

Teachers' Involvement in the Design of CBA and Instructional Delivery Process of Geography in Secondary Schools in Cameroon

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ABSTRACT

It has been noticed that geography teachers face a lot of problems in delivering competency-based curricula in the classroom. Most teachers do not even understand the intention, method, or approach selected for delivering the Competency-Based Curriculum. This study is aimed at investigating how teachers' perception of their level of involvement in the design of CBA affects the instructional delivery process of geography teachers in secondary schools in Cameroon. The study was guided by the ADDIE Model of instructional design by Gagne et al. (2005), Gross theory of curriculum implementation (1971), Constructive Alignment Theories by John. B. Biggs (1996) and Taba's model of curriculum development. The Convergent Parallel Mixed method research design was used, and a questionnaire and interview guide were used to collect data from the sample population. The sample size was made up of 305 participants, who included 289 geography teachers and 16 school administrators from forty-two (42) public schools selected from five regions. The qualitative data was analyzed thematically, while descriptive statistics and inferential statistics (Pearson Product Moment Correlation Coefficient) were used to predict the overall influence of teacher's involvement in the design of the Competency-Based Approach on instructional delivery in secondary schools in Cameroon. The findings showed that there is a significant and positive relationship between teacher's involvement selection of learning activities and instructional delivery of geography teachers in public Secondary Schools in Cameroon ($R = 0.952^{**}$, $P=0.05$). Based on the above, we conclude that there is a positive and significant relationship between teacher's involvement in the design of a Competency-Based Curriculum and instructional delivery of Geography. Accordingly, it was recommended that the state encourage a collaborative decision-making process where teachers can contribute their perspectives, knowledge, and experiences to shape the curriculum and content choices.

How to cite this paper: Agba Paul Machiva | Agborbechem Peter | Endeley Margaret "Teachers' Involvement in the Design of CBA and Instructional Delivery Process of Geography in Secondary Schools in Cameroon" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-4, August 2024, pp.412-432, URL: www.ijtsrd.com/papers/ijtsrd67149.pdf



IJTSRD67149

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KEYWORDS: *Teacher Involvement, Design, Competency Based Curriculum, Instructional Delivery, Perception, Geography Teachers*

INTRODUCTION

Instructional delivery refers to the interaction between students and teachers and the content, knowledge, skills, and dispositions students need to learn and collaborate with others (Battioala, 2014). Instructional delivery involves every activity the teacher and the learner do in a classroom setting. So every effort the teacher makes to have a fruitful time with the students by exposing the contents, employing methods and strategies, the student's interaction with the environment, resources available, and even the evaluation process sums up to mean instructional

delivery (Mezieobi, et.al 2009). Instructional delivery is an essential aspect of the curriculum as it involves activities which teachers carry out which determine how effective and productive their job might be; such activities include the drawing or preparing of a scheme of work, lesson plan, delivery of the lesson, evaluation of students, reporting of student progress among others (Nwafor, 2007). When a new instructional paradigm is designed like the CBA, there is a need to ensure proper instructional delivery for goals to be attained. Since the inception of the

CBA in 2014, with the aim of getting learners to acquire skills, many Geography teachers still seem to be using the traditional methods of teaching, which may not lead to the acquisition of skills in geography. According to Grong (2015), The initial enthusiasm among education stakeholders about the new Approach (CBA) soon faced the realities of the Cameroonian context as for the number of years it has been implemented, there has been no significant change in students' achievement (skills). One factor that may explain this phenomena but has not been paid attention in research is teacher involvement in the design of the CBA. Taba (1962) believes that the curriculum designers should also be those who use the curriculum. She holds that the teachers know their students better and could be able to provide their students with specific teaching situations. This implies that teachers may have poor attitudes towards instructional delivery when the Approach to curriculum design is top-down. This kind of curriculum design is more or less an action of causality and arbitrariness (Li, 2019). Li (2007) notes that any teaching reform has to be a systemic combination of a "top-down" and "bottom-up" policy, considering all facets of teaching, learning and administrating in a rational distribution of responsibility, power and benefits. As a result, this study seeks to investigate the teacher's involvement in designing the competency-based curriculum and its influence on the instructional delivery process in secondary schools in Cameroon.

Background

Historically, education in Cameroon has passed through many stages and, as a result, has a long history from pre-colonial to the present. According to Yaro (2020), education in Cameroon can be classified into three broad eras: pre-colonial, colonial and post-colonial era, each having peculiar objectives, challenges and successes. Although these eras seem linear, there was no automatic cross-line between one era and the other, but there was a gradual transition from one period to another. Efforts to design syllabus/curriculum for Cameroon schools started in 1892 when the German authorities authorized three German educationists (Betz, Christaller & Kobele) to draw up a syllabus for Government schools in Cameroon and Togo (Tambo, 2003). This is the genesis of teacher neglect in the curriculum activities in Cameroon. This is because the classroom teachers were not involved in drawing up the syllabus, even though the teachers at that time were primarily European.

As a follow-up to the syllabus project, the first territorial curriculum was created at an educational

conference held in Cameroon in 1907 and attended by German governmental and mission educational representatives. The policies set at this conference were standards for all schools in the territory. The resolutions of the 1907 conference culminated in the 1910 educational law, where the Germans selected subjects for Cameroon schools. The Main subjects were Arithmetic, Reading, and writing, German as the language of instruction, and Religion as the core curriculum (Mac Ojong, 2008). This was the genesis of imposing curricula on the implementers of the curriculum, as those who were to teach never took part in planning the program. This curriculum was simply implemented in Cameroonian territory without considering the needs and interests of the local learners. Even though most teachers at the time were not trained, their inputs at the level of experiences in class or the student's characteristics noticed during their interaction would have been of great help to the designing process of the syllabus if they were involved.

After the independence and reunification of the Cameroons in 1961, Cameroon inherited two sub-systems of education: the Anglophone subsystem and the Francophone sub-system. Cameroon's formal educational system is made up of primary, secondary, and higher education (Fonkeng, 2007). This period was faced with one problem in the educational sector of Cameroon in the domain of marking syllabi or curricula of the two educational systems to be common. The need to design a harmonized curriculum in the country met with resistance from both sides (Arrey, 2013). However, in 1989, the first attempt at developing a harmonized syllabus took place. The first national syllabus for nursery schools was launched, and a conference was organized to that effect, but it failed due to resistance. It should be noted that although teachers' representatives were invited to the drawing of the national syllabus, their voices could not be heard in the midst of authoritative government officials who turn to see education more from a political policy point of view than a contributory process. In the secondary educational system, the Government created the General Certificate of Education (GCE) and the Baccalaureate examination boards to take care of secondary school examinations (Tambo, 2003)

This was followed by the 1995 Education Forum, in which education stakeholders, including teachers, were invited to contribute to solving the mismatch in our educational system. The recommendations of the 1995 education forum led to the 1998 educational law laying down the education guidelines in Cameroon. One of the objectives of education in Cameroon,

according to the 1998 education law, is to train Cameroonians in the physical, mental and social domains. Section 5 of the 1998 education law also stipulates that education in the country trains citizens who are deeply rooted in their culture yet open to the world.

In 2011, a conference was held in Limbe to review the curriculum of secondary schools in the Anglophone sub-system of education. Amongst those invited were teachers' representatives, who, in most cases, are senior educationists who hardly consult the local classroom teachers on the emerging realities they face daily in school. To make matters worse, most Cameroon educational policy changes as educational ministers, politicians and civil servants change (Awana, 2000) without proper consultation and involvement of other educational stakeholders. The introduction of the competency-based Approach was just one of those changes referred to by Awana without any form of direct participation by the teachers in instituting that policy. Due to this initiative, a new curriculum was adopted in 2014 with the competency-based Approach as the guiding framework for implementing that curriculum.

Conceptually, Schweizer (2019) defines curriculum design as a term used to describe the purposeful, deliberate and systematic organisation of the curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design a curriculum, they identify what will be done, who, and what schedule to follow. Curriculum design is a statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principles of organisation and requirements of that organisation for the administrative conditions under which it is to operate. A design, of course, needs to be supported with and to make explicit a curriculum theory which establishes the resources to consider and principles to apply (Mauritz, 1997).

Curriculum design (CD) is the planning, organising, and designing of learning strategies, processes, materials, and experiences towards defined learning and performance outcomes. Curriculum design is concerned with much more than learning materials. In one sense, curriculum design is creating a holistic plan for the environment where learning happens. This includes considering the physical, digital, social, and psychological factors defining the spaces and places people learn. According to Mohanasundara and Santhi, (2022), curriculum design refers to how curriculum components are positioned. Curriculum design is teamwork. The team that engages in curriculum design processes comprises people with

diverse areas of expertise. Typically, a curriculum design team will include subject matter experts, a curriculum coordinator/director, curriculum oversight groups, instructional design and development specialists, and teaching/facilitation personnel. Depending on the nature of the curriculum, this can also include information technology specialists and organisational development specialists, data and research specialists, and senior leadership (Dodd, 1996). Curriculum design, according to Gargne (2005), involves needs analysis, selection of content, selection of learning experiences, and selection of teaching materials, amongst others. Richards (2001) defines needs analysis as "Procedures used to collect information about learners' needs". Wharton (2009) argue that it is essential to find out learners' reasons for learning and their future plans and aims. This includes analysing the environment, which refers to studying various factors affecting the situation or setting of the learning process. Secondly, needs analysis involves investigating students' expectations, objectives, and needs from the program. Finally, the task will analyse the research findings in instruction representing the principles underpinning the curriculum design process (Nation & Macalister, 2010).

Learning experiences are those processes that the learners undergo by interacting with and reacting to the external conditions in the environment in which they learn (Angbing et.al, 2014). For Angbing et.al, (2014), learning experiences may be mental, involving a thinking process and developing an understanding of some concepts, theories or state of affairs of a given subject matter or content underpinning (or structure). Taba (1962, as cited in Kobiah, 2016) observe that learning experiences are mental operations students employ to learn the content. She further argues that both the content and the learning experience are in constant interaction during the actual learning act, as one cannot deal with the content without having a learning experience.

Curriculum content is the totality of all the programmes (activity, instruction and guidance) designed to achieve the educational objectives of any nation. It is all the learning experiences and intended learning outcomes systematically planned and guided by the school through the reconstruction of knowledge of learners' cognitive, affective and psychomotor development (Akundolu in Eya, 2012). The curriculum of any nation consists of educational aims and objectives, as well as the contents, methods, and materials for actualising the objectives and evaluation activities (Chukwudi, 2015).

Teaching materials play an essential role in making the learning-teaching process efficient. Teaching materials provide a great deal of convenience in a teacher's ability to convey a message to students accurately, appropriately, clearly and understandable, making abstract knowledge concrete and enabling students to comprehend complex ideas through simplification. When properly used, printed materials, audio-visual materials and experience-giving methods help make the learning process easy and enduring (Kobiah, 2016)

When all the design processes are followed, teachers' perceptions need to be taken care of since they are the ones who will implement the new program. Batwini (2010) noted that teachers' perceptions and beliefs influence and shape the meanings that they eventually attach to the new reforms, which play a vital role in their acceptance and classroom implementation. Therefore, teachers can only interpret the curriculum correctly if they fully understand it, which can only come forth if they are fully involved in curriculum development. Gorsuch (2000) noted that the attitudes and beliefs of the teachers are the single most substantial guiding influence on teaching and learning. Marsh and Stafford (1988) also highlight three dimensions of the curriculum concepts, a detailed analysis of other elements such as aims and objectives, learning experiences, and evaluation, and recommendations for interrelating them for optimal effect. Secondly, the curriculum comprises planned or intended learning, calling attention to unexpected situations in classroom practices. Thirdly, curriculum and instruction are inextricable (Lovat & Smith, 2003).

Instructional delivery shows every activity the teacher and the learner do in a classroom setting. So every effort the teacher makes to have a fruitful time with the students by exposing the contents, employing methods and strategies, the pupils' interaction with the environment, resources available, and even the evaluation process sums up to mean instructional delivery (Mezieobi et al., 2009). This stage in the curriculum process is amid learning activities where the teachers and learners negotiate to promote learning. This is the interactive stage of the curriculum process. This takes place in the classroom through the effect of the teacher, learner, school administrators and parents. It also integrates the application of physical facilities and the adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation in any society is the bedrock of its political, economic, scientific, and technological well-being. Implementation occurs as the learner acquires the intended

experiences, knowledge, skills, ideas and attitudes that enable the same learner to function effectively in society. Therefore, implementing the curriculum requires an implementing agent (Kuiper & Hameyer, 2003). The curriculum delivery process involves helping the learner acquire knowledge or experiences. It is important to note that curriculum implementation cannot occur without the learner. Etuk and Umoh (2003) see instructional delivery as the knowledge of teaching techniques and their application for learning to take place in a flexible manner that would not distort the original intent of the teacher being in the classroom. The learner is, therefore, the central figure in the curriculum implementation process. Various factors also influence curriculum implementation/delivery like the resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment (Esu, Erukoha & Umoren, 2004)

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Competency is the capability to apply or use the related knowledge, skills, and abilities required to successfully perform 'critical work functions' or tasks in a defined work setting (Mosha, 2012).

Competencies often serve as the basis for skill standards that specify the knowledge, skills, and abilities required for workplace success and potential measurement criteria for assessing competency attainment. Competence is a measure of both proven skills and proven knowledge. It can be viewed as behavioural competence (soft skills), how something is done and functional competencies - the ability to perform technical tasks like operating machinery or making a dress.

Competence-based teaching and learning mean different things to different people (Savage, 1993). There is no single agreed definition because professionals define it from other contexts. There are many terms used to refer to competence-based teaching and learning. Such terms include competence-based education, competence-based curriculum, proficiency-based education, outcome-based education, mastery-based education, standard-based education and performance-based education (Moshia, 2012).

Moshia (2012) notes that a competence-based curriculum seeks to develop learners' ability to know, learn, and how to learn, do things and learn and work with others. Such a shift has pedagogical implications, as Rutayuga (2014) notes that a competence-based curriculum requires a shift from assessing a set of learning content to evaluating each learning outcome. Similarly, Wood (2001) insists that the move towards competence-based rather than content-based curriculum necessitates student-centred teaching and learning.

Theoretically, this study is guided by four theories that give an understanding of the variables and constructs under study. These theories include the ADDIE Model of instructional design by Gagne et al. (2005), Curriculum implementation theory by Gross (1971), Constructive Alignment Theories by John Biggs (1996), and Taba's Model of Curriculum Development (1962)

Gagne et al. (2005) developed the ADDIE model of instructional design. The five-stage model describes the instructional design process, prescribing what is supposed to be done at all levels of instructional design. The stages of the model and the name ADDIE model come from the initials of the stages involved. They include;

A: Analysis,

D: Design,

D: Development,

I: Implementation and

E: Evaluation

This model is one of the most recent instructional design models that guides curriculum design in many countries. The competency-based curriculum was designed with the ADDIE model as the guiding model for the process. This makes this model an umbrella model and of relevance to this study.

Curriculum Implementation Theory by Gross (1971) states that for successful implementation of any educational programme, factors such as teacher competency, clarity and awareness of the implementer, capacity of the implementer, support from the management and attitude of the teachers, learners, and stakeholders must be considered. Gross (1971) states that the implementer teacher should be competent and aware of the content and what is to be implemented. He argues that when the implementers are not mindful of the curriculum changes, they may not effectively and sufficiently implement them.

Teachers generally enact their teaching decisions in line with some explicit or implicit teaching theory (Biggs, 1996). They are the ones who, in practice, align their lesson designs with the instructional system and learning outcomes. This practice could be enhanced if they get a chance to participate in the curriculum development process to handle their fears and practically get oriented before they grapple with a readymade curriculum at the classroom level. Implementing the constructive alignment method in a course curriculum design would best support the achievement of learning outcomes.

This model by Taba emphasises the importance of the classroom teacher in the design of the curriculum. Also known as the grassroots rationale, she argued that teachers who are in direct contact with the learners better understand their students' needs and are in a better position to design a meaningful curriculum that can better address the needs of the students. This model is relevant to this study as it describes teachers' involvement in the designing of the curriculum and also states stages involved in the curriculum design, which include Diagnosis of needs, Formulation of objectives, selection of content, organisation of content, selection of learning experiences, organisation of learning activities and evaluation. In the context of this study, the study seeks to investigate teachers' involvement in these processes during the design of the competency-based curriculum and how it may influence the implementation process.

Contextually, The Competency-Based Approach (CBA) refers to putting together all knowledge, know-how, and attitudes required to solve real-life problems or situations (Nkwentisama, 2012). In line with the vision of making Cameroon an emergent

economy by 2035, the Ministry of Secondary Education (MINESEC) adopted reforms in August 2012, aligning educational goals with the demands of a more skilled workforce. MINESEC explained that this new pedagogical innovation aimed to ensure that the learners could apply what they learn in class in real-life situations outside the classroom (pedagogic guide: English to Francophones, 2014). The previous skill-based Approach focused more on learners' acquisition of knowledge than on using the knowledge to solve real-life problems (Nkemleke & Belibi, 2019). The new approach underwent a trial period of two academic years (2012-2014) before its implementation began in Form I and Form II of the 2014-2015 academic year. Therefore, by the end of the 2018/2019 academic year, CBA had been implemented throughout the first cycle of secondary schools in Cameroon (Nkemleke & Belibi, 2019).

Statement of the problem

The implementation of every educational policy entails instructional delivery as well as the curriculum, which should have a direct link to the level of teachers' involvement in the planning and development of that curriculum. According to Endeley & Zama (2021), the interpretation of the curriculum policy into practice depends mainly on the teacher. The teacher selects the learning experiences to be provided, so they must be involved in the curriculum's planning and development process. Suppose teachers effectively take part in the design of the curriculum. In that case, the realities of their classroom will be taken care of, the needs of the learners will be effectively taken into consideration, and the teachers will suggest the most appropriate strategies for classroom instruction.

However, it has been noticed that geography teachers face a lot of problems in delivering competency-based curricula in the classroom. Most teachers do not even understand the intention, method, or approach selected for delivering the Competency-Based Curriculum. Many teachers have decided to stay with the traditional teaching approach; others are even confused about the difference between the old and the new approach to delivering the curriculum. Through the Ministries of Education and other educational stakeholders, the state has been organizing capacity-building workshops for teachers on the effective ways of implementing the Competency-Based Curriculum. Despite all these efforts from the state and other stakeholders, the instructional delivery process in the classroom remains problematic.

Consequently, the teachers maintain the traditional teaching approach because they do not understand the

new Approach. As a result, the desired learning outcomes are not attained as the students' competencies and skills expected to be seen are still absent. This may affect societal development and the attainment of the strategic visions of the Head of State to attain emergence in 2035.

One factor that may account for this phenomenon is the involvement in the design of the CBA curriculum. This is because classroom realities are not considered when teachers are not involved in curriculum design. This undemocratic Approach may be contrary to teacher's perspectives, thus affecting their commitment, motivation and perception in implementing the curriculum. Against this backdrop, this study seeks to investigate Geography teachers' involvement in the design of the CB Curriculum and its effects on the instructional delivery process in secondary schools in Cameroon, in which the findings and recommendations could help improve the situation in the field.

Objective of the study

The aimed at finding out how teachers' perception of their level of involvement in the design of CBA affects the instructional delivery process of geography teachers in secondary schools in Cameroon.

Justification of the Study

Teacher involvement in the planning of the curriculum is essential as it can help bring the reality of the classroom to the curriculum design process. However, Cameroon, having passed through three colonial masters, has witnessed a long history of foreign curricula that do not even reflect the needs of the learners in Cameroon nor involve the teachers who are the curriculum's end users in the curriculum design. After its independence, Cameroon sought to nationalize its curriculum to train citizens deeply rooted in Cameroonian culture; as a result, several reforms took place, including developing curriculums that suited the Cameroon context. One of these curriculums is the Competency-Based Curriculum, which was initiated in 2011 and became functional in 2014 with geography as one of the subjects. This curriculum's delivery process has witnessed many challenges in the field.

As a result, several studies have been conducted to assess the causes of the challenges faced in implementing this curriculum. Still, researchers have ignored critical factors like teachers' involvement in this curriculum's design. Many focus their research on the training availability of materials, amongst others, with little or no attention to teachers' participation in the design of the CBA. Thus, that affects the delivery process in schools. Against this backdrop, this study seeks to investigate teachers' involvement in the

design of the CBA and the instructional delivery process of geography teachers in secondary schools in Cameroon. The findings and recommendations may help improve the situation in the field.

Significance of the Study

This study would be important to the following groups: teachers, curriculum designers, policymakers, and researchers.

To the teachers, this study may help to expose the importance of the teacher as the end user of the curriculum and the need to incorporate them in all the stages of the curriculum, starting from the planning, implementation and evaluation and not just seen as those who's task is to implement what is handed down to them. This may help motivate teachers to actively implement what has been planned as they were fully involved in designing such a program or curriculum.

To the curriculum designers, this study may help to emphasize the importance of a collaborative team approach to curriculum design. The study may act as a wake-up call to the designers to use the teachers as partners in the curriculum design process to bring relevant inputs in designing a curriculum.

To policymakers, this study would be an eye-opener as it emphasizes the equality of stakeholders in the curriculum design. This study may help expose the teacher's important place in the curriculum design process and how that can affect the instructional delivery of the curriculum designed.

To the researchers, this study may be helpful in providing a framework for the socialized curriculum process, literature, methodology, and instrumentation for future researchers.

Scope of the Study

Geographically, the scope of this study was limited to secondary schools in five regions of Cameroon, namely, the South West, North West, West, East, and Littoral Regions.

Content-wise, the study was limited to curriculum design, operationalized as needs assessment, selection of content, selection of learning activities, selection of learning materials and teachers' perceptions for the independent variable and the instructional delivery of geography operationalized as the teaching methods, strategies, learning activities and evaluation for the dependent variable.

Methodologically, the mixed method research approach was adopted, and the sequential explanatory research design was adopted, using questionnaires and interview schedules as instruments for data collection.

Theoretically, the study was guided by the ADDIE Model of instructional design by Gagne et al. (2005), Gross theory of curriculum implementation (1971), Constructive Alignment Theories by John. B. Biggs (1996) and Taba's model of curriculum development.

Operational Definition of Terms

The following terms that are relevant in this study were defined operationally. They include Curriculum, curriculum design, needs assessment, teacher perception, competency-based Approach, and instructional delivery and secondary school.

Curriculum: Doll (2008) defined curriculum as the engagements or experiences that children have under the auspices of the school. Additionally, the curriculum, as all learning encounters a child undergo are directed by the teacher. The platform is used to disseminate learning and knowledge activities (Offorma, 2005). In this study, curriculum refers to the whole body of learning experiences and content offered in the competency-based curriculum

Curriculum Design: According to Dodd (2020), curriculum design is the planning, organising, and designing of learning strategies, processes, materials, and experiences towards defined learning and performance outcomes. Lunenburg and Ornstein (2011) described it as a guiding written document that stipulated methods that could be used to attain intended goals at the end of the programme. This study adopts Dodd's definition.

Need Assessment: Mccawely (2009) defines need assessment as the systematic approach to studying the state of knowledge, ability, interest or attitude of a defined audience or group involving a particular subject. This study evaluates the training needs to identify the gaps between what is happening and what should be happening and to prioritize the order in which gaps are closed.

Curriculum Content: Content is expressed as topics, themes, or units to be covered in each stage or year and requirements for teaching the content (Endeley & Zama, 2021). In this study, content means all the planned knowledge, skills and attitudes that are taught and learned in secondary schools in Cameroon

Instructional Material: An (2021) defines instructional materials as those aids used by the teacher to teach and can be used by the students for independent study. This study adopts this definition.

Learning activities: A range of activities aimed at promoting learning achievement include dissemination, discussion, discovery, and demonstration activities (Siemens & Tittenberger, 2009). In this study, Learning activities are the tasks

or actions that teachers and students engage in to help students learn new concepts, practice new skills, or apply new knowledge

Teacher Perceptions: Teacher perfection refers to the understanding, opinions, feelings, interpretations, and views of the teacher's preparedness for implementing the competency-based approach curriculum. That is the teachers' point of view, beliefs, opinions, interests and attitudes towards CBA (Kanweicher, 2001). This study adopts this definition

Instructional Delivery: Instructional delivery has been seen as the process showing every activity the teacher and the learner do in a classroom setting, every effort that the teacher makes to have a fruitful time with the students by exposing the contents, employing methods, strategies, the pupils' interaction with the environment, resources available and even the evaluation process sums up to mean instructional delivery (Mezieobi, 2009). In this study, instructional delivery refers to the actions, activities, and methods of the teacher in the classroom using the competency-based curriculum. This study will interchangeably use the words instructional delivery and implementation at some point.

Competency-Based Approach: According to Garavan & McGuire (2001), competence is an action, behaviour or outcome that a person should be able to demonstrate. Competence is the physical and intellectual ability to do something well through repeated experiences (Wiysahnyuy, 2021). According to Mosha (2012), competency is the capability to apply or use the related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined work setting. This study adopts Garavan's definition.

Competency-Based Curriculum: Mosha (2012) holds that a competence-based curriculum seeks to develop learners' ability to know and learn how to learn, do things and work with others. This term means the same thing in this study.

Secondary School: A school that is intermediate between elementary school and college usually offers general, technical, vocational or college preparatory curricula (Kunstine & Orestine, 2005). In this study, this term refers to the intermediate level between primary and tertiary levels of education and is limited to general education.

Research Design

The research design employed for this study was the Convergent Parallel Mixed method research design. The purpose of the convergent parallel mixed method was to provide a comprehensive analysis of the research problem by converging or merging quantitative and qualitative data. In this design, the researcher typically collected both forms of data at the same time, prioritised the methods equally, kept the data analysis independent, mixed the results during the overall interpretation and tried to look for convergence, divergence, contradictions or relationships of two sources of data (Hui Bian, n.d as cited in Razali et al., 2019). The data was collected using a questionnaire and an interview guide.

Area of study

This study was carried out in Cameroon, a country located at the boundary of central and West Africa.

Population of the Study Sites

This study's population comprised all geography teachers in public secondary schools in Cameroon estimated at 2335 geography teachers for both Anglophone and Francophone sub-systems.

Target Population

The target population of this study comprised all geography teachers in public secondary schools (Anglophone sub-system only). Their number is estimated at 1391.

Sample and sampling technique

The sample of this study was made up of 305 (16 school administrators and 289 teachers) drawn from forty-two public secondary schools, as shown in the table 1 below. The sampling approach was first of all stratified whereby the two Anglophone regions were considered and three additional regions were drawn at random from the remaining 8 regions which are all Francophone. Purposively, sampling technique was used to disproportionately sample only schools with the highest number of geography teachers per region to select the study participants. In each region, all geography teachers in the sampled Government Bilingual Schools were involved in the study. Government Bilingual Schools have this particularity of combining both English and French sub-system of education.

Table 1: Target Population of the Study

Region	School	Teacher Population	Sample Population
Southwest			
1	GHS LIMBE	13	13
2	GHS BUEA TOWN	7	7
3	GHS MOMAKA	5	5
4	BGS MOLYKO	12	12
5	GBHS MUEA	12	12
6	GBHS TIKO	10	10
7	GBHS LIMBE	5	5
8	GBHS MAMFE	6	6
9	GHS MAMFE	5	5
10	GHS KAKE	7	7
11	GBHS KUMBA	7	7
12	GHS KUBABENG	8	8
12	CCAS KUMBA	13	13
13	GHS MUTENGENE	6	6
Sub-Total		104	104
NORTHWEST			
14	GBHS FUNDONG	12	12
15	GBHS BAMENDA	12	12
16	GBHS BAMENDANKWE	9	9
17	GBHS BAYELLE	10	10
18	GBHS DOWN TOWN	10	10
19	CCAST BAMBILI	8	8
20	GBHS BELLO	7	7
21	GBHS MBENGWI	4	4
22	GHS MACHA-BAMBUI	8	8
Sub-Total		80	80
WEST REGION			
23	GBHS SANTCHOU	9	9
24	GBHS MELONG	7	7
25	GBHS DCHANG	13	13
26	GBHS BAFFUSSAM	13	13
Sub-Total		42	42
LITTORAL			
27	G.B.H.S DEIDO	5	5
28	G.B.HS BONABERI	9	9
29	G.B.H.S. MAMBANDA	5	5
30	G.B.S.S. LOGPOM	5	5
31	G.B.H.S NYALLA	4	4
32	G.B.H.S NKONGSAMBA	2	2
33	GBHS MBANGA	2	2
34	G.B.H.S PENDA – MBOKO	3	3
35	BHS GRAND- SOUZA	3	3
36	GBHS FERME SUISSE	2	2
Sub-Total		40	40
EAST REGION			
37	GBHS ABONG MBANG	5	5
38	GBHS BERTAUA	9	9
39	GBHS BATOURI	5	5
40	GBHS BELABO	6	6
41	GBHS TIGAZA	8	8

42	GBHS YOKADOUMA	6	6
	SUB-TOTAL	39	39
	TOTAL	305	305

Instrument for Data Collection

The instruments used to obtain data in this research were the questionnaire and interview guide.

Questionnaire

In this study, the researcher used a self-developed structured questionnaire for teachers; the questionnaire was composed of closed-ended questions divided into five sections corresponding to five research questions that guided the study. The questionnaire contained a brief cover letter of introduction to explain the purpose of the study to the respondents who completed the questions on the questionnaire. The questionnaire was divided into two parts. Part 1 focused on demographic data, more precisely, region age, gender, years of experience, and qualification. In contrast, part 2 consisted of sections **B, C, D, E, F, and G** (corresponding to the respective research questions), drawn from the Likert scale that was used to structure the items to investigate the influence of teacher involvement in the design of the CBA curriculum and the instructional delivery process by selecting; strongly agree (SA), agree (A), disagree (D), strongly disagree (SD).

Interview guide

Interview for school administrators was the last method employed for collecting data for the research. The data collected through the interview was used to extend the quantitative data collected using the questionnaire, as the interview had questions on all five research questions to have an in-depth look at the constructs under study. Data collection through this method was assisted by using audio tapes and paper and pen methods for cases that could not be interviewed through recordings. Respondents to the interview were at least in the Heads of Departments (HOD) ranks in the sampled schools. At least three school administrators from each of the five regions that constituted the area of this study were interviewed. The sample size for the interview was considered to reach saturation once there were up to sixteen interviewees. Saturation level in an interview means that the sixteen-person is likely to give a similar or the same response as that of one of the first fifteen interviewees.

Validity of the instrument

Cresswell (2014) defines validity as the degree to which an instrument measures the intended concepts. It is also a degree to which results obtained from the analysis of data actually represents the phenomenon under study. Validity refers to the extent to which an instrument measures what it is set to measure. The instruments for this study were subjected to:

Face Validity. This ensures that, by its appearance, the instrument covers all the areas that were to be measured in the study. It also ensures that the instruments were properly structured with appropriate instructions and good presentations that were easily readable. After constructing the instruments, copies were handed to some colleagues for proof reading and to three scholars, the two research supervisors and a statistician for scrutiny. They were required to review the questionnaires in relation to the objectives of the study, research questions, clarity of the items and compatibility to statistical tools for analyses. In this light, it was ensured that all the items in the instruments reflect the specific objectives of the study. All the items of the instruments were critically examined, some reframed to make them look simple and unambiguous while the unsuitable ones were eliminated. After their inputs and criticisms on the effectiveness of the instrument in achieving the required objectives, the necessary corrections were made.

Content validity: content validity shows the degree to which a measure covers the range of meanings included within a concept. In this study, the content validity was done by sampling the opinions or perceptions of a targeted group of persons about the main topic of interest. With the assistance of the research supervisors, it was checked to address the appropriateness of the content, the comprehensiveness of the instruments, the logicity of the instruments in getting at the intended variables, the adequacy of the sample of items or questions in representing the complete content that was intended to be measured and the appropriateness of the format of the instrument.

Reliability

Qualitative study

The parallel method of testing reliability was employed in this study with the participation of two inspectors selected in the Southwest Region of Cameroon. The method is a palliative to most of test-retest methods

problems. Rather than submitting people to the same questionnaire in two different occasions, this method gives the same respondents two different but equivalent questions on one occasion. This method although safe from some disadvantages of the test-retest method, may result to a longer instrument. Statistically, this model assumes that all items have equal variances and equal error variances across replications and parallel test can be used to test the reliability of an instrument. This applies when dealing with quantitative studies. However, this method can be used in qualitative research as done in this study, whereby reliability was appraised not mathematically but conceptually which is termed conceptual parallel method (Nana, 2018). In the context of this study, some questions dealing with the same constructs and serving the same objective were framed differently and placed at two different locations in the questionnaire. The objective; committed and consistent students were expected to give similar answers to the two questions posed at two different intervals.

Quantitative study

The reliability of the instrument measures the consistency, objectivity and truthfulness of the participant's responses to the questions enlisted on the questionnaire. Therefore, in order to find out the objectivity and consistency of teachers' responses, a pilot study was conducted with 10 geography teachers sampled in two secondary schools (GHS Bomaka, and GHS Mile 16), in the Southwest region of Cameroon. The respondents for the pilot test were selected because they met the requirements as already stipulated under sampling technique. After the pilot study, the data were analyzed via Cronbach Alpha method (Cronbach, 1951). The internal consistency assumption was not violated. The Cronbach Alpha reliability coefficients ranged from 0.753 to 0.847, while this was equally very satisfactory for the integrated value mapping (IVM) with a value of 0.868.

Data collection process

The instrument constructed by the researcher and approved was administered to teachers of the selected public secondary schools in the sample schools. The researcher employed three methods of data collection for this study. Firstly, the researcher personally administered the instruments to some of the participants to whom he has direct access and considering the national scope of the study; others were gotten through his research assistants who went to each school of the schools that were concerned and sought and obtained permission to administer the instruments from the respective heads of schools before administering the instruments. The last method was done using electronic means to administer the instruments. For example, the questionnaire was transformed electronically to be answered online in some cases. In administering the instruments, the researcher or his research assistants gave necessary guidance to respondents on how to answer the questions. The data for the study was collected by the researcher or his research assistants in five regions of the country out of ten in Cameroon. The researcher used the month of November 2023 to April 2024 for data collection.

Data management and analysis

Analysis of the interviews

These textual data were analysed using the process of thematic analysis whereby concepts or ideas were grouped under umbrella terms or key words. The first stage involved deciding on the level of analysis. At this level, single words, clauses and sets of words or phrases were coded. The researcher did not initially decide on how many different concepts to code and for this reason, a pre-defined or interactive set of concepts/categories was not initially developed and concepts or umbrella terms emerged from the data. However, pre-established standardized terminology was used to enrich the umbrella terms that emerged from the study as to make the findings more comparable. The primary documents of textual data were coded for every independent idea as it emerged from the data and for frequency of concepts. Precautions were taken to clearly determine the meaning of themes or umbrella term and what they stand for. In the context of this study, to satisfy this requirement, findings were organized in code-quotation tables whereby themes or codes were clearly explained or described, backed by their related quotations. The code-quotation table ensures the objectivity and reliability of qualitative analysis in the sense that if code/concepts/umbrella terms and their descriptions can be subjective to relative error, the quotations are grounded and real, thus helping to compensate for potential bias (Nana, 2018).

Analysis of observations

As for the observations, they were analyzed by simply counting the number of classes where a particular toll was used. Also, observations were analyzed both qualitatively and quantitatively. The qualitative part was based on the researcher comments and remarks. The quantitative part consisted of counting the number of time a skill was observed to be developed, partially developed or improvement needed and weighed them comparatively. Scores were aggregated within conceptual components using Multiple-Responses Analysis (MRA).

Analysis of students' questionnaire

The questionnaire was made of categorical variables and data were analyzed using counting techniques namely frequency and proportions while MRA was used to calculate the aggregate score for conceptual components (Nana, 2018). Inferential statistics were used using the Pearson Product Moment Correlation Coefficient to test hypotheses that guided the study.

Ethical Considerations

According to Tia et.al (1993), a researcher should ensure that relevant persons and authorities are consulted and necessary permissions are obtained. Considering the above statement, the following are the ethical considerations that this study ensured.

Before the instruments were administered, a research permit was collected from the Vice Dean in charge of Research and cooperation and presented to the school heads as proof that the researcher is from the University of Buea. Permission was obtained from the principals, who had ministered the instruments. Instructions on how the instruments were to be answered were clearly spelt out.

The researcher/assistants also informed the respondents in the preamble of the questionnaire that the information they were releasing would be used strictly for academic purposes and that the data would not be leaked to a third party.

The people participating in the exercises were free from coercion. Participants were free to withdraw their consent at any time. No pressure was placed on those who chose not to continue; however, such cases were not observed.

Lastly, the respondents' confidentiality was taken care of to avoid victimisation of the respondents of this study. Information that could reveal the individual identity of the respondents was avoided. On the instruments, information such as the name and identification numbers of the respondents were avoided to keep the respondent's identity hidden.

Findings

Demographic characteristics of students

Regions

A proportion of 34% of the respondents came from the southwest region, 26% came from the Northwest, and 13% each came from the other three regions. This was so because most geography teachers in the Anglophone sub-system of education are in the Northwest and Southwest regions of the country.

Age

Half of the respondents, 50%, are 40 years and above, 35% are between 30 and 39 years of age, and 15% of the respondents are below 30 years.

Sex

Majority of the respondents, 60%, were male, while 40% of the respondents were female.

Work experience

Most of the respondents, 37%, have been working for sixteen years and above, 33% have been working for between eleven to twelve years, and 17% of the respondents have been working for ten years and below.

Qualification

Most of the respondents, 35% have DIPES II, 27% have a master's, 26% are DIPES I teachers, and 12% have less than a degree.

The sample was globally well stratified cutting across the required diversities of background indicators. This is important as to inform policies or changes within system, so that they can match the contextual reality for a better efficiency and sustainability.

Table 2: Demographic characteristics of Participants

Region	N	%
Southwest	104	34
Northwest	80	26
West	42	13
Littoral	40	13

Age range	N	%
30years and below	45	15
30- 39	106	35
40 years and above	154	50
Sex	N	%
Male	183	60
Female	122	40
Experience of Respondents	N	%
5years and below	40	13
5-10 years	53	17
11-15years	100	33
16year and above	112	37
Qualification	N	%
Less than a Degree	37	12
DIPES I	80	26
DIPES II	108	35
Masters and above	81	27

Answering of the research objective

The objective of this study is to find out how teachers' perception of their level of involvement in the design of CBA affects the instructional delivery process of geography teachers in secondary schools in Cameroon.

Involvement in the design of CBA

As indicated in the table, ten items were used to find out the extent to which teacher's perception affects the instructional delivery of geography. A majority (65%) of the respondents agreed that teachers think they were ignored in the design of the CBA, most (85%) of the respondents agreed that they feel undermined for not taking part in the design of the CBA, Majority (88%) of the respondents agreed that they would have loved to be part of the design team. Also, (68%) of the respondents agreed that teachers' views were not incorporated into the final curriculum. Again, the majority of the respondents (74%) agreed that teachers are seen as simply implementers of the curriculum. In addition, some (60%) of the respondents agreed that teachers were not involved in developing training that can help teachers in the field. In the same way, majority (73%) of the respondents agreed that those who represent teachers in curriculum design hardly consult teachers who were involved in selecting easily managed activities. Moreover, respondents (76%) agreed that teachers see the CBA as a realistic program. Similarly, respondents (87%) agreed that they think that teachers have an essential impact in the decisions about curriculum design activities, and lastly, most (88%) respondents agreed that involving teachers only in the implementation process does not make any sense to them.

Table 3: Teachers' perception of their level of involvement in the design of CBA

Items	Stretched				Collapsed	
	SA	A	D	SD	SA & A	D & SD
Teachers think they were ignored in the design of the CBA	101 (33.1%)	96 (31.5%)	60 (19.7%)	48 (15.7%)	197 (64.6%)	108 (35.4%)
I feel undermined for not taking part in the design of the CBA	79 (25.9%)	180 (59.0%)	16 (5.2%)	30 (9.8%)	259 (84.9%)	46 (15%)
I would have loved to be part of the design team	118 (38.7%)	151 (49.5%)	5 (1.6%)	31 (10.2%)	269 (88.2%)	36 (11.8%)
Teachers views were not incorporated into the final curriculum	104 (34.1%)	91 (29.8%)	61 (20.0%)	49 (16.1%)	195 (67.9%)	110 (36.1%)
Teachers are seen as simply implementers of the curriculum	107 (35.1%)	117 (38.4%)	38 (12.5%)	43 (14.1%)	224 (73.5%)	81 (26.6%)
Teachers were not involved in developing training that can help teachers in the field	96 (31.5%)	86 (28.2%)	60 (19.7%)	63 (20.7%)	182 (59.7%)	123 (40.4%)
Those who represent teachers in curriculum design hardly consult teachers	107 (35.1%)	114 (37.4%)	35 (11.5%)	49 (16.1%)	221 (72.5%)	84 (27.6%)
Teachers do not see the CBA as a realistic program	194 (63.6%)	37 (12.1%)	00 (0%)	74 (24.3%)	231 (75.7%)	74 (24.3%)

I think that teachers have an important impact in the decisions about the curriculum design activities	191 (62.6%)	76 (24.9%)	33 (10.8%)	5 (1.6%)	267 (87.5%)	38 (12.4%)
Involving teachers only in the implementation process does not make any sense to me.	151 (49.5%)	118 (38.7%)	30 (9.8%)	6 (2.0%)	269 (88.2%)	36 (11.8%)
MRS	1248 (41%)	1066 (35%)	338 (11%)	398 (13%)	2320 (76%)	630 (24%)

Instructional Delivery Process

Table 4: Teachers' description of Instructional Delivery Process

Items	Stretched				Collapsed	
	SA	A	D	SD	Agree	Disagree
I use the methods prescribed in teaching the CBA	200 (65.5%)	70 (23%)	5 (1.6%)	30 (9.8%)	270 (88.5%)	35 (11.4%)
My lesson plans follow the CBA model	152 (49.8%)	105 (34.4%)	18 (5.9%)	30 (9.8%)	257 (84.2%)	48 (15.7%)
I pay attention to students' individual needs in class	108 (35.4%)	170 (55.7%)	12 (3.9%)	15 (4.9%)	278 (91.1%)	27 (8.8%)
I use teaching activities that aim to develop the core competencies	168 (55.1%)	127 (41.6%)	5 (1.6%)	5 (1.6%)	295 (96.7%)	10 (3.2%)
I use teaching strategies that are in line with the CBA model	112 (36.7%)	181 (59.3%)	7 (2.3%)	5 (1.6%)	293 (96%)	12 (3.9%)
I evaluate my students using the CBA strategies	121 (39.7%)	170 (55.7%)	8 (2.6%)	6 (2.0%)	291 (96.4%)	14 (2.6%)
Teaching in CBA is similar across all the teaching subjects	131 (43%)	124 (40.7%)	45 (14.8%)	5 (1.6%)	255 (83.7%)	50 (16.4%)
I hardly cover the entire curriculum using the CBA Methods	130 (42.6%)	146 (47.9%)	14 (4.6%)	15 (4.9%)	276 (90.5%)	29 (9.5%)
The resources for CBA are not always available	189 (62%)	76 (24.9%)	20 (6.6%)	20 (6.6%)	265 (86.9%)	40 (13.2%)
The class size makes it difficult to implement the CBA	109 (35.7%)	114 (37.4%)	45 (14.8%)	37 (12.1%)	223 (73.1%)	82 (26.9%)
MRS	1420 (47%)	1283 (42%)	179 (6%)	168 (5%)	2703 (89%)	340 (11%)

As indicated in the table, ten items were used to examine the instructional delivery of geography. A majority (88%) of the respondents agreed that they use the methods prescribed in teaching the CBA, most (84%) of the respondents agreed that their lesson plans follow the CBA model.

The majority (97%) of the respondents agreed that they use teaching activities to develop core competencies. Also, (96%) of the respondents agreed that they use teaching strategies that are in line with the CBA model. Again, most of the respondents (96%) agreed that they evaluate their students' using the CBA strategies. In addition, some (84%) respondents agreed that teaching in CBA is similar across all the subjects. In the same way, a majority (91%) of the respondents agreed that they hardly cover the entire curriculum using the CBA Methods. More to that, respondents (87%) agreed that the resources for CBA are not always available and lastly, most (73%) respondents agreed that the class size makes it challenging to implement the CBA.

Verification of hypothesis

Teachers' Perceptions of their level of involvement in the design of the CBA does not significantly influence the instructional delivery process of geography teachers in secondary schools in Cameroon.

Table 5: Perceived influence of teachers' perception of their level of involvement in the design of CBA on the instructional delivery process of geography

Correlations			
		Teachers Perception	Instructional Delivery
Teachers Perception	Pearson Correlation	1	.962**
	Sig. (2-tailed)		.000
	N	305	305
Instructional Delivery	Pearson Correlation	.962**	1
	Sig. (2-tailed)	.000	
	N	305	305

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

From the table above, the Pearson correlation coefficient ($r = .962^{**}$, $P=0.05$) indicates a strong positive and statistically significant relationship between teachers' perception and the instructional delivery process of geography. Therefore, this connotes that there is enough statistical evidence ($r=0.962^{**}$, $n=305$, $P=0.05$) that teachers' perceptions positively and significantly influence the instructional delivery process of geography.

Hence, the null hypothesis is rejected, and the alternate hypothesis is accepted, which states that teachers' perception significantly influences the instructional delivery process of geography teachers in secondary schools in Cameroon.

Discussion

The study revealed that teachers' perceptions significantly influence the instructional delivery process of geography teachers in secondary schools in Cameroon. This finding is supported by the qualitative result, which revealed that "...the way teachers feel about the curriculum has a lot to do with a teacher's classroom practice. ... Some teachers may feel they are forced with a workload they cannot handle, making them develop poor attitudes towards teaching". That is to say that when teachers are not involved in designing the curriculum, there is a gap in satisfaction with the curriculum document and policy elements. This creates attitude problems that make implementing the policy and curriculum difficult. As a result, teachers' presence in the curriculum design team provides technical assistance in designing and developing the curriculum and receiving input from the teachers, who will go a long way to solve the problems that may arise during implementation/delivery. These findings are supported by literature from a number of writers, such as Mulat (2003), who emphasized that teachers' perceptions, attitudes, and beliefs about curriculum reform play a crucial role in the adoption, reinvention, or rejection of a new or revised curriculum. Batwini (2010) noted that teachers' perceptions and beliefs influence and shape the meanings that the teachers eventually attach to the new reforms, which play a vital role in their acceptance and classroom implementation. Teachers, therefore, can only interpret the curriculum correctly if they fully understand it, which can only come forth if they are fully involved in curriculum development. That is why Gorsuch (2000) noted that teachers' attitudes and beliefs are the most substantial guiding influence on teaching and learning. Getting views of the actual teachers on how they experience the entire curriculum development is significant to thoroughly understand the consequent curriculum implementation (Mwanza, 2017).

Theoretically, these findings are backed by a number of theories Gross (1971) states that the teacher who is the implementer should be competent and aware of the content and what is to be implemented. He argues that when the implementers are not aware of the curriculum changes, they may not effectively and sufficiently implement the curriculum. That is to say that the implementer (teacher) should also have a positive attitude towards the new curriculum and the changes therein. Taba (1963) supports this fact by questioning the ownership of the curriculum document if the teachers are ignored in the curriculum's design and development.

Conclusion

This study gives us an overview of the link between the teacher's involvement in curriculum design and the instructional delivery process of Geography in secondary schools in Cameroon. Findings indicated a strong positive relationship between teachers' involvement in curriculum design and the instructional delivery process in secondary schools in Cameroon. Specifically, the following conclusion can be made.

This study puts into perspective the influence that teachers' involvement in curriculum design has on instructional delivery in public secondary schools in Cameroon. It is equally a pointer for the government and school administrators to emphasize a participatory approach in the curriculum-making process in secondary

schools in Cameroon. This ensures acceptance of the curriculum and thus enhances effective instructional delivery at the classroom level. It exposes the importance of involving necessary stakeholders in the decision-making process and a flexible communication system to implement decisions effectively to meet set goals and objectives. This study also pointed out that teachers' involvement in curriculum design solves perception issues, motivates teachers, solves conflicts that may arise in the future, and creates room for innovation at the classroom level. The study is a pointer as it shows that when teachers and other stakeholders deliberate, adopt relevant goals/objectives, select relevant content, develop, adopt, adapt learning materials, and align this material with practical experiences, it facilitates effective teaching and learning.

To Crown this contribution to knowledge, the researcher developed a Teacher Participatory Model for Effective Design and Delivery of Instruction.

The proposed stage model prescribes what the teachers should do to facilitate the curriculum design that will facilitate the teaching and learning process. This model has stages;

Identification of a Need/Problem

At this level, the needs of the students are identified by the teachers and other stakeholders who are with the students on daily basis. These needs may vary based on the individual needs of the students. As such, the teacher should identify the class's individual and common needs.

Analyze the need or problem

In the second stage of the process, the teacher should analyze the problem in detail, identify sub-needs, and place them in terms of urgency and hierarchy. That is to say that only needs that can be solved by instruction should be considered.

Align the need to the context/environment

At times, the student's individual needs may differ from the pressing needs of the society. The needs of the local context and environment must back the functioning of the individual learner. In considering instructional design, the teacher must reconcile the difference that may exist between what society wants and what the individual learners want to design instruction that meets the needs of both individual students and society.

Select content to solve the problem

Since the needs of learners and those of the community may differ from those of other students and communities, the local teacher should be allowed to propose content that fits his/ her local needs. In the national design teams, provision should be made to enable the classroom teacher to select content that meets their specificities.

Select relevant and available materials

Teaching and learning cannot be very effective without teaching materials. These materials are not available in the same proportion everywhere. As a result, the teacher should choose effective, economical, easy-to-use, and readily available materials in their respective regions or localities.

Select experiences for effective teaching and learning

The condition for selecting learning experiences by the teachers in curriculum design teams should be such that the experiences can enhance the acquisition of identified skills. For this to happen, the strategies, events, and procedures for learning must be picked. These experiences should be guided by time availability, teachers' ability, class size, and cultural values.

Develop the materials

Selected content, learning strategies should be developed into a working document to guide learning at this level. The material must be sequenced to follow the order in which learning of the respective content area will be done. The relationship between topics should clearly be established and respected.

Test materials for relevance

It is always crucial for materials to be tested to measure their workability. This kind of evaluation will provide feedback that can be used to adjust the program before eventual implementation.

Implement the program

The design program can be implemented once all the previous stages listed above are completed. In the implementation stage, the teacher should carefully follow the guidelines and strategies he employed for the program to ensure that learning takes place.

Evaluate outcome

The final stage of this proposed model is evaluation, which aims at evaluating the program's outcome. This is to ensure

- A. Individual learner outcome and
- B. Program outcome in terms of satisfying the purpose for which it was designed.

The feedback from this evaluation may lead to adjustments in the program or the identification of a new problem, and the process continues.

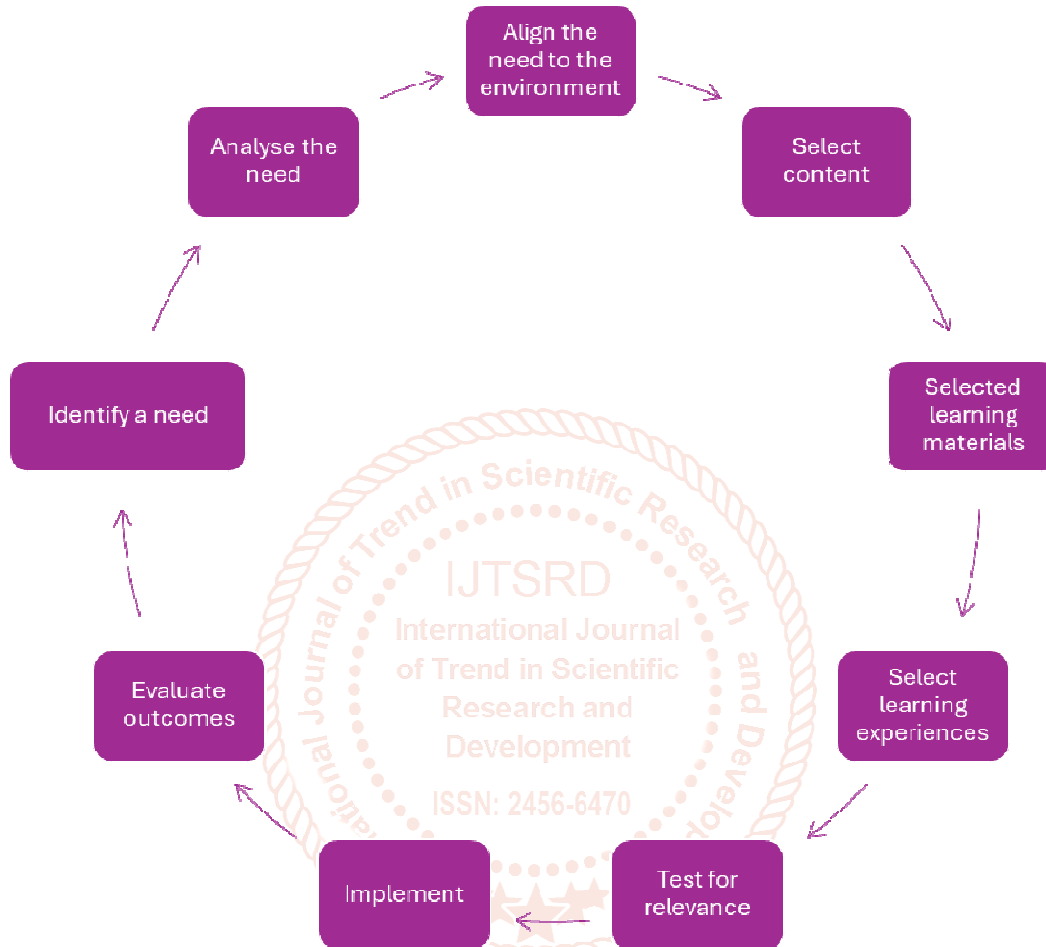


Figure 2: Proposed Teacher Participatory Model for Effective Design and Delivery of Instruction.

Recommendation

Based on the findings of the study, the following recommendation can be made according to the specific research objectives that guided this study,

In line with the finding of research objective one, which reveals that teachers’ involvement in needs assessment has a significant influence on the instructional delivery process of geography, it can be recommended that the state, through the ministries of Education, should

Encourage teachers’ participation in needs assessment for geography instruction so teachers can voice their perspectives, experiences, and insights regarding the needs of their students and the subject matter. This involvement will enhance their ownership and commitment to the instructional delivery process.

Encourage teachers to share their expertise and insights during these planning sessions to ensure that the instructional delivery process is tailored to address the specific needs of their students.

The Regional Delegations of Secondary Education should

Encourage Professional development programs and workshops to equip teachers with the necessary skills and knowledge to conduct needs assessments effectively. Provide training on various assessment techniques, data collection methods, and analysis strategies to empower teachers and enhance their ability to identify students' needs accurately.

In line with findings on research objective two, which reveals that teachers' involvement in the selection of content has a significant influence on

the instructional delivery process of geography, it can be recommended that the state should:

Recognize and value the expertise and insights of teachers in selecting subject content for geography instruction. Encourage a collaborative decision-making process where teachers have the opportunity to contribute their perspectives, knowledge, and experiences to shape the curriculum and content choices.

In line with findings on research objective three, which reveals that teachers involvement in the selection of learning materials has a significant influence on the instructional delivery process of geography, it can be recommended that:

Curriculum designers should collaborate with teachers to review the content of the materials and verify that they cover the required concepts, skills, and knowledge. This alignment will ensure that the materials support the instructional goals and facilitate student achievement of learning outcomes.

In line with findings on research objective four, which reveals that teachers involvement in the selection of learning activities has a significant influence on the instructional delivery process of geography, it can be recommended that:

Teachers should be encouraged to vary their learning activities to facilitate the instructional delivery process of geography.

In line with findings on research objective five, which reveals that teachers involvement in the selection of learning activities has a significant influence on the instructional delivery process of geography, it can be recommended that:

School administrators should organize seminars and training programs to help teachers cultivate positive attitudes toward the CBA curriculum to enhance delivery.

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