

THE UNIVERSITY OF YAOUNDE I

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DOCTORAL RESEARCH AND TRAINING  
CENTER (DRTC) IN SOCIAL AND  
EDUCATIONAL SCIENCES

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DOCTORAL RESEARCH AND TRAINING  
SCHOOL IN EDUCATIONAL  
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DEPARTMENT OF CURRUCULUM AND  
EVALUATION



UNIVERSITE DE YAOUNDE I

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CENTRE DE RESERCH E ET DE FORMATION  
DOCTORALE (CRFD) EN SCIENCES  
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DEPARTEMENT DE CURRUCULA ET  
EVALUATION

**TEACHERS' ATTITUDES AS A MAJOR  
DETERMINANT OF CURRICULUM  
IMPLEMENTATION IN CAMEROON PRIMARY  
SCHOOLS, MFOUNDI DIVISION**

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*To*  
*my beloved mother Nchojoh Anasthasia*

## **CERTIFICATION**

I, Dr. Wirngo Tani Ernestine hereby certify that the research study entitled “Teachers’ Attitudes as a major determinant of curriculum implementation in Cameroon Primary Schools, Mfoundi Division” is the work of Mbuamboh Clement (21V3491) submitted to the Department of Curriculum and Evaluation, Faculty of Education, University of Yaounde I was under my supervision.

Signature.....

Date.....

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## TABLE OF CONTENTS

<b>DEDICATION</b> .....	<b>I</b>
<b>CERTIFICATION</b> .....	<b>II</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>III</b>
<b>TABLE OF CONTENTS</b> .....	<b>IV</b>
<b>LIST OF TABLES</b> .....	<b>VII</b>
<b>LIST OF FIGURES</b> .....	<b>IX</b>
<b>LIST OF ABBREVIATION AND ACRONYMS</b> .....	<b>X</b>
<b>ABSTRACT</b> .....	<b>XI</b>
<b>RÉSUMÉ</b> .....	<b>XII</b>
<b>GENERAL INTRODUCTION</b> .....	<b>1</b>
<b>CHAPTER ONE: THE PROBLEM</b> .....	<b>2</b>
1.1. BACKGROUND OF THE STUDY .....	2
1.1.1. <i>Historical Background.</i> .....	2
1.1.2. <i>Contextual Backgrounds</i> .....	8
1.1.3. <i>Conceptual Background</i> .....	9
1.1.4. <i>Theoretical Background.</i> .....	13
1.2. STATEMENT OF THE PROBLEM .....	14
1.3. OBJECTIVE OF THE STUDY .....	14
1.3.1. <i>General objective</i> .....	15
1.3.2. <i>Specific Objectives</i> .....	15
1.4. RESEARCH QUESTIONS .....	15
1.4.1. <i>General Research question</i> .....	15
1.4.2. <i>Specific Research questions</i> .....	15
1.5. HYPOTHESES.....	15
1.5.1. <i>General Research Hypothesis</i> .....	16
1.5.2. <i>Specific Research Hypotheses</i> .....	16
1.6. RELEVANCE OF THE STUDY .....	16
1.7. JUSTIFICATION OF THE STUDY.....	17
1.8. DELIMITATION OR SCOPE OF THE STUDY .....	18
1.8.1. <i>Time Scope</i> .....	18
1.8.2. <i>Geographical scope</i> .....	18
1.8.3. <i>Thematic or Content scope</i> .....	18

1.9. DEFINITION OF KEY CONCEPTS .....	18
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>20</b>
2.1. CONCEPTUAL REVIEW .....	21
2.1.1. <i>Diagnostic Assessment</i> .....	29
2.1.2. <i>Formative assessment (FA)</i> .....	30
2.1.3. <i>Summative Assessment</i> .....	30
2.1.4. <i>Criteria for the assesment of attitudes</i> .....	31
2.2. EMPIRICAL REVIEW.....	35
2.2.1. <i>Teachers attitudes and implementation of new subjects</i> .....	38
2.2.2. <i>Teachers' Attitudes and implementation of Assessment practices</i> .....	46
2.3. TEACHERS' ATTITUDES AND IMPLEMENTATION OF PEDAGOGIC APPROACHES .....	49
2.3.1. <i>Teachers' attitudes and implementation of cooperative learning</i> .....	50
2.3.2. <i>Teachers' Attitudes and implementation of problem - based solving</i> .....	52
2.4. THEORETICAL REVIEW.....	56
2.4.1. <i>The Planned Behaviour Theory</i> .....	56
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>59</b>
3.1. RESEARCH DESIGN. ....	59
3.2. AREA OF THE STUDY .....	59
3.3. POPULATION OF THE STUDY .....	59
3.4. SAMPLE SIZE AND SAMPLING TECHNIQUE .....	61
3.4.1. <i>Sample</i> .....	61
3.4.2. <i>Sampling Techniques</i> .....	61
3.5. INSTRUMENTATION .....	62
3.6. VALIDITY AND RELIABILITY .....	62
3.6.1. <i>Validity</i> .....	62
3.6.2. <i>Face validity</i> .....	62
3.6.3. <i>Content Validity</i> .....	62
3.7. RELIABILITY.....	63
3.8. ADMINISTRATION OF THE INSTRUMENTS.....	63
3.9. METHODOLOGY OF DATA ANALYSIS .....	63
<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....</b>	<b>64</b>
4.1. DESCRIPTIVE STATISTICS .....	64

4.1.1. <i>Presentation of data</i> .....	64
4.1.2. <i>Data relating to introduction of new subjects</i> .....	67
<i>New Subject introduction (dependent variable 1)</i> .....	69
<i>Assessment Practices (dependent variable 2)</i> .....	72
4.2. BIVARIATE CORRELATIONS .....	74
4.3. GROUP DIFFERENCES.....	76
4.4. ANALYSIS OF QUALITATIVE DATA .....	78
<b>CHAPTER FIVE: DISCUSSION, RECOMMENDATION, LIMITATION AND CONCLUSION</b> .....	<b>82</b>
5.1. DISCUSSION OF FINDINGS.....	82
5.2. GROUP DIFFERENCES.....	84
5.3. LIMITATION OF THE STUDY .....	84
5.4. RESEARCH RECOMMENDATIONS .....	85
5.5. SUGGESTION FOR FURTHER RESEARCH .....	85
<b>CONCLUSION</b> .....	<b>86</b>
<b>REFERENCES</b> .....	<b>87</b>
<b>APPENDIX</b> .....	<b>94</b>

## LIST OF TABLES

Table 1: Scope and Sequence chart of the National Syllabuses for English speaking primary School 2000/2001.....	43
Table 2: New Scope and Sequence Chart of Cameroon Primary School Curriculum.....	44
Table 3 : The integrated learning themes .....	55
Table 4: Total number of teachers in Mfoundi Division.....	60
Table 5: The accessible population according to denominations.....	60
Table 6: Distribution of sample per school .....	61
Table 7: Profile of Respondents .....	64
Table 8: Means of items relating to the introduction of new subject in descending order .....	67
Table 9: Means of items relating to the pedagogic Approaches in descending order.....	69
Table 10: Means of items relating to the assessment practices in descending order .....	71
Table 11: Means of items relating to teachers' attitudes in descending order .....	72

## LIST OF FIGURES

Figure 1 : sex .....	65
Figure 2 : Age.....	65
Figure 3 : Level of professional education.....	66
Figure 4 : The provision of resources will increase the effective implementation .....	68
Figure 5 : I teach all the content national languages and culture .....	68
Figure 6 : I always use real life stories to inculcate in my learners' problem-solving skills ...	70
Figure 7 : The new pedagogic approaches introduced in the curriculum are relevant teachers.....	74

## **LIST OF ABBREVIATION AND ACRONYMS**

**AIDS:** Acquired Immunodeficiency Syndrome

**CA:** Competence Acquired

**CAB:** Cognitive, Affective and Behaviour

**CBA:** Competence Based Approach

**CL:** Cooperative Learning

**CNA:** Competence Not Acquired

**CPA:** Competence in the process of Acquisition

**EE:** Environmental Education

**EFL:** English For Foreign Learners

**FA:** Formative Assessment

**FSLC:** First School Leaving Certificate

**HIV:** Human Immunovirus

**ICT:** Information and Communication Technology

**ILT:** Integrated Learning Theme

**IPAR:** Applied Research in Education

**LON:** League of Nations

**MINEDUB:** Ministry of Basic Education

**NPA:** New Pedagogic Approach

**OBA :** Objective Based Approach

**OIF :** Organisation International de la Francophonie

**PAREC:** Educational Reform Program

**PBL:** Project Based Learning

**SA:** Summative Assessment

**SDG4:** Sustainable Development Goal 4

**SPSS:** Statistical package for the social sciences

**U.N.O:** United Nations Organisation

**UNESCO:** United Nation Education, Scientific and Cultural Organisation

## ABSTRACT

This research titled "Teachers' attitudes as a major determinant of Curriculum implementation in Cameroon Primary Schools, Mfoundi Division" seeks to examine the relationship between primary school teachers' attitudes and effective implementation of the new curriculum put in place by the Ministry of Basic Education. The problem is based on the fact that since the Government reformed the old primary school syllabuses that was in use since 2000 with a new curriculum in 2018, many teachers became reluctant to implement the curriculum as prescribed. They developed negative attitudes towards its implementation in their classrooms. The main research question states "Is there statistically significant relationship that exists between teachers' attitudes and effective implementation of the curriculum? The main research hypothesis states that there is no statistically significant relationship between teachers' attitudes and effective implementation of the curriculum. Theory of Planned Behaviour by Ajzen, Developmental Theory by Jean Piaget and Management Model by Kurt Lewis were used in the study. The research design used was survey design. The population of the study was 4548 teachers and headteachers. Convenience sampling technique was used to select the sample of 97 teachers. A questionnaire was used to collect data from teachers and an interview guide was used to collect data from headteachers. The face and content validities were conducted. Data collected through questionnaire was tested with Pearson Moment Product Correlation using SPSS version 23. Thematic analysis was done for data collected through the use of interview guides. The findings were as follows: The relationship between teachers' attitudes and effective implementation of new subjects in the curriculum, shows a statistically significant moderate positive correlation with Pearson  $r = 0.404$ ,  $p = 0.000$  (as  $P < 0.05$  our chosen alpha), at the 0.01 level (2-tailed). This implies that teachers with negative attitudes do not effectively implement the new subjects in the curriculum. The correlation between Teachers' attitudes and pedagogic approaches used in implementation of the curriculum, shows a statistically significant moderate positive correlation with Pearson  $r = 0.401$ ,  $p = 0.000$  at the 0.01 level (2-tailed). This means that teachers' attitudes significantly influence the use of the new pedagogic approaches prescribed in the curriculum. The association between teachers' attitudes and new assessment practices used in the implementation of the curriculum, shows a statistically significant moderate correlation with Pearson  $r = 0.488$ ,  $p = 0.000$  at the 0.01 level (2-tailed). This means that teachers' attitudes determine the level of implementation of the new assessment practices in the curriculum. The finding also revealed that the teachers' academic background has no influence on curriculum implementation. The findings revealed that teachers' attitudes determine the effective implementation of the curriculum. Hence, we recommend that the Ministry of Basic Education should ensure that teachers develop positive attitudes prior and during the implementation of a new curriculum. Also, she should always prepare the teachers physically and psychologically through frequent pedagogic training sessions for effective implementation.

**Keywords:** curriculum implementation, Teachers' attitudes, pedagogic approaches, assessment practices and new subjects.

## RÉSUMÉ

Cette recherche intitulée « Les attitudes des enseignants comme déterminant majeur de la mise en œuvre du curricula dans les écoles primaires du Cameroun, Département du Mfoundi » vise à examiner les liens entre les attitudes des enseignants du primaire à l'égard de la mise en œuvre efficace du nouveau curricula mis en place par le ministère de l'Éducation de base. Le problème repose sur le fait que depuis que le gouvernement a réformé les anciens programmes de l'école primaire en vigueur depuis 2000 avec un nouveau programme en 2018, de nombreux enseignants sont devenus réticents à mettre en œuvre le programme tel que prescrit. Ils ont développé des attitudes négatives à l'égard de sa mise en œuvre dans leurs classes. La principale question de recherche est la suivante : Existe-t-il une relation significative entre les attitudes des enseignants et la mise en œuvre efficace du programme ? L'hypothèse principale de la recherche stipule qu'il n'y a pas de lien statistiquement significatif entre les attitudes des enseignants et la mise en œuvre efficace du programme de l'école primaire. La théorie du comportement planifié, la théorie du développement de Jean Piaget et le modèle de gestion de Kurt Lewis ont été utilisés dans l'étude. Le plan de recherche utilisé était un plan de corrélation d'enquête, la population de l'étude était composée de 4548 enseignants et directeurs. La technique d'échantillonnage pratique a été utilisée pour sélectionner l'échantillon de 97 enseignants. Un questionnaire a été utilisé pour collecter des données auprès des enseignants et un guide d'entretien a été utilisé pour collecter des données auprès des directeurs. La validité apparente et du contenu a été réalisée. Les données collectées via le questionnaire ont été testées en utilisant la corrélation de Pearson version 23 sur SPSS. Une Analyse thématique a été réalisée pour les données collectées à l'aide de guides d'entretien. Les résultats étaient les suivants : La relation entre les attitudes des enseignants et la mise en œuvre de nouvelles matières dans le programme montre une corrélation positive modérée statistiquement significative avec Pearson  $r=0,404$ ,  $P=0,000$  (comme  $P<0,05$  notre alpha choisi), au niveau 0,01 (bilatéral). Cela implique que les enseignants ayant les attitudes négatives ne mettent pas efficacement en œuvre les nouvelles matières du programme. La corrélation entre les attitudes des enseignants et les approches pédagogiques utilisées dans la mise en œuvre du nouveau programme montre une corrélation modérée statistiquement significative avec Pearson  $r=0,401$ ,  $P=0,000$  au niveau 0,01 (bilatéral). Cela signifie que les attitudes des enseignants influencent de manière significative le niveau d'utilisation des nouvelles approches pédagogiques prescrites dans le programme. L'association entre les attitudes des enseignants et les nouvelles pratiques d'évaluation utilisées dans le programme montre une corrélation modérée statistiquement significative avec Pearson  $r=0,0488$ ,  $P=0,000$  au niveau 0,01 (bilatéral). Cela signifie que les attitudes des enseignants déterminent le niveau de mise en œuvre des pratiques d'évaluation dans le programme. Les résultats ont révélé que les attitudes des enseignants déterminent la mise en œuvre efficace du programme. Par conséquent, nous recommandons au Ministère de l'Éducation de Base d'assurer que les enseignants développent des attitudes positives avant et pendant la mise en œuvre du nouveau programme. En outre, elle devrait toujours se préparer les enseignants physiquement à travers des séances de formation pédagogique fréquentes pour une mise en œuvre efficace.

**Mots clés : mise en œuvre du curriculum, attitudes des enseignants, approches pédagogiques, pratiques d'évaluation et nouvelles matières.**

## **GENERAL INTRODUCTION**

The research topic titled “Teachers’ Attitudes as a major determinant of curriculum implementation in Cameroon primary schools, Mfoundi Division” came up after the reform of the primary school curriculum in 2018. This curriculum reform was highly welcomed by many stakeholders in Education. The teachers who are the main implementers of curriculum are not implementing as specified. They rather developed negative attitudes towards its implementation. This was manifested in various forms: continuous use of old syllabues, use of old pedagogic approaches and assessment practices. After observing this attitudes of teachers in Yaounde V Subdivision in Mfoundi Division, the researcher seeks to examine the relationship between Teachers Attitudes and effective implementation of new curriculum. The research question was; “Is there any statistically significant relationship between teachers’ attitudes and curriculum implementation?” The research hypothesis was that, “There is no statistically significant relationship between teachers’ attitudes and effective implementation of primary school curriculum.

This piece of work will help to inform the government on the training needs of teachers through constant pedagogic seminars as well as teachers’ motivation in terms of salaries and bonuses. It also helps the teachers to be aware on the important of their attitudes towards the effective implementation of new subjects, pedagogic approaches and new assessment practices. The results will aid the policy makers on designing instructional activities that can be easily assimilated and implemented by the teachers.

The study is necessary because when this teachers’ negative attitudes persist, the expected learning outcomes will not be attained because when the curriculum does not make meaning to the teachers; it will not make meaning to the pupils as well. This will go a long way to increase failure rate, school dropout and more expenses incure by parents and the government.

The scope of this study is geographically limited to all the English Primary Schools in Yaounde V Subdivision in Mfoundi Division of the Center region. Content wise, it is limited to teachers attitudes and curriculum implementation.

# **CHAPTER ONE:**

## **THE PROBLEM**

This chapter treats the background of the study, statement of the problem, research questions, and research objectives, research hypotheses, significance of the study, limitation of the study and definition of key concepts.

### **1.1. BACKGROUND OF THE STUDY**

This is divided into historical, contextual, conceptual, and theoretical backgrounds.

#### **1.1.1. Historical Background.**

Curriculum is the means through which the knowledge, skills, attitudes and values of a society are imparted to the learners. The curriculum of Cameroon evolves with the political evolution of the country from pre-colonial to post-colonial eras.

It is worth to note that before the formal education began in Cameroon; there was indigenous education dispensed by the elders. According to Mac Ojong (2008) and Mushi (2009), African indigenous Education was a process by which inherited knowledge, skills, cultural tradition norms, values and attitudes of the tribe were passed from elders to children by means of oral instructions and practical activities. The main aim was to develop intellectual, physical and social skills, to understand, appreciate and promote the cultural heritage of the community at large, to develop character and moral training. The curriculum focused on teaching indigenous knowledge, models, methods and content within educational system.

Primary schooling or formal education actually began in Cameroon in 1844 following the work of the missionaries with the opening of the first primary School in Bimbia by Rev Joseph Merrick. Since then, formal education has been dominated by the missionaries in pre-colonial era. The curriculum emphasized on reading, writing, arithmetics (3RS) and the study of the Bible. Native languages were used especially in lower classes (Tambo, 2003). The Primary objective was evangelization. During the colonial period, formal education was divided into four periods: The German protectorate, the years of the First World War and peace settlement, French and British Trusteeship.

Cameroon was annexed by the Germans in 1884, and their main concern was to install the German administration than promote education. They did not treat education as a matter of priority. During this era, education was still managed by missionaries; London – based Baptist Missionary Society. In 1892, the Germans made some serious efforts to draw up a syllabus for Government Schools in Cameroon and Togo. This was done by three educationists: Betz, Christaller and Kobele. The syllabus emphasized on the teaching of the German language.

Following the syllabus, an Educational Conference was held in Douala in 1907. This was to formulate official guidelines for education in Cameroon. Important decisions were made on the teaching of German language in School, the use of local languages, curriculum and other matters (Tambo, 2003). In 1910, educational law was published and declared the German Governor as the highest authority in educational policy.

During the years of the First World War and peace settlement (1914-1922) education in Cameroon was greatly affected by the war and came to standstill. Matters of education were in the hands of British and French (Tambo, 2003).

During the British mandates (1922-1946), the British ruled Cameroon as an integral part of Nigeria. The main document that constituted the foundation of education was the Nigeria Educational Code of 1926. During the French mandates (1922-1946) two Government orders were signed regulating private and public Schools. The orders of 1921 specified among others that only schools which teach exclusively in French and followed the prescribed Government syllabuses would be recognized and received financial assistance from the Government.

During the trusteeship period in British Cameroon, an Independence board was created in Buea equivalent to others in Nigeria to manage the affairs of education (Tambo 2003). Education during the trusteeship (1946-1960 / 61). After World War II, the United Nations Organisation (UNO) replaced the League of Nations (LON). Among the six organs of the UNO was the Trusteeship Council. This council was established to take over the supervision of former mandated territories of the defunct League of Nations. The mission was to speed up the process of self-government and independence for the territories. Trusteeship period placed emphasis on post primary and professional education in both the French and British administered sectors of Cameroon (Tambo, 2003).

In British Cameroon an independent board of education was created in Southern Cameroon with authority equal to other regions of Nigeria.

Post- colonial Era. During this period education was organized to satisfy the interest of the Colonial masters. Educational development is grouped into two periods: Federation period (1961-1972) and the unitary State period (1972 to present).

At independence, the number of higher institutions of learning increased and the government extended its network of partnership in education beyond UNESCO and friendly countries. They equally established partners with the World Bank, Common Wealth and 'Francophonie' countries.

After independence, the problem on how to deal with the education inherited from British and French became a major preoccupation of the Federal government. The United Nations

Educational Scientific and Cultural organization (UNESCO) made some proposals from which the government examined and came up with a policy to harmonize the structure and contents of the curricula to give birth to a national Curriculum in both Basic and Secondary education in Cameroon (Alemnge, 2019). As a result, law N<sup>o</sup>1.63/COR-5, of July 1963; organizing the primary education in West and East Cameroon came into existence in Cameroon Education Policy.

This policy aimed at harmonising the eight years primary school system in Anglophone Cameroon with the six years system in Francophone primary school in terms of curriculum structure and content. This was to further lead to the creation of a common curriculum in the whole country. This reform fatally failed because the francophone system clung fast to its school system of colonial Era thus making further future harmonization of syllabuses and examination unthinkable. In order to remedy this situation, the president created the Institute for Applied Research in Education (I.P.A.R) Yaounde in 1967 and in 1973 I.P.A.R. Buea was created by the presidential text and opened by another presidential order No. 1.277/CAB/PR of 10 October 1974 with mission to carry out research and prepare a reform of primary Education in Anglophone Cameroon.

In 1980, the National seminar was held and recommendations were made requiring both IPARs to look for the various aspects of the syllabuses, and come out with the syllabuses that will respond to social, economic and intellectual needs of the Cameroonian society. They worked until 1989, when the National Forum on Education was finalized and harmonized the two sub-systems of education and implemented a new curriculum in schools which unfortunately did not work (Nkemnji 2000).

In 1995, the national forum on education was held. The forum made recommendations which led to the passing of the first comprehensive law on education by Cameroon Parliament in 1998. ‘‘Law N<sup>o</sup>. 98/004 of 14 April 1998 to lay Down Guidelines for Education in Cameroon’’ (Tambo, 2003). From this law, the focus was to come out with syllabuses that reflected the orientation of the main orientation of the 1995 forum in Cameroon.

The new Primary School Curriculum for the Anglophone sub-system was developed and launched in 2000/2001 School year. This curriculum reduced the seven years (7) studies duration of Anglophone subsystem of education to six (6) like in the French sub-system of education. This was to ensure structural harmonization in Primary education.

The Ministry of Basic Education started carrying out series of reforms from the beginning of 1990 with the Objective -Based Approach which replaced the Dogmatic approach whereby the

teacher was all knowing and learners were considered as "Tabula Rasa" according to John Lock. The New Pedagogic Approach (NPA) which enhances thinking in learners came up to replace the Objective -Based approach (OBA).

In 2003, there was the publication of the Education Sector country status report by the government. In this report, there was the need to intensify the search for viable national pedagogy and led the officials of MINEDUB to partake in a regional education seminar organized in Yaounde by the «Organisation International de la Francophonie (OIF)". The outcome of the Seminar was a decision to replace the New Pedagogic Approach with another new approach called the Competence -Based Approach (CBA), in all Primary Schools nationwide (shu, 1995).

Before the implementation of the Competency- Based Approach in the new curriculum (what the child can do) was the Objective Based Approach (what the child knows).In the same former curriculum,Geography,History and Citizenship were taught as separate subjects with different contents.In the 2018 curriculum,they are now merged or integrated into one large subject called social studies making the content bulky with respect to allocated time.In addition,Citizenship which stands as a component of social studies equally has other sub-components like civics,moral Education ,Human Rights and peace Education.In the same light, Science Education which initially had two components (Health Education, and Environmental Education),has been added another component called Technology and Engineering and changed the subject name to Science and Technology.Home Economics that was formerly taught as a single subject in level II and III has been integrated into a new subject called vocational studies with other sub-components like Agro- pastoral farming and Arts and craft.National culture which was initially a subject has been fused into a new subject called National Languages and cultures with new component National Languages.Also,Information and Communication Technology (ICT) has been introduced with several components(Cameroon Primary school curriculum,2018).

The above arrangement did not take into consideration implementers needs as well as the school environment.First and foremost ,many schools lack electricity and computers to effectively teach ICT,In schools where some computers are found,they are just window dressing.The is because the pupils hardly use them.Moreso,the absence of trained teachers to teach National languages coupled with no assessment guide and lack of teachers' knowledge in teaching integrated subjects contents make it very difficult for teachers to effectively implement the

curriculum. As a result, they started to develop negative attitudes towards the Curriculum. This confirms the study that was carried out by Lafungulo in 2015 on the Primary school teachers' attitudes towards ICT integration in Social Studies in Lusaka and Katete Districts, whose finding revealed that, the teachers' attitudes are responsible for the success or failure of new innovation in education.

The Evaluation in the former curriculum was sequential after every six weeks with examination at the end of each term. Such evaluation format was more of oral in level one than written. In other levels, it was generally written evaluation. The new curriculum prescribed that, evaluation should be carried out weekly, monthly and termly using four formats: oral, written, practical and attitudes for all the levels. This evaluation prescriptions came to add to the already existed stress and frustration of teachers who now use more teaching time in evaluation and filling the children progress booklets than teaching thus, running the risk of not completing the program.

They equally lack the required knowledge, skills and instruments to evaluate pupils attitudes. What the teachers use in class as evaluation of Attitudes is 'marks sharing' to permit the pupils to have pass grades. This explains why orals stand to have more marks attribution in most of the subjects. The evaluation of oral for all subjects is time consuming and has no assessment tool. Most teachers are already wondering how the aspects of attitudes and oral will be measured in official Examination like First School Leaving Certificate (F.S.L.C.) They therefore developed unfavourable attitudes towards curriculum implementation and continue and reluctant to use the specified prescriptions of the new curriculum..

To effectively carry out the implementation of the Competence- Based Approach, there was the need for Curriculum Reform. In 2018, the Ministry of basic education reformed the Primary School curriculum in Cameroon. The reform which was a good thing but its implementation was "in a hurry" at the start of back to school year 2018/2019 and to be implemented in all the levels according to the prescriptions of the minister at the time Madam Youssouf Adidja Alim. The official launching of the curriculum took place in Yaounde on July 19th, 2018. According to Cheung and Wong (2012), with regards to curriculum reform in Hong Kong, the tight timing imposed on teachers and principals was seen as undermining the effective implementation of the policy as far as curriculum implementation is concerned. The teachers were not prepared on what the curriculum was about and how to implement it. For any curriculum to be meaningful, the objectives, content, methodology and assessment strategies must be well known to the teachers. The reason being that teachers play the role of interpretation

of curriculum policy into practice,select learning experiences to be provided,play not only the role of the receiver of curriculum but modifier and transmitter.For him /her not to be derail from the objectives,goals and aims,S/he must be part of the planning and development process (Endeley and Zama,2021).

This rushful implementation was the genesis of teachers' negative attitudes and frustration towards its implementation. Besides, some facilitators were still not fully acquainted with the curriculum demands to boost teachers' confidence. The reason most of them said,"We are in a boat with our eyes closed". At this moment, one would have expected them to explain the new subjects introduced and usefulness of the contents of the subjects.

It is imperative to mention that before the introduction of this new curriculum in 2018 with new pedagogic tools,teachers were used to the traditional methods of teaching such as lecture,discovery, and discussion.The new curriculum brought about new pedagogic approaches like:cooperative- based learning,project-based learning,integrated Theme Learning and flipped pedagogy.The teachers who supposed to effectively use these approaches in their classrooms are reluctant.They lack sufficient knowledge on the approaches and developed negative attitudes towards its implementation.Nespor (1987) and Pajares (1992),posit that teachers belief play a major role in teachers' decision making about curriculum implementation.Nespor (1987), went further to explain that belief is what links our attitude to practice.

Within the same year,the president replaced Minister madam Youssouf Adidja Alim with Professor Laurent Serge Etoundi Ngoa on January 4th,2019.This minister being a seasoned pedagogue,and looking at the challenges faced in the implementation of the new curriculum, immediately turned down the predecessor's decision by requesting that the curriculum should be implemented progressively from level one to level three.His decision ties with Vygotsky scaffolding and cognitive theory of Jean Piaget as children develop in stages.

From here, series PAREC training of teachers from level one to level three on the new curriculum were organized. This was a welcome initiative and appreciated by stakeholders since the previous curriculum was 18 years old. This training also has the challenge of organisation. Some trainees who were not teachers took part in the training leaving out many practicing teachers who have to implement the curriculum in their classrooms. Besides, the time for the training was too short.

Series of seminars were equally organized at all levels of pedagogic chain. Despite all these, the teachers are still lacking in the implementation process. They still face problems in teaching the new subjects, using the new assessment practices and pedagogic approaches in their classrooms. If something is not done, it will not lead to curriculum success. Akin and Black (1997), suggest that teachers' negative and positive feelings about a curriculum innovation impact on the implementation.

### **1.1.2. Contextual Backgrounds**

The Curriculum of every nation is as important as oxygen to humans. This is because it is the means through which knowledge, skills, attitudes and values are acquired. In fact, a well-developed curriculum determines the development path of a nation. For this to be achieved, the main implementer (the teacher) must be vested with its objectives, methodologies, possessed with adequate materials as well as masters its assessment strategies. S/he needs to understand the educational philosophies and expectations prescribed in a curriculum frame. According to Kisa and Currenti (2015), teachers' lack of knowledge or existing beliefs and practices would hinder a smooth implementation.

In 2018, the Ministry of Basic Education reformed the primary school curriculum at the start of 2018/2019 school year. This reform was in response to the recommendations of the 1995 national forum on Education enshrined in the 1998 law to lay down guidelines for Education in Cameroon. It has as objectives among others to render the Cameroonian citizen competence and develop professional attitudes for their smooth integration in the profession world (MINEDUB, 2018).

The reform was also in conformity with the sustainable Development Goal 4 (SDG 4) which seeks to ensure inclusive and equitable quality Education and promote lifelong learning outcome within a lifelong approach (MINEDUB, 2018).

The curriculum development process is different in different countries. Some countries used the decentralized system where each school designs its curriculum at the grassroot while other countries like Cameroon prefer the centralized curriculum that takes a top-bottom approach. In such curriculum, the teachers are just ordered to carry out the curricula that they did not take part in designing (Eunitah et al, 2013). To them, such curriculum is liable to high rate of rejection by the implementers. In 2018, the teachers were ordered to take part in the implementation of the primary school curriculum in Cameroon without adequate training or preparation. Fullan (2015,) argues that in order for reform in Education to be successfully

implemented, at least three dimensions of changes should take place: materials, teaching Approaches and beliefs.

The New primary school curriculum reform did not see teachers as major implementer because they were not adequately prepared for implementation in terms of training and planning. So, their knowledge, experiences and competencies were limited to interpret the curriculum structure into learning experiences. The interpretation of the curriculum policy into practice depends mainly on the teacher. The teacher selects actual learning experiences to be provided and so s/he must be involved in the planning and development process (Endeley & Zama 2021). This teachers' involvement will make them not to derail from its objectives, goals and aims.

Despite the piloting that was done, series of ongoing training of teachers by PAREC, teachers are not still very much engaged in its implementation. This is very clear as some schools still continue to use the old curriculum which existed for 18 years, some are very comfortable with the old teaching methodology and assessment practices. Many are getting confused between the new subjects and components, sub-components and components. This behaviour of teachers in English Primary schools in Mfoundi Division is a call for concern. This negative attitudes is equally manifested during seminars as majority disappear before workshops activities or before the seminar ends.

The demands of the new curriculum were too high in terms of the new subjects (National languages and cultures, Arts, vocational studies, Science and technology, Information and communication Technology), the assessment practices (weekly, monthly and termly), pedagogic approaches (cooperative -based learning, project-based learning, problem-based learning, integrated Theme learning and Flipped pedagogy). The implementation of competence-based approach or pedagogy of Integration warrants the teachers to carry out monthly pedagogic projects. All these make teachers to develop negative attitudes towards its implementation.

According to (Morris 1988), the teacher is the means through which curriculum has to be implemented. The attitude of the teacher is used by curriculum developers as the primary indicator of whether reforms are successfully implemented or not. The Knowledge of the teachers' attitude will determine the success of a curriculum. It is in this light that the researcher seeks to examine the relationship between teachers' attitudes towards the implementation of primary school curriculum.

### **1.1.3. Conceptual Background**

The following concepts will be discussed:

## **Teachers' Attitudes**

Teachers' Attitudes which is the heart of this study, refers to the way a person views and evaluates something or someone, a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. It is traditionally structured along three dimensions: cognitive (perception or beliefs), affective (likes and dislikes, feelings for evoked emotions), and behavioral (actions or expressed intentions towards the object based upon the "cognitive" and "affective" responses). In psychology, an attitude refers to a set of emotions, beliefs, and behaviour toward a particular object, person, thing, or event. Attitudes can have a powerful influence over behaviour and affect how people act in various situations. The components of Attitudes are sometimes referred to as CAB (cognitive, affection and Behaviour) or ABC's of Attitude. Cognitive Component: Your thoughts and beliefs about an object. Affective component: How the object, person, issue, or event makes you feel. Behaviour component: How people act towards an object.

Attitudes can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviours and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviours.

Summarily, attitude is the beliefs, feelings, and action of an individual or group of individuals towards an object, idea and people. Attitude helps us to predict a person's behaviour. Since teachers are the main determinant of curriculum success, if their attitudes are not examined before curriculum implementation, it will lead to curriculum failure.

Attitude is the evaluation of people, objects and ideas (Eagly and Chaiken, 2007). Teachers' attitudes should be understood as it indicates the level of teaching that will occur in the classroom (Wilkin, 2008).

## **Curriculum**

Endeley and Zama (2021), define curriculum as all planned and unplanned content and activities implemented in the classroom as well as other activities outside the classroom which directly or indirectly enrich learners' experiences.

A curriculum may be viewed as representing a practical plan for achieving the educational goals of a nation.

Ralph Tyler (1957) defined curriculum as "all the learning of students which is planned by and directed by the school to attain its Educational goal."

Van den Akker (2012) defines curriculum as plan for learning. In other words, it is a set of guidelines for what students should learn and what should be taught through the education system.

Nkeng and Mambeh (2007) defined curriculum as the body of knowledge and learning activities planned for learners according to their needs and aims of Education and placed under the guidance of a school. This implies that curriculum involves all aspects of the school, such as contents, teaching methods, pedagogic materials, assessment and the society in general

### **Curriculum reform**

According to Gilbert (2010), it is the update of the content of knowledge, including its selection and organisation, and associated issues concerning student learning.

### **Curriculum change**

Curriculum change is the process of altering some practices in the curriculum and bringing in new ones. It incorporates the concepts of innovation, reform, development, renewal, and improvement of a curriculum (Endeley & Zama 2021)

### **Curriculum implementation**

This is the putting into practice the curriculum document. It also refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. When the curriculum is designed, the next step is implementation. The teacher preparedness for curriculum implementation plays a vital role for its success (MCNeil et al., 2016).

According to Fullan (2015), curriculum implementation corresponds to the means to accomplish desired objectives, and for the new curriculum to bear fruit, it needs to be translated to classroom practices.

It is the process of interaction between the curriculum developers and teachers, ranging from field trials to professional development and teaching, the final stage of implementation takes place within the school and the teacher occupies a central position. It includes all the activities associated with teaching and learning including evaluation (Endeley & Zama, 2021)

Curriculum implementation is therefore the putting into practice curriculum document in the classroom.

## **Competence**

**Mulder (2001)** defines competence as the capability of a person, or an organization, to reach specific achievements.

Competence refers to knowledge, skills and attitudes required of nursery and primary children **(MINEDUB 2016, P.20)**.

## **Competence Based Approach (CBA)**

According to Endeley & Zama (2021), it is an approach to curriculum, teaching or education that emphasises learning outcomes in terms of what learners can do with what they know.

This is an approach that enables a child to mobilize the resources of knowledge, skills and attitudes to solve a real-life problem. This approach replaced the New Pedagogic Approach which was highly recommended in the old curriculum.

Competence -Based Approach is teaching and learning approach that focuses on the development of specific skills. Generally the 21st century skills. The approach involves setting of clear learning goals or competencies, assessing pupils' progress towards those goals and providing targeted feedback and support to help pupils improve their performance. It promotes lifelong learning. That is ; encourages the pupils to continue learning and improving their skills, it also provides clear assessment framework and it can help pupils achieve learning goals and improve on their performance.

## **Assessment**

It is the process of finding out the quantity or quality of a thing against set criteria. In curriculum studies, Assessment of learning deals with how well a student or group of students have learned a particular set of skills or kind of knowledge using various meaningful techniques. It is also call testing (Endeley & Zama, 2021). According to Brown (1990), assessment refers to a related series of measures used to determine a complex attribute of individuals. This involves gathering and interpreting information about student level of attainment of learning goals.

Assessment therefore is the process of gathering quantitative and qualitative data of what a pupil can do, and how much a pupil possesses. It is the vital component of teaching -learning process to gather, analyze and interpret data. It also involves the collection of information and making judgement on learners' performance with the aim of making decision.

#### **1.1.4. Theoretical Background.**

The following theories and a model of curriculum implementation will be discussed:

##### **The Theory of Planned Behaviour by Ajzen (1991)**

According to the theory, a person's behaviour is determined by his/her intention to perform the behaviour and that this intention is in turn a function of his/her attitude towards the behaviour and subjective norm. To him, the best predictor of behaviour is intention. Intention is the cognitive representation of a person's readiness to perform a given behaviour, and it is considered to be the immediate antecedent of behaviour. This intention is determined by three things: their attitude toward the specific behaviour, their subjective norm and their perceived behavioural control. This Theory of planned behaviour holds that only specific attitudes toward the behaviour in question can be expected to predict that behaviour (Ajzen, 1991)

This is relevant to this study in that when the new subjects, assessment practices and pedagogic approaches were introduced many teachers considered it difficult and felt reluctant to implement. Some did so because they saw their colleagues not using the new pedagogic tools.

##### **Kurt Lewin's management model 1950s**

This model was designed and created by Kurt Lewin in the 1950s. The model is based on research and experience on how to give a concrete understanding of organisational and structured change. It consists of three main stages: unfreeze, change and refreeze. The first stage of the process of change involves the preparation for the change. This will make everyone to know the change. When people are ignorant about the change, they will tend to resist change. So, it is imperative to break this barrier and explain to the people the importance of change in the curriculum and how beneficial it will be. The second stage is where the real change takes place. It takes time to occur since people also take time to embrace change. It needs much leadership, reassurances and communication to make people to be fully aware of the change. The new primary school curriculum needed much communication and assurances to the teachers to form positive attitude for successful implementation. At the third stage, the change has been accepted, embraced and implemented by the people. This is the moment when things start going back to normal pace and routine. This entails the effort of the people to ensure that changes are used at all levels.

This is relevant to this work because for any curriculum reform to be successful the teachers need to be aware and get prepared physically and psychologically for the change. They need to

know the reasons and important of the change in terms of objectives, goals, aims, contents of new subjects, methodology and assessment practices to avoid resistance to change that may bring about negative behaviour.

### **Cognitive Development Theory by Piaget (1983)**

The Swiss Psychologist named Jean Piaget explains that learning relies on both external and internal factors. The theory based on the idea that humans process the information they receive rather than responding to stimuli. He used the concepts of accommodation (adjusting concepts to fit new experiences) and assimilation (adjusting new experiences to fit prior concepts).

This theory is relevant to this work in that teachers have knowledge of the old curriculum; they have to learned a about the new pedagogic tools brought about by new curriculum in order to accommodate or assimilate. This learning is possible through constant training of teachers.

## **1.2. STATEMENT OF THE PROBLEM**

Curriculum change is inevitable in any society. In as much as people and societal needs change, all curricula are bound to change. In 2018, the Ministry of Basic Education reformed the old syllabuses of Nursery and Primary school which was in use since 2000. This reform was a welcome initiative and applauded by all stakeholders in Education as it brought about new pedagogic tools and practices to be used by the classroom teachers that will enable the learners to acquire knowledge, skills and attitudes for better integration in the society. The reform introduced new subjects, new assessment practices and new pedagogic approaches. Unfortunately, I observe that teachers who are considered as a major determinant of curriculum success are reluctant to implement this new curriculum as specified. The teachers manifest their negative attitudes through the continuous use of old pedagogic tools like syllabuses, old teaching and evaluation methods, old system of lesson preparation and reluctance to teach new subjects.

The researcher therefore hypothesized that there is no statistically significant relationship between teachers' attitudes and effective implementation of the new primary school curriculum.

## **1.3. OBJECTIVE OF THE STUDY**

This study has general and specific objectives.

### **1.3.1. General objective**

To examine the relationship between teachers' attitudes and the effective implementation of primary school curriculum.

### **1.3.2. Specific Objectives**

This study seeks specifically to:

- find out the relationship between teachers' attitudes and the effective implementation of new subjects in the curriculum.
- find out the correlation between teachers' attitudes and the effective implementation of new pedagogic approaches.
- find out the association between teachers' attitudes and the effective use of new assessment practices.
- examine the link amongst teacher's education backgrounds, sex and teachers' attitudes towards effective implementation of the curriculum.

## **1.4. RESEARCH QUESTIONS**

The following research questions are asked:

### **1.4.1. General Research question**

Is there a relationship between the teachers' attitudes and the effective implementation of the primary school curriculum?

### **1.4.2. Specific Research questions**

The following research questions were asked:

- Is there a statistically significant relationship between teachers' attitudes and the effective implementation of new subjects in the curriculum?
- Is there a statistically significant correlation between teachers' attitudes and the effective implementation of new pedagogic approaches in the curriculum?
- Is there a statistically significant association between teachers' attitudes and the effective assessment practices in the curriculum?
- Is there a link amongst teacher's education backgrounds, sex, teachers' attitudes and effective implementation of the curriculum?

## **1.5. HYPOTHESES**

This is a tentative answer to the research question which must be verified.

### **1.5.1. General Research Hypothesis**

There is no statistically relationship between teachers' attitudes and the implementation of curriculum.

### **1.5.2. Specific Research Hypotheses**

- There is a statistically significant relationship between teachers' attitudes and the effective implementation of new subjects in the curriculum.
- There is a statistically significant correlation between teachers' attitudes and the effective implementation of new pedagogic approaches in the curriculum.
- There is a statistically significant association between teachers' attitudes and the effective use of new assessment practice.
- There is a link amongst teacher's education backgrounds, sex, teachers' attitudes and effective implementation of the curriculum.

## **1.6. RELEVANCE OF THE STUDY**

This piece of work will be important to the following;

### **\*To teachers**

- The information gathered from this study will be used to motivate teachers in Mfoundi Division to make the necessary adjustment that are required to ensure the successful implementation of the new primary school curriculum. This information will provide teachers with better understanding of the effects of their attitudes on pupils' learning. Hence, they will be able to adopt attitudes that will promote conducive learning of all pupils.
- This study will enable the teachers to be acquainted with the new subjects, new assessment practices and pedagogic Approaches and to implement them appropriately in the classroom for curriculum success.

### **\*The Ministry of Basic Education**

- This study will provide information to the Ministry on how teachers are responding to the new curriculum and what to do in terms of training needs to influence teachers' attitudes positively.
- The results can push the Ministry to initiate further training programmes of teachers.

### **\*To future researchers**

Future researchers will benefit by understanding primary school teachers' attitudes towards curriculum implementation and can further research in this area.

### **\*To policymakers/Curriculum Designers**

- The results of this study will inform curriculum designers on how to improve the designing of instruction and instructional activities so that it is easily accommodated, assimilated and adapted by the teachers.
- This study will further help the policymakers to create awareness that the teachers are major actors in curriculum implementation and their psychological preparedness and training will be pre-modal in any curriculum implementation

## **1.7. JUSTIFICATION OF THE STUDY.**

The Ministry of Basic Education came out with a new curriculum for all the primary schools in Cameroon. This was a laudable initiative as the old primary school syllabuses was 18 years old. The new curriculum was put at the disposal of all the teachers to teach in their classrooms. This document has good number of prescriptions for the attainment of the expected learning outcomes. For instance, teachers are expected to implement the new subjects (Arts, vocational studies, National Languages and cultures), use new pedagogic approaches (cooperative based-learning, project -based learning, flipped pedagogy, Integrated Learning Themes) and New assessment practices (oral, written, practical, attitudes, diagnostic, formative and summative) amongst others. Unfortunately, the classroom teachers are not effectively implementing the new primary school curriculum as prescribed by the ministry.

Since the implementation of 2018 curriculum, many studies have been carried out on teachers attitudes towards special needs education but only little studies have been conducted on teachers' attitudes and effective curriculum implementation in Cameroon Primary schools. This makes the researcher to carry out this study to examine the relationship between Teachers' attitudes and effective curriculum implementation. If the teachers are not positive and teach the curriculum as prescribed in the respective classrooms, learning outcomes will not be attained, failures rate will increase and the resources that was provided for its implementation will be wasted.

This study will add knowledge to the existing literature and provide to the government what to do to ensure effective implementation of the new curriculum in the classroom.

## **1.8. DELIMITATION OR SCOPE OF THE STUDY**

It refers to time scope, Geographical scope and Thematical scope.

### **1.8.1. Time Scope**

The time starts from beginning of internship to when it shall be submitted for defence.

### **1.8.2. Geographical scope**

Geographically the work is limited only to the English sub-system of Education in Mfoundi Division of the Centre Region of Cameroon.

### **1.8.3. Thematic or Content scope.**

This work is limited only to the two variables chosen. These are teachers' attitudes and effective curriculum implementation. Although, there are many factors that influence curriculum implementation, this work is delimited to teachers' attitudes. Moreover, curriculum implementation is limited to three sub-variables: teaching of new subjects, use of new pedagogic approaches and new assessment practices.

## **1.9. DEFINITION OF KEY CONCEPTS**

### **➤ Attitude**

In psychology, an attitude refers to a set of emotions, beliefs and behaviour toward a particular object, person, thing or event. Attitudes are often resulting of experience or up-bringing. They have a powerful influence over our behaviour and affect the way we act in various situations.

According to psychologists Rosenberg, Eagley and Hovland, there are three main components of attitudes which are cognitive (beliefs and knowledge), affective (feelings or emotion) and behaviour (actions). Negative attitudes are an intention to create negative behaviour or outcome. These are situations where individuals ignore the good of an object, situation or event and consider the bad. For example, a teacher who sees only the bad of the curriculum rather than the good of it. Positive attitudes refer to people who see the good of a situation, object or event without considering the bad of it. For example, a teacher who looks at the good of the curriculum without considering the bad of it.

Attitude also refers to a favourable or unfavourable evaluative reaction toward something or someone, exhibited in one's beliefs, feelings, or intended behavior (Myers, p.36). It is a social orientation of underlying inclination to respond to something either favourably or unfavourably.

Hogg and Vaughan (2005) described attitude as it is a perpetual judgment of people that people form with the passage of time towards people, environment, things and events along with his own self. Attitudes is permanent as it continues over time.

➤ **Teachers Attitudes**

Teachers' attitude refers to the way teachers perceive and think that may lead to the action they will take related to their teaching practices in the class.

Teachers' attitudes refer to their views, opinions, ideas, feelings and fears towards their profession and teaching programme. It is an essential factor that influences their behaviour and action in the classroom, thus determines the learner's attitudes and learning outcomes.

➤ **Curriculum**

Curriculum is the way in which society tries to meet its educational goals. It consists of not only subjects but also all what is planned and guided by the school.

Curriculum refers to the body of knowledge and learning activities planned for learners according to the aims of education and placed under the guidance of a school. Thus, curriculum is concerned with all aspects of the school and education. It involves subject matter, teaching methods, schemes of work, textbooks, timetable, the school campus and the society as a whole. (Nkeng and Mambeh, 2007)

➤ **Curriculum implementation**

Curriculum implementation is the putting into practice the officially prescribed courses of study, syllabuses and subjects. It also refers to the stage when the curriculum itself, as an educational program, is put into effect. (Nkeng and Mambeh, 2007).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter will examine the existing literature on teachers' attitudes and curriculum implementation. The literature will be reviewed under the following sub-headings: Conceptual, empirical and theoretical reviews.

Curriculum work takes place at three levels: macro, meso and micro. At the macro level the superior administrators or policy makers come out with the general aims and goal of education according to educational philosophies of the nation. The general aim is very broad and give general direction throughout the country. In meso level, its functions are performed by different departments. In the micro, teachers break down the curriculum into the schemes of work, teachable units, construct and carry out pedagogic projects and assessment practices

The 2018 primary school curriculum in Cameroon was developed in two levels. That is, the macro level and micro level. In the macro level, the general educational aims was formally stated by the government. They serve as the basis for making decisions on how school life should be organized and what should be taught in school. These aims of education emanate from the educational policy of the nation found in section 4 of law No 98/004 of 14 April 1998, to lay down Guidelines for Education in Cameroon which states that: the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors. In section 5, the general objectives were stated.

In order to render the curriculum standard and guarantee quality assurance, the following phases and procedures were followed: need analysis, writing and validating the Cameroon National core skills framework, writing and validating framework, training of 105 writers by consultants, writing of the first draft, reading and evaluating the first draft by scientific committee, integrating the recommendations and suggestions from the field, re-evaluating the curriculum by the scientific committee, integrating the recommendations and suggestions from the scientific committee, reviewing the curriculum by the consultants and the scientific committee, finalising and validating the curriculum (Cameroon Curriculum, 2018).

In the micro level, the instructor as the key implementer is responsible for breaking down the general aims to specific objectives, produce the integrated monthly themes (scheme of work), teach contents and carry out pedagogic projects. In order to keep the teachers abreast with the

reform in the curriculum, the former minister of Basic Education officially launched it in 2018 in Yaounde. Series of seminars were organized by the pedagogic animators in different pedagogic cells in all the subdivisions. PAREC (Programme d'Appui a la reform de l'education au Cameroun.) organized sequence of training seminars across the country for teachers' training.

Nursery and primary Education in Cameroon is the foundation of sustainable learning. In 1990, the World Conference on Education For All (EFA) was held in Jomtien, Thailand with the main objective to provide access, equity and quality primary Education for All. In 2020, the World Education Forum was held at Dakar, Senegal with focus on HIV/AIDS, early childhood Education, school health, education of girls and women, adult literacy and Education in situation of crises and emergency. The last was World Education Forum 2015 in Incheon, Korea with objectives to transform lives through a new vision of Education with bold and innovative actions, to reach the ambitious goal by 2030. In line with the Incheon World Education Forum, there was need to reform the curricula of Cameroon which was launched in 2018 by the minister (MINEDUB, 2018).

The reform of the Primary school curriculum followed these phases and procedures: The classroom teachers were responsible for implementation and to claim ownership of the new pedagogic tools. To do this, they were to break the curriculum into eight integrated monthly themes, teachable units and teach the learners to acquire knowledge, skills and attitudes using different pedagogic approaches/practices such as: Cooperative- Based learning, project-based learning, integrated learning Theme and flipped classroom.

## **2.1. CONCEPTUAL REVIEW**

This refers to the review of major concepts that are directly linked to the work according to the point of view of other authors.

### **➤ Attitude**

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour (Eagly & Chaiken, 1993). This means that before a person takes decision to favour or disfavour an object (new curriculum), he must have carried out evaluation of the existing information s/he has in the mind.

According to Hogg & Vaughan (2005), an attitude is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant object, groups, event or

symbols. This implies the underlying beliefs who hold about an object tends to form our attitude either to favour or disfavour an object. The beliefs teachers hold about the curriculum form their attitudes towards it. These beliefs are acquired through real experiences, but the original experience related to a particular belief is mostly forgotten.

According to Temitayo, (2012), attitude refers to the beliefs, feelings and reactions of an individual towards an event, phenomenon, objects or person. Attitudes are learnt and not innate attribute of mankind but can be modified. Attitudes can be explicit or implicit, conscious or unconscious, rational or irrational, extraversion and introversion.

Attitude is considered to be individualistic, an abstract entity and a kind intervening variable imposed in order to explain regularities in behavioural responses. Yale University Communication Research placed emphasis on three important variables of attention, comprehension and acceptance in learning new attitude.

Wood and Wood (1980), opined that attitude has three components of cognitive, affective (emotion) and behavioural. **Affective component:** this involves a person's feelings/emotions towards attitudinal object. For example, the feelings teachers have towards the new curriculum. This feeling can be positive or negative. **Behavioural component:** this refers to the manner in which we act or behave towards something or somebody. For example, the action or behaviour of teachers towards the new primary school curriculum. This behaviour can either be positive or negative. **Cognitive component:** It refers to someone thoughts or beliefs about an object. It could still mean someone knowledge held in various degrees of certainty about what is good or bad, true or false, like or dislike. For example, the beliefs the teachers hold about the new subjects, new assessment practices, and pedagogic approaches make them to form either positive or negative attitudes towards its implementation.

According to Van Aalderen- Smeets et al (2012), noted that attitude is multidimensional with several attributes. They divide the construct of attitudes into three dimensions: cognitive beliefs, affective states and perceived control.

Cognitive belief is divided into three sub-components: perceive relevance referring to teachers' beliefs about the importance of teaching a subject (science), Perceive difficulty which describes the teachers' beliefs about the difficulty of teaching a subject relative to the curriculum areas. Gender beliefs refers to the perception about gender differences associated with a subject, for instance, the different ability men and women have in teaching a science and differences with respect to boys and girls in science classroom.

Affective Dimension involves feelings related to teaching science, divided into sub-components, both positive and negative. Positive feelings are associated with enjoyment in teaching a science subject and negative feelings are associated with fear and anxiousness in teaching. These emotions can either occur simultaneously, that is, the teacher can enjoy teaching a science subject and at the same time anxiety in teaching that subject. The two components are related but independent (VanAalderen -Meets& Walma Van der Molen, 2013). Perceive Control. This refers to how much the teachers have over their teaching. The two Sub-components of this dimension include self-efficacy and context dependency. Self -efficacy refers to the internal factor like ability, knowledge or experiences that determine the ability of teacher to perform a task. A teacher may perceive a subject difficult relative to other curriculum areas but have high self-efficacy with regards to the ability to teach science.

Context Dependency focuses on the external factors that influence a teacher's prevention of being in control and making it easier or harder to teach a subject. For instance, examples of external factors are resources and materials to teach a subject (science).

Bruvold (1980) posits that attitude is a positive or negative affective reaction towards denotable abstract or concrete object or proposition. People favour things towards which they have positive attitudes and very much against things of negative attitudes. The quality of one's attitudes is judged from the observable evaluative responses that are made (Temtayo, 2012).

Mac Conney, (1980), posited that "In a sense, attitudes are perceptions, that involve emotional feeling or biases and which predispose one to act in a certain way.

According to a paper delivered by Buadi (2000), attitude was portrayed as normally focusing on an object or a situation, which may be either concrete or abstract. He added that an attitude will certainly lead to a preferential response. Furthermore, the basis for this preferential response could be negative or positive due to the fact that the attitudinal object or situation is effectively evaluated as good or bad. With respect to the New primary school curriculum which is an attitudinal object teachers, some of them evaluated it as good and are effectively implementing in their classrooms. Those of them who judged it bad formed negative attitudes towards and do not effectively exploit it in their classrooms.

### ➤ **Curriculum implementation**

Garba (2004), view curriculum implementation as the process of putting the curriculum into work for achievement of goals for which the curriculum is designed. After planning, designing

and developing a curriculum, a teacher as the main implementer needs to implement in the classroom to attain the objective or goal to which the curriculum was made. This will largely depend on the attitudes of the teacher.

According to Afungideh (2009), describes the concept of curriculum implementation as the actual engagement of learner with planned learning opportunities. To him, teachers are the only persons to interact with the contents and learning activities with the learners for knowledge and skills to be acquired. Mkpa (1987), added that the teacher translates the curriculum document into operating curriculum through a joint effort of his/her learners and other interest groups. This implies that the teacher does not only implement the content as it is, but breaks it into teachable units.

Mezieobi (1993), opines that curriculum implementation is a process of putting an agreed plan, decision, proposed idea or policy into effect. Hence, it includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. Curriculum implementation involves assisting the learners acquire knowledge, skills and attitudes. The learners are at the focal point of curriculum implementation.

Chikumbit & Makamure (2005), says that curriculum implementation entails all that it takes to put into practice the officially prescribed course of study, syllabuses, and subjects. To them implementation is the actual teaching of the subject matter of the curriculum in the classroom.

Curriculum implementation is the process of putting a document or an instructional programme into practice (Fullan .2009). To do this well, the teacher must master the objectives, contents, methodology as well as the different assessment strategies. Furthermore, He has to understand the level of mastery of his/her learners in terms of needs and learning styles and adapt the teaching to their needs.

Mkpa (2007), defines curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned.

Fullan in Owusi (2009), opines that curriculum implementation is a process of putting a document or an instructional programme into practice.

The teachers are the major implementers of the curriculum thus play the roles of interpretation of the policy into practice, selection of learning activities to be taught, modifier and transmitter.

In order not to derail from curriculum objectives and goals as well as aims of the planned curriculum, s/he must be part of the planning and development process (Endeley & Zama 2021).

➤ **Factors that influence implementation**

Carl (2009), opines that teachers opinions and ideas should be incorporated into the curriculum development process. In the same perspective, the curriculum development team has to consider part of the environment that affects curriculum. Though not all the teachers can have the chance to involve in any curriculum implementation process. Professional development of teachers serves as important factor that contributes to the success of curriculum development (Hendler, 2010). It is imperative for teachers development programme for pre-service and in-service training for successful implementation. Carl (2009), added that teacher may need to create lesson plans and syllabi within the framework of the given curriculum since the teacher's responsibilities are to implement the curriculum to meet student needs.

Fullan (1991), found that the level of teacher involvement as center of curriculum development leads to effective achievement of educational reform. So, the teacher is very important in the success of curriculum development including the steps of implementation and Evaluation.

➤ **School subject**

According to Zongyi Deng (2013), a school subject refers to an area of learning within the school curriculum that constitutes an institutionally defined field of knowledge and practice for teaching and learning. A Subject therefore is a branch of knowledge or a body of knowledge that is being provided to its learners.

Karmon (2007), Opins that a school subject constitutes an organizing framework that gives meaning and shape to curriculum content, teaching and learning activities. School subject is defined in Britannica Encyclopedia as "area of knowledge that is studied in school"

School subjects are human construction in response to social, economic, cultural, political and educational realities and needs. They are "uniquely purpose-built educational enterprises, designed with and through educational imagination towards educative ends (Deng & Luke, 2008, p.83).

School subjects are traditional academic field of study like Mathematics, English Language, Social studies, Technology and Engineering, ICT, Physical Education and Sport. These are

compulsory taught subjects in primary school. The contents of these subjects need to be worked with in order to be appropriate with classroom teaching.

Constructing a subject involves the selection and arrangement of contents and transforms it for classroom consumption by the learners. Tyler's (1949) model supports this in that, curriculum creation starts from the objectives, then selection of learning experiences, organisation learning experiences and Evaluation.

According to the humanist view of the concept of subject, they think that they should be created to provide learners with rewarding experiences that contribute to the pursuit of self-actualization, personal growth, and individual freedom. School subject needs to be formed to meet the interest, attitudes, and developmental stage of individual learner. They need to retrieve contents from a wide variety of sources like personal experiences, community culture, human experiences and wisdom.

Subjects are created to arm the learners with knowledge, skills and capital that will serve as pre-requisite knowledge to exercise in future profession such as teaching, accounting, trading, banking etc. The confirmation of school subject takes into consideration social contents, social issues, and future needs with the purpose of helping to analyze, reason and perform action.

Subjects are vehicles that take us to our goals of Education.

### ➤ **Evolution of new subjects**

Introducing new subjects into schools involve changes and adjustments for teachers and schools. Goodson outline a model of internal 'academic evolution for subject emergence for exam-oriented subjects in the 1980s.

According to Layton (1972), outlines a three -stage process for the internal evolution of new subjects as follows:

In the first stage, a subject gains a place in the timetable with the support of enthusiastic but usually untrained teachers. Example, the emergent of Environmental Education (EE) in Norway with the time devoted to it ranging from 20% to 80% of the total curriculum time at different Grades (Benedict, 1999).

The second stage, subject specialists emerge and offer teacher professional development. Teachers need to be trained through evening school, conference, lecture series, workshops, courses, or weekend sessions to enhance their classroom teaching. The introduction of EE in Norway, in-service and pre-service teacher development has been shown to be a crucial

influence on EE's successful implementation (Benedict,1999). Switzerland (sleurs,2008), and in other countries where there has been a whole school focus on EE (Henderson & Tilbury, 2004).

In the third stage, teachers construct a professional body that establishes the subject as a specialised one with academic repute. According to Goodson (1995), if new subjects are weakly bounded, they will encounter difficulty in gaining status within the school curriculum. He further explained new subjects in particular and curriculum in general such as the teaching of broadfield subject, integration of subjects, competences made teacher to form negative attitudes. Broadfields subjects are broad with many issues and have less time to teach on the timetable.

New subjects must be evaluated in external examinations. It is true that education should not be guided by examination. However, education follows the demands of the society and the society evaluates the success of the school through the success of the learners in examination.

➤ **Purpose of subjects in school**

The following are some purposes of subjects in school:

- Equip learners with knowledge and skills required to lead a quality life;
- Promote basic academic skills required for day-to-day living such as communication;
- Give an awareness of learners surrounding;
- Prepare students for the process of socialization;
- Promote value required to be developed by every citizen such as love, living together and tolerance;
- Prepare learners to develop nationalism and other patriotic feelings;
- provide clear picture of school knowledge and practice.

➤ **Nature of school subjects**

According to Grossman and Stodosky (1995), defined three features of school subjects. They are:

- Differ in their status they have in school and larger community. Craft, physical education are considered less important than Sciences and Mathematics. This is same in the new Cameroon primary school curriculum where subjects are organised into domains. Those subjects under basic knowledge are more important with 60% weighting and least importance are subjects under communal life and national integration, cultural identity with just 5% weighting each.

- Sequentiality is seen as important in school subject where certain knowledge and skills have to be learnt before proceeding to new learning. For instance, the basic calculations of Addition, subtraction, multiplication and division are to be taught before teaching "fractions".

➤ **Assessment**

According to New Primary School Curriculum (2018), Assessment is the process of making judgements on learners knowledge, skills and attitudes with the sole aim of making decisions about their Education. It is an integral part of the learning/teaching process in the primary school. It is an integral part of the curriculum. In primary school, assessment has to be formal and informal. It is not done to place learners in a position of competition but in the situation of complementarity. Teachers have to know that learners have different learning styles and intelligence. As a result, they cannot always be at the same level and be assessed at the same time. Contrarily, most teachers are still continuing with their old habits of putting learners into competition. These teachers' negative Attitudes go contrary to the demands of the New Curriculum.

Assessment in primary schools in Cameroon takes the forms of oral, written, practical and attitudes. Information from assessment is collected through: observation checklist; learner's self-assessment; daily practical assignments, learners' work, conferencing, portfolio and project participation. The feedbacks from information gathered should be used to improve on the teachers' methods and learners' performance in class (MINEDUB, 2018).

According to Brown, (1990), assessment refers to related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning. Assessment should be able to measure the learners' knowledge, skills and attitudes on a given content or concept taught.

Assessment is the process of gathering quantitative and qualitative data of what a pupil can do, and how much a pupil possesses. It is the vital component of teaching-learning process to gather, analyze and interpret data. It also involves the collection of information and making judgement on the learner's performance. Assessment will be useless to the teacher unless he is able to use the data collected correctly to make valid decision on pupils' learning.

Classroom assessment is the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievement during the development

of knowledge, concepts, skills and attitudes (NCCA, 2004). It is more than testing. It is an ongoing process that includes many formal and informal activities designed to monitor and improve teaching and learning.

➤ **Types of assessments**

Assessment can be classified under different types.

**2.1.1. Diagnostic Assessment**

This is assessment carries out before the learning/teaching process begins. It helps to measure the learners' pre-requisite or previous knowledge. It seeks to identify areas of pupils learning at any point. The purpose is to identify strengths and weaknesses and plan remediation. Reed (2006), discovered that many teachers avoid diagnostics completely and simply begin their teaching with chapter one of the recommended textbook, assuming that they will get to know the students better in time.

According Steven (2009), asserts that the diagnostic assessment process is a decision-making strategy for determining when and how to deliver instructional remediation to learners through additional instruction, and also to help teacher determine whether students can move on to the next skill or concept to be taught as outline as expectation in curriculum.

According to Arderson (2005), explains that diagnostics assessment is known for the following:

- A great focus on the weakness than on strengths;
- Remediation of further instruction;
- provide detailed feedbacks;
- Based on content covered in instruction;

The main aim of diagnostic testing is to find a students weak learning point and not how much the student scores (Ofem,Idika,& Ovat,2017).In diagostic testing,feedback and remediation are given in order to produce desired learning outcomes and to facilitate objective attainment.It assesses specific skills of the syllabus.It is used to enable the coverage of specific skills in a subject.According to Ofem et al,it is constructed in such a way that the learner will make mistake to see his/her weaknesses.It ensures that quality learning feedback is provided immediately.

Camir (2014),asserts that diagnostic testing is mostly pertinent in subjects that attainment of specific skills or information is a requirement for the learning of advance theories.One of the major reasons in conducting diagnostic testing in teaching/learning process is based on

constructivism. Learners suppose to construct new knowledge on previous knowledge. Though some teachers still do not carry out diagnostic testing in class. They focus their teaching on John Lock's "Tabula Rasa". That is, considering the learners as blank slate or empty vessels to fill. They make the learners passive in the teaching/learning process which does not help the pupils to construct their own learning and develop skills.

### **2.1.2. Formative assessment (FA)**

This is an assessment that takes place in the course of the teaching/learning process with the purpose of gathering data about the learners, that will help in the attainment of the expected learning outcomes set out in the curriculum. It also keeps the learners in constant interaction with the teacher, provides feedback to the learners, teachers and the parents. Formative assessment is either graded or non-graded. What is important is not the data obtained from formative assessment but how the data is used to address the needs of the learners.

According to (Iowa Core, 2010). Formative Assessment is supported by active chain reactions that help the students' learning. Lyon and Leusner (2008), confirms that when teachers offer their students reactions to faster their talking, to identify the specific fields that need improvement and to take time for the said improvement, student act based on those reaction to improve their work. Formative Assessment is not a simple strategy of the teachers' work that swiftly regulates the process, it rather requires time and a step by step change of teaching/learning quality (Black & William, 1998; Kenna; & Russel, 2018). Since it takes time to conduct Formative Assessment, many teachers do not like it. They still feel contented with the traditional assessment of six-week teaching and assessment instead of four weeks teaching and assessment in the current Cameroon primary school curriculum.

### **2.1.3. Summative Assessment**

This is an assessment usually carried out at the end of a course, term, or year. The aim is to know the level of attainment of educational objectives. It also has an objective to promote and award certificates to the learners. It is more of a judgemental type of assessment. It most often takes the form of standardized tests.

#### **➤ Tools and techniques for classroom assessment**

In the classroom, teachers design assessment tools with two broad purposes to collect information that will inform classroom instruction, and to monitor pupils progress towards achieving the end-of-year learning outcomes. Assessment tools and techniques include:

observation checklist, portfolio, assignment, self-assessment, daily practical assignment, sample learners work, willingness to be involved in primary school activities (Cameroon Primary School curriculum 2018).

➤ **Criteria for assessment of learning outcomes**

In order to assess the knowledge and skills acquired by a learner, the teacher makes use of assessment codes. The learners' scores are coded as follows:

- From 0-10/20: competence not acquired (CNA)
- From 11 -14/20: competence in process of Acquisition (CPA)
- From 15-17/20: Competence Acquired (CA)
- From 18-20/20: Expert (A+)

After every monthly Assessment, the learners' marks are fill in the report booklet and ranked according to performance. Remediation is carried for learners who have not acquired the competencies required.

➤ **Assessment of attitudes**

The attitudes teachers form in the teaching /learning process is very important because it will help to know whether they are engaged in the learning activities or not. Someone's attitude is observed from what s/he thinks, feels or does. The following criteria are used to grade learners' attitudes in the classroom:

**2.1.4. Criteria for the assesment of attitudes**

In order to grade attitudes, we start from those children who exhibit attitude without being reminded as Excellent, those who exhibit when reminded as satisfactory, those who exhibit when compelled to as Average, those exhibits when he/she wants as Poor and those who refuse to exhibit attitude as Unsatisfactory. The attitudes observe in learners include: punctuality, respect, neatness, personal hygiene, cooperation, politeness, appreciation, confidence, desire to learn all the subjects, interest in learning National languages and culture, hand washing, obedience, leadership skills, empathy, remorse, listen attentively (Cameroon Curriculum,2018).

**Oral assessment**

Oral assessment is the measurement of the verbal expression of learners in the teaching/ learning process. The following criteria are used:

### **Criteria for the assessment of orals**

To assess oral, we need to observe the learners' pronunciation, vocabulary, fluency, Grammar/accuracy, content, turn-taking, speech production rate, audibility, intelligibility, task completion, timing. Hosseini and Azamosh (2014), conducted a study to investigate assessment methods use by English For Foreign Learners (EFL) teachers to assess students' oral skills. The study revealed that the most practical oral assessment methods used by teachers are presentation and oral discussion to assess their oral skills. Also, the findings revealed that teachers are not making any effort to prepare assessment material and they spend 20% of their instruction time on collecting the assessment results, also, 30% out 100% of instruction time to recording the responses. The assessment of oral is looked upon as the most difficult and challenging of all language skills assessment.

### **Problems of Oral assessment**

Oral assessment faces the following challenges: large class size, time consuming, excess workload in addition to class teaching, lack of effective and efficient assessment instruments, low Language mastery by learners. Seghayer's (2015), found that Saudi Arabian EFL teachers are using traditional assessment method of question and answers and reading aloud. They don't assess pupils in pronunciation, fluency, use of lexis and grammar, and intelligibility. It is indicated that the reasons behind this is that, teachers have no other option because of the limited time they have with the large number of students in class.

### **Setting Questions for Assessment**

In order to assess the learners knowledge and skills acquire, we have to make use of Bloom's Taxonomy and come up with our specification. The new curriculum has as objective to train learners that will be creative, develop critical thinking skills and problem solving skills. To test these skills we make use of the higher taxonomic level of Bloom's Taxonomy for end -of-term, end -of-year and end- of- course assessments. Bloom's Taxonomy comprises of six level of difficulties from the least to the most difficult level as follows; Knowledge, comprehension, Application, Analysis, Evaluation and create (new edition).

### **Pedagogic approaches**

According to the Cameroon Primary school Curriculum, pedagogic approaches are special procedures through which educational goals are attained. The Cameroon education system has

experienced pedagogic evolution from Objective -Based Approach (OBA), through New Pedagogic Approach (NPA) to Competence Based Approach (CBA) which is in use today (Mambeh & Nkeng, 2007). The pedagogic approaches are simply the ways the teachers view teaching in the classroom. Some view teaching as Learners' centered where focus is on the learners and other view it as teachers' -centered where the teacher is the alpha and Omega and does all the talking. Pedagogic Approaches are sometimes used synonymously as pedagogic methods which are the step-by -step procedure of a teacher in order to achieve the desired outcomes. These include inductive, deductive, problem solving, demonstration, discovery, memorisation, lecture and discussion.

Teaching approaches refers to an individual's preferred style to teach (visser et al., 2006). Teaching approaches in teaching learners play a major role in their engagement, motivation, and academic performance (Codima et al., 2018). It is found in the literature that well-organised, supportive, and autonomy-oriented teaching approaches lead to various positive student level educational outcomes, such as well-being, engagement, and motivation (Walsh et al., 2020)

For the purpose of this study, we shall focus on the CBA and other specific approaches that facilitate the development of skills such as: Project- Based Learning, cooperative learning, integrated theme learning and Flipped pedagogy. The CBA requires that learning should be based on the learners' potentials. The pupils should be responsible for their learning. The teacher should focus on listening and not teaching. Lesson preparation should always implicitly or overtly provide for equity, for inclusiveness and multiple intelligences (MINEDUB, 2018)

### **Types of pedagogic or Teaching approaches**

There are many modern types of Pedagogic approaches used in the 21st century that engage learners to acquire knowledge and skills like; cooperative -based learning, project-based learning, collaborative learning, integrated learning theme, flipped classroom, inquiry-based learning or problem-based learning ,differentiated instruction, experiencing learning, peer teaching and, assessment of student learning.

#### **➤ Cooperative learning**

It is the social instructional strategy that helps the teacher to create rich and varied learning environment. According to the Cameroon Primary School Curriculum, cooperative Learning is a specific kind of collaborative learning. It involves putting pupils together in small teams to perform a task or an activity. Each learner is accountable for his/ her work and for the work of

the whole group. The strategy consists of placing learners into small, mixed-ability learning teams. They are responsible for learning the contents and help their teammates learn. Learning becomes a web whereby a learner cannot succeed alone. The learner knows that if one person fails, the entire team fails, and if one person succeeds, the success affects everybody in the team. The cooperative learning is essential in enhancing pedagogic approaches whereby; goals are shared, information is circulated, roles are assigned, teammates depend on one another to complete tasks successfully and motivation towards learning.

➤ **Collaborative Team Teaching**

This is the method of teaching where two teachers share the responsibilities within the classroom setting. It is a long-standing approach to teaching that is being practiced in educational establishment for years. The instructor may collaborately teach in one or two learning areas. The benefits include: teaching methods are improved and promote pupils learning, support and assistance are available thus enriching the job performance.

➤ **Integrated Learning Theme**

This is the learning theory that is focused on combining what the learner learns within the classroom setting with the solution of the real -world problem. The students internalise ideas and use knowledge in the real world to solve problem. Integrated learning themes are necessary to develop skills for harmonious integration of learners in the society. There are Eight integrated Learning Themes in primary cycle. It represents the fundamental of project-based learning. They facilitate the learning -teaching process and make the essence of Problem- based Learning comes to light. The Themes will constitute the basis of contextualising the context of the subjects. It can be done for some weeks, months and has a direct link on project- based learning.

➤ **Project-Based Learning**

Project-based learning is a pragmatic approach to learning in which learners create their own knowledge through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks. Project- based learning permits the learners with variety of different learning styles to demonstrate their acquired knowledge, skills and attitudes. Therefore, a well-designed project-based learning activity is one which addresses different learning styles and does not assume that all learners can demonstrate their knowledge, skills and attitudes in a single or standard way. It connects the classroom activities to the real world through the process of integrating the four broad-based competencies (intellectual,

methodological, communication, personal and interpersonal competencies) in the learners' life. Project-based learning enables the learner to solve many problems and makes teaching/learning process more skill-based (MINEDUB, 2018).

According to the Cameroon Primary school curriculum 2018, Project-based learning can be implemented in the following ways: identify the problem, identify the parts of the project, brainstorm with colleagues about the project, discuss with learners, assign roles to every learner discuss the progress of the project, respect the three parts of the project (introduction, progression and culmination event).

### ➤ **Flipped Classroom**

A flipped classroom is an innovative approach of teaching/learning process towards blended learning whereby learners are introduced to content at school or home and practice working through it in school. It demands that for effective teaching of a given pedagogic learning theme, teacher assigns learners some days before the lesson to investigate and present their findings in the next lesson, teacher can equally upload work in the school platform or class group chat and instruct the learners to study at home to present their finding the previous day. Also expert are invited to explain some concepts about their professions. In the same vein, the learners become the teacher and the teacher becomes the learner.

### **Some conditions for the achievement of Flipped classroom**

For flipped pedagogy to achieve its objectives, the content and resources should be available and accessible to the learners, learners should ask questions at home, parents or guardians should be available and ready to help, learners should work independently to get information, learner should have knowledge in the use of information and communication Technology, peer learning should be encouraged, teacher should be available, provides guides and maintain good classrook management techniques.

## **2.2. EMPIRICAL REVIEW**

Attitudes are a summary evaluation of a psychological object (Ajzen & Fishbein, 2000), in classic attitude theory are considered to comprise three components: cognitive, affective and behavioural. It is the review of knowledge related to the topic under study.

It has been recognised in literature that there are several factors that can affect the implementation of change, and must be taken into consideration by anyone attempting to

introduce any innovation in educational context. Teachers' Attitude is one factor (Ghaith & Yaghi, 1997; Kennedy & Kennedy 1996; Markee, 1993). If teachers' attitudes are incompatible with an innovation, it is likely that they will be resistance to the innovation (Brown, 1980; Haney, Czerniak, & Lumpe, 1996; Levitt, 2001). Majority of Primary school teachers cultivated negative attitudes towards the implementation of the new curriculum. This is due to the fact that, they were not well scrutinised from the start on the curriculum through training. In this light, their attitudes are not compatible with the demands of the new curriculum.

Curriculum implementation is general issue around the world. Literature from Nursery School implementation in Indonesia according to Research Centre Suggested that, it has not been implemented as intended in school (Puskur, 2007). Some factors identified for ineffective implementation were: lack of teachers understanding, lack of teaching and learning resources and lack of inappropriate training.

The first major issue of implementation is poor involvement of teachers in matters relating to curriculum implementation either during planning of reform. As such, making good learners' performance impossible, no matter the teachers knowledge and skills, if he/she is not involved, learners' performance will be poor. According to Ibrahim (2003), in Nwanze (2015), the involvement of teachers in curriculum planning induces good quality into the curriculum, enriches the activities and also makes them more effective. He further explained that teachers fully involvement in the planning and other processes not only in the classroom implementation will produce optimal results.

Mkpa and Izuagba (2009) in Obilo and Sangoleye (2015), added that the teacher takes the final decision with respect to learning experiences to be provided. So, not involving or incorporating him/her in the curriculum planning and development process is like separating the curriculum from instruction.

The second problem of curriculum implementation is that of excess contents added to the curriculum to be covered by both the students and teachers ,posses serious challenges in curriculum implementation. Some new subjects were introduced in the new curriculum like national language and culture, ICT, Vocational studies, Arts ,Science and Technology with more contents with respect to the time allocation. Afangideh (2009) in Oblo and Sangoleye (2010) state that some teachers are having issues with new topics, hence making implementation a challenge.

The third issue is that of material provision that will enhance achievement of the teaching and learning objectives. Such materials include; textbooks, computers, infrastructure etc. Many teachers are still lacking textbooks for teaching certain content as well as computers to be used in the teaching/ learning process. For example contents in ICT are not fully taught due to lack of computers to carry out practical. Even in schools where computers are found, the problem of electricity comes as another setback or the teachers are unable to manipulate.

The absence of instructional materials in the classroom is stumbling blocks to teaching and learning. Consequently, creating difficult for learners to acquire lessons contents. Fullan (2001), argued that if the obstacle to implement curriculum are not removed, instead of moving ahead from implementation to continuation phase, a change would suffer from the failure to be used in the intended manner and the rejection by decision -makers.

The fourth issue of curriculum implementation is that of communication .The curriculum specialists therefore must make sure that communication networks are comprehensive and available for sending messages at all levels of curriculum implementation process. For example, workshops, conferences, talks, have to be organised as well as communication on the media to disseminate the information. Effective implementation necessitates collaboration and cooperation of all those involved in the implementation process.

A number of studies have demonstrated on the powerful influence that teachers may have on curriculum. It indicates that teachers do not implement curricula in their classroom in the same way that these curricula were assigned to be implemented. Clark and Elmore (1981) reported that, teachers adapt curricula to fit their knowledge priorities and unique classroom setting. This explains why some teachers are still using the old or former curriculum in their classrooms.

Brown and McIntyre (1993) believe that, ignoring teachers' belief in the process of curriculum development may cause curriculum failure in its implementation. Karavas-Doukas (1995) in a study of factors affecting the implementation of EFL innovation in Greek public secondary schools identified that, teachers' attitudes towards the innovation, their perception on the training they attended, and their beliefs in the impracticality of the innovation are among factors that hindered the implementation of innovation.

Bjork (2009) studied local implementation in Japan's Integrated studies reform, found that the Japanese teachers had the capacity to attain the plans. He also got that teachers were

skeptical about proposed change. Some teachers tried to merge their old approaches with the new one's advocates by the Japanese integrated studies.

Literature has reviewed that Czech Teachers's attitudes towards curriculum reform implementation findings showed that 15% of teachers accepted reform, 55% were neutral on the reform and 30% was not accepted. One can observed that generally the curriculum reform was not accepted amongst Czech Grammar School Teachers.

Carless (1998), opined that, Teachers' behaviour in classroom is affected by attitudes. When attitudes are compatible with proposed change, it is likely good to yield positive results and vice versa.

Spillan (1999), suggests that, teachers should be key stakeholders in the process of curriculum development and implementation, as this strengthens their commitment and attitudes to the curriculum changes.

Kirk & McDonald (2001), posited that, the way teachers perceive the curriculum, their attitudes towards it and the way they interpret it are important factors influencing teachers' attitudes towards reform and consequently its success. If they are actively involved in the process, then they are no longer just impacted by the reform. On the contrary, they become active promoter and implementers. The 2018 primary schools curriculum took the top-down approach, making the teachers to implement the reforms as instructed with little or no mastery.

According to the studies carried out by Karakhanyan, Van Veen and Bergen (2011) and Janik et al (2011) found that, familiarity with the principles of the curriculum reform was important and that teachers unfamiliarity with these tended to reject the reform more vigorously. This therefore explains why teachers are rejecting the New primary school curriculum. Majority of them are yet to be familiar with the new document. Though PAREC is multiplying efforts in the domain of training in the use of new curriculum, much is still yet to keep teachers abreast with the reform.

### **2.2.1. Teachers attitudes and implementation of new subjects**

School subjects are vehicles that carry curriculum goals. The goals of Education are organised into subjects and taught to the learners. If the subjects contents are not well mastered and taught by the teachers to the pupils, the success of the curriculum is doubtful. The teacher according to literature is the principal implementer of curriculum reforms in the classroom as he has the responsibility to breakdown curriculum to syllables, schemes of work, integrated monthly

themes, teachable units, lesson notes and teach to the learners. The attitude the form towards the new subjects introduced in the curriculum will be a major determinant to curriculum success. This is because, if he forms positive attitudes, it will transcend to the pupils and they will develop positive attitude too. Contrary, if the teacher forms negative attitudes, it will impact negatively on their performance.

According to Abba and Awan (2017), resistance to innovation has been described as resistance offered by end users (the teachers) to innovation, "either because it poses potential changes from a satisfactory status quo or because it conflicts with their belief structure". For example, the implementation of educational technologies in Jordanian entrepreneurship and business school was faced with resistance altering the existing values and culture of school and educational institution into different cultures may be a big challenge (Schipper et al; 2020). The successful implementation of educational technologies depends on the attitudes and aptitudes of teachers (Hart and Laher, 2015).

The new subjects introduced in the primary schools in Cameroon were information and communication Technology, vocational studies, National Languages and cultures, Arts and a component of sciences and technologies. According to studies in educational technology, teachers' attitudes significantly impacted the implementation of technologies in schools. Teachers' attitudes toward technologies should be encouraged in the field of teaching.

Ye et al., (2022), indicate that the teachers' attitudes toward educational technology have significant implications for their behaviours in using educational technology for teaching. Teachers play a big role in shaping new subjects in the curriculum. They are the biggest influence on whether the new approach is implemented successfully into practice (Van Driel et al. 2001, 2005). However, primary school teachers lack the training to teach broad-field subjects. Teachers variable like teachers' attitudes are important in shaping students' attitudes and determining whether the introduction of new integrated STEM subjects will be successful (Denessene et al., 2015; Osborne et al. 2003; Va Driel et al 2001).

Young (1991), remarks that the introduction of computer technology into schools was not as a means, but as an end. Computers were provided with no supplementary measures to enable educators to develop positive attitudes towards the new tools and to use them. According to the National Report (2003), the introduction of technology in Syrian educational system aims to keep pace with the progress and to reach efficient levels of education. Unfortunately, the implementation of technology into the Syrian School has not been guided by research. The implementation plans seem to be lacking consideration of teachers' reaction to the new

tools. Such inattention to the end-users' attitudes brought untold consequences for ICT teaching in Syrian schools. This clearly shows the inevitable role of teachers in the teaching of new subjects. If any reform in subject contents are carried without putting teachers' attitudes into consideration, it is bound to fail.

Brown (1980), asserts that if teachers' attitudes are incompatible with an innovation, it is likely that they will be resistant to that innovation. The New curriculum reform of primary school in Cameroon introduced new subjects such as vocational studies, Arts, ICT, National Language and Culture. Teachers lack effective training on how to implement in their classroom settings. Consequently, they tend to develop negative attitudes towards teaching the new subjects.

Ornstein and Hunkins (2004), noted that curriculum will remain as a plan unless it is implemented by teachers with real students in real classrooms. Curriculum reform is a good thing but will have no meaning when the teachers are not abreast with the new changes to better implement them. The new subjects' contents will only make meaning when teachers embrace them and implement in the classroom.

According to Faridi (2010), a study on development of context-based English learning resources for elementary schools in Central Java, Indonesia, revealed that teachers rely on textbooks as their primary teaching resources. Regarding the National Language and Culture in Cameroon primary school, teachers are still facing with problem of implementation considering the numbers of national languages in the country which are more than 250, many teachers lack the textbooks on national language. As a result, teachers are not implementing the subject as it supposes to be. Brophy and Good (1974), reported that teachers influence curriculum implementation by deciding the topics and activities which they think are appropriate for their learners.

Brown and McIntyre (1993), believe that ignoring teacher's belief in the process of curriculum development may cause failure in its implementation. Karavas -Doukas (1995), added that teachers' resistance to curriculum innovation is due to its incompatibility with teachers' beliefs. This will result to either positive or negative attitudes toward the implementation of the reform.

Bullock (2004) found that teachers' attitudes are a major enabling/disabling in the adoption of technology. Recent studies have shown that the successful implementation of educational

technologies depends largely on the attitudes of educators, who eventually determine how they are used in the classroom.

According to Nespor (1987), posits that the formation of our belief systems tends to be based on affective and evaluative aspects of an individual, Anderson (2005), relays this from cognitive perspective as the basis emotions and feelings since he relates personal experiences that are stored in our memory. For example, if a teacher recalls a memory of learning as enjoyable, this will foster a positive attitudes which likely influence their instructional beliefs. This implies that teachers' attitude is a powerful element that affects the implementation process. As a result, it is imperative for teachers to embrace reforms of new subject contents and develop positive attitudes that will engage learners for successful implementation.

Williams (1988), indicates that teachers' attitudes toward a subject and teaching of that subject influence the instructional techniques they employ and these in turn, may have an effect on pupils attitudes. Though, there are some hard evidence that, holding positive attitudes towards Mathematics actually beneficial, it is difficult to argue at primary, secondary and higher levels. Most studies on the relationship between attitude and achievements have revealed a low but significant correlation.

According to Abu (2013), argued that teachers' attitude towards science teaching is a potent predictor of students' academic achievement in sciences and attitudes towards science learning. Knowledge teachers have about a subject in the curriculum influences their own perception of the subject and attitudes to teach.

According to Schiffman and Kanuk (2000), attitudes are outcomes of psychological processes, as such they cannot be observed directly but they can be inferred from what people say or do. They further explained that attitude is an expression of inner feeling that reflect whether a person is favourably or unfavourably predisposed to an object or idea. Looking at what teachers do in the classroom on daily basis shows clearly their negative attitudes towards curriculum implementation. This is manifested by the fact that they do not teach new subjects, carry out monthly pedagogic projects and encourage cooperative learning in their respective classrooms. This may be due to the fact that, they do not understand how to go about it. This confirms what Nsibandé (2002:1) who says that the success of the curriculum depends on the ability of teachers to understand curriculum changes they face on daily basis .

According to Hallinge (2010), it is evident that successful educational reform relies on teachers understanding, participation and support for changes as teachers' views have a significant impact on the implementation of educational reform.

Glatthorn (2000:22) argues that in most cases when curriculum reforms are being considered, teachers' beliefs, values, practices and interests are normally not considered by policymakers. In the process, it hinders implementation because teachers may not understand the foundation for curriculum change. Van der Westhuizen (2004:72), points out that because people are different; they also have different ways of adapting to new situations. Some teachers may willingly contribute in the process of innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in the past experience and practices. Carl (1995:92), identified factors that lead people to resist change. They include:

- Uncertainty about what the curriculum change implies;
- Poor motivation;
- Lack of clarity about development;
- Ambiguity and lack of understanding of nature and extent of the envisaged change;
- Insufficient resources to administer support from educational practices and security of the existing practices.

It is no doubt that the following factors will have negative influence on curriculum processes. Its effectiveness will depend on leaders to respond positively to change.

According to courts (1996), teachers' negative attitudes to curriculum changes could be attributed to the pace of curriculum change and the period within which schools have had to implement it. This therefore supports the fact that the time in which the new curriculum was introduced to the teachers was not proper. That explains why teachers developed negative attitudes towards its implementation. They needed training when the old curriculum was reformed. The different changes like new subjects, assessment practices and pedagogic approaches required thorough teaching to the teachers to change their mindset. Regarding the vital role teachers play in curriculum implementation such as breaking syllabuses into schemes of work, schemes of work to teachable units and lesson plans, their attitudes are very vital to influence the success of any curriculum.

It is essential that whenever a new program is to be introduced, the concept and attitude of the recipient should be sought. This attitudinal gap brings dissatisfaction among teachers.

In the National Syllabuses for English speaking primary school in Cameroon signed by the then Minister of National Education Professor Joseph Owona implemented in 2000/2001 school year, there were 11 subjects following the scope and sequence chart below:

**Table 1: Scope and Sequence chart of the National Syllabuses for English speaking primary School 2000/2001.**

N°	Subjects	1	2	3	4	5	6
1	English Language	x	x	x	x	x	x
2	Mathematics	x	x	x	x	x	x
3	French Language	x	x	x	x	x	x
4	General Knowledge	x	x	x			
5	History			x	x	x	x
6	Geography			x	x	x	x
7	Citizenship (civics, Human rights, Moral Education)	x	x	x	x	x	x
8	Science (Health Education, Environmental Education)	x	x	x	x	x	x
9	Home Economics				x	x	x
10	National Culture (Music, Drawing, Drama, Arts & Craft)	x	x	x	x	x	x
11	Physical Education	x	x	x	x	x	x

**Source:** National Syllabuses for English Speaking Primary Schools in Cameroon.

The teachers were used to the teaching of the above subjects using the traditional methods like lecture -based, demonstration, memorisation, discovery, rote learning and discussion. These methods did not really place the learners at the centre of teaching/learning process. There was the need for the approaches that will provide learners with the 21st century skills and engage the learners in the process. The new curriculum therefore came about with new approaches such as cooperative based learning, problem -based learning, pedagogic project -based learning, flipped classroom, pedagogy of integration and blended -based learning. The focus was to develop critical thinking, creativity, the sense of initiative, communication and problem-solving skills in learners. Emphasis was moved from what the learner knows to what they know and can do (competence).

It is in this perspective that in 2018, the curriculum of primary school in Cameroon was reformed. It brought about new subjects; new assessment practices and new pedagogic approaches. These subjects were organized as broad fields subjects. Many 21st century teachers were never trained in teaching broad fields disciplines. They were rather trained to teach specific subjects. Teaching in primary school warrants the teacher to have good mastery in all the subjects. Teachers have many contents to cover a week and the time dedicated for each discipline is not enough. All these brought frustration in many teachers and pushed them to develop negative attitudes towards its implementations.

Besides, assessment was to be conducted weekly, monthly, termly and annually and the results reported to the pupils and parents. This assessment suppose to measure learning outcomes in the forms oral, written, practical and attitudes. The teachers were expected to carry out monthly pedagogic projects with respect to the monthly pedagogic themes. This will enable the learners to become competence. That is; mobilising the knowledge, skills and Attitudes to solve a real life problem in the society. In another word, matching theory to practical. This will also enable the learners to develop creative skills and autonomous in life. (Cameroon Primary school Curriculum, 2018). The scope and sequence chart was reorganised to include new subjects, components and sub-components.

The table below shows the scope and sequence chart for the new curriculum.

**Table 2: New Scope and Sequence Chart of Cameroon Primary School Curriculum.**

N°	Subjects	1	2	3	4	5	6
1	English Language and literature (Listening, speaking, reading, writing, Literature)	x	x	X	x	x	x
2	Mathematics (sets and logic, numbers and operation, measurement and size, Geometry and space, statistics and graph)	x	x	X	x	x	x
3	French Language (Comprehension et Expression orale, production D'écrits, Grammaire, conjugaison et vocabulaire)	x	x	X	x	x	x
4	Science and Technology (Health Education, Environmental Education, Technology and Engineering)	x	x	X			
5	Social Studies (History Geography, Citizenship)	x	x	X	x	x	x
6	Vocational studies (Arts and craft, Home Economics, Agro-pastoral farming)	x	x	X	x	x	x

7	ARTS (visual and performing Arts)	x	x	X	x	x	x
8	ICT (Basic knowledge of the computer system &ICT Tools, ICT Productivity Tools, Internet and Communication, Health, Safety and Ethics, Basic Notions of computational Thinking)	x	x	X	x	x	x
9	National Language and Culture (National Language /National Culture)	x	x	X	x	x	x
10	Sports and Pyhsical Education (sprint, movement, jumps, team sports, Gymnastics, Throws, Relays)	x	x	X	x	x	x

**Source:** From Research Findings

From the sequential chart above one can see the new subjects which were introduced in the New Curriculum of Cameroon primary school as well as new components with new contents. This equally brought an aspect of overloaded curriculum with respect to the time allocated on the time table. As such, teachers sometimes got confused in class as to which component/sub-components to treat. For example, in English Language, we initially had four components: Reading, Listening, writing and speaking. Today, a new component has been introduced which is literature. Teachers were never trained to teach literature to young learners in their training schools. Such training is needed for teachers to without fear.

Another new subject is ICT, majority of the Cameroon Primary school teachers are computer illiterate. Those who have knowledge of a computer do not have access to computers in schools. In schools where this technological equipment is available, there is the absence of Electricity or Frequent power cut. Nchuah (2019) confirms the assertion and emphasized that, our classrooms are not yet adapted to the age of information Communication Technology and our training schools continue to train 20th century skills with primitive methods. These difficulties tend to make teachers to nurture negative attitudes toward the implementation of the curriculum.

Teaching and learning are continuous process and because of challenging educational, Technological factors, teacher must be given an appropriate opportunity to upgrade their career. The teachers need opportunity to develop skills to effectively implement the 2018 primary school curriculum.

With regards to National Language and Culture, Most of the teachers do not speak their mother tongue. They equally lack the know-how on how to teach in their respective classrooms. Though Flipped pedagogy has been introduced, teachers are yet to get used to it due to lack of enough

time in training them. This too came in 2020 with the outbreak of corona virus when schools were locked down. Besides, national languages is not evaluated at official examination and teachers lack the interest to teach despite the importance of national language in learning other subjects.

Looking at Vocational studies as a new subject, it has been welcomed by most teachers. It provides the learners with the opportunity to develop talents, initiative and a sense of creativity in order to enhance holistic development of learners. Moreover, it makes the learners to become autonomous, develop self-esteem and the spirit of entrepreneurship. This subject is taught in three components: Arts and Crafts, Agro-pastoral farming and Home Economics as seen in the scope and sequence chart above. Majority of the teachers have been handicapped on where to practice agro -pastoral farming since most of the school environment lack farm lands in Mfoundi Division. The environment becomes a very good factor that affects curriculum success. Teachers equally lack the necessary resources to carry out the practical in this subject. All these make the teachers to hate teaching the subject. The pedagogy of integration has been advised to use but the main challenge is on the disappearance of some pertinent contents. Integrative Approach is good in science subjects (Health Education, Environmental Education and Technology and Engineering) sciences and social studies (History, Geography and citizenship). The problem with most teachers is lack of appropriate approaches to teach broad field subjects.

### **2.2.2. Teachers' Attitudes and implementation of Assessment practices.**

According to Cameroon Primary School Curriculum (2018), assessment is the process of making judgment on learners' knowledge, skills and attitudes with the sole aim of making decisions about their education. It is considered as an integral part of teaching- learning process in the primary school. The data gathered from assessment helps the teachers, parents and even the students themselves to make decision about their learning.

Assessment was first of all traditional examination of something or somebody. It helps to judge the improvement of students. In the days of the old, assessments were mainly through oral test, recitation of text, and reading of text. Today the term traditional assessment system is outdated and has been replaced by the learner- centered assessment or the Competence -based Approach assessment. The new trends of assessment are diagnostic, formative and summative assessments. Formative assessment, whether graded or non-graded should be carried out in a

variety of modalities; informal observation by the teacher or formal assessment through testing. Assessment is not only based on collection of data but how it is used.

Classroom assessment is generally divided into three: assessment for learning, assessment of learning and assessment as learning.

➤ **Assessment for Learning (Formative)**

Assessment for learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful. It is also known as formative assessment which is an integral part of teaching-learning process. According to Burns (2005), after teaching a lesson, we need to determine whether the lesson was accessible to all students while still challenging to the more capable; what the student learned and how we can improve the lesson to make it more effective; and, if necessary, what other lesson we might offer as a better alternative. This continual evaluation of instructional choices is at the heart of improving our teaching practice.

According to Brown (2003), formative assessment is the evaluation of learners in the process of "forming" their skills and competencies to help them to keep up that growth process. It comprises of all those activities conducted by instructors or by their learners that supply information to be utilized as feedback to adjust the learning and teaching activities in which they are involved (Fox et al; 2016). Popham (2008) continued by saying that formative assessment is the strategic procedure in which educators or pupils utilize assessment-based evidence to modify what they are presently performing. The perception teacher has for Formative assessment will determine their attitudes toward implementation. In formative assessment teachers are expected to assess the learners many times and use the results to provide feedbacks. This feedback helps the pupils to adjust their learning style, help teachers to modify their teaching methods. Teachers admitted the vital role of formative assessment but complained of time consuming and stress. This makes them to form negative attitudes to implement.

Formative assessment is not a simple strategy of the teachers' work that swiftly regulates the assessment process, it rather requires time and step-by-step change of the teaching/learning quality (Black J. Ruusel. 2018). Regarding the vital role in which teachers play in the teaching/learning process as to determine the extent to which educational objectives have been achieved. Formative testing must be valid and reliable. That is, it has to be based on the stated

objectives and should produce the same results if the same test is carried out over and over. This is supported by Tyler(1949) model which states that evaluation must be a reflection of learning objectives. The new primary school curriculum demands that assessment should be oral, written and practical. Most teachers still find it is a difficult task to set assessment questions, the reason majority have unfavourable attitudes toward implementation.

The introduction of School -Based Assessment in Malaysia to replace the exam-oriented assessment has been a turning point in their education system. The implementation of the change made the role and responsibilities of teachers more challenging (Amir Hassan,2006). The teachers were unsure of the methods and approaches that should be used in the teaching/learning process. This was the situation in Cameroon where in 2018 the New Pedagogic Approach (NPA) was changed to Competence -Based Approach by the Ministry of Basic Education, making the task a challenging one for teachers to implement in their classrooms.

According to Asri (2009), assessment is a series of learning processes that involves collecting, recording scores, interpreting data and passing information about student learning to achieve a learning goal and purpose. It is imperative for the teachers to understand the elements used for assessment such as instrument used, level of the learners, feedback, checklist in order to achieve goals and purposes (Asri, 2009). The teachers lack the knowledge of assessments. This explains why feedbacks are not used to improve learners' performances. Only few teachers can boast of constant remediation work given to pupils after assessment. Such negative attitudes cannot result to curriculum success.

➤ **Assessment of learning.**

Assessment of learning is the snapshot in time that leads the teacher, students and their parents to know how well each student has completed the learning tasks and activities. It provides information about student achievement. It sometimes take the form of standardized examination like the First School Leaving Certificate, General Certificate of Education Ordinary and Advanced Levels.

➤ **Assessment as learning**

Assessment as learning develops and supports students' meta-cognitive skills. It seeks to compare the performance of one student to another.

Following the pedagogic prescriptions, teachers are obliged to carry out weekly, monthly, and termly assessments to take stock of Knowledge, skills and Attitudes acquired by learners within a given period. This assessment must take the form of written, oral and practical. The issue teachers are facing is that of lack of an assessment tool available to use for assessment of attitudes. Besides, the evaluation of oral, consumes a lot of teaching time since it is conducted in all the subjects. This makes the teachers to use more teaching time in Evaluation. The teachers therefore tend to develop negative attitudes in its implementation. Gebrew (2014), suggested that teachers need to be given training on how to use a variety of classroom assessment techniques in order to enhance students' learning. Short-term courses, workshops and seminars need to be conducted and supported to increase awareness about classroom oral assessment techniques.

#### ➤ **Oral Assessment techniques**

The techniques below could be used to handle oral assessment in the classroom; presentation, oral discussion, question and answer, role play, interview, story-telling, dialogue, oral reports, audio recording, picture description and simulation. According to the research carried out by Asma & Radhi, (2019) on the effectiveness of oral Assessment Techniques used in EFL Classroom in Saudi Arabia from students and teachers point of view, they recommended that teachers should be given training in oral assessment techniques. Furthermore, constant assessment of pupils on oral assessment should be conducted in the classroom.

### **2.3. TEACHERS' ATTITUDES AND IMPLEMENTATION OF PEDAGOGIC APPROACHES**

Pedagogic approach is the teachers' view about teaching in the classroom. In recent years, there has been a need for pedagogical renewal in order to match up with Sustainable Development Goal 4 (SDG4), which advocates for equality, equity and inclusive Education for all. To this effect, there was the need for stakeholders to look for more active methodologies in teaching that will make learning interactive and engaging to the learners. The teachers were then requested to move from the traditional methods of lecture, demonstration, memorisation, discussion and discovery to modern and active approaches such as: cooperative learning, problem solving, integrated Theme learning, project-based learning and Flipped classroom. Contrary, the teachers are very reluctant to implement these approaches in their classes. This reluctance may lead to curriculum failure.

### **2.3.1. Teachers' attitudes and implementation of cooperative learning**

According to Johnson & Johnson (2009), cooperative learning is considered as a pedagogical model based on small work group and student interaction, where students build their own learning, searching for a common objective. It is one of the most innovative approaches in the current educational Landscape (Surian & Damini, 2014), providing benefits to both students and teachers alike (Shimazoe & Aldrich, 2010)

According to a study conducted in the United Kingdom, it was found that elementary school children hardly work in cooperative groups, in spite of being sat in class in reduced groups (Baines, Blatchford, & Kutnick, 2003). Cooperative learning is carried out when the whole group share the same task, instead of individual responsibility in group activity.

A study on Secondary education teachers revealed that the lack of interest and organization were the reason why 60% of teachers did not consider cooperative more efficient than traditional Approaches (Thanh, 2011). This perception could be related to teachers; negative attitudes or ineffective teacher training in new methodologies in their initial or in their professional training.

In previous years, series of educational experiences have been carried out with cooperative learning as its central focus. Nevertheless, many times the lack of appropriate planning has hindered its proper implementation (Garfield, 2013, Nunnery et al., 2013)

In previous research studies, the question of teachers' knowledge on cooperative learning has been raised (Ngyen, Terlouw, & Pilot, 2006), and the need to find out on initial teacher training to incorporate it has gathered pace. Bakkenes, Verant and Wubbels (2010), noted that organized training may have a decisive influence on the proper implementation of this methodology in school.

It has been suggested that teachers' attitudes is a major factor for proper implementation of cooperative learning and of the principal motives to differentiate whether cooperative learning is efficient or not (Hijzen et al., 2007, Webb, 2009), since only teachers who adopt a positive attitude can promote and use it in their classes (Dweck, 2012)

Teachers' refusal to the use of cooperative learning in their classes maybe partly due to the demands imposed by curricular organization as well as lack of knowledge (Gillies and Boyle, 2010, Kohn 1992).

Several research studies have concluded that teachers who implement cooperative methodology in their classes lacked previous knowledge and proper language pattern to fulfil its essential elements. Contrary, teachers who had previous training and knowledge, managed to steer their students' refusal towards a more positive attitude on cooperative learning than teachers who lacked this training/knowledge (Hennessey & Dionigi,2013).

According to Gillies & Khan (2008),the schools already trained to implement cooperative learning into their curricula, obtained better results than those teachers who had not been trained in this methodology.The training of teachers is a key role to form their attitudes towards implementation of cooperative learning.In order to make the teachers to embrace and form positive attitude towards cooperative learning,continuous training and monitoring are involved to ensure implementation of new pedagogic Approaches.

Cooperative learning implementation is not an easy process and requires specific training for teachers and initially (Sharan 2010), an in situ through continuous training (Angelides, Stylianou & Leigh, 2007)

According to Hattie (2013), positive attitude towards cooperative learning is influence by the educational stage. Cooperative learning is best implemented in primary than in secondary and university levels. Kyndt et al., (2013), asset that cooperative learning is better implemented in some subjects like Mathematics and sciences.

Teachers who have had the opportunity to participate in a training program on cooperative learning will show a positive attitude towards cooperative learning and they will use in their classes.

Kyndt et al., (2013), pointed out to the benefits of cooperative work and shows positive impact of former on performance and attitudes of the students and teachers in comparison to more formal traditional methodologies such as direct instruction.

Cooperative learning is a teaching approach where learners share information and work together in organized groups to achieve a mutual goal. Cooperative learning is not just a simple group work, but also requires students to be mutually dependent in other to achieve their learning outcomes (Johnson& Johnson,2017a).

Several controlled experiments within broad domain of education showed positive association among cooperative learning and learning achievement, affect, and social behaviour (e.g Arnaiz-

Sanchez et al.,2020;Bardach et al.,2019;Van Ryzin & Roseth,2019).Ryzin & Roseth (2018) reduce socio -education problems including bullying,victimization,andstress.

### **2.3.2. Teachers' Attitudes and implementation of problem - based solving**

Problem-based learning is an instructional model developed in response to a number of weaknesses of traditional teaching and is designed increases the efficiency of the educational process, provides students their independence in learning, enhances the maintenance and applicability of knowledge and pays attention to individual learner differences.

Problem-based learning is a student-centred instructional approach in which complex real-world problems are used as the vehicle to promote students' learning of concept and principle, most problems student faced is complex or multifaceted,cross-disciplinary,human centered and hardly solve with a linear solution.It is imporyant to train the student with multiple competencies to cope with the complexities of life in the future.Teachers of the future should not only be competent at teaching but possess mulptple competences to deal with future challenges.

Problem-based learning process does not focus on solving problems with definite solutions;instead,it allows for the development of other desirable skills and attrbutes,including knowledge acquisition,enhance team collaboration and communication.In problem-based learning students learn by solving problems and reflecting on their experiences (Barrow & Tamblyn,1980).It helps students to become active learners because it situates learners in the realm of real-world problems and make student responsible for their learning.

The focus of problem-based learning is not on the transfer of knowledge but on development of skills, methods and techniques of facing problems. Problem-based learning aims to promote learners' initiative and raise awareness ofvarious problem situation within the learners in - school and out of school environment.

A research was carriedout on professional development training in innovate teaching models with a sample of 70 biology teachers from 25 primary school on the territory of the autonomous province of Vojvodinathe republic of Serbia.The survey showed the majority of teachers were familiar with the problem-based learning and its application in the biology classroom. They also noted that preparation for problem-based learning class was more challenging and time consuming than traditional teaching.

Students working with problem -based learning gain some skills such as lifelong learning, critical thinking, and working in a team which is more positive compared to lectured-based instruction.

Problem-based learning begins with the presentation of an ill-structured problem to be solved that has potentially multiple solutions. Teachers act as facilitators throughout the strategy, guiding learners actively construct knowledge by defining learning goals seeking information to build upon prior knowledge reflection on the learning process, and participating in active group collaboration (Barrows, 1998)

Problem -based learning is recognised as an inquiry approach because it prompts students curiosity to which students develop knowledge and understanding of scientific ideas, as well as catch on how scientists study the natural world (Bulunuz, 2007)

Problem-based learning targets skills development of learners in areas of communication critical thinking, scientific reasoning and knowledge, decision making, assessment and evaluation. The competencies are essential towards a lifelong learning (Williams, 2009)

In problem -based Learning, student work in small collaborative groups and learn what they need to know to solve a problem. The teacher plays the role of a facilitator to guide the students in developing the cognitive skills required for problem solving and collaboration. (Hmelo-Silver, 2004).

The perceptions teachers have about problem-based Learning fits into their beliefs, along with concerns about the consequences of implementing problem-based learning classroom practices.

According to Klein and Sorra (2003), innovative approach implementation is so challenging that many adopting organization and individuals fail to realize the optimal expected benefits of innovation.

The implementation of problem -based learning can only be successful if teachers used it consistently and some innovative end up failing because the teachers want to maintain their status quo.

➤ **Teachers Attitudes and implementation of project-based learning.**

It is universally accepted that project-based learning plays a fundamental role in the teaching/learning process. It is believed to be one of the ideal choices to teach students in modern classroom.

Bender (2012), indicated that when teachers use project-based learning, they change their traditional roles into new modes of teaching. When pupils use project-based learning frequently, they will be able to solve complex real-world situation with good understanding.

Project-based learning is an innovative approach in education. According to Branfort, et al (1999), project-based learning is a powerful approach that encourages students to expand the knowledge they have learnt in a new context. The knowledge of project-based learning will help teachers to implement in their classroom without hesitation.

Savery (2006), considers project-based learning to be constructivist instructional method in which students are encouraged to work in groups or interact with each other to apply the knowledge in the classroom in order to solve problems in their real lives under the instruction. Knowing the importance of project-based learning will make the teachers to practice with confidence in class.

Cornell & Clarke (1999), believed that project-based learning triggers students' engagement in their learning. Project-based learning is a learner-centered approach that triggers collaboration and critical skills through experience solving of real -life problem helping students to make progress in their own pace.

Gillies & Ashment (2000), argued that students who work in groups positively obtain higher learning outcomes than those work in traditional classroom environment. This is because the low achiever can receive help and support from peers and build understanding easily. Moreover, planning, revising and reflecting to complete projects may help achieve expected outcomes in their learning (Nguyen, 2011).

The project approach is firmly grounded in the principle and ideology of primary program, and should be part of a balance curricula. The skills, knowledge, and disposition acquired by formal instruction are better learned and remembered when applied in a real context. Using projects with children is an opportunity for application and consolidation of the learning we value (Katz & Chard, 1989)

➤ **Teachers' Attitudes and implementation of integrated theme learning**

An integrated curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries. It emphasizes the importance of maintaining partnerships with families, having knowledge of children and how they learn; and building the community and cultural context.

It enables children to acquire and use basic skills in all the content area and to develop positive attitudes for continued successful learning throughout the elementary schools.

➤ **Pedagogy of integration and teachers' attitudes towards curriculum implementation**

The integrative approach involves the combining of two or more academic disciplines or subjects into one activity. Integration gives the opportunity for learners to combine knowledge, skills and attitudes around the main idea in Education. According to the 2018 Primary school curriculum of Cameroon, teaching and learning contents are taught with respect to eight (08) integrated learning themes from level I to Level III which will help in harmonious integration of learners in the society. These Integrated Learning themes are as follows:

**Table 3 : The integrated learning themes**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
-The home	The home	Nature
-the village/town	The village/Town	The village/town
-the school	The school	The school
-occupations	occupation	occupations
-Travelling	Travelling	Travelling
-health	Health	Health
-games	Games	Sport and Leisure
-communication	Communication	the Universe and Space

**Source:** Cameroon Primary school curriculum 2018

Integrated Learning is the foundation on which all the activities for a defined period of time within the school year are expected to take place. This can be done for some weeks, months or beyond and has a direct impact on the project-based learning. It enables children to develop a deeper understanding of contents in their local contexts.

Pedagogy of Integration prepares students for longlife learning. It places emphasis on combining of subjects, projects, sources that go beyond textbooks. In fact, it is the bringing together traditionally separate subjects so that students can grasp more authentic understanding.

Teaching integrated subjects and using integrating methods need high expertise of teachers. Most of the teachers lack the skills to handle integrated subjects. To others, it is difficult to teach, demand more time and leads to bulky content. They tend to develop negative attitudes by shying away from it. This falls in line with the curriculum implementation in South Africa that failed due to teachers' attitudes and in Rwanda Competence Based Curriculum that became successful because it involved in-depth research and study of curriculum in neighbouring countries as well as positive attitudes of the teachers (Cheptoo & Romadasi, 2019)

They will tend to develop negative behaviour towards its implementation

According to Warner & Kaur (2017), the most important single factor for quality of education and thus for the efficiency and quality of the pupils' learning is the quality of teacher' training. Teachers need to be equipped to deal with the latest trends in teacher education. Nchuah (2019), explains that teacher training process is deficient in preparing trainees to fit today's classrooms with huge challenges of information proliferation, inclusion, and the need to adopt classroom technologies. She added that a lot of teachers do not have basic computer skills, let alone surfing the web to improve on their instruction. Such teachers tend to cultivate negative attitudes towards implementation that may lead to curriculum failure.

Furthermore, the curriculum is observed as overloaded with the introduction of new areas of learning especially in ICT and computer sciences as well as food Technology. The content to be covered by the teacher is enormous and learners are constantly under pressure sometimes with many school subjects to study (Ngundum & Tanyi, 1999)

## **2.4. THEORETICAL REVIEW**

In this study, the following theories and model will explain the problem envisaged: The Reasoned Action Theory and Planned behaviour Theory, change management model and Cognitive Development Theory.

### **2.4.1. The Planned Behaviour Theory**

According to the theory, a person's behaviour is determined by his/her intention to perform the behaviour and that this intention is in turn a function of his/her attitude towards the behaviour and subjective norm. To them, the best predictor of behaviour is intention. Intention is the

cognitive representation of a person's readiness to perform a given behaviour, and it is considered to be the immediate antecedent of behaviour.

This intention is determined by three things: their attitude toward the specific behaviour, their subjective norm and their perceived behavioural control. This Theory of planned behaviour holds that only specific attitudes toward the behaviour in question can be expected to predict that behaviour (Ajzen, 1991)

Therefore, implementation of new subjects, assessment practices and pedagogic approaches may be the function of attitudes of teachers towards them.

➤ **Kurt Lewin's management model.**

This model was designed and created by Kurt Lewin in the 1950s. The model is based on research and experience on how to give a concrete understanding of organisational and structured change. It consists of three main stages: unfreeze, change and refreeze. The first stage of the process of change involves the preparation for the change. This will make everyone to know the change. When people are ignorant about the change, they will tend to resist change. So, it is imperative to break this barrier and explain to the people the importance of change in the curriculum and how beneficial it will be. The second stage is where the real change takes place. It takes time to occur since people also take time to embrace change. It needs much leadership, reassurances and communication to make people to be fully aware of the change. The new primary school curriculum needed much communication and assurances to the teachers to form positive attitude for successful implementation. At the third stage, the change has been accepted, embraced and implemented by the people. This is the moment when things start going back to normal pace and routine. This entails the effort of the people to ensure that changes are used at all levels.

This is relevant to this work because for any curriculum reform, the teachers need to be aware and get prepared physically and psychologically for the change. They need to know the reasons and importance of the change in terms of goal, contents of new subjects, methodology and assessment practice to avoid resistance to change that may bring negative behaviour.

➤ **Piaget Developmental Theory**

According to Jean Piaget, intellectual growth involves three fundamental processes: Assimilation, accommodation and equilibration. Assimilation involves the incorporation of

new events into preexisting cognitive structures. Accommodation means existing structures change to accommodate to the new information. Equilibration involves the person striking a balance between himself and the environment, between assimilation and accommodation.

When a teacher receives a new curriculum, there is disequilibrium until he/she is able to attend equilibrium. First the teacher will struggle to bring the new information into his cognitive structure (Assimilation), Next the teacher will struggle to adjust the new information to fit in the cognitive structures (Accommodation).

## **CHAPTER THREE**

### **METHODOLOGY**

This refers to the methods used in gathering data. It will describe the research design, area of the study, population of study, sample and sampling techniques, instrumentalisation, Administration, data collection and analysis.

#### **3.1. RESEARCH DESIGN.**

A research design is the blue print of a research. It spells out clearly how data will be collected. The design used for this study was the survey correlational design. The correlational survey design is used to investigate relationship between variables without manipulating any of the items. The main advantage of the survey design is its ability to produce large amount of valuable data within a short space of time. The choice for this design was appropriate because it enabled the researcher to collect indebt information concerning how the attitudes of primary school teachers influence curriculum implementation in the classrooms. The Quantitive and Qualitative methods were used (mixed method). It provided data on the two variables namely teachers' attitudes and effective curriculum implementation. The purpose of this study was to examine the relationship between teachers attitudes and curriculum implementation in primary schools.

#### **3.2. AREA OF THE STUDY**

This refers to where the research was carried out. This study was conducted in all the English Primary Schools in Mfoundi Division.

#### **3.3. POPULATION OF THE STUDY**

According to Humgler (2008), population is defined as an aggregate or totality of all the subjects, or members that confirm to a set of specifications. A population is the group of individuals having one characteristic that distinguishes them from another group (Creswell, 2012). Sakaran and Bougie (2013), further defined population as the entire group of persons, events or things that a research intends to study or investigate. The population of this study consists of all the teachers in the English Primary Schools of the Center Region. The population is 4 548 primary school teachers.

**Table 4: Total number of teachers in Mfoundi Division.**

SUBDIVISION	MALE	FEMALE	TOTAL
Yaounde 1	265	665	<b>927</b>
Yaounde 2	83	217	<b>300</b>
Yaounde 3	186	506	<b>692</b>
Yaounde 4	18	394	<b>412</b>
Yaounde 5	220	471	<b>691</b>
Yaounde 6	322	797	<b>1080</b>
Yaounde7	94	301	<b>395</b>
<b>Total</b>	<b>1200</b>	<b>3387</b>	<b>4548</b>

**Source:** Divisional Delegation of Basic Education for the Centre Region (2023)

➤ **Target Population**

According to Fraenkel and Wallen (2006), a target population is the actual population to which the researcher would like to generalize its findings. Target population is the Actual list of sampling units from which the sample is selected or drawn. It is the totality of all the elements which the researcher will carry out all the actions for the research. The target population is all the teachers in Mfoundi Division. Our target population is 4,548 teachers.

➤ **Accessible population**

Onen (2020), opined 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 is the subset of the Target Population and is also known as the study population. It is from this population that researcher draws its sample. The accessible population is 691 teachers of Yaounde 5 Subdivision.

**Table 5: The accessible population according to denominations**

SCHOOLS	NUMBER OF TEACHERS		
	male	female	total
Government	04	20	24
Lay private	211	434	645
Confessional	05	17	22
Total	220	471	691

**Source:** Field data (2023)

### 3.4. SAMPLE SIZE AND SAMPLING TECHNIQUE

#### 3.4.1. Sample

According to Ryan (2000) cited by Malaba (2016) defines a sample as a set of choices that the researcher makes in order to move from all potential data which is analyzed and used on the results or report of the investigation. According to Manjunath et al (2012), sampling is the act of choosing a few individuals population so that the data gathered from the chosen population will allow for valid judgement to be made.

#### 3.4.2. Sampling Techniques

There are 138 schools in Yaounde 5 Subdivision. A convenience sampling technique was used to select 13 schools out of 138 schools. The researcher conveniently selected 13 schools comprising 97 teachers who were present at the time of administration to examine

the relationship between teachers' attitudes and effective implementation of the curriculum.

**Table 6: Distribution of sample per school**

	Schools	Number of teachers		Total
		Male	Female	
1	GBPPS Essos	3	3	6
2	ST Joseph	3	3	6
3	GBPS Essos	1	5	6
4	KING SOLOMON	4	5	9
5	LES ALLOUETTES	2	4	6
6	MARY AND RITA	3	3	6
7	AMARYLLIS	5	6	11
8	THE BEST WAY	4	3	7
9	ADVANCED SCHOOL	5	5	10
10	QUEENSWAY	6	5	11
11	LES BATISSEURS II	2	4	6
12	CHAPI CHAPO	2	4	6
13	ST AUSTIN	2	5	7
	<b>TOTAL</b>	<b>42</b>	<b>55</b>	<b>97</b>

### **3.5. INSTRUMENTATION**

This refers to the various ways a researcher will use to collect data. The main instrument for the collection of data is questionnaire which is constructed based on the objectives and related literature. Questionnaire was used as the principal instrument for data collection.

The questionnaire is divided into 3 sections. Section 1 relates to demographic information and section 2 relates to the Independent and dependable Variables. The questionnaire is closed ended. Scoring is based on four Likert scale: Strongly agree (SA) Agree (A) Strongly Disagree (SD) and Disagree (D).

The researcher also used interview of some headteachers from some schools which were being subject of the research. This was to have an in-depth understanding of the research and support data through questionnaire. Interview was equally used to provide additional information in every discussion.

### **3.6. VALIDITY AND RELIABILITY**

The validity and reliability of the research instrument will be discussed under:

#### **3.6.1. Validity**

According to Amin (2005). Validity of the research Instrument refers to the extent to which the instrument measures what it supposed to measure. To ensure validity of the research instrument, the researcher works with experts and supervisor in the field of Education. Validity is divided into face and content validity.

#### **3.6.2. Face validity**

To ensure that the questionnaire is viable, the researcher submitted it to his project supervisor who restructured some items.

#### **3.6.3. Content Validity**

Content Validity refers to how accurately a measurement tool measures the various aspects of objectives in question. It is non statistical method, notes Orodho (2004), use in validating the content applied in research tools such as questionnaire and structured interview. It provides evidences about various variables it intends to measure. An expert in Education examines that each item was constructed in relation to the objectives of the study. The questionnaire given to the supervisor who examined item by item, criticizing and adjusting some items to match with the research objectives.

### **3.7. RELIABILITY**

Golafshani (2003) looks at reliability as the extent to which results of the study is consistent over time and there is an accurate representation of the total population under study. Reliability is the ability aimed at finding out the extent to which measurement procedure will produce the same results if the process is repeated over and over again under the same conditions (Toke et al 2012). The test re-test reliability was carried out with the teachers who form part of the sample and a week later, the same instrument was administered to the same teachers. After conducting the test, the teachers found no difficulties in answering the questions.

### **3.8. ADMINISTRATION OF THE INSTRUMENTS**

At the beginning of the data collection exercise, the researcher had booked an appointment with school teachers and administrators. The researcher was permitted to administer the questions to all the teachers who were present in the chosen sample of the study. This was done using the Direct Delivery Techniques to avoid mutuality and return rate as the respondents answered the questions. Scoring of the instrument was structured using the 4 Likert scale as follows: Strongly Agree, Agree, Disagree and strongly disagree with 4, 3, 2 and 1. The researcher was present during the administration of the instrument to ensure that those concerned were answered and questionnaire collected.

### **3.9. METHODOLOGY OF DATA ANALYSIS**

Once all the teachers had completed giving their answers, the questionnaire was gathered and coded. The data collected was tested with Pearson Moment Product correlation using the SPSS version 23 to determine the influence of teachers' attitudes on curriculum implementation. Thematic analysis was used for the interview administered to 4 headteachers drawn from the four pedagogic zones in Yaounde V Subdivision.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents data collected from the field on tables. Here, emphasis is laid on mean and percentages to describe the parameters of the sample for conclusion to be drawn. The findings presented here is based on the research items that guided the research. Thus, the findings for each tested items were stretched out using the four point Likert scale to enable good judgement and interpretation. The responses were coded as follows :4=strongly Agree (SA),3=Agree (A),2=Disagree (DA),1=Strongly Disagree (SD).

#### 4.1. DESCRIPTIVE STATISTICS

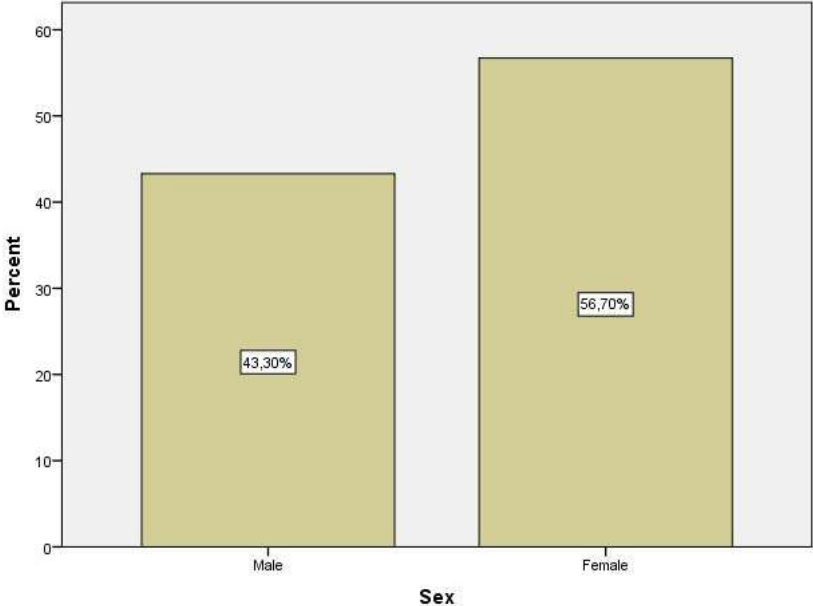
##### 4.1.1. Presentation of data

**Table 7: Profile of Respondents**

ITEM	OPTIONS	N	%
GENDER	MALE	42	43.3
	FEMALE	55	56.7
AGE	[20-35]yrs	52	53.6
	[35-50] yrs	44	45.4
	>50) yrs	1	1.0
LEVEL OF EDUCATION	GCE O LEVEL	1	1.0
	GCE A LEVEL	69	71.1
	BACHELOR DEGREE	22	22.7
	MASTER DEGREE	4	4.1
	NO RESPONSE	1	1.03
LEVEL OF PROFESSIONAL EDUCATION	GTTC	50	51.5
	ENIEG	32	33.0
	HND	6	6.2
	BTS	2	2.1
	NO RESPONSE	7	7.2
CLASSES TAUGHT	CLASS ONE	16	16.49
	CLASS TWO	14	14.43
	CLASS THREE	16	16.49
	CLASS FOUR	14	14.43
	CLASS FIVE	18	18.55
	CLASS SIX	19	19.60

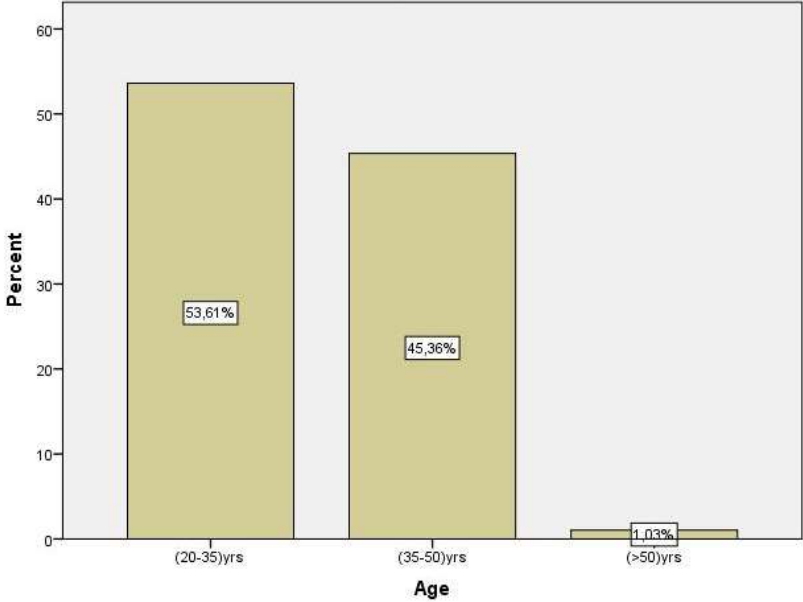
The table above shows the item and options. The first item is gender with 42 males making a percentage of 43.3 and females 55 giving a percentage of 56.7. The second item is Age. Those

with ages range [20-35[ are 52 respondents giving a percentage of 52.6, age range [35-50[ are 44 respondents making a percentage of 45.5 and those with age from 50 years and above were only one respondent giving a percentage of 1.0.



**Figure 1 : sex**

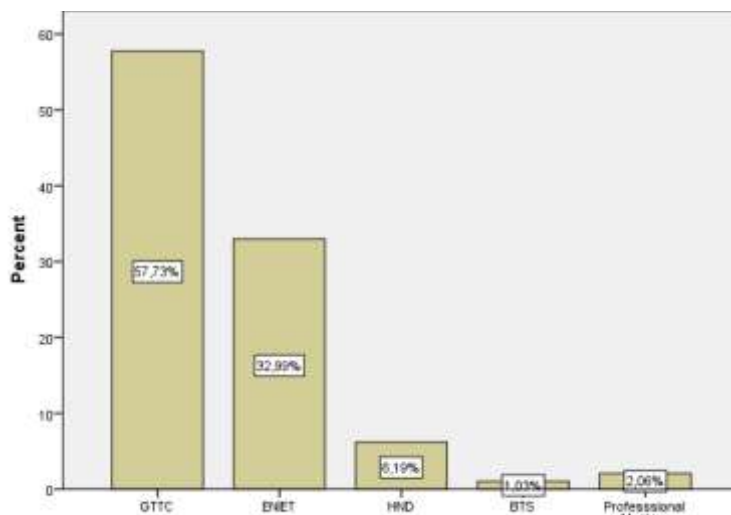
The bar graph above shows a predominantly female population with 56.70% and male population of 43.30%. This reflects the demographic nature of the country with 52% male and 48% female. It also explains the fact that more females are involved in teaching profession.



**Figure 2 : Age**

The bar graph above shows that the youths between the age of 20 to 50 are involved in teaching compared to the old population above 50 years who are due retirement.

The third item is the Level of Professional Education. The first option here is GTTC with 50 teachers making a percentage of 51.5. The second is ENIET with 32 teachers with a percentage of 33.0, and the third is HND with 6 teachers giving a percentage 6.1. The last is BTS with just 2 repondents making a percentage of 2.1.



**Figure 3 : Level of professional education**

The bar chart above shows that many teachers in the primary schools (57.79%) are holders of Teacher Grade one certificate. Only very few teachers are holders of professional master certificate (2.06%).

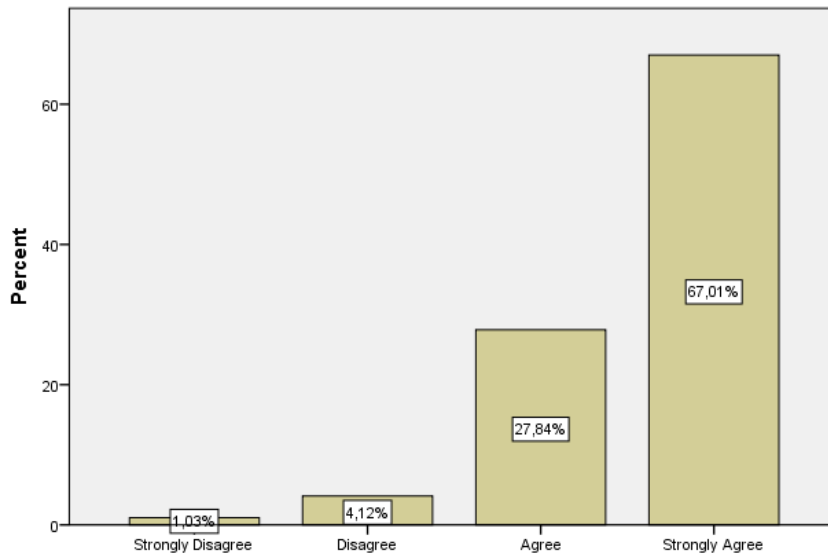
The final item is the level of teaching which consists of the following classes: Class one with 16 teachers making a percentage of 16.49, class two with an enrolment of 14 teachers making a percentage of 14.43, class three with 16 teachers with a percentage of 16.49, class 4 making a percentage of 14.43, class five with a percentage of 18.55 and class six with a percentage of 19.60.

#### 4.1.2. Data relating to introduction of new subjects

**Table 8: Means of items relating to the introduction of new subject in descending order**

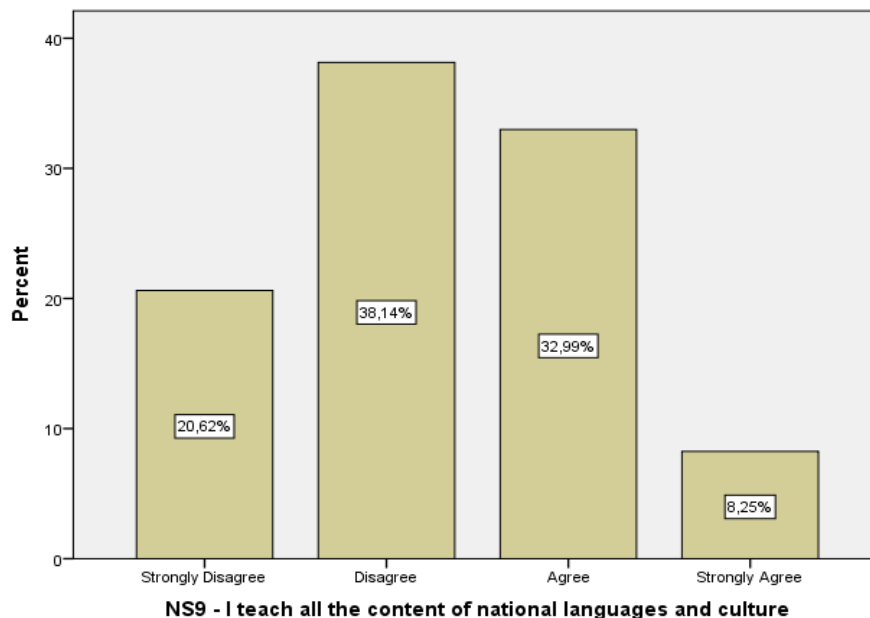
SN	ITEMS	N	Mean
1	The provision of resources will increase the effective implementation of new subjects	97	3.6082
2	The effective training of teachers in teaching new subjects will foster implementation	97	3.4845
3	I use new curriculum in my class	97	3.4227
4	I effectively teach vocational studies in my class	97	3.1237
5	The content of the new subject introduced in the curriculum is explicit	97	2.9485
6	The time frame for teaching each content of the new subject cannot foster full work coverage	97	2.9270
7	The introduction of ne subjects has added the cognitive load of my learners' hece a challenge for them to assimilate lessons well.	97	2.8557
8	the introduction of the new curriculum has increased my work load making it difficult for me to implement	97	2.7629
9	I effectively cover the content of ART in my class	97	2.6907
10	I teach all the content of national languages and culture	97	2.2887

The table above shows the descriptive statistics of the responses of the following items: item 1, which states that 'the provision of resources will increase the effective implementation of new subjects' has a mean value of 3.6082. The mean value lies within the internal 3.26-4.00, which shows the strong degree of agreement. This means that the overall respondents strongly agreed on the item. This is the same for item two with mean=3.4845, item three mean value=3.4227, Item four mean value=3.1237, item five mean value =3.0000, item six mean value=2.93375, item seven mean value=2.8557, item eight mean value=2.7629, item nine mean value=2.,7053 all lie within the interval 2.60-3.25. Hence, there is agreement on all the items.



**Figure 4 : The provision of resources will increase the effective implementation**

The bar graph above shows that teachers strongly agreed (67.04%) that the provision of teaching resources will increase their effective implementation of the new subjects in the curriculum. This is in line with research studies carried out by Fridi (2010) who says that elementary school teachers rely on textbooks as their major teaching resources.



**Figure 5 : I teach all the content national languages and culture**

The bar chart above shows that majority of teachers do not teach National Languages and cultures (38.14%) in class. Only 8.25% of teachers teach National Languages and cultures in their classroom. This is in line with data collected from the interviewees where headteachers

explained that many teachers do not master their mother tongue .Moreso,those who can speak really lack the correct prononciation of words.Some complained of lack of effective training seminars on the teaching of Natioanl languages and culture.Others complained of absence of teaching manuals on National Languaes and Cultures.So,the government has to organize regular training sessions on the teaching of National languages and cultures and ensures that the teaching manuals are available for teachers.

### New Subject introduction (dependent variable 1)

**Statistics**

	NS1 - I use new curriculum in my class	NS2 - The content of the new subject introduced in the curriculum is explicit	NS3 - the introduction of the new curriculum has increased my work load making it difficult for me to implement	NS4 - The introduction of ne subjects has added the cognitive load of my learners hence a challenge for them to assimilate lessons well	NS5 - The time frame for teaching each content of the new subject cannot foster full work coverage	NS6 - The provision of resources will increase the effective implementation of new subjects	NS7 - The effective training of teachers in teaching new subjects will foster implementation	NS8 - I effectively cover the content of ART in my class	NS9 - I teach all the content of national languages and culture	NS10 - I effectively teach vocational studies in my class
N	Valid 97 Missing 0	97 0	97 0	97 0	97 0	97 0	97 0	97 0	97 0	97 0
Mean	3,4227	2,9485	2,7629	2,8557	2,9278	3,6082	3,4845	2,6907	2,2887	3,1237
Median	3,0000	3,0000	3,0000	3,0000	3,0000	4,0000	4,0000	3,0000	2,0000	3,0000
Mode	4,00	3,00	2,00	3,00	3,00	4,00	4,00	3,00	2,00	3,00
Std. Deviation	,65884	,76881	,99763	,96813	,88090	,62177	,66322	,89397	,88927	,76727
Minimum	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00

From the table above, the highest mean item 6 which is 3.6082 meaning that the provision of resources will influence effective implementation of new subjects. The lowest mean is item 9 with mean value (2.2882) which shows that only few teachers are teaching National Languages and cultures in their classroom.

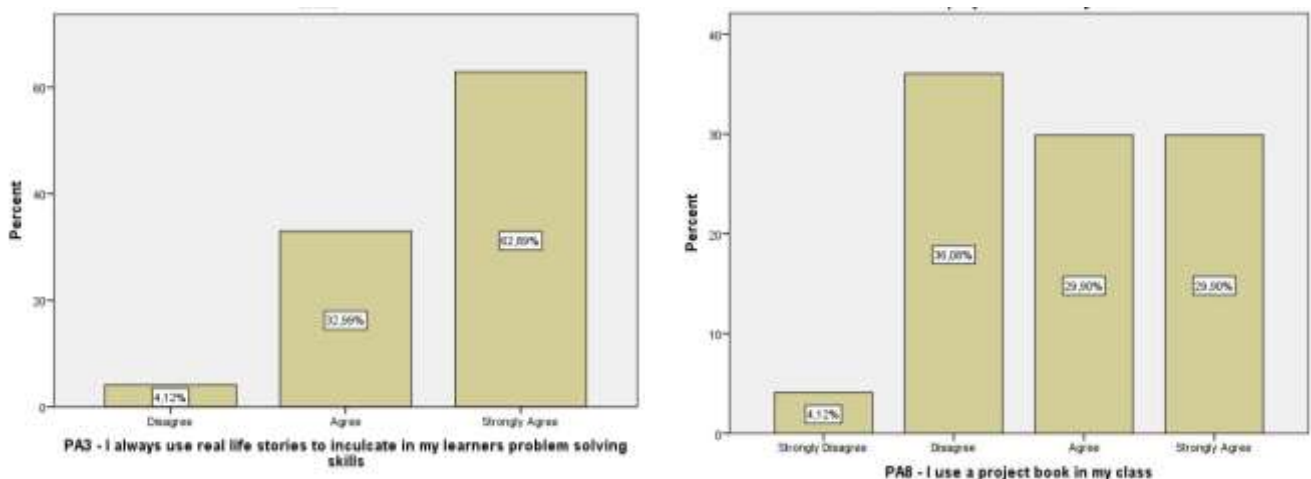
**Table 9: Means of items relating to the pedagogic Approaches in descending order**

SN	ITEMS	N	Mean
1	I play the role of a facilitator or a guide in my class	97	3.7320
2	I always connect my classroom activities to the real world through the process of integration	97	3.5876
3	I always use real life stories to inculcate in my learner's problem-solving skills	97	3.5876
4	I always my place my learners at the center of my teaching learning process	97	3.5567
5	I always drill my learners to solve real life problems in the society	97	3.5464

6	I always organise my learners in small teams on a structured activity	97	3.5155
7	i always relate my teaching to integrated learning themes	97	3.4688
8	I give my learners research work on national languages and culture to do	97	3.2784
9	we carry out pedagogic projects in my class every month	97	3.0106
10	I use a project book in my class	97	2.8557

The table above shows the descriptive statistics of the responses of the following items: item one mean value= 3.722, item two mean value=3.5876, item three mean value=3.5876, item four mean value 3.5727, item five mean value 3.5464, item six mean value 3.5155, item seven mean value=3.4688, item eight maen value=3.2784. All are found within the interval 3.26-4.00. This shows that, there is an overall strongly agreement of respondents on the itms. The nine-item mean value=3.0106, item ten mean value=2.8557, lies within the interval 2.60-3.25. This indicates that, there is an agreement of respondents on the items.

This analysis confirmed a total agreement that the variable pedagogic approaches influence teachers' attitudes towards the curriculum implementation.



**Figure 6 : I always use real life stories to inculcate in my learners' problem-solving skills**

The bar chart above shows that majority of teachers (36.06%) disagree that they are not using project books in the classroom as prescribed by the new curriculum.29.90% Of teachers confirmed that they are actually using the project books as per the new curriculum prescriptions.

**Table 10: Means of items relating to the assessment practices in descending order**

N°	ITEMS	N	Mean
1.	Teachers evaluate learners on knowledge skills and attitudes (KSA)	97	3.7423
2.	During lesson delivery, teachers always ask guiding questions and provide feedback to the learners	97	3.6022
3.	Teachers always ask questions at the end of each lesson with respect to the stated objectives	97	3.5979
4.	Teachers always link evaluation items to expected learning outcomes	97	3.5670
5.	Teachers always verify the knowledge, skills and attitude the learners already acquired before proceeding with the new lesson	97	3.3814
6.	Teachers use observation checklist, daily practical assignments and samples of learners' work as assessments	97	3.0722
7.	Filling the report cards of my learners is very challenging	97	2.8969
8.	Teachers always collect learners' assignments, marks, and fill thier report cards as assesments	97	2.8041
9.	I find it challenging to assess the attitude of my learners	97	2.7526
10.	I take more teaching time to fill my pupils report cards	97	2.6632

The table above shows the descriptive statistics of the responses for the following item :item one mean value 3.7423, item two mean value 3.6022,item three 9 mean value=3.5979, item four mean value 3.5670, item five mean value=3.3814, item six mean value 3.0722, item seven mean value=2.8969, item eight mean value 2.84041, item nine mean value=2.7526 , item ten

mean value .The mean value within the interval 2.60-3.25, which means that,the responded agree on the variable titled assessment practices.

### Assessment Practices (dependent variable 2)

Statistics											
		AP1 - Teachers evaluate learners on knowledge skills and attitudes (KSA)	AP2 - Teachers always link evaluation forms to expected learning outcomes	AP3 - Teachers use observation checklist, daily practical assignments and samples of learners work as assessments	AP4 - Teachers collect learners assignments, marks, and fill their report cards as assessments	AP5 - Teachers always verify the knowledge, skills and attitude the learners already acquired before proceeding with the new lesson	AP6 - During lesson delivery, teachers always ask guiding questions and provide feedback to the learners	AP7 - Teachers always ask questions at the end of each lesson with respect to the stated objectives	AP8 - Filling the report cards of my learners is very challenging	AP9 - I take more teaching time to fill my pupils report cards	AP10 - I find it challenging to assess the attitude of my learners
N	Valid	97	97	97	97	97	97	97	97	97	97
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3,7423	3,5670	3,0722	2,8041	3,3814	3,5361	3,5979	2,8969	2,6392	2,7526
Median		4,0000	4,0000	3,0000	3,0000	3,0000	4,0000	4,0000	3,0000	3,0000	3,0000
Mode		4,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	2,00	3,00
Std. Deviation		,52596	,62761	,89265	1,08627	,66838	,59620	,55264	,99462	,99148	,93576
Minimum		1,00	1,00	1,00	1,00	1,00	2,00	2,00	1,00	1,00	1,00
Maximum		4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00

From the statistics above, the highest mean is item one (mean value=3.7423) showing that teachers evaluate their pupils on knowledge, skills and attitudes. The lowest mean is item 10 with mean value (2.6392) showing that teachers are taking more of their teaching time to fill the pupils evaluate booklets. As a result, the government has to do something to amend the current report cards. s

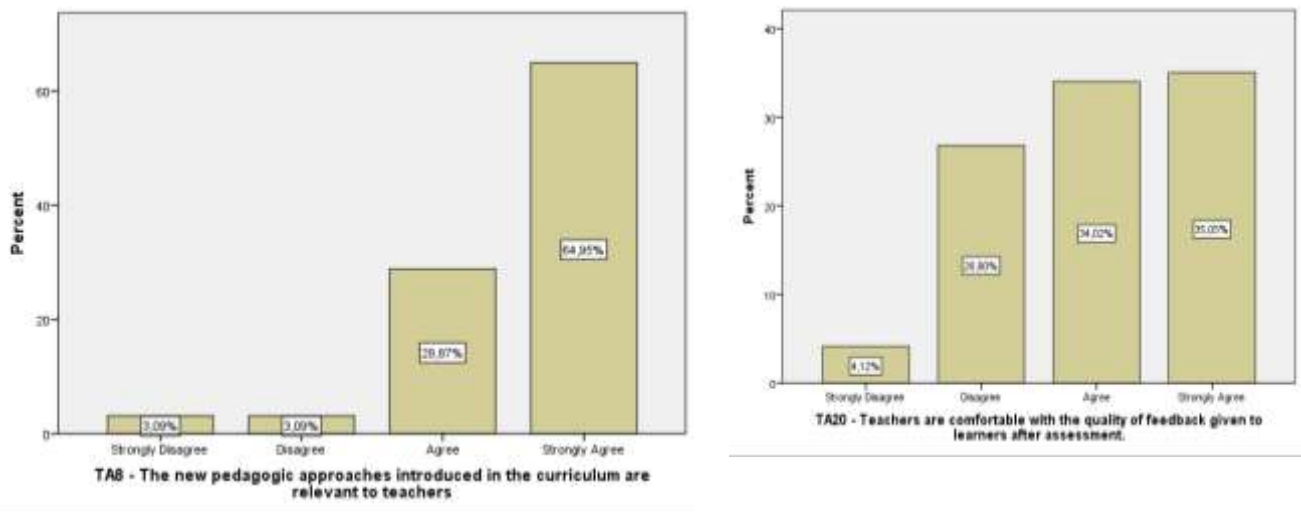
**Table 11: Means of items relating to teachers' attitudes in descending order**

SN	ITEMS	N	Mean
1.	Teachers like relating their teaching to real life problems	97	3.5567
2.	The new pedagogic approaches introduced in the curriculum are relevant to teachers	97	3.5567
3.	I think that the teaching of the new subjects depends of the teacher's self-efficacy	96	3.4896
4.	Teachers enjoy giving their learners research work to find solutions at home	96	3.4687
5.	Teachers like teaching vocational studies	97	3.4021
6.	Teachers feel comfortable organizing learners in small groups	97	3.4021
7.	The new subjects introduced are perceived by teachers to be relevant	96	3.3750

8.	Teachers are comfortable organizing learners into small groups during lesson delivery	97	3.2990
9.	I really enjoy teaching arts in my class	96	3.2500
10.	teachers perceive the new pedagogic approach with positive feelings	97	3.1546
11.	Teachers enjoy carrying out monthly pedagogic projects in class	97	3.0515
12.	I feel very comfortable teaching national languages and culture in my class	97	3.0309
13.	Teachers have positive feelings towards the new subjects	97	3.0309
14.	Teachers like relating their teaching to real life problems	97	3.0104
15.	Teachers find the new assessment practices relevant to their teaching	97	2.9691
16.	The new subjects introduced are perceived by teachers to be difficult	97	2.9381
17.	Teachers enjoy assessing learners' attitudes	97	2.9362
18.	Teachers are comfortable conducting oral evaluation	97	2.6907
19.	Teachers perceive the new report cards easy for interpretation	97	2.6495
20.	Teachers are very satisfied with the new report cards	97	2.4896

The table above shows the descriptive statistics of the responses for the following items: item one teachers like relating their teaching to real life problems. The mean value = 3.5567, item two, mean value=3.5567, item three mean value 3.4896, item four mean value=3.4687, item five mean value=3.4021, item six,mean value=3.4021, item seven mean value=3.3750, , item eight mean value=3.2990, They are all found within the interval 3.26-4.00 showing a total agreement of respondents on the items.The rest of the items like item nine mean value 3.2500, item ten mean value =3.1546,item eleven mean value=3.0515,item twelve mean value=3.0515, item thirteen mean value=3.0309 , item fourteen mean value 3.0104, ,item fifteen mean

value=2.9691, item sixteen mean value=2.9381, item eighteen mean value=2.6907 , item nineteen 9 mean value=2.6495 tem twenty mean value=2.4896,. They lie within the interval 2.60-3.25. This shows that, there is an agreement of the items.



**Figure 7 : The new pedagogic approaches introduced in the curriculum are relevant to teachers**

From the bar graph above majority of teachers strongly agreed (35.05) that they are comfortable with the quality of feedback they give to their pupils in class.34.02% agree, 26.80% disagree and 4.12% strongly disagree that they are comfortable with the quality of feedback they give to learners.

## 4.2. BIVARIATE CORRELATIONS

A Pearson correlation coefficient ( $r$ ) was calculated to assess the relationship between teachers' attitude towards the introduction of new subjects; pedagogic approaches; or assessment practices in curriculum implementation.

Before carrying out the test the sum of the individual likert scales measuring a particular construct was added to form a composite score or scalar data that was used to carry out bivariate analysis. For example, the construct introduction of new subjects was calculated by summing the score of ten items (NS1 to NS10) measuring it as shown by equation below:

- NEW SUBJECT INTRODUCTION=NS1 + NS2 + NS3 + NS4 + NS5 + NS6 + NS7 + NS8 + NS9 + NS10.
- COMPUTE PEDAGOGIC APPROACH = PA1 + PA2 + PA3 + PA4 + PA5 + PA6 + PA7 + PA8 + PA9 + PA10.
- COMPUTE ASSESSMENT PRACTICE = AP1 + AP2 + AP3 + AP4 + AP5 + AP6 + AP7 + AP8 + AP9 + AP10.

- COMPUTE TEACHER ATTITUDE = TA1 + TA2 + TA3 + TA4 + TA5 + TA6 + TA7 + TA8 + TA9 + TA10 + TA11 + TA12 + TA13 + TA14 + TA15 + TA16 + TA17 + TA18 + TA19 + TA20.

The results obtained using SPSS version 23 are presented in table below and they help us to varify our first three hypotheses.

**Correlations**

		NEWSUBJECT	PEDAGOGIC APPROACH	ASSESSMENT PRACTICE	TEACHER ATTITUDE
NEWSUBJECT	Pearson Correlation	1	,542**	,455**	,404**
	Sig. (2-tailed)		,000	,000	,000
	N	97	97	97	97
PEDAGOGIC APPROACH	Pearson Correlation	,542**	1	,398**	,401**
	Sig. (2-tailed)	,000		,000	,000
	N	97	97	97	97
ASSESSMENT PRACTICE	Pearson Correlation	,455**	,398**	1	,488**
	Sig. (2-tailed)	,000	,000		,000
	N	97	97	97	97
TEACHER ATTITUDE	Pearson Correlation	,404**	,401**	,488**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	97	97	97	97

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

We can thus conclude that:

1. The correlation between **New subject introduction** and **Teachers' attitude towards the implementation of the curriculum**, showed a statistically significant moderate **positive** correlation with Pearson  $r = 0.404$ ,  $p = 0.000$  (as  $p < .05$  – our chosen alpha level), at the 0.01 level (2-tailed). Teachers with the negative attitudes will not effectively implement new subjects introduced in the curriculum.

Thus, we ignore the null hypothesis ( $H_0$ ): *There is No relationship between new subject introduction and Teachers' attitude towards the implementation of the curriculum, and accept the alternative hypothesis ( $H_a$ ) -  $H_a$ : **There is a statistically significant relationship new subject introduction and Teachers' attitude towards the implementation of the curriculum.***

*Our first hypothesis has thus been proven. The introduction of new subjects has a statistically significant influence on teachers' attitudes towards the implementation of the curriculum*

2. The correlation between **Pedagogic approaches used** and **Teachers' attitude towards the implementation of the curriculum**, showed a statistically significant moderate **positive** correlation with Pearson  $r = 0.401$ ,  $p = 0.000$  at the 0.01 level (2-tailed).

Thus, we ignore the null hypothesis (*Ho*): *There is No relationship between Pedagogic approaches and teachers' attitudes towards the implementation of the curriculum, and accept the alternative hypothesis (Ha) - Ha: **There is a statistically significant relationship between Pedagogic approaches and teachers' attitudes towards the implementation of the curriculum*** Our second hypothesis has thus been proven. The introduction of new pedagogic approaches will significantly influence teachers' attitudes towards the implementation of the curriculum

3. The correlation between **assessment practices** and **Teachers' attitudes** towards the implementation of the curriculum, showed a statistically significant **moderate positive** correlation with Pearson  $r = 0.488$ ,  $p = 0.000$  at the 0.01 level (2-tailed).

Thus, we ignore the null hypothesis (*Ho*): *There is No relationship between **assessment practices** and **Teachers' attitudes** towards the implementation of the curriculum, and accept the alternative hypothesis (Ha) - Ha: **There is a statistically significant relationship between **assessment practices** and **Teachers' attitudes** towards the implementation of the curriculum*** Our third hypothesis has thus been proven. New assessment practices significantly influence teachers' attitudes towards the implementation of the curriculum.

The greatest impact on teachers' attitude towards the implementation of the curriculum is mostly influenced by assessment practices ( $r = 0.488$ ), then introduction of new subjects and finally on pedagogic approaches.

#### **4.3. GROUP DIFFERENCES**

RQ4. To what extent will teachers' education background and sex influence attitudes of teachers towards curriculum implementation?

A one-way ANOVA (Analysis of Variance) test was conducted using SPSS version 23 to look for group difference amongst our respondents' educational and demographic characteristics that might significantly influence teacher's attitude.

The one-way analysis of variance (ANOVA) was conducted to compare the teachers' attitude across independent variable such as sex, educational level, professional level and class taught.

## ANOVA

### CURRICULUM IMPLEMENTATION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	182,651	2	91,325	3,425	,036
Within Groups	2853,204	107	26,665		
Total	3035,855	109			

The one-way ANOVA revealed a significant effect of class taught on effective implementation of the curriculum  $F(2, 107) = 3.425, p = 0.036$ . This result is statistically significance level (as  $p < .05$ ). It indicates that there are statistically significant differences between at least two of the classes taught.

### Sex

Although females have a higher mean ( $M = 63.49$ ;  $SD = 7.93$ ) than males ( $M = 62.78$ ;  $SD = 12.79$ ) this difference in mean value is not statistically significant at  $F = 0.111, p = 0.739$  ( $p$  greater than 0.05). Therefore, gender does not influence teachers' attitude.

### Age

#### Descriptives

##### TEACHERATTITUDE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
(20-35)yrs	52	65,1923	11,60804	1,60975	61,9606	68,4240	38,00	114,00
(35-50)yrs	44	61,0455	7,96199	1,20031	58,6248	63,4661	46,00	80,00
(>50)yrs	1	53,0000					53,00	53,00
Total	97	63,1856	10,26354	1,04210	61,1170	65,2541	38,00	114,00

## ANOVA

### TEACHERATTITUDE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	514,674	2	257,337	2,520	,086
Within Groups	9597,986	94	102,106		
Total	10112,660	96			

Younger teachers have a higher means score compared to older teachers on teachers' attitude. However, this difference in mean score is not statistically significant at  $F = 2.520$ ,  $p = 0.086$  ( $p$  greater than 0.05)

### Education or Professional Qualification

Similarly, there is no statistically significant difference between educational background and sex and teachers' attitudes.

## 4.4. ANALYSIS OF QUALITATIVE DATA

**Item 1 on the interview guide: In your opinion, how does the introduction of new subjects' influence teachers' attitudes towards the implementation of the new curriculum?**

➤ **National Languages and cultures:** National cultures refer to the values, norms, beliefs, behaviour and material objects that constitute a Cameroonian way of life and learnt through national Languages.

According to all the four headteachers, the teaching of National Languages and cultures is very difficult in Mfoundi Division. The problem of teaching National Languages is more serious in urban schools than in rural area. The challenges are explained by the fact that many parents do not speak the national Languages to their children at home. They prefer communicating in official languages (English and French). Besides, most teachers on their part do not speak their dialects. Those who can manage to speak, lack the correct phonetic part. Another difficulty of teaching National Languages and culture in schools is outright refusal by some parents for their children not to learn other's dialects thus, making its implementation ineffective in schools.

➤ **Arts:** It is the subject that stimulates creativity and imagination. It provides visual and sensory experiences and a special way of understanding and responding to the world. It helps children to communicate what they see, feel and thinking through colour textures, form, patterns and different materials and processes.

To the headteacher of Amaryllis Education Center, teaching of art is not effectively carried out in Mfoundi Division. This is because teachers lack the training and needed resources to use. So, many teachers are only doing the theoretical aspect leaving out the practical work.

- **Vocational Studies:** this is the subject which provides learners with the opportunity to develop talents and the sense of creativity in order to enhance their holistic development. It develops learner's self-esteem and the spirit of entrepreneurship. It enables the pupils to become autonomous in future and provides them with self-employment. It is taught through Agro-pastoral farming, arts and craft and home Economics.

All the interviewees, complained that, the teaching of this subject is difficult due to the the absence of farm lands in most schools in mfoundi Division. In addition, the content of vocational studies such as construction of gutters is very difficult for teachers to handle. Moreso, they lack required working tools and materials. Thus, making the level of implementation poor.

- **Science and Technology:** this is a subject that involves Health Education, Environmental Education, Technology and Engineering.

The headteachers said that, their teachers have problems of teaching technology and Engineering because of lack of textbooks and the knowledge of Technology. If teachers were possessed with knowledge and skills in technology, they will handle the teaching of Science and Techology with ease. As a result, the level of implementation will be high.

- **Social Studies:** this is a broadfield subject that has three bulky components (history, Geography and Citizenship). The interviewees complained that the major issue in implementing this subject is that of the limited time allocated on the timetable with respect to the content. For Social Studies content to be effectively covered by teachers, some irrelevant contents should be removed or the number of teaching time increased.

**Item 2 on the interview guide; in your opinion, how does the following assessment practices influence teachers, attitudes towards the implementation of the new curriculum?**

- **Oral:** this is a form of assessment in primary school where learners are assessed on their ability to communicate by words of mouth.

**The headteachers** complained that, it is very difficulty to evaluate oral due to lack of standards evaluation criteria for all the schools in Mfoundi Division. Moreso, it consumes a lot of time to assess evaluation for all the ten subjects in the curriculum.

➤ **Written:** this is the form of assessment in primary school where the pupils are assessed on their ability to write. This is the common form of evaluation. To them, written evaluation is also very challenging to pupils who have difficulty in reading and writing.

➤ **Practical:** this is the form of assessment where children actually used their hands or legs to do something rather than with theory. It is an assessment practice that theories learned are applied to actual making of things or doing something. This enables the pupils to be creative and independent in future. The interviewers said that their teacher's carryout practical activities only in some subjects like Sport and Physical Education.

➤ **Reporting:** After every assesment, the performance of the pupils is communicated to them, teachers, parents and school administration in order to make a jugmental decision. This report is made with the use of report cards.

Headteachers all complained that reporting the performance of pupils is stessfull. They use much time in filling the pupils report booklets.

**Diagnostic assessment:** this is assessment conducted before the start of the teaching learning process. All repondents werepositive in carrying out this type of evaluation to gauge the learners' entry behaviour. To them, it helps to benchmark students' progress.

➤ **Formative assessment:** this is an assessment type that takes place in the course of teaching and learning. It helps to keep track of the pupils learning. It takes the form of weekly test, monthly and termly tests. Feedbacks help the learners to improve performance. It generally refered to as assessment for learning.

The headteachers said that majority of their teachers conduct continuous assessment.

➤ **Summative assessment:** this is an assessment conducted at the end of a course, program or unit. It helps to measure pupil progress as assessment of learning. It helps for accountability and certification. Example is the First School Leaving Certificate.

All the headteachers confirmed that teachers in Mfoundi Division carryout summative assessment.

## **SUMMARY**

From the content Analysis of responses gotten, the new subjects introduced in the new primary curriculum are endowed with rich contents. The teachers of Mfoundi Division need regular training workshops and materials for their effective implementation. By so doing, they will form positive attitudes. Consequently, the pupils will acquire the knowledge, skills and attitudes that will enable them to be competent and become autonomous after completing primary school.

The new pedagogic approaches prescribed in the new curriculum such as cooperative learning, project-based learning, integrative learning, problem-based learning and flipped pedagogy aimed at making the pupils to acquire the 21st century skills (communication, collaboration, creativity, problem solving and critical thinking), if effectively used in the classroom, will enhance pupils learning and make them self-employed. However, teachers are still having it challenging in its implementation. The organisation of frequent training workshops will help to resolve this problem.

The new assessment practices prescribed in the curriculum are salutary by teachers. The major setback is their effective implementation. The teachers are finding it difficult to assess oral and attitudes. They are complaining about stress involved in filling the reports cards. The reporting format should be reviewed. Furthermore, the teachers need to be drilled on the use of assessment tools such as portfolio, project, student's daily performance and observation checked list as prescribed in the curriculum for their effective implementation.

## CHAPTER FIVE

### DISCUSSION, RECOMMENDATION, LIMITATION AND CONCLUSION

This chapter discusses the findings of the research study. The discussion of the findings were supported with related literature and theories reviewed in chapter two. This was done with respect to the findings obtained from the research questions of the study. The chapter also consists of the conclusion, recommendations, limitations of the study and suggestions for further research.

#### 5.1. DISCUSSION OF FINDINGS

The discussion of the findings will be presented based on the research questions of the work. Findings from the questions will be supported with qualitative data obtained from the interview conducted, findings made by other researchers and relevant literatures.

- **Research Question one:** Is there any relationship between teachers attitudes and the effective implementation of new subjects introduced in the curriculum?

The findings showed that the correlation between new subject introduction and teachers' attitudes, showed a statistically significant moderate positive correlation with Pearson  $r = 0.404$ ,  $p = 0.000$  (as  $p < 0.05$  - our chosen alpha level) at 0.01 level (2-tailed)

This means that teachers' negative attitudes will not effectively implement the new subjects. In the same light, data obtained from the interviewees proved that teachers' attitudes influence the implementation of new subjects in the curriculum. This observation is supported by the Kurt Lewin's Management model which states that change occurs in three stages: unfreezing, change and refreezing. The first stage (unfreezing) is the preparation phase for the change. When there is no preparation for the change, it results to resistance. When the teachers were taken aback with the new curriculum, many started to resist its implementation. The second stage (change) is when the teachers finally accept the process of change upon communication about the change and training. The last stage (refreezing) is the phase that the change is finally accepted.

This model is relevant to this work in that, when the new subjects were introduced, teachers were not prepared physically and psychologically for the change. They therefore resisted the change by manifesting negative attitudes towards its implementation.

**Research Question Two:** Is there any correlation between teachers' attitudes and the effective implementation of new pedagogic approaches in the curriculum?

The correlation between **Pedagogic approaches used** and **Teachers' attitude towards the implementation of the curriculum**, showed a statistically significant moderate **positive** correlation with Pearson  $r = 0.401$ ,  $p = 0.000$  at the 0.01 level (2-tailed). This is further supported by Morris (1988), who opines that the attitudes of teachers is used by curriculum developers as the primary indicator of whether reforms are successfully implemented or not.

This is also backed by Bandura's theory of self-efficacy. According to him, a person must possess the necessary knowledge and skills as well as motivation and perception to perform a task. The way people feel about something determines both their behaviour and outcome. Hence, without the knowledge of teachers about the new pedagogic approaches, they cannot effectively implement them in the classroom context. Therefore, the attitudes teachers hold about the pedagogic approaches will influence its effective implementation.

For any pedagogic approaches to be effectively implemented in the classroom, the teacher's attitudes must be taken into consideration. The government has to make sure that teachers are effectively trained in the use of pedagogic approaches. If the curriculum approaches do not make sense to teachers, it will equally not make sense to the pupils.

**Research Question Three:** Is there any correlation between teachers' attitudes and effective implementation of new assessment practices in the curriculum implementation?

The correlation between **assessment practices** and **Teachers' attitudes towards the implementation of the curriculum**, showed a statistically **significant moderate positive correlation** with Pearson  $r = 0.488$ ,  $p = 0.000$  at the 0.01 level (2-tailed).

Therefore, the implementation of the knowledge and skills acquired by teachers on the new assessment practices are influenced by their attitudes. When the teachers developed a positive attitude towards the new assessment practices, they will effectively implement in the classroom and when they developed a negative attitude, implementation will be poor. The government needs to consider the teachers attitudes each time new assessment practices come up. When the assessment is poorly carried out, it will lead to wrong decision making.

The challenges encountered by the teachers in using the new assessment practices can be resolved through regular training workshops. This is supported by development theory of Jean Piaget who explains that learning relies on both internal and external factors. This is relevant in

that the knowledge the teachers have about the old curriculum can be readjusted through training.

**Research Question four:** To what extent will teachers' education background and sex influence their attitudes towards curriculum implementation?

## **5.2. GROUP DIFFERENCES**

A one-way ANOVA (Analysis of Variance) test was conducted using SPSS version 23 to look for group difference amongst our respondents' educational and demographic characteristics that might significantly influence teacher's attitude.

The one-way analysis of variance (ANOVA) was conducted to compare the teachers' attitude across independent variable such as sex, educational level, professional level and class taught. The one-way ANOVA revealed a significant effect of class taught on effective implementation of the curriculum  $F(2, 107) = 3.425, p = 0.036$ . This result is statistically significance level (as  $p < .05$ ). It indicates that there are statistically significant differences between at least two of the classes taught.

Class three teachers ( $M = 33.82, SD = 4.69$ ) differed significantly from class two teachers ( $M = 31.91, SD = 4.29$ ), but from class one teachers ( $M = 30.74, SD = 6.39$ ),  $p = .036$ . These findings suggest that the class taught significantly influences effective implementation of the curriculum.

The sex or qualification of the respondent's do not statistically influence the implementation of the curriculum.

Although females have a higher mean ( $M = 63.49; SD = 7.93$ ) than males ( $M = 62.78; SD = 12.79$ ) this difference in mean value is not statistically significant at  $F = 0.111, p = 0.739$  ( $p$  greater than 05). Therefore, gender does not influence teachers' attitude.

Younger teachers have a higher means score compared to older teachers on teachers' attitude. However, this difference in mean score is not statistically significant at  $F = 2.520, p = 0.086$  ( $p$  greater than 0.05)

Similarly, there is no statistically significant difference between educational background and sex and teachers' attitudes.

## **5.3. LIMITATION OF THE STUDY**

The limitation of the research refers to anything that impedes process and inhibits the results from taking place. Limitation also refers to the constraints to your study based on the research methodology and design. This research work has the following limitations:

- Data collection methods: The researcher used the questionnaire and interview guides data where people give their opinions on the topic. Direct Observation could have been better to observe the teachers directly in the field instead of administering questionnaire because some of teachers may not be sincere to answer.
- Sample size used was 97 teachers. The researcher could use a larger sample size.

#### **5.4. RESEARCH RECOMMENDATIONS**

This refers to future actions for subsequent steps supported by one's research findings.

To the Government

Regarding the importance curriculum plays in the development of every nation, we there recommend the following:

- The government should place teachers at the forefront of every curriculum reforms. She should involve the teachers in curriculum development process to ensure that they understand its objectives and structure. Moreover, she should always set out a good training plans for teachers before proceeding to its implementation. This is because teachers can only effectively implement the curriculum when they have a good understanding of its demands which can only be done through effective training workshops or seminars.
- In addition, the government should provide the necessary resources and materials to schools for effective use of the new curriculum.

To the teachers

- They should be committed and engaged in all the training workshops organized by the Ministry of basic education to re-inforce their capacities in the implementation of the new curriculum. As a result, they will acquire knowledge, skills and attitudes that will enable them to better implement the curriculum.

#### **5.5. SUGGESTION FOR FURTHER RESEARCH**

This research was based on examining the correlation between teachers' attitudes and the effective implementation of new curriculum in the primary school. A similar research should be carried out on finding the relationship between teachers' attitudes and the effective implementation of the nursery school curriculum in other Divisions of the centre region.

Furthermore, a larger sample size should be used in replicating the study.

## **CONCLUSION**

The research dissertation titled “Teachers’ attitudes as a major determinant of curriculum implementation in Cameroon Primary schools, Mfoundi Division” seeks to examine the relationship that exists between teachers’ attitudes and curriculum implementation. The general research questions, “Is there any significant relationship between teachers’ attitudes and curriculum implementation?” The findings data proved that teachers’ attitudes influence the effective implementation of the primary school curriculum. The three main constructs used in the research showed a statistically significant moderate positive correlation. This implies that when the teachers developed negative attitudes towards curriculum implementation, they cannot implement effectively in their classrooms. As a result, pupils will not acquire the required knowledge, skills and attitudes prescribed. Thus, failure rate will increase, the learning outcomes will not be attained and resources will be wasted.

To put in place any new curriculum without considering the Teachers’ attitudes as a major factor will result to curriculum failure.

Contrarily, when the teachers form positive attitudes towards the curriculum, they will effectively implement it. In effect, learners will acquire the necessary knowledge, skills and attitudes. The success rate will increase, the expected learning outcomes will be attained and the resources will not be wasted. Therefore, teachers’ positive attitude is a major factor to consider for any effective curriculum implementation.

With respect to these conclusions, we therefore strongly recommend that, the government of Cameroon should ensure that necessary conditions are put in place before and during curriculum implementation to help teachers form positive attitudes for effective implementation. .

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## APPENDIX

### Appendice 1 : Questionnaire

UNIVERSITE DE YAOUNDE I  
\*\*\*\*\*  
FACULTE DES SCIENCES DE  
L'EDUCATION  
\*\*\*\*\*  
CENTRE DE RECHERCHE EN SCIENCES  
SOCIALES ET EDUCATIVES



THE UNIVERSITY OF YAOUNDE I  
\*\*\*\*\*  
FACULTY OF SCIENCES OF  
EDUCATION  
\*\*\*\*\*  
POST GRADUATE SCHOOL FOR SOCIAL  
AND EDUCATIONAL SCIENCES

### APPENDIX 1: QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear Respondent

I am a master's student from faculty of Education of the University of Yaounde 1, Department of Curriculum and Evaluation. I am conducting a research on the topic **“Teachers attitudes as a major determinant of curriculum implementation in Cameroon primary schools, Mfoundi Division”**. The intention of this questionnaire is to examine the attitudes of primary school teachers towards curriculum Implementation.

**This study is limited to academic purpose only and your answers would be treated in absolute confidentiality.**

#### SECTION 1: SOCIO-DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS

*Please kindly place a tick (✓) on the box that best describes your opinion.*

Sex: Male  , Female

Age: [20-35]  [35-50]  Above 50yrs

Level of academic Education: O/L  ; A/L  ; Bachelor degree  ; Master

Level of professional Education: GTTC  ; ENIET  ; HND  ; BTS

Level of teaching: Class one  ; class two  ; class three  ; class four

#### SECTION 2: Questions on the topic

4-strongly Agree; 3-Agree; 2=Disagree; 1 strongly Disagree

SN	I) INTRODUCTION OF NEW SUBJECTS	4	3	2	1
1	I use new curriculum in my class				
2	The content of the new subjects introduced in the curriculum is explicit				
3	The introduction of the new curriculum has increased my workload				
4	The introduction of new subjects has added the cognitive load of my learners hence a challeg for them to assimilate lessons well.				
5	The time frame for teaching each content of the new subjects cannot foster full work coverage				

6	The provision of resources will increase the effective implementation of new subjects				
7	The effective training of teachers in teaching new subjects will foster implementation				
8	I effectively cover the content of Art in my class				
9	I teach all the content of National Languages and culture				
10	I effectively teach vocational studies in my class				
	<b>PEDAGOGIC APPROACHES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I always organise my learners in small groups in a structured activity				
2	I always connect my classroom activities to the real world through the process of integration.				
3	I always use real life stories to inculcate in my learner's problem-solving skills.				
4	I always drill my learners to solve real life problems in the society				
5	We carryout pedagogic project in the class				
6	I give my learners research work on National Languages and culture				
7	I always relate my teaching to integrated Learning Themes				
8	I use a project book in my class.				
9	I always place my learners at the centre of my teaching/learning process				
10	I play the role of a facilitator or a guide in my class				
	<b>ASSESSMENT PRACTICES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Teachers evaluate learners on knowledge, skills and Attitude (KSA)				
2	Teachers always link valuation items to expected learning outcomes				
3	Teachers always use observation checklist, daily practical assignments and samples of learners' work as assessments				
4	Teachers always collect learners' assignments, mark and fill in their report cards as assessment				
5	Teachers always verify the knowledge skills and attitude the learners alreadyacquired before proceeding with the new lesson.				
6	During lesson delivery, teachers always ask guiding questions and provide feedback to the learners				
7	Teachers always ask questions at the end of each lesson with respect to stated objectives.				
8	Filling the report cards of my learners is very challenging.				

9	I take more teaching time to fillmy children report cards				
10	I fin dit challenging to assess the attitudes of my learners.				
	<b>Dependent Variable : Teachers' Attitudes</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The new subjects introduced are perceived by teachers as relavant				
2	The new subjects introduced are perceived by teachers as difficult				
3	Teachers have positive feelings towards the new subjects				
4	I think that the teaching of the new subjects depends on the teacher's self-efficiency				
5	I really enjoy teaching Arts in my class				
6	I feel very comfortable teaching National Languages nd culture in my class				
7	Teachers like teaching Vocational studies				
8	The new pedagogic Approaches introduced in the curriculum is relevant to teachers				
9	Teachers are comfortable organizing learners into small groups during lesson delivery				
10	Teachers enjoy giving their learners research work to find solutions at home				
11	Teachers perceive the New pedagogic Approaches with positive feelings				
12	Teachers enjoy carrying out monthly Pedagogic projects in class				
13	Teachers feel comfortable organizing learners in small groups				
14	Teachers like relating theirteaching to real life problems				
15	Teachers perceive the new report cards as easy for interpretation				
16	Teachers find the new assessment practices relevant to their teaching				
17	Teachers are comfortable conducting oral Evaluation				
18	Teachers enjoy assessing learners' attitudes				
19	Teachers are very satisfied with the new report cards.				
20	Teachers are comfortable with the quality of feedback given to learners after assessment.				

### Interview Guides for teachers

1) In your opinion, how does the introduction of the following subjects influence teachers' attitudes towards the implementation of the new subjects?

- National Languages and cultures
- Arts
- Vocational Studies

- Science and Technology
- Social Studies

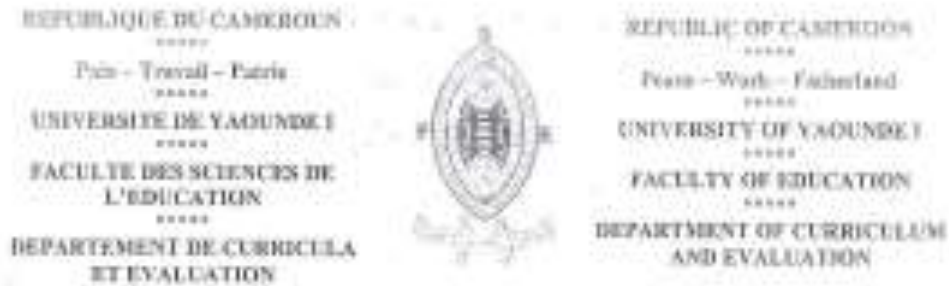
2) In your opinion, how does a new assessment practice influence teachers' attitudes towards the implementation of the new curriculum?

- Orals
- Written
- Practical
- Reporting
- Diagnostic assessment
- Formative assessment
- Summative

3) In your opinion, how does the following Pedagogic approach influence teachers' attitudes towards the implementation of the new curriculum?

- Problem-based learning
- Project-based learning
- Integrative-based learning
- Collaborative-based learning
- Flipped learning

## Appendice 2: authorization of reaserch



Le Doyen

The Dean

N°.../D.L...../23/UVFSE/VISSE

### AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Biyoyou, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiant **MBUAMBOH Clément**, Matricule 21V3491 est inscrit en Master II à la Faculté des Sciences de l'Éducation, Département *CURRICULA ET EVALUATION*, filière : *CURRICULA ET EVALUATION*, Option : *DEVELOPPEUR ET EVALUATEUR DES CURRICULA*.

L'intéressé doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Il travaille sous la direction du Dr. WIRNGO TANI Ernestine. Son sujet est intitulé : « *Primary school teacher's attitudes and curriculum implementation in Mfoundou division* ».

Je vous serai gré de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.

En fin de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit /



Fait à Yaoundé, le 17.01.23

Pour le Doyen et par ordre

*[Signature]*  
Dr. Wilfrid Biyoyou