



Didactic Material: Road Map for the Implementation of Competency Based Approach to English in Secondary Schools in South West Region

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The problem of this study emanates from the continuous decline in the result of English language at the GCE ordinary and advanced Level results despite the introduction of the Competency-Based Approach (Futrher-CBA). To examine the prevailing situation, the main objective is to evaluate the effect of didactic material on teaching and learning on the implementation of CBA to English language in secondary schools. The research question: what is the effect of didactic material on the implementation of CBA to English Language in Secondary Schools Curriculum in South West Region? From the findings, the null hypothesis was rejected and the study concluded that there is a significant statistical evidence to suggest that didactic materials have a significant effect on the implementation of CBA to English language in secondary schools in south-west region. The

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researcher suggests that stakeholders should equip the schools with modern valuable didactic materials, a compulsory involvement of teachers in decision-making on curriculum change, rigorous implementation of in-service and pre-service training of teachers on CBA, and that policymakers should not import and adapt any language teaching approach from the west without considering contextual constraints.

Keywords: Didactic material; evaluation; CBA; English language; curriculum; road map.

1. INTRODUCTION

The curriculum is a vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes, and values that enable them to be empowered for personal and national development. The curriculum should therefore meet the needs of the individual citizens and the nation. According to Nero [1] “curriculum evaluation has also come to be viewed by different scholars as providing information for decision-makers, the systematic investigation of the worth or merit of some educational objectives or learning outcomes: being able to repair a car or bicycle, mental skills like positive self-talk, enhancing confidence, goal setting just to mention a few and an act of collecting systematic information regarding the nature and quality of educational objectives”.

1.1 The Concept of Competency-Based Approach (CBA)

The concept of competency-based approach means different things to different people. In fact there is no single agreed definition of the concept because professionals define it from different contexts. According to Ambei et al. [2], “there are many terms used to refer to competency-based teaching and learning. Such terms include competency -based education, competency-based curriculum, proficiency-based education, outcome-based education, mastery-based education, standard-based education and performance-based education. Regardless of the context, competency-based teaching and learning refers to the systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education”. “Competency-based curriculum is a functional approach to education as it emphasizes life skills and evaluates mastery on skills, necessary for an individual to function proficiently in a given society” [3]. Equally important, Mosha [4] notes that “a competency based curriculum seeks to develop in learners

the ability to know, to learn and learn how to learn, to do things, and to learn and work with other people”. Such a shift has pedagogical implications as Rutayuga [5] notes that “competency-based curriculum requires a shift from assessing a set of learning content to assessing each learning outcome”.

In the Cameroon context, the abrupt introduction of the Competency-Based Approach through Real Life Situations (CBA – R/S) in secondary schools in 2004 with a new curriculum in forms 1 to 3 as well as sixieme and cinquieme in the Anglophone and francophone subsections respectively was a major step in aligning educational goals with the demands of a more skilled workforce and that was the main thrust of the CBA. This was to drive change by replacing the dysfunctional objective –based pedagogy which seems outdated for the requirements of the modern times. This brought a shift from the objective-based approach (OBA) to the competency-based approach (CBA), that is from communicative language teaching to problem-solving teaching, from teaching objectives to expected learning outcomes, from exercises to tasks, [6]. The shift from OBA to CBA-R/S as presented by Regional Pedagogic Inspectors in November 2013 during a seminar entails that language is no more to be taught as a subject with more emphasis on the theory, language teaching must prepare the learners for life, (that is social integration, with distinct social roles). The learners are taught not about the language but the language from real-life situations, for proficient communication.

1.2 Statement of the Problem

The Ministry of National Education in Cameroon introduced competency Based Teaching after the National Education Seminar held in Yaounde in 2002 revealed an increase in the repetition rate of primary school children to the tune of 41% per academic year which is far contrary to the expectation of the Jomtien Declaration of 2000. This was an indication that teaching methods, motivation, instructional supervision,

communication, and resources used in the schools were ineffective and that very little learning is taking place. Among problems plaguing the smooth teaching and learning in most of the schools especially in the non-urban schools the shortage and absence of didactic materials have been a great cause for concern. To attempt a solution to this problem, Decision no. 495 /B/MINISEC/CAB of 30 August 2013 on the implementation of the new curriculum was enacted. The text was later coined as CBA/RS, meaning Competency Based Approach in Real Life Situations.

The implementation of the Competency-Based Approach (CBA) in Cameroon, especially in under-scholarized zones became a serious cause for concern. There has been public outcry and deep concern by educators, parents, and government officials over the persistent reports on wild failures and dropouts in schools especially in under-scholarised zones in Cameroon, for instance in Ndian, Libialem, Akwaya, and Southern Regions. It is strange to notice that, seven years after the inception of the competency-based approach, very little has changed in the Cameroon classroom [7]. The teaching-learning process is still characterized by objective-based practices and assessment encouraging rote memorization [8], didactic materials as one of the tenets of the CBA was hardly put into good use following the traditional approach to teaching and learning.

1.3 Purpose of the Study

The ultimate purpose of this study is to ascertain the extent to which the use of didactic material has improved knowledge, skills, attitudes, values, customs, and behaviours, to give life-long learning. In this light, it is aimed at being conversant with the level at which the students are taught using didactic materials, not about the language but the language from real-life situations for proficient communication. Secondly, the purpose is also to uncover those challenges hindering the use of didactic materials in the implementation of CBA in the English Language in secondary school curriculum from the time of inception in 2004.

1.4 The Objective of the Study

This study examines the extent to which the CBA operationalization philosophy from the perspective of didactic material, is being implemented in the secondary school curriculum.

In this connection, it brings to limelight the reasons why after many years of the implementation of the new paradigm with focus on didactic material, very little has changed in the Cameroon English Language classroom [2]. In this regard, the following objective was articulated:

- To examine the effect of didactic material in teaching and learning on the implementation of CBA in the English language in the secondary school curriculum.

1.5 Research Question

The research question for this study is: "what is the effect of Didactic material on the implementation of CBA to English Language in Secondary Schools Curriculum in South West Region?"

1.6 Research Hypothesis

- H1- Didactic Materials have a significant effect on the implementation of CBA to English language in secondary schools in south - west region
- Ho- Didactic Materials have no significant effect on the implementation of CBA to English language in secondary schools in south - west region

1.7 Significance of Study

Whether applied or fundamental, every research exercise has its benefits. This can be direct or indirect and is usually to either the discipline or the scientific field under which it is conducted (theoretical interest) and the area or population concerned (practical interest). Such is the case in point.

2. LITERATURE REVIEW

2.1 The Rational of Compency Based Education

Key characteristics of competency-based learning

According to Everhart [9], "Competency-based learning empowers learners to focus on mastery of valuable skills and knowledge and learn at their own pace. This seems like a straightforward statement, but what does it mean in practice? The competency-based education lexicon,

developed in collaboration with the American Council on Education, helps chart the landscape of terms and concepts. This is what it takes to apply this: First, why do stakeholders in educational ecosystems care about changing their practices to incorporate competency based learning? Part of the impetus comes from learner-centric shifts in education driven by social and economic pressures. There is also a growing realization that educational practices need to change to effectively focus on learning. And there are also potential benefits fundamental to the long-term success of our educational institutions”.

Practical benefits of competency-based education:

- Efficient and potentially lower-cost degree/credential options for students.
- Greater understanding of learning outcomes throughout the academic institution.
- Courses, learning resources, and assessments aligned to well-defined goals.

Motivated and engaged students

Increased student retention and completion rates, particularly when prior learning can be applied to degree progress.

Learners' improved ability to recognize, manage, and continuously build upon their own competencies and evidence of learning.

Employers' improved ability to understand graduates' competencies and learning achievements.

Outcomes-based frameworks for continuous improvement at course, program, and institutional levels.

One obvious point verified by this research is that competency-based education approaches are already diverse and are continuing to evolve through the work of initiatives defining effective models. But another clear finding is that different approaches share the common characteristics of being learner-centric, outcomes-based, and differentiated. These characteristics help us understand competency based education in practice.

Competency-based education practices do not need to be dramatic or disruptive. Competency-

based learning procedures are incorporated into existing course and curriculum structures in many successful approaches. Actually, one of the reasons there are so many different methods is that educational institutions customize competency-based learning to suit their own objectives. Competency-based education doesn't take place in a vacuum. Nor does it need to be viewed as something outside or counter to our educational traditions and values.

Competency-based learning can be valuable for all of the stakeholders in our learning communities: learners have more opportunities to take ownership of their learning and expand their lifelong learning pathways; faculty grow professionally as they articulate the learning outcomes in their areas of expertise and embed them in rich learning experiences; academic leaders provide engaging curricula that advance knowledge and produce graduates who can demonstrate what they've learned; and institutional leaders focus on new ways of identifying barriers to success and achieving improved outcomes.

As mentioned above, Everhart [9] identified “three key characteristics of competency based learning which includes learner-centric, outcomes-based, and differentiated. This helps us visualize what competency-based learning means to these stakeholders”.

Key characteristic: Learner-centric

First and foremost, competency-based learning focuses on the learner as an individual. It provides opportunities for each individual to develop skills at their own pace, collaborate with others, collect evidence of learning, and become successful lifelong learners.

Competency-based learning empowers learners to:

- Understand the competencies they need to master to achieve their goals
- Progress through learning processes without time constraints
- Explore diverse Learning opportunities
- Collaborate in learning activities with communities of peers and mentors
- Create learning artifacts that represent their competencies
- Reflect on their own learning achievements
- See what they've mastered, what they still need to accomplish, and where to improve

- Develop an online academic identity, including the ability to manage competencies and portable evidence of learning from multiple sources

Key characteristic: Outcomes-based

Competency-based learning starts with well-defined learning outcomes. The structure for competency-based learning comes from creating, managing, and aligning sets of competencies to learning resources, assessments, and rubrics, with analytics to track performance. Focusing on outcomes empowers faculty and academic leaders to:

- Develop robust sets of learning outcomes and competencies
- Reorient curricular design to start with learning outcomes rather than starting with time/term structures
- Build high-quality sharable resources, assessments, and rubrics designed to support learning outcomes
- Foster authentic assessment that includes demonstrated mastery of competencies
- Effectively identify risk in students' progress toward learning achievements and provide appropriate interventions
- Support transparent analysis of learning outcomes at every level of the institution
- Achieve short-term and long-term academic performance improvements focused on outcomes rather than inputs

Key characteristic: Differentiated

Differentiation refers to competency-based learning practices that recognize and adjust to meet the needs of individual learners. Differentiation is multi-faceted and applies to learner support, communications and interventions, as well as learning processes.

- **Prescriptive/Diagnostic:** providing different learning materials or assessments to learners based on what they've already mastered.
- **Affiliation:** learners receive different materials or delivery based on their relationship to the curriculum or program in cohorts or groups.
- **Adaptive:** content that is designed with learning alternatives and branching closely tied to the learner's specific interactions with the content.
- **Choice:** learners select from among different learning resources and pathways

based on their own choices and preferences.

- Personalized messages & notifications: relevant, timely communications feedback, guidance, activities, or tasks designed to help individuals progress along their learning paths.

Pedagogical considerations in competency-based teaching and learning

Hong [10] believes: "what competency-based curriculum requires is reforming the way content knowledge is organized and brought to students, not denying its value". As supported by Mkonongwa, [11], Competence-based teaching and learning emphasizes on powerful or rich learning environments armed with valuable didactic materials that enable students to engage in meaningful learning processes. The most distinctive pedagogical features of this approach are as follows:

- **Meaningful contexts:** The teacher will create or look for meaningful contexts especially where books, fables, parables, instructional manuals in which students will in a natural way experience the relevance and the meaning of the competences to be acquired.
- **Multidisciplinary approach:** Competences are holistic and as a consequence the educative approach needs to be integrative and holistic too.
- **Constructive Learning:** Philosophically, competency-based teaching and learning has its roots in the social constructivism. Therefore, learners engage in a process of constructing their own knowledge by interaction with their environment
- **Discovery learning:** Discovery learning as opposed to receptive learning means making content available and accessible and that the way of acquiring this knowledge or competences, could not be just a process of providing information, but should always be embedded in a discovery-based approach. Learners themselves discover theories, rules and patterns as they interact with the environment, peers and teachers.
- **Reflective learning:** Competency-based teaching and learning also focuses on the learning processes of the learner. Learning is always in a spiral-fashion, that is, it requires learners to go back and fro to reflect on their learning. As the learner

reflects on their own needs, motivation, approach, progress, results etc. they develop learning competences that may be considered “learning to learn”.

- **Personal learning:** In the competence oriented theories learning is conceived as a process of constructing the learner’s own personal knowledge and competences. Information, knowledge, strategies, only becomes meaningful for a person if they become an integral part of their own personal body of knowledge and competences. In education this implies that students need to be able to identify with the contexts, the persons, the situations and interests that are included in the learning domains involved.

How to promote competence-based teaching and learning in schools

There are several ways that can be used to make competency-based approach from the perspective of didactic material competency strategies more effective in the schools. The following are some of the ways:

- **Improved teaching methods:** Gabriel [12] from his study found that “teachers were unable to use highly and potentially interactive teaching methods such as problem-solving and discovery which are very useful in competence-based teaching and learning environment. Learning and teaching infrastructure are crucial in building learning competences among learners. This means that the presence and the conditions of classrooms, laboratories, workshops, libraries, sports fields and power and water supply have great influence in the development of competencies among learners. Learners have great opportunities to learn various things when infrastructure are available and are in good condition. For instance, learners preferring to learn natural sciences will be interested to see well equipped and functional laboratories”.
- **Improve teaching and learning resources:** The development of competencies among learners requires schools to have all the necessary teaching and learning resources. These resources include laboratory equipment, books, and wall maps, technological tools (such as computers and machineries), and other real objects. As the students use these

resources, they gain not only abstract knowledge but also practical skills.

- **Enhance Practical training:** There is a common saying that “practice makes perfect”. This means that competences are developed when learners engage in practical activities. “In a competence-based teaching and learning context, it is required that students be engaged in various practical experiences (in and outside the classroom) that give them opportunities to apply their knowledge and skills to solve problems. This is accomplished through involving students in hands-on activities which enable them to gain experiences that have a far reaching impact as far as the students’ comprehension of the taught content is concerned” [13]. To achieve this goal continuous in service-training for teachers is very important.
- **Teacher-student ratio improved:** For teachers to be able to control the class and help each individual student to develop their skills, to enable the students make use of the didactic materials at their disposal, a standard number of learners per teacher must be established and adhered to. Crowded classrooms detract teachers from knowing and helping all students in the classroom.
- **Technology use enhanced:** The development of information and communication technologies (ICTs) in particular has transformed teaching and learning. With the aid of technology, students are able to explore various sources of knowledge [14].
- **Assessment procedures improved:** “CBA requires multiple ways of assessing learners in order to determine their competences. The implementation of CBC requires the use of new assessment strategies aligned with the new paradigm. To implement these changes it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment” [15].

3. METHODOLOGY

3.1 Area of the Study

This study was conducted in secondary schools in the South West Region of Cameroon. This region was purposively selected because of the

conducive academic climate for studies, striving to improve educational standards. The presence of an Anglo-Saxon university with schools of education in Buea and Kumba, also the availability of traditional 3 school types, (public, lay private, and confessional). The southwest region is made up of six divisions Fako, Meme, Manyu, Ndian, Lebialem, and Kupemanenguba. From these regions, three divisions; -Fako, Meme, and Ndian were purposively selected for this study. Fako which harbors the only university exposed to many schools and employment opportunities. Meme division is peculiar for its line of business and farming because of accessibility, solarisation, exposure, or enclavement. This region has an enrolment of about 1.250 million unevenly distributed in the different school types as follows.

3.2 Research Design

Creswell & Clark [16] holds that a research design is the procedure for collecting, analyzing, interpreting, and reporting data in research studies. It sets the procedure for the required data, the methods to be applied to collect and analyze the data, and how all of this is going to answer the research question [17]. This study adopts a survey research design. A survey looks at the individual, groups, institutions, methods, and materials to describe, compare, contrast, classify, analyze and interpret the entities and events in the field, [18]. The survey is employed

in this study to enable the researcher to study a large population and have greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and the availability of validated models.

3.3 The Population of the Study

The population of this study is all stakeholders of the secondary schools in South West Region of Cameroon.

3.4 Target Population

Fraenkel and Wallen [19] opine that the target population is the actual population to which the researcher would like to generalize its findings, (it is the researcher's ideal choice). Among the 389 secondary schools in these six divisions, 03 were selected for our target population. These three targeted divisions were Fako, Meme, and Manyu. This research was conducted during the socio-political instability in the English-speaking zones of the country, thus the researcher chose these three regions due to the relative peace and serenity that reigned in these areas at that moment. Moreover, these areas are highly scholarized with the availability of an Anglo-Saxon University with many higher professional institutions that can accommodate graduates from these secondary schools.

Table 1. Distribution of Schools in the South West Regions according to Divisions

South West Region				
Division	Private	Public	Confession/TOTAL	
FAKO	47	42	17	106
MEME	34	62	06	102
MANYU	6	60	05	71
INDIAN	2	34	1	37
KUPE	4	29	1	34
LEBIALEM	3	34	2	39
TOTAL	96	261	33	389

Source: Regional Delegations for Secondary Education (South West2022).

Table 2. Distribution of the target population of the schools in the three divisions

Division	Public secondary schools	Private secondary schools	Confessional secondary schools	Total
Fako	42	47	17	106
Meme	62	14	6	102
Ndian	34	02	1	37

Source: Field data (2022)

In the target population presented in Table 2, many stakeholders have traveled out of the region, some have continued their studies out of the region and some have been called to glory. It is in this light that we brought in an accessible population

3.5 Accessible Population

The accessible population of this study, therefore, involved students, and teachers of the three regions as presented in the Table 3.

3.6 Sample Size

In this study, we employ a sample size of 254 participants. The sample size defined for this study was the probability sample size method. The sample size was gotten using the Yamane Yanu formular [20] and also supported by Krejcie and Morgan [21], which states that any research work with a given population, can find the respective reliable sample size from the table below. It is from this table that the researcher identified the sample size based on the population of the study.

Yamane yanu formular

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{696}{1 + 696(0.05)^2}$$

$$n = \frac{696}{1 + 696(0.0025)} = 254$$

The variables in this formula are:

n = the sample size

N = the population of the study

e = the margin error in the calculation (0.05%)

The sample rate of representation was gotten by:

$$\text{Sample rate (SR)} = sr = \frac{\text{sample size} \times 100}{\text{accessible population}} = sr = \frac{254 \times 100}{696} = 36.5\%.$$

Our survey rate is 36.5% so it is representative of the accessible population.

4. RESULTS AND DISCUSSION

The results of this study show the following findings:

The hypothesis of this study states: Didactic material utilization competencies (DM-Com) have a positive significant effect on the implementation of CBA in the English language curriculum in selected schools in the southwest region. Material utilization competencies in this connection, involve the availability and usage of books, by teachers and students and the extent to which the other stakeholders, like parents and guidance, are aware of this important keyhole in the implementation of the CBA. Test statistics results were as follows in the Table 4.

Table 3. Presentation of the accessible population according to the three divisions

Fako Division	Number of students		Number of teachers		Total
	Male	Female	Male	Female	
GBHS Motombolobo	3	6	23	15	47
Sasse College	6	0	30	3	39
National comprehensive Limbe	3	4	11	7	25
BGS Buea	7	10	21	30	68
School in Meme Division					
GHS Nkamliakum	6	8	13	9	36
St Francis College Fiango	4	6	13	12	35
GHs Big Ngandjpu	1	2	10	03	16
GTC Mato Butu	2	2	11	3	18
Schools in Ndian division					
GSS Meka –Ngolo	1	1	9	1	12
St Pius College Ekondo Titi	1	3	8	3	15
GTC Akwa Bakassi	0	0	5	0	5
GTTC Modemba	0	2	4	0	6
CKCSS Ekondo Titi	1	2	5	0	8
Total					330

Source: field data (2022)

Table 4. Maximum likelihood estimates: Regression weights: (Groupnumber 1 - Default model)

Dependent Variable	Paths	Independent Variables	Estimate	S.E.	C.R.	P	Label
CBA_COM	<---	DM_COM	.285	.065	4.402	***	par_5

Table 5. Test of hypotheses

Hypotheses	P-Value at 95% (CI)	Decision / Conclusion
Ha: Didactic Material [DM_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon	[H ₀ : $\mu = 0.00 < 0.05$, $\beta = 0.22$, CI =95%]. Weak positive statistically significant.	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Didactic Material [DM_COM] has a positive significant effect on the adoption of CBA in the curriculum of selected secondary schools in southwest region of Cameroon

The result of this hypothesis was positive. The rejection of the null hypothesis. The result is very significant because it is in line with the findings of other studies done in the domain of material utilization. Nkwetissama, [8] conducted “a study on the competency-based approach, to English language education and the wall between the classroom and society in Cameroon; pulling down the walls. The study reveals that the learners are taught Grammar, Vocabulary, and Pronunciation, but they do not learn to use them functionally in English due to the absence of good didactic material and a sound knowledge on the utilization of didactic materials. This only points out the importance of material utilization in the classroom to enable sound implementation of CBA in the English language Curriculum”. From the findings of this study, it was realized that “a majority of teachers are still to understand what the CBA is all about. It was also noticed that even for those who have a good knowledge of the CBA effective implementation, there is still a major challenge in most situations, because of insufficient resources as well as a lack of in-depth knowledge on how to use this material” [2].

5. CONCLUSION

Conclusion drawn from the findings of this study shows a positive significant relationship between didactic material realization by teachers as well as the students and the implementation of CBA in the English language Curriculum. This goes a long way to corroborate with other existing studies carried out by researchers, [2]. These researchers in their study entitled “The competency-based curriculum implementation: Appraisal from the perspective of teachers' use

of resources” underscore the point that learning resources and materials have to be made available, and the teachers must be well trained to be able to manipulate these resources. It is on this premise that Ambei et al. [2] contend that human development faces nowadays the challenges of the knowledge society and requires a broadened educational approach sustained by the extension of the learning contexts. Therefore the educational purposes must reflect a responsive approach to the learning needs of the potential beneficiaries. According to Cohen [22], there is a need to ensure that curriculum and assessment are aligned. He says that to achieve the alignment, educators must consider developing appropriate instructional materials to support learning activities including textbooks, workbook charts, three-dimensional models, simulations, puzzles, games, and many other items Glazzard [23]. In addition, teachers will need to be trained on how to use these materials since the methodology of the competency-based curriculum requires shifting from a teacher-centered to student-centered approaches [2]. On this point, Nkwetissama [8] concurs that extensive use of texts, media, real-life materials, and others adapted to targeted competencies should be implored in teaching. In addition, he advocates the use variety of instructional technics and group work.

6. RECOMMENDATIONS

These findings of this study do not establish much divergence from other research findings from the standpoint of teachers' methodologies, Teachers' Utilization of teaching and learning materials.

Improving Teaching Methods:

- ❖ Teachers must revise and improve their teaching and learning approaches. Methodology competencies are a crucial precept in the implementation of curriculum innovation. Gabriel [12] found that teachers were unable to use highly and potentially interactive teaching methods such as problem-solving and discovery which is very useful in teaching and learning environments.

Motivating Teachers and Learners:

- ❖ These motivational levers like time, money, overall job, specific task, recognition, promotion, advancement, involvement, and many other miscellaneous benefits are levers of success [24]. When the educational authorities create a culture that promotes teamwork, collaboration, openness, and friendship, management is thus encouraged to care about their employees, and employees are encouraged to care for each other, so that there is a sense of collegiality and belonging

Improving Teaching and Learning Resources:

- ❖ According to Ambei et al, teaching resources are a critical aspect of effective curriculum implementation. In this connection, the development of competencies among learners requires schools to have all the necessary teaching and learning resources. Parents Teachers' Association should endeavor to see that these resources should be bought and jealously kept by the competent authorities of the school, the students who use these resources, gain not only abstract but also practical skills [25].

Identify, Define and Promote Career/Paths at an Early Age:

- ❖ Learners study a lot of subjects in school without knowing the application of each subject in their daily lives. In this light, it is strongly recommended that even though the teachers' focus is always to complete the syllabus, the teacher should endeavor to identify and define learners and talents so that they can be guided to choose their future careers.

Improvement of Teachers / Students Ratio:

- ❖ It is necessary to ensure that teachers should be able to control the class and help each student with their skills. More so a standard number of learners per teacher should be established and adhered to. Crowded classrooms detract teachers from knowing and helping all students in the classroom.

Enhancement of Technology Usage

- ❖ The development of information and communication technologies (ICT) in particular has transformed teaching especially in urban zones. It is strongly recommended that all institutions should make serious efforts to acquire (ICT) on the school campus. All cannot be done in a day, but gradual efforts with the PTA would get something fantastic. It is undeniable that with the aid of technology, students can explain various sources of knowledge.

Importance of the Improvement of Teachers' Knowledge of Competence-Based Teaching and Learning:

- ❖ It is said that teachers are the key players in the implementation of any educational innovation. In this light, it is the condition sine qua non that knowledge and understanding of teachers constitute an important aspect in the implementation of the competency-based approach during the teaching-learning process. Mosha [4] points out that equipping teachers with ample and appropriate knowledge and skills is one of the preconditions for a successful implementation of the CBA. In this light, according to Wood [26] and Freire [27] the need for changes in the instructional approaches call for the need to equip teachers (both in-service and pre-service) with the new competencies for handling new teaching paradigms.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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