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TEACHING PHILOSOPHY IN ACCORDANCE WITH THE COMPETENCE-BASED APPROACH AND DEVELOPMENT OF LEARNERS' CRITICAL THINKING SKILLS IN SELECTED SECONDARY SCHOOLS IN MFOUNDI

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Option: ***Curriculum and Evaluation***

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Pr. Shaibou Abdoulai Haji

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To my daughter Yongka Andrea-Bedisa Yenla

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TABLE OF CONTENTS

LIST OF ACRONYMS

CBA	Competency-Based Approach
CBC	Competency-Based Curriculum
CBE	Competence-based Education
EFA	Education for All
GCE	General Certificate of Education
LMS	Learning Management System
MINESEC	Ministry of Secondary Education
OBA	Objective-Based Approach
P4C	Philosophy for Children
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study examines the teaching of philosophy in accordance with the Competency-Based Approach (CBA) and its contribution to the development of learners' critical thinking skills in selected secondary schools in the Mfoundi Division, Cameroon. Although the CBA has been officially adopted in Cameroonian secondary education to promote meaningful learning and the acquisition of transferable skills, classroom practices in philosophy remain largely content-driven and examination-oriented. This mismatch raises concerns about the extent to which philosophy teaching actually promotes critical thinking, reflective judgment, and learner independence. Based in constructivist theory and the theory of didactic transposition, the study adopts a quantitative approach to examine prevailing pedagogical practices, teachers' understanding of CBA, and the conditions that facilitate or hinder its effective implementation. Data are analyzed to determine how philosophical activities such as problematization, conceptualization, argumentation, debate, and problem-based learning contribute to learners' critical thinking development. The findings reveal that while the philosophy curriculum emphasizes competence development, limited teacher training, rigid assessment practices, and insufficient didactic resources constrain effective implementation. The study concludes that matching philosophy teaching with CBA (Competence-based approach) principles can significantly enhance learners' critical thinking skills. It therefore recommends teacher professional development, improved didactic support, and the adoption of learner-centered philosophical practices to ensure that philosophy education fulfills its transformative role in secondary schools.

Keywords: philosophy, Critical thinking, problematization, conceptualisation, argumentation, Competence.

RÉSUMÉ

Cette recherche examine la relation entre l'Approche par Compétences (APC) dans l'enseignement de la philosophie et le développement des compétences de pensée critique chez les élèves du secondaire dans certains établissements de la Division du Mfoundi au Cameroun. La philosophie, par sa nature même, est une discipline qui encourage le questionnement, la réflexion et le jugement raisonné. Cependant, malgré les réformes curriculaires qui recommandent une pédagogie centrée sur l'apprenant et orientée vers les compétences, l'enseignement de la philosophie dans de nombreuses salles de classe camerounaises continue de s'appuyer sur des méthodes traditionnelles centrées sur l'enseignant, mettant l'accent sur la transmission des contenus plutôt que sur le développement des compétences. L'étude s'appuie sur la théorie constructiviste de l'apprentissage ainsi que sur la théorie de la transposition didactique, lesquelles soulignent l'importance de l'engagement actif de l'apprenant et l'adaptation des savoirs abstraits en contenus enseignables et significatifs. À travers une analyse des pratiques de classe, des attentes du programme et des stratégies pédagogiques, la recherche identifie plusieurs obstacles majeurs à la mise en œuvre efficace de l'APC, notamment l'insuffisance de formation des enseignants, la résistance au changement pédagogique, le manque de matériels didactiques et la pression des examens. Les résultats montrent que lorsque la philosophie est enseignée à travers des stratégies basées sur l'APC telles que les débats, les situations-problèmes, le dialogue et les tâches réflexives, les apprenants développent davantage leurs capacités de raisonnement, d'argumentation et de jugement autonome. L'étude met en évidence la nécessité de professionnaliser l'enseignement de la philosophie grâce à une formation continue des enseignants et à des politiques éducatives favorables. En définitive, cette recherche confirme que la philosophie, lorsqu'elle est enseignée conformément à l'Approche par Compétences, peut jouer un rôle essentiel dans la formation de citoyens critiques, réfléchis et responsables.

Mots clés : *philosophie, pensée critique, problématisation, conceptualisation, argumentation, compétence.*

CHAPTER ONE
INTRODUCTION

In recent years, there has been growing recognition of the importance of teaching philosophy in schools, especially in support of the global commitment to quality education as outlined in Sustainable Development Goal 4 (SDG 4) of the United Nations 2030 Agenda. This goal advocates for inclusive, equitable, and quality education that promotes lifelong learning opportunities for all (UNESCO, 2015). However, in many educational contexts including in Cameroon philosophy is still often perceived as an abstract or overly difficult subject, particularly unsuitable for younger learners in secondary schools (Mouafo & Fomba, 2021). Educational philosophers such as Matthew Lipman have shown that learners at various stages of cognitive development are capable of engaging in meaningful philosophical discussions, provided the right methods are used. Philosophy enhances learners' capacity for critical, creative, and caring thinking, which are essential competencies in democratic societies (Lipman, 2003).

Children and adolescents are also capable of deep reflection when invited to explore philosophical problems in a structured and inclusive setting. There is therefore no limit for philosophical teaching (Chirouter, 2021). However, in the French educational context, the contrary has been institutionalized as philosophy is only taught in terminale and premiere, based on the belief that younger students are not yet psychologically fit and have not yet acquired the required knowledge necessary for genuine philosophical reflection (Tozzi, 2001). A report commissioned by UNESCO also notes that, for defenders of this tradition, philosophy represents the crowning completion of secondary studies and should not be introduced earlier without distorting its purpose (Tozzi, 2001). Furthermore, some scholars criticize Lipman's supporters for ignoring the developmental limits identified by psychology, assuming a level of philosophical ability in children that, in reality, remains largely unproven. These critiques suggest that while dialogical or ethical practices can be encouraged from an early age, a true philosophical education requires a degree of intellectual maturity that is only typically reached at the end of secondary school. This research therefore seeks to professionalize philosophy in high school and develop learners' critical thinking.

Background of study

Conceptual Background

The term Competency-Based Approach means different things to different people. There is no single agreed definition because professionals explain it based on different contexts (Taiba et al, 2020). However, in all contexts, CBA is a learner-centered approach. Teachers are expected to help students build knowledge, skills, and attitudes through their own experiences in the teaching –learning process. It focuses on what learners can do, not just what they can learn (Tambwe,2017). To find out what learners can do, there must be a competency-based standard, which helps to track learners' skills acquisition level. Ngwa & Lawyer (2020) say CBA is a learner-centered approach that helps learners get practical skills during lessons. Teachers act as guides or facilitators. It supports independent learning; giving students experiences that help them build knowledge, skills, and attitudes in class and can use these skills to integrate themselves in the society.

CBA connects classroom learning to real life situations and Teachers use real-life examples and hands-on materials to help learners understand better. This helps students apply what they learn in class to solve real-life problems.

Adboulaye (2019) explains that CBA checks and confirms whether students can solve practical problems, rather than just memorizing knowledge, which they may forget or never use. He says CBA has two important parts: the gaining of knowledge, skills, and attitudes, and the use of these in solving real-life problems. Learning is effective only when students can apply what they've learned to help society.

CBA is a practical kind of education because it focuses on what students do with their knowledge, not just having it (Kafyulilo et al,2012). Learners are expected to use ideas or objects to create something useful. The goal is to solve problems in ways that benefit both themselves and society. CBA lets learners study at their own pace. Some students learn fast, while others take more time to assimilate certain topics. In classroom practices these learners are referred to as fast and slow learners respectively. Learners can skip what they already know and focus on areas they haven't mastered.

Another grand concept of this research is critical thinking skills. Paul and Elder (2014) argue that without critical thinking, students are vulnerable to manipulation and incapable of distinguishing truth from falsehood. They maintain that "critical thinking is not a matter of

accumulating information; rather, it is a way of thinking that requires the cultivation of open-mindedness, intellectual humility, and intellectual resistance. However, in many African education systems, including Cameroon's, critical thinking has not yet been fully integrated into everyday classroom practice. According to Tambo (2012), Cameroonian education is mostly examination-oriented and content-driven, leading to teaching strategies that prioritize memorization over reflection and analysis. As a result, students often perform well in theoretical examinations but lack the capacity to apply what they have learned in real-life situations (Ngu & Tchombe, 2015). This mismatch between educational goals and classroom realities raises serious concerns about the quality and purpose of secondary education in contexts like the Mfoundi Division, where learners face numerous social and intellectual challenges that require more than factual recall.

In this regard, philosophy holds tremendous potential to cultivate critical thinking in learners. As Lipman (2003) notes, philosophy is not merely about learning what philosophers said in the past, but about engaging in inquiry, argumentation, and conceptual clarification. Children engage in philosophical thinking, they are not just learning about philosophy, they are doing philosophy, and in doing so, they learn how to think critically, creatively, and to collaborate (Lipman, 2003). Philosophy challenges learners to question deeply held assumptions, define terms precisely, and reason through dilemmas. It invites them to construct and evaluate arguments rather than accept ideas uncritically. Research supports the idea that philosophical inquiry improves students' critical thinking abilities. In their meta-analysis, Trickey and Topping (2004) found that Philosophy for Children (P4C) programs significantly enhanced reasoning and dialogue skills in diverse classroom settings. According to them, dialogue-based philosophical discussions allow students to express their ideas, defend them, listen to others, and refine their understanding through intellectual exchange. They conclude that philosophy encourages the kind of cognitive conflict that stimulates higher-order thinking. Similarly, Daniel (2001) emphasizes that philosophical practice in education creates a community of inquiry where students can explore new ideas while respecting each other's opinions thereby, laying the foundation for democratic citizenship and lifelong learning.

In the Cameroonian context, the teaching of philosophy exists mainly at the high school level and is often limited to arts and humanities streams. However, scholars such as Nfi (2014) argue that its transformative potential remains underutilized. He says that philosophy in Cameroon is frequently reduced to textbook summaries of Western thinkers, with little chance for reflective

practice or dialogue, which defeats its critical purpose. For philosophy to truly enhance learners' thinking, it must be taught not as a body of knowledge, but as a method of inquiry and intellectual exploration. Tambo (2012) supports this view, noting that teachers should focus less on transmitting philosophical theories and more on creating conditions for learners to think independently. Given the urgent need to develop independent and reflective thinkers in Cameroonian high schools, especially in the Mfoundi Division where students are exposed to social complexities, philosophical education could play a vital role. The current research therefore seeks to examine how philosophy as a subject contributes to the enhancement of critical thinking skills among high school learners in Mfoundi, and how philosophical pedagogy can be improved to serve this purpose more effectively.

Historical background of study

Philosophy was introduced as a formal subject in Cameroon schools following the ministerial order No 114/D/28/MINEDUC/SG/IGP/ESG of 7 Oct 1998. When it was introduced, it was taught only in Terminale for the French section and Lower and upper sixth for the English section. At that time, the French educational model was brought to Cameroon, which included teaching philosophy based on rationalist and humanist ideas from French thinkers (Ekoa, 2019). The way philosophy was taught mainly focused on passing down knowledge. Students were expected to memorize important texts and ideas, but this learning was often disconnected from their daily lives and experiences (Tchounkeu, 2015). This method was similar to older teaching styles from ancient and medieval times that focused on teaching knowledge from authorities without encouraging questioning or debate (Charpentier, 2022; Schön, 1983).

During the colonial era and even after independence, philosophy teaching in Cameroon mostly involved the teacher giving lessons and students listening and memorizing (Kotchap,2020). The curriculum followed the French system closely, teaching famous philosophers like Plato, Aristotle, Descartes, and Kant. However, students were rarely encouraged to think critically or relate philosophy to their own environment (Nkoum, 2017). This made philosophy seem like a subject only for a few elite students, rather than a tool to help everyone think deeply about life and society.

Following the ministerial order No 2226/18/MINESEC/IGE of August 2018, Philosophy was introduced in seconde and premiere and in form 3-5 in addition to a new pedagogical approach which was the competence-based approach. This new innovation was very important because it focused on teaching students’ useful skills or competencies, like critical thinking,

independence, and ethics (Ministry of Education, Cameroon 2018). This change matched a global trend towards the Competency-Based Approach (CBA), which aims for students to learn practical skills and to think reflectively, not just memorize facts (UNESCO, 2023). The goal of the Competency-Based Approach in philosophy is to help students analyze, question, and reflect on important ideas instead of just repeating what they hear (Arbia, Kaddari, & Elachqar, 2019).

This idea matches educational theories from people like John Dewey and Paulo Freire, who saw education as a way to free people and change society (Brookfield, 2023). Modern teaching of philosophy also tries to use new technology and digital tools to make learning more interactive and interesting (Dubois & Martin, 2021). Yusobov (2021) highlights that when illustrating philosophical projects like "The Symbol of Philosophy" or "How I see a Real Philosopher." students can upload their presentations, essays, abstracts, and reviews through the electronic course and they could equally incorporate their own artwork like drawings through the use of LMSs. He stresses on the importance of the LMS Moodle platform in offering students a chance to nurture their creative and artistic skills. Even though the government made these changes, many philosophy classes still use the old teaching style. In fact, the French philosophy program has remained unchanged since 1998 (Kotchap,2020).

There is a big difference between what the curriculum says and what actually happens in classrooms (Ngoufack, 2021). Teachers often stick to lectures and notes, leaving little room for students to think deeply or ask questions. Problems like lack of teacher training and few resources make it hard to use the new competency-based methods well (Dubois & Martin, 2021). This means philosophy is not fully reaching its potential to help students think critically and become active citizens. There is also an ongoing discussion about what philosophy teaching should focus on in Cameroon. Some scholars want to go back to teaching philosophy as a source of ethical and spiritual wisdom (Legrain, 2018). Others believe it should focus more on practical skills like critical thinking and citizenship in line with global education goals (UNESCO, 2023). This debate shows a bigger question about philosophy's role in schools: should it mainly teach old ideas mainly, or should it help students think for themselves about today's problems?

Curriculum reforms try to balance these ideas by setting goals for students to develop skills like independence, creativity, and ethics (Ministry of Education, Cameroon, 2019). The book L'excellence en philosophie 2ndes ESG (2019) clearly states these skills as important for secondary school philosophy classes. Still, many teachers find it hard to put these new goals into practice (Ngoufack, 2021). Problems like lack of training, resistance to change, and few materials make it difficult. Also, large classes and the focus on passing exams often push teachers back to old-style, lecture-based teaching, which limits student participation in philosophical thinking (Tchounkeu, 2015; Dubois & Martin, 2021).The history of philosophy teaching in Cameroon shows a slow change from the colonial way of passing down knowledge to a new focus on skills and active learning. While the official rules now support teaching philosophy to help students think critically and reflect deeply, many schools still struggle to make this change happen fully. To improve, Cameroon needs better teacher training, more resources, and new teaching methods so philosophy can help students become thoughtful and responsible citizens (Brookfield, 2023; UNESCO, 2023).

Theoretical Background

This research uses constructivism as a foundational theory because it aligns with the key objectives of the competence-based approach (CBA) by emphasizing learners' active construction of knowledge, which is crucial for developing critical thinking in philosophy education. Constructivism supports learner-centered pedagogies that foster autonomy, reflection, and collaboration, thereby cultivating the analytical skills needed for philosophical inquiry (Bransford, Brown, & Cocking, 2000; Fosnot, 2013). Moreover, it redefines the teacher's role as a facilitator who scaffolds cognitive processes instead of merely transmitting knowledge, supporting the development of competences rather than rote memorization (Hmelo-Silver, Duncan, & Chinn, 2007; Mayer, 2011). These features make constructivism especially appropriate for designing teaching strategies that meet the demands of CBA by encouraging critical engagement and deeper understanding, which are essential in philosophy instruction (Windschitl, 2002; Wilson, 2013).

In addition, the theory of didactic transposition is used because it addresses the crucial process of adapting complex philosophical knowledge into accessible content tailored to students' cognitive and cultural contexts, which is essential for competence development (Chevallard, 1999; Bosch & Gascón, 2020). Didactic transposition provides a framework for transforming abstract philosophical concepts into teachable materials that maintain academic rigor while

being comprehensible and relevant to learners (Bosch & Gascón, 2020; Schubauer-Leoni, 2021). It emphasizes the teacher's mediating role in this transformation, ensuring that the content promotes critical thinking and competence acquisition (Chevallard, 2017; Schubauer-Leoni, 2021). This approach complements constructivism by focusing on curriculum design and content adaptation necessary for implementing a competence-based curriculum that prioritizes meaningful engagement and practical application of philosophical ideas (Artigue, 2014; Bosch & Gascón, 2020).

Contextual background

The CBA was endorsed by the Ministry of Secondary Education in Cameroon secondary schools in 2014 to improve the quality of education. Since Cameroon gained independence in 1960/1961, there have been various reforms in its education system (Tambo 2003). The country has signed several agreements related to education, which led to the development of the Competency-Based Approach (CBA) to teaching and learning. These agreements include the Education for All (EFA, 1990) whose main aim was to meet basic learning needs for all children, youths and adults, the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, the Dakar Framework of 2000, the Sustainable Development Goals, the national education policy, and the Growth and Employment Strategy Paper (GESP) of 2010, which outlines Cameroon's emergency Vision of 2035 and the Incheon Declaration of 2015. All these agreements aim to improve education and define the roles of learners, teachers, parents, and the community in making this happen.

Cameroon's education system has changed from a content-based approach to an objective-based approach, and now to the Competency-Based Approach (CBA) (Tambo, 2020). The Content-Based Approach was used from independence until 1996. This method focused mainly on the subject matter, with teachers delivering lectures and students taking notes. It was teacher-centered, meaning there was little interaction between teachers and students, making learning passive and often boring. While this approach was efficient for large classes, it treated students as empty vessels to be filled with knowledge.

In 1996, the Objective-Based Approach (OBA) was introduced by the Ministry of Secondary Education (MINESEC). This approach required clear general and specific objectives for each topic and lesson. It was more learner-centered, encouraging students to engage actively in their learning. However, the OBA also had limitations, as it did not sufficiently integrate values, attitudes, and life skills that would help students face real-life challenges. The CBA was

introduced in 2012 because the OBA did not meet the educational goals of the state. The CBA is seen as a more effective method for enhancing knowledge and skills acquisition (Mkong, 2021).

MINESEC (2014) states in the preface of the syllabuses for secondary school subjects that CBA will connect education more closely with society, focusing on sustainable development, local knowledge, and culture. This approach emphasizes using real-life situations (RLS) in teaching. Since the realities and lifestyle in the different regions and ethnic groups of Cameroon vary greatly, the CBA aims to prepare graduates for a sustainable future, contributing to the nation's growth by 2035. For this to succeed, teachers must be well-prepared with the necessary knowledge, training, and classroom organization to facilitate effective interaction during the teaching and learning process. With this, workshops and training sessions are being organized to enhance teachers' understanding and effective implementation of CBA.

Philosophy education in high school is often perceived as detached from the practical skills learners need to succeed in a rapidly changing world (KOtchop,2020). The shift to a competence –based model in education aims to address this gap by focusing on equipping students with critical thinking, ethical decision-making, and reflective judgment skills that are integral to philosophical inquiry according to the philosophy curriculum. In his article Philosophy is the Most Abstract Theory, Duan Yong (2022) presented at the 2022 6th International Conference on Education, management and social Science (EMSS 2022) he explores the definition and fundamental characteristics of philosophy, describing it as the most abstract rational idea and characterizes philosophy as "fake ,large and empty". As the author writes, "All rational thinking is fake". He illustrates with the drawing of a building that without them the building cannot be built though the drawings are abstract. He asserts "The better the architect fakes, the better the area building" and that is what philosophy does; it provides the "fake models" that guide real thought and action.

Philosophy is large, meaning that its concepts cover the broadest possible scope (Duan,2020). He explains that philosophical concepts have a larger extension compared to other scientific concepts. Teaching philosophy, according to him, means teaching students to think beyond the narrow and specific, and engage with ideas that touch everything from existence to value. Finally, Philosophy is "empty" because it has the least connotation. "The larger the extension of a concept, the less its connotation has" He uses philosophical ideas like "Origin, Being, or

Truth" to demonstrate this as he explains that, they are stripped of details making them open or interpretation and deep thought.

In many high schools however, the transition to a competence-based approach in philosophy has been slow (Augustin-petit,2024). Augustin adds that teachers often struggle to integrate these new methods into traditional curriculum, and students may find it difficult to relate abstract philosophical ideas to everyday lives. Despite the potential of CBE (Competence-based Education) to enhance philosophical education, limited research has been done on how these teaching methods can be effectively applied in high school philosophy classrooms. This research seeks to investigate the integration of competence-based education into high school philosophy and its impact on critical thinking levels of learners.

Statement of the problem

Since the Competency-Based Approach (CBA) was introduced in the philosophy program following the ministerial order MINESEC/IGE/IP-SH July 2019 it has become a central paradigm in education, seeking to move beyond rote memorization toward developing students' ability to apply knowledge in authentic contexts, enhance student's ability to interpret complex texts, provide balanced exposition and examination of such tests. (Philosophy syllabus,2019). Within philosophy didactics, Tozzi (2021) defines the goal as learning "to philosophize," which involves conceptualizing, problematizing, and arguing philosophically as core competencies. Tozzi's work emphasizes that students should be active participants in textual interpretation, dialogue, and critical argumentation. According to Guillermo Kozlowski, widespread adoption of CBA in philosophy stems from its capacity to cultivate thoughtful, autonomous learners who can analyze and defend positions within social and civic discourse.In general education settings, CBA frameworks encourage learners to integrate knowledge, skills, and attitudes to tackle complex tasks which is an ideal aligned with philosophical education's reflective aims ([diotime. La fabrique philosophique).

Despite strong theoretical foundations and official policy support for CBA in many francophone education systems, practical studies indicate uneven and often superficial implementation. In Cameroon, CBA was integrated in secondary curricula without extensive preparation of teachers, leading to a persistent focus on content delivery rather than competency development. While didactic research in Cameroon has explored aspects of philosophy teaching (e.g., Embolo 2016, Kalla Kotchop 2018), none specifically examine how CBA is enacted in philosophy classrooms, nor its impact on learners' critical thinking. This

gap is evident: there is limited empirical insight into whether philosophical debates, problem-based learning, and reflective dialogue are practiced, and whether students graduate with demonstrable critical-thinking abilities. In short, the link between CBA-informed pedagogy and actual student reflective capacity remains unclear in the Cameroonian secondary context.

This research aims to address this gap by investigating how the Competency-Based Approach is operationalized in philosophy teaching among high school learners in Cameroon, and how it influences their development of critical thinking. The study will document current teaching practices, examine the barriers hindering fidelity to CBA principles, and explore what pedagogical interventions (e.g., structured debates and problem-situations) might effectively enhance students' ability to analyze, articulate, and defend positions. By linking classroom praxis to student outcomes, this research aspires to inform teacher training, curriculum design, and educational policy, moving philosophy education toward a more reflective, competency-driven model rather than one centered solely on content transmission.

Aims and objectives.

General objective

To professionalize philosophy teaching in secondary education by aligning it with the Competency-Based Approach in order to foster critical-thinking development among high school students.

Specific Objectives

1. Analyze existing didactic practices in teaching philosophy at the high school level.
2. Identify barriers to effective implementation of CBA in classroom settings.
3. Identify the factors that facilitate the implementation of the CBA in the classroom.

Main Research Question

How does the implementation of the Competency-Based Approach in philosophy teaching affect the development of critical thinking among high school students in selected secondary schools?

Specific Questions

1. What are the prevailing teaching methods in high school philosophy classes?
2. What factors hinder the effective application of CBA in philosophy?
3. What factors facilitate the effective application of CBA in philosophy
4. Which instructional strategies best support the cultivation of critical thinking?

Research Hypotheses

General Hypothesis

Implementing CBA in philosophy instruction significantly enhances students' critical-thinking abilities.

Specific Hypotheses:

Ho.1: Current classroom practices remain content-focused and are poorly aligned with competency-driven objectives.

Ho.2: Key barriers include insufficient teacher training, lack of suitable materials, and rigid educational culture.

Ho.3: Structured pedagogical strategies like philosophical debates and problem-based tasks will effectively build students' critical thinking within the CBA context.

Significance of the Study

Significance of the Study to educators and teachers

This study holds substantial significance for educators, particularly those at the secondary level, as it investigates how applying the CBA in philosophy can enhance learners' critical thinking abilities. High school represents a formative period during which students begin to develop more sophisticated reasoning, ethical sensitivity, and the capacity for independent judgment. Philosophy, as a discipline, encourages learners to engage in deep inquiry, evaluate arguments, and consider multiple perspectives skills that are foundational to critical thinking. By examining philosophical texts, participating in structured dialogues, and reflecting on complex questions, students are exposed to cognitive processes that promote analytical rigor and intellectual openness. This research offers valuable pedagogical insights into how philosophical instruction can be employed to move beyond rote learning and foster reflective, inquiry-based learning environments. In doing so, it supports teachers in designing more meaningful educational experiences that prepare students to think critically about both academic content and real-world issues.

To policy makers

In addition to its relevance for educators, the findings of this study carry important implications for education policy makers. As contemporary societies grapple with challenges that demand thoughtful analysis, ethical reasoning, and civic responsibility, critical thinking has become a

widely endorsed goal of education systems worldwide. This research contributes to policy-level discussions by underscoring the unique potential of philosophy to cultivate these competencies in learners. The inclusion or strengthening of philosophy in high school curricula can serve as a strategic approach to aligning education with broader developmental goals, such as those outlined in global frameworks like the United Nations' Sustainable Development Goal 4, which emphasizes quality education and lifelong learning. Furthermore, the study provides evidence that may inform curriculum reform, teacher training initiatives, and national assessment strategies aimed at embedding critical thinking across subject areas. By highlighting the intellectual and social benefits of philosophy education, this research supports the development of educational policies that prioritize holistic learner development and equip students to navigate the moral and intellectual demands of the modern world.

Scope of the study

Geographical Scope

This study is geographically limited to selected high schools within the Mfoundi Division, located in Yaoundé, the capital city of Cameroon. The Mfoundi Division serves as the administrative area encompassing Yaoundé and includes a mix of public and private educational institutions. Focusing on this division allows the research to examine philosophy instruction within a context that reflects both urban diversity and central educational policy implementation. While the results may not be fully generalizable to all regions of Cameroon, the findings are expected to provide meaningful insights into how philosophy education influences the development of critical thinking skills among high school students in a key educational hub of the country.

Content Scope

The content scope of this research is limited to exploring how the CBA in philosophy can enhance the critical thinking skills of high school learners. The study focuses exclusively on the teaching of philosophy as a formal subject within the high school curriculum and its specific contributions to the development of critical, logical, and reflective thinking abilities. It does not include an examination of other school subjects or informal educational settings where critical thinking might also be fostered. By concentrating solely on philosophy, the study aims to highlight its distinctive value in shaping students’ intellectual and ethical reasoning during their formative years.

Operational definition of terms

Teaching

Teaching is the process of imparting "information or skills to another" (Rajagopalan 2019) Within the framework of the Competence-Based Approach (CBA), teaching takes on a nuanced or complex dimension, laying emphasis on active engagement, problem-solving, and using competences to solve real-world problems. Zeichner (2020) emphasizes that teaching is a critical and reflective profession, requiring educators to analyze, make judgments, and center student learning in their decisions. Ramos (2020) argues that teaching has evolved from being a technical task to a complex professional activity, shaped by societal expectations and educational reforms. Also, Villoro et al. (2021) (building on 2020 frameworks) describe teaching as a profession that demands systemic thinking, where teacher autonomy and participation are essential but still underdeveloped. Finally, UNESCO, OECD, and EU (as analyzed by Ahmed, 2020) define teaching as a profession requiring technical knowledge, pedagogical skills, and ethical responsibility, with growing emphasis on effectiveness and lifelong learning.

In the Competency-Based Approach, teaching is not just about giving students information. It is more about helping them build real skills they can use. The teacher's role is to guide learners, support them as they practice, and help them learn through tasks that connect to real life (Açıkgöz et al...,2021) .According to Wiysahnyuy (2021), teaching under CBA requires educators to shift from traditional content delivery to facilitating learning experiences that promote autonomy, problem-solving, and real-world application. Naimie et al. (2021) further assert that teaching within CBA involves guiding learners to construct knowledge actively, using formative assessment and differentiated instruction to meet diverse needs. This philosophy positions the teacher not as a transmitter of facts but as a reflective practitioner who fosters critical thinking, collaboration, and lifelong learning.

Philosophy

Philosophy comes from 2 Greek words, "Philos" meaning love and "logos" meaning wisdom. Hence, it can be defined as the love of wisdom. Philosophy as a discipline, holds a unique and transformative role in the Competence-based curriculum. According to Darty (2024) in Philosophers' quest for wisdom they don't rely on myths, superstitions or popular opinions but use only reason and evidence to arrive at undisputed facts. He adds that "…since philosophy is characterized by a break away from superstitious, mythical and dogmatic explanations to

these phenomena ,it encourages much diversity and the free existence of human reason in tackling problems …" Philosophy is simply a school subject and is taught at the secondary and technical education levels in Cameroon (Tozzi, 2022)The teaching of this subject aims to develop students' ability to think independently and critically. Hence, it is important to convey philosophical content in a way that is digestible and accessible to learners.

Philosophy is, indeed, a critical investigation of thought by thought itself, as well as a form of radical or thorough questioning Meyer (2017). Rabatel (2018) expands on Meyer's idea, explaining that the kind of questioning Meyer (2027) refers to is neither scientific nor rhetorical. The nature of philosophical questioning is to treat every speech as a potential response to an underlying question. This aligns with the philosophical approach that values all responses to questions, including those that are implicitly asked. For Emmanuel Kant, philosophy is defined as the science of the ultimate laws of human knowledge, with reason being the central faculty of philosophy. René Descartes, on the other hand, defines philosophy as the quest for truth through reason, considering methodological doubt as the starting point of any philosophical reflection. According to Aristotle, philosophy is the science of "being as being," aiming to understand the nature of things and to seek the truth.

Also philosophy is defined as the science that questions essential issues. Pekar (2009) From this perspective, philosophy is a quest for ultimate truth through inquiry, where questions are treated and responses proposed (Pekar ,2009). This view reflects the Socratic tradition of maieutics, or the art of intellectual midwifery, where philosophical practice is rooted in dialogical questioning with the aim of discovering truth. As Kant wrote in The Art of Philosophizing, someone cannot learn philosophy… but can only learn how to philosophize, that is, to exercise the talent of reason in applying its general principles to certain situations, always with the right to question these principles at their source, and either accept or reject them. Also, the act of philosophizing is to think of one's life and to live one's thought. Comte-Sponville (2013.

Philosophy as a discipline holds a unique and transformative role in the Competence-based curriculum. According to Darty (2024) in Philosophers' quest for wisdom they don't rely on myths, superstitions or popular opinions but use only reason and evidence to arrive at undisputed facts. He adds that since philosophy is characterized by diverting from superstitious, mythical and dogmatic explanations to these phenomena, it encourages much diversity and the free existence of human reason in solving problems.

Competence

The concept of "competence" holds particular significance in this research, as it represents one of the elements of our independent variable. Clearly defining competence is no easy task, as seen in our literature review, nor is its historical development. Nonetheless, despite multiple perspectives that may converge or diverge depending on the authors, we retain the notion that competence, in the teaching-learning process of a school subject, intertwines knowledge, skills, and attitudes to tackle complex tasks related to real-life situations. Tozzi (2020) defines competence as the ability to implement an organized set of knowledge, know-how, and attitudes enabling the achievement of a certain number of tasks.

Concerning our theme, this understanding prompts us to examine both the meaning attributed to competence in reference documents that define the teaching of philosophy in Cameroon and, more specifically, the competence framework for philosophy teaching in high school classrooms. The syllabus for Philosophy in the High school lays emphasis on developing skills like critical thinking, curiosity and initiation to self-confidence. For this research, the concept of competence will adopt the meaning attributed to it in the official philosophy curriculum for high schools.

Approach

The term "approach" is broad and possesses multiple meanings depending on the discipline or context. In psychology, it denotes a set of actions converging towards a determined objective (Foulq, 1962). In economics, Baudhuin defines it as "the method that allows progressively encircling the object of research" (1968). Hetman describes it as the technique for predicting future economic activity through the study of human behavior (1969). Tez defines it as setting aside a set of methods linked or not to specific disciplines and capable of solving the greatest number of problems in an enterprise (1968). In philosophy , it is the methods used to philosophize and the study of these methods.The Oxford Advanced Learner's Dictionary attributes several meanings to "approach," referring either to “movement nearer to someone or something in a distance” or to “a way of dealing with someone or something; a way of doing or thinking about something such as a problem or a task”

The common denominator across definitions is that approach is a method or strategy leading to a precise goal. For our research, Tez's definition seems most relevant, as it suggests methodically applying the principles of CBA to solve problems, such as fostering reflective thinking in philosophy.

In education, a pedagogical approach refers to the ways in which the educational issue is resolved (Sophie Boulanger, 2022). In our research, this concept will direct attention to the prescriptive framework of the teaching-learning process in philosophy, specifically focusing on the organization of activities like learning, reinforcement, evaluation, and regulation.

Competence-Based Approach (CBA)

Defined in the preface of the official philosophy curriculum for the second year of secondary school as "the chosen paradigm for the implementation of the new programs in Cameroon," the Competency-Based Approach (CBA) has both conceptual and operational foundations. Here, we will focus on its operational foundations in order to highlight the practical requirements for implementation in the field. Specifically, the aim is to address the question: How is the Competency-Based Approach applied in the learning, integration, assessment, and regulation activities of philosophy in the second-year classroom? There is no single official document that clearly outlines the process for operationalizing the Competency-Based Approach.

However, some parallels drawn from other school subjects allow us to determine that the teaching of a lesson within the learning activity framework typically follows five stages. Indeed, the lesson, which begins with a problem situation, must follow the path of discovering the problem situation, followed by confrontation, rule formulation, and finally, consolidation. For the integration activity, three key phases should be noted: analyzing the components of the task, mobilizing the necessary resources, and finally, addressing or completing the task. Reporting and regulation activities involve identifying difficulties that hinder learning and defining the type of regulatory intervention needed. Furthermore, it should be noted that the structure of assessment tasks also follows this tripartite division of knowledge or competencies. According to Smith and keating (1997) cited by Edwin, O.M (2016),competency based education has the following characteristics;

- It’s based on the development of competences
- It focuses on outcomes than input
- It involves industry
- Its modularized
- Its self-paced
- Its assessment is based on demonstration of skills rather than knowledge
- Its assessment is criterion referenced and ungraded
- It has flexible delivery

Steps in a Competency-Based Classroom

In a Competency-Based Approach (CBA), teaching focuses on helping learners develop practical skills they can apply in real life. The teacher acts as a guide, supporting learners as they build competencies through active participation, real-world tasks, and continuous feedback. Below are the key steps involved in a competency-based classroom, along with their importance.

1. Define Clear Competencies

The first step is to identify the specific skills learners should develop. Competencies must be observable, measurable, and relevant to everyday life.

Importance: Clear competencies give direction to both teaching and assessment. They help learners understand the purpose of their learning. Açıkgöz & Babadoğan (2021) emphasize that competencies guide instruction and ensure learners focus on meaningful outcomes.

2 Set Learning Objectives

Each competency is broken down into smaller, achievable objectives. These objectives describe what learners should be able to do by the end of the lesson or unit. It is important because objectives help teachers plan lessons and allow learners to track their progress. Wiysahnyuy (2021) notes that well-defined objectives make CBC more effective and learner-centered.

3 Design Real-Life Tasks

Teachers create activities that reflect real-world situations, such as storytelling, role-play, or problem-solving. Learners engage more deeply when tasks are meaningful and connected to their daily lives. Naimie et al. (2021) explain that real-life tasks build confidence and promote skill transfer.

4. Activate Prior Knowledge

Before introducing new content, teachers connect it to what learners already know through questions, visuals, or discussions. This builds motivation and helps learners make sense of new information. UNESCO (2020) recommends activating prior knowledge to support inclusive and effective learning.

5. Facilitate Active Learning

Learners work in pairs or groups to explore, practice, and solve problems. The teacher supports and guides rather than lectures. Active learning encourages participation and helps learners

take ownership of their progress. Zeichner (2020) describes teaching as a reflective and participatory process that empowers learners.

6. Use Differentiated Instruction

Teachers adapt tasks to meet the needs of all learners, including those with physical, cognitive, or emotional challenges. Inclusive teaching ensures every learner has a chance to succeed. Wiysahnyuy (2021) stresses the need for flexible strategies in diverse classrooms.

7. Integrate Formative Assessment

Teachers assess learners continuously through observation, questioning, and feedback. Importance: Formative assessment helps identify learning gaps early and supports improvement. Açıkgöz & Babadoğan (2021) highlight that ongoing assessment is central to CBC.

8. Reflect and Reinforce

At the end of each lesson, learners reflect on what they learned and share their experiences. Reflection helps learners understand their progress and builds self-awareness. Naimie et al. (2021) show that reflection strengthens metacognitive skills.

9. Document progress

Teachers record learner achievements using portfolios, charts, or journals. This helps in planning future lessons and communicating with parents. Tracking progress ensures continuous support and celebrates growth. Wiysahnyuy (2021) recommends documentation as part of CBC to promote accountability and improvement.

Critical thinking

Critical thinking has been widely studied and defined across disciplines, particularly in education, philosophy, and psychology. While definitions vary slightly depending on the context, most emphasize reasoning, reflection, judgment, and the evaluation of arguments or ideas. Critical thinking is the art of analyzing and evaluating thinking with an aim of improving it (Paul & Elder,2006). Their model stresses the importance of purposeful, self-regulated thought that considers clarity, accuracy, relevance, and fairness. This definition places critical thinking as a systematic, reflective process aimed at higher-order thinking and better decision-making.

The Delphi Report, defines critical thinking as purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and conclusion. Facione (1990). He adds that

critical thinking involves both cognitive skills and dispositional aspects, such as open-mindedness and a willingness to reconsider one's views.

Ennis (1985) provides a more educationally focused definition, describing critical thinking as reasonable, reflective thinking whose main focus is on deciding what to believe or do.His work is particularly influential in curriculum development, emphasizing that critical thinking is teachable and applicable across subject areas. Brookfield (2012) frames critical thinking as a process involving the identification and challenging of claims, recognition of the context in which thinking occurs, imagining and exploring different options and reflective skepticism. His approach underlines the transformative and emancipatory potential of critical thinking in both education and social life. Collectively, these definitions suggest that critical thinking is not just a skill but a habit of mind that involves questioning, evaluating, and reflecting on information and beliefs in a structured and purposeful way.

High school

High school refers to the stage of secondary education that typically follows elementary or middle school and precedes higher education or vocational training. It is designed to provide adolescents with a more advanced and specialized curriculum aimed at preparing them for adult life, further education, or the workforce. According to Brint and Karabel (1989), high school is an institution that unites adolescents by providing both academic knowledge and the cultural norms needed to function in society. Ormrod (2016) defines high school as the last phase of compulsory schooling, generally including grades 9 through 12, during which students receive instruction in a different subject area to prepare them for college, careers, and civic life. Additionally, UNESCO International Bureau of Education (2010) describes high school, or secondary education, as the phase of education that builds on primary education and aims to develop learners' knowledge, skills, and attitudes necessary for personal development, employment, and responsible citizenship.

In the specific context of Cameroon, high school education is understood differently within the country's bilingual education system. In the English-speaking system, high school comprises the Lower Sixth and Upper Sixth years, which represent the final two years of secondary education following the Ordinary Level (O-Level) examinations. These years focus on advanced level studies leading to the General Certificate of Education Advanced Level (GCE A-Level) examinations, which qualify students for university admission (Ministry of Secondary Education, Cameroon, 2013). In the French-speaking system, high school

corresponds to the final two years of lycée, known as Première and Terminale. These culminate in the Baccalauréat examination, which serves as the certification of secondary education completion and a requirement for higher education or professional training (Ministry of Basic Education, Cameroon, 2014). Thus, in Cameroon, the term high school is reserved specifically for these advanced secondary classes, which are critical for academic specialization and preparation for adult responsibilities.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This first part is centered on articles, books and thesis that focus on the Competence-based approach in general and philosophy in particular. This presents the contribution, limitations, and critiques of the Competence-Based Approach (CBA). In fact, it will focus on ideas related to the Competence-Based approach in philosophy given that it is in line with my research on the teaching of Philosophy in accordance with this approach

Overview of the Competence-Based Approach.

The CBA is grounded in constructivist and socio-constructivist theories, which posit that learning is an active process of constructing knowledge rather than passively receiving information. Key theorists such as Piaget, Vygotsky, and Skinner have significantly influenced this approach. Piaget's constructivism emphasizes the active role of learners in building their understanding through interaction with their environment. Vygotsky's socio-constructivism underscores the importance of social interaction and cultural context in the learning process. Skinner's behaviorism, although different in its emphasis on observable behaviors, also contributes to the understanding of competencies as demonstrable skills.

The CBA aligns with the globalized socio-educational landscape, emphasizing on its alignment with industrial models that prioritize measurable outcomes and economic efficiency (Boutin ,2004). He described it as the industrial context, skills denote a stable, structured combination of mastered practices, professional behavior, and knowledge acquired through training and experience. These skills enable individuals to perform valued professional tasks within their organization without requiring additional training"(Translated from French) While acknowledging its potential to enhance the quality of education, Boutin raises concerns about the quality of education as he believes that the focuses more on the learner than the subject matter or discipline in the instruction process. He therefore revisits the learner's and teacher's relationship with knowledge, their respective roles and the rules of evaluation. He further explains that the teacher's role is significantly modified compared to the role they play in the traditional school context (Translated from French) He iterates that the teacher literally abandons teaching and instead urges the learners to construct their own knowledge. As for the learner Boutin (2004) says that the learner is responsible for their learning and must construct their own knowledge.

The rationale behind or implementing the CBA in philosophy stems from its universal endorsement by international organizations such as the UNESCO, which emphasized this approach in La Philosophy une ecole de la liberte (2007). Kozlowski explores the theoretical underpinnings and instructional designs that justify the adoption of CBA, advocating its role in fostering key philosophical competencies like critical thinking, augmentation, citizenship, and mastery of oral philosophy. Kozlowski highlights the paradigm shift from the "magisterial "method, where the teacher dominates the knowledge transfer process, to the "puer-ale" form, prioritizing the learner's active participation in knowledge construction. This transformation calls for educators to assume dual roles not only as subject -matters but also as pedagogical professionals. The adoption of CBA ensures the professionalization of teaching practices and promotes the development of competencies that align with societal and ideological needs (Kozlowski ,2010).

Application of CBA in Philosophy Education

Philosophy education has traditionally focused on content knowledge and critical analysis. However, the CBA shifts this focus towards the application of philosophical concepts in real-world scenarios. Scholars such as Michel Tozzi and Boutin have explored the integration of CBA in philosophy education, highlighting the need for a balanced approach that combines content knowledge with the development of competencies. Tozzi (2007) emphasizes the importance of problematization (that is questioning the meaning of something ("Is life worth living?") or the truth of a statement ("Are things really the way they appear to us").He iterates that problematization also involves the ability to doubt or question one's opinions ("I believe in ghosts, but am I right"), conceptualization (which involves the ability to define a notion clearly ("The human being is a reasonable animal"), and argumentation which is "the ability to support and validate a thesis…" as key competencies in philosophy. Boutin (2004) provides a critical analysis of the rationale and implementation of CBA, arguing for the preservation of philosophical content while fostering practical competencies.

The impact of didactic practices on the development of competencies among learners is visible (Cyrille ,2017). He revisits the notion of didactic practices, which encompass related concepts such as didactic transposition, the didactic triangle, philosophical didactics, and methods and techniques of teaching and learning, among others. Starting from an observation of inadequate didactic practices in philosophy teaching, the researcher endeavors to identify their causes and propose potential solutions for professionalizing the teaching of philosophy to better serve

competency development. Among the identified causes of these pseudo-practices, he highlights factors such as insufficient training for student teachers in high schools and colleges, the discontinuation of ongoing training seminars, the use of outdated and nonspecific didactic materials, and more. All these, according to him, negatively impact the construction of competencies among learners. To address this issue, the researcher applies a quantitative methodological approach. He underscores that good didactic practices should lead to the establishment of a pedagogical framework conducive to teaching philosophy and learning how to philosophize.

Ultimately, only effective didactic practices promote the development of competencies among learners. This study draws our attention, particularly in its focus on didactic practices as an independent variable within the theme of teaching philosophy in accordance with the Competence-Based Approach. The current socio-educational context in Cameroon is to emphasize the urgency and importance of didactics for effective philosophy teaching and learning (Kotchop,2018). He observes that philosophy education continues to be delivered exactly as it was when first introduced into school curricula some years ago, following the directives of Ministerial Order No. 114/D/28/MINEDUC/SG/IGP/ESG of October 7, 1998.

Despite this, the author constructs his analysis based on the observation that teachers still use the objective-based approach and maintain the role of "magister dixit," commonly referred to as "sophos" in various academic settings. However, the author advocates for a qualitative leap by analyzing concepts such as didactics, teaching, learning, and philosophy to defend the urgency of "didactization" in philosophy education; a paradigm shift in teaching and learning the subject at all levels of its framework. According to Rocard, "didactization" involves training all participants in the educational system on the didactics of philosophy. Within this perspective, didactics is understood as a set of questions linked to the content and methods of teaching and learning philosophy (Nkeck, 2022).

The "didactization of philosophy" aligns with the objectives of the Competence-Based Approach (APC), aiming to train learners "capable of mobilizing both internal and external resources to solve real-life problems in any context whether at school or in social life; to form competent youth (Kalla, 2020) Furthermore, the author reviews the challenges of didactizing philosophical content from a practical, competence-based perspective in schools. He reflects on whether the epistemological content of philosophy teaching should be sacrificed in favor of competency development. His analysis revolves around the nature of teaching content, the

basis of its objectives or purpose, and the effectiveness of methods for its assimilation. Current trends in philosophy teaching appear to prioritize competencies over content. However, the author maintains his clear position from the outset, aiming to critically evaluate this tradition to revalue the teaching of philosophical thoughts within the discipline of thinking (Kalla,2020)

The urgency and necessity of teaching philosophy in local languages, address the consequences of the mismatch between concepts used in philosophy education and students' experiences. (Bisso & Bekono, 2022). Establishing such teaching practices requires grounding philosophy firmly in the Cameroonian socio-cultural context. Through field investigations involving guided interviews with five students from Manguen High School, the authors attribute students' motivation and interest in philosophy to a cultural context that resonates with them. Ngono & Embolo (2022) in their reflection on "Didactique Specifique Et Evaluation Des Dispositifs" first clarify key concepts by discussing various forms of didactics, such as general, specific, comparative, and differentiated didactics. They emphasize the origin, nature, role, effectiveness, particularity, and purpose of specific disciplinary systems. Additionally, they aim to define the didactic concept of "systems" to establish its relevance and role in the teaching-learning process. Our interest in this work stems from its coverage of concepts and theories directly related to our theme.

Moreover, it provides insight into didactic references that permits to analyze teaching sequences and determine their didactic importance (Ngono & Embolo,2022). For instance, the theory of "representation," essential for understanding both learning theories and the teaching-learning process under the Competence-Based Approach; the theories of didactic transposition, didactic contracts, conceptual frameworks, educational interventions, etc. Revisiting this work conceptually grounds our study, enabling us to explore and define the conditions for implementing systems conducive to developing philosophical reflective thinking. This resource will also deepen our understanding of "didactic practices.

Methods of teaching Philosophy in accordance with the Competence-Based Approach

When teaching philosophy with CBA in mind, the emphasis shifts towards active learner participation and competence development. Tozzi (2020) explains that the CBA has the advantage of placing itself at the center of students' learning and it is also an eye opener for the teacher and the learners on what they can actually assimilate and mobilise when they find themselves in a situation where they ought to "philosophise. Tozzi (2020) argues that philosophy teaching in high school should not only focus on passing down knowledge but

should instead help students build real philosophical skills. He defines "philosophical competence" as the ability to think for oneself not necessarily in a completely original way, but by becoming more independent and reflective when dealing with important human questions. For him, competence means being able to use different types of knowledge, personal experiences, and thinking skills together to handle complex tasks like writing a dissertation or analyzing a text. Tozzi (2020) highlights three key thinking processes that are central to doing philosophy: problematization (questioning and identifying what makes a topic problematic), conceptualization (clearly defining ideas and making distinctions), and argumentation (defending a point of view with logical reasons). These skills are closely linked and should be used together. He also mentions the importance of certain attitudes, like being open-minded, critical, and personally engaged with the questions being studied.

Another important idea in Tozzi's work is resource mobilization, which means the student's ability to actively use what they know whether from school, life experience, or personal thinking and apply it to the task at hand. Just memorizing facts or repeating what a philosopher said isn't enough. Students need to connect their knowledge to the topic in a meaningful way. Tozzi (2020) believes that to develop these skills, philosophy classes need to go beyond just lectures or correcting essays. Students should engage in real thinking exercises that allow them to practice these processes. He calls for a major change in how philosophy is taught in schools, especially in France, where the current system still focuses mostly on delivering content. This change, he explains, has been at the heart of his research since 1988.

Key Features of Teaching Philosophy in accordance with the CBA framework.

Following the CBA framework for High School (lower and uppersixth) issued by MINESEC/IGE/IP-SH (July 2019) teaching philosophy incorporates:

Interactive Approaches: Fostering dialogue and debates to explore diverse perspectives.

Modular Teaching

Dividing the syllabus into modules such as Logic, systematic philosophy or philosophical problems, Medieval and modern philosophy and African philosophy, with specific competences tied to each module. For instance: Logic focuses on declarative competences, like mastering reasoning principles, detecting **f**allacies. Philosophical problems develop the necessary tools and techniques of acquiring and developing critical thinking, value judgment skills in determining morals judgment and their social impacts. Medieval philosophy is

designed to develop in the learners the appreciation of philosophical systems values and their issues in philosophy History. Finally, African philosophy seeks to enhance students' ability to interpret complex texts and provide analysis of such texts.

Table 1

Proponents of CBA in Philosophy

The CBA in philosophy	**Proponents**
Gerald Boutin	Alignment with industrial models that prioritize measurable outcomes and economic efficiency
Michel Tozzi	It is an eye opener for the teacher and the learners on what they can actually acquire
Jean de Dieu Gweth Bi Bisso and Eric Achille Nko'o Bekono	Teaching philosophy in local languages
Vincent Rocard Kalla Kotchop	Train learners capable of mobilizing both internal and external resources to solve real-life problems in any context—whether at school or in social life; to form competent youth.
Guillermo Kozlowski	Prioritizes the learner's active participation in knowledge construction.
UNESCO	Philosophy is a school of freedom

Source, researcher's illustration

Philosophical foundation of Critical thinking

Reflective judgment

Reflective thinking can be applied within social professions, including multiple stakeholders (Dierck et al., 2015). Using social work as a case study, she emphasizes its "epistemological pluralism" and illustrates the strong interconnection between different forms of knowledge: theoretical knowledge, knowledge about practice (teaching), and knowledge within practice (learning). Reflective thinking, in this view, integrates symbolic interactions, social relationships, and power dynamics. Drawing from foundational thinkers such as John Dewey and Donald Schön, Dierckx identifies two models of reflectivity:

The "expert model", where reflection is tied to problem-solving, resembles a kind of instructional engineering that leads to a nearly fixed framework for professional practice.

The "practitioner model", which supports a more flexible and differentiated pedagogy, based on paradigm pluralism. Reflective thinking, she argues, fosters the construction of knowledge and enhances learning. It involves both reflection in action and reflection on action, uncovering the implicit knowledge embedded in practice. She describes this process through the “single-loop” and “double-loop” models of reflection: Single-loop reflection addresses and corrects mistakes while Double-loop reflection questions the underlying assumptions and mental frameworks (stereotypes, routines, beliefs) guiding our actions. Reflectivity, then, operates through both epistemological and dialectical processes encouraging the learner to overcome learning obstacles through internal cognition, while also engaging in meaningful dialogue with others to refine ideas and build mutual understanding. It is essential in adapting knowledge, shaping attitudes, and fostering open-mindedness.

Reflective thinking requires practitioners to reframe their understanding of their roles and actions. This analysis is especially helpful in understanding the foundational role of reflectivity within competency-based teaching methods in philosophy. (Guillemette,2016) offers a historical and conceptual overview of reflective practice. He emphasizes that a significant part of human action is not immediately accessible to the actor’s own awareness. What lies beneath are unspoken, pre-reflective forms of knowledge. He credits John Dewey as the pioneer of reflective thinking, noting Dewey’s claim that humans can recognize and transform their actions to solve problems more effectively.

The "action science" model studies the practical knowledge embedded in professional actions (Argyris,1993). This form of reflection contributes to the co-construction of knowledge and connects individual and collective practice to formal understanding. Donald Schön's model, cited again here, highlights how professionals reflect during and after their actions an "internal" and "external" process that helps them assess and justify their decisions. Yves St-Arnaud also contributes by distinguishing between "espoused theory" (what professionals claim to do) and "theory-in-use" (what they actually do), showing how practical knowledge evolves through interaction with theoretical principles. Ultimately, (Guillemette,2016) argues for the need to train reflective practitioners, asserting that reflective thinking is essential to meaningful and effective professional development.

Reflective practice in the teaching profession is also the capacity of teachers to become aware of their professional roles in social and educational contexts (Fersing, 2002). She emphasizes autonomy, creativity, innovation, and professional accountability.

Reflective practice allows teachers to avoid routine and better adapt their methods to the changing social and political demands of contemporary education. (Fersing, 2002) She calls for the professionalization of teaching, encouraging teachers to move beyond passive application of pre-given instructions toward becoming active agents of pedagogical innovation. She stresses that reflectivity involves a conscious, free, and responsible subject and is deeply tied to ethics. She articulates the teacher's role within a relational framework, referencing Paul Ricoeur's triad:

- the "I" (the teacher) who is motivated by a desire to teach,
- the "you" (the learner) who seeks to build a personal relationship with knowledge,
- and the "he/it" representing the institutional, objective, and normative aspects of education.

Reflective teaching should go beyond merely adjusting theory to practice; it should serve as a form of pedagogical engineering aimed at professional growth, where ethics guides both thinking and action (Fersing, 2002). Richard Pallascio focuses on the link between learning processes and reflective thinking. Building on Dewey's work, he defines reflective thinking as a way of thinking that is conscious of its causes and effects. This includes examining how our knowledge shapes our actions and decisions.

Pallascio identifies several key features of reflective thinking:

- Critical thinking, which helps learners select appropriate ideas for solving specific tasks.
- Creative thinking, which encourages open-mindedness and flexibility.
- Argumentative capacity, which enables learners to articulate their reasoning.
- Metacognitive skills, which lead to pragmatic knowledge through self-directed thinking.

He concludes by asserting that to develop reflective thinking in learners, teachers themselves must be trained as reflective practitioners.

Problem-Solving: A Philosophical Approach to Critical Thinking.

Philosophy, as an academic discipline, has long been associated with fostering critical thinking and reflective judgment. One of the central methods it utilizes to achieve this is problem-solving. Within the high school context, especially in philosophy and mathematics education,

problem-solving acts as a pivotal tool for cultivating learners' decision-making capacities and encouraging teachers to adopt more dynamic instructional methodologies. Schoenfeld (1992) posits that problem-solving is not merely the application of known algorithms, but rather an intellectual engagement with questions for which students have no immediate or procedural solutions. This necessitates a deeper, more critical engagement with content aligning directly with the philosophical aim of nurturing reflective, autonomous thinkers.

In confronting such problems, students are compelled to engage deeply with the material by reading the problem carefully, analyzing it for meaning, and drawing upon prior knowledge to generate plausible strategies. This recursive and reflective process facilitates cognitive restructuring, where students reorganize prior conceptions and construct new insights, an epistemological process reminiscent of Socratic inquiry and philosophical dialectic. Teachers serve here not as knowledge dispensers but as facilitators, posing critical questions that stimulate students to reassess their knowledge frameworks and develop interconnected understandings. The roots of this structured thinking can be traced to Polya's foundational work on problem-solving, which remains influential in contemporary education theory.

Cognitive Dimensions of Problem-Solving and the Development of Critical Thinking

The 4 fundamental cognitive stages involved in effective problem-solving: represent, planning, executing, and self-regulating (Mayer & Wittrock, 2006). These cognitive processes closely mirror the philosophical method of systematic inquiry. In the representing phase, learners build a cognitive model of the problem, determining the initial state, the goal state, and possible means to bridge the two. Philosophical reasoning supports this process through its emphasis on conceptual clarity and logical analysis. Planning involves devising strategic methods of attack at a stage that calls upon deductive and inductive reasoning, both hallmark tools of philosophical inquiry. Execution, often the focus in traditional pedagogical approaches, is the implementation of the plan; however, as emphasized by Kilpatrick et al., (2001), problem-solving success hinges equally on conceptual understanding (representing), strategic competence (planning), adaptive reasoning, and productive disposition (self-regulating) all of which are central to philosophical thinking. Self-regulation entails critical evaluation of one's reasoning, strategy, and progress skills deeply rooted in philosophical traditions from Descartes' methodological skepticism to Dewey's reflective thinking model.

Step One: Identification and Clarification of the Problem

The philosophical tradition insists that understanding the nature of a problem is the first crucial step toward resolving it. Similarly, effective pedagogy necessitates that teachers constantly assess whether all students are progressing adequately, an inherently philosophical query into the nature of educational justice and equity. Dewey (cited in Stumpf & Fieser, 2002) advocates that real thinking begins when a problem is perceived, requiring engagement with previous knowledge. Kant's notion of a priori knowledge (cited in Lawhead, 2006) and Descartes' concept of innate ideas support this cognitive activation of prior understanding both of which align with the idea that critical thinking emerges when learners bridge the known to the unknown.

To this end, teachers must create learning environments that reveal problems to learners and challenge them to define these issues within their own frameworks. Carefully structured questions can illuminate the structural components of problems, thereby fostering a deeper critical engagement Dewey (Cited in Stumpf & Fieser,2002). This aligns with philosophy's insistence on clarity of terms and issues before proceeding to judgment. Additionally, Dewey emphasizes problem statement, contextualization, and translation or rephrasing as essential for problem understanding. This mirrors the philosophical process of defining terms, situating arguments within a context, and considering alternative formulations to reach clarity and precision in thought. Contextualization, in particular, as supported by thinkers such as Caine, Caine, and Crowell (1999), encourages learners to relate abstract problems to lived experiences, reinforcing the pragmatic orientation of Dewey's thought. The REACT strategies (CORD, 1999) relating, experiencing, applying, cooperating, and transfer support philosophical pedagogy by ensuring that conceptual learning is embedded in meaningful contexts. The rephrasing or restating of problems, advocated by Dewey and others, encourages learners to see issues from different angles, a process akin to philosophical pluralism, where understanding deepens through dialectic and re-articulation. Teachers thus facilitate critical thinking by encouraging learners to reconstruct and restate problems using their own terms and perspectives.

Step Two: Generating Alternatives and Strategy Selection

Generating and selecting from a range of alternative solutions cultivates students' philosophical and critical faculties. Dewey (cited in Stumpf & Fieser, 2003) rightly observed that there is no universal algorithm for solving all problems. Instead, solutions must be adapted to the context

and time of what Sartre (cited in Nebada et al., 2008) described as the plurality of philosophies and the historical contingency of truth. This existentialist insight underlines that problem-solving, much like philosophy, is not a rigid process but a flexible one responsive to human experience. Teachers, therefore, must be attuned to the contextual realities of their learners and select strategies that are epistemologically and socially appropriate.

Techniques such as brainstorming, simulation, deduction, induction, working backwards, and analogical reasoning (Polya in Lester & Charles, 2003) not only offer students practical tools for resolution but also mirror core philosophical methodologies. Descartes' methodical doubt and step-by-step clarification process further supports the idea that clear reasoning arises from simplification and orderly progression (Stumpf & Fieser, 2003). In philosophy classrooms, these strategies can be intentionally modeled and practiced to sharpen learners' critical acumen.

The strategy selection phase further develops students' ability to hypothesize, evaluate options, and reflect on consequences, which are central to philosophical reasoning. As Nkrumah (1964) emphasized, solutions should appeal to Sufficient Reason as they must not only function but also be justified, meaningful, and aligned with experiential realities. This requirement directly reflects Descartes' insistence on accepting only ideas that are clear and distinct (Stumpf & Fieser, 2003). Thus, philosophical reasoning enriches students' capacity to critically select and justify solutions with logical and contextual rigor.

Step Three: Evaluation and Reflection

The final phase of problem-solving evaluation represents a critical juncture where philosophical thinking and educational practice meet. While often neglected, this stage is crucial for cultivating habits of reflection, skepticism, and self-assessment which forms the core aspect of critical thinking. Dewey's model treats solutions as hypotheses to be tested against real-life outcomes. William James (cited in Stumpf & Fieser, 2003) asserts that the value of an idea lies in its practical consequences, thereby reinforcing a pragmatic criterion for truth. Evaluation involves asking whether the solution worked, why or why not, and how it might be improved, a practice rooted in the philosophical traditions of inquiry, falsification, and verification. According to Nkrumah (1964), evaluation must begin with a return to the initial problem, demonstrating that reflective thinking involves cyclical engagement with issues, not linear resolution.

Moreover, the evaluation process allows learners to develop transferable reasoning skills and an ability to apply previously acquired concepts to new problems. This application of conceptual knowledge across different domains that Peikoff (1993) terms transfer is a key indicator of critical thinking. It encourages learners to see conceptual similarities among diverse situations, a hallmark of philosophical reasoning. Students must also be encouraged to self-assess, a practice that promotes autonomy and critical self-awareness. Questions like "Why do you think this solution is appropriate?" or "What would you do differently next time?" push learners to take ownership of their reasoning and understand the implications of their choices. This aligns with Nkrumah's view that thought without practice is empty, and that philosophical knowledge must translate into meaningful engagement with the world.

The evaluation phase closes the problem-solving cycle with a reflective lens, ensuring that students do not merely apply strategies but also understand their significance. This embodies Dewey's notion of education as a process of continual reflection, fostering lifelong learners capable of critical judgment and practical wisdom. The integration of philosophy into the problem-solving process offers an invaluable framework for enhancing critical thinking skills among high school learners. Through its emphasis on conceptual clarity, logical reasoning, contextual sensitivity, and reflective judgment, philosophy enriches each stage of the problem-solving cycle. From problem identification to strategy selection and final evaluation, the philosophical tradition provides tools that are not only intellectually rigorous but also pedagogically transformative. As Dewey, Descartes, Nkrumah, and James have demonstrated, the philosophical approach to problem-solving is not merely academic; it is a vital practice for cultivating thoughtful, responsible, and critically engaged citizens.

Table 2

Steps of Problem-solving

Stage	Key Activities	Philosophical Foundations	Contribution to Critical Thinking
Problem Identification & Definition	● Recognizing a problem Activating prior knowledge (a priori) ● Clarifying the issue ● Contextualizing Restating the problem	● Kant: A priori knowledge Descartes: Innate ideas ● Dewey: Reflective thought ● Sartre: Contextual understanding	● Promotes awareness of knowledge gaps ● Encourages reflective inquiry ● Develops conceptual clarity and framing skills |
Representing the Problem	● Constructing mental models ● Understanding goals and constraints	● Kilpatrick et al. (2001): Emphasis on conceptual understanding ● Peikoff: Transfer of knowledge	● Deepens understanding ● Fosters abstract reasoning and model-based thinking
Generating Alternatives	● Brainstorming options ● Using heuristics ● Analyzing various methods	● Dewey & Sartre: Multiple valid approaches ● Polya: List of problem-solving strategies ● Peirce: Practical reasoning	● Encourages flexible thinking ● Cultivates creative problem-solving
Evaluation	● Reflecting on outcomes ● Testing solution effectiveness Self-assessment	● Dewey & James: Solution as hypothesis Nkrumah: Practical fit in human life ● Peikoff: Knowledge transfer	● Fosters metacognition ● Builds self-reflection and adaptability ● Connects theory to practice ●

Adopted for this study (2025)

Philosophy education and critical thinking competences.

Philosophy education has traditionally focused on content knowledge and critical analysis. Scholars such as Tozzi & Boutin have explored the need for a balanced approach that combines content knowledge with the development of competencies. Tozzi (2007) emphasizes the importance of problematization (that is questioning the meaning of something ("Is life worth living?") or the truth of a statement ("Are things really the way they appear to us").He iterates that problematization also involves the ability to doubt or question one's opinions ("I believe in ghosts, but am I right"), conceptualization (which involves the ability to define a notion clearly ("The human being is a reasonable animal"), and argumentation which is "the ability to support and validate a thesis…" as key competencies in philosophy. Boutin (2004) provides a critical analysis of the rationale and implementation of CBA, arguing for the preservation of philosophical content while fostering practical competencies.

The notion of didactic transposition has a great impact on the development of competencies among learners (Cyrille,2017). He revisits the notion of didactic practices, which encompass related concepts such as didactic transposition, the didactic triangle, philosophical didactics, and methods and techniques of teaching and learning, among others. Starting from an observation of inadequate didactic practices in philosophy teaching, the researcher endeavors to identify their causes and propose potential solutions for professionalizing the teaching of philosophy to better serve competency development. Among the identified causes of these pseudo-practices, he highlights factors such as insufficient training for student teachers in high schools and colleges, the discontinuation of ongoing training seminars, the use of outdated and nonspecific didactic materials, and more. All these, according to him, negatively impact the construction of competencies among learners. To address this issue, the researcher applies a quantitative methodological approach. He underscores that good didactic practices should lead to the establishment of a pedagogical framework conducive to teaching philosophy and learning how to philosophize. Ultimately, only effective didactic practices promote the development of competencies among learners. This study draws our attention, particularly in its focus on didactic practices as an independent variable within our research theme.

The current socio-educational context in Cameroon illustrates the urgency and importance of didactics for effective philosophy teaching and learning (Kotchop,2018). He observes that philosophy education continues to be delivered exactly as it was when first introduced into school curricula some years back, following the directives of Ministerial Order No.

114/D/28/MINEDUC/SG/IGP/ESG of October 7, 1998. Despite this, the author constructs his analysis based on the observation that teachers still use the objective-based approach and maintain the role of "magister dixit," commonly referred to as "sophos" in various academic settings. However, the author advocates for a qualitative leap by analyzing concepts such as didactics, teaching, learning, and philosophy to defend the urgency of "didactization" in philosophy education; a paradigm shift in teaching and learning the subject at all levels of its framework. According to Vincent Rocard, "didactization" involves training all participants in the educational system on the didactics of philosophy.

Within this perspective, didactics is understood as a set of questions linked to the content and methods of teaching and learning philosophy (Nkeck, 2022).Ultimately,Kalla's vision of the "didactization of philosophy" aligns with the objectives philosophy, aiming to train learners "capable of mobilizing both internal and external resources to solve real-life problems in any context whether at school or in social life; to form competent youth. Furthermore, the author reviews the challenges of didactizing philosophical content from a practical, competence-based perspective in schools. He reflects on whether the epistemological content of philosophy teaching should be sacrificed in favor of competency development. His analysis revolves around the nature of teaching content, the basis of its objectives or purpose, and the effectiveness of methods for its assimilation. Current trends in philosophy teaching appear to prioritize competencies over content.

However, the author maintains his clear stance from the outset, aiming to critically evaluate this tradition to revalue the teaching of philosophical thoughts within the discipline of thinking. If philosophy is taught in local languages, it could address the consequences of the incompatibility between philosophical concepts and students' experiences Bisso & Bekono (2022). Establishing such teaching practices requires grounding philosophy firmly in the Cameroonian sociocultural context. Through field investigations involving guided interviews with five students from Manguen High School, the authors attribute students' motivation and interest in philosophy to a cultural context that resonates with them.

Table 3

Proponents of CBA in philosophy and critical thinking

Proponents	**Ideas**
Gerald Boutin	Alignment with industrial models that prioritize measurable outcomes and economic efficiency
Michel Tozzi	It is an eye opener for the teacher and the learners on what they can actually acquire
Jean de Dieu Gweth Bi Bisso and Eric Achille Nko'o Bekono	Teaching philosophy in local languages
Vincent Rocard Kalla Kotchop	Train learners capable of mobilizing both internal and external resources to solve real-life problems in any context—whether at school or in social life; to form competent youth.
Guillermo Kozlowski	Prioritizes the learner's active participation in knowledge construction.
UNESCO	Philosophy is a school of freedom

Source, researcher's illustration

Pedagogic approaches of teaching Philosophy to enhance critical thinking

Didactic operative model

When teaching philosophy with critical skills development in mind, the emphasis shifts towards active learner participation and competence development. Tozzi (2020) argues that philosophy teaching in high school should not only focus on passing down knowledge but should instead help students build real philosophical skills. He defines "philosophical competence" as the ability to think for oneself not necessarily in a completely original way, but by becoming more independent and reflective when dealing with important human questions. For him, competence means being able to use different types of knowledge, personal experiences, and thinking skills together to handle complex tasks like writing a dissertation or analyzing a text.

There are three key thinking processes that are central to doing philosophy: problematization (questioning and identifying what makes a topic problematic), conceptualization (clearly defining ideas and making distinctions), and argumentation (defending a point of view with

logical reasons). Tozzi (2020) These skills are closely linked and should be used together. He also mentions the importance of certain attitudes, like being open-minded, critical, and personally engaged with the questions being studied.

Another important idea in Tozzi's work is resource mobilization, which means the student's ability to actively use what they know whether from school, life experience, or personal thinking and apply it to the task at hand. Just memorizing facts or repeating what a philosopher said isn't enough. Students need to connect their knowledge to the topic in a meaningful way. Tozzi believes that to develop these skills, philosophy classes need to go beyond just lectures or correcting essays. Students should engage in real thinking exercises that allow them to practice these processes. He calls for a major change in how philosophy is taught in schools, especially in France, where the current system still focuses mostly on delivering content. This change, he explains, has been at the heart of his research since 1988.

Table 4

Didactic operative model

Component	**What It Involves**	**Goal**
Problematisation	Asking deep, open-ended questions	Stimulate inquiry and reflective
Conceptualization	Clarifying key concepts and distinctions	Develop intellectual precision
Argumentation	Building and critiquing logical arguments	Strengthen critical reasoning

Adopted by researcher (2025)

Socratic Method

The Socratic Method involves structured questioning to stimulate critical thinking and illuminate ideas. Teachers pose open-ended questions, prompting students to examine their assumptions, clarify concepts, and justify their reasoning. Socrates used this method in Athens with his popular phrase "all I know is that I know nothing" to push his interlocutors to answer questions This method encourages deep reflection, develops reasoning skills, and promotes active engagement (Paul & Elder, 2014).

Philosophical Discussion, problem and Debate

Classroom debates and discussions on philosophical issues encourage students to articulate their views, defend positions, and critically evaluate opposing arguments. Teachers facilitate respectful, evidence-based discourse, fostering open-mindedness, logical reasoning, and persuasive communication (Trickey & Topping, 2004).

Problem-Based Learning (PBL)

In problem-based learning, students tackle complex, real-world problems requiring philosophical analysis. Working individually or collaboratively, they identify issues, research solutions, and present reasoned conclusions. This approach connects philosophy to practical situations and stimulates independent inquiry and critical analysis (Hmelo-Silver, 2004). This approach involves students in a "community of inquiry," collaboratively exploring philosophical questions with the teacher as facilitator. It builds a supportive environment for critical dialogue, encourages active listening, and develops collective reasoning (Lipman, 2003). Empirical research has demonstrated that P4C improves children's ability to think critically, communicate clearly, and engage respectfully in discussions (Siddiqui, 2015).

Table 5:

Pedagogic methods of teaching philosophy to enhance critical thinking.

Method	Key Features
Didactic operative model	● Problematisation ● Conceptualization ● argumentation
Socratic Dialogue	● Structured questioning ● reflection
Philosophical Debate	● Argumentation ● discourse ● analysis
Problem-Based Learning	● Real-world problems ● inquiry
Thought Experiments	● Hypothetical scenarios ● reasoning
Collaborative Inquiry	● Group exploration ● community of inquiry

Adopted by the researcher (2025)

Challenges in Implementing CBA in Philosophy

While competence-based curricula offer a structured framework to align education with societal and labor market demands, their limitations particularly in philosophy education center on the challenge of operationalizing and assessing complex cognitive and ethical skills within narrow competency units. The current lack of empirical validation, combined with political and resource constraints, necessitates cautious and evidence-informed adoption. Future efforts should prioritize developing integrated competency frameworks that embrace holistic Bildung principles, invest in faculty capacity building for educational research, and leverage technological innovations to support nuanced assessment and personalized learning pathways. This comprehensive approach will better position CBCs (competence-based curriculums) to fulfill their transformative potential in philosophy and broader educational contexts. (Ndungu, 2021)

A significant challenge identified in multiple studies is the insufficient training for teachers to effectively implement the CBA in their classrooms. According to Embolo Roger Cyrille (2017), many teachers lack the necessary skills to use the competency-based pedagogies that the approach demands. David Lekoa Ngono and Roger Cyrille Embolo (2022) also point out that a mismatch exists between the competencies required by the CBA framework and the teaching practices that are commonly used in philosophy classrooms. The lack of updated didactic materials and professional development opportunities for teachers remains a significant obstacle to the full implementation of the CBA. Kotchop (2018) further discusses the tension between content delivery and competency development, noting that while the CBA emphasizes the acquisition of competencies, it risks neglecting essential philosophical content. This creates a dilemma about whether the richness of philosophical ideas should be prioritized over the development of students' ability to apply these ideas in practice.

One challenge involved in integrating the CBA in education lies in the fact that philosophy deals more with abstract concepts. The CBC model entails breaking down broad educational goals into specific, sequential competencies that build progressively toward holistic mastery (Bates, 2014). For example, at Western Governors University (WGU), high-level competencies are subdivided into approximately 30 detailed sub-competencies per degree, around which online curricula are structured (Bates, 2014). Despite this structured approach, philosophy education faces unique challenges given the abstract, interpretive, and dialogic nature of its subject matter. Recent curriculum updates, such as the International Baccalaureate’s new

Diploma Programme (DP) philosophy course launched in 2023, reflect ongoing efforts to reconcile competency frameworks with traditional philosophical inquiry (IBO, 2023). This is evidence that philosophy education has not completely embraced the CBA.

Another central limitation of CBCs is the difficulty in concretizing abstract educational goals into specific, measurable competencies without fragmentation or loss of holistic meaning Bates, (2014). Philosophy, with its emphasis on interpretative depth and dialogic engagement, resists reduction into discrete units. The risk is that breaking down competencies into isolated skills may undermine the integrative and critical thinking capacities that philosophy aims to foster. Furthermore, designing a coherent and progressive competency framework that accurately reflects the complexity of philosophical thinking and ethical reasoning is challenging (Bates, 2014). The coherence and progression must ensure that competencies build logically toward comprehensive philosophical literacy and practical wisdom according to the Bildung principles which emphasize the importance of self-directed learning, with learners taking responsibility for their learning.

Measurement and Assessment Constraints

Competency-based assessment often relies on pass/fail or binary mastery judgments that may inadequately capture nuanced philosophical understanding or intellectual growth (Bates, 2014). Particularly in philosophy, where interpretive flexibility and argumentation quality are paramount, standard assessments risk oversimplification. This limitation raises concerns about the validity and reliability of competency assessments and their alignment with higher-order thinking skills. A significant critique of CBCs is the scarcity of rigorous, evidence-based research validating their effectiveness, especially in philosophy and medical education (Gupta, 2022). While proponents argue that CBCs are grounded in educational theories and societal needs, empirical studies demonstrating superior learning outcomes compared to traditional curricula remain limited (Gupta, 2022). This evidentiary gap complicates policy decisions and institutional adoption, creating skepticism among educators and stakeholders.

Teacher Preparedness and Role Complexity makes the implementation of the CBA challenging. Implementing CBC requires teachers to assume multiple complex roles, including facilitator, assessor, and educational researcher (Gupta, 2022). Many educators lack formal training in educational research methodologies necessary to generate evidence supporting CBC efficacy (Madison 2021). Kelly (2019) adds that when the raining fails,the students will suffer Bisso & Bekono (2022) similarly noting that while the shift in roles has the potential to enhance

student engagement, it also presents challenges, particularly for teachers who are not adequately prepared to adopt this new teaching model.

Many philosophy teachers still rely on traditional lecture-based methods, which are at odds with the active learning required by CBA (Kotchap,2028). This discrepancy can undermine the effectiveness of the CBA, as it fails to fully engage students in the process of knowledge construction. Political and Socio-Cultural Influences also have an effect on the integration of CBA strategies in philosophy. The politics surrounding educational reform, including federal and state-level policy shifts such as those implicated by Project 2025, introduce additional constraints on CBC adoption and integrity (NEA, 2023). Efforts to impose ideological constraints or curriculum censorship can undermine academic freedom and curriculum coherence, disproportionately affecting disciplines like philosophy that thrive on open inquiry and critical dialogue.

Outcomes of CBA in Philosophy Education

The outcomes of implementing the CBA in high school philosophy have been positive in terms of developing students' philosophical competencies. Research by Kozlowski (2000) indicates that students in CBA-driven classrooms are better able to engage in logical argumentation and critical analysis. Tozzi (2007) confirms that CBA improves students' conceptualization and problematization abilities, helping them articulate complex philosophical arguments with clarity. Furthermore, studies have shown that CBA promotes metacognitive skills in students, enabling them to reflect on their own learning processes. Boutin (2004) and Tozzi (2020) both highlight that the CBA empowers students to become more independent thinkers, capable of applying philosophical reasoning to real-world situations. This focus on reflective practice and practical application is critical in equipping students with the skills necessary to navigate the complexities of modern.

Theoretical framework

In this subsection, we aim to revisit theories that underpin and sustain our research. We will outline the theories at the heart of our study, highlighting their contributions and limitations to the study.

Constructivism (Jean Piaget)

Constructivism is a learning theory developed by Jean Piaget (1896–1980), which posits that knowledge is actively constructed by the learner through mental activity. Learning, therefore, results from internal cognitive constructions by the learner. This implies that knowledge is not transmitted but constructed by those who learn it. In educational practice, constructivism underpins active learning methods, emphasizing the learner's role in their own knowledge development, particularly through discovery-based learning and intrinsic interest. The theory tends to detach learning from its socio-cultural environment, placing the emphasis on the learner as the architect of their own knowledge. This construction is achieved autonomously through reflection and mental processing.

As emphasized by scholars like Giordan &Perrenoud (2021), learning builds on prior knowledge pre-requisites, representations, habits which means that educators must engage learners through problem-based situations to effectively trigger new learning. The essential principles of constructivism include: autonomous knowledge construction by learners, a defined learning process, promotion of active pedagogy, and the centrality of problem situations in teaching.

Autonomous Construction of Knowledge

Constructivism asserts that learners build knowledge by themselves, based on their own cognitive activities manipulating ideas, representations, and problem-solving strategies. These cognitive operations may often challenge and even destabilize the learner’s pre-existing conceptions. Jean Piaget viewed learners not merely as passive receivers of information or course coverers but as organizers of their cognitive universe. Learning, in his theory, occurs through adaptive intelligence, a dynamic interplay between the individual and their environment. This adaptive process is driven by two core mechanisms: assimilation and accommodation.

This theory emphasizes that learners actively construct knowledge by connecting new concepts with their previous experiences. John Lockes (1689) supported this idea in his empiricism when he described the mind as a “tabula rasa” that is; a blank slate where each experience copies itself. In other words, knowledge is constructed through real-world experiences in An Essay Concerning Human Understanding. It supports the idea that students learn philosophy best when they engage in reflective and critical activities. In a philosophy class, constructivism

can be applied by encouraging learners to relate philosophical concepts, such as justice or ethics, to their personal and social contexts.

The Four-Step Learning Process of constructivism

1. Assimilation Phase: The learner faces a problematic situation and attempts to solve it using their existing knowledge base. For example, the learner might be challenged to justify or question the value of philosophy in society.
2. Cognitive Conflict: Despite mobilizing prior knowledge, the learner fails to solve the problem, revealing a cognitive gap. This failure induces a state of disequilibrium, signaling the need for deeper conceptual change.
3. Accommodation Phase: The learner, recognizing the inadequacy of existing knowledge, revises or supplements their understanding—often by interacting with peers or seeking guidance from the teacher.
4. Equilibration: The learner reorganizes their knowledge structures to achieve a more stable and functional understanding, ready to confront new problems with greater confidence and competence.

Active Pedagogy

Active pedagogy is not optional but essential within constructivist learning environments. It supports and consolidates learner-centered approaches by:

- Positioning learners as the architects of their own knowledge.
- Engaging them in manipulating ideas, concepts, and methods.
- Valuing experiential learning and ensuring learners occupy a central role in instructional design.

Moreover, since new knowledge builds on prior knowledge, educators must:

- Equip themselves with tools to assess learners' prerequisites (both declarative and procedural).
- Consider learners' representations, as these may either support or hinder the acquisition of new concepts.

Problem-Based Learning (PBL)

In constructivist teaching, the problematic situation is the primary pedagogical tool because it naturally generates cognitive conflict. This tension compels learners to reorganize their

conceptual frameworks. Citing Vygotsky (as referenced in Demerval & White, 1993), a problem situation unfolds in four stages:

1. The learner initially believes they can solve the problem using familiar methods (assimilation).
2. Failure results in destabilization—prompting recognition of conceptual limitations (cognitive conflict).
3. The learner revisits their knowledge base and constructs new understanding (accommodation).
4. Successful resolution leads to better integration and reinvestment of knowledge (major equilibration).

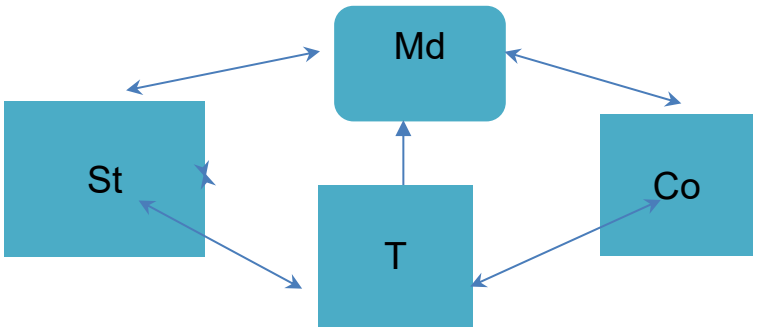
Constructivist learning thrives on this destabilization and restructuring process, which enhances the depth and retention of learning Schneuwly & Dolz, (2009).

This theory complements and extends the limitations of cognitivism by positioning the learner as an active agent in the learning process. The problem-solving context gives meaning to learning. Once inadequate conceptions are corrected or reconstructed, they are less likely to resurface, resulting in durable, deeply embedded learning. The constructivist framework is interlinked with the "mediation" process which encompasses the relationship (Vygotsky, 1934) between a child and reality on both perceptual and cognitive levels.

Additionally, it involves the more or less explicit socialization process that begins in the family (Levi-Strauss, 1949; Damiano, 2013) and continues in school (Benadusi et al,2004), equipping children with cultural tools and social norms necessary for adulthood. In the context of school teaching, and according to the socio-constructivist perspective (Altet, 1997), the mediation process refers to all strategies employed by schools to enhance student learning (Damiano, 2013; Xipas, Fabre, Hétier, 2011) at both relational and cognitive levels.A specific aspect of this process is 'integration' (Cochran, 1997), which involves teachers (T) relating students (S) to cultural objects (Co) through a system of mediation devices (Md). For instance, a Philosophy teacher (T) may teach about 'Hegel', a content area in the Philosophy syllabus (Co), in a High School V class (St) through a lesson (Md1) that discusses textbook content or through a research laboratory (Md2) that actively engages students in examining works by the prominent philosopher of Idealism.

Figure 1

School mediation process: Adopted from Agrati (2019)



Adopted for this research (2025)

Contribution to this Research

The constructivist theory emphasizes the active role of the learner in constructing their own knowledge. According to Piaget, learners build upon prior experiences, and knowledge is not simply passed down from teacher to student but actively constructed through engagement with the world. Sharma (2023) says that Piaget's theory emphasizes on the value of giving opportunities for active exploration and discovery. Sharma (2023) adds that when students are encouraged to construct their own understanding of the world, it fosters cognitive growth and nurtures their ability to think independently and critically. The theory also redefines the teacher's role from a knowledge dispenser to a guide whereby instead of directly providing answers, teachers support students by offering resources and guidance that empower them to build their own understanding.

This educational approach not only promotes continuous development but cultivates a lifelong passion for learning (Sharma, 2023). In the context of teaching philosophy, this theory is highly relevant because philosophy often deals with abstract concepts and complex ideas, and students need to engage deeply with these concepts to understand and apply them effectively. For example, when teaching students topics related to the intelligible world and the world of ideas (Plato's philosophy), it is important to illustrate the "Allegory of the cave" which Plato used in the Republic to describe people who spent their entire lives chained in their necks and ankles with a practical activity. In Plato's The Republic (book 7), Socrates described these people as "prisoners" and only sounds and shadows are their realities which are not accurate representations of the real world. Socrates explains that the philosopher is like a prisoner freed

from the cave and comes to discover the world of reality where all the real images or knowledge is found.

Constructivism supports the teaching of philosophy according to the Competence-Based Approach (CBA) by aligning with its focus on fostering active, reflective learners who can solve problems, think critically, and apply knowledge in real-world scenarios. Philosophy, as an abstract discipline, requires students to engage with questions that may not have clear or definite answers (e.g., "What is justice?" or "What makes a life meaningful?"). By encouraging students to connect philosophical ideas with their own life experiences and the broader social context, constructivism makes philosophy more accessible and personally relevant.In a philosophy classroom, this theory supports learning environments where students do not simply memorize concepts, but engage in discussions, debates, and reflective exercises that promote deep understanding. For example, while studying ethics, students might explore ethical dilemmas or real-life cases where concepts like fairness, euthanasia, abortion, justice, or human rights are at play. This type of learning aligns with the CBA's goal of developing critical thinking, autonomy, and problem-solving competencies.

Moreover, constructivism supports the development of higher-order thinking skills, which are central to CBA. Piaget's view that learners actively construct their understanding supports teaching methods that emphasize inquiry-based learning and problematization (questioning what we think we know). This method implored by Descartes in The Discourse on the Method will permit learners to question what they do till they find it void of doubt. In philosophy, these skills are crucial because students need to question assumptions, formulate arguments, and engage critically with philosophical texts.

Limitations to the teaching of Philosophy

While Piaget's constructivism provides significant benefits to philosophy education, there are several limitations to effective application of this theory in philosophical instruction.

Difficulty with Abstract Concepts:

Constructivism emphasizes that learners build on what they already know. However, some philosophical concepts can be highly abstract (e.g., existentialism, determinism, or the problem of evil), and students might struggle to relate them to their personal experiences or previous knowledge. This requires time, expertise, and a high level of teacher competence in designing meaningful, context-relevant problem situations. Moreover, the destabilization phase may pose

emotional and cognitive challenges, particularly for struggling students. This is because these ideas are generally challenging to be physically represented as not everyone even believes in them. Without sufficient support, students may find it challenging to grasp these ideas fully, leading to a superficial understanding.

Inconsistent Student Readiness:

Not all students come to philosophy with the same level of prior knowledge or cognitive maturity. Constructivism assumes that students will be able to engage meaningfully with concepts based on their prior experiences, but not every student is equipped to make these connections. For instance, younger students may not yet possess the cognitive skills necessary for abstract reasoning or may not have the life experience required to fully appreciate philosophical questions. For instance, discussing "The existence and non-existence of God" is always a turn off to strong believers who feel that the existence of God shouldn't be questioned in the first place. Also, some students don't even believe in the existence of witchcraft and this makes it already very difficult for them to engage in conversations related to it.

Teacher's Role in Scaffolding:

While constructivism promotes student autonomy in learning, it requires teachers to provide adequate scaffolding guiding students through the learning process by offering support when necessary. However, this is often a difficult balance to achieve. Teachers may face challenges in providing sufficient support without taking over the learning process, as the latter could hinder students' ability to construct their own knowledge.

Theory of Didactic Transposition (Yves Chevallard)

Didactic transposition (also known as pedagogical transposition) is the process of changing expert or academic knowledge into forms that can be used in schools. This process happens in stages: first, turning expert knowledge into the knowledge that should be taught (such as in the school curriculum or textbooks), and second, into knowledge that can actually be taught in the classroom. It is vital for making abstract philosophical concepts accessible and meaningful in high school settings. Teachers can break down dense philosophical theories into practical examples or relatable analogies, ensuring learners grasp the core ideas while maintaining rigor. This transformation needs to match both the goals of teaching and the learning abilities of students. According to Yves Chevallard (1985), didactic transposition involves adapting scholarly knowledge into teachable content, considering students' characteristics, educational

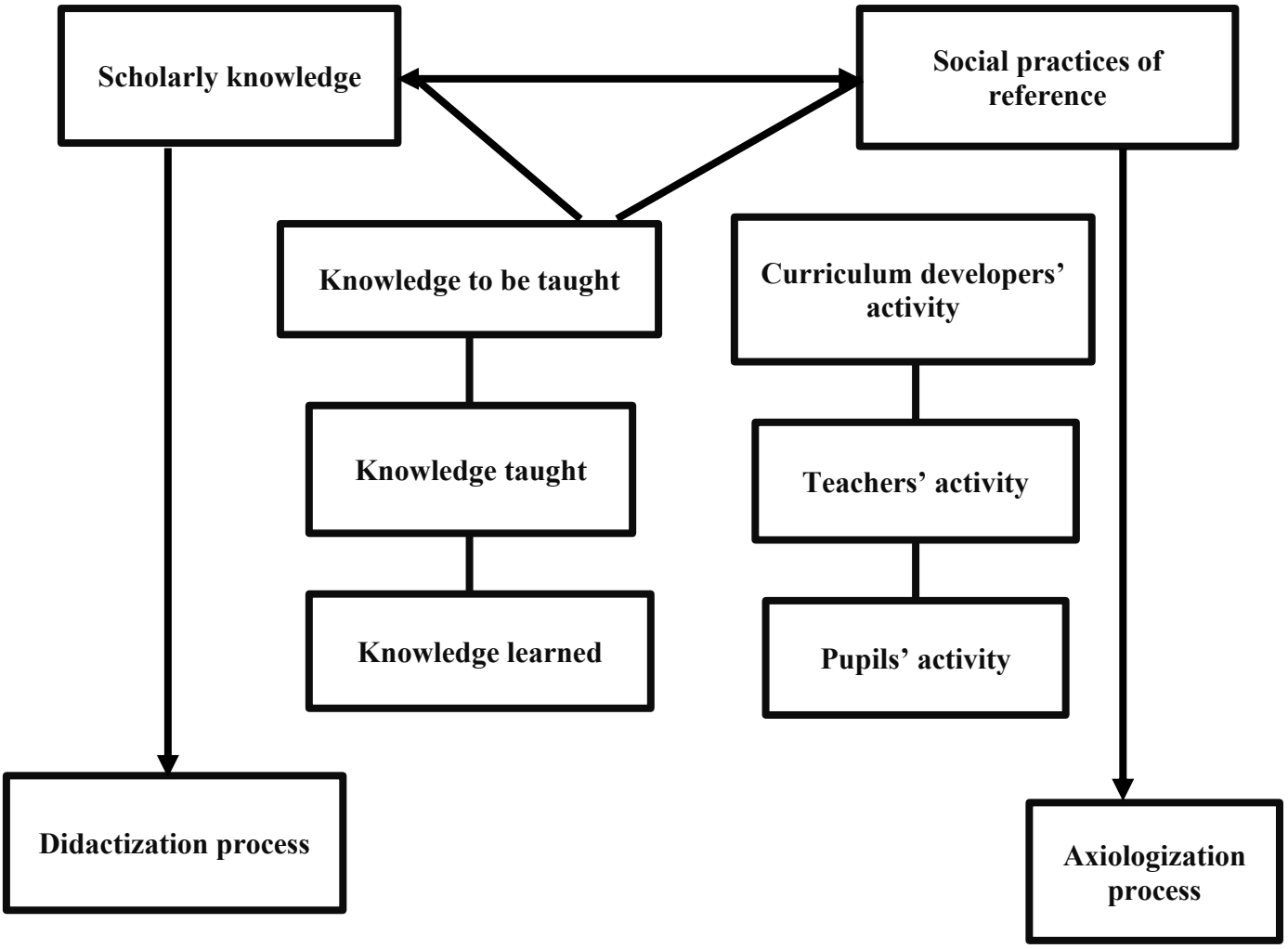
goals, and school constraints. Teachers must select, organize, and present philosophical content in a way that fosters student learning and skill development.

Chevallard emphasizes two key notions: resemblance and irreducible distance.

In educational science, the concept of didactic transposition schematically stabilizes the transformation of "scholarly knowledge" (as practiced by philosophers) into teachable content for those unfamiliar with the discipline. This knowledge must be simplified to be effectively taught. In the field of philosophy, didactic transposition holds particular importance, as it aims to make abstract and complex concepts accessible to learners who are often novices in the subject. Research has shown that the transposition of philosophical content requires a specific approach, emphasizing reflection, discussion, and the collective construction of knowledge.

Figure 2

Didactic transposition process (Devalay,2015)



Key authors that have contributed to the concept of didactic transposition in philosophical education

Michel Tozzi's View on Didactic Transposition in Philosophy

Michel Tozzi, a French researcher specializing in the didactics of philosophy, focused on the challenges of teaching philosophy in schools. He emphasized the need to adapt philosophical concepts into language and contexts that are understandable to students. Tozzi developed the method of "discussion with a philosophical aim" (DVP), later refined into "discussion with a democratic and philosophical aim" (DVDP). This method promotes dialogue, active listening, and respect for differing views, fostering learning processes and self-awareness. It enhances students' abilities in conceptualization and argumentation. Louis Legrand's Perspective on Didactic Transposition in Philosophy

Louis Legrand, a renowned French philosopher and didactician, studied how complex philosophical concepts could be adapted to make them accessible to learners. His work has enriched the discourse on philosophy education and introduced new perspectives in the teaching of philosophy. Legrand emphasized the importance of considering the specific nature of philosophy teaching, particularly the need to develop critical thinking among students. He stressed the reflective aspect of didactic transposition. In his 2005 and 2010 works, Legrand explored pedagogical approaches for teaching philosophy, highlighting the importance of engaging students' interest and encouraging them to develop their own analytical and reflective abilities. He examined methods and principles for effectively transmitting philosophical knowledge and promoting critical reflection.

Nathalie Bulle’s Approach to Didactic Transposition in Philosophy

Nathalie Bulle, a French researcher in philosophy didactics, studied how philosophical content can be adapted for school contexts. She focused on the challenges teachers and students face in learning philosophy and offered strategies to improve understanding.

Bulle stressed the importance of connecting philosophical concepts to concrete situations and contemporary issues to make them more understandable and meaningful for students. In her 2015 and 2017 works, she discussed strategies for making philosophy more engaging and comprehensible for high school learners.Analyzing various works in relation to the three poles of the didactic triangle (teacher, learner, knowledge), it becomes clear that while much research has addressed learner strategies and teaching methods, the content itself is less frequently

examined. Knowledge is shaped by the teaching context, and the knowledge practiced by teachers differs from that internalized by students.

Additionally, researchers like Margaret Wang, Geneva Haertel, and Herbert Walberg identified the most influential factors in learning, including: motivation, self-esteem, the relevance of learning activities, teaching strategies and techniques, teacher-student relationships, classroom climate, family environment, and intellectual potential. Classroom management, the implementation of meaningful learning strategies, and the use of metacognitive processes are all essential teacher responsibilities that greatly support the development of learners' competencies.

Develay (1992), outline 2 stages of the process of transposition;

External Transposition

In this stage, expert knowledge (such as scientific knowledge) is turned into knowledge that should be taught in schools. This step is usually done by curriculum developers. However, in Vietnam, where schools have more freedom to design their own programs, teachers often take part in this step.

Internal Transposition

This is where the knowledge from textbooks or the curriculum is turned into classroom lessons. This work is done by teachers and education researchers. Teachers make decisions based on what students need, how they learn, and the resources available in schools. Here, we also see a difference between how knowledge is taught to university students (undergraduates) and to school pupils. In this same light, Huong & Thanh (2020) bring up the Concept of Didactic Transposition Capability which means the ability to understand and manage the process of changing expert knowledge into school knowledge (for textbooks) and then into teachable classroom knowledge. This skill must be applied responsibly and effectively, depending on the specific curriculum, students' needs, and school conditions.

So, the capability of didactic transposition means being able to:

- Analyze how textbook or academic knowledge can be adapted for schools,
- Make it teachable in real classrooms,
- Do this in a responsible and effective way, based on student needs and learning environments.

Contributions of this study

However, the educational adaptation of knowledge must still closely resemble scholarly knowledge; otherwise, the instruction risks becoming outdated. There is an inherent distance between scholarly knowledge and the knowledge taught, but this distance must remain minimal. The legitimacy of taught knowledge depends on its resemblance to the original academic knowledge. This resemblance, however, is not easily quantifiable and can take various forms, such as lexical similarity.

The formulation of philosophical concepts plays a key role in teaching and learning, and their adaptability influences learners' competence development Chevellard (1998). By using this theory, philosophy teachers can ensure that complex philosophical content is structured in a way that is both accessible and logical to promote learning thereby, supporting the CBA's goal of competency development. This helps in connecting abstract concepts to practical, real-world applications, encouraging the development of skills like critical thinking and ethical reasoning. This is evident in the philosophy high school curriculum as it emphasizes on the use of different paradoxes like the "Zeno's paradoxes ", "Archilles and the tortoise" to explain motion.

Limitations of this theory

There is a risk of oversimplifying philosophical content, which could lead to a loss of important intellectual depth. Teachers need significant expertise and experience to effectively transpose content without compromising its integrity. However, teachers and student-teachers may not always have access to original expert sources, especially very old scientific documents. That's why, in many cases, they work with knowledge already presented in books and textbooks at the university level. From there, they need to transform it into what should be taught in schools and what can be taught in classrooms (Huong & Thanh,2020). This is the case with the philosophy of Socrates who never wrote any books, but all his ideas were rather written by other philosophers like Plato. This even makes the authenticity of his doctrines or teachings questionable.

Table 6

The theory of didactic transposition and its proponents.

Yves Chevallard	Adapting scholarly knowledge into teachable content, considering students' characteristics, educational goals, and school constraints
Nathalie Bulle	Connecting philosophical concepts to concrete situations
Margaret Wang, Geneva Haertel, Herbert Walberg	The use of metacognitive processes is essential teacher responsibilities that greatly support the development of learners' competencies.
Louis Legrand	The importance of engaging students' interest and encouraging them to develop their own analytical and reflective abilities.
Michel Tozzi	The need to adapt philosophical concepts into language and contexts that are understandable to students.
Huong & Thanh	Didactic Transposition Capability which means the ability to understand and manage the process of changing expert knowledge into school knowledge (for textbooks) and then into teachable classroom knowledge.
Develay	Stages of the process of transposition; Internal and external transposition

Adopted by the researcher (2025)

Empirical Review

This empirical review synthesizes existing studies on the implementation of the Competence-Based Approach (CBA) in teaching philosophy at the high school level, emphasizing practical applications, outcomes, and challenges encountered in different educational settings.

Implementation and Impact of the CBA on Philosophy Teaching

Several studies have explored how the CBA has been applied in the teaching of philosophy, with a focus on how it influences students' critical thinking, reflection, and ability to engage with philosophical concepts. Embolo Roger Cyrille (2017) and Vincent Rocard Kalla Kotchop (2018) underscore that the adoption of CBA encourages a shift from teacher-centered approaches to more learner-centered ones. This shift allows students to engage more actively with philosophical problems, fostering their ability to analyze, question, and apply

philosophical concepts to real-life scenarios. The study by Guillermo Kozlowski (2000) reinforces this by demonstrating that students exposed to the CBA in philosophy education show marked improvements in competencies such as argumentation and conceptualization. Kozlowski's research indicates that the CBA helps students better understand philosophical discourse and engage in meaningful debates, enhancing their overall competence in philosophical reasoning. Tozzi (2020) further highlights that the CBA promotes competence mobilization, where students are encouraged to apply their existing knowledge, personal experiences, and cognitive skills to tackle complex philosophical tasks.

The Role of Teachers in the CBA Framework

Empirical studies consistently emphasize the transformation of the teacher's role under the CBA framework. As Boutin (2004) observes the teacher's function changes from simply delivering content to facilitating student-driven learning. Teachers are now seen as guides who help students construct their own philosophical knowledge. According to Bisso & Bekono (2022), when philosophical content is taught within a context that resonates with students' sociocultural experiences, students demonstrate higher levels of interest in the subject. The contextualization of philosophy, especially in local languages, helps make the subject more accessible and relevant to students, increasing their active participation.

When students engage in problem-based learning (PBL), they are more likely to develop a critical stance towards philosophical ideas Boutin, (2002) & Tozzi, 2020). Tozzi (2020) emphasizes that this active learning approach encourages students to go beyond memorization and engage in complex reasoning, thus developing competencies that are essential for philosophical inquiry. Lam (2020) conducted a mixed- methods evaluation of a Philosophy-in-Schools program integrated into Secondary 3 ESL humanities classes in Hong Kong. Over one semester, students participated in teacher-facilitated philosophical dialogues that focused on argument analysis, identifying assumptions, and reflective questioning.

Quantitative pre- and post-assessments showed statistically significant improvement in both critical and creative thinking, while qualitative interviews revealed that students applied philosophical tools such as logical reasoning and conceptual clarification in their English essays. Lam (2020) demonstrated that when structured philosophical pedagogy was woven into high school instruction, critical thinking gains were observable and robust. A research conducted by Swinn & Worley (2021) reported on a UK-based quasi-experimental intervention in classrooms of Year 6 learners (ages 10–11). Two groups engaged in regular Philosophy for

Children (P4C) discussions on moral and societal issues; however, the intervention group also received explicit prompts for critical thinking and metacognition (e.g., “What assumptions are we making?” or “How do we know this?”). After 12 weeks, Swinn and Worley (2021) found that the intervention group achieved a remarkable 14% increase in critical thinking use and a 136% increase in metacognitive awareness, while control peers experienced little or no improvement. Their findings compellingly demonstrated that philosophical inquiry, when combined with explicit critical thinking instruction, enhanced both reasoning and self-reflection in young learners, insights highly relevant for high school contexts.

Evaluations of the National High School Ethics Bowl (2025) showed that students engaging in philosophical dialogues on contemporary moral dilemmas developed argumentative clarity, critical analysis, and empathetic reasoning. Participants and coaches reported that philosophical dialogue, grounded in moral reasoning, offered practical platforms for nurturing high-level critical thinking skills in adolescents (National High School Ethics Bowl, 2025). Acho et al, (2023) implemented cooperative learning strategies such as Student Team Achievement Division (STAD), Jigsaw, and Group Investigation within History lessons in Buea’s secondary and high schools. Though these strategies were not formally labeled “philosophy,” they replicated philosophical practices: students engaged in structured dialogue, defended positions, analyzed assumptions, and synthesized peer perspectives.

The experimental group significantly outperformed controls on critical thinking tasks, measured via post-test assessments. Teachers reported that these activities created space for reasoned debate, peer questioning, and enhanced understanding, demonstrating how philosophical pedagogies adapted to local curricula improved critical thinking (Acho et al, 2023).Ngoh (2024) studied over 3,000 secondary learners in Fako Division to examine Critical Existential Thinking (CET) reflective reasoning about personal beliefs and meanings as practiced by teachers. Teachers high in CET facilitated greater intellectual stimulation among students, linked to higher-order reasoning and reflective capacity Ngoh, (2024). Although this study focused on teachers, the findings suggested that reflective philosophical thinking among educators transferred cognitive engagement to learners, reinforcing the link between philosophical reflection and critical thinking in the school culture.

Conversational Thinking, a form of African-rooted philosophical pedagogy combining communal dialogue and critical reflection, is very effective in enhancing critical thinking skills (Chimakonam & Ogbonnaya ,2024). They argued that such conversational methods inherently

cultivated critical, creative, and culturally relevant thinking in learners. Although theoretical, this framework offered strong potential for empirical testing in Cameroonian high schools (Chimakonam & Ogbonnaya, 2024). Also, at the Catholic University Institute of Buea, constructivist philosophies informed teaching through authentic assessments, reflective portfolios, and seminar-based dialogue.

Evaluations revealed that students demonstrated advanced critical thinking and metacognitive awareness, rooted in philosophical inquiry and active participation (CUIB, 2022). While this study focused on tertiary education, it illustrated the applicability of philosophy-based pedagogy in Cameroon's educational context. Extensive studies prior to 2020, focusing on Philosophy for Children, Socratic dialogue, argument mapping, and metacognitive scaffolding, repeatedly showed that philosophy-rooted pedagogies produced significant improvements in students' reasoning, inference, and evaluative judgment. These foundational works provided the conceptual and empirical background for the more recent findings described above (Lam, 2020; Swinn & Worley, 2021).

The Cameroonian studies particularly from Buea and Fako, demonstrated that philosophical practices such as reflective dialogue, reasoned debate, and assumption analysis could flourish within local curricula and yield measurable gains in critical reasoning (Acho et al., 2023; Ngoh, 2024). When framed alongside global programs—such as Philosophy-in-Schools (Lam, 2020), Philosophy for Children with critical thinking prompts (Swinn & Worley, 2021), the Ethics Bowl (National High School Ethics Bowl, 2025), and African Conversational Thinking (Chimakonam & Ogbonnaya, 2024). The evidence confirmed that active, reflective philosophical pedagogy consistently enriched high school students' critical thinking. This dual local-global integration provided a compelling and empirically backed argument that philosophy, as both a discipline and pedagogical approach, significantly enhanced critical thinking skills in high school learners.

Table 7

Operationalization of variable

Independent Variable	**Operational indicators**
Learner-centeredness	● Teacher facilitates more than lectures ● Group discussions ● Learner participation
Competence development focus	● Use of real-life tasks ● Emphasis on critical thinking ● Skill application
Assessment approach	● Formative assessments ● Practical evaluations ● Feedback mechanisms
Teaching methodologies	● Problem-solving activities ● Case studies ● Dissertations, debates and exposes
Dependent variable	**Operational indicators**
Ability to analyze argument	● Standardized test (e.g., identifying premises and conclusions) ● Rubric-based assessment of written responses.
Ability to evaluate evidence	● Test questions requiring evaluation of source credibility ● Performance tasks with evidence evaluation components
Ability to infer conclusions	● Logic-based tasks or questions ● Open-ended assessments scored using inference criteria
Problem-solving skills	● Scenario-based performance tasks ● Rubric measuring steps and solutions in applied problem-solving
Reflective thinking	● Student learning journals/self-assessment reflections ● Questionnaire items on metacognitive awareness

Adopted by researcher for this research (2025)

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter presents the research framework and design in which data were collected and analysed. The major research procedures that this chapter will focus on are: research design, the population of the study, area of the study, sample size and characteristics, instruments and validation of the instrument, reliability of instrument of study, administration of instrument, procedure for data analysis and ethical issues. It also displays research variables, data processing and Data analysis techniques.

Type of Research

My research adopts a quantitative methodological approach, focusing on measurable data rather than purely descriptive observations. To gather insights, I used a questionnaire aimed at teachers to assess how teaching philosophy through the Competence-Based Approach (CBA) has impacted the development of critical thinking skills among learners. Additionally, socio-demographic variables will be collected to describe the participants, population, and sample involved in the study.

Research methodology is defined as a theory of how an inquiry should be conducted (Schwardt, 2007). It involves analyzing the assumptions, principles, and procedures within a specific research approach. Schwardt et al., (2007) explain that methodologies clarify and define the types of problems that are worth investigating, what qualifies as a researchable problem and testable hypothesis. This study seeks to investigate the Competence-Based Approach (CBA) in the effective teaching of Philosophy and the development of critical thinking skills of students in selected schools in Mfoundi Division. This section outlines the research methodology that was applied in the process of data collection and analysis. It details the steps followed during field data collection. The section begins with a presentation of the research design and how the research was conducted. It then describes the study area, the overall population, the target population, and the accessible population from which the sample size was determined. The section proceeds to describe the sampling process and techniques employed. It also discusses the data collection instruments, their validation processes, pilot testing, and ethical considerations. Finally, it outlines the administration procedures and data analysis methods.

Research Design

A research design is essentially a blueprint, structure, or strategy devised to answer the research questions through empirical evidence (Bhandari, 2022). It lays out the foundational strategies adopted by researchers to develop evidence that is both reliable and insightful. Designing a research plan involves making informed decisions regarding the aims and approach of the study, the type of research design to be employed, the sampling methods, data collection procedures, and data analysis techniques. The strategy is established with the goal of providing dependable solutions to the identified research problem.

In this study, the quantitative research method was employed. Specifically, a case study research design was adopted, as it allows for an in-depth portrayal of the unique characteristics of a particular phenomenon or situation as it occurs naturally. The case study approach was selected because it facilitates the identification and collection of information regarding specific features of the subject under investigation. In general, qualitative research designs offer a comprehensive understanding of social realities or human experiences by focusing on the perspectives or opinions of the participants involved.

The researcher chose this design as the study aimed to gather the opinions and perceptions of Philosophy teachers regarding the status of the CBA and critical thinking skills of students in their subject area. The case study approach was particularly appropriate as it enabled the collection of detailed data related to people's attitudes and viewpoints concerning the topic, and it also allowed for the generalization of findings. This design was deemed suitable because the goal was to examine how the teaching of philosophy according to the CBA enhances critical thinking skills of learners

Area of the Study

This research was conducted in Mfoundi Division, which is located in the Centre Region of Cameroon. Mfoundi Division spans an area of 297 km² and, as of 2022, has a total population of approximately 2,342,747. It is one of the ten divisions that constitute the Centre Region. In accordance with Law N° 87-15 of July 1987 issued by the Cameroonian government, Yaoundé was transformed from a rural to an urban council. This transformation also entailed a shift in responsibilities and authority from the Mayor to a Government Delegate appointed by the Presidency. The constitutional reform of January 18, 1996 further modified the structure of the urban council, maintaining its oversight under the Government Delegate, but additionally

establishing six new urban councils in Mfoundi (Yaoundé I to VII), each governed by elected municipal councilors.

Mfoundi Division, which encompasses the capital city of Yaoundé, is bordered by the Adamawa Region to the north, the South Region to the south, the East Region to the east, and the Littoral and West Regions to the west. The local economy is largely service-based, with dominant sectors including trade, public administration, diplomacy, and a limited presence of industries such as breweries, construction materials, paper production, sawmills, mechanics, and tobacco manufacturing.

The research was specifically conducted in Mfoundi. This area was chosen due to its large concentration of secondary schools both public and private as well as religious mission schools where Philosophy is being taught. Particularly, the study focused on 10 schools selected across selected regions of Mfoundi department. Government Bilingual High School (GBHS) Etoug-Ebe, Lycee de Biyem-assi, G.B.H.S Nkol-Eton, Government bilingual practising high school, Yaoundé, G.B.H.S Ekounou, Lycee General Leclerc, G.B.H.S Mendong and G.B.H.S Nkol-Eton, Mevick Comprehensive High School and St. Stephen Comprehensive High School.These institutions were selected for their relevance to the research topic and their active engagement in the application of the in Philosophy instruction in these institutions. These schools selected from a list of other public school which are;

Population of the Study

In research, a population refers to a set of individuals, objects, or events that share certain characteristics and are situated within a defined geographical area, forming the basis for generalizing the research findings. According to Creswell (2012), a population encompasses all individuals who exhibit the characteristics under study.

Target Population

This refers to the group that the researcher intends to generalize the study's findings to. Also known as the parent population, it is not always accessible to the researcher (Amin, 2005). As noted by Asiamah et al. (2017), the target population includes participants with specific attributes relevant to the research, but who may not all be reachable. The researcher must therefore distinguish and exclude individuals who are unlikely to provide sufficiently detailed or relevant information. In this study, the target population comprised all high school (lower and upper sixth) Philosophy teachers working in the above-mentioned schools within the

Mfoundi department. These schools were relevant for the study because all the teachers are said to be competent.

Table 8

Presentation of target population

Institution	Area	Number of teachers
GBHS Etoug-ebe	Yaounde 6	6
Lycee de Biyem-assi	Yaounde 3	5
GBHS Nkolbisson	Yaounde 7	4
GBHS Ekounou	Yaounde 4	5
GBHS Mendong	Yaounde 6	8
Bilingual Practising high school Yaounde	Yaounde 3	9
Lycee General Leclerc	Yaounde 3	8
GBHS Nkol-Eton	Yaounde 1	3
MEVICK Comprehensive high-school	Yaounde 6	3
St. Joseph comprehensive High-School.	Yaounde 6	3

Field data (2025)

Accessible Population

This is the subset of the target population that the researcher can actually reach and from which the sample is drawn (Amin, 2005). As stated by Asiamah et al. (2017), the accessible population consists of those who are eligible and available to participate in the study during the data collection period. It serves as the actual source of participants for the research, either in full or as a basis for sampling.

In this study, the accessible population included a total of 54 Advance Level Philosophy teachers in 10 secondary schools located in Mfoundi.

Sample of the Study

A sample refers to a group or individual selected from a larger population for the purpose of data collection. According to Bhardwaj (2019), a sample is a subset of a population selected for measurement and analysis. It is expected to be representative of the larger population. Creswell (2012) argues that, if appropriately chosen, samples can yield meaningful and accurate insights about the general population. Makwana et al (2023) say in Sampling methods in Research: A Review that “A sample is a collection of individuals, things, or things collected

from a large population or measurement" The determination of sample size is influenced by the variability of the population's characteristics.

The sample for this study consisted of all high school,60 (lower sixth and upper sixth) Philosophy teachers from 8 public schools in Mfoundi.

Sampling Techniques

Sampling is an important component of any research project. It is the process of selecting a portion of the population that accurately represents the entire population (Meriam Webster) Effective sampling ensures the validity of research findings. Sampling involves decisions about which people, objects, situations, or events to study. A high-quality sample should reflect the characteristics of the larger population from which it is drawn. Sampling techniques refer to the methods a researcher uses to select a representative subset of the study population (Amin, 2005). In essence, sampling is the procedure of choosing a smaller group from a larger population to enable conclusions about the entire population. To select the appropriate schools and participants for this study, purposive sampling was used. According to Creswell (2012), purposive sampling involves selecting sites and individuals that are especially informative about the core issue being studied. It is commonly applied in qualitative research to gather rich, detailed data from knowledgeable and experienced participants.

Given that this study follows a quantitative methodology, random sampling was the most suitable approach. I randomly selected these secondary schools because all teachers teach philosophy in high school. This study specifically focused on the second cycle of general high school education, particularly Forms lower sixth and upper sixth and then premiere and Terminale. Consequently, Philosophy teachers handling these classes were considered best suited to provide in-depth information on the role of philosophy in enhancing the critical thinking skills of high school learners. Additionally, convenience sampling was applied in selecting some schools within Mfoundi Division. This choice was made due to the high number of secondary schools in this area and the researcher's familiarity with the local geography and infrastructure. This familiarity was expected to minimize logistical challenges during the data collection phase.

Instrument for Data Collection

A data collection instrument is a tool designed to gather specific information relevant to the objectives of a study. This tool must be methodically developed to ensure accuracy and relevance. Johnson and Christiansen (2012) assert that researchers conducting case studies

often support the use of multiple data collection methods. Accordingly, this study employed one primary instrument: a questionnaire. High school Philosophy teachers' insights were gotten through questionnaires. A questionnaire is a widely used tool for data collection in which a series of written questions are provided to respondents for written responses (Kongmany, 2009). According to Ary, Cheser, and Sorensen (2010), a questionnaire is an instrument that allows respondents to either write out their answers or select options that best reflect their views. There are several methods of administering questionnaires: (1) distributing them directly to respondents and retrieving them at a later time, (2) sending them via mail with clear instructions and requesting mailed responses, and (3) assembling respondents in a single location where instructions are given either orally or in writing before they complete the questionnaire.

In the present study, the principal research instrument employed was a self-administered questionnaire, which was distributed to philosophy teachers. The questionnaires were designed using a Likert scale of 4–1 (Strongly Agree, Agree, Disagree, and Strongly Disagree respectively). In this investigation, the questionnaires were made up of two main parts. The first part contained the introductory section, including a letter to the respondents, instructions for completing the questionnaire, and the title of the study.

The second part was divided into three sections:

- Section A: Biographical data of the respondents, such as age, gender, academic qualification, and teaching experience.
- Section B: Enquiries on the independent variable; teaching philosophy in accordance with the Competency-Based Approach.
- Section C: Enquiries on the dependent variable; development of critical thinking skills in high school learners.

Respondents were required to tick each item in the appropriate column that best represented their opinion, based on their degree of agreement or disagreement with the statement. This format was chosen to make it easier for respondents to express their views clearly and consistently.

Validity of the Instrument

Validity is defined as the extent to which an instrument measures what it claims to measure. Recent views on validity emphasize not just the instrument itself but also the interpretation and meaning of the scores derived from it (Creswell & Creswell, 2018; McMillan & Schumacher, 2020).To test the validity of the research instruments used in this study, a pilot test was carried out in some public secondary schools in Yaoundé. The pilot test helped identify unclear or confusing items and provided useful feedback for improving the questionnaire. Based on the results, the instrument was revised to better suit the purpose of the study and to reduce possible errors during data collection and analysis.

In addition to the pilot test, the questionnaire items were carefully examined by the research supervisor and an expert in ICT and educational management. They reviewed the questions for grammatical accuracy, clarity, and relevance to the research objectives. This helped eliminate ambiguity and confusion in responses. Validity was further ensured through proofreading of the instrument and member checking or external audit. These steps allowed other professionals in the field to review the questionnaire and provide feedback. Their input helped the researcher refine the instrument to ensure it accurately captured data related to teaching philosophy under the Competency-Based Approach and the development of critical thinking skills in high school learners in selected schools in Mfoundi.

Reliability of the Instrument

The reliability of the questionnaire used in this study was determined by administering fifty-four (54) copies to fifty-four (54) teachers drawn from the eight selected public secondary schools in the Mfoundi division, which constituted the target population of the study.To ensure the reliability of the instrument, the data collected were analyzed using SPSS version 2020 (Statistical Package for the Social Sciences). A Cronbach's alpha statistical technique was used to measure the internal consistency of the items in the questionnaire. The independent variable: **Teaching Philosophy in accordance with the Competency-Based Approach (CBA)** was divided into four research questions, each containing 8, 7, 6, and 7 items respectively. The dependent variable: **Development of Critical Thinking Skills in High School Learners** was also assessed using Cronbach's alpha.

The reliability coefficients obtained were as follows:

- **Research Question 1 (RQ1)**: 0.989

- **Research Question 2 (RQ2)**: 0.991
- **Research Question 3 (RQ3)**: 0.890
- **Research Question 4 (RQ4)**: 0.990
- **Dependent Variable (DV)**: 0.990

When these results were combined, the mean average reliability coefficient was **0.965**. This high value indicates that the instrument had strong internal consistency and was reliable for use in the study. The Cronbach's alpha results for each section were considered very good, showing that the sub-items were consistent and dependable. A generally accepted rule is that a Cronbach's alpha value of 0.60 to 0.70 indicates an acceptable level of reliability, while values above 0.80 are considered good to excellent. This aligns with recommendations from recent scholars such as Tavakol and Dennick (2011) and Creswell and Creswell (2018), who emphasize that reliability coefficients above 0.60 are adequate for educational research. Therefore, the reliability results obtained in this study confirm that the questionnaire was dependable and suitable for measuring the variables under investigation.

Table 9

Alpha Coefficient for the Reliability Test

S/N	Aspect	Number of Items	Cronbach's Alpha
1	What are the prevailing teaching methods in high school philosophy classes?	8	0.989
2	What factors hinder the effective application of CBA in philosophy?	7	0.991
3	What factors facilitate the application of CBA in philosophy?	6	0.890
4	Which instructional strategies best support the cultivation of critical thinking?	7	0.990
	Mean Average		**0.965**

Source: Research Data, 2025

Key Notes

- Cronbach's alpha coefficient ranges from 0 to 1.
- 0.70 and above is considered good.

- 0.80 and above is considered better.
- 0.90 and above is considered excellent.

These results show that all sections of the questionnaire demonstrated high internal consistency and reliability, confirming that the instrument was suitable for measuring both the independent and dependent variables in this study.

Administration and Data Collection

This study was carried out in selected high schools in Mfoundi Division, Yaoundé. The aim was to examine how teaching philosophy is practiced in line with the Competence-Based Approach (CBA). To collect data, questionnaires were administered to teachers, who are the main respondents in this study. Teachers were chosen because they are directly involved in classroom teaching and are responsible for applying CBA principles in their daily practice.

The questionnaire was divided into 3 sections with a total of 35 items. The number of items in each section was 8, 7, 6, 7, and 7 respectively. Each section focused on different aspects of teaching philosophy and how it connects with the Competence-Based Approach. The reliability of the questionnaire was tested using Cronbach's Alpha. The results showed values of 0.98, 0.99, 0.89, 0.99, and 0.96, which indicates that the instrument was highly reliable.

According to George and Mallery (2003), a Cronbach's Alpha value:

- ≥ 0.90 is excellent
- ≥ 0.80 is good
- ≥ 0.70 is acceptable

More recent studies support this interpretation. Schrepp (2020) explains that Cronbach's Alpha is a useful measure of internal consistency, but it must be interpreted carefully depending on the number of items and the nature of the construct. Barbera et al. (2021) also emphasize that researchers should clearly explain how alpha is used and avoid relying on it alone without considering the structure of the questionnaire. Based on these guidelines, the instrument used in this study was considered highly reliable for measuring both the independent and dependent variables. Clarifications were made on the questionnaire where necessary. The researcher exercised enough patience to allow teachers to fill the questionnaire on the same day it was administered. This helped to ensure a high rate of return and complete responses.

Data Analysis

The data collected from teachers were analyzed using both descriptive and inferential statistics. The analysis was done using **SPSS software version 2020**. Descriptive statistics included

frequencies, percentages, mean scores, standard deviations, and global means. These were calculated using responses from the Likert scale and helped to summarize the general trends in the data.To test the hypothesis and make generalizations about the population, inferential statistics were used. A simple linear regression model was applied to examine the relationship between teaching philosophy and the practical application of the Competence-Based Approach in classrooms. Daniel (2019) explains that when a research design seeks to find a relationship between variables, a correlation test is used. In this study, regression analysis was chosen not only to assess the association but also to measure the strength of the direct link between teaching philosophy and the implementation of CBA in public secondary schools.

Ethical Considerations

Ethical issues are a set of standards that guide researchers in their work. These standards help protect the rights of participants and ensure that the research is conducted in a respectful and professional manner. According to Ary, Cheser, and Sorensen (2010), ethical principles should lead all activities related to a study. This research followed all the required and acceptable procedures to ensure that ethical issues were respected. The researcher obtained permission to conduct the study and collect data from the Faculty of Education at the University of Yaoundé I. The purpose of the study was clearly explained to the teachers who participated.

Participation was voluntary, and the privacy of respondents was respected. No names were included in the study, and all responses were kept confidential. The researcher avoided any form of deception and showed respect for indigenous cultures and the research environment. Sensitive information was handled carefully, and the anonymity of participants was maintained throughout the study. In addition, the researcher provided accurate interpretation and presentation of the data. The results of the findings were presented honestly and professionally, following all ethical guidelines for educational research.

CHAPTER 4
DATA ANALYSIS AND PRESENTATION

This chapter presents the research findings and analysis. The study investigated Teaching Philosophy In accordance with the Competence-Based approach and development of critical thinking skills of high school learners in selected secondary schools in Mfoundi. The data were collected through questionnaires. Findings were presented thematically to respond to the three specific objectives of this study. The study sought to provide answers to three specific objectives: (i) To analyse the teaching methods used in high school philosophy classes. (ii) To identify barriers to effective implementation of the CBA in philosophy. (iii) To design a CBA-informed pedagogical strategy that enhances students' critical thinking skills.

Response Rate

All the participants of this study were expected to contribute by responding to the questionnaire. The participants included high school teachers in selected Secondary schools in Mfoundi. A total number of 60 questionnaires were administered in the different schools mentioned above Mfoundi Division. The majority were filled and handed back to the researcher, while others made appointments for questionnaire returns. A total number of 54 questionnaire were returned to the researcher, obtaining a return rate of 90.0%

Table 10

General respondents

Questionnaire number	Percentage served (%)	Questionnaire retrieved	Percentage retrieved (%)
60	100	54	90.0

Source: *Field survey 2025*

From the table it is seen that a total of 60 questionnaires were distributed and 54 were retrieved giving a response rate of 90.0%. This indicates respondents' engagement and reliability of the questionnaire issued. This is the presentation of the quantitative data collection from the respondents through the questionnaire drawn tabulation and percentage will be used to analyze the data accordingly as follows;

Descriptive statistics on demographic information

Demographic characteristics of participants in this study includes the gender, work experience and age, and knowledge of CBA in philosophy

Respondent analysis according to age

The participants were classified between 3 age groups which are:20-35 years,36-50 years and 50+ years.

Table 11

Distribution according to age

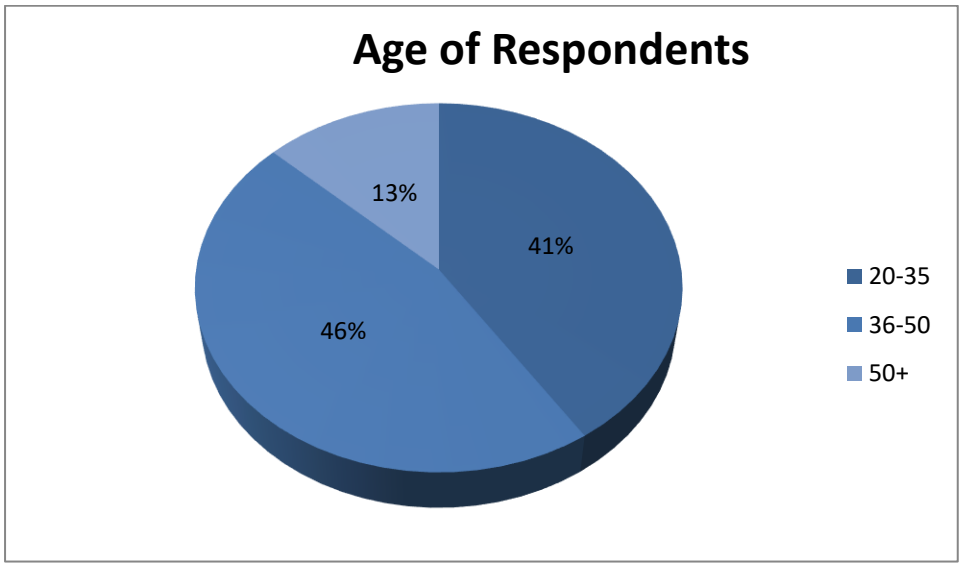
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-35	22	40.7	40.7	40.7
	36-50	25	46.3	46.3	87.0
	50+	7	13.0	13,0	100,0
	Total	54	100,0	100,0	

Source: *Field Survey 2025*

The table above shows that 46 % of the respondents range from 36-50 years old. The following category of 20-35 represented 40.7 % of the respondents. The category that constituted few was between 50+ years that represented 13%. The findings indicated that 46% of age group respondents were 36 years above.

Figure 3

Age of respondents



Respondents' analysis according to gender

The gender for this study included male and female secondary school teachers in selected schools in Mfoundi.

Table 12

Distribution according to Gender

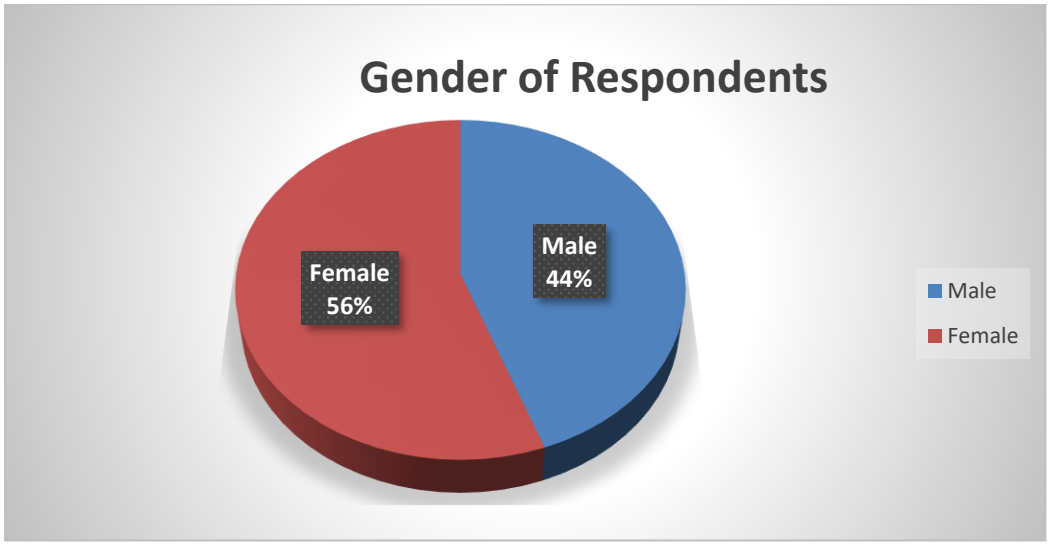
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	44,4	44,4	44,4
	Female	30	55,6	55,6	100,0
	Total	54	100,0	100,0	

***Source**: Field survey 2025*

The table above shows that 24 representing 44,4% of the total respondents are male while 30 representing 55,6% are female. This shows that females responded more to the questionnaire than males. The percentage is represented in the pie chart below.

Figure 4

Gender of respondents



Respondent analysis according to number of years in service

Respondents were grouped into three groups of experience. That is, first group (0-5 years' experience), Second group (6-10 years' experience) and third group (11-15 years+ experience)

Table 13

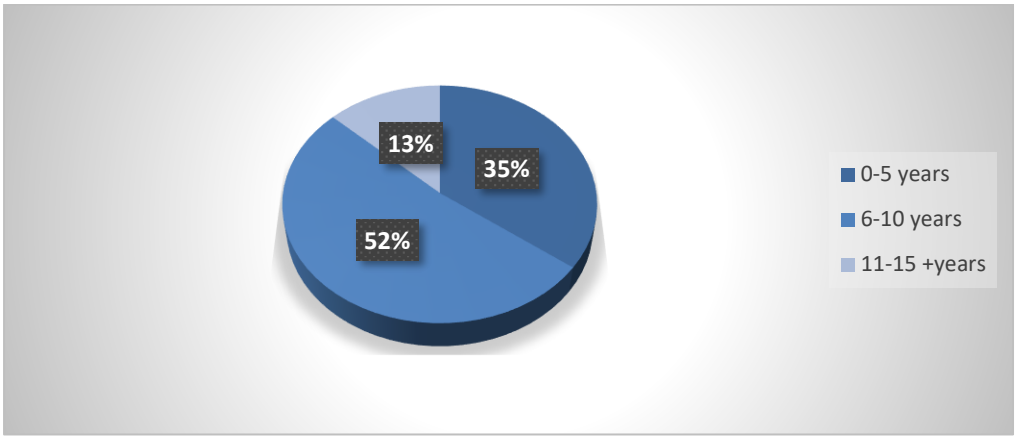
Distribution according to longevity in service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	19	35.2	35.2	35.2
	6-10 years	28	51.9	51.9	87.1
	11-15 years	7	13.0	13.0	100.0
	Total	54	100.0	100.0	

The table shows that the highest portion of respondents of 52% had been in service for 6-10 years. The next group with a percentage of 35.2% was the group with 0-5 years of working experience. The respondents with 11-15 years+ experience had the lowest number of participants. This investigation indicates that the majority of teachers in Mfoundi have been serving for 6-10 years.

Figure 5

Longevity in service



Analysis according to level of education

From the information collected respondents were divided into 4 categories based on their educational qualification. That is, A level, Bachelor's Degree and Master's Degree and PHD.

Table 14

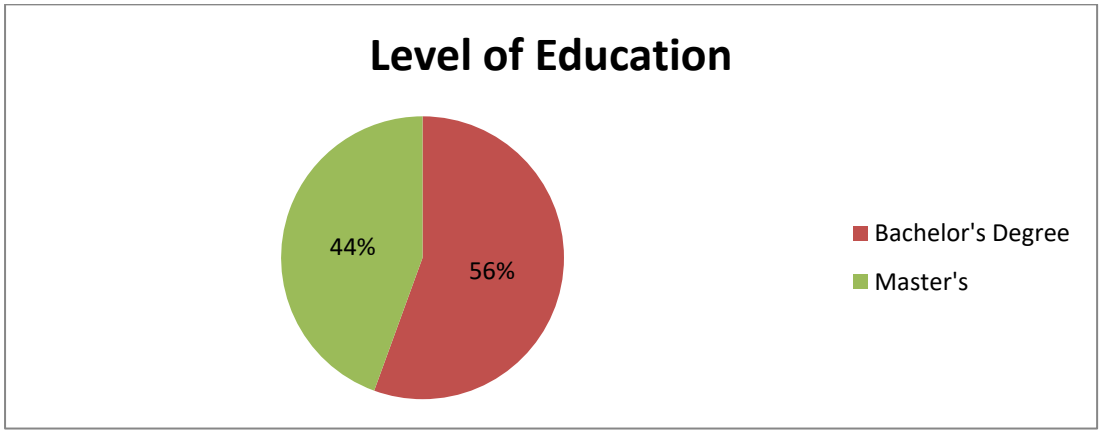
Distribution according to level of education

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
A/L Certification	0,00	0,00	0,00	0,00
Bachelor's Degree	30	55.6%	55.6%	55.6%
Master's	24	44.4%	44.4%	100%
PHD	0,00	0,00%	0,00%	100,0
Total	54	100,0	100,0	

***Source**: Field survey 2025*

Figure 6

Pie chart showing level of education



As represented on the Pie chart 56% of the participants have a Bachelor's degree and 44% have a masters degree. This shows that no participant has less than a Bachelor's degree or more than a Master's degree as the information shows that they both represent 0.00% of the total respondents.

Descriptive statistics of variables

Analysis of prevailing teaching methods used in teaching philosophy

The tables below show how critical thinking was analyzed.

Analyses of prevailing teaching methods

Prevailing teaching methods were analyzed using the items presented on the table

Table 15

Prevailing teaching methods analysis

No	STATEMENTS	SA	A	D	SD	Mean±sd
1	Group work is regularly used to foster collaborative thinking	5	12	26	11	2,80±0,877
2	I use real-world scenarios to teach complex philosophical concepts.	6	18	22	8	2,59±0,880
3	Learners are given opportunities to express and defend their ideas	4	13	30	7	2,74±0,782
4	Learners are encouraged to analyze philosophical texts	5	13	33	3	2,63±0,734
5	Learners are encouraged to criticize philosophical texts	4	13	33	4	2,69±0,722
6	I incorporate Socratic dialogue in my teaching	5	17	27	5	2,59±0,790
7	I facilitate debates to engage learners	2	23	25	4	2,57±0,690
8	I facilitate discussions to engage learners	4	17	26	7	2,67±0,801

This section addresses the first specific objective: *To analyze existing didactic practices in teaching philosophy at the high school level*, and responds to the research question: *What are the prevailing teaching methods in high school philosophy classes?*

The descriptive statistics reveal that teaching methods such as group work (Mean = 2.80), Socratic dialogue (Mean = 2.59), and philosophical debates (Mean = 2.57) are not widely practiced. Most responses fall below the midpoint of 3.0, indicating that learner-centered strategies are underutilized. Instead, traditional, content-focused methods dominate classroom instruction. This suggests a misalignment with the Competency-Based Approach (CBA), which emphasizes active engagement and critical thinking. We will therefore accept **Hypothesis Ho.1**: *Current classroom practices remain content-focused and are poorly aligned with competency-driven objectives.*

This is because the low mean scores and high disagreement rates confirm that prevailing teaching methods do not reflect the principles of CBA. This supports the hypothesis that philosophy instruction remains largely traditional and teacher-centered.

Analyses of factors that hinder the effective application of CBA in philosophy

Effective application of CBA in philosophy was analyzed using the items presented on the table. This section addresses the second specific objective: *To identify barriers to effective implementation of the CBA in philosophy*, and responds to the research question: *What factors hinder the effective application of CBA in philosophy?*

Table 16

Analysis of factors that hinder the Application of CBA

No	STATEMENTS	SA	A	D	SD	Mean±sd
1	Teachers lack sufficient training in applying the CBA in Philosophy	4	17	26	7	2,67±0,801
2	Large class sizes make it difficult to use CBA methods effectively in philosophy lessons	4	15	29	6	2,69±0,773
3	Insufficient didactic material	7	21	22	4	2,43±0,815
4	Students' lack of foundational thinking skills	7	14	25	8	2,63±0,896
5	Inadequate administrative support	7	16	26	5	2,54±0,840
6	Teachers' negative attitude towards the CBA teaching methods	7	14	26	7	2,61±0,878

The findings indicate several barriers to effective CBA implementation. Teachers reported lack of training (Mean = 2.67), large class sizes (Mean = 2.69), insufficient didactic materials (Mean = 2.43), and inadequate administrative support (Mean = 2.54). These challenges reflect both structural and pedagogical limitations that impede the adoption of CBA in philosophy classrooms. Here, we reject **Hypothesis Ho.2**: *Key barriers include insufficient teacher training, lack of suitable materials, and rigid educational culture.*

The descriptive data reject the presence of significant barriers. The low mean scores across multiple items reject the hypothesis that institutional and instructional constraints hinder the effective application of CBA.

Table 17

Analyses of factors that facilitate the application of CBA in philosophy

Factors that facilitate the application of CBA in philosophy were analyzed using the items presented on the table

No	STATEMENTS	SA	A	D	SD	Mean±sd
1	Teachers receive regular professional development on CBA	4	17	28	5	2,63±0,760
2	Supportive school leadership the encourage innovation in teaching	5	14	26	9	2,72±0,856
3	Small size classes	5	12	26	11	2,80±0,877
4	Collaboration among teachers to share CBA principles	4	17	26	7	2,67±0,801
5	Clear curriculum guidelines that specify competencies goal for philosophy	5	14	27	8	2,70±0,838
6	Teachers' willingness to adopt CBA teaching methods	4	15	25	10	2,76±0,845

This section contributes to the third specific objective: *To design and evaluate a CBA-informed pedagogical framework that enhances students' critical-thinking skills*, and responds to the research question: *What factors facilitate the effective application of CBA in philosophy?*

The results show that certain conditions support CBA implementation. Teachers acknowledged the importance of professional development (Mean = 2.63), supportive leadership (Mean = 2.72), and collaboration among peers (Mean = 2.67). Small class sizes (Mean = 2.80) and teacher willingness (Mean = 2.76) were also identified as enabling factors. However, these strategies are not consistently applied across schools. We therefore accept **Hypothesis Ho.3**: *Structured pedagogical strategies like philosophical debates and problem-based tasks will effectively build students' critical thinking within the CBA context.*

While some facilitating factors are present, the overall implementation of structured strategies remains limited. The hypothesis assumes widespread and effective use of such strategies, which is not supported by the data. Therefore, the hypothesis is rejected in its current form, though it highlights potential areas for improvement.

Table 18

Analyses of instructional strategies

No	STATEMENTS	SA	A	D	SD	Mean±sd
1	Use of Socratic questioning in philosophy class	5	11	32	6	2,72±0,787
v 2	Philosophy lessons include discussion of controversial ideas	3	19	26	6	2,65±0,756
3	Use of real-world examples to apply philosophical concepts	6	19	23	6	2,54±0
4	Reflective writing is used to help students analyze their own thinking	4	16	30	4	2,63±0,840
5	Student are encouraged to question assumptions	8	16	27	3	2,46±0,734
6	Feedback from teachers focus on the reasoning process, not correctness of answers	4	16	26	8	2,70±0,816

Instructional strategies that best support the cultivation of critical thinking were analyzed using the items presented on the table

This section responds to the fourth research question: *Which instructional strategies best support the cultivation of critical thinking?*

The data show moderate use of strategies such as Socratic questioning (Mean = 2.72), feedback focused on reasoning (Mean = 2.70), and reflective writing (Mean = 2.63). However, strategies like encouraging students to question assumptions (Mean = 2.46) and problem-based learning (Mean = 2.56) are less frequently practiced. These findings suggest that while teachers are aware of critical thinking strategies, their application is inconsistent, limiting their effectiveness in fostering deep reasoning.

Table 19

Analyses of Development of Critical thinking skills (dependent variable)

No	STATEMENTS	SA	A	D	SD	Mean±sd
1	Students ask challenging questions that promote deeper discussion	5	18	25	6	2,59±0,813
2	Learners can justify their opinions with sound reasoning	3	18	28	5	2,65±0,731
3	Learners identify logical fallacies in texts and discussions	4	20	23	7	2,61±0,811
4	Students engage in problem solving using logical steps	4	24	24	2	2,44±0,691
5	Students critically assess the credibility of information sources	5	17	29	3	2,56±0,744
6	Learners evaluate viewpoints before drawing conclusions	4	15	27	8	2,72±0,811

Development of Critical thinking skills were analyzed using the items presented on the table. This section evaluates the dependent variable: *Development of critical thinking skills among students.*

Indicators such as argument analysis (Mean = 2.67), evaluating viewpoints (Mean = 2.72), and problem-solving (Mean = 2.44) show that students demonstrate emerging but underdeveloped critical thinking abilities. The relatively low scores on justifying opinions and identifying fallacies suggest that instructional support is insufficient to fully cultivate these skills.

Table 20

Reliability Statistics

Cronbach's Alpha	N of Items
,904	5

Table 21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PTM	10,52	2,555	,774	,880
EACBA	10,59	2,434	,793	,875
FFACBA	10,47	2,599	,700	,895
ISSCT	10,57	2,570	,755	,884
DCTS	10,57	2,412	,779	,878

Table 22

Correlations

		PTM	EACBA	FFACBA	ISSCT	DCTS
PTM	Pearson Correlation	1	,690**	,610**	,628**	,723**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	54	54	54	54	54
EACBA	Pearson Correlation	,690**	1	,654**	,674**	,689**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	54	54	54	54	54
FFACBA	Pearson Correlation	,610**	,654**	1	,608**	,572**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	54	54	54	54	54
ISSCT	Pearson Correlation	,628**	,674**	,608**	1	,688**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	54	54	54	54	54
DCTS	Pearson Correlation	,723**	,689**	,572**	,688**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	54	54	54	54	54

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

The reliability analysis yielded a Cronbach's Alpha of 0.904, indicating excellent internal consistency across the instrument. All items showed strong corrected item-total correlations (>0.70), confirming the reliability of the constructs.

Correlation analysis revealed strong, positive relationships between all independent variables and the dependent variable (DCTS):

- PTM and DCTS: r = 0.723
- EACBA and DCTS: r = 0.689
- FFACBA and DCTS: r = 0.572
- ISSCT and DCTS: r = 0.688

These results confirm that improvements in teaching methods, reduction of barriers, and use of effective instructional strategies are significantly associated with the development of students' critical thinking skills.

Table 23

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	ISSCT, FFACBA, PTM, EACBA[b]	.	Enter

a. Dependent Variable: DCTS

b. All requested variables entered.

Table 24

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,797[a]	,635	,605	,307

a. Predictors: (Constant), ISSCT, FFACBA, PTM, EACBA

Table 25

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,062	4	2,016	21,335	,000[b]
	Residual	4,629	49	,094		
	Total	12,691	53			

a. Dependent Variable: DCTS

b. Predictors: (Constant), ISSCT, FFACBA, PTM, EACBA

Table 26

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,003	,295		,011	,991
	PTM	,418	,143	,375	2,928	,005
	EACBA	,225	,042	,218	5,375	,000
	FFACBA	,426	,131	,324	3,252	,001
	ISSCT	,321	,139	,290	2,303	,026

a. Dependent Variable: DCTS

The regression model yielded an R^2 value of 0.635, indicating that 63.5% of the variance in critical thinking development is explained by the four predictors: PTM, EACBA, FFACBA, and ISSCT. All predictors were statistically significant:

- PTM ($\beta = 0.375$, $p = 0.005$)
- EACBA ($\beta = 0.218$, $p = 0.000$)
- FFACBA ($\beta = 0.324$, $p = 0.001$)
- ISSCT ($\beta = 0.290$, $p = 0.026$)

These findings validate the general hypothesis and confirm that the implementation of CBA significantly enhances students' critical thinking abilities.

General Hypothesis: *Implementing CBA in philosophy instruction significantly enhances students' critical-thinking abilities.* The regression and correlation analyses provide strong statistical evidence that CBA-related variables positively influence the development of critical thinking skills.

CHAPTER FIVE
DISCUSSION, RECOMMENDATIONS AND CONCLUSION

This chapter presents a detailed discussion of the findings from Chapter Four, based on the data collected through questionnaires and analyzed using descriptive statistics, correlation, and regression models. The aim is to interpret the results in relation to the study's objectives and hypotheses. The chapter also connects the findings to existing literature and the theoretical framework outlined in Chapter One. The discussion is organized around the five research questions and hypotheses, followed by recommendations and contributions to research. The questionnaire results revealed important patterns in teaching methods, barriers to CBA implementation, enabling factors, instructional strategies, and students' critical thinking development.

These findings help us understand how philosophy is currently taught in high schools in Mfoundi Division and how it can be improved to better support learners' thinking skills. The analysis showed that while some teachers are aware of CBA principles, many still rely on traditional methods. Students are not consistently exposed to activities that promote reasoning, reflection, and argumentation. The regression analysis confirmed that teaching methods, enabling factors, and instructional strategies significantly influence students' critical thinking. This chapter explores these findings in depth and offers practical suggestions for improving philosophy education in Cameroon.

Discussion of research findings according to specific objectives

Teaching Methods Used in Philosophy Classes

The first objective of the study was to analyze the teaching methods used in high school philosophy classes. The questionnaire results showed that most teachers still use traditional, teacher-centered methods such as lectures and note dictation. These methods scored high in frequency, while learner-centered strategies like group work, debates, and Socratic questioning scored low. This confirms that many classrooms are still focused on content delivery rather than skill development. The mean scores for interactive methods were below the midpoint of 3.0, indicating limited use. This supports Hypothesis Ho.1, which stated that current practices are poorly aligned with competency-driven objectives. The findings also reflect what previous studies have shown: that philosophy is often taught as a subject for memorization rather than inquiry. Teachers may lack the training or confidence to use more engaging methods. As a

result, students are not given enough opportunities to think critically. This limits their ability to develop the skills that CBA aims to promote. To improve, teachers need support in shifting from passive to active teaching methods that encourage student participation and reflection.

Barriers to Applying the Competency-Based Approach

The second objective was to identify the barriers that prevent effective implementation of CBA in philosophy classrooms. The questionnaire revealed several key challenges. First, many teachers reported that they had not received formal training on CBA. Second, large class sizes make it difficult to organize group activities or give individual attention. Third, schools lack teaching materials such as textbooks, digital tools, and real-life examples. Fourth, some teachers are resistant to change and prefer traditional methods. These barriers were confirmed by low mean scores in the questionnaire and strong correlations between these factors and poor critical thinking outcomes. Hypothesis Ho.2 is rejected: institutional and instructional limitations are major obstacles to CBA. The findings also show that even when teachers understand the goals of CBA, they struggle to apply them due to lack of support. This reflects broader issues in the education system, such as limited funding, poor infrastructure, and weak policy enforcement. To overcome these barriers, schools need to invest in teacher training, provide adequate resources, and create a supportive environment for pedagogical innovation.

Factors That Help CBA Work Well

The third objective was to identify factors that support the successful application of CBA in philosophy teaching. The questionnaire results showed that some teachers are willing to try new methods and collaborate with colleagues. Smaller class sizes, access to teaching materials, and clear curriculum guidelines were also seen as helpful. These factors had moderate to high mean scores and positive correlations with critical thinking development. However, they were not consistently present across all schools. Hypothesis Ho.3, which assumed that structured pedagogical strategies are already in place and effective, was confirmed. While some schools show signs of progress, many still lack the conditions needed for CBA to succeed. The findings suggest that enabling factors must be strengthened and made more consistent. This includes encouraging peer support among teachers, providing clear lesson plans, and offering regular professional development. When these conditions are met, teachers feel more confident and students benefit from more engaging and thoughtful lessons. The study highlights the need for systemic change to ensure that all schools can implement CBA effectively.

Strategies That Build Critical Thinking

The fourth objective focused on identifying instructional strategies that best support the development of critical thinking. The questionnaire showed that strategies like Socratic questioning, reflective writing, and feedback focused on reasoning were used occasionally, but not consistently. Problem-based learning and encouraging students to question assumptions were rarely applied. These strategies had moderate mean scores and showed positive correlations with student outcomes. The findings suggest that while teachers are aware of these methods, they may not know how to use them effectively or may lack the time and resources to do so. The study confirms that critical thinking must be intentionally taught through structured activities. Teachers need to plan lessons that include questioning, analysis, and argumentation. Without these strategies, students may perform well in exams but struggle to apply their knowledge in real-life situations. The results also show that students benefit from tasks that challenge them to think deeply and express their ideas clearly. To improve, teachers should be trained in using these strategies and given tools to integrate them into daily lessons.

How Students Develop Critical Thinking

The final objective was to assess how well students are developing critical thinking skills in philosophy classes. The questionnaire included items on argument analysis, evaluating viewpoints, and solving problems. The results showed that students have some ability to think critically, but their skills are not fully developed. The mean scores were moderate, and the regression analysis showed that 63.5% of the variation in critical thinking was explained by teaching methods, enabling factors, and instructional strategies. This confirms the general hypothesis: implementing CBA improves students' thinking abilities. However, the findings also show that many students are not consistently exposed to activities that promote deep reasoning. This may be due to the limited use of learner-centered methods and the barriers discussed earlier. The study highlights the need for more structured and intentional teaching of critical thinking. Philosophy has great potential to help students become thoughtful and responsible citizens, but only if it is taught in a way that encourages inquiry and reflection. Schools must take this seriously and support teachers in making philosophy more interactive and meaningful.

Recommendations

Based on the findings, the following recommendations are made to improve philosophy teaching and support CBA implementation:

1. Organize regular training workshops to help teachers understand and apply CBA principles.
2. Reduce class sizes where possible to allow for more interactive and personalized teaching.
3. Update philosophy textbooks to include activities that promote critical thinking and real-life application.
4. Encourage teachers to use strategies like debates, group work, and Socratic questioning.
5. Provide schools with teaching materials, including digital tools and real-life examples.
6. Support collaboration among teachers through peer mentoring and shared lesson planning.
7. Include critical thinking in student assessments, not just memorization.
8. Strengthen curriculum guidelines to make CBA goals clearer and easier to follow.
9. Promote a school culture that values innovation, inquiry, and reflective learning.
10. Conduct further research on how digital platforms and creative projects can support philosophy education.

Contribution to Research

This study contributes to educational research in several important ways. First, it provides empirical evidence on how the Competency-Based Approach is being used in philosophy classrooms in Cameroon. Second, it highlights the gap between curriculum goals and classroom realities, showing that many teachers still rely on traditional methods. Third, it identifies specific barriers and enabling factors that affect the success of CBA. Fourth, it offers practical strategies for improving critical thinking through philosophy instruction. By focusing on high schools in Mfoundi Division, the study gives a clear picture of the challenges and opportunities in a real educational setting. The findings can inform teacher training programs, curriculum reforms, and educational policies. This research also encourages more studies on how philosophy can be taught in a way that helps students think deeply, solve problems, and

become active members of society. It supports the idea that philosophy is not just about learning old ideas, but about helping students develop the skills they need to understand and improve the world around them.

Conclusion

In conclusion, the study found that philosophy teaching in Mfoundi Division is still mostly traditional, with limited use of learner-centered methods. Teachers face many challenges in applying the Competency-Based Approach, including lack of training, large class sizes, and few resources. However, some supporting factors like teacher collaboration and clear curriculum guidelines can support better teaching. The study showed that instructional strategies like debates, questioning, and problem-solving help students develop critical thinking. The regression analysis confirmed that teaching methods, enabling conditions, and strategies all influence how well students think. As seen in the results, to improve philosophy education, schools must invest in teacher support, update materials, and promote active learning. This will help students become more thoughtful, independent, and responsible citizens. Philosophy has the power to shape minds, but only if it is taught in a way that encourages inquiry, reflection, and engagement. The findings of this study offer a solution for making that objective applicable in Cameroonian high schools.

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APPENDIXES

Appendix 1: research authorization

RÉPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie
UNIVERSITÉ DE YAOUNDÉ I

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

REPUBLIC OF CAMEROON
Peace – Work – Fatherland
THE UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR THE SOCIAL AND EDUCATIONAL SCIENCES

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Yaoundé, le 07 MARS 2025

ATTESTATION DE RECHERCHE

Je soussigné, **Professeur TSALA TSALA Jacques Philippe**, le Coordonnateur du Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives de l'Université de Yaoundé I.

Atteste que Madame **TELEAMOH Camela**, Matricule : **23W3054** est inscrite en cycle de **Master** au Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives de l'Université de Yaoundé I. Elle effectue des travaux de recherche sur le thème : « ***Teaching of Philosophy in Accordance with the Competence-Based Approach in High School*** ». Lesdits travaux sont encadrés par Monsieur **SHAÏBOU Abdoulaï HAJI,** Chargé de Cours à l'Université de Yaoundé I.

Je vous saurai gré de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

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

Le Coordonnateur du Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives

Jacques Philippe TSALA TSALA
Professeur Titulaire

Appendix 2: Questionnaire to teachers

THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND EVALUATION
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION
RESEARCH AND POSTGRADUATE TRAINING CENTRE IN EDUCATIONAL SCIENCES
******

Dear Respondent

Good day sir/madam. My name is TELEAMOH CAMELA, a student from the faculty of education, department of Curriculum and Evaluation (CEV) of the University of Yaoundé I, specializing in Development and evaluation of Curriculum. The aim of this questionnaire is to collect information from Philosophy teachers about my research study entitled "**Teaching Philosophy in accordance with the Competence-based approach and development of Learners' critical Thinking skills in Selected Secondary Schools in Mfoundi"**

I therefore guarantee that the information collected will be treated confidentially and used only for this study. Kindly, help and provide accurate and real information to make this research a success. There are no wrong answers.

INSTRUCTIONS

You are required to tick (√) the box with your desired respond. Thanks for your sincerity.

SECTION A: **DEMOGRAPHIC PROFILE**

- GENDER_ MALE ☐ FEMALE ☐
- Longevity in job _ 0-5years ☐ 5-10years ☐ 10-15years ☐
- Qualification: A/L certificate ☐ Bachelor's degree ☐ Master's degree ☐ PHD ☐
- Age: 20-35 ☐ 36-50 ☐ 50+ ☐

SECTION B: ENQUIRIES ON THE INDEPENDENT VARIABLE

Tick the box that is most appropriate to your opinion

SA: STRONGLY AGREE	A: AGREE	D: DISAGREE	S. D: STRONGLY DISAGREE

RESEARCH QUESTION 1: What are the prevailing teaching methods in high school philosophy classes?

No	STATEMENT S	S.A	A	D	S.D
1	Group work is regularly used to foster collaborative thinking				
2	I use real-world scenarios to teach complex philosophical concepts.				
3	Learners are given opportunities to express and defend their ideas				
4	Learners are encouraged to analyze philosophical texts				
5	Learners are encouraged to criticize philosophical texts				

6	I incorporate Socratic dialogue in my teaching				
7	I facilitate debates to engage learners				
8	I facilitate discussions to engage learners				

Research question 2: What factors hinder the effective application of CBA in philosophy?

No	STATEMENTS	S.A	A	D	S.D
1	Teachers lack sufficient training in applying the CBA in Philosophy				
2	Large class sizes make it difficult to use CBA methods effectively in philosophy lessons				
3	Insufficient didactic material				
4	Students' lack of foundational thinking skills				
5	Inadequate administrative support				
6	Teachers' negative attitude towards the CBA teaching methods				
7	Poor alignment between the philosophy curriculum and the CBA principles				

Research question 3: What factors facilitate the application of CBA in philosophy ?

No	STATEMENTS	S.A	A	D	S.D
1	Teachers receive regular professional development on CBA				
2	Supportive school leadership the encourage innovation in teaching				
3	Small size classes				
4	Collaboration among teachers to share CBA principles				
5	Clear curriculum guidelines that specify competencies goal for philosophy				
6	Teachers' willingness to adopt CBA teaching methods				

Research question 4: What instructional strategies best support the cultivation of critical thinking?

SECTION C: Enquiries on the dependent variable: Development of critical thinking skills

No	STATEMENTS	S.A	A	D	S. D
1	Use of Socratic questioning in philosophy class				
2	Philosophy lessons include discussion of controversial ideas				
3	Use of real-world examples to apply philosophical concepts				
4	Reflective writing is used to help students analyze their own thinking				
5	Student are encouraged to question assumptions				
6	Feedback from teachers focus on the reasoning process ,not correctness of answers				
7	Use of problem-based learning where students solve philosophical problems				

No	Statement	S.A	A	S. D	D
1	Students ask challenging questions that promote deeper discussion				
2	Learners can justify their opinions with sound reasoning				
3	Learners identify logical fallacies in texts and discussions				
4	Students engage in problem solving using logical steps				
5	Students critically assess the credibility of information sources				
6	Learners evaluate viewpoints before drawing conclusions				
7	Students analyze arguments critically rather than accept them at face value				