



FOCUS ON TEACHING METHODS AND MATERIALS IN TEACHERS' IMPLEMENTATION OF THE HISTORY SYLLABUS CONTENT: AN ASSESSMENT OF LEARNER COMPETENCY IN FORM FIVE CLASSES OF GOVERNMENT BILINGUAL GRAMMAR SCHOOL, BUEA

Fedelis Lekeaka Alemnge¹ and Achu Ruth Meshi²

¹Department of Curriculum Studies and Teaching, Faculty of Education, Univesrity of Buea, Cameroon Email: alemnge.fidelis@ubuea.cm

²Department of Curriculum Studies and Teaching, Faculty of Education, Univesrity of Buea, Cameroon Email: meshiasong92@gmail.com

ABSTRACT: *The successful development of suitably identified skills, knowledge and attitudes for use in solving real life problems in competence driven syllabuses is mediated by carefully selected contents and activities based on teaching and learning materials appropriate to generate the required experiences from manipulation by leaners. In this light, curriculum developers of the secondary school curriculum for Cameroon proposed certain contents for history, and identified and prescribed teaching materials susceptible to assist learners develop certain pre-determined competences encapsulated as learning outcomes of the syllabus. Given the first five years of the implementation of the syllabus, little in terms of research has been carried out to determine the degree to which the contents and teaching materials are helping learners to acquire the expected competences. This study thus examined teachers' teaching of the subject content and use of the prescribed teaching materials in relation to how they foster students' development of the competences. The study adopted a case study design. The study population was teachers and students of Bilingual Grammar school Molyko, Buea. The sample population was made up of 3 Form Five history teachers and 210 Form Five history students. The sample school was selected using the convenience sampling technique, while the participants were selected using the purposive sampling procedure. A focused group discussion schedule, and a classroom observation checklist were used to collect data for the study. The data collected from the focused group discussions were analyzed using thematic analysis, while the data collected from classroom observations were analyzed by simply counting the number of classes where a particular toll was used. Findings indicated that topics were not usually taught and those taught were ineffectively taught. Similarly, the prescribed teaching materials were scarcely used in teaching, and those used were poorly used. Therefore, teachers' lack of mastery of subject contents and teaching materials negatively affected learners' ability to develop competences. It was recommended that the education authorities implement a robust in-service development programme to enable teachers develop mastery of the contents, and use them appropriately in facilitating the learning in history.*

KEYWORDS: Competences, Syllabus Contents, Teaching Materials, Implementation, Learner Competences, Learning Outcomes, History Syllabus



**MÉTHODES ET MATÉRIEL D'ENSEIGNEMENT DANS LA MISE EN ŒUVRE
PAR LES ENSEIGNANTS DES CONTENUS DES PROGRAMMES D'HISTOIRE:
UNE ÉVALUATION DES COMPÉTENCES DES APPRENANTS DES CLASSES DE
FORM FIVE DU LYCÉE BILINGUE DE MOLYKO , BUEA**

Résumé: *La mise en place réussie de compétences, de connaissances et d'attitudes convenablement identifiées pour une utilisation dans la résolution de problèmes de la vie réelle passe par des contenus et des activités soigneusement sélectionnés sur la base d'un matériel d'enseignement et d'apprentissage appropriés capables de générer les expériences requises à partir de la manipulation par les apprenants. Dans cette optique, les concepteurs des programmes de l'enseignement secondaire du Cameroun ont proposé certains contenus en Histoire, et identifié et prescrit du matériel pédagogique susceptible d'aider les apprenants à développer certaines compétences prédéterminées considérées comme résultats d'apprentissage du programme. Au cours des cinq premières années de mise en œuvre du programme, peu de recherches ont été menées pour déterminer dans quelle mesure les contenus et le matériel pédagogique aident les apprenants à acquérir les compétences attendues. La présente étude examine de ce fait l'enseignement du contenu de la matière et l'utilisation du matériel pédagogique prescrit en relation avec la manière dont ils favorisent le développement des compétences chez les élèves. L'étude adopte le modèle d'étude de cas. La population est constituée d'enseignants et d'élèves du Lycée Bilingue de Molyko, Buea. L'échantillon est composé de 3 professeurs d'Histoire et de 210 élèves des classes de Form 5. L'établissement a été sélectionné en utilisant la technique d'échantillonnage par convenance, tandis que les participants ont été sélectionnés en utilisant la procédure d'échantillonnage raisonné. Un programme de discussion de groupe ciblé et une liste de contrôle d'observation de classe ont été utilisés pour collecter les données de l'étude. Les données recueillies à partir des discussions de groupe ciblées ont été analysées à l'aide des analyses thématiques, alors que les données de l'observation ont été analysées par simple décompte du nombre de classes où on a utilisé un matériel particulier. Les résultats ont indiqué que les contenus n'étaient généralement pas enseignés et que ceux enseignés manquaient d'efficacité. De même, les matériels didactiques prescrits étaient peu utilisés dans l'enseignement et ceux utilisés faisaient l'objet d'une mauvaise utilisation. Par conséquent, le manque de maîtrise du contenu des matières et du matériel didactique par les enseignants a eu un impact négatif sur la capacité des apprenants à développer leurs compétences. Il a été recommandé aux autorités éducatives de mettre en œuvre un solide programme de formation continue pour permettre aux enseignants de développer la maîtrise des contenus et de les utiliser de manière appropriée pour faciliter l'apprentissage de l'Histoire.*

Mots clés: Compétences, le contenu du plan de cours, matériel d'enseignement, mise en œuvre, les compétences, apprenant les résultats d'apprentissage, programmes d'Histoire.



INTRODUCTION

The effectiveness of the syllabus on students' acquisition of competences has been a topic of debate since the 18th century, so much so that it may be considered redundant or overexploited. This study considers that the effectiveness of the history syllabus on student's acquisition of competences is of utmost importance, and is relevant in today's society. It is obvious that the world of production, and society, connected with it, is changing faster and faster. All these changes will definitely influence the whole society and, consequently, the education needs and teaching/learning methods will also drastically change (Aberšek, 2018, Flogie, Aberšek, 2015). As such, history students have to develop competences, which will enable them fit into this changing world. Thus, teachers have to be able to understand perfectly all the components of the syllabus so that they can effectively implement them in the classroom so as to fully develop students' competences.

Consequently, the Competence-Based Approach (CBA) to Education, with entry through real – life situations, was tried in 2012, and adopted as the official secondary school curriculum in Cameroon in 2014. This curriculum is expected to equip learners with holistic knowledge on how to perform skillfully in real social problem-solving. As such, every lesson in the CBA must have objectives referred to as 'justifications' of the lesson. It must target the inclusion of values, attitudes as well as the development of life skills and a positive transformation of perceptions and behavior which makes the learners effective, acceptable in society and useful to themselves. Thus, with the CBA, learners are expected to be functional literates in the face of life situations.

Research Questions

1. How effective are the history syllabus contents in developing student competences?
2. What influence do the teaching materials bring to the development of student competences?

LITERATURE REVIEW

A syllabus is generally defined as a plan that states exactly what students at a school or college should learn in a particular subject. It is not only about the knowledge to be gained, but also, it helps the students to meet the desired expectations which make them feel secure. A well-designed course syllabus can serve a variety of purposes. It can be used as an agreement between teacher and student; a device for communicating, seriousness, and expectations, an overall plan of action for the course; and a cognitive map of the course to share with students (Matejka and Kurke, 1994).

Further, according to Slattery and Carlson (2005) the success of the course is determined by how well the objectives and the outline are designed. A carefully planned, clearly written, comprehensive syllabus is one of the most important and valuable resources which can be provided to the students. It may prevent misunderstanding in terms of course goals and objectives, assessment and evaluation standards, grading policies, student or faculty behavior, assignments, readings, and activities.



Also, Littlefield (1999), suggests 7 requirements for a syllabus to be an effective one. They include setting a tone for a course, a type of motivation for students to reach their academic goals, a planning tool for faculty, structuring tool of the students' work, and a contract between the Faculty and students about their expectations.

Syllabi seem to vary in two fundamental areas—the apparent reason for writing the syllabus, and the material that it contains. The purpose of the syllabus should drive the decision as to what contents to include (Parkes & Harris, 2002). In this light a great number of researchers or educators (Barrow & Milburn, 1990; Beauchamp, 1977; Goodson, 1994; Longstreet & Shane, 1993; Marsh, 1997; Wood & Davis, 1978) have shed light on what a syllabus is through their reviews of or critical comments on this term. An example is Goodson's (1994) description of a syllabus "as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas". This view reflects the complex and interactive nature of syllabus. Longstreet and Shane (1993), added that while a syllabus also requires decision making, it is a historical accident which was not deliberately developed to accomplish a clear set of purposes, but has evolved as a response to the increasing complexity of educational decision making. Shao-Wen Su (2012), notes that syllabus is often one of the main concerns in the educational field. What kind of syllabi should we offer to learners? Educators and teachers are concerned about what choices to make about teaching contents and methods. As for the parents, they would like to know what their children are going to learn. Learners are also concerned about what kinds of contents they are going to face in class. Syllabuses seem to be considered greatly as what teachers are going to teach and, in other words, what learners are going to learn. In fact, the syllabus is also closely related to how well the learners acquire the learning outcomes as Schwab (1998), opines that discipline is the sole source of the syllabus.

Pedagogical concerns in competency-based teaching and learning

While advocating for a paradigm shift from content-based teaching to competence-based teaching and learning, content remains important as Hong (2012) noted that the whole idea of competence-based teaching and learning suggests the need for teachers to focus on teaching their learners the importance of valuing their learning process, and reflecting on it so that they can develop their skills in learning to learn, and develop the key competencies. Again Hong (2012) believes that "what competency-based curriculum requires is reforming the way content knowledge is organized and brought to students, not denying its value". Competency-based teaching and learning must include attention to the learners' needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, and professional behaviors), and creating a supportive environment for learning. Competency-based teaching and learning can be pursued through various teaching approaches. However, all curricula need to be evidence-based and outcome- focused, and all teaching strategies need to be matched to their learning domain (psychomotor, cognitive and affective).

In addition, Craig (1970), argues that competence-based teaching and learning emphasizes on powerful or rich learning environments that enable students to engage in meaningful learning processes. According to Craig, the most distinctive pedagogical features of this approach are: Meaningful Contexts, Multidisciplinary Approach, Constructive Learning, Cooperative, Interactive Learning (with peers, teachers.), Discovery Learning, Reflective Learning and Personal Learning.



The teacher will create or look for meaningful contexts in which students will in a natural way experience the relevance and meaning of the competences to be acquired (Rutayuga, 2014). In the same light, Moshia (2012), agrees that Competences are holistic and, as a consequence, the educative approach needs to be integrative and holistic too.

To add to the above, philosophically, competency-based teaching and learning has its roots in social constructivism. Therefore, learners engage in a process of constructing their own knowledge by interaction with their environment, rather than as a process of absorbing the knowledge that the traditional teacher might try to transfer to them. By focusing on the construction of models, products, guidelines, rules of thumb, reports, or other tangible outputs, the learning easily and naturally turns out to be constructivist (Harris, Guthrie, Hobart & Lundberg, 1995).

To Wood (2001), the central idea under competency-based teaching and learning is to help learners to develop and construct their own knowledge, and seek ways to make optimal use of other people's competence in their learning journey. This is what social constructivism is about. For learning outcomes aimed at developing individual and personal competences, the approach must take diversity of learner needs into consideration, to meet the learners goals and objectives. This requires an open approach in which education includes dialogues between learners and educators about expectations, needs, goals and choices.

Moreover, Wolf (2001), argues that discovery learning as opposed to receptive learning means making content available and accessible, and that the way of acquiring this knowledge or competence, 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. In the same light, Richard (1959), states that, 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 forth to reflect on their learning. As the learners reflect on their own needs, motivation, approach, progress and results, they develop learning competences that may be considered as "learning to learn". This is corroborated by Gilbert's (1978) views that in the competence oriented theories, learning is conceived of as a process of constructing the learner's own personal knowledge and competences. Information, knowledge, and strategies only become 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.

Gagne (1965), proposed conditions of learning which stipulate that there are several different types or levels of learning. The significance of this classifications is that each different type requires different types of instruction. Gagne identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning. For example, for cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems; to learn attitudes, the learner must be exposed to a credible role model or persuasive arguments.



Gagne suggests that learning tasks for intellectual skills be organized in a hierarchy according to complexity: stimulus recognition, response generation, procedure following, use of terminology, discriminations, concept formation, rule application, and problem solving. The primary significance of the hierarchy is to identify prerequisites that should be completed to facilitate learning at each level. Prerequisites are identified by doing a task analysis of a learning/training task. Learning hierarchies provide a basis for the sequencing of instruction.

In addition, the theory outlines nine instructional events and corresponding cognitive processes that should satisfy or provide the necessary conditions for learning as well as serve as the basis for designing instruction and selecting appropriate media (Gagne, Briggs & Wager, 1992).

Teaching materials

Idris (2008), says in the modern world today, functional education provides the basic instrument for gainful employment, personality progress, economic prosperity, and development moral built up, and positive interpersonal relationships. Lack of these prerequisites signifies ignorance, underdevelopment, maladjustment, crime, poverty, frustration, among others. Effective teaching may be unavoidable without functional instructional materials to enhance innovative production in modern fields, such as science and technology, among others. Education is the focal point to a country as genuine growth and development. For every Nigerian child for example, in whatever moral, mental, emotional, psychological and condition of health, this is essential. The teachers, who are to implement the Competency Based Curriculum, are also expected to use a wide range and quality instructional materials for effective and efficient teaching and learning classroom activities.

According to Faize and Dahan (2011), instructional materials are print and non-print items that are designed to impact information to students in the educational process. Instructional materials include items such as prints, textbooks, magazines, newspapers, slides, pictures, workbooks, electronic media, among others. Also, according to Yusuf (2005), instructional materials play a very important role in the teaching-learning process. The availability of textbooks, appropriate chalkboard, mathematics kits, science kit, teaching guide, science guide, audio-visual aids, overhead projector, among others, are the important instructional materials. However, many facilities are missing in approximately almost all secondary schools in the State.

In this connection, Raw (2010), argues that the first instructional material is the textbook because textbooks play an important role in learning, serve as the nucleus to all the learning activities related to a particular curriculum, and play a vital role in imparting knowledge to students, especially in third world countries.

Yusuf (2005), further emphasizes the role of chalkboards as the teaching aids that teachers frequently use, particularly during lectures and discussions. There are different kinds, such as blackboard, marker board, write board, felt board and magic board. The teachers use them in classrooms to write the important words, statements, and to draw diagrams, figures and maps. Other prominent instructional materials include science and mathematics kits. These are usually study kits which are necessary aids for the teaching of science subjects: charts, maps, and apparatuses, among others, artistically assembled and displayed (Nichollos, 2000).



Further, Raw (2003), proposes the use of teaching guides as they provide guidance to teachers about matters regarding the teaching/learning process completely. He equally encourages the use of audio-visual aids since they are very effective in facilitating the teaching-learning processes. The use of audio visual aids encourages teaching and learning activities, and helps to reduce the rate of forgetting. Faize and Dahan (2011), mentioned that maps and charts are generally used during lectures and discussions about the relationship of things; like colour/clothes, among others. However, Usman (2011), argues that overhead projectors are becoming common and popular, and are widely used in normal teaching-learning processes. For example, in seminars, workshops, among others, they are commonly used.

According to Joseph (2001), instructional materials play a very important role in the teaching-learning processes, which include: enhance the memory level of students, facilitate the teaching-learning process, and improve students' rate of accumulation. Also, they serve as tools used by the teachers to correct wrong impressions and illustrate things that, learners cannot forget easily. They assist in giving sense of reality to the body of knowledge under discussions, give lessons a personal look, encourage teacher's creativity, and permit the students and teachers to experience in concrete terms the learning activities that can promote the idea of self-evaluation. In the same vein, Olojobu, Jacob and Ndazhaga (1999), propose that teachers consider the age and abilities of their students, the lesson objectives, and the currency of the information before selecting instructional materials to include in their lessons.

The Cognitive Theory of Multimedia Learning (CTML) was popularized by the work of Mayer (1947), and other cognitive researchers, who argue that multimedia supports the way that the human brain learns. They assert that people learn more deeply from words and pictures than from words alone, a process which is referred to as the Multimedia Principle (Mayer 2005). Multimedia researchers generally define multimedia as the combination of text and pictures, and suggest that multimedia learning occurs when we build mental representations from words and pictures (Mayer, 2005). The words can be spoken or written, and the pictures can be any form of graphical imagery, including illustrations, photos, animation, or video. Multimedia instructional design attempts to use cognitive research to combine words and pictures in ways that maximize learning effectiveness.

The theoretical foundation for the cognitive theory of multimedia learning (CTML) draws from several cognitive theories including Baddeley's (1999) model of working memory, Paivio's (1986) dual coding theory, and Sweller's (2011) Theory of Cognitive Load (TCL). As a cognitive theory of learning, TCL falls under the larger framework of cognitive science and the information-processing model of cognition. The information processing model suggests several information stores (memory) that are governed by processes that convert stimuli to information (Moore, Burton & Myers, 2004). Cognitive science studies the nature of the brain, and how it learns by drawing from research in a number of areas, including psychology, neuroscience, artificial intelligence, computer science, linguistics, philosophy, and biology. The term "cognitive" refers to perceiving and knowing. Cognitive scientists seek to understand mental processes, such as perceiving, thinking, remembering, understanding language, and learning (Stillings, Weisler, Chase, Feinstein, Garfield, & Rissland, 1995). As such, cognitive science can provide powerful insight into human nature, and, more importantly, the potential of humans to develop more efficient methods using instructional technology (Sorden, 2005).



The principle known as the “multimedia principle” states that “people learn more deeply from words and pictures than from words alone” (Mayer, p. 47). However, simply adding words to pictures is not an effective way to achieve multimedia learning. The goal is to structure instructional media in the light of how the human mind works. This is the basis for Mayer’s cognitive theory of multimedia learning. This theory proposes three main assumptions when it comes to learning with multimedia: 1. there are two separate channels (auditory and visual) for processing information (sometimes referred to as Dual-Coding Theory); 2. Each channel has a limited (finite) capacity (similar to Sweller’s notion of Cognitive Load), and 3. Learning is an active process of filtering, selecting, organizing, and integrating information based upon prior knowledge.

Humans can only process a finite amount of information in a channel at a time, and they make sense of incoming information by actively creating mental representations. Mayer also discusses the role of three memory stores: sensory (which receives stimuli and stores it for a very short time), working (where we actively process information to create mental constructs (or ‘schema’), and long-term (the repository of all things learned). Mayer’s cognitive theory of multimedia learning presents the idea that the brain does not interpret a multimedia presentation of words, pictures, and auditory information in a mutually exclusive fashion. Rather, these elements are selected and organized dynamically to produce logical mental constructs. Furthermore, Mayer underscores the importance of learning (based upon the testing of content, and demonstrating the successful transfer of knowledge) when new information is integrated with prior knowledge. Design principles including providing coherent verbal, pictorial information, guiding the learners to select relevant words and images, and reducing the load for a single processing channel, etc., can be entailed from this theory.’

METHODOLOGY

The study was carried out using a case study design. According to Yin (2012), a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. This design facilitated the collection of data for the study from teachers and students, and from classroom observation of teaching and learning.

Government Bilingual Grammar School (BGS) is located in Molyko, Buea, South West Region of the Republic of Cameroon. Created in 1965, it is the oldest public secondary school in the South West Region. The school covers a surface area of 32.946 hectares, and is strategically located along the main road in Buea, which serves as the administrative headquarters of the region. The school has good infrastructures, including an administrative block with over nineteen offices, six classroom blocks with over 150 classrooms, four science laboratories, one computer laboratory, a library, gymnasium, and two canteens, among others.

It runs concurrently two complete but separate secondary school cycles (7 years), one for the Anglophone sub system and the other for the Francophone sub system of education on the same campus. In addition, it offers a complete Immersion Bilingual Program for students of the Anglophone and Francophone sub-systems of education. B.G.S also, offers the special



Bilingual Programme (SBEP), a partial immersion bilingual programme for students of the first levels: Bilingual form 1, and sixieme Bilingue.

The population of study was made up of 400 teachers and 4000 students of the Bilingual Grammar school Molyko Buea. The target population was made up of history students and teachers. Form 5 students and teachers constituted the accessible population from which a sample of 3 teachers and 210 students was drawn to participate in the study. The convenience sampling technique was used to select the case school while the best 35 students of each Form Five Arts stream (A, B, D, E, F and G) and 3 teachers were selected through the use of the purposeful sampling procedure

The instruments used for collecting data were a focused group discussion schedule, and an observation schedule. The focused group discussion schedule for both teachers and students consisted of two major questions relating to the research objectives. Each question was subdivided into 3 sections, and each section covered the ten competences students were required to develop after completing the syllabus. The items on the teachers' schedule required them to provide data concerning how their teaching of the subject facilitates students' development of the relevant competences while that of students collected data concerning how teaching enabled them to develop the competences. The teachers who participated in the focused group discussion were observed during their teaching, and data were collected concerning the extent to which teaching addressed the content, and used the prescribed materials in facilitating the learners' development of competences

The focused group discussion for students took place over three weeks, with each session lasting 2 hours during which the participants' views were captured in a structured interview schedule. The discussion for teachers took place in one session in the staff room, and their views were also recorded in a structured interview schedule. The teachers who participated in the study were observed as they taught over a six week period, using an observation schedule for record keeping.

Data gathered from the focused group discussions were analyzed using the process of thematic analysis whereby concepts or ideas were grouped under umbrella terms or key words, while data from observation was analysed by simply counting the number of classes where a particular tool was used.



FINDINGS

Table 1: Research question one: How effective are the history syllabus contents in developing student competences?

Student characterization of history syllabus contents

Content	Competences developed for handling situations	Measures of effectiveness					
		Stretched				Collapsed	
		Not at all	Partially	Well	Excellent	Poor	Good
A; The decolonization process and post-independence instability	Trace the process	15.4% (31)	46.8% (94)	22.4% (45)	15.4% (31)	62.2% (125)	37.8% (76)
	Explain actions and sequences	7.5% (15)	43.3% (87)	34.8% (70)	14.4% (29)	50.7% (102)	49.3% (99)
	Describe the process	10.9% (22)	34.8% (70)	34.8% (70)	19.4% (39)	45.8% (92)	54.2% (109)
	Identify issues	10.9% (22)	33.3% (67)	31.8% (64)	23.9% (48)	44.3% (89)	55.7% (112)
	Name events and places	9.0% (18)	32.3% (65)	31.3% (63)	27.4% (54)	41.3% (83)	58.7% (118)
	Read about the topic	10.9% (22)	24.9% (50)	34.3% (69)	29.9% (60)	35.8% (72)	64.2% (129)
	Locate important places on the map	16.4% (33)	34.8% (70)	30.8% (62)	17.9% (36)	51.2% (103)	48.8% (98)
	State reasons for occurrences	12.4% (25)	38.8% (78)	33.3% (67)	15.4% (31)	51.2% (103)	48.8% (98)
	Compare happenings	17.9% (36)	32.8% (66)	31.3% (63)	17.9% (36)	50.7% (102)	49.3% (99)
	Make Interpretations and determine motives	21.9% (43)	29.9% (60)	28.4% (57)	20.4% (41)	51.2% (103)	48.8% (98)
MRS		13.3% (267)	35.2% (707)	31.3% (630)	20.2% (406)	48.5% (974)	51.5% (1036)
B; Economic development and Regional integration	Trace the process	14.4% (29)	35.8% (72)	28.9% (58)	20.9% (42)	50.2% (101)	49.8% (100)
	Explain actions and sequences	15.4% (31)	34.8% (70)	28.9% (58)	20.9% (42)	50.2% (101)	49.8% (100)
	Describe the process	12.4% (25)	37.3% (75)	33.3% (67)	16.9% (34)	49.8% (100)	50.2% (101)
	Identify issues	11.4% (23)	33.3% (67)	33.3% (67)	21.9% (44)	44.8% (90)	55.2% (111)
	Name events and places	10.9% (22)	33.8% (68)	25.4% (51)	29.9% (60)	44.8% (90)	55.2% (111)
	Read about the topic	9.5% (19)	30.3% (61)	28.9% (58)	31.3% (63)	39.8% (80)	60.2% (121)
	Locate important places on the map	17.4% (35)	42.3% (85)	20.4% (41)	19.4% (39)	59.7% (120)	39.8% (80)



	State reasons for occurrences	14.4% (29)	42.3% (85)	27.9% (56)	14.9% ⁹ (30)	56.7% (114)	42.8% (86)
	Compare happenings	17.4% (35)	40.3% (81)	28.4% (57)	13.4% (27)	57.7% (116)	41.8% (84)
	Make Interpretations and determine motives	16.9% (34)	38.3% (77)	27.9% (566)	16.4% (33)	55.2% (111)	44.3% (89)
MRS		14.0% (282)	36.9% (741)	28.3% (569)	20.8% (418)	50.9% (1023)	49.1% (987)
C; International Relations and Organizations							
	Trace the process	17.4% (35)	34.3% (69)	22.9% (46)	25.4% (51)	51.7% (115)	42.8% (86)
	Explain actions and sequences	16.4% (33)	40.8% (82)	24.9% (50)	17.9% (36)	51.7% (104)	48.3% (97)
	Describe the process	12.9% (26)	38.8% (78)	31.3% (63)	16.9% (34)	42.3% (85)	57.7% (116)
	Identify issues	12.4% (25)	29.9% (60)	37.3% (75)	20.4% (41)	43.8% (88)	56.2% (113)
	Name events and places	11.4% (23)	32.3% (65)	31.8% (64)	24.4% (49)	43.8% (88)	56.2% (113)
	Read about the topic	10.0% (20)	31.3% (63)	33.3% (67)	25.4% (51)	41.3% (83)	58.7% (118)
	Locate important laces on the map	11.4% (23)	42.3% (85)	32.3% (65)	13.9% (28)	53.7% (108)	46.3% (93)
	State reasons for occurrences	11.9% (24)	35.3% (71)	34.8% (70)	17.9% (36)	47.3% (95)	52.7% (106)
	Compare happenings	11.9% (24)	39.3% (79)	29.4% (59)	19.4% (39)	51.2% (103)	48.8% (98)
	Make Interpretations and determine motives	14.4% (29)	29.9% (60)	30.3% (61)	25.4% (51)	49.8% (100)	50.5% (101)
MRS		13.0% (262)	36.0% (723)	30.3% (610)	20.6% (415)	49.0% (985)	51.0% (1025)
Overall MRS		13.4% (811)	36.0% (2171)	30.0% (1809)	20.5% (1239)	49.5% (2982)	50.5% (3048)

$N_{cases}=201$; $N_{responses}=6030$

Students were not satisfied with the implementation of history content because it could only develop competences to an average extent, with weight of 50.5%.

**Table 2: Teachers' characterization of history syllabuses content**

Content	Competences developed for handling situations	Measures of effectiveness					
		Stretched				Collapsed	
		Not at all	Partially	Well	Excellently	Poor	Good
A; The decolonization process and post-independence instability	Trace the process	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Explain actions and sequences	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Describe the process	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Identify issues	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Name events and places	0% (0)	66.7% (2)		33.3% (1)	66.7% (2)	33.3% (1)
	Read about the topic	0% (0)	0% (0)	66.7% (2)	0% (0)	0% (0)	100% (3)
	Locate important places on the map	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	State reasons for occurrences	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Make Interpretations and determine motives	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	MRS	0% (0)	13.3% (4)	53.3% (16)	33.3% (10)	13.3% (4)	86.6% (26)
B; Economic development and Regional integration	Trace the process	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Explain actions and sequences	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Describe the process	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Identify issues	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Name events and places	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Read about the topic	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Locate important places on the map	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	State reasons for occurrences	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Make Interpretations and determine motives	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)



		0%	96.6%		0%	100%	
		(0)	(29)		(0)	(30)	
MRS							
C: International Relations and Organizations	Trace the process	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Explain actions and sequences	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Describe the process	0% (0)	66.7% (2)	33.3% (1)	0% (0)	66.7% (2)	33.3% (1)
	Identify issues	0% (0)	66.7% (2)	0% (0)	33.3% (1)	0% (0)	0% (0)
	Name events and places	0% (0)	66.7% (2)	33.3% (1)	0% (0)	66.7% (2)	33.3% (1)
	Read about the topic	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Locate important places on the map	0% (0)	66.7% (2)	33.3% (1)	0% (0)	66.7% (2)	33.3% (1)
	State reasons for occurrences	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	3 (3)	0% (0)	0% (0)	100% (3)
	Make Interpretations and determine motives	0% (0)	66.7% (2)	33.3% (1)	0% (0)	66.7% (2)	33.3% (1)
	0% (0)	40% (12)	43.3% (13)	16.6% (5)	33.3% (10)	56.6% (17)	
MRS	0% (0)	17.8% (16)	64.4% (58)	17.8% (16)	17.8% (16)	82.2% (74)	

$N_{cases}=3$; $N_{responses}=90$

Teachers were generally satisfied with the covering of the syllabus, with weight of 82.2%.

Table 3: characterization of history syllabuses based on observation

Item	Used	Partially used	Not used at all	No. of classes where the topic was taught	Comment
Module					
The decolonization process and post-independence instability	3 (100%)	0 (0%)	0 (0%)	3 (50%)	
Economic Development and Regional Intergration	2 (100%)	0 (0%)	0 (0%)	2 (33.3%)	
International relations and organizations.	1 (100%)	0 (0%)	0 (0%)	1 (16.7%)	



Constitutional Development in British southern Cameroons	4 (100%)	0 (0%)	0 (0%)	4 (66.7%)
The scramble for Africa	4 (100%)	0 (0%)	0 (0%)	4 (66.7%)
Activities of the European Powers	6 (100%)	0 (0%)	0 (0%)	6 (100%)
The First World War	1 (100%)	0 (0%)	0 (0%)	1 (16.7%)
The Congo Civil War	100% (20)	0	0	47.6% (20)

In overall, the topics were taught only in 47.6% of the observation instances and, in all the situations, the topics were not fully taught.

In summary, topics were not always taught and, where they were taught, they were not well taught

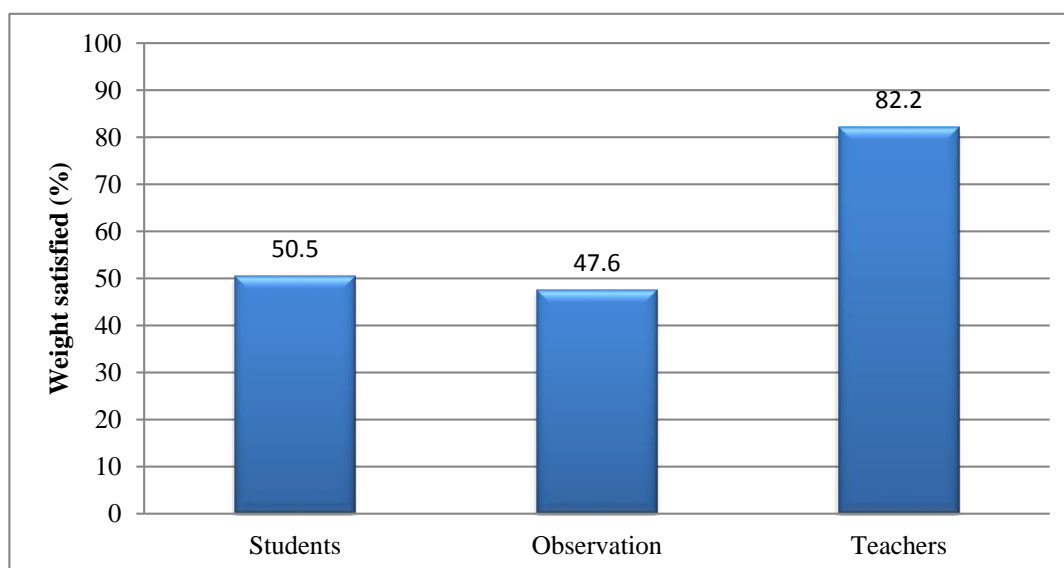


Figure 1: Comparing satisfaction with the implementation of history syllabus with respect to classroom observation, teachers' and students' perceptions.

From the above tables it is clearly seen that students are not satisfied with the implementation of the history syllabus contents and, as, such this content is effective in developing only some particular competences in them, such as to describe, identify issues, name events and places, and read about the topic which are low order skills, and which were only developed to an average range of 51.5%-64.2% of the students, while the other competences were not developed. Meanwhile teachers' responses showed they were highly satisfied with their implementation of the syllabus and that their teaching was very effective in developing competences in their learners (82.2%). However, mere observation by the researcher revealed that, the topics were taught only in 47.6% of the observation instances, and in all the situations, the topics were not fully taught. This, therefore, reveals that, teachers exaggerated in their responses because students' responses tie with that of the observations. As such, the



findings reveal that the teaching of the content of the history syllabus does not contribute to the development of predetermined competences in students as attested by students, and supported by observation.

Research question three: How effective are the proposed teaching materials in developing student competences?

Table 4: Students' characterization of teaching materials

Resources A; Prints	Competences developed for handling situations	Measures of effectiveness					
		Stretched				Collapsed	
		Not at all	Partially	Well	Excellently	Poor	Good
Text books Dictionaries Pamphlets Decreases	Trace the process	10.4% (21)	36.3% (73)	20.4% (41)	32.8% (66)	46.8% (94)	53.2% (107)
	Explain actions and sequences	6.5% (13)	28.4% (57)	35.8% (72)	29.4% (54)	34.8% (70)	65.2% (131)
	Describe the process	8.0% (16)	26.9% (54)	30.8% (62)	34.3% (69)	34.8% (70)	65.2% (131)
	Identify issues	8.5% (17)	29.9% (60)	29.9% (60)	31.8% (64)	38.3% (77)	61.7% (124)
	Name events and places	6.5% (13)	25.4% (51)	30.3% (61)	37.8% (76)	31.8% (64)	68.2% (137)
	Read about the topic	9.5% (19)	22.9% (46)	29.9% (60)	37.8% (76)	32.3% (65)	67.7% (136)
	Locate important places on the map	8.5% (17)	32.3% (66)	30.8% (66)	27.9% (56)	41.3% (83)	58.7% (118)
	State reasons for occurrences	8.5% (17)	30.3% (61)	33.8% (68)	27.4% (55)	38.8% (78)	61.2% (123)
	Compare happenings	10.4% (21)	27.4% (55)	33.8% (68)	28.4% (57)	37.8% (76)	62.2% (125)
	Make Interpretations and determine motives	14.9% (30)	29.9% (60)	29.4% (59)	25.9% (52)	44.8% (90)	55.2% (111)
MRS		9.2% (184)	29.0% (583)	30.5% (613)	31.3% (630)	38.2% (767)	61.8% (1243)
B; Visual Resources Maps Photographs/pictures	Trace the process	8.0% (16)	44.8% (90)	17.4% (35)	29.4% (59)	52.7% (106)	46.8% (94)
	Explain actions and sequences	9.0% (18)	30.8% (62)	39.3% (79)	20.9% (42)	39.8% (80)	60.2% (121)
	Describe the	9.0% (18)	33.8% (68)	32.8% (66)	24.4% (49)	42.8% (86)	57.2% (114)



	process	(18)	(68)	(66)	(49)	(86)	(115)
	Identify issues	7.5% (15)	30.8% (62)	36.3% (73)	25.4% (51)	38.3% (77)	61.7% (124)
	Name events and laces	8.5% (17)	32.3% (65)	34.3% (69)	24.9% (50)	40.8% (82)	59.2% (119)
	Read about the topic	7.5% (15)	32.3% (65)	27.9% (56)	32.3% (65)	39.8% (80)	60.2% (121)
	Locate important places on the map	9.0% (18)	40.3% (81)	34.8% (70)	15.9% (32)	49.3% (99)	50.7% (102)
	State reasons for occurrences	6.5% (13)	40.3% (81)	34.8% (70)	18.4% (37)	46.8% (94)	53.2% (107)
	Compare happenings	10.4% (21)	38.3% (77)	32.3% (65)	18.9% (38)	48.8% (98)	51.2% (103)
	Make Interpretations and determine motives	15.9% (32)	34.3% (69)	29.4% (59)	20.4% (41)	50.2% (101)	49.8% (100)
MRS		9.1% (183)	35.8% (720)	31.9% (642)	23.1% (465)	44.9% (903)	55.1% (1107)
C; Human resources Resource persons							
	Trace the process	12.4% (25)	33.8% (68)	31.3% (63)	22.4% (45)	46.3% (93)	53.7% (108)
	Explain actions and sequences	13.9% (28)	30.8% (62)	32.8% (66)	22.4% (45)	44.8% (90)	55.2% (111)
	Describe the process	10.4% (21)	33.3% (67)	32.3% (65)	23.9% (48)	43.8% (88)	56.2% (113)
	Identify issues	12.4% (25)	29.9% (60)	30.8% (62)	26.9% (54)	42.3% (85)	57.7% (116)
	Name events and laces	11.9% (24)	26.9% (54)	31.3% (63)	29.4% (59)	38.8% (78)	60.7% (122)
	Read about the topic	17.9% (36)	34.3% (69)	30.8% (62)	16.9% (34)	52.2% (105)	47.8% (96)
	Locate important laces on the ma	11.4% (23)	43.8% (88)	34.8% (70)	10.0% (20)	55.2% (111)	44.8% (90)
	State reasons for occurrences	12.4% (25)	39.3% (79)	28.4% (57)	19.9% (40)	51.7% (104)	48.3% (97)
	Compare happenings	12.9% (26)	37.3% (75)	33.8% (68)	15.9% (32)	50.2% (101)	49.8% (100)
	Interpretations and motives	9.5% (19)	37.8% (76)	39.8% (80)	12.9% (26)	47.3% (95)	52.7% (106)
MRS		12.5% (252)	34.7% (698)	32.6% (656)	20.1% (404)	47.3% (950)	52.7% (1060)



Material resources							
	Trace the process	11.4% (23)	38.8% (78)	31.8% (64)	17.9% (38)	50.2% (101)	49.8% (100)
	Explain actions and sequences	10.0% (20)	33.3% (67)	35.3% (71)	21.4% (43)	43.3% (87)	56.7% (114)
	Describe the process	11.4% (23)	34.3% (69)	36.8% (74)	17.4% (35)	45.8% (92)	54.2% (109)
	Identify issues	10.4% (21)	34.3% (69)	30.8% (62)	24.4% (49)	44.8% (90)	55.2% (111)
	Name events and places	7.0% (14)	31.3% (63)	36.8% (74)	24.9% (50)	38.3% (77)	61.7% (124)
	Read about the topic	10.9% (22)	26.9% (54)	32.3% (65)	29.9% (60)	37.8% (76)	62.2% (125)
	Locate important places on the map	13.9% (28)	39.3% (79)	32.3% (65)	14.4% (29)	53.2% (107)	46.8% (94)
	State reasons for occurrences	13.4% (27)	37.3% (75)	33.8% (68)	15.4% (31)	50.7% (102)	49.3% (99)
	Compare happenings	10.4% (21)	37.3% (75)	29.4% (59)	22.9% (46)	47.8% (96)	52.2% (105)
	Make Interpretations and determine motives	11.9% (24)	41.8% (84)	26.9% (54)	19.4% (39)	53.7% (108)	46.3% (93)
MRS	11.1% (223)	35.5% (713)	32.6% (656)	20.8% (418)	46.6% (936)	53.4% (1074)	
Library resources							
	Trace the process	15.4% (31)	27.9% (56)	32.8% (66)	23.9% (48)	43.3% (87)	56.7% (114)
	Explain actions and sequences	13.4% (27)	29.9% (60)	37.8% (76)	18.9% (38)	43.3% (87)	56.7% (114)
	Describe the process	11.4% (23)	33.3% (67)	29.9% (60)	25.4% (51)	44.8% (90)	55.2% (111)
	Identify issues	12.4% (25)	27.9% (56)	33.8% (68)	25.9% (52)	40.3% (81)	59.7% (120)
	Name events and laces	9.0% (18)	31.3% (63)	31.3% (63)	28.4% (57)	40.3% (81)	59.7% (120)
	Read about the topic	11.4% (23)	25.9% (52)	34.3% (69)	28.4% (57)	37.3% (75)	62.7% (126)
	Locate important laces on the ma	15.4% (31)	35.3% (71)	30.8% (62)	18.4% (37)	50.7% (102)	49.3% (99)
State reasons for occurrences	*14.4% (29)	30.3% (61)	36.8% (74)	18.4% (37)	44.8% (90)	55.2% (111)	



	Compare happenings	13.9% (28)	34.8% (70)	30.8% (62)	20.4% (41)	48.8% (98)	51.2% (103)
	Make Interpretations and determine motives	17.9% (36)	26.4% (53)	31.3% (63)	24.4% (49)	44.3% (89)	55.7% (112)
MRS		13.5% (271)	30.3% (609)	33.0% (663)	23.2% (467)	43.8% (880)	56.2% (1130)
Audio visual resources							
	Trace the process	19.4% (39)	33.8% (68)	25.4% (51)	21.4% (43)	52.2% (107)	46.8% (94)
	Explain actions and sequences	14.4% (29)	37.8% (76)	25.4% (51)	22.4% (45)	52.2% (105)	47.8% (96)
	Describe the process	15.9% (32)	37.3% (75)	27.9% (56)	18.9% (38)	53.2% (107)	46.8% (94)
	Identify issues	19.9% (40)	30.3% (61)	24.4% (49)	25.4% (51)	50.2% (101)	49.8% (100)
	Name events and laces	17.4% (35)	37.8% (76)	28.4% (57)	15.9% (32)	55.2% (111)	44.3% (89)
	Read about the topic	10.0% (20)	39.8% (80)	30.8% (62)	19.4% (39)	49.8% (100)	50.2% (101)
	Locate important laces on the ma	10.9% (22)	41.3% (83)	31.8% (64)	15.9% (32)	52.2% (105)	47.8% (96)
	State reasons for occurrences	11.4% (23)	35.3% (71)	33.3% (67)	19.9% (40)	46.8% (94)	53.2% (107)
	Compare happenings	11.9% (24)	36.3% (73)	29.4% (59)	22.4% (45)	48.3% (97)	51.7% (104)
	Interpretations and motives	12.9% (26)	32.8% (66)	27.9% (56)	26.4% (53)	45.8% (92)	54.2% (109)
MRS		14.4% (290)	36.3% (729)	28.5% (572)	20.8% (419)	50.7% (1019)	49.3% (991)
Overall MRS		11.6% (1403)	33.6% (4052)	31.5% (3802)	23.2% (2803)	45.2% (5455)	54.8% (6605)

$N_{cases}=201$; $N_{responses}=12060$

**Table 5: Teachers' characterization of teaching materials**

Resources A; Prints	Competences developed for handling situations	Measures of effectiveness					
		Stretched				Collapsed	
		Not at all	Partially	Well	Excellently	Poor	Good
Text books							
Dictionaries	Trace the process	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
Pamphlets	Explain actions and sequences	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
Decreases	Describe the process	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Identify issues	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Name events and places	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Read about the topic	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Locate important places on the map	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	State reasons for occurrences	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Make Interpretations and determine motives	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
MRS		0.0% (0)	0.0% (0)	0.0% (0)	100% (30)	0.0% (0)	100% (30)
B;							
Visual resources	Trace the process	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
Maps	Explain actions and sequences	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
Photograph s/pictures	Describe the process	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Identify issues	0% (0)	0% (0)	66.7% (2)	33.3% (1)	66.7% (2)	33.3% (1)
	Name events and laces	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	Read about the topic	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)



	Locate important places on the map	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	100% (3)
	State reasons for occurrences	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Compare happenings	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Make Interpretations and determine motives	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
MRS		0.0% (0)	46.6% (14)	20% (6)	33.3% (10)	53.3% (16)	46.6% (14)
C; Human resources Resource persons							
	Trace the process	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Explain actions and sequences	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Describe the process	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Identify issues	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Name events and laces	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Read about the topic	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Locate important laces on the ma	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	State reasons for occurrences	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Compare happenings	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
	Interpretations and motives	0% (0)	66.7% (2)	0% (0)	33.3% (1)	66.7% (2)	33.3% (1)
MRS		0.0% (0)	66.6% (20)	0.0% (0)	33.3% (10)	66.6% (20)	33.3% (10)
Material resources							
	Trace the process	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Explain actions and sequences	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Describe the process	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Identify issues	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)



	Name events and places	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Read about the topic	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Locate important places on the map	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	State reasons for occurrences	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Make Interpretations and determine motives	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
MRS		0.0% (0)	0.0% (0)	0.0% (0)	100% (30)	0.0% (0)	100% (30)
Library resources							
	Trace the process	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Explain actions and sequences	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Describe the process	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Identify issues	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Name events and laces	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Read about the topic	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Locate important laces on the ma	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	State reasons for occurrences	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)
	Make Interpretations and determine motives	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	100% (3)



MRS		0.0% (0)	0.0% (0)	0.0% (0)	100% (30)	0.0% (0)	100% (30)
Audio visual resources							
	Trace the process	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Explain actions and sequences	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Describe the process	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Identify issues	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Name events and laces	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Read about the topic	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Locate important laces on the ma	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	State reasons for occurrences	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
	Compare happenings	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)
Interpretations and motives	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	100% (3)	
MRS		0.0% (0)	0.0% (0)	100% (30)	0.0% (0)	0.0% (0)	100% (30)
Overall MRS		0.0% (0)	(18.9%) 34	(20.0%) 36	(61.1%) 110	(20.0%) 36	(80.0%) 144

N_{cases}=6; N_{responses}=180

Table 6: Characterization of teaching materials based on observation

Teaching materials	Used	Partially used	Not used at all	N of classes where material is used	Comments
Textbooks	6 (100%)	0 (0%)	0 (0%)	6 (100%)	
Photographs	0% (0)	4 (100%)	0% (0)	4 (66.7%)	Used partially in only four classes
Library	6 (100%)	0 (0%)	0 (0%)	6 (100%)	

Online library				0 (0%)	Not used at all
Museums				0 (0%)	Not used at all
Human Resources	6 (100%)	0 (0%)	0 (0%)	6 (100%)	
Material Resources				0 (0%)	Not used at all
Material Resources	0 (0%)	4 (100%)	0 (0%)	4 (66.7%)	
Material Resources	18 (69.2)	8 (30.8%)	0 (0%)	26 (48.1%)	

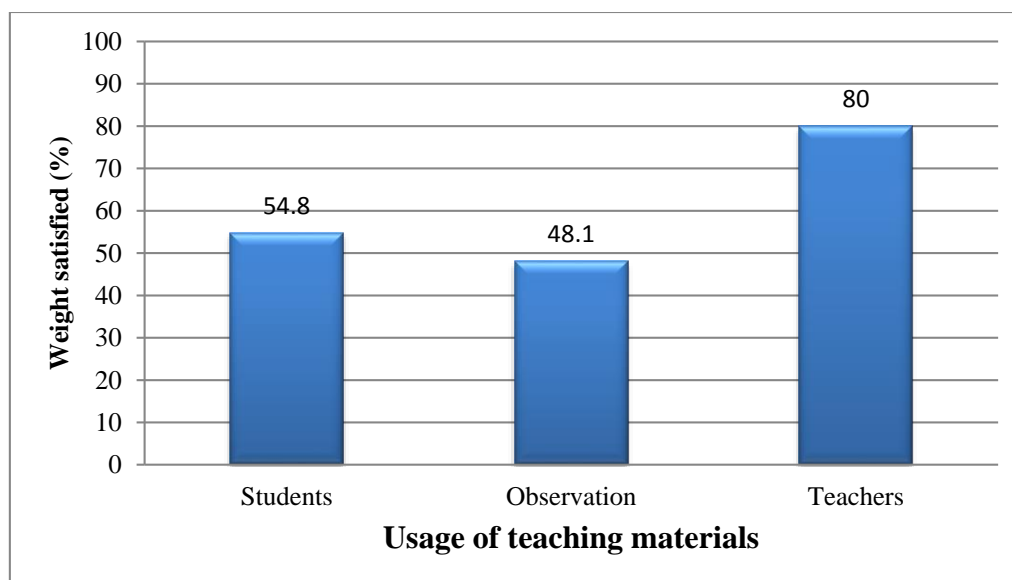


Figure 2: Comparing satisfaction with the usage of teaching materials with respect to classroom observation, teachers and students' perceptions

Students were generally not satisfied with the application of teaching materials, with weight of 54.8%. However, print materials, were able to develop the competences to explain, describe, name events and read about the topic, in 65% to 68% of the respondents. While Teachers were generally satisfied with the use of teaching materials with weight of 80.0%, overall, the materials were used only in 48.1% of the observation instances, and this also ties with responses from students, which reveals that teachers exaggerated their results. In summary, materials were not always used but, where they were used, this was always done effectively.

**Table 7: Summary of findings**

Research questions	Statistical test used	Comments
Research question one: How effective is the history syllabus content in developing student competences?	Frequency, proportion and MRA	Teachers were more satisfied with the implementation of history syllabus with weight of 82.2%, contrasting with a lower weight of 50.5% for students whose trend corroborated more with classroom observations (47.6%). Findings from observations revealed that in overall, the topics were taught only 47.6% of the observation instances and in all the situations, the topics were fully taught. In summary, topics were not always taught and even where they were taught, it was not done effectively.
Research question two: How effective are the proposed teaching materials in developing student competences?	Frequency, proportion and MRA	Teachers were more satisfied with the usage of teaching materials with weight of 80.0%, contrasting with a lower weight of 54.8% for students whose trend corroborated more with classroom observations (48.1%). Findings from observations revealed that in overall, the materials were used only in 48.1% of the observation instances and in 69.2% of the instances, they were effectively used. In summary, materials were not always used but where they were used, this was not always done effectively.

DISCUSSION

Research question 1: How effective are the history syllabus contents in developing student competences?

Based on observation, the teachers did not implement the content of the syllabus effectively in all the arts classes and, as such, the influence of content on the development of competences in students was seriously lacking. This was corroborated by students' findings of the focused group discussions. Teachers, however, reported satisfaction with the implementation of the history content as they claimed it positively develops student competences. This suggests that teachers may not have a mastery of the subject matter.

This finding ties with that of Loewenberg (1997) Mark (1999), and Thames (2008), who suggest that teachers do not know the content they teach. Thus, there may be nothing more foundational to teacher competency as the study revealed that, teachers who do not themselves know a subject well are not likely to have the knowledge they need to help students learn this content, and develop their competences. The findings are further corroborated by those of Mwandangi and Komba (2015), whose findings indicated that over eighty percent of the teachers they interviewed did not have the proper understanding of the



objectives of CBE. In addition, over seventy percent of the lesson plans reviewed did not reflect the qualities of a competency-based lesson plan. Moreover, the involvement of students in classroom activities by teachers who were observed was, overall, very low. Thus, this study is in line with the current study since history content is unable to develop competences in learners.

Furthermore, the findings of this study are in line with the findings of Paoulo's (2014) study, which revealed that although pre-service teachers were aware of the teaching and assessment methods stipulated to be used as part of implementation of CBC, they were not adopting the envisaged methods in their classroom practices.

Research Question 2: What influence do the teaching materials bring to the developing student competences?

Based on observation, teaching materials were not always used, but where they were used, this was not always done effectively. Also, findings from students revealed that, they were not fully satisfied with the teaching materials used to help them develop their competences. Consequently, teaching materials did not assist learners develop the required competences.

The above findings are in line with a study carried out by Roseline (2018) which found that instructional materials were used in most schools but a majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those that adopted their utilization did not use them appropriately. The findings as well corroborate with the theory of multimedia learning by Richard Mayer (1947), which asserts that people learn more deeply from words and pictures than from words alone, a principle which is referred to as the multimedia principle (Mayer 2005a).

CONCLUSION

Findings from observations and students' perceptions revealed that the subject content was neither well taught nor completely taught. Consequently, it did not positively contribute to the development of competences in students. Teachers' perceptions that they were doing a great job might have resulted from their lack of mastery of the subject as topics were not always taught and, when taught, were not handled effectively.

Teachers were more satisfied with the usage of teaching materials in contrast to students whose trend corroborated more with classroom observations, which was negatively below average. Teaching materials were not always used and, where they were used, this was not always done effectively. By so doing, this hindered the development of competences by students. This may be due to their unfamiliarity with the prescribed materials as many are quite different from those teachers had traditionally used. It may also result from the unavailability or lack of knowledge on the use of the prescribed teaching materials in the new syllabus.

Based on the findings, it is recommended that in-service training be organised in a systematic fashion by the relevant stakeholders to ensure that teachers master both the content of the subject, and the use of the prescribed teaching materials. Provision of the teaching resources should be made in sufficient quantities for use by teachers and students.



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