

The Implementation of the Competency Based Approach in Secondary Schools in the English-Speaking Sub-System of Education in Cameroon

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

INTRODUCTION

Roegiers (2012), defines competence as a variety of resources composed of knowledge, skills and the life-skills that the student, like anyone else, mobilizes to solve a complex situation and indicates that CBA is a system of instruction or teaching method that aims to provide the learner with knowledge and skills to independently solve a set of tasks. Competency Based Education, a synonym for CBA takes into account students' learning outcomes or competencies on a task (Thakaberry, 2017). It is an innovative approach to the design of educational programs that focuses on the mastery of knowledge, skills, and values by learners (Twyman, 2014).

Modern competency-based education and training movements began in the United States of America when efforts were made to reform teacher education and training in the 1960s (Hodges & Harris, 2012) and has spread all over the world both in advanced and developing countries. As a result of the rapid technological revolution and increased globalisation, there is a compelling shift in the skills and competencies that learners require to flourish globally in the current job market, highlighting the need to develop key competencies that learners require to adapt to the changing world of work (Penprase, 2018). It focuses on the learning outcome that a student can effectively demonstrate after learning.

Thus, by participating in competency-based learning activities, learners acquire and demonstrate essential skills that are increasingly in demand in the labor market (Ogegbo, Adewusi and Tijani, 2020). The benefits of the competency-based approach to Cameroon and other Sub-Saharan countries include a more relevant curriculum, better prepared graduates, professionals who add more value to development, as well as university, college, and training programs that are more satisfying for students, teachers, and potential employers (Mulder, 2012).

In line with the vision of making Cameroon an emergent economy by 2035, the Ministry of Secondary Education (MINESEC) adopted reforms in August 2012 which consisted in aligning educational goals with the demands of a more skilled workforce and that was the main thrust of the CBA. MINESEC explained that this new pedagogical innovation was aimed at “making sure that the learners could apply what they learnt in class in real-life situations outside the classroom” (Pedagogic Guide: English to Francophones, 2014: 5). The previous paradigm, the Objective Based Approach, was more focused on learners’ acquisition of knowledge and could not enable them to use that knowledge to solve real-life problems. The new approach went through a trial period for two academic years (2012-2013 and 2013-2014) before its effective implementation began in Form One and Form Two of the 2014-2015 academic year. By the end of the 2018/2019 academic year, CBA is supposed to have been effective throughout the first cycle of secondary schools in Cameroon. More than five years after its implementation it is important to assess the effectiveness so that remedial measures can be put in place to ensure quality.

Review of Literature

Competency-based education (also known as "proficiency-based," "performance-based," or "mastery-based," among other terms) includes a wide range of useful components, making it both appealing and complex. Basic tenets of a strong CBE model include: student advancement based on demonstration of mastery, regardless of time spent in instruction or place in the academic calendar; mastery of competencies that reflect explicit, measurable, transferable learning objectives with shared relevance; and mastery of competencies that reflect explicit, measurable, transferable learning objectives with shared relevance; learning outcomes that emphasize competencies, such as knowledge application and creation, as well as the development of important skills and dispositions; meaningful assessment, which is often embedded throughout teaching and learning and used to inform progress and instruction; differentiated individual support based on student learning needs and interests, and technology used to make efforts feasible, scalable, actionable, and transparent (Twyman, 2014). In preparing learners for a digital economy and the future of work in Africa, teachers and other educational stakeholders need to embrace the implementation of competency-based teaching and assessments in secondary school education across Africa (Ogegbo and Adewusi, 2020).

Importance of the Competency Based Approach

Sudsomboon et al. (2007) identify seven important areas in of competency based approach to students: learners acquire experience and knowledge in their lives, curriculum designer provides an experience that will tap learners’ values and ideas, learners experience new situations and match new experience with previous learning, learners distil new values and new knowledge; learners try out new behaviours and acquire new experiences and knowledge in both simulated and “real world” environments, learners continue to process experience and knowledge as basis of original knowledge and experience and learners apply new behaviours in the real world environment. In addition CBA’s

main principle lies in practicing quality learning that serves all students (Book, 2014; Tabaro, 2018; and Ford, 2014).

Factors Affecting the Implementation of the CBA

Perhaps one of the most far-reaching implications of CBE concerns funding and changes to long-held federal, state, and local school finance formulas (Twyman, 2014). Funding seems to be the driving force behind all factors including resources, monitoring, in-service training.

According to Mukamenza (2017), the competency-based curriculum being implemented in the country is borrowed from developed countries, and that underdeveloped and developing countries are having difficulty adopting it. Curriculum implementation, according to Okello and Kguire (1996), is a network of varying activities aimed at changing people's attitudes toward accepting and participating in those activities. During the CBC implementation stages, it is expected that teachers will be able to apply the appropriate pedagogical methodologies, understand the pedagogical content, fully involve the learners in the use of the available teaching learning resources, and effectively apply and use ICT in the teaching and learning process. According to Chan (2014), teacher readiness and willingness are critical for successful adoption and implementation of ICT into the teaching learning process and curriculum. Hennesy et al. (2010), asserts that the main impediment to ICT implementation was a lack of teacher education in terms of ICT knowledge and skills.

A significant number of teachers lack adequate training in Competency Based Curriculum (CBC) knowledge content and teaching methodologies. Lack of availability and adequacy of teaching learning materials, as well as the challenges faced by principals and teachers, continue to be major obstacles in implementing CBC (Porter 2015). CBC implementation necessitates that teachers be knowledgeable and skilled in order to open doors or avenues for the transfer of teaching, learning outcomes that help to advance an individual's professional development, and the integration of holistic social integration. As a result, teacher certification is a requirement for meeting the objectives of any school curriculum (Obuhasta, 2018).

According to Andrea (2010), countries that support teachers' in-service training for ongoing professional development or preparedness involve teachers in such critical curriculum schools. Mosha (2012) revealed that the implementation of competency-based curriculum was not well understood, with most teachers still using traditional teaching methods to deliver the content. The procedures for implementing the curriculum, from lesson planning and instruction to student assessment, had not changed at all. Teachers were unable to choose experiences that were both student-centered and relevant to specific lesson objectives and the mental ability or age of the learner. Lack of continuous professional development hinders successful curriculum implementation since teachers cannot effectively use of materials prepared for implementation of a new curricular. This is in line with Ayoub, Rugambuka, Ikupa (2013) who identified a lack of knowledge on assessing and management of a competency based classroom, difficulty in Lesson Plan Preparation in a CBA format which is a consequence of teacher's Lack of knowledge of implementing competency based practices as constraints of the implementation of the CBA.

Woods, (2008); Bilibi, (2018); Cheptoo, (2019) identified the following as challenges of implementing the CBA in Africa: The available teaching and learning equipment are outdated, large students population, financial constraints in running CBA, teaching and learning materials are not provided on the right time in the form of credit card, inability of students to learn using learner-centred teaching methods, overcrowded curriculum, limited time per term, school characterize with a

lot of public holidays. In addition they cited students poor educational family background as parent cannot assist their children at home to learn, teachers are forced to teach some subjects which are not their area of specialization, lack of some potential educational or teachers' knowledge on child psychology and inclusive education, lack of clear policy for the implementation of CBA and difference in understanding the concept of CBA by pedagogic inspectors education at all levels, lack frequent workshops, seminars and in service training for equipping the teachers with skills to implement the competence curriculum. Kanyonga, Mtana and Wendt, (2019) also cited teachers attitude towards innovative change of the curriculum.

Takayama, (2013) and Cheptoo, (2019) explain that the model of CBA advocated by African Countries takes from previous models designed for and implemented in Western countries. For instance, it upholds most of the principles of CBA including the roles of learners and teachers, syllabus, they focus on acquiring real-life skills, modularized instruction, personalized student-centered instruction and performance-oriented instruction. Literature reveals that there exist two areas of inconsistency between some aspects of the African model of CBA and features of CBA models in use in western countries. One of such areas is assessment; for instance, testing techniques such as MCQ, true/false questions, gap-filling tasks, yes/no questions which should not originally be part of an end-of-module evaluation in CBLT (Richards & Rogers, 2001).

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

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

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

and procedures because they have received contradictory information from different facilitators at different seminars including writing schemes of work and lesson plans, teaching grammar using inductive or deductive methods, the difference between objectives and outcomes, just to name a few. Governance issues related to knowledge dissemination on the new approach also plague the implementation of CBA. There are many teachers working in rural areas of Africa who do not have access to these official documents, thus they find it very difficult to implement in their classrooms.

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

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

Also, the French-speaking countries who have adopted the French system of education have different understanding with regards to the implementation of the CBA. On the other hand, those countries who speak English have adopted the Anglophone system of education. This has drastically affected the implementation CBA in Africa (Nforbi & Siewoue, 2015).

Statement of the Problem

The CBA has been implemented in secondary schools in Cameroon for over five years now. Yet secondary school leavers do not seem to be able to apply what they have learnt in school, in real life. The effect of the shift to CBA seems insignificant. If this is not checked Cameroon could be grooming an incompetent work force. Many factors may account for this, however this study aims at

finding out from teachers who are the key actors in the implementation of the CBA, teacher competence in implementing the CBA, constraints in the implementation of the CBA and the effects of the CBA. Results of this study will inform policy.

Research Questions

- Do teachers have competence in implementing the CBA?
- What are constraints faced in implementation of the CBA?
- Are products of the CBA better than products before the implementation of the CBA?

Methodology

The study was a survey which investigated teachers' views on the implementation of the CBA. It adopted a sequential explanatory approach where a 28-item closed-ended likert scale questionnaire was administered first and after analysis some responses came up which needed to be exploited through an interview and instrument validation was ensured. A total of 253 secondary school teachers from 14 schools in five divisions of the two English-speaking regions of Cameroon namely: Mezam, Menchum divisions in the Northwest region and Fako, Ndiang and Manyu divisions of the Southwest region of Cameroon. Schools were randomly selected but participants volunteered to participate in the study. The results were presented descriptively using percentages and the mean as a measure of central tendency was used to rank the items in from the items with the highest mean responses to the least. The level of agreement was measured on a scale of 1 – 4 (4-point Likert scale), with one being strongly disagree, 2 being disagree, 3; agree and 4; strongly agreeing. As for the interview guide, the responses were analyzed and presented in the form of themes along with a sample of essential quotations.

Findings and Discussion

Table 1: General description of variables

	N	Items	Valid mean	Mean	Std. Deviation
Teacher Competence in Implementation of CBA	253	16	40	47.80	4.394
Constraints in Implementation of CBA	253	6	15	18.53	2.861
Effect of CBA	253	6	15	16.72	2.428

The table above shows the general description of the variables of the study. We have the teachers' competence in the implementation of the CBA, constraints in implementing the CBA and the effects of the CBA on students. As seen on the table, teachers' competence in the implementation of the CBA was measured using 16 items and the expected mean was 40 whereas the obtained mean was 47.8 which was almost 2 standard deviations away. This implied that most of the respondents were in agreement to items thus teachers are competent in the implementation of the CBA.

Regarding the constraints in the implementation of the CBA, the mean response was not far from the valid mean. This showed that the respondents agreed that there were a lot of constraints surrounding the implementation of the CBA, that is, just one standard deviation away.

Lastly, with regard to the effect of the CBA, there was an average agreement to the items which can be noticed from the fact that the valid mean was not different from the actual mean. Also, the rate of agreement indicates that the students taught using the CBA were better of as compared to those who were not.

Research Question one: How competent are teachers in implementing the CBA?

Table 2: Teachers competence in implementing the CBA

Statements	Expanded responses					Total	Collapsed responses	
	SD	D	A	SA	No response		Agree	Disagree
Teachers do not have a common understanding of CBA	17	43	125	77	8	270	202	60
	(6%)	(16%)	(46%)	(29%)	(3%)	(100%)	(75%)	(22%)
Teachers implement CBA differently	1	11	170	77	11	270	247	12
	(0%)	(4%)	(63%)	(29%)	(4%)	(100%)	(91%)	(4%)
Teachers have not yet accepted the switch to CBA	11	114	106	30	9	270	136	125
	(4%)	(42%)	(39%)	(11%)	(3%)	(100%)	(50%)	(46%)
There is regular in-service training on the use of the CBA	38	90	93	38	11	270	131	128
	(14%)	(33%)	(34%)	(14%)	(4%)	(100%)	(49%)	(47%)
There is regular supervision to ensure the correct implementation of the CBA	46	106	79	32	7	270	111	152
	(17%)	(39%)	(29%)	(12%)	(3%)	(100%)	(41%)	(56%)
I make use of problem-solving methods in using the CBA	4	36	180	38	12	270	218	40
	(1%)	(13%)	(67%)	(14%)	(4%)	(100%)	(81%)	(15%)
I make use of practical activities in the use of the CBA	4	28	175	55	8	270	230	32
	(1%)	(10%)	(65%)	(20%)	(3%)	(100%)	(85%)	(12%)
I make use of appropriate instructional materials in using the CBA	7	56	156	41	10	270	197	63
	(3%)	(21%)	(58%)	(15%)	(4%)	(100%)	(73%)	(23%)
I manage the time appropriately in order to integrate practical activities using	14	72	136	41	7	270	177	86
	(5%)	(27%)	(50%)	(15%)	(3%)	(100%)	(66%)	(32%)
I integrate problem-solving in assessment	4	38	169	43	16	270	212	42
	(1%)	(14%)	(63%)	(16%)	(6%)	(100%)	(79%)	(16%)
I build on students' experiences using the CBA	4	30	183	44	9	270	227	34
	(1%)	(11%)	(68%)	(16%)	(3%)	(100%)	(84%)	(13%)
I provide opportunities for practice	6	27	162	65	10	270	227	33
	(2%)	(10%)	(60%)	(24%)	(4%)	(100%)	(84%)	(12%)
I establish classroom regulations to enhance a conducive classroom in the teaching	2	24	162	73	9	270	235	26
	(1%)	(9%)	(60%)	(27%)	(3%)	(100%)	(87%)	(10%)

I provide remedial instructions for slow learners	5 (2%)	24 (9%)	149 (55%)	84 (31%)	8 (3%)	270 (100%)	233 (86%)	29 (11%)
I enjoy implementing the CBA	4 (1%)	32 (12%)	157 (58%)	67 (25%)	10 (4%)	270 (100%)	224 (83%)	36 (13%)
I encourage student's interaction in my class	0 (0%)	9 (3%)	147 (54%)	102 (38%)	12 (4%)	270 (1%)	249 (92%)	9 (3%)
Cumulative Percentages of Collapsed responses					157 (4%)	4320 (100%)	3256 (75%)	907 (21%)

From the above table, looking at the rate of agreement, it can be seen that a greater majority of teachers (75%) believe they have competence in the implementation of the CBA while 21% were negative and 4% did not respond.

The items were further ranked in order of the mean agreement. On a continuous scale, from the mean was categorized for better interpretation of the agreement rates, that is, 1 – 2.5 was treated as disagreement and 2.6 – 4 as agreement.

Table 3: A Hierarchy of Mean agreement to the items on the implementation of the CBA

Statements	Mean
I encourage student's interaction in my class	3.36
Teachers implement CBA differently	3.25
I provide remedial instructions for slow learners	3.19
I establish classroom regulations to enhance a conducive classroom in the teaching	3.17
I enjoy implementing the CBA	3.10
I provide opportunities for practice	3.10
I make use of practical activities in the use of the CBA	3.07
I build on students' experiences using the CBA	3.02
Teachers do not have a common understanding of CBA	3.00
I integrate problem-solving in assessment	2.99
I make use of problem-solving methods in using the CBA	2.98
I make use of appropriate instructional materials in using the CBA	2.89
I manage the time appropriately in order to integrate practical activities using	2.78
Teachers have not yet accepted the switch to CBA	2.59
There is regular in-service training on the use of the CBA	2.51
There is regular supervision to ensure the correct implementation of the CBA	2.37

Looking at the above table, the items were arranged in order of mean responses, starting from the items with the highest mean to the lowest. It can be noticed from the above table that the teachers implemented the CBA mostly from the encouragement of students' interaction (3.36) through enjoying implementation (3.10) right up to building on students' experiences (3.02). However, it teachers do not have a common understanding of the CBA (3.00). From the level of agreement, important elements like making use of appropriate instructional material, time management, accepting to switch to the CBA and regular in-service trainings did not score highly. It can also be noticed that the respondents disagreed that there was regular supervision to ensure implementation.

Table 4: Views of teachers on the common understanding of the CBA

		Frequency	Percent
Do you think all teachers have a common knowledge/understanding on how to implement the CBA?	No	31	78
	Yes	1	3
	No response	8	20
	Total	40	100

As seen on the above table, a majority of the teachers did not think that all teachers have a common knowledge/understanding on how to implement the CBA, that is, 31 (78%). The reasons for their thoughts are seen on the table below.

Findings from Interviews

Based on the responses on the questionnaire which revealed that teachers varied in their understanding of the CBA it was important to probe them to find out the reasons for this gap. Below are the responses:

Table 5: Reasons for the varied understanding of the implementation of the CBA

	The me	Grou nding	Sampled quotation
Exp lain	No respo nse	7	
	Unde fined	7	"They do not have a common understanding of the CBA" "Not all teachers have a common knowledge of the CBA" "Every teacher has a different approach in approaching the CBA" "Some still don't understand what CBA is all about" "Most teachers complain of not understanding how to go about the CBA"
	Few semin ars	6	"In most schools, seminars have not been held with teachers to better discuss on the new method of teaching" "Some teachers barely have knowledge/understanding of the CBA, coupled with the fact that very few workshops have been organized" "Insufficient training"
	Ignor ance	5	"They do not understand how to implement the CBA because most teachers in the field are not versed with the current trends" "All subjects have not been drilled on the CBA" "Teachers have not been well drilled as far as this approach is concerned" "Most of them have no idea concerning the CBA"
	Diffic ulty	3	"Most teachers find the CBA difficult"
	Lag	2	"The old teachers find it very difficult to change from the previous" "Some teachers had their training long ago and there is no regular seminar"
	No semin ars	2	"Most teachers do not attend seminars on CBA hence cannot implement it well" "Some of the teachers have not been taught on how to implement it"

Debat es	1	"Teachers are always debating about this approach"
Dista nce	1	"The topography does not permit some teachers to attend seminars. Those in inferior areas"
Lazin ess	1	"They are not willing to attend seminars on the use of CBA and those who even attend are lazy to implement"
Semi nars	1	"Yes. Due to the multiple seminars"

As for the reasons why all teachers did not have a common understanding of the CBA, the teachers gave the following reasons; the CBA not being clearly defined, very few seminars, ignorance on the part of some teachers, difficulty of implementation, lag in adoption of trends, not attending seminars, unsettled debates about the CBA, distance of some teachers and laziness to implement the approach.

Research Question two: What are the Constraints in the Implementation of the CBA?

Table 6: Constraints in implementation of the CBA

Statement	Expanded responses					Total	Collapsed responses	
	SD	D	A	SA	No response		Agree	Disagree
Classrooms are overcrowded	12 (4%)	42 (16%)	87 (32%)	119 (44%)	10 (4%)	270 (100%)	206 (76%)	54 (48%)
Instructional materials are inadequate	12 (4%)	37 (14%)	88 (33%)	119 (44%)	14 (5%)	270 (100%)	207 (77%)	49 (49%)
Inspectors do not have a perfect understanding of the CBA	29 (11%)	70 (26%)	81 (30%)	78 (29%)	12 (4%)	270 (100%)	159 (59%)	99 (33%)
The implementation of the CBA is different for different subjects	3 (1%)	44 (16%)	116 (43%)	95 (35%)	12 (4%)	270 (100%)	211 (78%)	47 (40%)
The CBA requires more time than is scheduled	2 (1%)	20 (7%)	103 (38%)	133 (49%)	12 (4%)	270 (100%)	236 (87%)	22 (54%)
Teachers do not have a positive attitude towards the implementation of the CBA	8 (3%)	85 (31%)	129 (48%)	38 (14%)	10 (4%)	270 (100%)	167 (62%)	93 (18%)
Cumulative Percentages of collapsed responses					70 (4%)	1620 (100%)	1186 (73%)	364 (22%)

It can be noticed that the highest constraint was with the time required to teach lessons (87%), followed by the variation of implementation with subjects (78%); regarding the least felt constraints, the lack of a perfect understanding of the CBA by inspectors was first (59%) followed by teachers' attitude towards the implementation of the CBA (62%). This is more explicit when presented using the mean agreement as seen on the table below.

Table 7: A Hierarchy of Mean agreement to the constraints faced in the implementation of the CBA

Statement	Mean
The CBA requires more time than is scheduled	3.42
Instructional materials are inadequate	3.23
Classrooms are overcrowded	3.20
The implementation of the CBA is different for different subjects	3.17
Inspectors do not have a perfect understanding of the CBA	2.81
Teachers do not have a positive attitude towards the implementation of the CBA	2.76

As seen on the above table, the mean agreement to the constraints was highest for the time required to teach, followed by availability of materials, crowded classrooms, the difference of implementation for different subjects, lack of perfect understanding of the CBA by inspectors and lastly the teachers' attitude towards the CBA. This was further backed up by the responses of the respondents to the interview guide as seen below:

Responses from Interviews

Table 8: Constraints in implementing the CBA

	Theme	Grounding	Sampled quotation
What are the main constraints or barriers in implementing the CBA?	Inadequate resources	13	"Lack of didactic material" "Students don't always have textbooks hence cannot do take home work or practical exercises" "Absence of didactic materials" "Inadequate teaching materials" "Teaching aid"
	Crowded classroom	8	"Large in which it becomes difficult to control all within the time frame" "Large classroom sizes makes personal interaction difficult" "Over populated classes" "Over populated classrooms" "Overcrowding in classes"
	Time allocation	6	"It takes more time" "50 minutes is not enough for a lesson" "Time constraint" "Time constraint"
	Lack of experience	3	"Limited training of the teaching personnel with regards to the CBA" "Lack of training" "Some teachers don't have a good mastery of their own subject"

Impracticability	2	"Relating subject matter to the CBA approach is difficult" "some topics are so abstract that it's difficult to bring them to real life situations"
Insecurity	1	"Insecurity in some places. Students can't be taken out for field trips"
No communication	1	"Communication barriers are a problem too"
No seminars	1	"Lack of in-service training"
Unmotivated staff	1	"Under motivated staff"

As seen on Table 8 the constraints/barriers in implementing the CBA. The difficulties extracted from their responses were; inadequate resources, crowded classrooms, time allocation, insufficient time allocation, lack of experience, impracticability of some lessons, insecurity for excursions, no communication, lack of in service training, and unmotivated staff.

Research Question three: What is the Effect of CBA on Students?

Table 9: Effect of CBA on Students

Statement	Expanded responses					Total	Collapsed responses	
	SD	D	A	SA	No response		Agree	Disagree
Students are acquiring more skills than before the CBA	13	66	136	41	14	270	177	79
	(5%)	(24%)	(50%)	(15%)	(5%)	(100%)	(66%)	(29%)
Students have improved in their performance before the CBA	17	64	139	40	10	270	179	81
	(6%)	(24%)	(51%)	(15%)	(4%)	(100%)	(66%)	(30%)
There is no difference between the CBA and previous approaches	43	131	63	21	12	270	84	174
	(16%)	(49%)	(23%)	(8%)	(4%)	(100%)	(31%)	(64%)
Students have become creative as a result of the CBA	6	35	164	54	11	270	218	41
	(2%)	(13%)	(61%)	(20%)	(4%)	(100%)	(81%)	(15%)
Students exhibit more problem-solving skills than before the CBA	13	57	143	44	13	270	187	70
	(5%)	(21%)	(53%)	(16%)	(5%)	(100%)	(69%)	(26%)
Assessment targets skills acquisition more in the CBA	6(2%)	35 (13%)	164 (61%)	54 (20%)	11 (4%)	270 (100%)	218 (81%)	41 (15%)

Cumulative Percentages of Collapsed Responses					71 (4%)	1620 (100%)	1063 (75%)	486 (30%)
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As seen on Table 9, the respondents agreed to a great extent that, the students have become more creative as a result of the CBA (81%), assessments target more of skills acquisition (81%) and they least agree that there is no difference between the CBA and previous approaches (31%).

Table 10: A Hierarchy of Mean agreement to items on effectiveness of the CBA

Statement	Mean
Students have become creative as a result of the CBA	3.03
Assessment targets skills acquisition more in the CBA	3.03
Students exhibit more problem-solving skills than before the CBA	2.85
Students are acquiring more skills than before the CBA	2.80
Students have improved in their performance before the CBA	2.78
There is no difference between the CBA and previous approaches	2.24

Table 10 indicates that with the CBA, the students have become more creative with assessments targeting skill acquisition more. Also, the mean agreement indicates that students exhibit more problem solving skills that before and that students are acquiring more skills; as a result, students are have improved their performance. It is worthy of notice that the statement that there is no difference between the CBA and previous approaches had the least mean agreement.

Table 11: Teachers' thought on the quality of students taught using the CBA

		Frequency	Percent
Do you think the quality of students taught using the CBA is better than those taught using other approaches?	No	5	14
	Yes	25	68
	No response	7	19
	Total	37	100

As seen on Table 11, most of the teachers thought that the students taught using the CBA are better than those using other approaches. Teachers were further probed in an interview.

Results from the Interview

Table 12: Effectiveness of the CBA

	Theme	Grounding	Sampled quotation
Explanation	Increased participation	1	"Students are more involved in the lesson"
	Practicality	6	"This is because examples are drawn from life experiences" "They come out with work skills that can be used in life" "It is better since they are able to work with real life situations" "Learners do more of practical lessons which tends to be well understood" "this is because they are taught the theory alongside practicals are such they understand better"

	Problem solving	1	"More problem solving skills are developed"
	Understanding	2	"They can practice and also improvise" "The essential is for the student to understand the lesson taught"
	Difficult planning	2	"Lessons are a bit cumbersome to prepare" "The CBA implementation is still not effective given the realities of our classroom setting"
	Confusing	1	"I do not think so because the approach is still confusing"

Looking at Table 12, the reason advanced for students taught with CBA being better than other students were that it increases participation, practicality of lessons, problem solving. However, as for those who thought otherwise, it was due to the difficulty in planning the lessons and because the approach is still confusing.

Based on the constraints identified teachers were asked to make proposals for a better implementation of the CBA. This was done in an interview.

Table 13: Proposals to make the implementation of the CBA better

	Theme	Grounding	Sampled quotation
What proposals can you make to enhance a better implementation of the CBA?	In service training	10	"Seminars be organized regularly and all teachers obliged to attend" "Do in-service training with teachers who are not versed with the CBA" "Some seminars be given to teachers" "Pedagogical seminars should be held to train teachers on how to better improve the CBA" "Seminars should be organized to help teachers understand the CBA"
	Decongestion	7	"More classrooms be built to reduce large class size" "Reduce class sizes to promote personal interactions" "Reduction of classroom sizes" "The number of students in class should be reduced"
	Materials	5	"Textbooks be made compulsory to all students" "Schools provide photocopy facilities so that teaching materials can be multiplied" "Provision of didactic materials" "Provision of some teaching aids" "Some local materials to be provided to teachers for them to transfer valuable knowledge"
	Time allocation	5	"Time should be increased" "More time per period" "Time should be added for the periods" "They should look on the time"
	Excursions	2	"Schools should go out of classroom and do a lot of field work"

Provide labs	2	
Subject mastery	2	"Teachers should have a perfect mastery of their subjects" "Teachers should have a perfect mastery of their subjects"
Augment staff	1	"More teachers will be needed equally if more classes are built"
Communication skills	1	"communication skill should be looked into by both teachers and students"
Motivate staff	1	"Motivate staff"
Revision	1	"I would prefer that we revise the approach and put in what suits our environment"
Rules	1	"Strict principles should be put in place so students can be obliged to follow up"

To remedy the constraints that were attached to the implementation of the CBA, the respondents suggested the that teachers should be trained in service, classrooms should be decongested, materials should be made available, increase the time allocation per lesson, use excursions, subject mastery on the part of teachers, improved communication skills, motivate staff, provide professional development for the implementation of CBA.

Summary of findings

Table14: Overall agreement rates

	Agree	Disagree	No response	Total
Teachers' competence in Implementation of CBA	3256 (75%)	907 (21%)	157 (4%)	4320 (100%)
Constraints to implementation	1186 (73%)	364 (22%)	70 (4%)	1620 (100%)
Effectiveness of CBA	1063 (66%)	486 (30%)	71 (4%)	1620 (100%)

As seen on Table 14, the teachers are competent in implementing the CBA to a great extent with an agreement rate of 75% however, there were barriers that affected the implementation of the approach with a 73% rate of agreement. In spite of the barriers, the teacher thought that the students were better off as compared to others taught using some other approach; 66% agreement.

Results reveal that teachers are competent in the implementation of the CBA. One would have assumed that the implementation of the CBA is effective until findings from research question 2 reveal a long list of constraints which are very significant in CBA. If these constraints are many it shows that no matter how competent the teachers are the implementation of the CBA cannot be successful. A successful implementation of CBA requires that adequate teaching and learning resources (such as print materials; textbooks, visual materials; video and audio visual audio materials) be available, that teachers have digital and online skills to teach students some of the competencies they need (Cheptoo, 2019). According to Belibi (2018), the major challenge to the implementation of CBA in Africa and Cameroon in particular is the overcrowded classrooms. In most African countries the official standard classroom size is 60 students per class, the reality in

urban areas is very different; most classrooms contain more than 100 students. To personalise instruction and assessment in such large classes is simply hard to carry. Based on findings from Research question 1

Conclusion and Recommendations

The CBA is a very important teaching approach which must be taken seriously. If well implemented it is going to equip the future work force of Cameroon and enhance societal development. Teachers are competent in the implementation of the CBA but there are major constraints that can make this implementation ineffective. Teachers need to have a common understanding of the CBA and accept the switch to CBA and one way to do this is to educate them on the concept and benefits of the CBA and provide them with the right environment for implementation especially with regard to resources. They also need to be motivated. Also there must be regular supervision of the CBA.

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