Competency-Based Approach and Teachers Performance in Primary Schools of Awae Sub Division, Centre Region of Cameroon

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ABSTRACT

The study investigated the influence of the Competency-Based Approach on teachers' performance. The problem under this study stems from the skills mismatch that exists in the implementation of CBA by teachers of primary schools in Awae. This study adopted a mixed research design. A sample size of 44 participants was administered questionnaires and 10 participants were interviewed. Quantitative data collected were analysed using SPSS version 25, which used a descriptive analysis of demographic elements and regression tests to test the hypothesis. From our results, Lesson preparation positively influences teacher performance in CBA. With a grand mean of 3.51 above the cutoff mean, respondents strongly agree with the statement. The regression results showed a significant positive relationship between Lesson preparation and teacher performance ($t = 19.97$, $p < 0.000$). The slope coefficient for Lesson preparation was 0.951, so teacher performance increases by a factor of 0.951. Respondents strongly agree that teaching methods influence teacher performance, with a grand mean of 3.58 above the cut-off mean The regression results showed a significant positive relationship between teaching methods on teacher performance ($t = 15.713 p < 0.000$). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924. Respondents strongly agree that Teachers' practice/assessment method influences teacher performance, with a grand mean of 3.62 above the cut-off mean. The regression results showed a significant positive relationship between the Teacher's practice/assessment method and Teacher performance ($t = 12.540$, $p < 0.000$). The slope coefficient for Teachers' practice/assessment method was .888, so teacher performance increases by a factor of 0.888. In the qualitative analysis using thematic analysis, most participants strongly agreed that lesson preparation, teaching methods and assessment methods play a great role in the implementation of CBA and teachers' performance positively.

Keywords: Competency-Based Approach, Lesson preparation, teaching methods, assessment and Teacher performance

INTRODUCTION

The Government of Cameroon has revolutionized its primary education moving from Objective Base Approach to Competency Base Approach to facilitate pupil acquisition of skills. Cheptoo (2019) argues that CBC adoption in most African countries is an adjustment or model similar to that of developed countries. She explains that the implementation has either been imposed on the countries following government directives or due to the support from Western Non-Governmental Organizations. For instance, in East Africa, they had to sign the East Africa Harmonization policies that require the countries to adopt CBC. The researcher goes on to suggest that for the adoption of the CBC to succeed in Africa, there is a need to look into African Communities' actual learning environment, financial ability, human resources, ability, philosophy, job market, needs, visions, the Africans still face diverse challenges ranging from infrastructure, resources, teachers' capabilities leadership and type of teachers' capabilities leadership and type of student's cohorts with classes building with learners' eager to learn. The work of Abebe (2012) outlined that the Competency-based curriculum is one where knowledge is constructed and not transmitted, and prior knowledge impacts the

learning process. It is a shift from traditional input-driven learning, whose primary focus is acquiring knowledge, to competency-based Education (Yambo 2020).

Teachers already in the field will undoubtedly require more professional development programmes to improve their knowledge and skills in implementing the CBA. This aligns with Wiysahnyuy (2019), who emphasises that to enhance the professional development of teachers, there is a need to attend conferences, seminars, workshops, and short courses and undergo in-service training if the need arises to improve on or gain more knowledge on the subject matter, teaching techniques, skills and assessment strategies which are in one way or the other related to the Competency-Based Approach, (CBA). Though the respondents indicated that there is a need for training of teachers to improve their knowledge and skills on CBA, they overlooked the importance of short and long courses which could be offered to teachers to train them on what the CBA is all about and how to implement it to attain the anticipated gains effectively.

Educators highly contested the new innovative approach (CBA) as to whether it was the best approach for this era, but finally, the implementation of this new approach was in response to the educational crisis in the United States of America. Today, CBA is widely accepted and implemented in many countries around the world, such as Algeria, Australia, and Tanzania. CBA was first used in the 1960s in the context of performance-based Education, which aimed to train specialists who could compete in the world market (Bafon,2021). Competence-based approach (CBA) is a tendency which came into being in 60s last century. Nowadays there are many definitions of CBA. Foundation of Excellence in Education explains it as "a system of instruction where students advance to higher levels of learning when they demonstrate mastery of concepts and skills – regardless of time, place, or pace. There was a shift in implementing a competence-based approach from a historical perspective. Several decades ago, it could be a kind of to-do list as well, and the main idea of Education was to provide students with narrow disciplinary knowledge. The student was just supposed to be aware of the exact field of knowledge, i.e., the critical concept of Education was to learn the necessary information by heart. At the same time, it is necessary to know how to get the information, how to process it, and the best way to implement it.

Today, there are different interpretations of the concept of "competence approach", but they are all aimed at providing the learner with the skills to independently solve a set of tasks, including tasks of a personal and professional nature.

In Cameroon, the competency-based approach was introduced during the Conference of Ministers of Education in Yaoundé. After analysing the introduction and implementation of the new curricula for primary schools based on CBA, these ministers realised that CBA was the most relevant method to enhance African Education. The teachers faced difficulties in general poverty, insufficient and inadequate didactic materials and large class sizes, amongst others; all these made it difficult for teachers to create the situation needed for their lessons and individualise instruction. They concluded that though CBA is a good approach for Cameroon schools, the needs and realities of the country also need to be taken into consideration for the effective implementation of this approach. Competence-based approach was introduced in Cameroon in July 2012 (Bafon,2021). Cameroon's Ministry of Basic Education has distinguished three main components of the competence to be taught: subject competence (knowledge), transversal competence (know-how resulting from all the subjects in a child's learning) and life competence resulting from developing the right attitudes and behaviour for real-life situations. Mahamat (2011), cited by Nforbi (2014), studied the implementation of CBA in some primary schools in Kousseri, Far North Region of Cameroon. He realised the approach was not being implemented effectively due to its novelty in the educational system and the teachers "apathy about the new visions and competencies. The decree of the President of Cameroon, "On measures for priority development of Education in Cameroon ", dated 2001, determined the number of measures for the introduction of the regulations in Cameroon based on competence, aimed at coordinating the national system of education quality assurance with the general system of Education Based on modern society requirements and the needs of the learner to adapt to changing needs, the education quality assurance should be based on the formation of such competencies and skills in future specialists that enable them to use practically knowledge and skills for the benefit of all Cameroonians that of creating job makers, not job seekers. The President of The Republic of

Cameroon, His Excellency Paul Biya, during his February 2001 message to the youth, called for embracing the competence-based approach (République du Cameroun, 2007).

In the National Standard System of Higher Education, as well as Professional and Teacher training institutions, the requirements and qualifications are clearly stated, the list of socially and professionally essential knowledge, skills and competencies is provided, which are required from the graduate of the high institution not only by the national labour market but also by the Cameroonian Community. The National System of Qualifications should be the basis for the introduction of a competence-based approach in teachers' Education, including its components – the National and regional qualifications limits. Concerning Cameroon, during the 1995 Educational Forum, when educational experts met in Yaoundé, the capital city, to discuss how the educational system in Cameroon could be improved upon, there was nothing mentioned about the use of real-life aspects in the classroom, especially in primary schools. Educational law No: 9/004 of 14 April 1998 did not mention it in the primary school curriculum, but as of 2001, the education community had to adopt a competency-based approach to create job makers, not job seekers. In his speech, the president promised to introduce competencies in our schools and the equipment for computer rooms in schools. The consequence of the President's speech was accelerated in 2015 with the introduction of a competence-based approach in Primary and Secondary schools, in both general and technical secondary schools.

Statement of the problem

A recent study by Bafon (2021) showed that the implementation process of CBA from 2015 in Cameroon was still slow. Teachers and Pupils, mainly the novices, are not fully implementing the approach probably because they are unaware of its principles. The approach focuses on outputs rather than on inputs to learning. Woods (2007) points out that although the Secondary Education Development Plan (SEDP) shows that teacher training is a priority and steps are required to provide for a well-educated, professional and skilled teaching force, many of the required interventions have not occurred. The general preservice teacher training program has been uncoordinated, underfunded and poorly staffed (ibid.). Teachers' training institutions in collaboration with Delegation have been established to provide in-service training, mentoring and peer support, but they are not well utilised. However, teachers and other education stakeholders face many difficulties in implementing this curriculum (Ayoub, Rugambuka & Ikupa,2013). Also, in Tanzania, there is no clear evidence of implementing a competency-based approach (Alphonce, 2008), which implies the implementation of this new teaching, learning and assessment approach to warrant these rhetorical statements.

The Cameroonian government has promoted CBA through several laws to shape the structure management and monitoring of the educational policy in Cameroon, like the 1998 Law of Orientation of Education (Law No 98/004 of 4th April 1998) and the Cameroon Education Plan 2013-2020. They have equally provided rules for the organisation and functioning of Education in Cameroon (Law No 2004/022 of 22 July 2004).

One of the problems of CBA, Mrs Beatrice Ano underlined following her interview with Cameroon Tribune, is how a teacher can enable an individual student to develop his skills in what he can do best in a country since there are many students in a classroom. There are no infrastructures to divide classrooms into smaller groups. She added that there is no equipment to train pupils on the CBA as some classes do not have electricity and desks on which students can effectively and sufficiently practise. As a language teacher, Beatrice Ano said, "I am out to help students use language to solve a problem in a given situation (https://www.cameroon-tribune.cm/,2017)

In Cameroon, there is a severe shortage of well-qualified and expert teachers competent to guide learners through the new competency-based curriculum and learning styles, To a large extent, teachers have continued teaching by using the traditional instructional approaches and assessments pupils have also continued learning through memorisation rather than creating and inventing new ideas through inquiry learning approaches. Thus, this study intended to investigate the extent to which competency-based teaching approaches have been implemented in primary schools in Awae, Mefou et Afamba sub-divisions, Centre region of Cameroon

Research Questions

To What extent has the implementation of the Competency-Based Approach influenced teachers' performance in public primary schools of Awae?

Specific Research Questions

To what extent do Lesson preparations according to CBA influence the Teacher's performance?

To what extent have Teaching methods according to CBA influenced the Teacher's performance?

To what extent has Primary school teachers' practice/ assessment methods of CBA influenced the Teacher's performance?

LITERATURE REVIEW

Arguelles et al (2017) further define a Competence-Based Approach (CBA) as Education based on outcomes and pre-determined standards of what students can do. Specifically, the Competence-Based Approach is defined as a perspective on how to prepare competent graduates with knowledge of how to meet the needs of an ever-changing work situation. From this perspective, knowledge, skills, and attitudes that make up the essentials of an occupation are not transmitted as separate learning activities or subjects. These competencies are integrated through assignments and activities that come as close as possible to the actual context of the occupation. Competence-based education uses teaching and learning strategies that facilitate developing and demonstrating competencies. The introduction of competency-based Education and training in an education setting leads to a competency-based curriculum. The Competence–Based Curriculum (CBC) focuses on enabling learners to master the knowledge, skills, and attitudes needed for employment and general life. The curriculum is activity-oriented and concerns the required competencies. It is usually prepared in such a way that it requires learners to perform various tasks to equip them with knowledge and skills related to their real-life situations. In CBC, a teacher is supposed to switch from the role of an expert who transfers knowledge to a coaching role of facilitating and guiding the learning process (Biemans, Nieuwenhuis, Poell, Mulder & Wesselink, 2004). The Teacher is required to be active in supporting the learning process rather than being active in transferring content. He/she should use a didactical approach based on facilitating active learning, which includes group work, presentations, and self-study. The advocacy of the Competence Curriculum has been witnessed in recent years at various levels of the education system in the world. The main reason for this advocacy is to provide quality education at all levels, from pre-primary to university levels. Competence Based Curriculum is the leading paradigm for innovation, both at the system level and at the level of the learning environment (Biemans et al., 2004). Competence-based Curriculum, therefore, requires adult learners to take more responsibility for their learning process, which is initiated by the competent learning tasks along the continuum of curriculum implementation. This calls for the review of teaching and learning methods as well as assessing learners. It leaves behind the traditional instruction and assessment approach (Kafyulilo et al., 2012).

Competence is defined as the developmental capacity to interactively mobilise and ethically use information, data, knowledge, skills, values, attitudes, and technology to engage effectively and act across diverse situations. Carracio et al (2002) asserted that there was no single definition of Competency-Based Instruction. However, it can be identified by the following characteristics: Spelling out exactly what it is that trainees should learn, providing a high quality of instruction, helping students learn one thing well before going on to the next and requiring each trainee to demonstrate competency. Thus, the competency-based approach focuses on measurable and useable knowledge, skills and abilities (Richards and Rodgers, 2001). It consists of teachers basing their instructions on concepts, expecting to foster deeper and broader understanding. CBA curricula fostering learner-friendly teaching and learning strategies could engender a shift from sheer memorisation to developing higher-order intellectual skills and life skills, including communication, social and emotional and other relevant skills. Schwab (2016) states that workers need at least ten competencies in 2020. Those

competencies are complex problem-solving, critical thinking, creativity, people management, coordinating others, emotional intelligence, judgment decision-making, service orientation, negotiation, and cognitive flexibility.

CBA is a teaching approach which focuses on the outcomes of learning. It emphasises what learners are expected to achieve with the target objectives of the lesson. In other words, the approach sees outputs as very important rather than the learning process. This means starting with a clear picture of what is essential for students to be able to do, then organising curriculum, instruction, and assessment to make sure this learning ultimately happens (Tamiru & Ebisa,2021)

The advantages of the competency Approach include the fact that participants will achieve competencies required in the performance of their jobs, build confidence as they succeed in mastering specific competencies, receive a transcript or a list of the competencies they have achieved, use training time more efficiently and effectively as the trainer is a facilitator of learning as opposed to a provider of information; devote training time to working with participants individually or in small groups as opposed to presenting lectures and devote more training time to evaluating each participant's ability to perform essential job skills (Rojewski and Hill, 2014).

Teaching Methods in CBA

In CBA, a teacher should switch from an expert who transfers knowledge to a coaching role of facilitating and guiding the learning process (Biemans, Nieuwenhuis, Poell, Mulder & Wesselink, 2004). This means teachers implementing this approach encourage learners to be creative, ensure the planning and organisation of activities, and suggest ideas without imposing them on the learners. The Teacher is required to be active in supporting the learning process rather than transferring contents. According to Zineb, Soumia, Souad & Karim, (2017), in implementing the CBA, the Teacher should use a didactical approach based on facilitating active learning, including group work, presentations and self-study. According to Anane (2013), CBA demands a different teaching, assessment, and certification approach. This is because, conceptually, CBA is different from the traditional system.

According to Rogiers (2004), the CBA relies on three fundamental objectives: firstly, to emphasise the competencies that the student must master at the end of each school year and the end of compulsory schooling, rather than stressing what the Teacher must teach. Secondly, they should organise the learning outcomes to bring their students to the expected level. Thirdly, the responsibility for learning must be entrusted to the student, who has to build his or her knowledge through means made available by the Teacher. According to Boutin (2004), the student becomes a learner who must suggest ideas first, have the desire to know and learn, organise work using new technologies, assimilate new learning methods, and look for new information. The new role of the Teacher consists of encouraging the learners to acquire the knowledge, which must be facilitated but not mechanically transmitted, and entrusting the preparation of specific tasks to the students.

Lesson preparation in CBA

Unlike experienced teachers who have acquired the knowledge and skills to visualise how a lesson plan may unfold and improvise some of what they say and do in the classroom, novice teachers and student teachers lack this knowledge and, therefore, have to prepare and write their daily lesson plans before stepping into the classroom (Mutton et al., 2011). Indeed, writing a lesson plan is beneficial to teachers for several reasons. First, it reminds them of the components and stages of lessons. A lesson plan provides information about "the students' background, the lesson's objectives, the skills to be taught, the activities, the materials and texts, the time constraints, and the connections to previous and future lessons" (Jensen, 2001, p. 404). It also reminds student teachers that in terms of organisation, a lesson has a beginning, a middle and an end. Second, a lesson plan saves time, keeping the Teacher focused on the lesson activities. In this way, lesson planning helps avoid unnecessary digression. Third, teachers can assess their knowledge of the content to teach while planning their lessons (Reed & Michaud, 2010). Jensen (2001) adds four other benefits of writing a lesson plan: it gives more

confidence to the Teacher because she knows what to do at each stage of the lesson; it can be kept and used again even after several years; it can be helpful for other people including substitute teachers, administrators, and potential employers; and it leads to more unified lessons with smooth transitions between previous knowledge and new knowledge, and between different activities. In that line of thought, Richards (1998, p.103) highlights the importance of a lesson plan in the following words: "The success with which a teacher conducts a lesson plan is often thought to depend on the effectiveness with which the lesson was planned". Lesson planning depends on a practical and ideological context (Mutton et al., 2011).

The need to train student teachers in lesson planning has an even more heightened relevance in the Cameroonian context today as the adoption of the Competency-Based Approach (henceforth CBA) in recent years has led to changes in curricula and lesson design and raised the stakes in terms of standards for learning and teaching by increasing demands on teachers. CBA, the educational component of the vision to make Cameroon an emergent economy by 2035, was adopted by the Cameroonian government in 2012, aligning educational goals with the demands of a more skilled workforce. While the previous paradigm, the Skills-Based Approach, focused more on learners' acquisition of knowledge, CBA emphasised using the knowledge acquired in class to help solve real-life problems. An immediate consequence of this reform was that teacher education programs were urged to adapt to the demands of the innovation to produce teachers ready to implement it in their classrooms (Nkemleke & Belibi, 2019). Pedagogic guides for implementing CBA were distributed to educators across the country, and seminars on CBA were offered to familiarise teachers rapidly with the main principles and practices of curricular reform. Knowledge of lesson planning following CBA guidelines immediately became the yardstick for measuring in-service teachers' professionalism and pre-service and novice teachers' readiness to teach. Then, most departments in teacher training colleges hired pedagogic inspectors and secondary education teachers to teach methodology courses, especially those handling aspects of lesson planning, to produce a well-trained teacher population capable of planning lessons and implementing CBA in their classrooms. Several studies have found collaboration is one of the most effective strategies to maximise student teachers' chances to master lesson planning. Caven et al (2013, p.6), for example, believe that "collaborative planning can create a culture of continuous improvement where colleagues brainstorm together and decide on educational approaches to meet the needs of each child".

Meanwhile, Futter & Staub (2008) studied the effects of collaborative lesson planning on Teacher learning during the practicum and found that this type of lesson planning was more beneficial to student teachers than joint reflection after teaching a lesson. Their study equally demonstrated that lessons planned with peers had better instructional quality than those planned by single teachers. Similarly, Gutierez (2019) found that scaffolded collaborative lesson planning resulted in "mutual leadership leading to an increased feeling of effectiveness … and improved teacher professional identity". Finally, a study by Carreño and Ortiz (2017) involving field teachers found that collaboration on lesson plans provided educators with opportunities to improve their practices and identify their strengths and weaknesses**.**

Teachers practice competency and assessment methods.

Docking (1994) summarised CBA: "It is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what trainees know about the lesson to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework, syllabus specification, teaching strategies, assessment, and reporting. Instead of norm referencing assessment, criterion-based assessment procedures are used to assess learners according to how well they can perform on specific learning tasks (p.16)." The positive consequence of implementing CBA is that it serves as an agent of change and improves teaching and learning (Docking, 1994). Since competency-based approaches to teaching and assessment offer instructors an opportunity to revitalise their education and training programs, the quality of an assessment can be improved, and the quality of teaching and trainees' learning will be enhanced by the precise specification of expected outcomes and the continuous feedback that competency-based assessment can offer.

Competency-based Education relies on formative assessments that aim to support learners in achieving the

next level of mastery rather than being a final evaluation (Lee and Chiu, 2022). While written exams are commonly used to assess learners, assessment of skill performance, such as direct observation, provides more compelling evidence of learning outcomes. Once areas for improvement are identified, effective feedback is essential to support learners' professional development. To be effective, feedback should be routine, timely, specific, and nonthreatening while also encouraging self-assessment (Holbrook and Kasales 2020). The 'asktell-ask' feedback approach aligns with this framework, whereby the observer first asks for the learner's self-assessment, provides their assessment, and then asks the learner for questions and an action plan to address the identified issues. Practical assessment and feedback in competency-based Education support learners in their professional development and provide evidence of their impact on the learning outcomes of patients and communities (Lee & Chiu, 2022)

Challenges of effective implementation of CBA

Mahamat (2011) 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. His pupils-respondents comment that most competencies in their learning are irrelevant to their socioeconomic insertion. He further states some of the challenges: most teachers continue to use the explanation method, they display poor mastery of the method, the large class sizes which impede the individualisation of instruction and assessment strategies, and the lack of adequate didactic materials. Ashcraft (1994) reveals that the challenges in implementing CBA are comprised of assessment and classroom management. The competency Approach is learner-centred. Hence, small class sizes are preferred for effective use of CBA facilitation techniques. Teachers need to adapt their teaching methods to learners for better learning outcomes (Egbe,2022).

Makunja (2015) states that the ideal CBA class size is between 40 and 50 learners. Currently, in most of the institutions in Tanzania, the average class size is a hundred students and above, which restrains teachers from attending to individual needs. Samia & Nadia (2012) studied problems teachers face in implementing the CBA in Teaching Writing. They agree that there are difficulties in teaching Writing under the CBA, as participants argued that teaching Writing under the CBA is a hard task. In addition, the teachers confessed that these problems touched them and they felt unable to overcome them because they lacked sufficient information related to the CBA. Makunja (2015), investigated the challenges facing teachers in implementing competence base curriculum in secondary schools in Tanzania and found that teachers faced a variety of challenges that impeded the effective implementation of competence-based curriculum in teaching and learning, especially a lack of adequate training on the use of the CBA.

Hatmanto, (2011) adds that the Implementation of CBA is ineffective because of a 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, some students and teachers are not ready to learn and teach, making it difficult for the CBA to be fully implemented. Another challenge, according to Badan & Biklein (2003) in Msuya, (2016), another challenge is that students attending the competence-based curriculum class are proactive. Unfortunately, some students still maintain themselves as passive learners. In this situation, it becomes the teacher's responsibility to encourage them to be more active. Garavan & McGuire, (2001) reiterate that the challenge comes from students being less “tuned in” in class whereas it is the responsibility of the teachers to stimulate the formers‟ meta-cognitive skills. From this context, it is clear that the shift from knowledge-based to CBA involves teachers changing their mindsets and students' mindsets.

METHODOLOGY

Research paradigm

This study used pragmatism as a paradigm combining both qualitative and quantitative research methods based on what best suits the research question, rather than adhering strictly to one approach. It is also a philosophical

position aimed at describing and predicting the facts people experience (Creswell, 2009). Based on the above description, the pragmatism paradigm was used to explore the influence of CBA on teachers' performance.

A descriptive design was used to get various opinions from the teachers. Simple Linear regression statistical techniques are used to predict a variable's value based on another variable's value. The objective of this analysis is to use the independent variables whose value is known to predict the value of the single dependent value. This method was used to analyse the relationship between a single dependent variable (teachers' performance) and independent variables (Competency-based approach).

Population of Study of Awae

Asiamah et al (2017), believe that population members must share at least one common attribute. This characteristic qualifies participants as population members. Also, Satisprakash (2020) Defines population as a set or group of all units on which the findings of the research are to be applied. The population of this study are teachers of primary school Awae. There are many primary schools in Awae, like Government Primary School Awae Group 1,2, 3, IGBPS Awae, New Millennium Awae, Nathalie School Awae, and Ecole Catholique de Awae from which the population is drawn. The population of our study is structured into two groups: Headteachers and teachers. The target population was made up of 60 participants.

Sample of the study Awae

The sample of this research work was drawn from the accessible population of 48 primary school teachers from the Awae Subdivision. Amin (2005) views a sample as a portion of the population whose results can be generalised to the entire population. The author further adds that a sample can also be considered as a representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavour to involve as participants, sampling is a crucial tool for research investigations. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research theme. The sample size was determined using the Krejcie & Morgan table (1970), which constituted 44 participants drawn from Awae Primary School to respond to the questionnaires and 10 participants were interviewed, making a total of 54 participants.

Sample technique and Data collection instrument

The study uses a simple random sampling probability technique, Data was collected using 4-point Likert scale closed-ended questionnaires (Strongly agree, Agree, Disagree and Strongly disagree). Data was analysed using SPSS version 25 using frequency, percentage, mean, and standard deviations and hypotheses were tested using simple linear regression. Ten teachers were also interviewed.

RESULTS

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence, the analysis of the study will be based on a total of 44 questionnaires.

Demographic Analysis

Table 1 Distribution of respondents according to Gender

	Frequency	**Percent**
Male	14	31.8
Female	30	68.2
Total	**44**	**100.0**

From the Table, the highest proportion of respondents are female, 68.2%, the reason being there are more female teachers in primary schools in Awae. 31.8% of respondents are male.

Figure 1 Distribution of respondents according to Gender

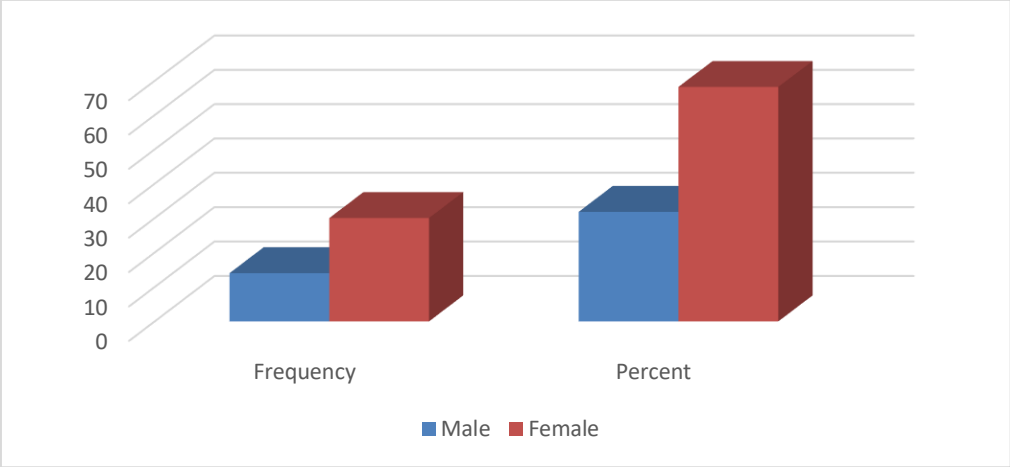


Table 2 Distribution of Respondents based on the Status of Teachers

	Frequency	**Percent**
PTA	26	59.0
Civil Servant	12	27.4
Contrat Agent	06	13.6
Total	44	100.0

The table above shows that more than half of the teachers (59%) are PTA.. 27.4% are civil servant teachers, and only 13.6% of the teachers are contract teachers.

Figure 2 Distribution of Respondents based on Status of Teachers

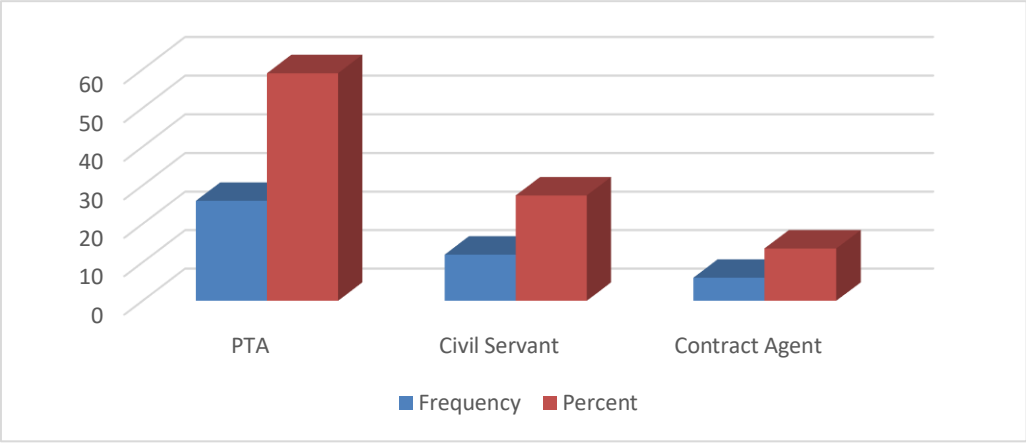


Table 3 Distribution of Respondents based on Age Group

	Frequency	**Percent**
20-25	1	2.3
26-30	2	4.5
31-35	23	52.3
36-40	5	11.4
41 and above	13	29.5
Total	**44**	**100.0**

The result shows that 2.3 % of the teachers are 20 to 25 years old, 4.5% have ages between 26 to 30 years, 52.3% of 31 to 35 years of age, and 29.5% are between 41 and above.

Figure 3 Distribution of Respondents based on Age Group

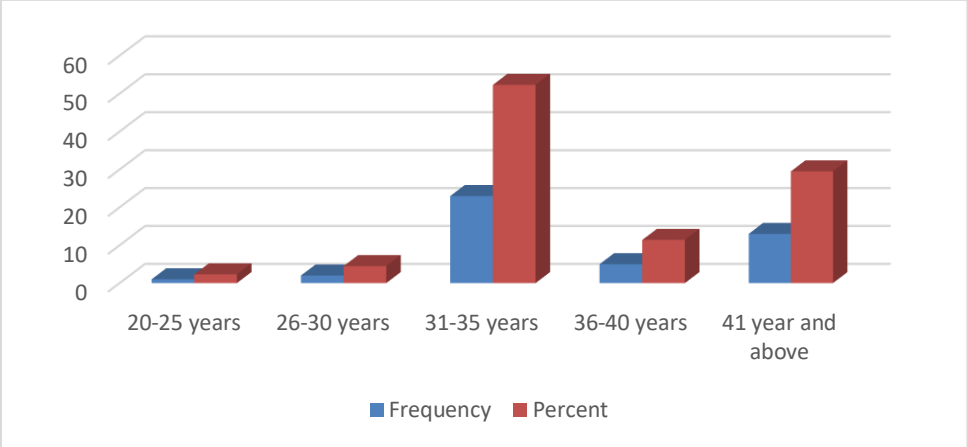


Table 4 Distribution of Respondents based on Highest Academic Qualification

	Frequency	**Percent**
Advance level	26	59.1
Bachelor Degree	14	31.8
Masters	4	9.1
Total	**44**	**100.0**

For academic qualification, more than half of the respondents (59.1%) have an Advanced level degree, 31.8% are holders of a Bachelor's degree, and 9.1% of respondents have a master's degree.

Figure 4 Distribution of Respondents based on Highest Academic Qualification

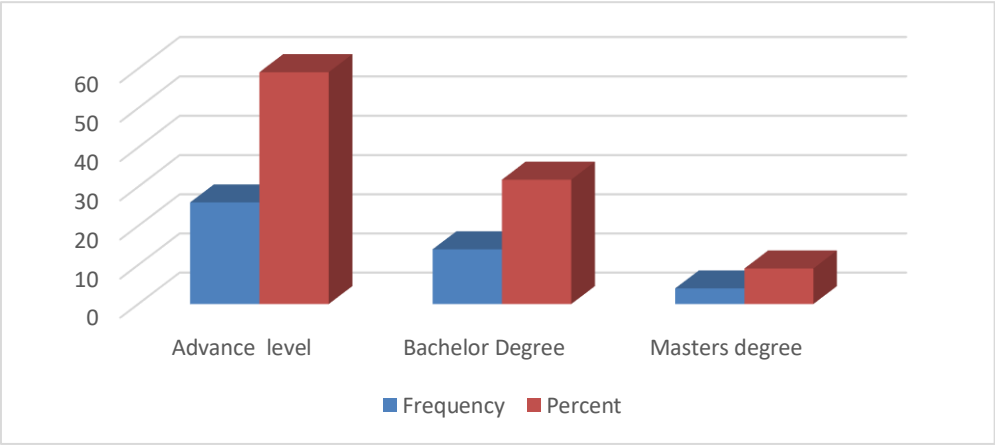


Table 5 Distribution of Professional qualifications of teachers

	Frequency	**Percent**
CAPIEMP	29	65.9
None	15	34.1
Total	**44**	**100.0**

From the table, 65.9 % of respondents have CAPIEMP, and 34.1% of respondents do not have a professional qualification.

Figure 5 Distribution of Professional Qualifications of Teachers

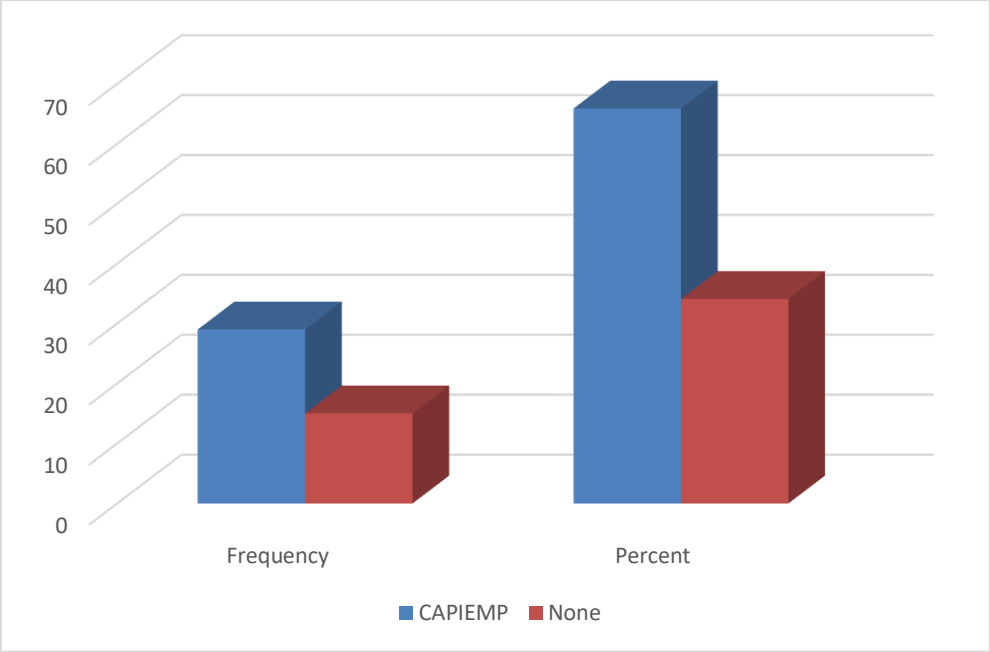
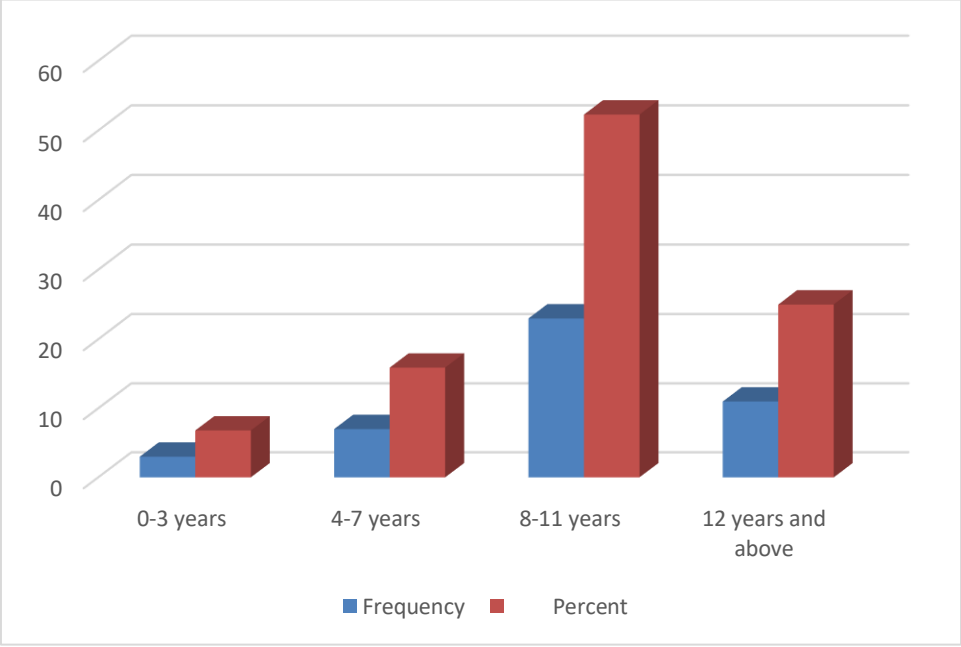


Table 6 Distribution of Respondents based on Longevity in Service

	Frequency	**Percent**
0-3 years	3	6.8
4-7 years	7	15.9
8-11 years	23	52.3
12 years and above	11	25.0
Total	**44**	**100.0**

The table above shows that 6.8% of the teachers have worked for 0 to 3 years, 15.9% worked for 4 to 7 years, 52.3% have worked for 8 to 11 years, and 25% have worked for 25% have worked for 12 years and above years.

Figure 6 Distribution of Respondents based on Longevity in Service



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Descriptive Analysis of Variable

Research Question One: To what extent does Lesson preparation by teachers using CBA influence teacher performance?

Table 1 Lesson preparation by teachers using CBA

	Item	**SA**		**A**		**DA**		**SD**			
No.		**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**M**	**SD**
	Identifying the specific competencies or learning objectives that pupils need to achieve	35	79.5	07	15.9	01	2.3	1	2.3	3.72	0.623
	Break down each competency into smaller, manageable learning objectives or skills.	30	68.2	12	27.3	01	2.3	1	2.3	3.61	0.654
	Decide on the assessment methods that will be used to measure student mastery of the competencies. quizzes, projects, presentations, performance tasks, or portfolios	39	88.6	5	11.4	00	00	00	00	3.88	0.321
	Develop instructional activities that will help pupils acquire the knowledge and skills needed to master the competencies	10	22.7	34	77.3	00	00	00	00	3.20	0.408
	Consider the diverse needs of pupils in the classroom and provide differentiated instruction to support all learners using problem situation	10	22.7	28	63.6	06	13.6	00	00	3.09	0.603
	Integrate formative assessment strategies throughout the lesson to monitor student progress, provide feedback, and guide instruction.	34	77.3	10	22.7	00	00	00	00	3.77	0.423
	Foster collaboration among pupils through group activities, discussions, and peer feedback	15	34.1	27	61.5	02	4.5	00	00	3.29	0.553
	Incorporate technology tools and resources to enhance instruction	24	54.5	20	45.5	00	00	00	00	3.45	0.503
	Continuously monitor pupils' progress towards mastering competencies and adjust instruction as needed to support pupils' learning and growth	29	65.9	14	31.8	01	2.3	00	00	3.63	0.532
	Grande Mean	**3.51**									
	SD	**0.104**									

Nine items were designed in the questionnaire to respond to this section. All the nine items designed to measure respondents' views on lesson preparation have a mean greater than 2.5. From the results on the statement Identifying the specific competencies or learning objectives that pupils need to achieve 79.5% of respondents strongly agree, 15.9% agree and 2.3% of respondents disagree with the statement. 68.5% of respondents strongly agree Break down each competency into smaller, manageable learning objectives or skills, 27.3% agree and 2.3% of respondents disagree with the statement. 88.6% of respondents strongly agree with the statement Decide on the assessment methods that will be used to measure student mastery of the competencies. Quizzes, projects, presentations, performance tasks, or portfolios,11.4% agree with the statement. Develop instructional activities that will help pupils acquire the knowledge and skills needed to master the competencies 22.7% of respondents strongly agree and 77.3% agree with the statement. Consider the diverse needs of pupils in the classroom and provide differentiated instruction to support all learners using problem situations. 22.7% of respondents strongly agree,63.6% agree, and 13.6% disagree with the statement. 77.3% of respondents strongly agree that integrating formative assessment strategies throughout the lesson to monitor student

progress, provide feedback, and guide instruction and 22.7% of respondents agree with the statement. 34.1% of respondents strongly agree on Foster collaboration among pupils through group activities, discussions, and peer feedback, 61.5% of respondents agree and 4.5% of respondents disagree, and 54.5% of respondents strongly agree. Incorporating technology tools and resources to enhance instruction,45.5% of respondents agree 65.9% of respondents strongly agree Continuously monitor pupils' progress towards mastering competencies and adjust instruction as needed to support pupils' learning and growth, 31.8% agree and 2.3% of respondents disagree on the statement.

Research Question Two: To what extent do Teaching methods used by teachers in CBA influence teachers' performance?

Table 8 Teaching methods on teachers' performance

	Item	**SA**		**A**		**DA**		**SD**			
No.		**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**M**	**SD**
	Designing instruction around specific learning objectives or competencies that pupils are expected to master	23	52.3	18	40.9	03	6.8	00	00	3.45	0.627
	Encouraging pupils to work together in groups, engage in discussions, and collaborate on projects to deepen their understanding of content and develop teamwork skills.	19	43.2	24	54.5	01	2.3	00	00	3.40	0.542
	Using ongoing assessment strategies to monitor pupils' progress, provide feedback, and guide instruction to support mastery of competencies	30	68.2	12	27.3	02	4.5	00	00	3.63	0.574
	Providing timely and constructive feedback to pupils on their performance and encouraging self-reflection to support continuous improvement	30	68.2	13	29.5	01	2.3	00	00	3.65	0.525
	Encouraging pupils to ask questions, explore topics, and investigate concepts through hands-on activities and research	34	77.3	10	22.7	00	00	00	00	3.77	0.423
	Grande Mean	**3.58**									
	SD	**0.067**									

Five items were designed in the questionnaire to respond to this section. All five items designed to measure respondent's views on Teaching Methods have a mean greater than 2.5 which is the cuff of the mean. 52.3% of respondents strongly agree with Designing instruction around specific learning objectives or competencies that pupils are expected to master, 40.9% of respondents agree and 6.3% of respondents disagree with the statement. On Encouraging pupils to work together in groups, engage in discussions, and collaborate on projects to deepen their understanding of content and develop teamwork skills 43.2% of respondents strongly agree,54.5% agree and 2.3% of respondents disagree with the statement. 68.2% of respondents strongly agree with using ongoing assessment strategies to monitor pupils' progress, provide feedback, and guide instruction to support mastery of competencies, 27.3% of respondents agree, and 4.5% of respondents disagree. 68% of respondents strongly agree with providing timely and constructive feedback to pupils on their performance and encouraging self-reflection to support continuous improvement, 29.5% of respondents agree and 2.3% of respondents disagree with the statement. 77.3% of respondents strongly agree with Encouraging pupils to ask

questions, explore topics, and investigate concepts through hands-on activities and research, and 22.7% of respondents agree with the statement.

Research Question Three: To what extent do Primary school teachers' practice/ assessment methods of CBA influence teachers' performance?

Table 2 Teachers' practice on assessment methods

	Item	**SA**		**A**		**DA**		**SD**			
No.		**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**M**	**SD**
	I clearly define the competencies or learning objectives that pupils are expected to master before my lesson	27	61.4	17	38.6	00	00	00	6.0	3.61	0.492
	I map out the sequence of competencies that pupils need to achieve, ensuring that there is a logical progression in learning and that each competency builds upon the previous one	28	63.6	15	34.1	01	2.3	00	00	3.61	0.537
	I adapt their teaching methods, materials, and assessments to meet the diverse needs of pupils, providing additional support or challenges based on individual student needs.	35	79.5	09	20.5	00	00	00	00	3.79	0.408
	I engage pupils in real-world projects and tasks that require the application of knowledge and skills to solve complex problems, promoting critical thinking and problem-solving skills	30	68.2	14	31.8	00	00	00	00	3.68	0.471
	I facilitate opportunities for students to work together in groups, engage in discussions, and provide feedback to one another, fostering collaboration and communication skills.	20	45.5	24	54.5	00	00	00	00	3.45	0.503
	Grande Mean	**3.62**									
	SD	**0.042**									

Five items were designed in the questionnaire to respond to this section. All five items designed to measure respondent's views on Teachers' practice /Assessment Methods have a mean greater than 2.5 which is the cuff of the the mean. 61.4% of respondents strongly agree that I clearly define the competencies or learning objectives that pupils are expected to master before my lesson and 38.6% agree. I map out the sequence of competencies that pupils need to achieve, ensuring that there is a logical progression in learning and that each competency builds upon the previous one 63.6% of respondents strongly agree,34.1% agree and 2.3% of respondents disagree with the statement.79.5% of respondent strongly agree I adapt their teaching methods, materials, and assessments to meet the diverse needs of pupils, providing additional support or challenges based on individual student needs.,20.5% of respondents agree with the statement. 68.2% of respondents strongly agree I engage pupils in real-world projects and tasks that require the application of knowledge and skills to solve complex problems, promoting critical thinking and problem-solving skills, and 31.8% of respondents agree with the statement.

Teacher Performance

Table 10: Dependent Variable: Teachers Performance Analysis

	Item	**SA**		**A**		**DA**		**SD**			
No.		**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**M**	**SD**
	Demonstrating a deep understanding of the content they are teaching and the ability to effectively convey this knowledge to pupils	31	70.5	12	27.3	01	2.3	00	00	3.68	0.518
	Designing instruction that meets the diverse needs of Pupils and provides personalized learning experiences	19	43.2	25	56.8	00	00	00	00	3.34	0.501
	Using a variety of assessment strategies to monitor pupils' progress and provide timely, constructive feedback to support learning	20	45.5	20	45.5	04	9.1	00	00	3.36	0.650
	Creating a positive and inclusive classroom environment that promotes student engagement, respect, and collaboration	14	31.8	29	65.9	01	2.3	00	00	3.29	0.509
	Effectively communicating with pupils, parents, and colleagues, and collaborating with others to support pupil learning	15	34.1	27	61.4	02	4.5	00	00	3.29	0.553
	Engaging in ongoing professional development, reflecting on teaching practices, and continuously seeking to improve as an educator	15	34.1	15	34.1	12	27.3	02	4.5	2.97	0.901
	Using pupil data to inform instructional planning, adjust teaching strategies, and monitor student progress towards mastery of competencies	15	34.1	20	45.5	07	15.9	02	4.5	3.09	0.830
	Grande Mean	**3.288**									
	SD	**0.152**									

Seven items were designed in the questionnaire to respond to this section. All seven items designed to measure respondent's views on Teachers' performance have a mean greater than 2.5 which is the cuff of the mean. On the statement Demonstrating a deep understanding of the content they are teaching and the ability to effectively convey this knowledge to pupils 70.5% of respondents strongly agree, 27.3% agree and 2.3% of respondent disagree.43.2% of respondents strongly agree Designing instruction that meets the diverse needs of Pupils and provides personalized learning experiences, and 56.8% of respondent agree. Using a variety of assessment strategies to monitor pupils' progress and provide timely, constructive feedback to support learning 43.5% of respondents strongly agree, 45.5% of respondents agree and 9.1% of respondents disagree with the statement. 31.8% of respondents strongly agree with Creating a positive and inclusive classroom environment that promotes student engagement, respect, and collaboration, 65.9% of respondents agree and 2.3% of respondents disagree. Effectively communicating with pupils, parents, and colleagues, and collaborating with others to support pupil learning 34.1 % of respondents strongly agree, 61.4% of respondents agree and 4.5% of respondents disagree with the statement. Engaging in ongoing professional development, reflecting on teaching practices, and continuously seeking to improve as an educator 34.1% of respondents strongly agree with the statement, 34.1% of respondents agree, 27.3% of respondents disagree and 4.5% of respondents

strongly disagree with the statement. 34.1% of respondents strongly agree Using pupils' data to inform instructional planning, adjust teaching strategies, and monitor student progress towards mastery of competencies,45.5% of respondents agree, 15.9% of respondents disagree and 4.5% strongly disagree.

Section A: General Information

1. Can you introduce yourself (position, years of teaching experience)?

Response: ", P1- P4: primary school teacher at Government School Awae, with 10 years of teaching experience."

Response: ", P5- P8: primary school teacher at Nathalie school Awae, with 6 years of teaching experience."

Response: ", P9- P10: primary school teacher at New Millennium Awae, with 5 years of teaching experience."

2. Which school do you work in, and how long have you been teaching there?

Response: "I have been teaching at Government Primary School Awae Group 1,2 3 for the past ten years ." P1-P4

Response: "I have been teaching at Nathalie School Awae for the past five years." P5-P8

Response: "I have been teaching at New Millennium Awae for the past six years." P9-P10

3. What is your highest academic qualification?

Response: " hold a Teacher Grade One Certificate from ENS Yaoundé." P1,P3,P4,P7

Response: "Hold a Bachelor's degree from the University of Yaoundé 1." P2, P5, P8, P9, P10

4. Have you received any formal training on the Competency-Based Approach (CBA)?

Response: "Yes, I attended a two-week workshop on CBA organized by the Ministry of Education."P1-P10

Section B: Understanding the Competency-Based Approach

5. How would you define the Competency-Based Approach (CBA) in education?

Response: "CBA is a teaching method that focuses on students acquiring skills and competencies rather than just memorizing information." P1-P10

6. How familiar are you with the key principles of CBA in primary education?

Response: "I am somewhat familiar with CBA principles, such as active learning, problem-solving, and real-life application of knowledge." P1-P7

7. What training or workshops have you attended related to CBA?

Response: "I attended one CBA training last year, but I think more refresher courses are needed."P1-P10

8. How well do you think teachers in your school understand and apply CBA?

Response: "Some teachers understand and use it effectively, but others struggle due to lack of resources and proper training."P1-P10

Section C: Implementation of CBA in Teaching

9. How do you integrate the Competency-Based Approach into your lesson planning?

Response: "I design my lesson plans with clear learning objectives that emphasize skills application and problem-solving."P1-P8.

10. What teaching strategies do you use to ensure competency development in learners?

Response: "I use group discussions, hands-on activities, and real-life examples to help students understand concepts."P1-P10

11. How do you assess students' competencies rather than just their knowledge?

Response: "I use performance-based assessments like projects, role-plays, and practical exercises rather than just written tests." P1-P6

12. What challenges do you face in implementing CBA in your classroom?

Response: "The biggest challenges are large class sizes, lack of teaching materials, and insufficient training."P1-10

13. How do students respond to CBA-based learning compared to traditional methods?

Response: "Most students enjoy CBA because it is interactive, but some find it challenging since they are used to rote learning."P1-P10.

Section D: Impact of CBA on Teacher Performance

14. In what ways has CBA influenced your teaching methods and effectiveness?

Response: "It has made my teaching more engaging, and I focus more on helping students develop real-world skills." P1-P10

15. How has CBA improved or affected student engagement and learning outcomes?

Response: "Students are more active and confident in class, but assessment takes more time than before."P1-P7

16. Do you feel more motivated or challenged by CBA in your teaching? Why?

Response: "I feel challenged because it requires more creativity and preparation, but I also see better results in my students."P1-P10

17. What support do you receive from school administrators or the government in implementing CBA?

Response: "The government provides some training, but we still need more resources and follow-up support." P1-P7

Section E: Challenges and Recommendations

18. What are the main difficulties teachers face in implementing the CBA approach?

Response: "Lack of textbooks, large class sizes, and insufficient teacher training." P1-P10

19. How do infrastructure and teaching materials affect the application of CBA?

Response: "Many classrooms lack proper facilities and materials like projectors, charts, and computers, making CBA difficult to implement fully." P1-P10

20. What recommendations would you suggest to improve CBA implementation in primary schools?

Response: P1-P10

"Organize more teacher training workshops."

"Reduce class sizes to improve teacher-student interaction."

"Provide more learning resources like textbooks and teaching aids."

21. What policies or training do you think the government should provide to enhance CBA adoption?

Response: P1-P10."The government should introduce continuous professional development programs and provide incentives for teachers who excel in CBA implementation."

Closing Questions

22. Do you have any additional comments or suggestions regarding the Competency-Based Approach and its impact on teachers' performance?

Response: P1-P7 "CBA is a good approach, but teachers need more support. If the government invests in training and resources, it will greatly improve education quality.

Correlation of Variables

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, the first instance was to show the correlation between the IVs (Teaching methods, Lesson preparation, and Teacher practice /assessment method) and DV (Teacher performance)

Table 11 Correlation of Variables

Correlations				
Pearson Correlation				
	Teaching methods	**Lessons preparation**	**Teachers' practice/assessment methods**	**Teachers performance**
Teaching methods				
Lessons preparation	.956**			
Teachers' practice/assessment methods	.962**	.914**		
Teachers performance	.924**	.951**	.888**	
**. Correlation is significant at the 0.01 level (2-tailed).				

To test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researcher has conducted a correlation analysis whose main results are displayed in Table 16

Concerning the strength of relationship, the IVs of the nature of the Teaching Methods, and Lesson preparation, (Pearson's r (42) = .956, p < .01), Teaching Methods and **Teachers practice/assessment**

methods, (Pearson's r (42) = .962, p < .01), Teaching Methods, and **Teachers performance** (Pearson's r (43) = .924, p < .01), Lesson preparation, and Teacher practice/assessment method (Pearson's r (43) = .914, p < .01), Lesson preparation, and **Teachers performance** (Pearson's r (42) = .951 p < .01), Teacher practice/assessment and Teachers performance (Pearson's r (42) =.888, p < .01. Hence, from the correlation analysis, it can be concluded that all three measured IVs are strongly significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to test the previously developed hypotheses is met (Saunders et al., 2016)

Test of Hypotheses Using Simple Linear Regression

Hypothesis one

H01: Lessons preparation by teachers using CBA have no significant influence on teacher performance

Table 12 Model Summary of the effect of Lessons preparation on teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951[a]	.905	.903	.18166
a. Predictors: (Constant), Lessons preparation				

The scatterplot showed that there was a strong positive linear relationship between Lesson preparation and Teacher performance, which was confirmed with a Pearson's correlation coefficient of *r* = .951. The regression model predicted 9.03% of the variance. The model was a good fit for the data (*F* (1, 42 = 399.063 *p* = 0.000).

Figure 7 Scatterplot of the effects of Lesson preparation on Teachers' performance

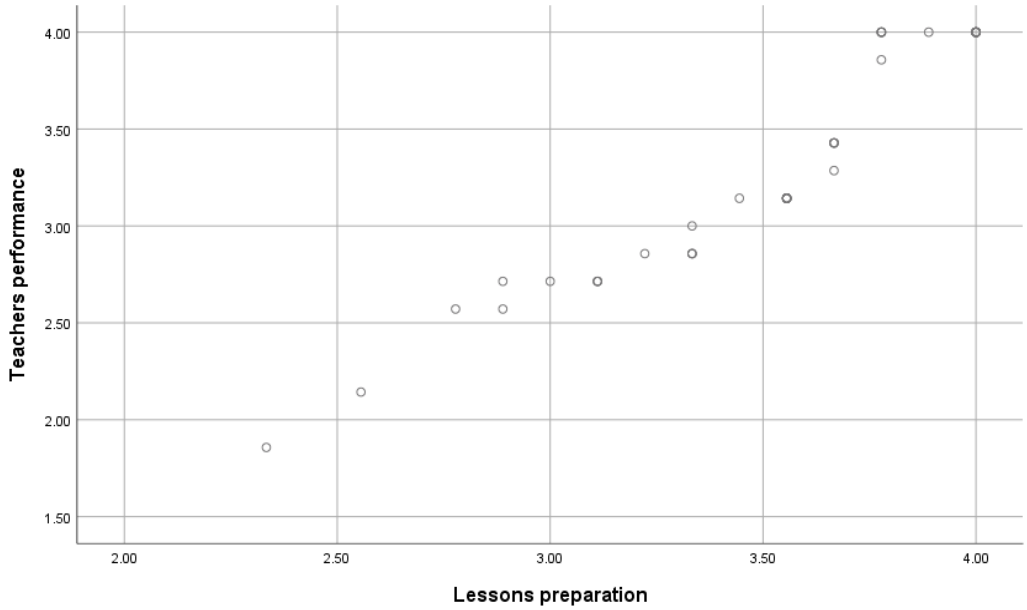


Table 13 ANOVAa of the effect of Lesson preparation on teacher performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.169	1	13.169	399.063	.000[b]
	Residual	1.386	42	.033		
	Total	14.555	43			
a. Dependent Variable: Teachers performance						
b. Predictors: (Constant), Lesson Preparation						

The next table is the F test. The linear regression F test has the null hypothesis that Lesson preparation does not have a statistically significant influence on teacher performance at p=0.00. In other words, R^2= 0, with F (1, 42) = 399.063, p= .000, the test is highly significant. Thus, we can assume that there is a statistically positive correlation between lesson preparation and teacher performance.

Table 3 Coefficients of the effect of Lessons preparation on teacher performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.406	.237		-5.922	.000
	Lessons preparation	1.338	.067	.951	19.977	.000
a. Dependent Variable: Teachers performance						

The regression results showed a significant positive relationship between Lesson preparation and teacher performance (t = 19.97, p < 0.000). The slope coefficient for Lesson preparation was 0.951, so teacher performance increases by a factor of 0.951.

Hypothesis two

H02: Teaching methods used by teachers' CBA have no significant influence on teachers' performance.

Table 4 Model Summary of the effect of Teaching Methods on teacher performances

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.924[a]	0.855	0.851	.22446
a. Predictors: (Constant), Teaching methods				

The scatterplot showed that there was a strong positive linear relationship between Teaching Methods and Teachers' performance, which was confirmed with a Pearson's correlation coefficient of *r* = .924. The regression model predicted 8.51% of the variance. The model was a good fit for the data (*F* (1, 42 = 246.884, *p* = 0.000).

Figure 8 Scatterplot of the effects of Teaching Methods on Teachers performance

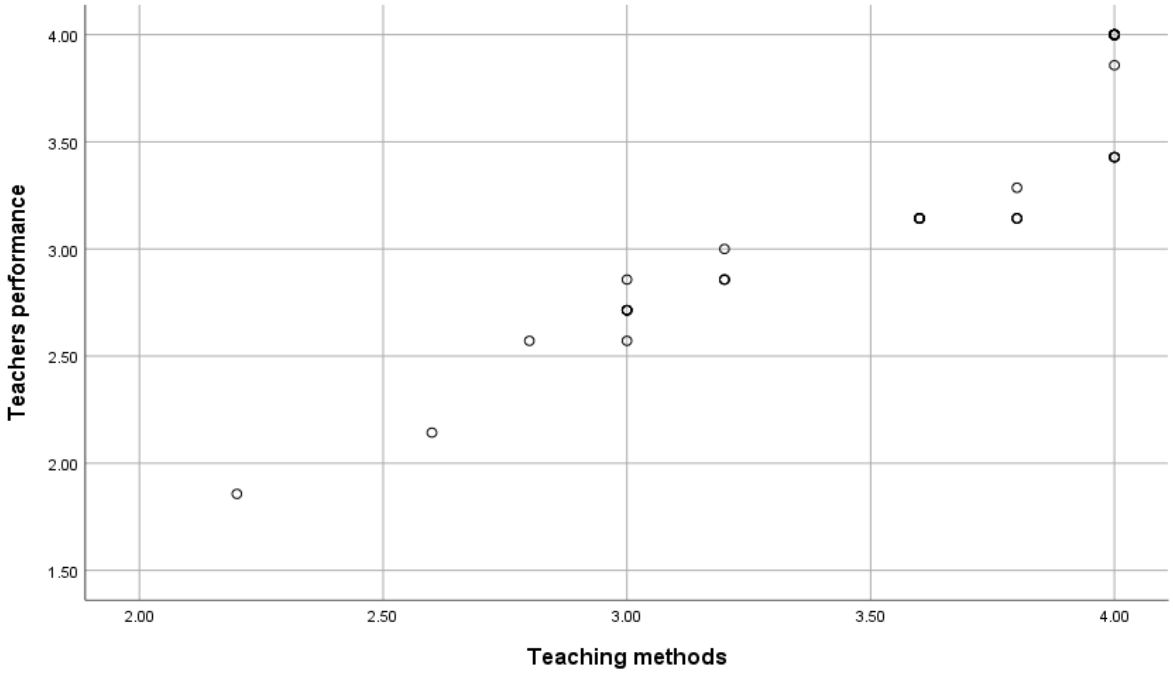


Table 5 ANOVAa of the effect of Teaching Methods on teacher performances

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.439	1	12.439	246.884	0.000[b]
	Residual	2.116	42	0.050		
	Total	14.555	43			
a. Dependent Variable: Teachers performance						
b. Predictors: (Constant), Teaching methods						

The next table is the F test. The linear regression F test has the null hypothesis that teaching methods do not have a statistically significant influence on teacher performance at p=0.00. In other words, R^2= 0, with F (1, 42) = 246.884, p= .000, the test is highly significant. Thus, we can assume that there is a statistical correlation between teaching methods and teacher performance.

Table 17 Coefficients of the effect of Teaching Methods on teacher performances

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.704	0.257		-2.736	0.009
	Teaching methods	1.118	0.071	0.924	15.713	0.000
a. Dependent Variable: Teachers performance						

The regression results showed a significant positive relationship between teaching methods and teacher performance (t = 15.713p < 0.000). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924.

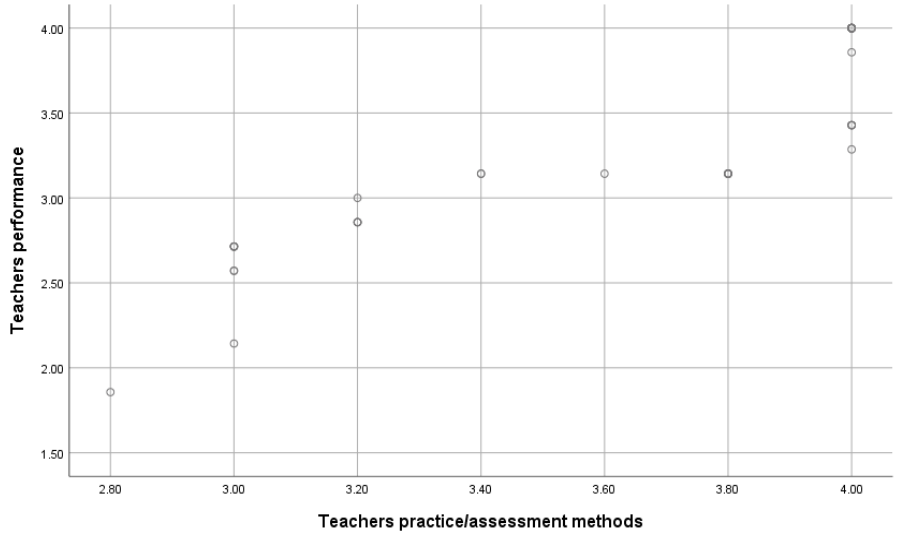
Hypothesis three

H03: Primary school, teachers' practice/ assessment methods of CBA, have no significant influence on teachers' performance.

Table 6 Model Summary of the Effects of Teachers' practice/assessment methods on Teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888[a]	.789	.784	.27028
a. Predictors: (Constant), Teachers practice/assessment methods.				

Figure 9 Scatterplot of the effects of Teachers' practice/assessment methods on Teachers' performance



The scatterplot showed that there was a strong positive linear relationship between teachers' practice/assessment methods and teachers' performance, which was confirmed with a Pearson's correlation coefficient of r = .888. The regression model predicted 7.48% of the variance. The model was a good fit for the data (F (1, 42 = 157.247 p = 0.000).

Table 19 ANOVA of the effects of Teachers' practice/assessment methods on Teachers' performance

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	11.487	1	11.487	157.247	.000[b]
	Residual	3.068	42	.073		
	Total	14.555	43			
a. Dependent Variable: Teachers performance						
b. Predictors: (Constant), Teachers practice/assessment methods						

The next table is the F test. The linear regression F test has the null hypothesis that Teachers' practice/assessment methods do not have a statistically significant influence on teacher performance at p=0.00. In other words, R^2= 0, with F (1, 42) = 157.247, p= .000, the test is highly significant. Thus, we can assume that there is a statistically positive correlation between teachers' practice/assessment methods and teacher performance.

Table 7 Coefficients of the effects of Teachers' practice/assessment methods on Teachers' performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.092	.353		-3.094	.004
	Teachers' practice/assessment methods	1.211	.097	.888	12.540	.000
a. Dependent Variable: Teachers performance						

The regression results showed a significant positive relationship between Teachers' practice/assessment method and teacher performance (t = 12.540, p < 0.000). The slope coefficient for Teachers' practice/assessment method was .888, so teacher performance increases by a factor of 0.888.

DISCUSSION OF RESULTS

The regression results showed a significant positive relationship between teaching methods on teacher performance (t = 15.713p < 0.000). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924. Classroom teachings feature role plays, problem-solving, projects, case studies, and study visits, among other learner-centred strategies. The teacher is expected to switch from the role of an expert to a facilitator who guides the learning process. While learners are supposed to take responsibility for their learning through direct exploration and experience, teachers should design effective learning activities geared towards developing specified competencies. Moreover, the revised curriculum stresses the use of formative assessment focused on the prescribed competencies. It emphasizes that teachers assess students frequently using authentic assessment methods such as portfolios, classroom or field observation, projects, oral presentations, self-assessment, interviews, and peer assessment (Sturgis and Casey 2018). This study follows our results, as teaching methods influence teachers' performance.

According to Rogiers (2004), the CBA relies on three fundamental objectives: firstly, to emphasize the competencies that the student must master at the end of each school year and the end of compulsory schooling, rather than stressing what the teacher must teach. Secondly, they need to organize the learning outcomes in the best way to bring their students to the level expected. Thirdly, the responsibility for learning must be entrusted to the student, who has to build his or her knowledge through means made available by the teacher, according to Boutin (2004). So, teaching methods are essential for school performance in accordance with our

results.

The regression results showed a significant positive relationship between teaching methods on teacher performance ($t = 15.713 p < 0.000$). The slope coefficient for teaching methods was 0.924, so teacher performance increases by a factor of 0.924. Classroom teachings feature role plays, problem-solving, projects, case studies, and study visits, among other learner-centred strategies. The teacher is expected to switch from the role of an expert to a facilitator who guides the learning process. While learners are supposed to take responsibility for their learning through direct exploration and experience, teachers should design effective learning activities geared towards developing specified competencies. Moreover, the revised curriculum stresses the use of formative assessment focused on the prescribed competencies. It emphasizes that teachers assess students frequently using authentic assessment methods such as portfolios, classroom or field observation, projects, oral presentations, self-assessment, interviews, and peer assessment (Sturgis and Casey 2018). This study is in accordance with our results, as teaching methods influence teachers' performance

The regression results showed a significant positive relationship between Teachers' practice/assessment method and teacher performance ($t = 12.540$, $p < 0.000$). The slope coefficient for Teachers' practice/assessment method was 0.888, so teacher performance increases by a factor of 0.888. The findings of this work also tie in with that of Wiysahnyuy (2021), who states that a teacher often experiences many difficulties in attaining individual differences in terms of learning activities and assessment as a result of a large number of learners in a class. The issue of using students' assignments, projects, student-self assessments, portfolios, tests and examinations as instruments for the collection of students' evidence on the attainment of knowledge, acquisition of skills and attitudes seems to be a challenge to the facilitators when they deal with congested classrooms.

CONCLUSION AND RECOMMENDATION

Teaching and learning in Cameroonian primary schools have moved from traditional-based approaches to the Competence-Based Approach, which is learner-centred. Suppose teachers are to succeed in implementing the CBA curricula. In that case, teachers need to be involved in rigorous professional development activities like seminars, conferences, workshops, observation of others teaching using the CBA, in-service training and individual research. Though it may be difficult, the student-to-teacher ratio must be moderated to align with the UNESCO standard. Teachers need to be proactive in solving learners' problems. Implementing a competency-based approach allows teachers to follow modern trends and be aware of the technologies available for better teaching. Regular training for in-service teachers should be conducted to enable teachers to acquire up-to-date teaching skills as required by the changes introduced in the school curricula. Capacity building should involve a planned, systematic and ongoing process with measurable performance objectives, defined outcomes, specific implementation strategies, and ways to measure capacity results and performance over time.

The following recommendations were put forward:

- The budget allocation to schools should be increased to provide adequate infrastructure and material resources needed to implement CBA.
- The government should revive and create home economics centres to help pupil perfect their new skills acquired in CBA out of school context.
- PAREC should grant more time for seminars which should be done during long holidays.

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