and practices because teachers are the key players in implementing the curriculum.

Hypothesis 6

The last retained construct was hypothesis 6. The negative hypothesis states that: there is no significant evidence to suggest that perception competency strategies have a positive significant effect on the implementation of CBA in the curriculum of selected secondary schools in south west region. The perception hypothesis, though a weak positive is still statistically significant. It rejected the null hypothesis and concluded that there is significant statistical evidence to suggest that perception competency strategies (perc com) has a positive significant effect on the implementation of CBA in the curriculum of selected secondary schools in south west region. .The findings show that there was both positive and negative perceptions expressed by the respondents of the study with respect to methodology, assessment, in service training, management support, teaching and learning environment.

According to Remy (2017), perception is something not tangible. It cannot be measured by itself but through other variables. The variables according to this study are teachers' advancement, methodology, assessment, in service training just to name a few. Awareness is the first aspect that call for positive or negative perception by the individual (Remy 2017), From the methodological standpoint it depicts that as the main implementer of the competency based approach , the teacher should be aware of the fact that the shift is from the content/knowledge- based approach to the competency based approach or curriculum. This

idea is congruent with that of Anggi (2018) in his study of “Dominant Factors of Curriculum Innovation: English Teachers Beliefs”. He further states that a new curriculum may be described as an endeavour to change teaching and learning practices while some of the beliefs transformation and understandings hitherto existent will also be included in the setting to be changed (Altricher 2005). The subjective realities of the teachers must be considered when talking about innovation. These realities from this empirical study viewpoint, condition their belief and consequently their perceptions. The perception especially of the key implementer the teacher plays a major role as the innovation discrepancies are concerned.

It should be mentioned that the findings of some of the respondents express a negative perception. This suggests that there was an absence of awareness of principles and practices of the CBA among some teachers who still play the role as main implementers .A good number of the teachers do not seem to understand that that the philosophy of CBA enables them to become facilitators or coaches .This negative perception according to this study has far reaching implications; Firstly, is the pointer to the fact that even by the year 2035, year of the country’s emergence, perhaps very little curriculum change will be observed. The teachers are not aware that at the start of the lesson the teacher communicates the objectives of the lesson to the students and insists on what he or she expects them to do with the new knowledge before he or she leaves the class. When planning teachers have to write lesson outcomes instead of lesson objectives as they used to do in the old paradigm (Belibi 2018).This ties with the findings, the negative perception indicating that objectives describe what students should know at the end of the lesson whereas outcomes specify what learners are expected to do with the knowledge acquired. Secondly even teachers who attended seminars and were drilled on curriculum development and change and that it should be guided by a holistic and systemic approach, which is critical to ensuring effectiveness and sustainability, instead of a piecemeal approach. Such change processes should be based on broad consultations, in order to ensure relevance, common understanding, ownership, commitment, and support, .Yet these teachers from findings of researchers who carried out similar investigations the teachers often abandon the CBA models and adopt the content based approach when in the classroom (IBE- UNESCO 2015). These view corroborates the findings of Komba and Mwandanji (2015). They conducted a research on Competency Based Approach on Tanzanian secondary school teachers in service teachers in actual field where teachers implement what they have been trained. The study revealed that there was no link between what teachers got from the training institution and the actual pedagogical implementation in the schools.

Grennon Brooks (2021) in her write up about “Constructivist in action in Classrooms ” she cited examples of schools of whose lesson plans look like that despite the environment, the constructivist principles which is the blueprint of the CBA paved their way to excellence. “Foxfire schools are an exciting experiment in democratic and constructivist learning in rural Appalachian Georgia. Their thirty- year history illustrates how schools in economically distressed area can excel based on participatory democracy. The mission of these schools is “to teach ,model, and refine an active learner centred approach to education which is academically sound and promotes continuous interaction between students and their communities so that students will find fulfilment as creative ,productive, critical citizens.”

The negative perception from the questionnaires of these hypotheses (2, 4, 6.) are not caused by the environment. That schools in economically distressed environment as Grennon pointed out can do well if the constructivist notion of the CBA are well implemented. In this light learners from these schools like GSS Mekagolo, GTC Mato Butu, CKCSS Ekondo Titi and GTC Akwa Bakasi could be well groomed in the constructivist principles such that the students would constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in constructivist classrooms ideally become, "expert learners." Grennon's view of constructivism in action in classroom is aptly link to this study which is aimed at uncovering the extent to which CBA has been implemented in secondary schools in the south west region as well as pointing out those factors responsible for good or poor implementation. Her examples buttress the fact that failure to adopt constructivist principles is responsible for the teachers not showing interest in drilling the students to construct their own understanding knowledge of the world through experiencing things and reflecting on those experiences. Secondly the constructivist philosophy requests that when a learner encounters something new the learner has to reconcile it with the previous ideas and experience, may be changing what he believes or may be discarding the new information as irrelevant. The next point to hammer on is the fact that the learner centred approach to teaching and learning compels the teacher to be looked upon as coaches or facilitators questioning themselves and their strategies, students in constructivist classrooms ideally become, "expert learners." Grennon's view of constructivism in action in classroom is aptly link to this study which is aimed at uncovering the extent to which CBA has been implemented in secondary schools in the south west region as well as pointing out those factors responsible for good or poor implementation. Her examples buttress the fact that failure to adopt constructivist principles is responsible for the teachers not showing interest in drilling the students to construct their own understanding knowledge of the world through experiencing things and reflecting on those experiences. Secondly the constructivist philosophy requests that when a learner encounters something new the learner has to reconcile it with the previous ideas and experience, may be changing what he believes or may be discarding the new information as irrelevant. The next point to hammer on is the fact that the learner centred approach to teaching and learning compels the teacher to be looked upon as coaches or facilitator

Hypothesis 3, and Objective 3

Objective 3

Objective 3, of this study states "To investigate the effect of instructional supervision competency strategies on the implementation of CBA to English Language in the secondary school curriculum." The research question was guided by this objective that states " How do instructional supervision competency strategies influence the implementation of CBA to English Language" The rational underlining this research question was to unearth the extent to which teachers attitudes vis a vis supervision of instruction will influence the implementation of the CBA. The statistical analysis of this study of respondents' answers

does not portray a positive outlook as concerns teachers' benefits arising from good implementation of instructional supervision competencies.

Hypothesis 3

The alternative hypothesis 3 Instructional Supervision Competencies states that instructional supervision competencies (INS-COM) have a positive significant effect on the implementation of CBA, in English language curriculum in the selected secondary schools in the South West Region of Cameroon. It is necessary to mention here that the construct declined to reject the null hypothesis. In this connection this hypothesis was not retained as a construct, underscoring the fact that there is insignificant statistical evidence (that is not significant) to suggest that the Instructional Supervision competency has a positive significant effect on the English language curriculum, in the selected secondary schools in the South West Region of Cameroon.

The implications of the rejection is a pointer to the fact that educators should reconsider the methods used to conduct instructional supervision. The respondent's views are a pointer to the fact that instructional supervision in our secondary schools is still plagued with lack of appropriate definition underlying purpose, foci, and professionalism. There is the prevalence of discrimination, subjectivity, biases, favouritism, corruption, confusion, dishonesty, witch hunting, intimidation, harassment, and victimisation of teachers on flimsy grounds (Wanzare 2011). It is also believed that often there is lack of free environment for teachers to share instructional concerns with supervisors (Ololude, 2011). These findings are in congruence with findings of studies on supervision of instruction.

Generally the findings from qualitative analysis reveal that students achieve positive outcomes that go a long way to contribute in teacher effectiveness and improvement in student's academic performance in national exams as well as the overall exams of the school (Wanzare2017). The teachers being the backbone on education innovation, improvement in teacher's effectiveness is gateway for the implementation of the CBA. According to the findings of Wazare on the study of instructional supervision in public schools in Kenya, the major achievements were: effective curriculum implementation, syllabus coverage, instructional resources from practices and procedures of a well organised and conducted supervision of instruction. From the standpoint of quality of teaching and teachers, instructional supervision has improved the quality of teaching by enabling teachers to identify teaching learning problems, address the areas of weaknesses and improve teaching effectiveness.

Instructional supervision has inspired teachers and enabled them to plan their teaching effectively. On academic programmes there is enhancement of student's academic performance, effective evaluation of students work and concrete management of their programs. On the monitor of teachers work, it ensures teachers performance on mandated duty as well as ensuring team building among teachers, effective management of instructional time and attendance to scheduled duties. This revelation of the importance of the practices and procedures of supervision of instruction confirm the respondents view that in this empirical study instructional supervision competencies are not familiar strategies that are manipulated by teachers in the classroom. As it has been noticed most teachers claim to be implementing

learner centred approaches in their classrooms but lesson observations did not match teachers implementation claims, (O' Sullivan in 2004: 640, in Orafi 2013). This dichotomy between curricular principles and classroom practices is still the issue responsible for the gap in curriculum implementation in most research studies.

Instructional Supervision competency strategies, this construct according to Wezzinar is one of the critical challenges facing teacher education. It concerns how to improve the quality of teaching and learning in schools. Concerns regarding the improvement of the quality of teaching are central to the broader question of improving the quality of education (UNESCO 1996). In this connection, Glickman (1985) views on instructional supervision as the action that enable teachers the quality to improve instructions for students. Peretomode (2021) contend that the techniques of Instructional supervision include: classroom observation, teacher visitation, teacher demonstration, workshops micro-teaching, listening to recordings on effective teaching, watching videos, you tube on how to teach well, guided practice, and research. In this field of study of implementations of educational innovations, instructional supervision plays a vital role in the moulding of the teachers from teachers' professional development standpoint. Instructional supervision competencies are viewed as a process that cater for instruction and provide teachers with feedback on their teaching so as to strengthen instructional skills to improve performance (Beach and Renharts 2000).

Generally, teachers had hardly viewed instructional supervision with a positive note. Thus it is partially the reason why this construct could not stand the many validity and reliability tests it had to undergo. Teachers view the practices of supervision as a fault finding exercise or mission aimed at catching teachers doing wrong. The teachers consider classroom supervisions as occasions for parading teachers' shortcomings. The teachers also complain that no written comments on relevant supervision of teaching and learning. The teachers also complain of no supervisory reports are made available to the teachers or school after inspection. It is in this light that the participants of this study perceive negatively the role of the teachers vis a vis instructional supervision competencies.

The teachers, according to the findings of the study which corroborate the findings of Wanzare (2011) from the qualitative perspective on Instructional Supervision in urban secondary schools in Kenya, feel frustrated for constant victimization on flimsy grounds. The practices of Instructional supervision need to match with the philosophy of CBA if educational innovations like the CBA have to be well implemented in distant environments where it is often observed that CBA principles and philosophies do not match with teachers classroom practices.

Hypothesis 4, Objective 4

Objective 4

Objective 4 of the study states "To examine the effect of didactic material competency strategies in the implementation of the CBA to English Language". The research question was as follows affect " How do teachers didactic material competency strategies affect the implementation of the CBA to English Language in the secondary school curriculum". This

objective research question was to ascertain the challenges facing the teachers from the viewpoint of material utilization .It was also aimed at deciphering material utilization at the level of the students taking cognizant of the fact that teachers and students generally work together on issues of material utilization especially in the classroom. From the findings it was realized that a majority of teachers are still to understand what the CBC is all about. It was realized that even for those who have a good knowledge of the CBC effective implementation is still a major problem in most situations because of insufficient resources as well as in - depth knowledge on how to use these resources (Ambei et al. 2018, Ngwa , 2022).

The respondents answers to the questions reveal that teachers didactic material utilization competencies play a startling role that can go a long way in education innovation After scrutinizing the validity and rigidity of this construct, it rejected the null hypothesis concluding that there is significant statistical evidence to suggest that teachers material utilization competencies have a positive significant effect on the adoption of CBA in the English Language curriculum of selected secondary schools in the south west region.

The implication of this positive stand from the respondents' perception exhibits the indispensability of the teacher on issues of curriculum innovation and implementation. The indispensable nature is recognized from the point of professional and academic soundness. It is only a professional teacher who can select appropriate teaching materials, prepare and use teaching materials effectively, as well as operate projected tools as expected (Ololube, 2004). The introduction of competency-based approach in secondary schools calls for a comprehensive change in instructional approach in terms of teaching, learning as well as resources used (Paulo et al 2014) .With the CBA the teacher is supposed to switch from the role of an expert who transfers knowledge to a coaching role, facilitating and guiding learning process (Biemans et al, 2004) . Adjibi, Moussilliou, Briaud and Attikleme (2017) hold that in competency based curriculum skills are not taught but are built. The learner is necessarily the first actor in the construction of his skills. They equally advocate that learners are to participate in the evaluation of their learning so that the learner monitors the development of expected competencies. In the light of the above, only a seasoned teacher is able to accommodate the practices and policies of the CBA. In Bangladesh it is described as the "unheard voice of the teacher" because curriculum changes in this country often fail because policy makers do not realize the needs of the teachers, (Fullan, 2007). The findings from the fourth questionnaire on material utilization and hypothesis are in congruent with the findings of Essongo (2017), Suh (2019) ,and Wiysahnyuy (2021) of works carried out by these researchers. According to Saidu and Saidu (2014) recall that all lessons require good use of instructional material to enhance students recall. Furthermore, absence of any material facility can constitute a big barrier to learning. Instructional materials can make communication effective and lead to good performance of students. William (2009) observes that a teacher that cannot communicate well cannot teach well. This is because teaching has to do with proper communication between students and teachers and is made concrete with the aids of teaching materials. Instructional materials compress and express information and make them more vivid to learners.

Hypothesis 4

The fourth hypothesis, from the results of the findings the null hypothesis was rejected, stating that material utilization competency (MAT-COM) has a positive significant effect on the implementation of CBA in English language Curriculum in the selected secondary schools in the South West Region of Cameroon. The fourth hypothesis of this study states: Material utilization competencies (Met-Com) have a positive significant effect on the implementation of CBA in the English language curriculum in selected schools in the south west region. .Material utilization competencies in this connection, involve, availability and usage of books, by teachers and students and the extent to which the other stakeholders, like parents and guidance are aware of this important keyhole in the implementation of the CBA. The result of this hypothesis was positive. The rejection of the null hypothesis. The result is very significant because it is in line with the findings of other studies done in the domain of material utilization. Ambei et al (2017) carried out a study on the competency-based curriculum implementation: Appraisal from the Perspective of Teachers use of Resources. He castigated the manner in which teachers approach the CBA. He contends said that from findings it was realized that a majority of teachers are still to understand what the CBA is all about. That it was realized that even for those who have a good knowledge of the CBC , effective implementation is still a major challenge in most situation because of insufficient resources as well as lack of in depth knowledge on how to use the these resources, (Esongo 2017). This study establishes that an over-sight of one of the many factors influencing policy implementation i.e. the availability of resources, prior to and during the implementation of CBTAs in Cameroon may significantly account for the poor implementation of the education policy and the weak efficiency of the school system. Nkwetissama, (2012) conducted a study on the competency based approach, to English language education and the walls between the classroom and society in Cameroon; pulling down the walls. The study reveals that the learners are taught Grammar, Vocabulary and Pronunciation, but they do not learn to use them functionally in English. It reveals that the learners were incompetent. In this light, English is meant only for the classroom, and not for social interaction and an application for real life. This only points out the importance of material utilization in the classroom to enable sound implementation of CBA to the English language Curriculum. From the findings of this study, it was realized that, a majority of teachers are still to understand what the CBA is all about. It was also noticed that even those who have a good knowledge of the CBA effective implementation, there is still a major challenge in most situations, because of insufficient resources as well as lack of in-depth knowledge on how to use this materials (Ambei et al 2018).

Still on the fourth findings of this study, which shows the positive significant relationship between material realization by teachers as well as the students and the implementation of CBA in English language Curriculum. This goes a long way to corroborate with other existing studies carried out by researchers, (Ambei et AL 2018). These researchers in their study entitled “The competency based curriculum implementation: Appraisal from the perspective of teachers use of resources” underscore the point that learning resources and materials have to be made available, and the teachers must be well trained to be able to manipulate these resources. It is on this premise that Ambei et al contend that human development faces nowadays the challenges of knowledge society and requires a broadened educational approach

sustained by the extension of the learning contexts. Therefore the educational purposes must reflect a responsive approach to the learning needs of the potential beneficiaries. According to Cohen (2004), there is need to ensure that curriculum and assessment are aligned. He says that to achieve the alignment, educators must consider developing appropriate instructional materials to support learning activities including textbooks, workbooks charts ,three dimensional models, simulations, puzzles ,games and many other items. In addition teachers will need to be trained on how to use these materials since the methodology of competency-based curriculum requires shifting from teacher centred to student centred approaches (Ambei et al 2018). On this point Nkwetissama (2012) concurs that extensive use of texts, media, and real life materials and others adapted in targeted competencies should be implored in teaching .In addition he advocates the use variety instructional technics and group work.

Findings: Theoretical Perspective

The findings of the study were gleaned and guided by the following theoretical underpinnings: Lev Vygotsky, social -cultural development theory; Jean Piaget development theory, Bruner`s cognitive development theory, John Hattie`s Visible Learning, Dewey` Social constructivism, and Books and Brooks ` Principles on classroom teaching and learning.

The answers to the research questions defined and visualized as well as underscored a road -map that revealed startling findings.

The research questions generally anchored on the crucial part played by the teachers in the implementation of the curriculum or any innovation. This implies that the teacher is the pivot of any educational innovation.

Lev Vygotsky socio –cultural Theory of Cognitive Development and the Implications of the Findings

Vygotsky theory which is one of the foundations of constructivism clearly illustrates the indispensability of the teacher. Despite the fact that the new dispensation of the teacher`s role in the CBA makes him a facilitator his presence is still very necessary in order to guide the students and determine if the task has been well done. In the light of the above, the findings of the first research question based on the influence of teachers` methodological competencies tie up with a good number of the theories mentioned above. The answer was positive and confirms that teacher`s methodological competencies influence the implementation of the CBA in the selected schools in the south west region.

Vigotsky`s cognitive development theory postulates that social interaction is fundamental to cognitive development., Vigotsky theory is comprised of concepts such as culture-specific tools ,language and thought interdependence ,and the Zone of Proximal Development. Seen from this standpoint. Vigotsky points out that in the process of any innovation especially language, the culture of the learner should never be undermined. Evaristo (2014) points out this burning need of culture in his study about Teachers Perceptions and Experiences on learners centered Teaching. “ the need to integrate learner`s culture for effective implementation of learner centred teaching” Orafi in his study about “Effective Factors in the Implementation of ELT Curriculum Innovations” underscores this point “ The educational process in any context is not only an exchange of information between teachers

and students but it is also a set of conventions which decides what happens between these parties (teachers and students)” .These conventions are determined by the social and cultural norms within this particular context (Coleman, 1996 ; Holliday ,1994; Tudor, 2001; Tudor, 2003) .

If an innovation like the CBA is implemented without considerations of the socio-cultural structure of the society conflict and resistance might arise. If an innovation entails new behaviours and roles which contradict the behaviours and roles inherent in the society and culture, receivers of this innovation might not easily accept these new roles and behaviours. Shamim (1996)

❖ **Piaget’s stage Theory of cognitive development of children and its Implication on the Findings**

Piaget`s theory according to this findings, teachers and students benefit in several ways thereby contributing in the implementation of the CBA. Teachers develop a better understanding of their students` thinking. They can also align their teaching strategies with students` cognitive level (eg. Motivational set, modelling, and assignments.). The fact that Piaget conceptualized moral development as a constructivist process, whereby the interplay of action and thought builds moral concepts. In this process of moral development the children develop the standards of right and wrong within the society, based on social and cultural norms and laws.

Piaget philosophy influences the curricula from this standpoint: it upholds the belief that the children need to explore experiment, (and something close to my heart), to question. It advocates that children should be provided with opportunities to discuss and debate with each other, with teachers acting as guides and facilitators. CBA can be instituted in classrooms by teachers and at home by the parents practically to support their child`s growth. Recent studies have shown that children in the same grade and of the same age perform differently on tasks measuring basic addition and subtraction accuracy.

The findings of the study from the perspective of Jean Piaget`s theory is advancing a strong contribution in the implementation of present day educational innovations, Educators use this knowledge from Piaget to shape their curricular and activities in order to produce an environment where children can “ learn through experience” One researcher confirms this fact when he states that the bases for a shift in teaching paradigm has been motivated by the need for learners to effectively engage in the knowledge construction process (Evaristos 2014).

❖ **Jerome Bruner’s Cognitive Theory its Implication on the Findings**

Bruner`s theory and the competency based approach: Bruner`s theory on constructivism encompasses the idea of learning as an active process wherein those learning are able to form new ideas based on what their current knowledge is as well as their past knowledge thus communication between the learner and the teacher is the key concept. In the light of the findings and from the methodological competencies, this theory will help the teacher or parent being aware of the learning modes (enactive ,iconic, symbolic) to plan and prepare appropriate materials for construction according to the difficulty that matches the learner`s

level. The concept of Discovery Learning according to Bruner is the most effective approach to develop a coding system whereby the learner is to discover the coding system rather than being taught. The concept of Discovery Learning implies that students construct their own knowledge for themselves (also known as constructivist approach). This learning technique known as Discovery Learning is a blue- print in the principle and practice of competency based approach or learning.

According to Bruner this method is hands-on, focuses on the process, and encourages students to look for solutions. Instead of just teaching students to memorize rules or concepts, this method let them apply ideas to their lives, creating memorable lessons that will help turn them into lifelong learners. The findings of the teachers' material utilization competencies which the respondents' responses were very positive have thought provoking implications. The teachers manipulate a variety of teaching and learning strategies and resources that involve the learner. E.g. ICT and other activities like script writing that requires creative and critical thinking, online studies , role playing, team working and networking, and cross culture communication , debates in class, group discussions , role playing, games, participation in conferences, special field trips, cultural and volunteer activities. In the learning activities outlined above the students are moulded to create an atmosphere of self- directed learning. They are trained in order to become young people who would co-operate with their peers around the world through enhanced digital literacy and mastery (IBE -UNESCO).

❖ **John Hattie's Visible Learning and its Implication on the Findings**

This psychologist came out with this ground- breaking book after 15 years of research. Visible Learning and How We Learn explains the major principles and strategies of learning, outlining why it can be so hard sometimes and yet easy on other occasions. Visible learning means an enhanced role for teachers as they become evaluators of their own teaching. In this light the teacher's new role as facilitators renders the system of evaluation much easier because the students participate very actively in the evaluation. Another implication of the teachers evaluating their own teaching can be deduced from the positive responses of the research questions on methodological competencies. Effective methodological competencies shall pave the way to corresponding effective evaluation. It should also be mentioned that Hatte's philosophy of expressing "hard times and easy times" prepares the minds of the new teachers who may not start working life may be very easy.

❖ **Brooks And Brooks Principle On Classroom Teaching And Its Implication On The Findings:**

The authors Brooks JG and Brooks MG describe five guiding principle for teaching derived from constructivism : (1) posing problems of emerging relevance to learners; (2) structuring around O big ideas or primary concepts ; (3) seeking and valuing student`s point of view (4) adapting curriculum to address students suppositions . The Constructivist practices urged by Brooks and Brooks (1993) used teachers to: 1) structure learning around "big ideas" or primary concepts; 3) seek and value students` points of view 4) adapt curriculum to address students` suppositions; and 5) assess student learning outcome. Constructivism which is a cornerstone of the CBA is very much grounded in the philosophy

enacted by these two authors. Thus, it is clearly seen that learners or students should actively construct make their own knowledge and reality is determined by the experiences of the learner (Elliot et al; p. 256). Brooks and Brooks (1999) summarized a large segment of his literature on description of “Constructivist Teacher” as implication to curriculum studies education in general. Based on the forgoing grounds, there is no gainsay that these authors Brooks and Brooks principles contributed immensely in the findings of this study.

❖ **Howard Gardener’s Theory Of Multiple Intelligences And The Findings:**

In order to capture the full range of abilities and talents that people possess, Gardener theorizes that people do not have just an intellectual capacity but have many kinds of intelligence including musical, interpersonal, spatial-visual . and linguistic intelligences, The Harvard professor who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information Musical intelligence enables individuals to produce and make meaning of different types of sound. The notion of multiple intelligences falls in line with the policies and practices of the CBA from the perspective of the independent variables of the competency based approach. Time is not static, there is learner centeredness, and levels of learning and measurement are different for each student. In this connection continuous evaluation system which is characteristic of the CBA ensures that competency development is an incremental process. Gardener’s perception of multiple intelligence conforms with the notion of intellectual competencies practised by the learners of the CBA. Intellectual competencies is the brain child of methodological competencies. The teacher needs to be intellectually sound to pursue the right competencies. Intellectual competencies will ensure that the work shall be done correctly and with excellence such as creative and critical thinking skill jobs, like Socratic questioning , innovation, constructing knowledge ,research, decision making ,problem solving analysis, capacity building , intellectual risk , role playing , cultural animation ,participation in conferences, special field trips, creative and volunteer activities.

❖ **Dewey’s Social Constructivism and its Implications on the Findings:**

Dewey emphasizes inquiry and the integration of the real world and the classroom activities. The constructivist framework relies on the learners to be in control of their own acquisition of knowledge and encourages the instructor to serve as a facilitator

John Dewey’s perspective on constructivism melds Piaget focus on the cognitive aspect of constructivism with Vygotsky `s focus on social learning. Contrary to the assumptions of those who pair Dewey and Piaget based on progressivism`s recent history ,Dewey shared broader concerns with Vygotsky (whose work he never read) .Both Dewey and Vygotsky emphasized the role of cultural forms and meanings in perpetuating higher forms of human thought (Susan Mayer 2008) . Just as Piaget and Vygotsky did not believe in rote memorization and repetitive lecturing, Dewey `s work proclaims that learners who engage in real world activities will be able to demonstrate higher levels of knowledge through creativity and collaboration (Behling and Hart, 2008).

The findings of the study from the research questions underscore the fact that social learning with respect to the culture of the environment the philosophy proclaimed by Dewey, are also

the tenets of the CBA philosophy and practice. The problem solving strategy, interactive strategy and the role play strategy acclaimed by the respondents are all evidence that social learning precedes development. In this light the focus on constructivism and cognition condemns rote memorization totally. Students or learners are being trained to construct their knowledge in short, to be in the control of their own acquisition of knowledge. It should however be mentioned that the other findings; methodological competencies perception and teachers' material utilization competencies were also screened from these theories.

Constructivism is the umbrella that has embellished the ideas of the foundational psychologists of this study.

General Implications

The findings of this study have far reaching implications. It is necessary to re-invoke the objectives of the study to better appreciate the implications. The specific objectives of the study are:

1. To investigate the methodological competencies of the teachers in the implementation of the new paradigm (CBA).
2. To investigate the extent to which teacher's pedagogic reinforcement competencies have influenced the implementation of the competency based approach.
3. To find out to what extent instructional supervision competencies influence the implementation of the CBA.
4. To examine the influence of teachers' teaching and learning material utilization competencies in the implementation of the CBA.
5. To investigate the influence of communication competencies on the implementation of the CBA.
6. To explore the perception competencies in the implementation of the CBA from the perception of teachers students and parents.

The concept of competency based learning was gradually diffused as an alternative approach to teaching and learning that explicitly articulate what students must be able to know and do upon graduation (Kallthowm Rezgui et al, 2014). The Competency Based Approach that was adopted by the Ministry of Secondary Education was aimed at meeting up these objectives. Human development faces nowadays the challenges of knowledge society (Singer, Samihan, Holbrook, & Crisan, 2014), and requires a broadened educational approach sustained by the extension of the learning context. Competency - Based Education and Training which is an approach to teaching and learning more often used in learning concrete skills than abstract learning has been identified as the best curriculum that will empower the global community with skilled and competent individuals (Ambei et al 2018). Thus it is in

this light that this study was anchored to ascertain the extent to which CBA has been implemented in the selected secondary schools in the south west region. The findings are the postulation of the implications. It is worthwhile mentioning that the findings were harnessed from the research questions which were gleaned from the objectives of the study.

The implications of the findings shall be visualized from these two main viewpoints : Firstly the positive responses of the research questions and secondly the responses of some of the research questions which ended up being registered as weak negative and declared statistically insignificant. The first remarkable implications of the findings is the fact that only fifty percent of the objectives, that is three out of the six objectives were found tenable to state to what extent competency based approach to English Language curriculum has been implemented in the selected schools in south west region of Cameroon. In the light of the above, the following objectives from the findings were concretized. Thus the final harmonized tests of the postulated Hypotheses mentioned below portrayed the rejection of the null hypotheses.

- 1) Teachers` Methodological Competency Strategies.
- 2) Teachers` Teaching and Learning Material Utilization Competency Strategies.
- 3) Teachers` Perception Competency Strategies.

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

The second construct of the three that showed positive response that is, the teachers` teaching and learning material utilization competencies. The positive nature of this construct is

indicative of the fact that possession of material and knowledge on how to go about the material resources is something worth rethinking. These challenges according to the smooth implementation of the CBA have been visualized by Ambei et al from this perspective: from the findings it was realized that a majority of teachers are still to understand what the CBC is all about. It was discovered that even those who have a good knowledge of the CBC, effective implementation is still a major challenge in most situations because of insufficient resources as well as lack of in-depth knowledge on how to use these resources, (Ambei et al (opcit).

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

The implications of the findings of the construct (perception competencies) which after harmonizing the test of hypotheses ended with a positive note. The word Perception according to Macmillan Dictionary for Advanced Level (2007) comes from the verb ‘ perceive’ which means to ‘ understand’ or ‘think’ about something in a particular way .Therefore the word perception is defined as a particular way of understanding or thinking about something . According to Rogers (2003) perception is considered by many researchers as a critical factor in influencing attitude and adaptation to any change or innovation. If perception and interpretation of an innovation varies on individual basis, they may be considered as contributing factors towards individual’s attitudes towards any programme being implemented.

The implications of the findings from the stand point of perception competencies can be said to have far reaching revelations. This component of perception in the implementation of an innovation has a crucial role to play in the implementation of any educational innovations. It is the first determining factor that plays on the mind-set of the individual (teacher) who does the implementation in the classroom which is the “black box” according to some researchers. In this connection the nature of the mind-set of the implementer plays on his belief and contributes in no small degree in the success or failure of the innovation. According to Orafi (2013) reform cannot be accomplished by having teachers learn only the surface form of

reform practices. It requires grappling with the underlying ideas and may require deep conceptual change, in which teachers rethink an entire system of interacting attitudes, beliefs and practices. Tillema (1994: 602) has argued that “beliefs serves as filters which screen new information, ultimately determine which elements are accepted and integrated in the professional’s knowledge base”. The filtering effects of beliefs has also been stressed by Pennington (1996) who claims that teachers’ existing beliefs function as filter, hindering or modifying new information coming in.

Another important implication of this findings with respect to perception competencies is the fact that the top -bottom approach of curriculum implementation would lead to serious teaching and learning ineffectiveness, consequently should come to a halt and totally be discouraged. The bottom-top approach will obviously involve the teachers and the force of perception competencies would be felt in the decision on curriculum innovation and implementation. Scholarly literature suggests that curriculum planners and educational policy makers often focus on the planning and initiation issues ignoring the dilemmas and obstacles that might evolve during the actual implementation (Markee, , 1977) and that little attention has been given to how teachers implement changes in pedagogy.(Careless, 2004), It is widely acknowledged that teachers are not simply implementers of educational innovations that are handed down to them by policy makers , but they interpret , modify and implement these innovations according to their beliefs and the context where these teachers work, (Chang 2011); Keys (2007), Spillane et al (2002); Woods, (1996) Orafi and Borg (2009).

The implications of the findings of the second group of constructs that decline to reject the null hypotheses are : Teachers’ pedagogic reinforcements competencies, Teachers’ instructional competencies , Teachers’ communication competencies are worthy of giving memorable attention The responses of the respondents conveyed a message of disapproval as concerns the role these constructs were to play in the implementation of competency based approach in the selected schools in the south region of Cameroon, It should be mentioned that though the take home message of this group of these three constructs was a distressing one . Some of the constructs if examined singularly and critically conveyed some messages of hope, These are :1) Communication competencies displayed (weak positive statistically insignificant) 2) Teachers’ pedagogical reinforcement competencies (weak negative statistically insignificant.) . The implications of these weak positive or negative statistically insignificant convey the message that the teachers pedagogical development programmes need to be seriously revised to permit constant ongoing discussions.

Generally the negation of these three hypotheses is indicative of the fact that the factors gotten from the scholarly literature that are responsible for the gap between curricular principles and teachers classroom practices need to be taken with a very serious note. These factors are: nature of the innovation, the role of the teachers belief , teachers training and development , the sociocultural context and the examination system. Secondly these components of teaching and learning effectiveness : Pedagogic reinforcement strategies , Communication strategies and Instructional Supervision strategies need to be given prompt attention by the education family in the secondary schools as crucial factors in the maintenance of top level student achievement , Pedagogic reinforcement strategies is the

engine of good teaching in the classroom (Brooks 1999).Pedagogic reinforcement strategies in education help children and young people to focus their attention on a key goal outcome. In doing so they are unfazed by possible distractions, are therefore able to maintain their attention during longer periods of time. In this connection students who are motivated display goal-oriented behaviour. Nevertheless, the teachers cannot feel motivated to carry out the teaching and learning practices in the right way when sometimes basic social amenities or facilities are not made available to them. It has been admitted that “TEACHING” this “most vital profession” as it has been called, presents many challenges - from inadequate pay to inferior classroom conditions; from excessive paper work to oversize classes; from disrespect and violence to parental indifference .This may partly be the implication of the responses of the respondents with respect to Pedagogic reinforcement competency strategies . Ken Elitis in his paper on ‘Teaching, The Cost And The Risk” pointed out that so much is expected of the teaching profession yet the dedicated educators in our schools receive little public ... praise for their efforts. In this connection teachers are always on the fence between mastery or performance goals, and this causes the competence aspect (mastery ie skills) to be given little importance.

It should be mentioned that most prominent approaches to the study of motivation today involve competence in some way, whether it is the desire to become competent, to appear competent to others, to feel competent, or even to avoid feeling or appearing incompetent. (Agbor -Tabe) In addition, most current conceptualizations of competence motivation were either created by psychologists or derived from earlier theories that were developed by psychologists (e.g., McClelland, Atkinson, White, and Lewin). Pintrich (2004) recently argued that motivational science represents "use-inspired basic research" (p. 668). As such, a number of researchers have suggested that each of the various frameworks of motivation has direct implications for classroom practice despite the fact that most of these approaches were developed by psychologists and tested outside of classroom contexts.

Concerns have been raised to the fact that even if teachers wanted to apply some or all of the motivation principles in their classrooms, a number of practical constraints would inhibit their efforts. One of these is that the jargon of motivation research, usually developed by psychologists, is not readily understood or accessible to teachers (or anyone who has not devoted years to the study of motivation). Another constraint is that the faithful implementation of even one or two of the practices recommended by motivation researchers would require significant changes in teachers' regular practices. Although change is very time-consuming, teachers are afforded little time to change instructional practices. Tollefson (2000) argued that before teachers alter their teaching styles, school structures must be altered to encourage the professional development of teachers. Dividing teachers into separate classrooms teaching large numbers of students in discrete academic disciplines inhibits sharing of information among teachers and leaves little time for meaningful instructional innovation. Simply telling teachers what they should do to enhance the competence motivation of their students is clearly not enough to make it happen. It may take a much larger vision, involving an understanding of how research can contribute to practice (Burkardt & Schoenfeld, 2004). This is a general concern in educational research, not just in motivation.

This construct teachers' communication competencies is one of the components that contribute in facilitating teacher effectiveness in the classroom milieu. The teacher has need of knowledge of content and communication skills to be effective... While several attributes have been used to describe an effective teacher content, knowledge and communication skills remain outstanding. . Research holds that teacher education should emphasize both content knowledge and communication skills instead of relegating communication skills because one cannot be achieved without the other.

One of the implications of the findings of this construct communication competencies is the gross neglect of this indispensable contributing factor to teaching and learning effectiveness. In this light it is not a surprise that the respondents who were 90 % classroom teachers would have been indifferent. An effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001). Another argument states effective teaching however may not be measured only by students' academic performance as other factors may combine to influence the students. The mastery of content is inevitable, but the teacher needs communication skills to convey the content, Communication competence therefore is as good as content competence, the combination of both makes effective teaching.

The third of the three constructs that the findings portrayed a negative response is the teachers' instructional supervision. This no doubt carries a lot of negative baggage. The general implication of this finding just like the case of communication competencies, is a total gross misunderstanding of the key player (the teacher) of the teaching learning process and consequently a concomitant factor in the implementation of any educational or curriculum innovation. The teachers complained of lack of shared decision making practices during instructional supervision controls. There was that lack of appropriate definition underlying purpose and professionalism of instructional supervision , as well as the prevalence of discrimination, subjectivity, biases , favouritism, corruption, confusion , dishonesty ,witch hunting, intimidation , harassment , victimization on flimsy grounds ; There is no gain say that with this lack of true classroom climate for teachers to share instructional concerns with supervisors is tantamount to any unpredictable blockage against any smooth implementation of competency based approach in the selected schools in south west region.

Furthermore, another implication of the findings of this construct points to the fact that if much care is not taken by the competent authorities, to enhance greater awareness and collective action of the importance of instructional supervision, any future educational innovation to be implemented shall be a forgotten story in the region. The teacher is the education luminary and the classroom is the 'black box' as far as any innovation is concerned (Olulobe, 2010).

Implications vis a vis the Qualitative Findings:

It is worth mentioning the implications of the results of the qualitative analysis of this study. The results based on the interview exposed the generated nature of the CBA in the schools in south-west region. The following issues were noted from the interviews : poor infrastructure, overcrowded classrooms, little or no use of didactic materials, lack of pedagogic

reinforcement, familiarity with the old syllabus (objective based), neglect of remote areas, very few or no seminars ,little or no supervisors in remote areas. A relook at those stumbling blocks that constitute some of the tangible challenges in the implementation of the CBA , it implies that much is still needed to be done, to overhaul the teaching and learning process for a successful implementation of the CBA.

After the exposure of the generated nature of the CBA, the study unveiled the challenges faced with the implementation of the CBA in the selected school curriculum in the south-west region. The challenges were not very different from those visualized after the quantitative analysis. Among the challenges, teacher's inadequate knowledge of the CBA, inadequate teaching and learning materials stood as paramount. This implies that on line studies, script writing that requires creative and critical thinking skills, team working and networking, cross culture communication are virtually absent in the teaching learning process. According to the constructivist philosophy of the CBA, students are moulded to create an atmosphere of self – directed learning, to permit them cooperate with peers around the world through enhanced digital literacy and mastery.

FINDINGS POSTULATIONS OF THE IMPLICATIONS

Considering that the findings are the postulations of the implications, in this light the following points can be raised : The implementation of the competency based approach has led to improved language proficiency among students ,increased engagement in the learning process or changes in the teaching methodologies. Based on these findings the researcher is stating that the improved language proficiency is a result of the focus on practical language skills and active language participation in the classroom. The implications here are both theoretical and practical considerations. CBA has the potential to enhance students' communication skills, prepare them for real world language use, or align with global trends in language education. It is necessary to mention that in linking the findings and the postulations , the implications are derived from the findings of the evaluation. The postulations are therefore logical deductions based on the observed data and served to provide theoretical explanations and potential practical outcomes.

The following are other implications of the findings: student centred learning, assessment and evaluations, policy and curriculum development, curriculum and content, equity and inclusion, teacher training and support, infrastructure and resources, stakeholder collaboration, professional development needs, learning outcomes and transitions, parent and community engagement, Teacher student interaction, resource allocation and sustainability, policy and system level impact, research and further investigation.

\The Limitations of the Study

The results of the findings of the study have brought to lime light by ascertaining to what extent the teachers and the students of the selected schools in south west region have abandoned the traditional, knowledge - based teaching and learning method to abreast the new paradigm , the competency based teaching and learning in English language. In this light, the findings have portrayed concretely the extent of the shift from a method that focused on a narrow set of academic outcomes and fails to recognize that student success is dependent on a

full range of foundational skills including social-emotional and the application of skills. This abandonment is to facilitate movement to CBA, a method designed to help students acquire academic knowledge, the skills to apply it, and lifelong learning skills that are needed to be fully prepared for college career and real life thereafter.. These findings were damn necessary, for the education stakeholders need a much more profound understanding of the main determinants of educational or curriculum innovation.

However no matter how constructive this research work is, there are nevertheless some limitations: first is the number of schools that could be included in the study and the generalization of the findings. Although the researcher attempted to improve the generalization of the results by inferring to a good number of the schools in Fako and Meme Division., but it is difficult to conclude leaving out all the Anglophone divisions in North West regions.

The study uses the responses and opinions of teachers from those selected schools in south west region. The interviews of the inspectors and the observations of the classrooms by the researcher went a long way to collect information in the field. It may not represent the opinions of teachers in other parts of Cameroon. As this is the case it would be inappropriate for one to assume that their opinions represent totally those of the other teachers. However, following the principle of interpretation research, generalization is not sought from a setting of a population rather it supplies an understanding of the deeper structure of a phenomenon that can inform other settings,

In any case the reliability of this research may have been affected to some degree by the time the investigations were being conducted. In some schools the general school climate was not very friendly. Nevertheless, attempts were made to find a more convenient time to carry out the investigations.

It should be mentioned that the researcher was eager to extend the scope of the study but was constrained by insecurity of certain zones. A lot of efforts, energy and time were expended to make sure that the teachers were given enough briefing as to what they were expected in each of the sections of the questionnaires. The respondents filled the questionnaires in a carefree manner.

It is necessary to mention again that due to insecurity the school climate generally in some schools was not the best .Nevertheless classroom observations and interviews were carried out. Despite all this the researcher still deemed it fit to apply both qualitative and the quantitative approach which he felt necessary for a study of this magnitude.

General Conclusion

The intention of any education system, whether openly stated or not, is to develop competent and confident individuals who can use the acquired knowledge and skills to positively transform their own lives in particular and contribute maximally to the development of the society in general. The education system must produce individuals who will cope well with the changing world. As noted by Schleicher (n.d.) cited by Lopez, et al. (2017:

“Today, schools need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, to use technologies that

have not yet been invented, and to solve social problems that we do not yet know will arise.”

It is in this light that that The Ministry of Secondary Education felt triggered by many problems wreaking havoc in the education sector: still adopting a system that is organized to efficiently deliver curriculum and assessing students’ proficiency at low levels such as memorization and comprehension of content knowledge rather than applied learning and mastery. The education system that depends on extrinsic motivation and has a high variability in how teachers determine proficiency (Supradi 2000) .The deteriorating tests scores both in internal and GCE exams came as the last straw on the camel’s back. It was at this juncture that it became dawn to education stakeholders that it is high time to adopt a system that fosters intrinsic motivation by activating students’ linguistic skills thereby expanding the cognitive thinking abilities of the learner and providing opportunities for learning to the same high standards. Educationists now appreciated better the CBA-R/S and that education is better organized to personalize learning and support the development of higher order skills such as analysis, evaluation and problem solving ,using relevant evidence to support claims in writing, using online English enhancement resources, justifying claims , evaluating learning processes just to name a few.

It is also necessary to numerate some challenges of the CBA: standardisation and assessment, implementation and infrastructure , student progression and time frame, equity and access

This study that has as the general objective: an evaluation of the implementation of the competency- based approach to English Language in the secondary school curriculum in the selected schools in the south west region as well as mapping out strategies (recommendations) that shall serve as the modus operandi to enable concrete implementation of curriculum innovations in educational milieu. The study aimed at evaluating to what extent the problems raised by the ministry of secondary education, parents and the stake holders have been solved. These problems include the devastating poor results in official exams, the poor system of assessment which encourages rote memorization just to name a few. The findings gotten from the research questions that were carefully carved out from the specific objectives have been an eye opener to many pedagogic components that have far reaching repercussions as far as curriculum innovation is concerned. The assumption is that competency based curriculum (CBC or CBA) which is underpinned by the theory of constructivism is an approach that can help enhance students’ academic achievement (Harris, Guthrie, Hobart &Lundberg1995; Weddel, 2006). The findings gotten from this study is in support of this notion of academic enhancement by the CBA. This study also points out that the teacher as the key implementer, is an indispensable factor in the process of education innovation (Orati 2013. Mata, 2013. Suh, 2019. Nalova, 2021.) and the bottom- top approach should be considered as the rule of thumb. Competency based -approach as an innovative pedagogy is regarded by many African educational authorities as a pertinent solution for the efficiency of educational systems (Boukhentache 2016). .But it is worth mentioning that this cannot be realized without teachers who are the key implementers of competency based curriculum. Teachers, be it primary teacher or secondary teacher need to be trained for them to be knowledgeable whenever there is curriculum change (Anangisye 2020).

The study also unveiled the factors that have created the gap responsible for the poor implementation of the CBA. The factors are 1. The nature of the innovation. 2. The role of teachers' beliefs, 3. Teachers Training and Development .4.. The Examination System. 5. The Context where the innovation is being implemented. It should never be forgotten that knowledge and understanding of teachers constitute an important aspect in the implementation of competence-based curriculum during the teaching and learning process...Research has pointed out that the effectiveness and efficiency of CBC depends on teachers ability to carry out teachers' teaching and learning activities responsibly and effectively. Mosha, (2012) points out that qualified teachers with ample and appropriate knowledge and skills are one of the preconditions for a successful implementation of CBC. This view conforms to that of Orafi (2013) stating that the teacher is the main factor in effective delivery of any imposed change. Su (2006) also noted that teachers are the determiner of the success of any reform to become meaningful at local or school level. Truthfulness is the foundation of all human virtues is a common saying. Adopting the top-bottom approach in curriculum implementation as the case of Cameroon, Tanzania,, Nigeria just to name a few is tantamount to the fact that truth has been tampered with and consequently the personality of the teaching corps is subjugated and downtrodden and this shall always fail to substantiate rightful evidence .It is not a lie when such a curriculum is described as nothing but a mock rehearsal (Suh 2006)

The questionnaires that guided the results of the hypotheses unfolded the findings of this study. Out of the six hypotheses, three underscore positive results and the other three the results were negative. The three positive constructs are:

- 1) Teachers Methodological competency strategies,
- 2) Teachers Material Utilization Competency strategies ,
- 3) Teachers' Perception Competency strategies.

These three positive constructs by implication in the light of the objective of this study confirm the extent to which the implementation of the CBA was positive from the viewpoint of those three constructs in the selected schools in the south west region of Cameroon. From the results it is therefore clear that CBA policy and practices were implemented from the positive standpoint of the three constructs in the selected areas, guided by the responses of the respondents who are teachers themselves.

The three negative constructs:

- 1) Teachers pedagogic reinforcement competency strategies
- 2) Communication competency strategies
- 3) Instructional Supervision Competency strategies

These negative results of these constructs have many far reaching repercussions .From the specific objectives of the study the constructs are:

- A) To investigate the extent to which Teachers Pedagogical reinforcement competency strategies have influenced the implementation of the CBA.

- B) To find out to what extent instructional supervision competency strategies influence the implementation of CBA in the selected schools.
- C) To investigate the influence of communication competency strategies on the implementation of the CBA.

In the light of the above, the negativity of the constructs is confirmation to the fact that the policy and practices of the CBA in the teaching and learning process which have to change from rote memorization of content knowledge to acquisition of skills and competencies useful for solving real life problems, that very little has been implemented in the selected schools in the south west region. Another implication to this negative response is the fact that as O' Sullivan Burse (2014) pointed out that some Universities hold time requirements constant and letting learning vary but Competency -based Approach prefer to hold learning constant and let time vary. Surgis and Patrick (2010) also share the same view on the issue of time. They confirm that it is the transformation of the education system from time -based system to a learning based system. In the light of the above, the fertile groundwork for the implementation of the CBA with respect to Pedagogical competencies, communication competencies, Instructional Supervision competencies was still not solid and therefore not worthwhile and also needed serious rethinking. The three new r's in education: Reflex, Rethink, Refocus, and undoubtedly should be put into serious action. In a good number of the selected schools, CBA is still a nightmare. These are disheartening realities. Pedagogic reinforcement competency strategies, Communication competency strategies , and Instructional Supervision competency strategies are all educational components that can create reciprocated commitment between teachers and students, communication of concern, as well as direct help to individual students with their personal problems. These are harsh and stinking realities that the teachers, parents and education authorities need to address and focus attention to. Considering the fact that parents mirror the values of the local community (Orafi 2013) and a good number of the schools are situated not in urban localities, it should be ensured that there is parental involvement in decision taking.

It should be mentioned that the CBA has certain challenges : standardization and assessment, implementation and infrastructure , student progression and time frame, equity and access, teacher capacity and support, stakeholders understanding and acceptance , assessment and overemphasis, transition and alignment.

This fact that schools not being situated in the urban areas yet can still make great academic achievements is described by Grennon lab discovery called “starting from the scratch” She demonstrates with her students how it is possible to have a garden on a hill and a pond bellow to water the garden, but enough water is still gotten to water the garden. This is possible when the constructivist theory is underpinning the student's studies. Learners think and recreate knowledge, with the constructivist philosophy, when one encounters something new, one has to reconcile with it with the previous ideas and experience , may be changing what one had believed or may be discarding the new information as irrelevant. In any case one is actively creator of his own knowledge, Grennon's point of view on constructivism ties with Piaget,(1973), Vygotsky(1978) as well as Bruner 1977) As concerns the teachers being the most influential factor, it is damn imperative to work hand in gloves with them, in order to

enjoy total and unflinching support when it comes to educational change and curriculum innovations (Maja 2012). In this light it creates an atmosphere of shared decision making which is an important characteristic of school governance and a panacea to all ills of decentralized governance. Unless further research would prove otherwise it seems reasonable to believe that the findings reported can be generalized. In the light of the above submission the researcher has proposed a model gleaned from the findings that would go a long way to contribute in the implementation of CBA in secondary schools in Cameroon. The model called “MMP model” (p 185) , in non-equivocal terms ,this will inevitably drive change through effective instructional and constructivist strategies thereby matching educational policies and practices to realities in the selected secondary schools in the south – west region.

Recommendations

The findings of this study are much in compliance with the findings of other research studies in this field of study. The gap unveiled by this study that has been found responsible for the poor implementation of the CBA such as 1. The nature of the innovation 2. The role of Teachers’ beliefs, 3. Teachers Training and Development, 4. The Examination System and 5 .The Context where the Innovation is being implemented. This information has contributed in no small degree to harness the lofty ideas from the recommendation viewpoint. It reminds readers again on what Diffang (2018) and Suh (2019) pointed out that a good curriculum or teaching and learning tool like the CBA requires constant evaluation and monitoring. This explains why since the inception of the CBA many things have gone under the bridge. Nevertheless, Wiysahnyuy (2021) says that the situation is getting better as far as the implementation of the CBA in language teaching and learning is concerned. The question is to what extent? Is the improvement only in the urban schools? A good recommendation will only be found invaluable if the findings of the study establish the compliance with other studies. It would also show much concern if there is any divergence that carries a positive note for the way forward especially if the degree of divergence is stated, that is showing a greater or lesser extent. According to Luka (2018) the intention of any educational system whether openly stated or not is to develop competent and confident individuals who can use the acquired knowledge and skills to positively transform their own lives in particular and contributes maximally to the development in general. The education system must produce those who will cope well with the changing world.

In this perspective, the findings of this study do not establish much divergence from other research findings from the standpoint of teachers methodologies, Teachers Utilization of teaching and learning materials, and Teachers perception competencies. These three components just mentioned above are in line with CBA philosophy and practices, The CBA philosophy that grading is designed to communicate student’s progress in learning academic skills and content as well as the skills that they need to become lifelong learners.

It should however be mentioned that the schools that have failed to have CBA/RS implemented in their schools may like to learn from this saying that the end shall justify the means. Like Winston Churchill (1953), once said, success is moving from failure to failure without loss of enthusiasm. He said experiencing failure can teach you lessons that you wouldn’t have learned otherwise – you can learn from failure, In this connection it is greatly

hoped that these schools shall improve in the nearest future if the recommendations are considered fervently, After all this the philosopher of social constructivism said that it is the system that fails the learner never fails. Consequently, the mission of the curriculum is to nurture every learner's potentials (John Dewey)

The recommendation shall also uncover pedagogic issues surrounding the negative constructs of the findings. The negative responses displayed in the findings reveal certain implications , and the recommendation shall go in that respect to give the researchers' viewpoint as to why CBA could not be implemented in certain areas in the selected schools in the south -west region. The following recommendations are aimed at promoting the CB A in the teaching - learning process for a more effective implementation in schools:

❖ **Improving Teaching Methods**

It is very essential that teachers revise and improve their teaching and learning approaches. Methodology competencies are a crucial precept in the implementation of a curriculum innovation. Gabriel (2010) found that teachers were unable to use highly and potentially interactive teaching methods such as problem solving and discovery which are very useful in teaching and learning environment. This gap that was created during the .Morsha (2012) noted that when competency -based approach was not effectively followed up there was often a danger for teachers to slide back to traditional teaching methods. Teachers therefore need to be highly proficient in the application of new teaching methods necessary to make students learning effective (Kafyullo et al, 2012)

❖ **Enhancing Teacher -Student Interaction:**

Teacher- student interaction is an important aspect in ensuring an effective teaching and learning. The fact that essentially this objective of competency based teaching and learning focus on teacher's effectiveness in the use of interactive, participatory teaching and learning techniques and a child learning environment. Learners come to class with some knowledge and skills .In order for the learners to share their knowledge and skills with that of teacher in the class, teachers must create a friendly and interactive environment. Reports have often proven that this is often found lacking in most classroom observations, (Olulobe, 2010)

❖ **Improving Infrastructure:**

It should be made known to educational authorities especially those in Secondary Education that learning and teaching infrastructure are crucial in building competencies among the learners. This means that the presence and conditions of classrooms, laboratories, workshops, libraries, sports field and power and water supply have great influence in the development of competencies among learners. It cannot be denied that learners have great opportunities to learn various things when infrastructure are available and in good conditions. This confirms and goes in line with the findings of one of the constructs that is Teachers' material utilization competencies. In the light of the above, learners preferring to study natural sciences or wood work in a case of a technical schools, will be interested to see a well-equipped workshop or functional laboratories.

❖ **Motivating Teachers and Learners:**

Motivation is an important component in the CBA and the teaching learning process as a whole. It is surprising to point to the fact that very little significance has been attached to this important lever of success in most educational establishments. This partly explains why in the study, the construct on Teachers' motivational competencies had very little encouraging results. These motivational levers like time, money, overall job, specific task, recognition, promotion, advancement, involvement and many other miscellaneous benefits are levers of success. When the educational authorities create a culture that promotes teamwork, collaboration, openness, and friendship, management is thus encouraged to care about their employees and employees are encouraged to care for each other, so that there is a sense of collegiality and belonging. Both teachers and learners need to be motivated, in order to implement competent based teaching and learning. On their side, teachers need to be motivated to help learners to develop skills (competencies) required. The learners on the other hand will be motivated to learn particular skills if they have been informed of the values of such skills in their daily lives. Praises and compliments shall keep the students on their feet yelling with smiles.

❖ **Review Education Policy**

The policy and practices of CBA needs a strong review and rethinking of the education policy. CBA requires a learner (student) to take charge of the learning process in order for the learner to have enough time to learn particular skills; there must be a relatively manageable number of subjects on at a time. When the curriculum is highly loaded learners lose concentration and consequently they become jacks of all trades but master of none. In this regard there is a high need for policy reform to allow students to study few things but intensively. In another research the teachers complained that they are too much over loaded. For instance a subject combination with subjects at the advanced level, may not be appropriate for learners to develop competencies in particular subject areas. This underscores the point raised by some advocates of integration pedagogy who contend that teachers could start with content based approach if the level of the students does not permit the teacher to take off with the CBA principles from the start. The issue of work load in the CBA is high stakes affair that needs revisiting and rethinking.

❖ **Improving Teaching and Learning Resources;**

The resources according to CBA principles and practices includes teaching and learning materials like books, laboratory equipment, work shop equipment, and other ict materials and gadgets. For an effective and efficient implementation of the CBA, there should be a sound understanding of the various teaching resources and of course how to use, this will undoubtedly pave the way to a very successful curriculum implementation. According to Ambei et al, teaching resources are a critical aspect of effective curriculum implementation. In this connection the development of competencies among learners requires schools to have all the necessary teaching and learning resources. Parents Teachers' Association should endeavour to see that these resources should be bought and jealously kept by the competent

authorities of the school, the students who use these resources, they gain not only abstract but also practical skills.

❖ **Enhance Practical Training to permit constructivist approach to develop long life skills**

There is a common saying that “Practice makes perfect” The implication of this statement is that competencies are developed when learners engaged in practical activities. This is accomplished through involving students in hands on activities which enable them to gain experiences that have a far reaching impact as far as the student’s comprehension of the taught lesson is concerned (Wangela, 2020). In this light the following study skills could be acquired by the learners without much ado. This is true when the coach or facilitator focuses on the concept of constructivism as a paradigm for teaching and learning. It should be mentioned here that constructivism is the nerve centre of CBS/RS, The facilitator starts with the explanation to gain a good understanding of the concept of constructivism, then move to demonstration thereby moving from concept to pure classroom activities. According to Grenon (2018) , the facilitator can point towards a number of different teaching practices, In the most general sense it usually means , encouraging students to use active techniques (experiments, real world problem solving,). To create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The facilitator (teacher) makes sure he or she understands the learners pre-existing conception and grinds the activity to address them and then build on them. As earlier mentioned the following study skills can gracefully be imbibed by the students:

- Using online English enhancement resources
- Scanning and Skimming,
- Using relevant evidence to support claims in writing,
- Evaluating evidence
- Understanding data,
- Adopting informal writing style,
- Using appropriate intonation when speaking,
- Justifying details,
- Describing details,
- Using appropriate voice when speaking,
- Note making,
- Reading index and content page,
- Paraphrasing,

- Collating information
- Writing drafts,
- Interviewing,
- Evaluating learning process,
- Giving formal speech
- Understanding data,
- Speaking with adequate pronunciation.

The importance of the above skills is corroborated by Paul et al (1998) in the study: “Inside the black box raising standards through classroom assessment.” He points out in his study that raising the standards of learning (constructivist learning) that are achieved through schooling is an important national priority. He stressed on the fact that in recent year’s government throughout the world have been more and more vigorous in making changes in pursuit of this aim. The Black Box he says refers to the classroom. Issues of the black box must be well handled if things have to change positively. In this light, the government, the parents must work hand in gloves with the teachers (facilitators) for the events in the black box to produce very encouraging results,

❖ **Identify, Define and Promote Career/Paths at an Early Age**

In developing countries this problem of identifying, define and promote career or paths at an earlier age is a cause for concern. Nevertheless, teachers who are by nature career oriented would endeavour to pick out good children who have traces to make informed choice of their future careers. Learners of course study a lot of subjects in school without having knowledge of the application of each subject in their daily lives. In this light, it is strongly recommended that even though the teachers’ focus is always to complete the syllabus, the teacher should endeavour to identify and define learners and talents so that they can be guided to choose their future careers.

❖ **Improvement of Teachers / Students Ratio.**

It is necessary to ensure that teachers should be able to control the class and help each individual student to their skills. More so a standard number of learners per teacher should be established and adhered to. Crowded classroom detract teachers from knowing and helping all students in the classroom.

❖ **Enhancement of Technology Usage**

The development of information and communication technologies (ICT) in particular has transformed teaching especially in the urban zones. It is strongly recommended that all institutions should make serious efforts to acquire (ICT) in the school campus. All cannot be done in a day, but gradual efforts with the PTA would get something fantastic. It is undeniable that with the aid of technology, students are able to explain various sources of knowledge.

❖ **Improvement of Assessment Procedures, with emphasis on Formative Assessment.**

Competency based approach requires multiple ways of assessing learners in order to determine their competencies. The implementation of the CBA requires the use of new assessment strategies aligned with the new paradigm. To implement these changes it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment. According to Paul et al (1998), in his study on “Inside the Black Box raising standards through classroom assessment” the professor underscores the point that learning is driven by what teachers and students do in the classrooms (black box). Teachers have to manage complicated and demanding situations, channelling the personal, emotional, and social pressures, of a group of 30 or more youngsters in order to help them learn immediately and become better learners in future. Standards can be raised only if teachers can tackle this task more effectively. What is missing from the efforts alluded to above is any direct help with this task. Certain outputs from the outside: pupils, teachers, other resources, management rules, and requirements, parental anxieties, standards, tests with high stakes and so on. Are fed into the box. Some output are supposed to follow: Pupils who are more knowledgeable and competent better test results, teachers who are reasonably satisfied, so on. The question is what is happening in the box? How can one be sure that a particular set of new inputs would produce better outputs if we do not at least study what is inside? Secondly why is that most of the reform initiatives are not aimed at target to giving direct help and support to the work of teachers in the classroom? The answer always given is that it is up to teacher. They have to make the inside of the BLACK BOX better, Paul et al (1998) concludes that leaving everything to the teachers is not correct. That some changes in the inputs might be counterproductive and make it difficult for teachers to raise standards. In this light if it were a scheme to implement a new curriculum, then everything will be doomed to a failure. This feature is at heart of effective teaching, in this light it is very imperative that sound measures should be taken to ensure that the educational system should respond to global demands as well as individual long life opportunities.

Importance of the Improvement of Teachers’ Knowledge of Competence Based Teaching and Learning.

It is said that teachers are the key players in the implementation of any educational innovation. In this light it is condition sine qua non that knowledge and understanding of teachers constitute an important aspect in the implementation of the competency based approach during the teaching learning process. Mosha (2012) points out that equipped teachers with ample and appropriate knowledge and skills one of the preconditions for a successful implementation of the CBA. In this light, according to Wood (2008) the need for changes in the instructional approaches calls for the need to equip teachers (both in -service and pre-service) with the new competencies for handling new teaching paradigms.

Watering these Challenges

Summarily, the recommendations advanced above shall be able to water down these challenges common to developing countries educational institutions if the guidelines below are not ignored:

- 1) Poor infrastructure
- 2) Lack of flexibility among teachers to adopt new paradigms.
- 3) Teachers lacking knowledge about competency based teaching
- 4) Lack of career choices at earlier stages of education
- 5) Inadequate teaching and learning facilities
- 6) Lack of motivation among teachers
- 7) Rigidity of the education policies and guidelines.

According to the researcher the recommendations shall bear good fruits if certain basic truth that has paved its way from start to finish of this study are given serious rethinking, It is now widely believed that in second language research , findings obtained in one country are not necessarily transferable to language pedagogy or policy making in another country (Eith, 2000,Rahman and Pandian,2016) , and it is now increasingly recognized that policy makers cannot import and adapt any language approach from the west without considering contextual constraints, (Humphries and Barns, 2015) Unfortunately , most developing countries do not seem to be aware of this as yet.

The last but not the least, some of studies have raised up the issue of allowing the judicious use of French in the EFL classroom. (Nforbi and Siwoue', 2015). In this light it is still a suggestion that the Cameroon model of CBA./RS should view French and other indigenous languages as alternative communication resources at the disposal of English Language learners and teachers for better teaching and learning outcomes, This needs a serious rethinking :firstly when one considers that a change must be well planned and not and ad –hoc affaire, secondly learners do no fail , but it is the system that fails, We learn from failure not success(Bram Stoker,2015). In this light the message of the curriculum is to nurture every learner's potentials. (Vygotsky, 1978)

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APPENDICES

APPENDIX 1

DISTRIBUTION OF SCHOOLS ACCORDING TO DIVISIONS.

FAKO	MEME	INDIAN	MANYU	KUPE MANENGUB A	LEBIALE M
Limbe 1	Kumba1	Bamusso	Mamfe	Tombel	Fontem
Limbe11	Kumba11	EkondoTiti	Akwaya	Bangem	Alou
Limbe11 1	Kumba11 1	Isangele	Eyumojoc k	Nguti	Wabane
Buea	Konye	KomboAbedem o	Upper Bayang		Menji
Tiko	Mbonge	Komboltindi			
Muyuka		Dikome			
West coast		Idabato			

(1)FAKO DIVISION.

Has five sub-divisions: Limbe, Buea, Tiko, Muyuka, West coast (Idenou).

GOVERNMENT HIGH SCHOOLS.

BUEA	
BONJONGO	
LIMBE	
BATOKE	
IDENAU	
BUEA RURAL	
EKONA	
BAFIA	
GREAT SOPPO	

BOMAKA	
BOLIFAMBA	
BONADIKOMBO	
MBONJO	
MOTOMBOLOMBO	
MALENDE	
MUYENGE	
	17

GOVERNMENT BILINGUAL HIGH SCHOOLS.

MOLIKYO	
LIMBE	
TIKO	
MUTENGENE	
MUYUKA	
MUDEKA	
MUEA	
	07

GOVERNMENT SECONDARY SCHOOLS.

BWIYUKU	
WOKEKA	
MABETA	
LIONGO	
OWE ROAD M'KA	
DIBANDA	
	06

GOVERNMENT TECHNICAL HIGH SCHOOLS.

MOLYKO	
OMBE	
MUYUKA	
LIMBE	
TIKO	
	05

GOVERNMENT TECHNICAL COLLEGES.

BOVA	
LYSOKA	
MUNYENGE	
BALINGILI	
EKONA	
	05

PRIVATE AND CONFSSIONAL; SCHOOLS.**MISSION.**

BHS BUEA	
BAPTIST COMP. COLLEGE BUEA	
ST.JOSEPH COLL. SASSE	
BISHOP ROGAN SMALL SOPPO	
ST. PAUL COL BONJONGO	
JULES PETER BUEA	
PCSS BUEA	
OUR LADY OF MOUNT CAMEL MUEA	
SAKER BAPTIST LIMBE	
PGSS LIMBE	
ST ANNE GIRLS SCHOOL LIMBE	
CBA SEC .SCHOOL MUYUKA	
FULL GOSPEL COLL MUYUKA	

OUR LADY OF GRACE MUYUKA	
WORLD WIDE MPONDO MUYUKA	
CKC.TIKO	
REGINA PACIS MUTENGENE	
SURE FOUNDATION TIKO	
	18

LAY PRIVATE.

CHARITY COMP ACADEMY MILE 16 BUEA	
SALVATION BILINGUAL HIGH SCH BUEA	
INTER COMP HIGH SCH BUEA	
BAIRD MEMORIAL COL BUEA	
FOMIC COMP. HIGH SCH.BUEA	
ST.FRANCIS BIL COL MUEA	
HILY CHILD COMP COL BUEA	
ATLANTIC TECH COL LIMBE	
KOFFLE LUMA LIMBE	
NEW HORIZON LIMBE	
GOOD SHEPERD LIMBE	
COLLEGE DE L'ESPOIRE LIMBE	
COLLEGE D'EXCELLENCE LIMBE	
FESS TECH COL MUYUKA	
REDEMPTION COL EKONA	
IMPASS TIKO	
FOUNDATION EDUCATION TRUST COL MUTENGENE	
PAN BIL HIGH SCH BUEA	
MARTHLO COMP.BIL COL BUEA	
SUMMERSET BIL. HIGH SCH.BUEA	
FRANKFIPS COMP. COL BUEA	

CHAMPIONS COMP. COL BUEA	
ST.THERESA INTERN.COL BUEA	
LYOKIKI SEC SCH BUEA	
NABESK COMP. COL BUEA	
CASS BUEA	
NCHS LIMBE	
KULU MEMORIAL LIMBE	
KEMONDE VETERAN COL.LIMBE	
COLLEGE SONARA LIMBE	
RENAISSANCE SEC. SCH.MILE 4 LIMBE	
KINGS BIL.COMP. COL MILE 4 LIMBE	
UNIC SEC SCH.LIMBE	
VOCAST MUYUKA	
EFUETNGU COMP. COL. MUYUKA	
NEW LIFE COMP COL. EKONA	
GLORIOUS COMP CO.L MAKANGA MUYUKA	
OXFORD BIL. COL. MUTENGENE	
CAMBRIDGE COMP. COL MUTENGENE	
SABIBI COMP. COL. TIKO	
UNITY COMP. COL. TOMBE	
MODERN COL OF TECHNOLOGY TIKO	
KOEL BIL INSTITUTE TIKO	
	43

PRIVATE TEACHER TRAINING COLLEGES

GTTC BUEA

GTTC LIMBE

ST.JOHN BOSCO BUEA

REMEDIAL TTC.BUEA

ST ANDREW TTC

TOTAL =106

This division is the heart beat of the region, not only because it accommodates the political capital, the center of opportunities, but because it is cosmopolitan, with a variety of settlers from all the other regions, fertile soil and a road junction to all other main towns in the region like Limbe, Mutengene, Tiko, Muyuka. Academically, the first educational missionaries landed and opened schools there like Alfred Saker in Limbe. The first Anglo-Saxon university in the region is found in Buea, the capital town for Fako harbouring one of the oldest bilingual secondary school in Cameroon, (BGS) Molyko from Bimbia in 1965. This division is reputed for having a variety of school types like, the first mission secondary school for the English Cameroonians, ‘Sasse’. This area is accessible and the researcher is expedient working there.

MEME DIVISION.

This division has five sub-divisions namely: konye, Mbonge and with kumba the chief town has kumba 1, kumba 11 and kumba 111 for politico- administrative reasons. It is a business inclined area noted for farming with cocoa and coffee as the main products. School fees can be paid either in cash or in kind depending on the period of the year.

GOVERNMENT HIGHT SCHOOLS.

CCAS	
KOMBONE	
KONYE	
BEKONDO	
KAKE	
BOMBE BAKUNDU	
FOE BAKUNDU	
MALENDE	
DIONGO	
KUMBA-MBENG	
NKAMLINKUM	
EKOMBE BONJI	
MATOH	

GOVERNMENT BILINGUAL HIGH SCHOOLS.

KUMBA	
KOSSALA	
MBONGE	
MAMBANDA	
	04

GOVERNMENT SECONDARY SCHOOLS.

MBAKWA SUPE	
KOTO BAROMBI	
NGWANDI	
BIG NGANJO	
KOBA	
BOKOSSO	
IBEMI	
SMALL EKOMBE	
BIG BUTU	
BOMBELE	
ILLEH LOBANGE	
BAI-MANYA	
BAI-PANYA	
BAI-KUKE	
BAKUMBA	
BANGA-BAKUNDU	
BOLE	
MARUMBA 11	
BOA-BAKUNDU	
BADUMA	
FIANGO	
KANG BAROMBI	
MBALANGI	
EDIKI BEKOLI	
WONE	
	24

GOVERNMENT BILINGUAL SEC. SCHOOL.

BEKONDO	
	01

GOVERNMENT TECHNICAL HIGH SCHOOLS.

KUMBA	
KANG BAROMBI	
	02

GOVERNMENT TECHNICAL COLLEGES

MASSAKA	
BOMBE BAKUNDU	
MATOH BUTU	
MATONDO	
NAKE BOKOKO	
KAKE 1	
KOKOBUMA	
TEKE	
BAI FOE	
BOMDANDA	
MOFAKO BEKONDO	
NGANJO TITI	
NGANJO TITI 11	
	14

LAY PRIVATE AND CONFSSIONAL SCHOOLS

ST. FRANCIS KUMBA	
PHS KUMBA	
ST. JOHN COLLEGE	
FUGUSEC KUMBA	
PCSS FIANGO	
DIVINE HIGH SCH	
MARTIN LUTHER KING	
ETA COLLEGE	
BCSS KOKAKA	
EXCELSOR BIL. COL	
DENIS COMP.COL.	
MCHS KOMBONE	
DELIGENT BIL ACADEMIC K'BA	
BAAS K'BA	
VICTORY COMP COL K'BA	
KUCAS K'BA	
BCSS KWAKWA	
BONDIA GRAMMAR SCH.	
PUIS MEMORIAL COMP COL BOLE	
FRANK HARCOURT.K'BA	
STANDARD BIL. MATOH	
W.C.C.SMALL EKOMBE	
K'BA CITY COLLEGE	
JEMEA MEMORIAL COL KBA'	

REMEDIAL BIL COLLEGE K'BA	
GLOBICOL K'BA	
NBC KOSALA	
CCCHS K'BA	
ALL SAINTS COLLEGE K'BA	
BAI COMP. BAIKUKE.	
GENERATION BIL COMP COL K'BA	
AGES COMP. HIGH SCH. K'BA	
NATIONAL BIL COL K'BA	
KUMBA CITY COL.	
CLASSICAL BIL COMP COL K'BA	
BANGA BAKUNDU EDUCARE BIL. COL K'BA	
	37

TOTAL =102.

Meme, another highly scholarized division with a handcuff of all school types containing the first government and mission schools like CCASS kumba and ST. Francis high school respectively with a higher technical teachers training college to accommodate and train future educationists in the technical domain. The division is accessible because students come from all the other areas of the region.

NDIAN DIVISION.

This is a new division having eight sub-divisions: Mundemba, Bamusso, EkondoTiti, Isangele, Idabato, KomboAbedimo, Toko and DikomeBalue with a vast surface area that stretch along the Atlantic coastline boarding Cameroon and Nigeria. It is only after the Green tree accord that the Bakassi territory under contention between Cameroon and Nigeria was finally handed to Cameroon before educational projects were introduced there. It is a very difficult terrain because of accessibility, low scholarization and no job opportunity except fishing which does not need formal education now.

Distribution of schools according to school types and location.

GOVERNMENT HIGH SCHOOLS

BAMUSSO	
BEAKOR	
DIKOME BALUE	
BISORO BALUE	
	04

GOVERNMENT BILINGUAL HIGH SCHOOLS.

MUNDEMA	
---------	--

EKONDO TITI	
ISANGELE	
	03

GOVERNMENT SECONDARY SCHOOLS.

MEKA NGOLO	
BULU CAMP	
TOKO	
BETENGUE BALUE	
LOBE TOWN	
BONJI BALUE	
BAFAKA BALUE	
EKON 11	
MADIE NGOLO	
BOGONGO 1	
IDABATO	
FUNGE BALONGO	
DIFENDA BALUE	
KUMBE BALUE	
KITA BALUE	
BARRACK	
BEKUME	
LOBE ESTATE	
	18

GOVERNMENT TECHNICAL HIGH SCHOOLS

MUNDEMBA	
EKONDO TITI	
	02

GOVERNMENT TECHNICAL COLLEGES

AKWA-BAKASSI	
EBOBE-BALUE	
KOMBA A MUNJIA 1	
LIPENJA BATANGA	
ILLOANI	
	05

PRIVATE AND CONFSSIONAL COLLEGES

ST. PUIS COL EKONDO TITI	
CKCSS EKONDO TITI	
REDEMPTION COMP COL. EKONDO TITI	03

TEACHER TRAINING COLLEGES

GTTC MUNDEMBA	
GTTC AKWA	
	02

TOTAL =37

Indian division is one of the youngest divisions in the south west region that is highly under scholarized because of bad roads. With only 37 schools, couple with the fact that part of the division was in the hands of neighbouring Nigeria (Bakassi) where there had been sporadic attacks and gunshots, this made the place unsaved for studies. The government of Cameroon is encouraging educationist and teachers to work here on a special consideration. As of 2015 the total number of students in public secondary general education was = 4891, for public technical was =515 with only 01 girl, for lay private it was =890, 162 in confessional schools, from government teachers training colleges it was =299, private teachers training colleges was =37 giving a total of 6794 students in the whole division. This number has dropped drastically because of the socio-political and health crises wreaking havoc on the region today.

Source: National control brigade for private education and regional chief of service in charge of statistics.

APPENDIX 2

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

CENTRE DE RECHERCHE ET DE
FORMATION

DOCTORALE (CRFD) EN



UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET DE FORMATION

DOCTORALE (CRFD) EN

« SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES »

QUESTIONNAIRE TO TEACHERS

Dear Respondent,

I am ENOW SAMMY AKO, a Ph.D. student in the Department of CURRICULUM, MEASUREMENT AND EVALUATION, and Faculty of Education of the University of Yaounde 1. I would appreciate if you could spare some time out of your schedule to respond to this instrument, aimed at collecting data for the study, on The Evaluation of the Implementation of the Competency -Based Approach to English Language Curriculum in secondary schools in the south west region of Cameroon. I assure you that the information will be treated with utmost confidentiality.

Thank you for understanding.

Instructions: From Sections I to XII, cycle with an (X) the number you consider as the right answer to your judgment against any of (SA) Strongly Agree, (A) Agree, (D) Disagree. (SD)Strongly disagree, to show the extent of your confirmation with each of the alternatives.

SECTION I: DEMOGRAPHIC INFORMATION

1. Name of school:

2. Location of School:

1. Urban 2. Rural

3. Gender of Principal:

1. Male 2. Female

4. Working Experience:

1. Below 5 years 2. Between 5-9 years 3. Between 10-19 years 4. 20 years above

5. Qualification:

6. PhD 2. M.A 3. BSC 4. DIPES II 5. DIPES I

SECTION II

METHODOLOGICAL COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In CBA the teachers use cooperative task strategy skills in teaching and learning.				
2.	In CBA learner-centred approach in teaching and learning enables students to become self –developing through role playing.				
3	In CBA Competitive task structure skills are used to inspire students.				
4	Teaching using audio-visual facilitate internalisation of learnt concepts.				
5	In CBA difficulties are encountered when applying CBA-RLS strategies like problem solving skills.				
6	In language learning in CBA the teacher as facilitator his new role is to help the students to become more independent, and more responsible for their own learning.				

SECTION 111

PEDAGOGIC REINFORCEMENT COMPETENCY STRATEGIES

S / N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In CBA an enabling environment enables students to diagnose concepts to solve societal problems				
2	CBA empowers students to acquire self-building and work readiness skills, as well as emotional intelligence skills.				

3	CBA helps students to foresee global employability skills, as well as organisational and planning skills.				
4	In CBA analytical and mastery based learning is facilitated thereby learners become stronger and more self-directed learners				
5	In CBA problem solving enables the learner to identify key issues and their implications having clear understanding of problems and most effective solutions.				

SECTION IV

INSTRUCTIONAL SUPERVISION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In CBA the instructional leaders operating in developmental supervision give three types of assistance: directive, collaborative, and non-directive.				
2	The Inspectors usually have three conferences for supervision				
3	CBA-RLS encourages teachers to ensure that students to do diagnostics in their studies.				
4	The objective of the lessons is always single out in the lessons during supervision				
5	In the implementation of the CBA in English language instructional supervision is a catalyst that serves like an educational mission empowering teachers to provide meaningful learning experiences for students.				
6	In CBA Instructional supervision as principle ensures awareness of similar methods careful planning of supervision..				
7	Internal and external supervision are aimed at remediation of lessons				

SECTION V

MATERIAL UTILISATION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In implementing CBA official textbooks are used by the students.				
2	Digital or e-textbooks are easy to assess and encourage internalization of learnt lessons.				
3	In CBA instructional materials arouse curiosity and makes the students want to learn more and more.				
4	In CBA instead of using the traditional copy, the e-text is the order of the day rendering studies very practicable and enjoyable.				
5	In CBA results from students work boost the morale of the teachers for effective use of instructional materials				
6	In the implementation of CBA to English instructional materials serve as a channel between the teachers and students in delivering instructions.				
7	In implementation of CBA to English language, instructional materials ensure that some monotony is taken away from class thereby offering content that makes the student to sit up.				

SECTION VI

COMMUNICATION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In the implementation of CBA to English, effective communication helps to build and foster students to thrive, prosper and learn.				
2	In CBA self-correction exercises communicate and internalize the errors stronger in the students mind.				
3	In CBA using a good story to start the lesson that can bridge the gap between smart and the non-smart learners in class.				
4	In CBA manner of communication enables the students to deliver to classmates complicated or difficult concepts.				
5	In CBA communication, contribute in increasing student interaction in online classes, thus it involves having a group discussions , sharing social accounts ,forming a social media groups				

6	In CBA teacher communication models and coaches render the message memorable by facilitating an emotional connections for the learner,				
7	In CBA communication language teaching with large classes has been rendered possible. Communication				
7	In CBA classroom, good communication is a strong weapon in the enhancement of discussions, or reflecting on a topic, as well as sheering a friend's opinion.				

SECTION V11

PERCEPTION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In implementing CBA to English language Teachers and students perceive community service learning as a team work thereby developing common initiatives.				
2	In CBA practical training of the teachers enables them to view teaching as an interesting endeavour.				
3	In CBA Teachers/students understand that not every learner learns the same content neither in the same way nor the same number of hours				
4	In CBA, one perceives excellence rather than competition for examination grades.				
5	In CBA, one perceives global citizenship :self - building , integrity, good governance				
6	In CBA rethinking about self-realisation and lifelong –learning is one of the cornerstones for success.				

SECTION VIII

ENGLISH LANGUAGE

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	Creative and critical thinking skills are the focus for students' real life situations promoting speaking, writing and language fluency as well as contextualized communication.				
2	Out-door studies and special field trips enhance socio cultural competences leading to better language interaction and collaboration.				
3	Language production influency as well language reception encourages the use of internet in studies				
4	In CBA in English problem-solving is practiced in the student-centred approach				
5	CBA upholds dearly these skills Self-developing, self –launch, and self-creative in language learning.				
6	The implementation of competency based approach to English considers role playing and self –directed learning as important skills,				
7	The implementation of CBA to English Language requires adequate learning materials.				

APPENDIX 3

INTERVIEW GUIDE FOR INSPECTORS

In 2008 the Ministry of Secondary Education introduced a new teaching curriculum called Competency Based Approach through Real Life Situations.

1. What do you understand by Competency – Based Approach /RS?
2. Could you please provide the new syllabus and the old especially in teaching and learning process?
3. How do you see Competency –Based Approach syllabus, is it important? How?
4. Do you have a budget for Competency –Based Approach for the teachers in your jurisdiction, sent by the Ministry of Secondary Education?
5. How often do you do you conduct such seminars for the teachers in a year.
6. What subjects are mostly considered in the programme?
7. In your opinion do you think Competency-Based Approach is important?
8. How do you monitor to see whether these trainings are fruitful?
9. What challenges do your teachers face while implementing the current innovation in their daily routine?
10. In long term plan, what strategies are in place to ensure that all teachers under your control use current innovation effectively.

APPENDIX 4

THE CLASSROOM OBSERVATION CHECKLIIST (FOR THE RESEARCHER)

School Name.....

Date.....FORMStream.....

Topic.....Number of Students.....

The researcher is supposed to put a tick () where applicable or take note.

ITEM	RESPONSE
1.CLASSROOM ENVIROMENT	
a)Teaching aids	
b)Sitting arrangements	
c)Punctuality	
d)Pupil Teacher ratio	
e)Furniture	
f)Teacher resources	
g)Nature of interactions between students	
h)Nature of interaction between teacher and students	
11:CLASSROOM PROCESSES	
❖ Beginning of a session :	
❖ How does the teacher introduce the lesson?	
LESSON DEVELOPMENT	
❖ How does he /she do?	
❖ What kind of learning activities take place?	
❖ How much time is spent on each activity?	
❖ What kinds of questions are being asked?	
❖ Who asked questions?	
❖ What are the teachers and students doing?	
❖ What material if any does the teacher use during the lesson?	
❖ What content is being taught?	
❖ How is the context contextualized	
CLOSING OF THE SESSION	
❖ How does the teacher end the lesson?	
❖ How does the teacher end the lesson?	
❖ What activities are used to assess learning?	
❖ What are the activities that are set as follow up of what has been learnt.	

APPENDIX 5

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

CENTRE DE RECHERCHE ET DE
FORMATION

DOCTORALE (CRFD) EN



UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET DE FORMATION

DOCTORALE (CRFD) EN

« SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES »

QUESTIONNAIRE TO TEACHERS

Dear Respondent,

I am ENOW SAMMY AKO, a Ph.D. student in the Department of CURRICULUM, MEASUREMENT AND EVALUATION, and Faculty of Education of the University of Yaounde 1. I would appreciate if you could spare some time out of your schedule to respond to this instrument, aimed at collecting data for the study, on The Evaluation of the Implementation of the Competency -Based Approach to English Language Curriculum in secondary schools' Curriculum in the south west region of Cameroon. I assure you that the information will be treated with utmost confidentiality.

Thank you for understanding.

Instructions: From Sections I to XII, cycle with an (X) the number you consider as the right answer to your judgment against any of (SA) Strongly Agree, (A) Agree, (D) Disagree. (SD)Strongly disagree, to show the extent of your confirmation with each of the alternatives.

SECTION I: DEMOGRAPHIC INFORMATION
1. Name of school:
2. Location of School: 1. Urban 2. Rural
3. Gender of Principal: 1. Male 2. Female
4. Working Experience: 1. Below 5 years 2. Between 5-9 years 3. Between 10-19 years 4. 20 years above
5. Qualification: 6. PhD <input type="checkbox"/> 2. M.A <input type="checkbox"/> 3. BSC <input type="checkbox"/> 4. DIPES II <input type="checkbox"/> 5. DIPES I

SECTION II

METHODOLOGICAL COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In CBA the teachers use cooperative task strategy skills in teaching and learning.				
2.	In CBA learner-centred approach in teaching and learning enables students to become self –developing through role playing.				
3	In CBA Competitive task structure skills are used to inspire students.				
4	Teaching using audio-visual facilitate internalisation of learnt concepts.				
5	In CBA difficulties are encountered when applying CBA-RLS strategies like problem solving skills.				
6	In language learning in CBA the teacher as facilitator his new role is to help the students to become more independent, and more responsible for their own learning.				

SECTION III

PEDAGOGIC REINFORCEMENT COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In CBA an enabling environment enables students to diagnose concepts to solve societal problems				
2	CBA empowers students to acquire self-building and work readiness skills, as well as emotional intelligence skills.				

3	CBA helps students to foresee global employability skills, as well as organisational and planning skills.				
4	In CBA analytical and mastery based learning is facilitated thereby learners become stronger and more self-directed learners				
5	In CBA problem solving enables the learner to identify key issues in their implications and having clear understanding of problems and most effective solutions.				

SECTION IV

INSTRUCTIONAL SUPERVISION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In CBA the instructional leaders operating in developmental supervision give three types of assistance: directive, collaborative, and non-directive.				
2	The Inspectors usually have three conferences for supervision				
3	CBA-RLS encourages teachers to ensure that students to do diagnostics in their studies.				
4	The objective of the lessons is always single out in the lessons during supervision				
5	In the implementation of the CBA in English instructional supervision is a catalyst that serves like an educational mission empowering teachers to provide meaningful learning experiences for students.				
6	In CBA Instructional supervision as principle ensures awareness of similar methods careful planning of supervision..				
7	Internal and external supervision are aimed at remediation of lessons				

SECTION V

MATERIAL UTILISATION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In implementing CBA official textbooks are used by the students.				
2	Digital or e-textbooks are easy to assess and encourage internalization of learnt lessons.				
3	In CBA instructional materials arouse curiosity and makes the students want to learn more and more.				
4	In CBA instead of using the traditional copy, the e-text is the order of the day rendering studies very practicable and enjoyable.				
5	In CBA results from students work boost the morale of the teachers for effective use of instructional materials				
6	In the implementation of CBA to English instructional materials serve as a channel between the teachers and students in delivering instructions.				
7	In implementation of CBA to English instructional materials ensure that some monotony is taken away from class thereby offering content that makes the student to sit up.				

SECTION VI

COMMUNICATION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In the implementation of CBA to English effective communication helps to build and foster students to thrive, prosper and learn.				
2	In CBA self-correction exercises communicate and internalize the errors stronger in the students mind.				
3	In CBA using a good story to start the lesson can bridge the gap between smart and the non-smart learners in class.				
4	In CBA manner of communication enables the students to deliver to classmates complicated or difficult concepts.				
6	In CBA teacher communication models and coaches render the message memorable by facilitating an emotional connections for the learner,				
	In CBA communication language teaching with large classes has been rendered possible.				

	Communication				
7	In CBA classroom, good communication is a strong weapon in the enhancement of discussions, ,or reflecting on a topic, as well as sheering a friend’s opinion .				

SECTION VII

PERCEPTION COMPETENCY STRATEGIES

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	In implementing CBA to English language Teachers and students perceive community service learning as a team work thereby developing common initiatives.				
2	In CBA practical training of the teachers enables them to view teaching as an interesting endeavour .				
3	In CBA Teachers/students understand that not every learner learns the same content neither in the same way nor the same number of hours				
4	In CBA, one perceives excellence rather than competition for examination grades.				
5	In CBA, one perceives global citizenship :self - building , integrity, good governance				
6	In CBA rethinking about self-realisation and lifelong –learning is one of the cornerstones for success.				

SECTION VIII

ENGLISH LANGUAGE

S/N	ITEMS	Strongly agreed	Agreed	Strongly disagreed	Disagreed
1	Creative and critical thinking skills are the focus for students’ real life situations promoting speaking and writing proficiency as well as language production and reception fluency				
2	Out-door studies and special field trips enhance socio-cultural competences as well as language interaction and collaboration				

3	The use of internet in studies encourages language function, as well as language use and pragmatics.				
4	Contextualized communication including vocabulary and grammar are harnessed during problem solving in English language drills				
5	These skills: Self- developing, self –launch, and self-creative in language learning enhance writing convention, language fluency and function				
6	Language proficiency test and data collection methods uncover the progress in students learning outcome.				
7	The implementation of CBA to English Language curriculum requires adequate learning materials, to permit adequate language interaction and collaboration.				

APPENDIX 6

THE MAP OF CAMEROON SHOWING THE SOUTH WEST REGION WHERE THE RESEARCH WAS CARRIED OUT



APPENDIX 7

THE MAP OF THE SOUTH WEST REGION SHOWING THE DIVISIONS WHERE THE RESEARCH WAS CARRIED OUT



Guide to minimum sample size (Krejcie and Morgan; 1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	262	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	334
25	24	130	97	320	175	950	274	4000	351

30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

APPENDIX 8
STATISTICS ON ENGLISH LANGUAGE PERFORMANCE
2018

Registered		Sat		Absent		Passed		Failed	
74.530		73.941				4662		27279	
Grade	A	B	C	D	E	U	%passed		
No	2064	12,592	32003	2859	9566	79 29	63.11		

2015

Registered		Sat		Absent		Passed		Failed	
62.642		62103				40230		21873	
Grades	A	B	C	D	E	U	% Passed		
No	21 10	10731	27383	7041	8756	6050	64.71		

2012

Registered		Sat		Absent		Passed		Failed	
81365		80488		877		29412		51020	
Grades	A	B	C	D	E	U	%PASSE D		
NO	.312	4433	24301	11039	12690	22385	36.55		

2011

Registered		Sat		Absent		Passed		Failed	
62491		61687		804		25642		35979	
Grades	A	B	C	D	E	U	%PASSED		
NO		812	5733	19134	8838	3912	13229	41.57	

2010

Registered		Sat		Absent		Passed		Failed	
58143		57489		654		24301		33188	

Grades	A	B	C	D	E	U	%PASSE D
NO	723	584	18022	5992	12690	14586	42.26

Source: Regional Delegation for Secondary Education south west region (2022)