Original Research Article

ASSESSING THE IMPLEMENTATION OF COMPETENCY BASED APPROACH IN PRIMARY SCHOOLS IN CAMEROON

ABSTRACT. The purpose of this study was to assess the implementation of the competency based approach (CBA) in teaching in primary schools in Kumba II sub-division in Cameroon. The objectives of this study were to investigate how CBA is implemented; to ascertain the implementation of CBA and how it affects the pupils' academic performance; and to find out the challenges teachers face in the implementation of CBA. A survey research design was used and the sample respondents and schools were selected using simple random sampling. This sample was madeup of 60 teachers from 6 schools (GS Fiango group I, GS Fiango group II, GBPS Kosala II, GBPS Kosala group III, GBPS Kosala group IV and GS Ekemba). A questionnaire was used to collect data. For administration of the instrument, the direct delivery method was used. Data collected was analyzed by both qualitative and quantitative methods. This study concluded from its findings that; The CBA is significantly being implemented by the teachers of primary schools in Kumba II sub-division; there is a significant relationship between teachers' knowledge of the CBA and the effective implementation of the CBA in primary schools of Kumba II sub-division; teachers face several challenges while implementating CBA in primary schools in Kumba II sub-division. Based on the findings some recommendations were made.

Keywords: competency based approach (CBA), primary education, teaching methods, implementation

1. INTRODUCTION

These days, the Competency Based Approach (CBA) has become very popular in the sector of academia. Moreover, there has been a shift in the aim of teaching from transfering isolated know-how to a more practical problem solving learning [11].

Students who learn through the CBA will not only gain knowledge but will go a step further to be able to apply this knowledge in every day real life situations. Thus, the primary schools in Cameroon have chosen the CBA in order that the pupils must have achieved such competency upon graduation.

Background of the Study

Competency based training in recent times began in the United States of America when efforts were made to reform teacher training in the 1960s [5]. In Africa, CBA was introduced in French speaking African countries in 1996 during the Conference of Ministers of Education in Yaoundé. After evaluating the implementation of the new curricula for primary schools based on CBA, they came to the conclusion that CBA was the most relevant method to enhance African education. They piloted on the Mauritanian primary schools and the results they got from many of these African countries was similar. However, these ministers noticed that the greatest challenge encountered was in the implementation of the curriculum. Therefore, there is the need to focus on the effective implementation of CBA. These ministers finally concluded that CBA is a good approach for African schools that can meet the needs of the African society.

The effective implementation of CBA may be hindered by several factors. These teachers may be un willing to implement CBA since it may entail investing a lot of time preparing and planning for it. There is also lack of shared need, inadequate training of the teachers before the implementation of the CBA, inadequate resources and lack of a consenus over the goals and objectives of CBA as if teachers do not have a common understanding of CBA they might not deliver what the policy expects of them leading to a waste of resources.

Diffang [3] carried out a study and found out that some challenges surrounding CBA included the unavilability of textbooks for the teaching of CBA, not having an understanding of what CBA entails, no clear definition of what assessment techniques should be used for CBA, large class size which does not permit interaction, lack of support from the administration, the school climate is not very conducive for CBA implementation, no clear indicators to determine when the learner has mastered a competency and heavy workload which does not give room for trying out new teaching strategies.

Moreover, these respondents identified other factors that negatively affected the implementaion of CBA such as limited teaching time, teachers not well trained on CBA, poor classroom infastructure/environment, inadequate financial motivation, difficut to plan lesson notes, evaluation of CBA percieved to be difficult, lack of internet facilities for research, lack of appropriate schemes, resistace to change by some teachers, examination oriented nature of the syllabus, low level of earners, differences in learners, ack f adequate capacity building programs, interruptio of lessons by the administartion, laziness in trying out CBA methods and lack of school needs by learners.

Furthermore, inadequate in-service training as well as insufficient teaching learning resources hinder learner's creativity and encourage teachers to still use the rote methods of teaching which are not aligned to the needs of the learners. The CBA have laid modalities for the methods that teachers are supposed to use for teaching. But the aforementioned challenges retards teachers' effectiveness.

Aim of the CBA programme

CBA aims to inculcate in the learner responsiblebehaviour, knowledge and competencies, necessary for meeting with the challenges of the rapidly changing technological world. It is also expected to help the learner focus on what s/he can do after leaving school, that is developing a career [2].

1.2 Statement of Problem

CBA gives room for students to improve their knowledge based on their ability to master a skill or competence at their own pace irrespective of the environment. This method is designed to meet several learning abilities and can lead to more efficient learners' outcome. This is attained by providing pupils with the support needed for maximum understanding. In the competency based approach, teachers are no more the determiners of knowledge,rather they act as facilitators and guide. They aid the learners in their path to aquiring competence by giving them clear instructions, making sure that they understand the task, and also by determining what and how well they must perform.

In accordance with the aforementioned, [10] ascertains that teachers need to provide their pupils with authentic materials as well as hands on activities. Given the necessary resources for goal attainment, the pupils should also be allowed to work at their own pace. Teachers are also obliged to give constructive feedback on how well learners are doing towards successful completion of task. They have to ensure an ongoing assessment. According to [7], the ideal CBA class size is between 40-50 learners. With this class size, teachers are able to create a good relationship with all his/her learners and will be able to meet the needs of these learners.

From an interview the researchers carried out at the inspectorate of basic education in Kumba II Sub-division, it was realized that the CBA is not being implemented as stipulated on educational documents. Teachers find it difficult to draw lesson plans because they have very little knowledge on CBA. This reiterates [11], who found out that majority of teachers find it difficult to implement CBA because of inadequate knowledge and skills, overcrowded classrooms, limited teaching hours, the vast nature of the syllabus and insufficient pedagogic and learning materials. Moreover, the teachers are not provided with the materials they need to teach their lessons effectively. Moreover, the number of school days has been reduced from 5 to 4 due to the anglophone crisis. All these factors have made teachers to focus more on finishing their scheme of work by the end of the academic year rather than making sure that the learners achieve the necessary competence they are supposed to achieve by the end of the academic year.

Proper education assures a nation of a skilled labour force, good, loyal citizens and effective leadership. The researcher propose that more training and seminars should be organized to educate teachers on CBA. If effective measures are not taken then the national aims of education will not be met and by 2035 Cameroon will not be an emergent country. It is against this background that the researcher set out to assess the implementation of competency based approach in primary schools in Cameroon particularly in the kumba II sub-division. If the vision behind CBA must be realized, then efforts to implement it are indispensable.

1.3 Purpose of the Study

The aim of this study was to assess the implementation of the competency based approach in teaching in primary schools in Kumba II sub-division.

Specifically, this study seeks to;

1. To investigate how CBA is implemented.
2. To ascertain the implementation of CBA and how it affects pupil's academic performance.
3. To find out the challenges teachers face in implementing CBA.

1.4 Specific Research Questions

1. How is CBA implemented in primary schools?
2. How will the implementation of CBA affect pupil's academic performance.
3. What are the challenges that teachers face in implementing CBA.

1.5 Specific Research Hypothesis

Ho1: There is no significant relationship between the teachers knowledge on CBA and the way they teach in the classroom.

Ha1: There is a significant relationship between teachers' knowledge on CBA and the way they teach in the classroom.

Ho2: There is no significant relationship between the implementation of CBA and pupils' academic performance.

Ha2: There is a significant relationship between the implementation of CBA and pupils' academic performance.

2. MATERIALS AND METHODS

The survey design was used to collect and analyze data. This study was carried out in Kumba II subdivision, in the meme division of the South West Region of Cameroon. The population was made up of 12 public schools, 10 congressional schools and 76 lay private schools. The target population was made up of 3137 pupils from 8

Public Schools: EPF Kosala(240), GBPS Kosala GR I (490), GBPS Kosala GR II (540),GBPS Kosala GR III (205), GBPS Kosala GR IV (313), GS Ekemba (616), GS Fiango GR I (330), GS Fiango GR II (403). A sample of 60 teachers from 6 government schools were randomly selected. (11 teachers from GS Fiango GR II, 11 teachers from GBPS Kosala GR II, 7 teachers from GBPS Kosala GR III, 11 teachers from GBPS Kosala GR IV, 10 teachers from GS Ekemba, 10 teachers from GS Fiango GR I).

A questionnaire having both open and closed ended items was used as instrument for data collection. The first section of the questionaire contained a cover letter which highlighted the purpose of the study and the three other sections had items for each research question. To ensure that the research instrument measures constantly what it was designed to measure, the instrument was trial tested using 50 respondents from the target population but who did not feature in the sample of the study. The direct delivery method was used to administer the questionnaire to the respondents. this involved the researcher visiting the schools and after being granted permission, moving round the school and distributing the questionnaire to the teachers in their various classes. The respondents were assured that their responses will be used only for research purposes and their participation was voluntary.

3. RESULTS AND DISCUSSION

3.1 Analysis of Demographic Information

The data collected from the respondents showed that 38.0% of them were selected from GBPS Kosala Group II meanwhile 12.0% and 18.0% respectively were drawn from GBPS Kosala Groups III and IV. Again, 10.0% and 22.0% of the respondents were sampled from GS Fiango and GS Ekemba respectively. Relative to the teachers' working experience, the sampled schools had teachers who are quite experienced in terms of longevity in service. Findings revealed that 12.0% of the teachers are in the first five years of service, while 10.0% of them have an experience of between six and ten years. Furthermore, a vast majority of the sampled teachers (44.0%) have experiences of between 11 and 15 years with 20.0% of them having served for between 16 and 20 years. There are no teachers who have taught for more than 20 years amongst the sampled individuals. In relation to teachers' gender, 88.0% (44) of the sampled teachers were female while just 12.0% (06) were male.

3.2 Data Analysis and interpretation from the questionnaire

The data obtained from the questionnaire was analyzed and interpreted according to the research questions followed by a test of the specific hypotheses.

3.2.1 Research Question 1

The first specific research question addressed the extent to which the CBA is implemented and if this implementation is effective in primary schools of Kumba II Subdivision. This question was investigated using nine questionnaire items whose frequencies and mean opinions were calculated and tallied to either agree or disagree with the extent to which the implementation of CBA is effective in primary schools. The distribution of responses pertaining to this research question is presented in table 1 below:

Table 1: Distribution of responses on the implementation of the CBA (N=50)

Statements	**Stretched**				***Collapsed***	
	Strongly agree (SA)	**Agree (A)**	**Disagree (D)**	***Strongly disagree (SD)***	***SA/A***	***D/SD***
I have knowledge of what CBA is all about	32 (64.0%)	17 (34.0%)	01 (2.0%)	*00 (00%)*	49 (98.0%)	01 (2.0%)
The school provide instructional material that help in the implementation of CBA	18 (36.0%)	12 (24.0%)	16 (32.0%)	*04 (8.0%)*	30 (60.0%)	20 (40.0%)
I was trained on how to use CBA when I was in a the teachers' training college	12 (24.0%)	10 (20.0%)	21 (22.0%)	*07 (14.0%)*	22 (44.0%)	28 (56.0%)
I use different teaching methods to meet the needs of my leaners	30 (60.0%)	14 (28.0%)	04 (8.0%)	*02 (4.0%)*	44 (88.0%)	06 (12.0%)
I teach according to scheme of work and not according to the understanding of the learners	16 (32.0%)	15 (30.0%)	11 (22.0%)	*08 (16.0%)*	31 (62.0%)	19 (38.0%)
I have been participating regularly in seminars and .workshop to improve on my knowledge on CBA	32 (64.0%)	15 (30.0%)	03 (6.0%)	00 (00%)	47 (94.0%)	03 (6.0%)
I use the project based approach to get learners actively involved in lessons	20 (40.0%)	24 (48.0%)	06 (12.0%)	00 (00%)	44 (88.0%)	***06 (12.0%)***
I use the integrated learning theme to get learners involved in lessons	11 (22.0%)	28 (56.0%)	09 (18.0%)	02 (4.0%)	39 (78.0%)	***11 (22.0%)***
Pupils are given enough time to grasp the competencies they require at each level before moving to the next level	20 (40.0%)	24 (48.0%)	06 (12.0%)	00 (00%)	44 (88.0%)	***06 (12.0%)***
Multiple response set	191 (42.4%)	159 (35.0%)	77 (17.7%)	23 (5.1%)	350 (77.8%)	***100 (22.2%)***

The result in table 1 reveals that more than three-quarters (77.8%) of the respondents generally agree that they implement the CBA in teaching while about one-quarter (22.2%) of them disagree; meaning that they do not implement the CBA in their lessons. More significant is the fact that 60.0% of the respondents affirmed that their schools provide them the necessary materials required to effectively implement the CBA.

Pertaining to training, 56.0% of the teachers affirmed that they were b\never trained on the implementation of the CBA and so logically, they do not understand what it is and how to go about teaching with it. Of the 44.0% of the teachers who agreed to using the CBA in teaching, 78.8% of them agreed that they use integrated learning themes to get learners involved in lessons. Furthermore, 88.0% of the respondents also generally agreed that pupils are given enough time to grasp the competencies they require at each level before moving to the next level while 12.0% of them do not allow students to grasp competencies before moving on.

3.2.2 Verification of Hypothesis One

The implementation of the CBA is not significantly effective in primary schools of the Kumba II subdivision.

The independent variable in this hypothesis is the implementation of the CBA while the dependent variable is the effectiveness of this implementation. The scores of the independent variable were obtained from the nine questionnaire items that sought to measure the implementation of the CBA while effective implementation was measured using five questionnaire items designed for this purpose. The statistical analysis technique used to test this hypothesis was the Pearson Product Moment Correlation Coefficient analysis calculated. The result of this analysis is presented in table 2 below.

Table 2: Pearson Product Moment Correlation analysis of CBA and effective implementation in primary schools of Kumba II subdivision (N=50)

Variable	$\sum X$	$\sum X^2$		
	$\sum Y$	$\sum Y^2$	$\sum XY$	Γ_{xy}
Competency Based Approach	5467	2988089	377551 02	0.416**
Effective Implementation	6906	47692836		

p*<0.05; df=50; critical Γ_{xy} =0.181

The result of the analysis reveals that the calculated Γ_{xy} -value of 0.416 is greater than the critical Γ_{xy} -value of 0.181 at .05 level of significance with 50 degrees of freedom. With the result of the analysis, the null hypothesis (H_0) was rejected and the alternative hypothesis retained. This result therefore means that the CBA is being implemented in Primary Schools of Kumba II subdivision and its implementation is significantly effective.

This finding is in tandem with the findings of [8], who studied the implementation of CBA in some primary schools in Kousseri, Far North Region of Cameroon and realized that the approach is not being implemented effectively due to its novelty in the educational system and the teachers' indifference about the new visions and competences. Respondents commented that most competences in their learning are irrelevant for the socioeconomic insertion of learners. He further states some of the challenges as follows; most teachers continue to use the explanation method, they display poor mastery of the method, the large class-sizes which impede the individualization of instruction and assessment strategies, and the lack of adequate didactic materials.

In a similar manner, [4] adds that the Implementation of CBA is ineffective because of lack of readiness among the learners and teachers. The ideal condition of CBC demands that both facilitators and students be ready to undergo the teaching and learning process in class, but in reality, the opposite condition happens. According to him, there are some students and teachers who are not ready to learn and teach respectively and this makes it difficult for the CBA to be fully implemented.

3.2.3 Research Question Two

The second specific research question addressed the relationship teacher's knowledge of the Competency Based Approach (CBA) and the effective implementation of the CBA in Primary School of Kumba II subdivision. This question was investigated using nine questionnaire items whose frequencies and mean opinions were calculated and tallied to either agree or disagree with the extent to which the teacher's knowledge of the CBA influences their ability to effectively implement the CBA. The distribution of responses pertaining to this research question is presented in table 3 below:

Table 3: Distribution of responses on teacher's knowledge of the CBA and effective implementation (N=50)

Statements	Stretched				Collapsed	
	Strongly agree(SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)	SA/A	D/SD
The CBA was introduced when I was in the teachers training college	05 (10.0%)	10 (20.0%)	24 (48.0%)	11 (22.0%)	35 (70.0%)	15 (30.0%)
I prepare my lesson plan using the CBA format	23 (46.0%)	21 (42.0%)	06 (12.0%)	00 (00%)	44 (88.0%)	06 (12.0%)
I participate regularly in seminars and workshops on CBA	28 (56.0%)	16 (32.0%)	05 (10.0%)	01 (2.0%)	44 (88.0%)	06 (12.0%)
Seminars and workshops have encouraged me to implement CBA in my class	30 (60.0%)	18 (36.0%)	00 (00%)	02 (4.0%)	48 (96.0%)	02 (04.0%)
My school organizes regular seminars and workshops on the use of CBA in teaching	18 (36.0%)	17 (34.0%)	09 (18.0%)	06 (12.0%)	35 (70.0%)	15 (30.0%)
Such seminars have improved my skills of use of CBA the teaching and learning transaction	22 (44.0%)	19 (38.0%)	05 (10.0%)	04 (8.0%)	41 (82.0%)	09 (18.0%)
I dedicate myself to personally study on the principles of effective implementation of the CBA to improve on my knowledge on CBA	21 (42.0%)	24 (48.0%)	04 (8.0%)	01 (2.0%)	45 (90.0%)	05 (2.0%)

Pupils academic performance has improved since the introduction of CBA	13 (26.0%)	28 (56.0%)	08 (16.0%)	01 (2.0%)	41 (82.0%)	09 (18.0%)
Learner's can solve basic problems using the skills they acquire from lessons	20 (40.0%)	26 (52.0%)	02 (4.0%)	02 (4.0%)	46 (92.0%)	04 (8.0)
Multiple response set	**180 (40.0%)**	**179 (39.8%)**	**63 (14.0%)**	**28 (6.22%)**	**359 (77.8%)**	**91 (22.2%)**

The findings in table 4 indicate that 77.8% of the respondents generally agreed their knowledge of the CBA has a significant influence on the effective implementation of the CBA while 22.2% of them disagreed. More significant is the fact that 92.0% of the teachers agreed that their pupils can solve basic learning problems because of the implementation of the CBA with a significant 8.0% of the pupils cannot solve basic learning problems in the opinion of their teachers. Furthermore, 82.0% of the respondents are of the opinion that pupils academic performance has improved significantly since the introduction of the CBA in primary schools while 18.0% of them think learners' academic performance have not changed by much.

Furthermore, 70.0% of the respondents agree that their schools organize seminars and workshops on the use of the CBA in teaching while 30.0% of the teachers say their schools do not organize these seminar workshops. For this reason, 92.0% of the respondents affirmed that these workshops have encouraged them to implement the CBA in teaching since during these seminars their skills are sharpened. However, 90.0% of the respondents said that they personally dedicate themselves to the study of principles of effective implementation of the CBA. To them, they need better knowledge in order to effectively implement the CBA in their classrooms.

3.2.4 Verification of Hypothesis two

Teachers' knowledge of the CBA does not significantly affect the effective implementation of the CBA in primary schools of Kumba II subdivision.

The independent variable in this hypothesis is teachers' knowledge of the CBA while the dependent variable is the effectiveness of this implementation. The scores of the independent variable were obtained from the nine questionnaire items that sought to measure the implementation of the CBA while effective implementation was measured using five questionnaire items designed for this purpose. The statistical analysis technique used to test this hypothesis was the Pearson Product Moment Correlation Coefficient analysis.

The result of this analysis is presented in table 4 below.

Table 4: Pearson Product Moment Correlation analysis of knowledge of CBA and effective implementation of the CBA (N=50)

Variable	$\sum X$	$\sum X^2$		
	$\sum Y$	$\sum Y^2$	$\sum XY$	Γ_{xy}
Competency Based Approach	5621	31595641	38818626	0.312**
Effective Implementation	6906	47692836		

$p^*<0.05$; df=50; critical Γ_{xy} =0.183

The result of the analysis reveals that the calculated Γxy -value of 0.312 is greater than the critical Γxy -value of 0.183 at .05 level of significance with 50 degrees of freedom. With the result of the analysis, the null hypothesis (H0) was rejected and the alternative hypothesis retained. This result therefore means that there is a significant relationship between the teachers knowledge of the CBA and the effective implementation of the CBA in primary schools of Kumba II subdivision.

A further exploration of the result shows that Γxycalculated was high and positive. This means that the more knowledgeable teachers are of the CBA, the more effective the implementation of the CBA will be in Kumba II subdivision.

This finding is in agreement with [9] who carried out a research on teachers preparedness for implementation of the competency based curriculum in private pre-school in Nairobi, Kenya. The study sought to determine teachers' readiness for implementation of the competency-based curriculum, establish teachers' subject matter knowledge for implementation of the competency-based curriculum, assess teacher's technological skills for implementation of the competency-based curriculum and establish teachers' perceptions on the implementation of the competency-based curriculum in private pre-schools.

The findings of the study revealed that majority of head teachers and pre-school teachers have attended in-service training hence majority of them agreed they were prepared to implement the competency-based curriculum which seems to be the contrary in Cameroon Primary schools where teachers have not been trained on the use of CBA. From the findings, majority of the teachers had been adequately prepared and equipped with subject content knowledge. However, the findings showed that majority of the teachers had not been exposed to ICT and most of them were not competent as they lacked technological skills.

The findings also indicated that majority of the teachers had a positive attitude towards the competency-based curriculum. From the findings, it was concluded that teachers are prepared to implement the competency-based curriculum which is largely the contrary observed in this study. Nonetheless, factors like limited in-service trainings, inadequate learning materials, and many records to keep, a lot of workload, lack of ICT skills among the teachers and lack of parental support were hindering effective implementation of the competency-based curriculum. Based on the findings, the study recommended that the ministry of education and Kenya Institute of Curriculum Development to organise for more in-service training for teachers to equip them with subject content knowledge, ICT skills and positively change their perceptions about the competency-based curriculum. This recommendation is similar to one proposed by many researchers cited within the Cameroon context who have venture3d into investigating the implementation of the CBA.

In the same vain, [11] carried out a research on the Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constraints. The findings revealed that an appreciable percentage of teachers graduated from the training colleges before the CBA was introduced in the Cameroon school system. Majority (96.5%) attested to the fact that, they acquired basic knowledge and skills of CBA through seminars, conferences and workshops which were not really frequent to keep them abreast with the Dynamics in the art of the model. It was noticed that majority of the teachers find it difficult to implement the CBA because of inadequate knowledge and skills, overcrowded classrooms, limited teaching hour, the bogus nature of the syllabus and insufficient pedagogic and learning materials. The study suggested that teachers need diverse professional development activities like in-service training, seminars, conferences, workshops and individual research to continually adapt and use dynamic trends of CBA.

3.2.5 Research Question three

The third research question was designed to document the challenges faced by teachers in implementing the competency based approach (CBA) in teaching. When they asked the challenges faced in this regard, the following challenges arose as the major theme:

There is first of all the problem of inadequate supply of instructional materials from the state and local authorities in the era of decentralization commonly called the "minimum package". Teachers affirmed (100%) that basic pieces of instructional materials required to make learning more concrete for learners are lacking and so many concepts remain taught only in abstract terms. Some of the teachers opined that in the 21st century where teaching should be technologically driven, advanced instructional media remain a dream if basic materials are still hard to come by.

Again, teachers revealed that their classes are extremely large and the many pupils in class make it absolutely impossible to attend to individual learning difficulties. In addition the classroom infrastructure is not enough to accommodate all the pupils conveniently often leading to overcrowding making it difficult to implement the CBA even if the teacher was willing.

Furthermore, teachers stated that the number of teaching staff available is inadequate and when this is linked up with limited infrastructure and classroom spaces, overcrowding is inevitable and the imminent result is that implementing the CBA becomes impossible as well as ineffective periodic seminar workshops which do not do enough to boost teachers knowledge of the CBA.

When teachers were asked what can be done to improve the implementation of the CBA teachers highlighted a good number of proposals some of which include: The government should do well to provide instructional materials to schools that facilitate the teaching/ and learning process; more teachers should be employed and deployed to schools with need and above all more infrastructure in the form of benches, chairs, tables etc. as well as a construction of more classroom in order to decongest the existing overcrowded classrooms.

From the above findings from the open-ended questions posed to teachers, it can be concluded that the challenges teachers face in their respective classrooms have a huge influence on the effective implementation of the CBA especially given the heavy infrastructural demands for the successful implementation of the CBA across all levels of the school system and but above all at the primary.

This finding is in line with [6] who investigated the implementation of competency based curriculum in Tanzania secondary schools particularly issues surrounding the implementation of competency based curriculum in Tanzanian secondary schools. The findings indicated that the majority (86%) of the teachers that were interviewed did not have the proper understanding of the objectives of competency based curriculum. In addition, the majority (78%) of the reviewed lesson plans did not reflect the qualities of a Competency based lesson plan. Moreover, the involvement of the learners in classroom activities by the teacher who were observed was very low.

Again [9] in his studies of the challenges facing the implementation of the CBA found challenges that fit squarely into the Cameroon context as demonstrated by the current study. These challenges include limited in-service trainings, inadequate learning materials, and many records to keep, a lot of workload, lack of ICT skills among the teachers and lack of parental support were hindering effective implementation of the competency-based curriculum.

From a theoretical standpoint, findings of this study are a good fit for the theories reviewed and particularly Bruner's [1] Social Learning theory which supposes that the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. Specifically, education should also develop symbolic thinking in children. Bruner [1] proposes that learners construct their own knowledge and do this by organizing and categorizing information using a coding system. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told by the teacher which exactly what the CBA was intended to eliminate.

4. CONCLUSION

This study was very important because it showed that the CBA as it stands is only being implemented to a lesser extent because of factors that can be attribute to both the teachers and their preparedness to teach and educational authorities for failing to provide teachers with basics to enable the work.

The study revealed that teachers' knowledge of the CBA is a very significant influence on effective implementation in primary schools of the Kumba II Subdivision. In addition to a systematic inadequacy of instructional materials, other challenges highlighted by teachers was the overcrowded nature of classrooms, inadequate teachers, unwillingness to implement the CBA and the need for the state to construct many more spacious classroom spaces.

4.1 Recommendations

Based on the findings of this study, the following recommendations have been made:

-The training program of teacher training colleges should be redesigned following the CBA and its principles such that teachers leaving training should already be versed with the CBA and implementation strategies. However, for already practicing teachers, the only way to improve their skills is for proprietors to intensify the organization of seminar-workshops and continuous professional development programs most of which can be initiated by the state.

-In order to better facilitate teaching, teachers/schools should be provided with adequate instructional materials which is one of the major requirements for successful implementation of the CBA.

-More classrooms should be constructed and many more teachers employed to fill these classrooms so that overcrowding could be minimized. Implementation of the CBA requires relatively high levels of personalized instruction and hands-on activities.

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